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GRADUATE CATALOG

Graduate-Level Catalog 2022/2023 Master's and Doctoral Programs

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

www.eastern.edu (<http://www.eastern.edu>)

Eastern University Is An Equal Opportunity Institution

Eastern University is committed to the principles of equal opportunity as defined under federal and state law, and does not discriminate unlawfully on the basis of race, gender, sexual orientation, color, creed, disability, national/ethnic origin, age, disabled veteran/Vietnam-era, Genetic Information and Nondiscrimination Act (GINA), or veteran status in its admission policy, program, or activities, educational policies, scholarship and loan programs, athletic and other University-administered programs, or employment practices and programs.

Regulation Change

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

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Academics

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 programs are limited to six credits in each accelerated term. Graduate students enrolled in 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. 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 (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 should have been completed within ten years' time prior to the student's date of matriculation at Palmer Seminary.
3. 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.
4. A grade of 2.0 (C) or better was earned in the course. If the transfer credits are to be considered for core courses, a grade of 3.0 (B) or better would be required.
5. The Dean and the Registrar's Office 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:

1. 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.
2. 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.
3. Entering students must apply no later than August 1 for Fall semester or December 1 for Spring semester to take advanced standing exams.
4. The Dean and a professor in the relevant area will screen applications.
5. 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.
6. 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.
7. Written exams will be evaluated by appropriate Seminary professors, who will then schedule oral exams with each student.
8. 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.
9. Standards of evaluation will be coordinated within departments, using area competencies as guidelines.
10. Adjunct professors will be involved as needed.
11. Students will be charged \$40.00 per exam taken, regardless of whether or not advanced standing is awarded.
12. 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.

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.

1. 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.
2. This course must be successfully completed in order to meet graduation requirements for both the M.Div. and M.T.S. degrees.

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.

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 M.Div., M.T.S., and M.P.T. 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.

Students are required to inform the University when their home address changes.

Dropping/Withdrawing from a Course

- Through the second 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 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.
- Course Repeat Policy for School Nurse Certification Students: The minimum passing final grade for all graduate school nursing courses is a “B.” Any student who receives a grade below a B must repeat the course.
- Course Repeat Policy for All Graduate Nursing Courses: The minimum passing final grade for all graduate school nursing courses is a “B.” Any student who receives a grade below a “B” must repeat the course.
- 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 (<https://www.eastern.edu/registrar/>). 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

Grade	Meaning
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 0

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.¹ 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.²

Step 2: A student may initiate a formal appeal by completing the Grade/Evaluative Action Appeals Form (http://www.eastern.edu/sites/default/files/sites/default/files/offices-centers/registrar/grade_appeal_policy_form.pdf) (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.³

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.⁴

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 written¹ 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 Semester refers to the period of time in which the course is instructed and evaluated.

³ If the faculty member involved in the appeal is the departmental chair/ program director, the student should go immediately to Step 4.

⁴ If the faculty member involved in the appeal is the program Dean, the student should go immediately to Step 5.

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 (<http://www.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. Students enrolled in the Master of Data Science and/or MBA programs are limited to one course per 7-week block, for a total of two courses in one semester.

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 (<https://www.palmerseminary.edu/student-life/office-registrar> (<https://www.palmerseminary.edu/student-life/office-registrar/>)). 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.

Students who receive VA benefits will be dismissed because of any of the circumstances listed above.

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 complete degree requirements in the past year. 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. Although attendance is voluntary, the cost of participation is factored into student charges.

Admission

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 an institutionally 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 Registrar's Office. 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 Registrar's Office (registrar@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 Registrar's Office 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](https://www.eastern.edu/admissions/) (<https://www.eastern.edu/admissions/>). 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 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.

Introduction

- Accreditation and Memberships (p. 11)
- Doctrinal Statement (p. 12)
- Eastern University's Core Values (p. 13)
- History of the University (p. 14)
- President's Greeting (p. 16)
- Welcome and Mission Statement (p. 16)

Accreditation and Memberships

Eastern University is accredited by the

Middle States Commission on Higher Education (MSCHE)
1007 North Orange St.
4th Floor, M.B. #166
Wilmington, DE 19801

(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 Practical Theology, 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 Biochemistry degree program is accredited by the American Society of Biochemistry and Molecular Biology.

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 MED 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>)

Eastern University's College of Business and Leadership is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a specialized global business accreditation body following the Baldrige model focused on teaching excellence, student outcomes, and continuous improvement. ACBSP evaluates business programs in areas of leadership, strategic planning, stakeholder relationships, quality of academic programs, faculty credentials, and quality improvement.

ACBSP
11520 West 119th Street
Overland Park, KS 66213
<https://acbsp.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.

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, or faculty member 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 student conduct 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 cannabis and other illegal drugs.
3. Unauthorized use of tobacco and nicotine 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, conduct will be adjudicated. 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 student conduct cases may vary in formality with the gravity of the offense and the sanctions to be applied. (Note: More detailed statements regarding behavioral standards and expectations can be found in the *Student Handbook*.)

Eastern University's Core Values

E - Excellence

We strive to achieve the highest standards in serving our community through distinctive academic experiences, student services, and community life.

A - Authenticity

We live with integrity and honesty, upholding the highest ethical standards as we seek to honor God with our lives, relationships, and work.

S - Stewardship

We treat our resources as gifts God has entrusted to us, including our earth, environment, facilities, and finances.

T - Thoughtfulness

Inspired by our commitment to truth, we think deeply, holistically, and critically about the world God has given us, benefiting from the insights offered by each individual in our rich learning community.

E - Enthusiasm

Anchored by our hope and joy in Christ, we approach each situation with optimism, working toward favorable outcomes, and celebrating our successes.

R- Relationships

With an attitude of humility and kindness, we honor and respect the dignity of each individual, promoting community, working to bring reconciliation to broken relationships, and championing diversity, equity, and belonging.

N - iNnovation

Promoting accessibility and affordability, we seek new and more effective approaches to education, exercising creativity to chart inventive paths forward into the future.

History of the University

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 and College, the College of Arts and Humanities, the College of Business and Leadership, the College of Education, the College of Health and Sciences, Templeton Honors College, and Esperanza College. Eastern University enrolls over 3,100 students in these undergraduate, graduate, 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.

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

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

In addition to the weekly Chapel service with the Eastern University community, Palmer Seminary holds its own worship services two times a week, one of which is designed using United Methodist liturgical resources. 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.

Fellowship

In addition to worship and prayer, 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 and Student Assembly meetings, as well as on an ongoing informal basis. The Student Assembly creates and hosts a variety of student activities including Palmer Spirit Week, Christmas collections for charities, community meals, 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.

Alumni/ae

The Palmer Theological Seminary of Eastern University alumni/ae include all those that have graduated from the certification and degree programs. 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. Gifts that are given to the seminary help support lectureships, scholarships, and the annual fund, which works towards the general advancement of the school and its mission.

Launched in 2020, the Alumni Care Initiative is an innovative communal approach to discovery and discernment as Palmer offers support and

nourishment to its graduates through fostering spiritual, relational, and theological growth beyond graduation.

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.

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 since 1992 serving as a faculty member, department chair, and division executive director, I am honored to serve as the 10th President of Eastern University.

Jesus 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. Education at Eastern is about transformation related to self, relationships, and communities.

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, extensive online and on campus graduate and seminary programs, 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!

Dr. Ronald A. Matthews
President

Welcome and Mission Statement

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
- Master of Education

Undergraduate degrees granted are

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Social Work
- 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 diverse, Christ-centered community preparing graduates to impact the world through faith, reason, and justice.

Vision

As a community, Eastern University will Listen... Love... Learn... Lead.

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.

Student Learning Goals

Eastern University is dedicated to the following student learning goals as established in the institution's foundational commitments:

To excellence in scholarship and teaching:

- 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.

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

- Students develop and expand their Christian worldview, grounded in the Scriptures.
- Students discern the ethical consequences of decisions and actions.

To justice, reconciliation, and transformation:

- Students are motivated to assume responsibility for justice and to show a transformative influence – especially regarding social, political, and economic justice.

To responsible leadership and stewardship:

- Students are prepared to live in an interdependent world, aware of societal and global problems and committed to engage in solving them.

To Christian community:

- Students increase in self-awareness and in their sensitivity towards others and others' needs and situations.
- Students contribute to fostering an environment where diversity is appreciated and reconciliation is practiced.

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 (<https://www.palmerseminary.edu/about/mission-motto> (<https://www.palmerseminary.edu/about/mission-motto/>)). 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.

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.

- Dual Degree M.Div./M.B.A. in Organizational Management Program (p. 18)
- Dual Degree MDiv/MA, Theological And Cultural Anthropology (p. 19)
- Dual Degree OpenSeminary M.Div./M.B.A. in Organizational Management Program (p. 20)
- OpenSeminary Master of Divinity (M.Div.) (p. 21)
- OpenSeminary™ Master of Practical Theology (M.P.T.) (p. 21)
- Other Educational Opportunities (p. 22)
- Seminary Courses (p. 23)
- The Doctor of Ministry (D.Min.) in Contextual Leadership (p. 48)
- The Master of Divinity (M.Div.) (p. 48)
- The Master of Theological Studies (M.T.S.) (p. 50)
- The Master of Theological Studies (M.T.S.) in Latino/a Ministries (p. 52)
- The West Virginia Program (p. 53)

Dual Degree M.Div./M.B.A. in Organizational Management Program

Palmer Theological Seminary offers students the opportunity to earn credit toward a Master of Divinity (M.Div.) degree in conjunction with pursuing a Master of Business Administration (M.B.A.) in Organizational Management (p. 64) through Eastern University's College of Business and Leadership. This arrangement enables full time students to earn both degrees in four years, if they pursue them full time, 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, and ethics.
2. Individual preparation for bi-vocational ministries that allow church ministers to engage in enterprises that have social impact on the community.
3. Preparation of leaders in Christian institutions and organizations for high-level, faithful, and effective management.

For those interested in pursuing a dual degree program that is completely online for both the M.Div. and the M.B.A. in Organizational Management, please refer to our Openseminary M.Div./M.B.A. in Organizational Management dual degree program. (p. 20)

Admissions

Students wishing to enter the M.Div./M.B.A in Organizational Management dual degree program may complete a joint application through the Seminary's admissions office, fulfilling the requirements as stipulated individually by the Seminary and the College of Business and Leadership.

Financial Arrangements

Students are required to pay tuition to Palmer Seminary and the College of Business respectively for the courses required in each school's degree program.

General Academic Requirements

Sixty-six credit hours need to be taken in the Seminary's M.Div. program (Adaptive Leadership Track) and 30 credit hours need to be taken in the M.B.A. in Organizational Management program. Students opting for the Pastoral Leadership Track in the M.Div. program will need 12 more credits to fulfill the core requirements of that track.

Schedule

A student normally spends the first two years full-time¹ at the Seminary completing required Levels 1, 2, and some of Level 3 core courses for the M.Div. program. This schedule usually requires taking some courses in an intensive format that are offered in the summer months. The next two years are spent at the College of Business and Leadership for the M.B.A. in Organizational Management. Any remaining M.Div. required course may be completed during the early part of the M.B.A. program by means of a cross-registration process.

¹ *It is possible to pursue this dual degree program on a part-time basis, but most Seminary coursework should be completed before a student begins the M.B.A. program.*

Course Requirements

Seminary Requirements

1. All required core courses of the M.Div. curriculum for either the Adaptive Leadership or the Pastoral Leadership track.
2. Up to 12 credits from the M.B.A. program may be counted towards fulfilling the M.Div. elective credits.
3. SUPV 525 Theological Field Education 1A/SUPV 526 Theological Field Education 1B in the M.Div. program may be counted towards

fulfilling BUSA 685 Applied Knowledge Capstone in the M.B.A. program.

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 or the Eastern University website.

Other Academic/Administrative Matters

1. Academic standing in the respective programs is determined solely on the basis of work done 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 of 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.B.A. in Organizational Management at the College of Business and Leadership serve as contact persons for information and advisement about the dual degree programs.

Dual Degree MDiv/MA, Theological And Cultural Anthropology

Christian ministry involves cross-cultural interaction and understanding, whether at home or abroad. This innovative dual degree program combines Eastern University's online MA in Theological and Cultural Anthropology (<https://www.eastern.edu/academics/graduate-programs/ma-theological-and-cultural-anthropology/>) (MATCA) with Palmer Seminary's Master of Divinity (M.Div.) program (online (<https://www.palmerseminary.edu/programs/master-divinity-online-openseminary/>) or on-campus. (<https://www.palmerseminary.edu/programs/master-divinity-campus/>)) Together, these two degrees equip students with the ability to work effectively at the intersection of faith and culture.

Program Details

- Location & Delivery: Fully online or partially on-campus in St. Davids, PA
- Length: As little as 4 years for both programs
- Start Terms: January and August

Admissions

- You must have a bachelor's degree from an institutionally accredited and endorsed by CHEA institution with an overall grade-point average of 2.5 or better.
- One class in the Introduction to Cultural Anthropology is required, with a grade of C or better. Candidates lacking the introductory course may take it online through Eastern University in the summer in advance of enrolling.

Financial Arrangements

- Students are required to pay tuition to Palmer Seminary.
- At least 4.5 credits must be taken per semester to qualify for financial aid.

General Academic Requirements

Ninety-six credit hours are needed to graduate. Seventy-five are to be taken in the Seminary's M.Div. program (Adaptive Leadership Track) and twenty-one credit hours need to be taken in the MATCA in the program, for a total of 96 credits, instead of 111 which would be required if taking the programs separately.

Schedule

- Application Deadlines: One month before start of term
- At least 4.5 credits must be taken per semester to qualify for financial aid.
- For MATCA, The core classes for the program must be taken together in one academic year (2.5 classes per semester). Electives can be taken before, during or after the core.

Dual Degree OpenSeminary M.Div./M.B.A. in Organizational Management Program

Palmer Theological Seminary offers students the opportunity to earn credit toward a Master of Divinity (M.Div.) degree in conjunction with pursuing a Master of Business Administration (M.B.A.) in Organizational Management through Eastern University's College of Business and Leadership. This arrangement enables full time students to earn two degrees in as little as four years, if they pursue them full time, 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, and ethics.
2. Individual preparation for bi-vocational ministries that allow church ministers to engage in enterprises that have social impact on the community.
3. Preparation of leaders in Christian institutions and organizations for high-level, faithful, and effective management.

If desired, students may also pursue the Master of Divinity degree in an on-ground delivery. More information on Palmer's fully on-ground M.Div./fully online M.B.A. in Organizational Management dual degree program may be found on page 83 of this catalog, under On Campus Program.

Admissions

Students wishing to enter the OpenSeminary M.Div./M.B.A. in Organizational Management programs may complete a joint application through the Seminary's admissions office, fulfilling the requirements as stipulated individually by the Seminary and the College of Business and Leadership.

Financial Arrangements

Students are required to pay tuition to Palmer Seminary and the College of Business respectively for the courses required in each school's degree program.

General Academic Requirements

Seventy-five credit hours need to be taken in the Seminary's OpenSeminary M.Div. program and 27 credit hours need to be taken in the M.B.A. in Organizational Management, for a total of 102 credit hours.

Schedule

A student normally spends three years full-time¹ at the Seminary completing the online OpenSeminary M.Div. program, the pace of which is designed to allow students to do theology within their ministerial context. Students are strongly urged to complete the M.Div. degree before pursuing coursework at the College of Business and Leadership for the M.B.A. in Organizational Management, which may be completed in 10 months.

¹ *It is possible to pursue this dual degree program on a part-time basis, but most Seminary coursework should be completed before a student begins the M.B.A. program.*

Course Requirements

Seminary Requirements

1. All required core courses of the OpenSeminary M.Div. curriculum.
2. PRMN 583A Integrative Ministry Project: Pt 1/PRMN 583B Integrative Ministry Project: Pt 2 from the M.Div. program may be counted towards fulfilling BUSA 685 Applied Knowledge Capstone in the M.B.A. program.
3. BUSA 665 Leading Organizational Strategy Leading Organizational Strategy in the M.B.A program may be counted towards fulfilling PRMN 540A Organizational Management and Leadership: Pt 1/PRMN 540B Organizational Management and Leadership: Pt 2 in the M.Div. program.

College Requirements

Consult the Eastern University Graduate Programs Catalog or the Eastern University website.

Other Academic/Administrative Matters

1. Academic standing in the respective programs is determined solely on the basis of work done 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 of 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.B.A. in Organizational Management at the College of Business and Leadership serve as contact persons for information and advisement about the dual degree programs.

OpenSeminary Master of Divinity (M.DIV.)

This 100% online Master of Divinity program builds on the OpenSeminary™ Master of Practical Theology. Beyond the first 36 credits of core modules taken using the OpenSeminary™ model alongside students in the M.P.T. program, online M.Div. students must complete another 42 credits of foundational and elective courses to reach a total of 78 credits. These additional 3-credit courses are offered in two parts over two 7-week terms, except for THLE 581 Doing Theology I: Theological Method and Reflection, which is offered over one 7-week term. They cover areas found in more traditional Master of Divinity programs, such as biblical studies, systematic theology, church history, pastoral care, preaching, worship, evangelism, mission, Christian education, and organizational leadership.

Graduation Requirements

To be recommended for the Master of Divinity in **OpenSeminary™**, a candidate must:

1. Satisfactorily complete 78 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 OpenSeminary™ M.DIV.

Code	Title	Credit Hours
Core Curriculum		
CHHM 580A	Diakonia: Missional Service - Part 1	2
CHHM 580B	Diakonia: Missional Service - Part 2	2
CHHM 580C	Diakonia: Missional Service - Part 3	2
INTG 580A	Koinonia: Leading & Bldg Community-Part1	2
INTG 580B	Koinonia: Leading & Bldg Community-Part2	2
INTG 580C	Koinonia: Leading & Bldg Community-Part3	2
PRMN 580A	Kerygma: Communicating the Gospel-Part1	2
PRMN 580B	Kerygma: Communicating the Gospel-Part 2	2
PRMN 580C	Kerygma: Communicating the Gospel-Part3	2
PRMN 581A	Leitourgia: Leading People-Part 1	2
PRMN 581B	Leitourgia: Leading People-Part 2	2
PRMN 581C	Leitourgia: Leading People-Part 3	2
SFRM 580A	Paideia: Spiritual Formation-Part 1	2
SFRM 580B	Paideia: Spiritual Formation-Part 2	2
SFRM 580C	Paideia: Spiritual Formation-Part 3	2
THLE 580A	Theologia: Doing Theol in Context-Part1	2
THLE 580B	Theologia: Doing Theol in Context-Part 2	2
THLE 580C	Theologia: Doing Theol in Context-Part 3	2
Foundational Courses		
THLE 581	Doing Theology I: Theological Method and Reflection	3
THLE 582A	Doing Theology 2: Exploring the Doctrines of the Christian Faith: Part 1	1.5

THLE 582B	Doing Theology 2: Exploring the Doctrines of the Christian Faith: Part 2	1.5
BIBL 581A	Reading the Text 1: Reading the Old Testament in Its Context: Part I	1.5
BIBL 581B	Reading the Text 1: Reading the Old Testament in Its Context: Part 2	1.5
BIBL 582A	Reading the Text 2: Reading the New Testament in Its Context: Part 1	1.5
BIBL 582B	Reading the Text 2: Reading the New Testament in Its Context, Part 2	1.5
CHHM 510A	Church in Mission Through History: Part 1	1.5
CHHM 510B	Church in Mission Through History: Part 2	1.5
PRMN 510A	Foundations of Pastoral Care and Counseling: Part 1	1.5
PRMN 510B	Foundations of Pastoral Care and Counseling: Part 1	1.5
INTG 581A	Integrative Ministry Paper: Pt 1	1.5
INTG 581B	Integrative Ministry Paper: Pt 2	1.5
Electives		
CHHM 530A	Christian World Mission: Pt 1	1.5
CHHM 530B	Christian World Mission: Pt 2	1.5
INTG 524A	Church Renewal & Evangelism: Part 1	1.5
INTG 524B	Church Renewal & Evangelism: Part 2	1.5
INTG 531A	Theology and Practice of Worship: Pt 1	1.5
INTG 531B	Theology and Practice of Worship: Pt 2	1.5
PRMN 520A	Introduction to Homiletics: Pt 1	1.5
PRMN 520B	Introduction to Homiletics: Pt 2	1.5
PRMN 540A	Organizational Management and Leadership: Pt 1	1.5
PRMN 540B	Organizational Management and Leadership: Pt 2	1.5
PRMN 586A	Teaching the Faith: Pt 1	1.5
PRMN 586B	Teaching the Faith: Pt 2	1.5
Total Credit Hours		75

OpenSeminary™ Master of Practical Theology (M.P.T.)

This 100% online degree program is based on the OpenSeminary™ model for graduate theological education. The Master of Practical Theology draws on the best practices and theories explored and implemented by the churches and the academy. Participants will interact with and learn from experienced pastors, teachers, and contextual thinkers worldwide; learn from experienced pastors and leaders in the local church context; experience the joy of doing theology as part of a team; apply their learning immediately to everyday life. This highly integrative program equips students to reflect critically and constructively on their desire to join God in his work in the world. Such reflection leads to personal transformation and will modify how students shape their lives. As Christians, we are shaped by the church's practices; they embody our beliefs and are the vehicles of our commitments. For this reason, the M.P.T. focuses on the following six practices, and we study them individually and sequentially over three years: 1. Doing Theology in Context (*Theologia*), 2. Leading and Building Community (*Koinonia*), 3. Communicating the Gospel (*Kerygma*), 4. Leading Desiring God (*Leitourgia*), 5. Missional Service (*Diakonia*), and 6. Spiritual Formation (*Paideia*). Students must complete these six subjects to earn the M.P.T. degree in the OpenSeminary™ program. Each

module consists of a total of 21 weeks of coursework consisting of: online readings to consider most current thinking in Theological and Biblical disciplines, attend lectures, complete assignments, participate in discussions, interact with thought-leaders in person or online during an integrative seminar, and construct a theological answer that the students in their ministry contexts can immediately implement. Two modules are offered each academic year.

Graduation Requirements

To be recommended for the Master of Practical Theology degree in **OpenSeminary™**, 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.

Program Requirements for OpenSeminary M.P.T.

Code	Title	Credit Hours
CHHM 580A	Diakonia: Missional Service - Part 1	2
CHHM 580B	Diakonia: Missional Service - Part 2	2
CHHM 580C	Diakonia: Missional Service - Part 3	2
INTG 580A	Koinonia: Leading & Bldg Community-Part1	2
INTG 580B	Koinonia: Leading & Bldg Community-Part2	2
INTG 580C	Koinonia: Leading & Bldg Community-Part3	2
PRMN 580A	Kerygma: Communicating the Gospel-Part1	2
PRMN 580B	Kerygma: Communicating the Gospel-Part 2	2
PRMN 580C	Kerygma: Communicating the Gospel-Part3	2
PRMN 581A	Leitourgia: Leading People-Part 1	2
PRMN 581B	Leitourgia: Leading People-Part 2	2
PRMN 581C	Leitourgia: Leading People-Part 3	2
SFRM 580A	Paideia: Spiritual Formation-Part 1	2
SFRM 580B	Paideia: Spiritual Formation-Part 2	2
SFRM 580C	Paideia: Spiritual Formation-Part 3	2
THLE 580A	Theologia: Doing Theol in Context-Part1	2
THLE 580B	Theologia: Doing Theol in Context-Part 2	2
THLE 580C	Theologia: Doing Theol in Context-Part 3	2
Total Credit Hours		36

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 non-credit 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://palmerseminary.edu/escm> (<http://palmerseminary.edu/escm/>) 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. Summer Term electives are available for those seeking CEU credit (unless otherwise specified).
2. Elective courses during the academic year may be taken for CEU credit.
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/> (<https://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.

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.

Christian Counseling

Christian counseling courses are listed under the course prefixes COUN as well as PRMN (Practice of Ministry). Please refer to both sections of the catalog for the relevant course descriptions.

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.

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.

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.

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.

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.

Seminary Courses

B

- Biblical Studies (p. 24)

C

- Christian Heritage and Mission (p. 27)
- Counseling (p. 30)

D

- Denominational Requirement (p. 31)
- Doctor of Ministry (p. 31)

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- Spiritual Formation (p. 41)
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T

- Theology (p. 44)

Biblical Studies**BIBL 501 Old Testament Study I 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 II 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.

Prerequisites: Take BIBL-501

BIBL 503 New Testament Study I 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 II 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.

Prerequisites: Take BIBL-501 and BIBL-503

BIBL 511 Old Testament Historical Books 3

This course focuses on the historical books of the Old Testament (Joshua through Esther). Attention will be given to examining the nature of biblical historical writing as well as the historical, archeological, literary, hermeneutical, and theological issues arising out of contemporary discourse over the Old Testament historical texts. Critical theories will therefore be explored and employed towards the development of exegetical skills needed for the interpretation and proclamation of Old Testament historical texts.

Prerequisites: BIBL-510 minimum grade C-

Course may be offered for audit

BIBL 511H Old Testament Historical Books (hybrid Delivery) 3

This course focuses on the historical books of the Old Testament (Joshua through Esther). Attention will be given to examining the nature of biblical historical writing as well as the historical, archeological, literary, hermeneutical, and theological issues arising out of contemporary discourse over the Old Testament historical texts. Critical theories will therefore be explored and employed towards the development of exegetical skills needed for the interpretation and proclamation of Old Testament historical texts.

Prerequisites: BIBL-510

Course may be offered for audit

BIBL 512 Gospels and Acts 3

Gospels and Acts is a foundational course in the study of the New Testament, covering Matthew, Mark, Luke-Acts, and John. 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. By doing so, we will be less prone to impose 30 modern standards and worldviews on the biblical text. 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.

Course may be offered for audit

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.

Course may be offered for audit

BIBL 513H Biblical Interpretation for Ministry (hybrid Delivery) 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.

Course may be offered for audit

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.

Course may be offered for audit

BIBL 514H 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.

Course may be offered for audit

BIBL 514I Biblical Hebrew 3**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.

Prerequisites: BIBL-514 minimum grade C-

Course may be offered for audit

BIBL 515H Hebrew Exegesis 3

A course in intermediate Biblical Hebrew, focusing on grammar, syntax and lexicography through readings of selected passages from the Pentateuch.

Prerequisites: BIBL-514

Course may be offered for audit

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 may wish to take Hebrew in its place).

Course may be offered for audit

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.

Prerequisites: BIBL-516 minimum grade C-

Course may be offered for audit

BIBL 520 Prophets 3

Prophets 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 conditions of their time. They communicated by preaching, singing, crying, walking naked, shaving, etc. They braved social isolation, jail and even death, yet they insisted that God had spoken to them, and their words would shape the future. This course shall explore the relationship of the prophetic books to the rest of the canon, and then focus on specific issues, themes and theologies in the books. The roles of ancient prophets as socio-political exegetes would be used to segue into discussions of the roles of preachers today.

Prerequisites: BIBL-511 minimum grade C-

Course may be offered for audit

BIBL 521 The Pauline Epistles 3

This course covers the thirteen letters in the New Testament, from Romans to Philemon. 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. As much as we are able, we would like to hear these letters as though we were among the original recipients. Toward the end of the semester, we will identify key Pauline themes and emphases that emerge from these missives collectively.

Prerequisites: BIBL-511 and BIBL-512 minimum grade C-

Course may be offered for audit

BIBL 540 Independent Study-Area 4 Project Israel Study Tour 3**BIBL 550 MTS Research 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.

BIBL 550A MTS Research 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.

BIBL 581A Reading the Text 1: Reading the Old Testament in Its Context: Part I 1.5

This is a survey course that emphasizes the historical, literary, and theological contexts of the Old Testament. Students will be introduced to the key events, movements, and figures in the history of Israel up to the Second Temple period within their larger Ancient Near Eastern context and to the different academic approaches to the story of the Old Testament. Coverage includes the Pentateuch, Historical Books, Writings and Prophets.

BIBL 581B Reading the Text 1: Reading the Old Testament in Its Context: Part 2 1.5

This is a survey course that emphasizes the historical, literary, and theological contexts of the Old Testament. Students will be introduced to the key events, movements, and figures in the history of Israel up to the Second Temple period within their larger Ancient Near Eastern context and to the different academic approaches to the story of the Old Testament. Coverage includes the Pentateuch, Historical Books, Writings and Prophets.

Prerequisites: BIBL-581A (Reading the Text 1: Learning to read their context in light of OT)

BIBL 582A Reading the Text 2: Reading the New Testament in Its Context: Part 1 1.5

This is a survey course that emphasizes the historical, literary, and theological contexts of the New Testament. Students will be introduced to Second Temple Judaism and the Greco-Roman world of Jesus and the early church. Coverage includes the four Gospels, the Acts of the Apostles, several key letters of Paul, and the book of Revelation.

BIBL 582B Reading the Text 2: Reading the New Testament in Its Context, Part 2 1.5

This is a survey course that emphasizes the historical, literary, and theological contexts of the New Testament. Students will be introduced to Second Temple Judaism and the Greco-Roman world of Jesus and the early church. Coverage includes the four Gospels, the Acts of the Apostles, several key letters of Paul, and the book of Revelation.

Prerequisites: BIBL-582A (Reading the Text 2: Learning to read their context in light of NT)

BIBL 604 Biblical Theology: Genesis As a Starting Point 3

An exploration of the theological themes of Genesis. Themes to be discussed include: creation, redemption, the nature of God, covenant, law, kingship, divine violence, righteousness, the people of Israel. These themes will be discussed in conversation with three perennial biblical theological issues: What was the author of Genesis trying to say theologically to his audience (historical dimension)? How did the author construct Genesis to communicate that theology (literary dimension)? and How do the themes of Genesis reverberate dynamically elsewhere in the Hebrew Scriptures and in New Testament (canonical dimension).

Prerequisites: Take BIBL-501

Course may be offered for audit

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. Bible elective.

Prerequisites: BIBL-510 minimum grade C-

Course may be offered for audit

BIBL 606 Old Testament Book Studies: Jonah & 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.

Prerequisites: Take BIBL-501

BIBL 607 Psalms 3

This course is an advanced study of the book of Psalms. Considerations will be given to major trends in modern scholarship with regard to its historical settings, literary forms, canonical shape, and biblical theological significance. Opportunities will be provided to develop skills for interpreting poetry through in-depth study of representative examples of each genre. The purpose and relevance of the Psalms to the rest of the Bible and Christian faith will be explored.

BIBL 609 Mission Beginnings in Genesis 3
Course may be offered for audit**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. Bible elective.

Prerequisites: BIBL-503 minimum grade C-
Course may be offered for audit

BIBL 617 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. Bible elective.

Course may be offered for audit

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. Bible elective.

Course may be offered for audit

BIBL 622 Bible and the Koran 3

This is an introductory course in comparative studies of the Bible and the Koran. Students will learn basic facts with regard to the formation, place, function, and the basic theological teachings of the religious texts in each religious community. Our primary concern is not the religion itself but the sacred texts of the religion. We will focus on literary analysis of Koranic suras that are related to the themes of gods, prophets, salvation, Jihad, women, Jews, Christians, and Muslims. The goal of this course is to equip future church leaders with in-depth knowledge of the Koran so that they may serve, love, and bear witness to their Muslim neighbors.

BIBL 625 The Least of These: Biblical and Contemporary Responses to Poverty 3

This course will investigate the biblical record concerning attitudes and behavior related to needy people, and will offer students multiple opportunities to learn from and interact with people currently engaged in ministry (locally and globally) to those regarded as the least of these.

Course may be offered for audit

BIBL 626 Book of Revelation 3

A study of the contents of the Book of Revelation with special attention to its historical setting, literary style, and vision of Christ as the culmination of history. Varieties of interpretations will be examined and critiqued, with a synthetic approach to understanding its apocalyptic vision proposed. By doing so students will gain an appreciation for its message to the early church, its message about a climactic end to the age with the return of Christ, and its application for believers living between the times today. Bible or Theology elective.

Course may be offered for audit

BIBL 627 The Mission of Jesus in Mark 3

Course may be offered for audit

BIBL 628 The Mission of Jesus in John 3

Course may be offered for audit

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. Bible elective.

Course may be offered for audit

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 3

Participants will visit sites of archeological, historical and contemporary importance in the current State of Israel (Palestine). They will meet and interact with the people who call that place home, and will experience the life and cultures represented there. Our guide will introduce us to the archeology and history of this region in which so much of the biblical story unfolded, and Palmer professors and participants will build on this, thinking together about how these rich historical foundations pave the way for a deepening of our biblical-theological understanding, a fuller consideration of our exegesis of scripture, an expansion of our insights into the lived experiences of those people (historically and today) considered "other" in ethnic, religious and civil terms, and (perhaps) some eye-opening missional insights/implications. By our presence in the lands of the Bible, we become eyewitnesses of the stage upon which the God who acts revealed himself in Scripture. As a result, integration of history, theology and application (our "living out" the Scripture) will be a constant priority, an exercise which will be informed by exposure to the contemporary situation in the Middle East.

Course may be offered for audit

BIBL 650 Independent Study/Research in Biblical Studies 0.5-3

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. Bible elective.

BIBL 660 Special Topics 3**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.

BIBL 660B SpTop: First Corinthians 3

Reading First Corinthians should give us pause because all the problems Paul addressed in his letter to this fledgling church are still relevant to the church today. While it is important to delve into the historical-cultural context from which these issues arose, ample class time will be devoted to exploring the hermeneutical implications of the text for personal integrity and discipleship, life and ministry in the community of faith, and bearing authentic witness to the gospel.

Prerequisites: BIBL-503

Christian Heritage and Mission

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.

Course may be offered for audit

CHHM 510A Church in Mission Through History: Part 1 1.5

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 510B Church in Mission Through History: Part 2 1.5

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.

Prerequisites: CHHM-510A (Church Mission Through History)

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.

Course may be offered for audit

CHHM 530A Christian World Mission: Pt 1 1.5

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 530B Christian World Mission: Pt 2 1.5

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.

Prerequisites: CHHM-530A (Christian World Mission)

CHHM 570A Diakonia: Missional Service - Part 1 3

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. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

CHHM 570B Diakonia: Missional Service - Part 2 3

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. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.

Prerequisites: Prerequisite: CHHM-570A

CHHM 570C Diakonia: Missional Service - Part 3 3

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. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.

Prerequisites: Prerequisites: CHHM-570A and CHHM-570B

CHHM 580A Diakonia: Missional Service - Part 1 2

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. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

CHHM 580B Diakonia: Missional Service - Part 2 2

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. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.

Prerequisites: CHHM-580A (Diakonia: Missional Service)

CHHM 580C Diakonia: Missional Service - Part 3 2

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. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.

Prerequisites: CHHM-580B (Diakonia: Missional Service)

CHHM 612 Christian Church & 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.

Course may be offered for audit

May take Pass/Fail

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.

Course may be offered for audit

May take Pass/Fail

CHHM 617 Missions Among the Next Generation 3

Today's civil rights movement has decentered churches. Participants in the Black Lives Matter movement are younger and less religious than traditional civil rights advocates. This decentering is part of a larger change that is creating a unique challenge and opportunity for the church. At stake is the faithful transmission of faith to the next generation, to which the church's failure to respond may impact the survival of institutional evangelicalism. Understanding the contours of this shift and its implications is strategically important for missional pastors. This course will equip pastors to be more effective in evangelizing and ministering to the next generation.

CHHM 621 Christus Victor and Spiritual Warfare The Evil Forces 3

What is spiritual warfare? Does it happen in far-off jungles, urban centers, or suburbia? Is there a possibility that we have domesticated the work of the Devil in our society? Commonly speaking, people consider exorcisms, witch doctors, and casting spells as evidence of spiritual warfare. But there are far more arenas in our Christian life in which the Devil is trying to find a foothold. This course is intentionally called "Christus Victor" because we believe that Jesus triumphed over the Devil on the cross and that he wants us to live in the freedom that comes from that triumph. In this course we will examine the concept of spiritual warfare in both expected and unexpected venues.

Course may be offered for audit

CHHM 628 African American Women in Church History 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.

Prerequisites: CHHM-510 minimum grade C-

Course may be offered for audit

CHHM 629 The History of Christianity in Africa 3

We are in the midst of one of the most dramatic demographic changes in the history of Christianity. The once "Christian heartland" of western Europe now represents a declining proportion of world Christianity while former mission frontier regions of the world are experiencing rapid church growth. Nowhere is this demographic change more obvious than on the continent of Africa. This course is an overview of the history of Christianity in Africa with particular attention to classic studies (historical and anthropological) of African Christianity. While this survey course will focus primarily on the history of Christianity in the modern period (after 1400) some attention will nonetheless be given to the rich legacy of early Christianity on the continent. Were this course to have a subtitle perhaps the three best words to describe our focus for this course might be Christianity, Culture, and Colonialism. These three "C's" will serve as a kind of leitmotif for this course as we seek to explore how Christianity grew or declined in its relationship to various African cultures and colonialisms.

Prerequisites: CHHM-510 minimum grade C

Course may be offered for audit

CHHM 637 Theologies of the Reformation 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.

Prerequisites: CHHM-510 minimum grade C-

Course may be offered for audit

CHHM 640 Ministry on the Borderline: Tijuana 3

This course is designed to give the student an understanding of immigration and US policy. Though it will look at immigration and refugee issues in general, it will focus special attention on our border with Mexico with a week-long trip to Tijuana during Spring Break. The course will provide many opportunities to engage with the stories of immigrants, asylum seekers and deportees, learning the reasons for their decision to emigrate, the obstacles they have faced along their journeys, and the hopes they hold on to for their futures. The latter part of the class will consist of processing these experiences and seeing how what is learned might be incorporated into congregational and community ministries. Despite our immigrant roots as a country, our national dialogue about immigration has had a tendency to dehumanize those coming to the US in search of a new beginning. This course seeks to re-humanize our image of the sojourners who seek a new home with us, to connect their stories with our own, and to encourage church leaders to act first with compassion as we seek to fulfill Christ's command to welcome the stranger. The course meets once a week in either on-ground or online sessions during the semester, and participation in the trip to Tijuana is required.

Course may be offered for audit

May take Pass/Fail

CHHM 641 Crossing Borders, Welcoming Strangers: Understanding Immigration 3

This course provides an understanding of immigration and US policy, with special attention on the border with Mexico. Students will engage with the stories of immigrants, asylum seekers and deportees, learning the reasons for their decision to emigrate, the obstacles along their journeys, their hopes for the future, and then incorporate these learning into ministries with congregations and communities. This course re-humanizes the image of the sojourners and encourages church leaders to act first with compassion to fulfill Christ's command to welcome the stranger.

CHHM 650 Independent Study/Research in Christian Mission 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.

Prerequisites: CHHM-510 minimum grade C-

CHHM 651 Independent Study/Research 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.

Prerequisites: CHHM-510 minimum grade C-

CHHM 652 Overseas Ministries Study Ctr 1-3

Course may be offered for audit

May take Pass/Fail

CHHM 660 Special Topics 3**CHHM 660A Special Topics: 20th Century Reformers and Revolutionaries 3**

When you think of people who have changed the world in the 20th century, who comes to mind? Revolutionaries such as Lenin, Mao, Mandela, Malcolm X, and Che Guaverra were willing to overthrow the existing systems, while Reformers such as Karl Barth, Martin Luther King Jr., Pope John XXIII and Pope John Paul II, were willing to transform or change the existing systems. Will the 21st century be populated by revolutionaries or reformers? When you think of yourself, with whom do you align and how do you justify that alignment biblically?

Prerequisites: CHHM-510; BIBL-501 or BIBL-503

Counseling

COUN 550 MTS Research in Christian Counseling 3**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.

Prerequisites: PRMN-510 minimum grade C-

Course may be offered for audit

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 US society. This course will reflect on the experience of immigrants in the US 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.

Prerequisites: Prerequisites: BIBL-501, BIBL-503, and PRMN-510

Course may be offered for audit

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.

Prerequisites: PRMN-510 minimum grade C-

Course may be offered for audit

COUN 650 Independent Study in Christian Counseling 3-6

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.

Prerequisites: PRMN-510 minimum grade C-

Denominational Requirement

DNOM 510 Baptist Emphases & 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.

Prerequisites: CHHM-510, minimum grade C-

Course may be offered for audit

DNOM 511 United Methodist Hist and Early Doctrine 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).

Course may be offered for audit

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).

Course may be offered for audit

DNOM 513 Presbyterian Polity & 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.

Course may be offered for audit

DNOM 514 Theology in the Reformed Tradition 3

A reading course designed for, but not limited to Confessions, giving special attention to distinctive features and concerns of Reformed theology.

Course may be offered for audit

DNOM 520 United Methodist Doctrine and Polity 3

This course is offered 100% online at Drew University Theological School as WESM610. It is a continuation of WESM 600 focusing on two concerns: 1) enabling the student to understand the nature, mission, and functioning of the United Methodist Church as the institutional expression of its historical development and theological assumptions, to affirm and explore the institutional structures as viable instruments for ministry, to understand the nature of authority and power as they relate to the United Methodist structure, and to contribute to the process of change in the church structure; 2) a study of the origins of the United Methodist doctrinal heritage in the theology of John Wesley, Philip Otterbein, and Jacob Albright; the development of that heritage in the Methodist, Evangelical, and United Brethren families of churches; and the distinctive marks of that heritage. This course is offered in conjunction with Drew Theological School.

DNOM 521 United Methodist History & Mission 3

A study of origins, mission, organization, outreach, religious life, and key ideas, issues, events, and figures in the development of United Methodism as an international denomination. Will enable students to understand and evaluate United Methodism in light of its antecedent organizations, the broader historical context of the history of Christianity, and especially its engagement in mission. Will enable students to engage in responsible and articulate participation in the life and leadership of the United Methodist Church, effectively represent the tradition, and perceptively participate in ecumenical and interreligious dialogue. This course is offered in conjunction with Drew Theological School.

DNOM 650 Directed Study in Denominational Contemporary Polity 1-3

Doctor of Ministry

DMIN 900 Intro to Graduate-Level Writing 1.5

The purpose of this course is to assist students in growing their writing skills and basic research methods. In addition to writing itself, students will discuss Chicago style, plagiarism, evaluating and using sources, critical and analytical thinking, and use of rubrics for evaluating assignments.

DMIN 911H Spiritual Practices & the Growing Leader 3

Personal Transformation is the outcome of an intentional, ongoing, disciplined, and long-term process, involving God's activity and personal work and commitment. This course provides tools for an in-depth exploration of one's mind, body and soul and an invitation to embark on a journey of Personal Transformation, in relation to one's call and engagement of ministry. In this course, students will be introduced to the theories and practice of some disciplines such as: meditation and prayer, exploration of one's personality structure and ways of being in the world, cultivation of self-awareness and mindfulness, listening to one's own inner life, attentiveness to one's fully embodied presence in the world. As these practices expand our human potential for deep change and inner transformation, students are invited to continue their engagement of such disciplines beyond the duration of the course.

DMIN 912H Enduring Models of Leadership for Renewal 3

In this course, students formulate principles for leading ongoing revitalization of ministries. Two sets of sources provide the substance for developing these principles. The first set is historical biographies; the second is current case studies. These principles are gleaned from a probing examination of the intersections where leader biographies may speak to current case studies. Leaders selected for study are historic figures who led transformative ministries with lasting positive results. Case studies are created from actual incidents.

DMIN 919 Leadership Integrative Professional Paper 3

Leadership Integrative Professional Paper (3 credits)- The course cluster, "Sustained Spiritual and Personal Maturation," includes a guided independent research paper of about 7000-7500 words. The paper's purpose is to integrate learnings from DMIN911H and DMIN912H, and to reflect insightfully on how the student's personal identity shapes their practice of ministry in setting; in other words, how who they are shapes what they do professionally. If the student elects to pursue one of the track options for the Doctor of Ministry degree, then this paper will engage ministry through the focus of the student's concentration and include books from their track's bibliography that would help inform their work.

DMIN 921H Leading the Dynamics of Change Mission Oriented Church 3

Leading the Dynamics of Change (3 credits) Participants will explore the church as a system, and the implications of systems thinking on leading a congregation. Participants will discuss the church as a community, and the church in the community; culture and its role; church health and vitality; and how all of this affects the church's ability to be a mission outpost in a changing world.

DMIN 923H Missional Renewal in Age of Globalization Culturally Diverse World 3

Missional Renewal in the Age of Globalization (3 credits) This course explores the implications of globalization for the church and its mission. "Globalization" is as big as the term suggests, referring to the coming together of many different cultures, socio-economic classes, and ideologies, thus creating cross-cultural, cross-socio-economic, cross-generational, interreligious and postmodern realities more than ever before. These realities pose challenges to congregations that seek to maintain the gospel's relevance in the world. What does missional renewal look like in light of these realities? This course addresses this question from sociological, theological and practical perspectives, as it considers the challenges of becoming missional congregations in the age of globalization.

DMIN 925H Doctor of Ministry Seminar I 3**DMIN 926 Colloquium Reflection Paper 3**

Reflection Paper on the topic of the Colloquium in relation to the cluster theme (3 credits)

Course is Pass/Fail

DMIN 929 Missional Integrative Paper 3**DMIN 931H Contexts, Perspectives, and Ministries In the 21st Century 3**

This course explores the changing context of Christian ministry in the 21st century. Through readings, class discussions, and written work, students will explore issues related to understanding gospel and culture, reading future trends, the changing nature of church in a post-modern world and the interplay of renewal and discipleship for ministry. Participants will dialog and explore the role of the church in this new era, and the churches' call to be relevant in the context that it finds itself. Finally, the participants will look at the implications of becoming an authentic community.

DMIN 933H Ministry Project Thesis Workshop and Church Resources 3

This familiarizes students with research methodology for Doctor of Ministry projects. As the range of options are explored, differentiations are made between quantitative and qualitative, empirical and observational studies. Students will choose the method that best suits their developing project proposal and learn to design tools suitable for their study.

DMIN 939H Project Proposal Seminar 3

This course will prepare students for the presentation of an acceptable project proposal to the Doctor of Ministry Project Review Committee with a strong emphasis on developing leadership strategies for community renewal. We will also address vital issues within the student's context and discuss church sponsorship, volunteer management, fiscal and ethical responsibilities, partnering with complementary programs, and more, as needed for effective projects.

DMIN 943H Congregational Transformation (hybrid Delivery) 3**DMIN 951 Thesis/Dissertation Continuation 2**

Students who have not successfully defended their thesis/dissertation by the end of DMIN-949 must register for DMIN-951 until the project is completed. Grading is pass/no credit. No credits accrue if a continuation semester is needed.

Course is Pass/Fail

DMIN 960 Project Completion and Oral Defense I 1.5**DMIN 961 Project Completion and Oral Defense II 1.5****DMIN 962 Project Completion and Oral Defense Continuation 1****DMIN 991H Doctor of Ministry Seminar I 3**

Doctor of Ministry Seminar I - is a concentration specific course taken nevertheless by all students pursuing the optional curriculum tracks. The professor poses a particular problem situation(s) in ministry. Students address the problem(s) in several dimensions according to their track specialization.

Course is Pass/Fail

DMIN 992H Seminar in Prophetic Preaching and Teaching 3

This course explores problems currently discussed in homiletic and educational disciplines as they bear on speaking intentionally into specific situations with purpose and conviction. Key to this course is the cultivation of linkages between ministries of preaching and teaching, so the two are singularly focused and mutually enhancing.

DMIN 994H Seminar in Personal and Spiritual Transformation 3

This course looks carefully at, and practices, theory and technique at the intersection between spiritual disciplines, psychology, coaching, and spiritual direction.

Integrative 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 for all master's students except for those who place out based on their orientation assessment process.

INTG 510A A Guide to Seminary Writing II 1

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. The two-credit offering of this course is required of all master's students and must be completed within the first two semesters of coursework. Students may also take an extended version of this course for three credit hours by also enrolling in INTG-510A.

INTG 515 Social Work & Christianity Seminar 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.

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. This course is required for all master's students except for those who place out based on their orientation assessment process.

Prerequisites: Prerequisite: Take INTG-510

INTG 520A Critical Analysis in Theological Studies II 1

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. The two-credit offering of this course is required of all master's students. Students may take an extended version of this course for three credit hours by also enrolling in INTG-520A.

Corequisites: INTG-520 minimum grade C-

INTG 524 Church Renewal & 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 524A Church Renewal & Evangelism: Part 1 1.5

"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 524B Church Renewal & Evangelism: Part 2 1.5

"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.

Prerequisites: INTG-524A (Church Renewal and Evangelism)

INTG 530 Integrative Seminar 3

An integrative seminar for seniors that draws on seminary studies and ministry experience. Working in small groups and with faculty members, students will write personal statements of faith and develop theologies of ministry and mission, showing how these flow from their statements of faith. This course is offered on a Credit/No Credit (CR/NC) basis only. Team-taught by professors from multiple disciplines.

Prerequisites: THLE-520 minimum grade C-

INTG 531 Theology & 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.

Prerequisites: THLE-520 or THLE-521 minimum grade C-

Course may be offered for audit

INTG 531A Theology and Practice of Worship: Pt 1 1.5

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 531B Theology and Practice of Worship: Pt 2 1.5

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.

Prerequisites: INTG-531A (Theology and Practice of Worship)

INTG 532 The Word and Words in Worship 3

Church pastors are responsible for sharing words in many ways, from leading liturgy to reading Scripture aloud, offering prayers to presiding at rites. The class will offer students the opportunity to explore and practice each of these. Students will prepare Scripture readings covering a variety of biblical genres, write and deliver prayers for different occasions, including a funeral liturgy, a wedding liturgy, a communion liturgy and a baptism/dedication liturgy, as well as a series of prayers for a worship service from select scriptural passages.

INTG 550 MTS Summative Project: Church, Culture, Diversity, and Issues of Justice 3**INTG 551 MTS Summative Project: Church and Missn 3****INTG 552 MTS Summative Project: Disciplinship & Sp 3****INTG 553 MTS Summative Project: Family Ministries 3****INTG 555 MTS Summative Project: Support Ministr 3****INTG 570A Koinonia: Leading & Bldg Community-Part1 3**

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 every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

INTG 570B Koinonia: Leading & Bldg Community-Part2 3

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 every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.

Prerequisites: Prerequisite: INTG-570A

INTG 570C Koinonia: Leading & Bldg Community-Part3 3

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 every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.

Prerequisites: Prerequisites: INTG-570A and INTG-570B

INTG 580A Koinonia: Leading & Bldg Community-Part1 2

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 every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

INTG 580B Koinonia: Leading & Bldg Community-Part2 2

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 every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.

Prerequisites: INTG-580A (Koinonia: Leading and Building Community)

INTG 580C Koinonia: Leading & Bldg Community-Part3 2

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 every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.

Prerequisites: INTG-580B (Koinonia: Leading and Building Community)

INTG 581A Integrative Ministry Paper: Pt 1 1.5

The purpose of the Integrative Paper is to help students integrate the theory and practice of ministry. The paper will also provide an opportunity for students demonstrate a capacity to do theology in their contexts. In this paper a student will identify and explore a pastoral or leadership challenge within their ministry contexts and through sound theological method engage broadly with current theological opinion to find and implement their theological insights.

INTG 581B Integrative Ministry Paper: Pt 2 1.5

The purpose of the Integrative Paper is to help students integrate the theory and practice of ministry. The paper will also provide an opportunity for students demonstrate a capacity to do theology in their contexts. In this paper a student will identify and explore a pastoral or leadership challenge within their ministry contexts and through sound theological method engage broadly with current theological opinion to find and implement their theological insights.

Prerequisites: INTG-581A (Integrative Ministry Paper)

INTG 620 Theol - Poverty in Appalachian Context 3

This course will examine the underlying causes of poverty while differentiating between generational and situational poverty. The course will also consider the church's historical response to poverty continuing through contemporary models. Ultimately, the students will develop a contextually based response to poverty for their communities that reflects an undergirding of Scriptural principles.

INTG 621 Faith, Reason, and Justice: From Proclamation to Practice 3

This course will explore the interplay of faith, reason, and justice in the call of the Church to "put feet on" the Gospel. Students will investigate the ways in which the pursuit of social justice is grounded in the Gospel of Jesus Christ (and how some Christians reject that notion), as well as explore how Christians in various times and contexts have drawn on their faith and their understanding of what it means to faithfully follow Christ in order to "proclaim good news to the poor.proclaim freedom for the prisoners and recovery of sight for the blind [and] to set the oppressed free."

INTG 625 Foundations of Christian Community Development in Appalachia and Beyond 3

This course is designed to cover the principles of Christian community development and their practical applications that have emerged from a wide range of practices over time and have proven so helpful to ministries in West Virginia and beyond. Drawing on readings from leading practitioners such as John Perkins, Wayne Gordon, Soong-Chan Rah, Bob Lupton, Ron Sider, Kretzmann and McKnight, and Michelle Warren, this interdisciplinary course reviews cultural competencies; economic development concepts and strategies and the role of competition and government intervention within those; and congregational leadership and community empowerment with an eye towards asset-based community development, advocacy, and the roles of place, privilege, and community leadership in that process.

INTG 630 Interseminary Seminar - by Invitation Only 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.

Instructor consent required

INTG 650 Independent Study in Integrated Topics Diversity, and Issues of Justice 1-6

Practice of Ministry

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 at 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 on to 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.

Prerequisites: SFRM-505 minimum grade C-

Course may be offered for audit

PRMN 510A Foundations of Pastoral Care and Counseling: Part 1 1.5

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 at 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 on to 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 510B Foundations of Pastoral Care and Counseling: Part 1 1.5

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 at 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 on to 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.

Prerequisites: PRMN-510A (Foundations of Pastoral Care and Counseling, Part1)

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, meeting them wherever they may be in terms of preaching experience, opportunities to establish or enhance their developing expertise with preparing as well as delivering sermons. 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.

Course may be offered for audit**PRMN 520A Introduction to Homiletics: Pt 1 1.5**

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, meeting them wherever they may be in terms of preaching experience, opportunities to establish or enhance their developing expertise with preparing as well as delivering sermons. 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 520B Introduction to Homiletics: Pt 2 1.5

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, meeting them wherever they may be in terms of preaching experience, opportunities to establish or enhance their developing expertise with preparing as well as delivering sermons. 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 520H Introduction to Homiletics V 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, meeting them wherever they may be in terms of preaching experience, opportunities to establish or enhance their developing expertise with preparing as well as delivering sermons. 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.

Prerequisites: BIBL-512

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 more fully their skills 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.

Prerequisites: PRMN-520 minimum grade C

Course may be offered for audit

PRMN 521H Preaching Practicum (hybrid Delivery) 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 more fully their skills 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 522 Boundaries and Systems for Ministry 3

The course seeks to develop a systemic understanding of how clearer boundaries are a foundational component of a healthier ministry. Throughout this course, the Seminarian will develop an increased awareness of the life-long process of personal and professional boundary setting by applying specific Systems Theories and concepts to the analysis of her/his own ministerial context and roles.

Prerequisites: SFRM-510 minimum grade C

Course may be offered for audit

PRMN 522H Boundaries and Systems for Ministry 3

The course seeks to develop a systemic understanding of how clearer boundaries are a foundational component of a healthier ministry. Throughout this course, the Seminarian will develop an increased awareness of the life-long process of personal and professional boundary setting by applying specific Systems Theories and concepts to the analysis of her/his own ministerial context and roles.

Prerequisites: SFRM-510

Course may be offered for audit

PRMN 523 Pastoral Leadership 3

This course is designed to provide an exploration of various dynamics of pastoral leadership such as, but not limited to: leadership theories and models, pastoral identity, ministry paradigms, laity empowerment and transformation.

Prerequisites: PRMN-522 minimum grade C-

Course may be offered for audit

PRMN 528 Engaging Grief and Loss: Resources for Pastors, Congregational Pastors, 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).

Prerequisites: SFRM-505 PRMN-510 minimum grade C

Course may be offered for audit

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.

Course may be offered for audit

PRMN 530 Special Topics 1-3**PRMN 530B The African American Preaching Tradition 3**

This course will be built upon these units: the slave preachers, the trailblazing preaching of African American women, the relatively recent study of the "phonograph preachers," and African American preachers in the modern era to include among others Katie Geneva Cannon, Suzan Johnson Cook, Creflo Dollar, Wilda Gafney, Peter Gomes, Prathia Hall, Barbara Harris, Reverend Ike, Martin Luther King Jr, Eddie Long, Ella and Henry Mitchell, Pauli Murray, Carlton Pearson, Samuel DeWitt Proctor, Gardner Taylor, Renita Weems.

PRMN 530D Teaching the Faith 3

This course is designed to help students move beyond their personal formation as followers of Christ, to developing a comprehensive approach to the formation and education of the individuals and community within their context. It seeks to equip students with educational tools useful for the teaching ministry of the church. While practical in nature, it will include exploration of the history of Christian education in the United States, and an envisioning of Christian education for the 21st century.

Prerequisites: Take THLE-520 or THLE-521

PRMN 540 Organizational Management and Leadership 3

This course is designed to provide an exploration of various dynamics of pastoral leadership such as, but not limited to: leadership theories and models, pastoral identity, ministry paradigms, laity empowerment, and transformation.

PRMN 540A Organizational Management and Leadership: Pt 1 1.5

This course is designed to provide an exploration of various dynamics of pastoral leadership such as, but not limited to: leadership theories and models, pastoral identity, ministry paradigms, laity empowerment, and transformation.

PRMN 540B Organizational Management and Leadership: Pt 2 1.5

This course is designed to provide an exploration of various dynamics of pastoral leadership such as, but not limited to: leadership theories and models, pastoral identity, ministry paradigms, laity empowerment, and transformation.

Prerequisites: PRMN-540A (Organizational Management and Leadership)

PRMN 570A Kerygma: Communicating the Gospel-Part1 3

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 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. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

PRMN 570B Kerygma: Communicating the Gospel-Part 2 3

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 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. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.

Prerequisites: Prerequisite: PRMN-570A

PRMN 570C Kerygma: Communicating the Gospel-Part3 3

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 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. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.

PRMN 571A Leitourgia: Leading People-Part 1 3

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. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

PRMN 571B Leitourgia: Leading People-Part 2 3

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. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.

Prerequisites: Prerequisite: PRMN-571A

PRMN 571C Leitourgia: Leading People-Part 3 3

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. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.

Prerequisites: Prerequisites: PRMN-571A and PRMN-571B

PRMN 580A Kerygma: Communicating the Gospel-Part1 2

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 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. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

PRMN 580B Kerygma: Communicating the Gospel-Part 2 2

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 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. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.

Prerequisites: PRMN-580A (Kerygma: Communicating the Gospel)

PRMN 580C Kerygma: Communicating the Gospel-Part3 2

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 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. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.

PRMN 581A Leitourgia: Leading People-Part 1 2

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.

PRMN 581B Leitourgia: Leading People-Part 2 2

This module will assist the learner to appreciate
Prerequisites: PRMN-581A (Leitourgia: Leading People in the Presence of God)

PRMN 581C Leitourgia: Leading People-Part 3 2

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. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.

Prerequisites: PRMN-581B (Leitourgia: Leading People in the Presence of God)

PRMN 583A Integrative Ministry Project: Pt 1 1.5

In this course students will implement and reflect on their theological conclusion which they developed in INTG 581.

Prerequisites: INTG-581B (Integrative Ministry Paper)

PRMN 583B Integrative Ministry Project: Pt 2 1.5

In this course students will implement and reflect on their theological conclusion which they developed in INTG 581.

Prerequisites: PRMN-583A (Integrative Ministry Project)

PRMN 586A Teaching the Faith: Pt 1 1.5

This course is designed to help students move beyond their personal formation as followers of Christ, to developing a comprehensive approach to the formation and education of the individuals and community within their context. It seeks to equip students with educational tools useful for the teaching ministry of the church. While practical in nature, it will include exploration of the history of Christian education in the United States, and an envisioning of Christian education for the 21st century.

PRMN 586B Teaching the Faith: Pt 2 1.5

This course is designed to help students move beyond their personal formation as followers of Christ, to developing a comprehensive approach to the formation and education of the individuals and community within their context. It seeks to equip students with educational tools useful for the teaching ministry of the church. While practical in nature, it will include exploration of the history of Christian education in the United States, and an envisioning of Christian education for the 21st century.

Prerequisites: PRMN-586A (Teaching the Faith)

PRMN 611 Coaching Skills for Today's Leaders 1.5-3

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.

Course may be offered for audit

PRMN 612 Personal Growth and Transformation Through Movies 3

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.

Course may be offered for audit

PRMN 615 Nuts&bolts of Practical Ministry 3

This course introduces students to the practical skills and pastoral dynamics of ministry. We will take a nuts and bolts approach to issues and tasks pastors face every day. Some of the topics we will cover are: developing and living within the church budget, administration of the church office, relating to staff members, developing and implementing new programs, training leaders, changing and or adding new worship services, and a strategy for the first year in a new pastorate.

Course may be offered for audit

PRMN 616 Leading and Managing for Organizational Health 3

Course may be offered for audit

PRMN 619 Missional Preaching 3

"Biblical preaching remains one of the primary ways in which leaders influence God's people and shape the church." Assuming this statement to be true, this course provides ways to understand the Scriptures with missional eyes and to craft sermons accordingly.

Prerequisites: Take PRMN-520 minimum grade C

Course may be offered for audit

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. (Ian Scott)

Prerequisites: BIBL-513 recommended.; BIBL-501 OR BIBL-503 minimum grade C

Course may be offered for audit

PRMN 631 Teaching Controversial Subjects in the Gospel 3

The course looks at the difficult passages in the gospels and leads students to interpret and struggle with conflict stories in the gospels. Students will study the stories of Jesus that involve conflict as well as interpret the stories of Jesus in relation to conflict in local congregations over issues. The goal is to provide students with practices for articulating and dealing with conflict in Christian ways. The hope is that students will develop an alternative politics to the politics of the world grounded in the teachings of Jesus.

Prerequisites: Take BIBL-503

PRMN 632 Preaching As Communication 3

Pastors, Christian educators, denominational workers, worship leaders, missionaries, and all church leaders engage in communication every day. This course is designed to help church leaders communicate clearly in every possible setting. Persuasion is the real authority of a leader and learning the art of persuasion is an essential skill for church leaders. The course will include practical aspects of communication such as directing small groups, making budget presentations, articulating a vision for a church executive council, teaching Sunday School, and preaching. Persuasion, argument, communication, and all the tools of rhetoric will be employed to aid the student in learning how to clearly give direction, vision, encouragement, and power to the church. This course will satisfy the requirement for a preaching practicum and provide skills for students who will work in the church in other positions than pastor.

PRMN 633 Christian Education in the 21st Century 3

This course will focus on how we do Christian Education in the local church in the 21st Century. How do we incorporate everything from classical spiritual disciplines to multimedia in educational ministry for children, youth and adults. Practice of Ministry elective.

Course may be offered for audit

PRMN 635 Special Topics: Just Care: Psycho-Spiritual Resources for Pastoral Counseling 3**PRMN 635A Sp Top: Understanding Military Culture and Pastoral Care for Military/Veteran Populations 3****PRMN 635B Sp Top: Ministry to Older Persons in Today's Churches 3****PRMN 635C SpTop: Preaching the Social Gospel 3**

The African American prophetic tradition has been the conscience of America. This course investigates the social gospel as preached by Martin Luther King, Jr., James Forbes, and Otis Moss III with introduction to the writings of James Cone and Cornell West. The father of the social gospel movement, the Baptist Walter Rauschenbusch, will be studied. Students will have the opportunity to preach the gospel in its social implications. Here is the gospel with sizzle, passion, and compassion for the "least of these."

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 638 Birthing & Growing Small Groups: Nurturing and Connecting Ministry Across Generations 3

Ministry is full of small groups but they are not the same. We need a variety of strategies and a variety of leadership styles to effectively nurture groups. We will explore questions like: What theoretical knowledge and strategies inform our decisions in leading groups? What strategies and behaviors can be learned (or unlearned) to increase my "toolbox" for effectively leading a group? In what ways does the type of group or the purpose of the group inform my strategy? Does it make a difference if the group is volunteers or staff? What are effective strategies with different generations as well as effective strategies that bridge generations? These are some of the questions that will be explored in this course.

PRMN 642H Counseling Skills for Ministry (hybrid Delivery) 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 & 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 644 Trauma-Free Zone: Psycho-Spir Resources 3

What constitutes trauma? What is the impact of trauma on the bodies, minds, souls, and relational lives of individuals and communities? Given the pervasive nature of violence in the contemporary world, can we imagine ever standing in a Trauma-Free Zone? Beyond clinical and therapeutic resources, what spiritual resources are there for us to engage a traumatized world, and restore it to its intended beauty and wholeness? In this course we will seek to understand the severe disruption that traumatic experience can cause in the lives of individuals, communities, and countries. We will accomplish this task by studying trauma theory and by practicing basic assessment skills. Also, we will explore some of the rich resources available in our Christian tradition, and seek to learn from mystical and relational theologies how to move from brokenness to wholeness, from the "Good Friday" of traumatic disruption, to the "Resurrection Sunday" of re-integration and post-traumatic recovery. The course is designed for students, lay and clergy pastors who are interested in making a difference in their personal and family life, in their congregations, in their communities, and in the aftercare needs of survivors of human trafficking.

Course may be offered for audit

May take Pass/Fail

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.

Prerequisites: Take PRMN-510 or SFRM-506; Minimum grade of C-

Course may be offered for audit

PRMN 646 Healing From Trauma: Psychological and Spiritual Resources 3

What constitutes trauma? What is the impact of trauma on our bodies, minds, souls, and communities? Given the pervasive and systemic nature of violence in our world, could we ever imagine living free of trauma? This course will explore trauma theory and its effects in the lives of people and communities as it relates to a myriad of issues (i.e. war, migration, poverty, gun and family violence, etc.). Throughout the course and the practice of basic skills, participants will identify spiritual, psychological and emotional resources that help us to break away from the endless cycle of violence, and to reclaim our presence in the world in ways that promote God's peace rooted in justice. The course will include and exploration of resources that are available in our Christian tradition and invite us to overcome evil with good (Rom. 12:21) for ourselves and our communities.

Course may be offered for audit

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 how to 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.

Prerequisites: PRMN-510 minimum grade C-

Course may be offered for audit

PRMN 650 Independent Study in Pastoral Ministry 3

This course offers opportunity for individual involvement in a significant research project or readings in a specialized area of ministry.

PRMN 650A Sp Top: Independent Study in Chapel Worship Team 1

This course offers opportunity for individual involvement in a significant research project or readings in a specialized area of ministry.

Prerequisites: PRMN-523 minimum grade C-

PRMN 650D The Anthropology of Comparative Religions 3

The focus of the course is on understanding other religions, including Islam, Hinduism, and Buddhism. Religion will be studied from two perspectives. The first is that of a cultural anthropologist, paying special attention to the relationships between a religion's formal beliefs, how it is actually practiced, and how these beliefs and practices relate to a people's social, political, and economic structures. The second perspective is that of a Christian missionary concerned with bringing the Good News of Jesus Christ to those who adhere other world religions. Different ways that Christianity can engage these religious communities and obstacles to such engagement will be considered.

PRMN 651 Independent Study in Christian Education 3

Student will design learning contract with professor utilizing readings, research papers and conferences to gain insights on Christian education theory and practice.

Spiritual Formation

SFRM 505 Nurturing Spiritual Life & Character I: 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 II Journey to Wholeness 3

Building upon their learning and work in NLC I, students explore the implications of spiritual and emotional health in the context of their call to leadership.

Prerequisites: Take SFRM-505

SFRM 507 Nurturing Spiritual Life & Character III 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. Prerequisite: SFRM-506; CHHM-510; THLE-520 or THLE-521; minimum of 52 credits.

Prerequisites: Take SFRM-506 and CHHM-510; Take THLE-520 or THLE-521

SFRM 530 Special Topics 3**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.

Prerequisites: Take SFRM-505

SFRM 570A Paideia: Spiritual Formation-Part 1 3

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. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

SFRM 570B Paideia: Spiritual Formation-Part 2 3

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. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.

Prerequisites: Prerequisite: SFRM-570A

SFRM 570C Paideia: Spiritual Formation-Part 3 3

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. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.

Prerequisites: Prerequisites: SFRM-570A and SFRM-570B

SFRM 580A Paideia: Spiritual Formation-Part 1 2

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. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

SFRM 580B Paideia: Spiritual Formation-Part 2 2

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. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.

Prerequisites: SFRM-580A (Paideia: Spiritual Formation)

SFRM 580C Paideia: Spiritual Formation-Part 3 2

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. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.

Prerequisites: SFRM-580B (Theologia: Doing Theology in Context)

SFRM 615 Faith and 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, 57 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 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.

Course may be offered for audit

SFRM 618 Journeys in Spiritual Care & Transformat 3

Building upon the spiritual principles and practices introduced in SFRM510 Spiritual Formation, this course guides students into a deeper engagement with their transformative spiritual journey. Students will reflect upon their current personal journeys, and engage in practices that encourage spiritual self-care and draw them into deeper intimacy with God "for the sake of others." Note: the course will be taught in a retreat format, which will take place at a local retreat center. There will be an additional cost for accommodations and meals at the retreat center.

Prerequisites: Prerequisite: SFRM-505

Course may be offered for audit

May take Pass/Fail

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.

Supervised Ministries

SUPV 522 Clinical Pastoral Care Practicum (cpc) 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 January or Summer terms. SUPV-532 may be taken in place of SUPV-522.

Prerequisites: Take THLE-520 or THLE-521

SUPV 525 Theological Field Education 1A 1.5

The first year of theological field education (TFE) 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-525 represents the first (Fall) semester of first-year TFE, to be taken in conjunction with SUPV-526 in the subsequent Spring semester.

Prerequisites: Take PRMN-510 and SFRM-505; Minimum grade of C-

SUPV 526 Theological Field Education 1B 1.5

The first year of theological field education (TFE) 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-526 represents the second (Spring) semester of first-year TFE, to be taken in conjunction with SUPV-525 in the prior Fall semester.

Prerequisites: THLE-520 or THLE-521, minimum grade C-, and SUPV-525

SUPV 530 Theological Field Education 2A 2

SUPV-530/531 is required after completion of Theological Field Education 1A & 1B for M.Div. students who are opting NOT to complete a full 400 hour CPE as the clinical internship. The focus 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 semesters. SUPV-530 represents the first (Fall) semester of second-year TFE, to be taken in conjunction with SUPV-531 in the subsequent Spring semester. Completion of a full 400 hour CPE (6 credit hours) will satisfy an M.Div. student's second-year TFE requirements in place of SUPV-530/531.

SUPV 531 Theological Field Education 2B 2

SUPV-530/531 is required after completion of Theological Field Education 1A & 1B for M.Div. students who are opting NOT to complete a full 400 hour CPE as the clinical internship. The focus 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 semesters. SUPV-531 represents the second (Spring) semester of second-year TFE, to be taken in conjunction with SUPV-530 in the prior Fall semester. Completion of a full 400 hour CPE (6 credit hours) will satisfy an M.Div. student's second-year TFE requirements in place of SUPV-530/531.

SUPV 532 Clinical Pastoral Education 3-6

A basic 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. Offered 12 weeks in the summer or as an extended experience throughout the academic year. Supervised Ministries Department and institutional chaplain. May be substituted for SUPV-522 CPC; completion of a full 400-contact hour CPE (6 credit hours) can also be credited toward SUPV-530/531 Theological Field Education 2A&2B.

Prerequisites: Take SFRM-505 and PRMN-510; Minimum grade of C-; Take THLE-520 or THLE-521

SUPV 535 Theological Field Education 3A 1.5

May be required after completion of Theological Field Education 1A & 1B for some M.Div. students in order for them to meet ordination requirements. Other students may choose to take it as an effective order to deepen their experience. The focus 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 semesters. SUPV-535 represents the first(Fall) semester of second-year TFE, to be taken in conjunction with SUPV-536 in the subsequent Spring semester.

SUPV 536 Theological Field Education 3B 1.5

May be required after completion of Theological Field Education 1A & 1B for some M.Div. students in order for them to meet ordination requirements. Other students may choose to take it as an elective in order to deepen their experience. The focus 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 semesters. SUPV-536 represents the second(Spring) semester of second-year TFE, to be taken in conjunction with SUPV-535 in the prior Fall semester.

SUPV 650 Theological Field Ed. Internship 1.5-4.5

This elective internship offers the possibility of an intensive serving/learning experience in ministry. Arrangements must be negotiated with and approved by the Supervised Ministries office. This elective may supplement, but cannot be taken in the place of, INTG-520/521 or INTG-530/531. No more than 4.5 elective credit hours can be earned in supervised ministries area.

Theology

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.

Course may be offered for audit

THLE 510H Theology and Ethics of Congregational Life (hybrid Del) 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 Syst.Theo.& 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.

Prerequisites: #Take THLE-510 BIBL-501 BIBL-503; Minimum grade of C-
Course may be offered for audit

THLE 521 Syst.Theo.& 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.

Prerequisites: #Take THLE-510 BIBL-501 BIBL-503; Minimum grade of C-
Course may be offered for audit

THLE 550 MTS Research 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: Prerequisite: THLE-520 or THLE-521

THLE 550A Mts Research 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: Prerequisite: THLE-520 or THLE-521

THLE 551 MTS Internship in Christian Faith and Public Policy 3-6**THLE 551A Mts Internship in Christian Faith and Public Policy 3-6****THLE 552 MTS Research in Christian Faith and Public Policy 3****THLE 570A Theologia:doing Theolog in Context-Part1 3**

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? The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

THLE 570B Theologia: Doing Theol in Context-Part 2 3

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? The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.

Prerequisites: Prerequisite: THLE-570A

THLE 570C Theologia: Doing Theol in Context-Part 3 3

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? The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.

Prerequisites: Prerequisites: THLE-570A and THLE-570B

THLE 580A Theologia: Doing Theol in Context-Part1 2

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? The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

THLE 580B Theologia: Doing Theol in Context-Part 2 2

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? The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.

Prerequisites: THLE-580A (Theologia: Doing Theology in Context)

THLE 580C Theologia: Doing Theol in Context-Part 3 2

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? The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.

Prerequisites: THLE-580B (Theologia: Doing Theology in Context)

THLE 581 Doing Theology I: Theological Method and Reflection 3

The course focuses on the nature, method, and sources of theological method and reflection, helping students to understand the relationship between Christian confessions, historical influences and method. Students begin to "exegete" the theology of their context as well as beginning to identify their own theological presuppositions. This course also provides an overview of the six classical church practices. It will be offered in every Summer 2 and Spring 1 Semester.

THLE 582A Doing Theology 2: Exploring the Doctrines of the Christian Faith: Part 1 1.5

This course introduces Christian theology as a critical discipline in the church and in relation to wider society. It serves as a basic introduction to some of the traditions and diversity of Christian understandings for students both unfamiliar and familiar with the various expressions of Christianity.

Prerequisites: THLE-581

THLE 582B Doing Theology 2: Exploring the Doctrines of the Christian Faith: Part 2 1.5

This course introduces Christian theology as a critical discipline in the church and in relation to wider society. It serves as a basic introduction to some of the traditions and diversity of Christian understandings for students both unfamiliar and familiar with the various expressions of Christianity.

Prerequisites: THLE-582A (Doing Theology 2: Exploring the Doctrines of the Christian Faith)

THLE 611 Theology & Public Policy 3

A theological/biblical analysis of the problems involved in moving from biblical revelation and theological concepts to concrete public policy proposals. This is a required course for the M.T.S. concentration in Christian Faith and Public Policy and is a prerequisite for other courses in that concentration.

Course may be offered for audit

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. This is a required course for the M.T.S. concentration in Christian Faith and Public Policy.

Prerequisites: Prerequisite: THLE-520 or THLE-521

Course may be offered for audit

THLE 613 God, Gospel & Globalization 3

This course will explore the role of Christian ethicists, pastors and the local congregations in a changing global context. It will focus on the connection between religion and society, the global transformations and local appropriations and between the church and popular culture. Students will be required to integrate their native and local experiences into broader cultural and civilizational developments. Students interested in public policy formation are welcome. This is a required course for the M.T.S. concentration in Christian Faith and Public Policy.

Prerequisites: Prerequisite: THLE-520 or THLE-521

Course may be offered for audit

THLE 614 Religion, Race, & Ethnicity 3

This course critically engages leading theoretical discussions about the intersection of religion, race, and ethnicity and how they relate to the social construction of race in particular contexts. The interdisciplinary theoretical orientation of this seminar draws from history, cultural studies, sociology, Latino studies, and Latina/o, Africana/Black, Mujerista, and Womanist theologies. We will critically examine religion's role in the development, maintenance, and transformation of racial and ethnic identity, and the creation of and struggles against racism and racial injustice in specific contexts.

Course may be offered for audit

May take Pass/Fail

THLE 616 Theologies of Non-Violence 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.

Prerequisites: THLE-510 OR THLE-510H minimum grade C

Course may be offered for audit

THLE 620 The Bible, Pacifism & 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?"

Course may be offered for audit

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.

Course may be offered for audit

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.

Course may be offered for audit

THLE 624 Truth and Transformation: the 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 religiousis homoiousios, as prismatic figures embodying certain constitutive features of their time, people or civilization.

Course may be offered for audit

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 community of reconciliation? What does a compassionate church look like? What does a compassionate disciple look like?

Prerequisites: THLE-510 minimum grade C-

Course may be offered for audit

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.

Prerequisites: Take BIBL-501 and BIBL 503

Course may be offered for audit

THLE 631 Persevering Hope: Evil, Suffering and Goodness of God 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.

Prerequisites: Take BIBL-501 or BIBL-503; minimum grade C-

Course may be offered for audit

THLE 631O Persevering Hope: Prob of Evl & Suff 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.

Prerequisites: BIBL-511 OR BIBL-512; THLE-520

Course may be offered for audit

THLE 632 The Search for Jesus: Contextual Approach to Christology 3

The purpose of this course is to engage in a constructive examination of selected traditional Christological paradigms and how these influence one's understanding of salvation (soteriology). To this end, the course will be divided into three major components. It will begin by examining the issues that the early Church faced as it began to articulate its Nicene/ Chalcedonian Christological faith. It will then shift to more modern Christological paradigms. Finally, the course will examine more contemporary voices - particularly those representing liberation theologies - that have begun to challenge the older Christological formulas, even as they grapple with new soteriological concerns. As a seminar, students will have an opportunity to examine primary documents, engage in an ongoing theological dialogue, give short group presentations, and apply their insights to their particular contexts. By the end of the course, students should be able to understand some key Christological themes and paradigms, understand the link between those themes and soteriological concerns, and be able to construct/ articulate their own theologically sound, praxeological (experientially concrete), contextual Christologies/ soteriologies.

Prerequisites: THLE-520 minimum grade C-

Course may be offered for audit

THLE 633 Theology and a Movie 3

The purpose of this course is to familiarize students with various contextualized theologies (commonly referred to as "theologies of liberation"), including Feminist, Womanist, African American, Latina, and Asian American theologies. It will do so by using Latin American theology of liberation as a foundational starting point to describe their general methodologies, contexts, perspectives, and teachings. Students will have the opportunity to read primary texts, as well as view pre-selected films from popular culture to critically examine the social locations from which these theologies arise. Students will be evaluated by their active participation and contribution to the course discussion, their ability to evaluate the material (especially the films) critically in biweekly reflection papers, and the construction of a final research paper exploring a specific topic within a particular theology of liberation.

Prerequisites: Prerequisite: THLE-520 or THLE-521

Course may be offered for audit

THLE 635 Difficult Topics in Theological Studies 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.

Prerequisites: #Take THLE-520 or THLE-521; Minimum grade of C-

Course may be offered for audit

THLE 637 Theology and Ethics of Martin Luther King 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.

Prerequisites: Take THLE-520 or THLE-521 minimum grade C-

Course may be offered for audit

THLE 637H Theology and Ethics of Martin Luther King 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.

Prerequisites: THLE-520

Course may be offered for audit

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.

Prerequisites: Take CHHM-510

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.

Prerequisites: Prerequisite: THLE-520 or THLE-521

THLE 650A NCSS Interaction/Reflection Seminar 4**THLE 652 Research in Public Policy 1-3**

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.

Prerequisites: Prerequisite: THLE-520 or THLE-521

THLE 660 Special Topics 3

THLE 660A Special Topics: Race and Christian Theology 3

The Presidents of six Southern Baptist Seminaries issued a statement affirming, "Critical Race Theory, Intersectionality and any version of Critical Theory is incompatible with the denominations core beliefs." Unfortunately, race and Christian theology have been linked since the late 15th century. Race and Christian Theology is an investigation of racial architecture within Christian life and theology, as well as a study at the intersection of the theological and the "political." This course takes an interdisciplinary approach to probe the connection between Western Christian theology and the emergence of race and its persistence in the late-modern West.

Prerequisites: THLE-510

THLE 660B Special Topics: Biography as Theology 3

On earth as it is in heaven means that theos is reflected in anthropos. James Wm. McClendon Jr., in his book *Biography as Theology*, traces this concept in the lives of politicians, diplomats, Bible scholars and artists. We will use this textbook and others to analyze how in the 21st century we can live theologically, how much the kingdom of God and his will can be reflected in our lives, our families and our churches. The reading list includes Paul Johnson's *The Intellectuals*, Paul Rusbagina's *An Ordinary Man*, and Tom Holland's *Dominion, the Making of the Western Mind*.

Prerequisites: THLE-510

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. Students may choose to study the General Curriculum, or they may select a concentration track that consists of two courses in one of three concentrations: Prophetic Teaching and Preaching; Religion and Public Policy; or Personal and Spiritual Transformation.

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 at St. Davids, PA; or one of its satellite locations in Philadelphia; 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 summative Project Thesis courses. The minimum GPA for moving to the Project Thesis is 3.0. This capstone project will be of significance for the ministry of the student in her or his setting, and for others in ministry as well. 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.

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.

D.MIN. Core Curriculum

Code	Title	Credit Hours
Sustained Spiritual and Professional Maturation		
DMIN 911H	Spiritual Practices & the Growing Leader	3
DMIN 912H	Enduring Models of Leadership for Renewa	3
DMIN 919	Leadership Integrative Professnl Paper (Concentration focused)	3
The Psychosocial Dynamics of Renewal		
DMIN 921H	Leading the Dynamics of Change Mission Oriented Church	3
DMIN 943H	Congregational Transformation (hybrid Delivery) ¹	3
DMIN 926	Colloquium Reflection Paper (in relation to the cluster theme)	3
Global and Local Ministries in Current and Future Worlds		
DMIN 923H	Missional Renewal in Age of Globalizatn Culturally Diverse World	3
DMIN 931H	Contexts, Perspectives, and Ministries In the 21st Century ¹	3
DMIN 929	Missional Integrative Paper (Concentration focused)	3
Qualifying Assessment Interview for Proceeding to the Project Thesis		
Methods of Study and Professional Project (Thesis)		
DMIN 933H	Ministry Project Thesis Workshop and Church Resources	3
DMIN 939H	Project Proposal Seminar	3
DMIN 960	Project Completion and Oral Defense I	1.5
DMIN 961	Project Completion and Oral Defense II	1.5
Total Credit Hours		36

¹ *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.*

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 60 credits of core, foundational courses, with the Pastoral Leadership track having an additional 15 core credits. 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. An overall undergraduate grade point average of at least 2.5 is normally required for admission to the M.Div. program. The maximum time allowance for completion of the degree requirements is ten academic years.

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 A 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 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.

M.DIV. Core Curriculum

Code	Title	Credit Hours
Level 1 Courses		
INTG 510	A Guide to Seminary Writing ¹	3
SFRM 505	Nurturing Spiritual Life & Character I: Introduction to Spiritual Formation	3
BIBL 501	Old Testament Study I	3
BIBL 503	New Testament Study I	3
BIBL 513	Biblical Interpretation for Ministry	3
CHHM 510	The Church in Mission Through History	3
PRMN 510	Foundations of Pastoral Care and Counseling	3
THLE 510	Theology and Ethics of Congregational Life	3
Level 2 Courses		
SFRM 506	Nurturing Spiritual Life & Character II Journey to Wholeness	3
BIBL 502	Old Testament Study II	3
BIBL 504	New Testament Study II	3
THLE 520	Syst.Theo.& Ethics: Vision of Community	3
THLE 521	Syst.Theo.& Ethics: Reign of God	3
PRMN 520	Introduction to Homiletics	3

SUPV 525 & SUPV 526	Theological Field Education 1A and Theological Field Education 1B	3
Select one of the following: ²		3
BIBL 514	Biblical Hebrew	
BIBL 516	New Testament Greek	
Select one of the following: ²		3
BIBL 515	Hebrew Exegesis	
BIBL 517	New Testament Greek Exegesis	
PRMN 521	Preaching Practicum ²	3
Level 3 Courses		
SFRM 507	Nurturing Spiritual Life & Character III The Christian Leader	3
INTG 524	Church Renewal & Evangelism	3
CHHM 530	Christian World Mission	3
PRMN 540	Organizational Management and Leadership	3
PRMN 530D	Teaching the Faith	3
INTG 531	Theology & Practice of Worship ²	3
Select one of the following: ²		3
SUPV 522	Clinical Pastoral Care Practicum (cpc)	
SUPV 532	Clinical Pastoral Education	
Electives ³		3-18

¹ Students can test out of this course.

² Required only for Pastoral Leadership track.

³ 3 credit hours for Pastoral Leadership Track

18 credit hours for Adaptive Leadership (Customized) Track

Required Electives

Successful completion of three credit hours of elective coursework for the Pastoral Leadership track and 18 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 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.

Code	Title	Credit Hours
DNOM 510	Baptist Emphases & Polity	3
DNOM 513	Presbyterian Polity & Sacraments	3
DNOM 514	Theology in the Reformed Tradition	3
DNOM 520	United Methodist Doctrine and Polity	3
DNOM 521	United Methodist History & Mission	3

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 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). These include supervised ministry in parishes, denominational agencies, summer camps, and national parks as well as in various other urban or rural settings.

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. An overall undergraduate grade point average of at least 2.5 is normally required for admission to the M.T.S. program. 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. The maximum time allowance for completion of the M.T.S. degree requirements is ten academic years.

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. Successfully complete INTG 510 A Guide to Seminary Writing, or test out of it.
4. Successfully complete all summative requirements.
5. Give evidence of growth in personal character, moral and spiritual maturity, and emotional stability.

Program Requirements for M.T.S. Concentration in General Studies

Code	Title	Credit Hours
Core Curriculum		
Level One		
INTG 510	A Guide to Seminary Writing ¹	3

BIBL 501	Old Testament Study I	3
BIBL 503	New Testament Study I	3
BIBL 502 or BIBL 504	Old Testament Study II New Testament Study II	3
BIBL 513	Biblical Interpretation for Ministry	3
CHHM 510	The Church in Mission Through History	3
SFRM 505	Nurturing Spiritual Life & Character I: Introduction to Spiritual Formation	3
THLE 510	Theology and Ethics of Congregational Life	3
Level Two		
Select one of the following:		3
CHHM 530	Christian World Mission	
INTG 524	Church Renewal & Evangelism	
PRMN 530D	Teaching the Faith	
SFRM 506	Nurturing Spiritual Life & Character II Journey to Wholeness	3
THLE 520 or THLE 521	Syst.Theo.& Ethics: Vision of Community Syst.Theo.& Ethics: Reign of God	3
"Free" Electives ²		9
Summative Elective		3
Summative Project		3
Total Credit Hours		48

¹ Students can test out of this course.

² 12 credits of free electives if tested out of INTG 510 A Guide to Seminary Writing.

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 (this concentration is currently closed to new students while undergoing evaluation and redesign)

All M.T.S. students are required to complete satisfactorily INTG 510 A Guide to Seminary Writing or test out of it. 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 – 24 to 30 credit hours
- Concentration Requirements – 12 to 18 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 *The Chicago Manual of 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 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 I; New Testament Study I; 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. Concentration 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. Concentration in Biblical Studies and Theology

Code	Title	Credit Hours
Core Curriculum		
Foundational Coursework		
INTG 510	A Guide to Seminary Writing ¹	3
BIBL 501	Old Testament Study I	3
BIBL 502	Old Testament Study II	3
BIBL 503	New Testament Study I	3
BIBL 504	New Testament Study II	3
THLE 510	Theology and Ethics of Congregational Life	3
THLE 520	Syst.Theo.& Ethics: Vision of Community	3
THLE 521	Syst.Theo.& Ethics: Reign of God	3
SFRM 505	Nurturing Spiritual Life & Character I: Introduction to Spiritual Formation	3
CHHM 510	The Church in Mission Through History	3
Concentration Requirements		
BIBL 514	Biblical Hebrew	3
or BIBL 516	New Testament Greek	
BIBL 515	Hebrew Exegesis	3
or BIBL 517	New Testament Greek Exegesis	
Bible or Theology Electives		6
Summative Requirements		
Summative Project 1		3
Summative Project 2		3
Total Credit Hours		48

¹ Students can test out of this course.

M.T.S. Concentration 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

1. intend to pursue graduate studies in psychology/counseling,
2. are engaged in lay ministry settings requiring interpersonal and caring skills, and
3. desire to integrate their Christian faith with counseling theory and practice.

Program Requirements for M.T.S. Concentration in Christian Counseling

Code	Title	Credit Hours
Core Curriculum		
Foundational Coursework		
INTG 510	A Guide to Seminary Writing ¹	3
BIBL 501	Old Testament Study I	3
BIBL 503	New Testament Study I	3
BIBL 502	Old Testament Study II	3
or BIBL 504	New Testament Study II	
THLE 510	Theology and Ethics of Congregational Life	3
THLE 520	Syst.Theo.& Ethics: Vision of Community	3
or THLE 521	Syst.Theo.& Ethics: Reign of God	
SFRM 505	Nurturing Spiritual Life & Character I: Introduction to Spiritual Formation	3
PRMN 510	Foundations of Pastoral Care and Counseling	3
CHHM 510	The Church in Mission Through History	3
Concentration Requirements		
SFRM 506	Nurturing Spiritual Life & Character II Journey to Wholeness	3
Christian Counseling Electives		12
Summative Requirements		
6 credits from the following:		6
SUPV 522	Clinical Pastoral Care Practicum (cpc)	
SUPV 532	Clinical Pastoral Education	
Research paper or project		
Total Credit Hours		48

¹ Students can test out of this course.

M.T.S. Concentration 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. Concentration in Christian Faith and Public Policy

Code	Title	Credit Hours
Core Curriculum		
Foundational Coursework		
INTG 510	A Guide to Seminary Writing ¹	3
BIBL 501	Old Testament Study I	3
BIBL 503	New Testament Study I	3
BIBL 502	Old Testament Study II	3
or BIBL 504	New Testament Study II	
THLE 510	Theology and Ethics of Congregational Life	3
THLE 520	Syst.Theo.& Ethics: Vision of Community	3

or THLE 521	Syst.Theo.& Ethics: Reign of God	
SFRM 505	Nurturing Spiritual Life & Character I: Introduction to Spiritual Formation	3
CHHM 510	The Church in Mission Through History	3
Concentration Requirements		
THLE 611	Theology & Public Policy	3
THLE 612	Political and Public Theologies	3
Public Policy Electives		12
Summative Requirements		
THLE 551	MTS Internship in Christian Faith and Public Policy	6
Total Credit Hours		48

¹ Students can test out of this course.

The Master of Theological Studies (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.

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.

Program Requirements for M.T.S in Latino/a Ministries

Code	Title	Credit Hours
SFRM 505	Nurturing Spiritual Life & Character I: Introduction to Spiritual Formation	3
THLE 510	Theology and Ethics of Congregational Life	3
BIBL 503	New Testament Study I	3
CHHM 510	The Church in Mission Through History	3
BIBL 513	Biblical Interpretation for Ministry	3
BIBL 501	Old Testament Study I	3
CHHM 530	Christian World Mission	3
THLE 520	Syst.Theo.& Ethics: Vision of Community	3

BIBL 627	The Mission of Jesus in Mark	3
PRMN 510	Foundations of Pastoral Care and Counseling	3
SFRM 506	Nurturing Spiritual Life & Character II Journey to Wholeness	3
SUMMATIVE	Seminar	3
Total Credit Hours		36

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 hybrid format, blending online work with a 2.5-day residency during the Fall and Spring semesters, while other courses are offered during two 7-week accelerated terms in the summer months. 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 <https://www.palmerseminary.edu/programs/master-divinity-campus/mdiv-west-virginia-location> (<https://www.palmerseminary.edu/programs/master-divinity-campus/mdiv-west-virginia-location/>).

Personnel

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Administrative Leadership

President

Ronald A. Matthews (B.Mus., Westminster Choir College; M.Mus., Temple University; D.Mus.Arts, Combs College of Music), *President*

Academic Affairs

Kenton Sparks (B.A., M.B.A., Ph.D.), *Provost and Vice President for Academic Affairs*

Rebecca L. Gidjunis (B.A., M.F.A.), *Assistant Provost for Academic Operations*

Susan Edgar-Smith (B.A., M.A., Ph.D.), *Dean, College of Education and Behavioral Sciences*

Marilyn Marsh (B.S., M.S., MT.S.) *Executive Dean, Esperanza College*

Eloise Meneses (B.A., M.A., Ph.D.), *Interim Dean, College of Health and Sciences*

Christa Lee-Chuvala (B.A., M.U.P., Ph.D.), *Interim Dean, College of Business and Leadership*

Brian A. Williams (B.A., M.A. and Th.M., M.Phil., D. Phil.), *Assistant Professor of Ethics and Liberal Studies and Dean, College of Arts and Humanities and Templeton Honors College*

Admissions, Enrollment, and Marketing

Kelly Goddard (B.A., M.A.), *Associate Vice President for Marketing, Enrollment, and Communications*

Claire Gowen (B.A.), *Senior Director of Admissions*

Christian Hicks (B.S., M.B.A.), *Director of GPS Enrollment*

Andréa L. Ruth (B.S., M.B.A.), *Director of Financial Aid*

Advancement

Luisa Wilsman (B.A., M.P.A.), *Vice President for Advancement*

Athletics

Eric McNelley (B.A., M.A.), *Athletic Director*

Finance and Operations

Jeff Eubank (B.S.B.A., M.B.A.), *Interim Chief Financial Officer*

Irvin Bailey (B.B.A.), *Director of Accounting and Finance*

Kacey Bernard (B.A., M.B.A.), *Chief Human Resources Officer*

Meggin Capers (B.A., M.S.), *Executive Director of Conferences and Special Events, Scheduling and Events Logistics*

Jeffrey Gromis (B.S.), *Executive Director of Facilities and Campus Services*

Eric McCloy (B.A., M.Div., M.B.A.), *Chief Information Officer*

Lisa Weller (B.S., M.A.), *Senior Director of Student Accounts*

Institutional Planning and Effectiveness

Christine Mahan (B.A., M.A., Ph.D.), *Vice President for Institutional Planning and Effectiveness*

Thomas A. Dahlstrom (B.S., M.B.A.), *Assistant Vice President for Institutional Planning and Effectiveness*

Jing Zhao (B.A., M.A, M.Ed., Ph.D.), *Director Of Institutional Research*

Library

Joy Dlugosz (B.S., M.L.S.), *Director of the University Library*

Robyn Cunningham (B.S.), *Access Services Librarian*

Chelsea Post (B.A., M.S.L.I.S.), *Systems Librarian*

Carly Sewell (B.A., M.S.L.I.S.), *Technical Services Librarian*

Registration and Records

Sarah A. Roche (B.A., M.A., M.B.A.), *University Registrar*

Student Development

Jacqueline Irving (B.S., M.S., Ed.D), *Assistant Vice President for Student Development and Title IX Coordinator*

Augusta Allen (B.A., M.B.A.), *Director of International Student and Scholar Services*

Krista Barnett (B.A., M.A.), *Director of Residence Life and Student Engagement*

Michael Bicking (B.A.), *Director of Public Safety*

Lisa Hemlick (B.S., M.S., Ph.D.), *Director of Center for Counseling and Academic Support*

Joseph B. Modica (B.A., M.Div., M.Phil., Ph.D.), *University Chaplain*

Sarah E. Todd (B.A., M.Ed.), *Director of Office of Talent and Career Development*

Ashlee Williams (B.A., M.A.), *Dean of Students*

Damona Wilson (L.P.N.), *Director of Student Health Services*

Alumni Association

Tim Wortham, Jr. (B.S., M.S.), '15, *Associate Vice President for Alumni and Family Engagement*

Rebecca Charuk (B.A., M.S.H.E.), *Director of Alumni & Family Philanthropic Engagement*

eastern.edu/alumni (<http://www.eastern.edu/alumni/>)

email: alumni@eastern.edu

(610) 341-1548

Alumni Advisory Board

Tim April '00, *Board Chair*

Lance Bennett '14

Mel Bwint '83

Sherry (Wilcox) Bwint '83

Don MacNeill '78

Jean (Sargent) McPheeters '83

Lavonne Nichols MA '19

Kate Wood '05, MA '18

Directions to Eastern University

LOCATION

Eastern University, in St. Davids, Pennsylvania, is on Philadelphia's Main Line. The campus is in a residential area one-half mile north of Lancaster Avenue (U.S. Highway 30) at the eastern edge of the town of Wayne. Eastern's convenient suburban setting is just minutes from exit 13 off I-476 and within easy access of the city of Philadelphia. SEPTA trains (the Paoli/Thorndale Regional Rail Line) run on the average of every half-hour from the St. Davids station to downtown Philadelphia. The travel time is approximately thirty minutes.

Philadelphia is a unique as an educational and cultural center. The city includes 1158 churches, representing 68 denominations. Rare collections of archaeological and ethnographic interest are displayed in the Penn Museum. Facilities of the Franklin Institute and Fels Planetarium promote the physical sciences and technology, while those of the Academy of Natural Sciences and Wistar Institute promote the biological sciences and medicine. The exhibits of the Philadelphia Museum of Art and Pennsylvania Academy of the Fine Arts are open to the public. The Philadelphia Orchestra is world renowned. Tickets to its concerts are available to students at special rates.

There are many historic sites in the city such as Congress Hall, First Bank of the United States, Independence Hall, Liberty Bell Center, and Old City Hall. 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 Mall, the largest shopping mall on the east coast, is only a ten-minute drive from Eastern. Valley Forge National Historical Park, a famous landmark and national park, is just west 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

Take 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 I-476."

From New York City and New England, take I-95 South to the NJ Turnpike and continue south. Take Exit 6 to I-276 West (PA Turnpike). Take Exit 20 (Mid County) to 476 South. Follow directions "From I-476."

From Washington, D.C., Baltimore, MD, and Points South

Take I-95 North into Pennsylvania to Exit 7 (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.

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 <https://www.eastern.edu/student-life/student-development/important-info-policies-all-students/eu-student-handbook> (<https://www.eastern.edu/student-life/student-development/important-info-policies-all-students/eu-student-handbook/>) or by request to the Assistant Vice President for Student Development 610.341.5823.

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 <https://www.eastern.edu/about/offices-centers/public-safety-610-341-1737/clery-compliance> (<https://www.eastern.edu/about/offices-centers/public-safety-610-341-1737/clery-compliance/>) or by respect to the security office 610.341.1720.

Veterans and Active Military

Eastern University honors the service and sacrifices of our nation's veterans and active military personnel. *Before the first day of classes, students must submit their Certificate of Eligibility or proof of entitlement to educational assistance to the Office of the Registrar* (registrar@eastern.edu) *and the Center for Military & Veterans Students* (vets@eastern.edu). *Students are encouraged to inform these offices of any changes to their enrollment, program/major, mailing address, or benefit status.* University policies recognize the rich educational experiences and unique challenges faced by servicemen and women admitted to degree programs.

Students receiving educational assistance under Post-9/11 GI Bill or Vocational Rehabilitation & Employment will not be assessed financial penalties or required to secure additional funding due to delayed disbursement of funds from the VA. Students are not prevented from participating in currently enrolled courses or accessing institutional facilities due to an outstanding student account balance.

Enrollment Certification Services for Educational Benefits

Eastern's VA representative certifies enrollment for recipients of educational benefits via VA-ONCE.

Requests for Reviews by the Director of GPS Enrollment

Eastern is committed to provide "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 students 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, General Data Protection Regulation of the European Union (GDPR) 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
 - Advancement
 - Advising Office
 - Alumni Office
 - 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 Assistant Vice President for Student Development 610.341.5823.

Drug and Alcohol Prevention Information

Annual notification to enrolled students is provided by the Student Development Office <https://www.eastern.edu/student-life/student-development/important-info-policies-all-students/drug-and-alcohol-prevention> (<https://www.eastern.edu/student-life/student-development/important-info-policies-all-students/drug-and-alcohol-prevention/>), Public Safety Policies and Procedures PDF or by request to the Assistant Vice President for Student Development 610.341.5823.

Graduation Retention Trends

Annual retention and graduation rates are included in University Facts compiled by the Office of Institutional Research <https://www.eastern.edu/about/offices-centers/office-institutional-planning-and-effectiveness/research-and-reporting> (<https://www.eastern.edu/about/offices-centers/office-institutional-planning-and-effectiveness/research-and-reporting/>) or by request to the Director of Institutional Research 610.225.5351.

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

Contact	Extension	Email Address
Graduate	800.732.7669	gpsadmissions@eastern.edu
Undergraduate	610.341.5967	admissions@eastern.edu
Advising Office		advising@eastern.edu
Alumni Relations	610.341.1548	alumni@eastern.edu
Athletics	610.341.1736	
Billing	610.341.5831	student.accounts@eastern.edu
	FAX: 610.225.5651	
Career Development	610.341.5827	careers@eastern.edu
Christian Life Activities	610.341.5827	ofp@eastern.edu
Curricular Matters, Records, Transcripts	610.341.1379	registrar@eastern.edu
	FAX: 610.341.1707	
Cushing Center for Counseling and Academic Support	610.341.5837	ccas@eastern.edu
Dean of Arts and Sciences	610.225.5022	cahdean@eastern.edu
Dean of Students	610.341.5824	
Financial Aid	610.225.5102	finaid@eastern.edu
	FAX: 610.225.5651	
First-Year Experience		firstyear@eastern.edu
International Student Services	610.341.5870	
Off-campus Study	610.225.5010	
Public Relations	610.341.4365	
Registrar	610.341.5853	registrar@eastern.edu

FAX: 610.341.1707

Student Accounts 610.341.5831 student.accounts@eastern.edu

FAX: 610.341.1492

Student Health Center 610.341.5955 healthcenter@eastern.eduStudent Housing 610.341.5840 housing@eastern.edu

Faculty

Natalie Blanden, ('22), Lecturer of Nursing [B.S.N., Villanova University; M.B.A., M.S.N., Wilmington University] Eastern University Faculty

Lois Abdelmalek ('19), Associate Professor of Theater (B.A., The Pennsylvania State University; M.F.A., University of Louisville)

Adetokunbo Adelekan ('01), Associate Professor of Theology and Ethics (B.A., Morehouse College; M.A., Andover Newton Theological School; M.Div., Ph.D., Princeton Theological Seminary)

Alexios G. Alexander ('16), Associate Professor of Political Science (B.A., Claremont McKenna College; J.D., Ave Maria School of Law)

Rachael E. Alfaro ('21), Assistant Professor of Biology (B.Sc., Washington & Lee University; M.Sc., University of Oxford; M.Sc., University of Kentucky; Ph.D., University of New Mexico)

V. Ryan (Brian) Alfaro ('22), Assistant Professor of Biology (B.S., University of California, Los Angeles; Ph.D., University of New Mexico)

Kimberly Bass ('22), Lecturer of Social Work (B.A., Cedar Crest College; M.S.W., Widener University)

Sylvia Bekele ('22), Assistant Professor of Social Work (B.A.S.W., M.S.W., D.S.W., Millersville University of Pennsylvania)

J. Christopher Bittenbender ('98), Professor of English (B.A., Middlebury College; MA., Bloomsburg; M.A., Bucknell University; Ph.D., University of St. Andrews)

Nancy H. Blackburn ('18), Assistant Professor of Nursing (B.S.N., Eastern University; M.A., Trinity Theological Seminary; M.S.N., Wilmington University)

Natalie Blanden, ('22), Lecturer of Nursing [B.S.N., Villanova University; M.B.A., M.S.N., Wilmington University]

Thomas J. Bonerbo ('07), Senior Lecturer of Education (B.A., Columbia University; M.A., Idaho State University)

Steven D. Boyer ('98), Professor of Theology (B.A., University of South Carolina; M.A.T.S., Gordon-Conwell Theological Seminary; Ph.D., Boston University)

Mary T. Boylston ('85), Professor of Nursing (B.S.N., C.C.R.N., Villanova University; M.S.N., University of Pennsylvania; Ed.D., Immaculata University)

David H. Bradstreet ('76), Professor of Astronomy, Observatory/Planetarium Director (B.S., Eastern College; M.S., Ph.D., University of Pennsylvania)

Frieda E. Brinkmann ('16), Assistant Professor of Languages (B.A., Eastern College; M.A., Villanova University; Ph.D., Temple University)

F. David Bronkema ('06), Professor, Ph.D. in Organizational Leadership (B.A., Swarthmore College; M.A., Ph.D., Yale University)

Jeanne W. Bundens ('93), Professor of Chemistry (B.A., B.S., Eastern College; M.A., Ph.D., Bryn Mawr College)

Rhonda Burnette-Bletsch ('14), Professor of Biblical Studies (B.A., Duke University; Ph.D., Duke University)

Phillip Cary ('98), Professor of Philosophy (B.A., Washington University; M.A., Ph.D., Yale University)

- Heewon Chang** ('97), *Professor, Ph.D. in Organizational Leadership* (B.A., Yonsei University; M.A., Ph.D., University of Oregon)
- Diane Chen** ('04), *Professor of New Testament* (B.S., University of California, Berkeley; M.S., Massachusetts Institute of Technology; M.A., Ph.D., Fuller Theological Seminary)
- Walter Chung** ('02), *Professor of Counseling Psychology* (B.A., M.S., Southern Illinois University; M.A., Biblical Theological Seminary; Rh.D., Southern Illinois University)
- Wynand de Kock** ('11), *Professor of Leadership and Formation* (B.A., Rand se Afrikaanse Universiteit; M.Div., Church of God School of Theology; Th.D., University of South Africa)
- Patrick W. Duthie** ('20), *Associate Professor of Business* (B.A., M.A., Boston University; Ph.D., Northwestern University)
- Sarah Anne Eckert** ('20), *Assistant Professor of Education* (B.A., New York University; Ph.D., The Pennsylvania State University)
- Susan Edgar-Smith** ('05), *Professor of Counseling Psychology; Dean, College of Education and Behavioral Sciences* (B.A., M.A., Connecticut College; Ph.D., Bryn Mawr College)
- Joy Elvin** ('22), *Assistant Professor of Social Work* (B.S.W., Eastern University; M.S.W., Widener University; Ed.D., Nova Southeastern University)
- Peter Enns** ('12), *Abram S. Clemens Professor of Biblical Studies* (B.A., Messiah College, Rutgers University; M.Div., Westminster Theological Seminary; M.A., Ph.D., Harvard University)
- Stephanie Esposito-Olcese** ('22), *Assistant Professor of Music* (B.A., Lenoir-Rhyne College; M.M., Oakland University; D.M.A., Shenandoah Conservatory)
- Paul M. Felker** ('20), *Associate Professor of Social Work* (B.S.W., Eastern University; M.S.W., Ph.D., Widener University)
- Maria E. Fichera** ('98), *Professor of Biology* (B.S., Manhattan College; Ph.D., University of Pennsylvania)
- Eric G. Flett** ('04), *Professor of Theology and Culture* (B.R.E., Prairie Bible College; M.A. Fuller Theological Seminary; Ph.D., University of London)
- Steven A. Ford** ('17), *Assistant Professor of Music (Chair) and Executive Director of Fine and Performing Arts* (B.A., Eastern University; M.F.A., Vermont College of Fine Arts)
- Elaine Fuguet** ('15), *Lecturer of Nursing* (B.A., Eastern University; B.S.N., West Chester University; M.S.N., Walden University)
- Janet Furness** ('22), *Professor of Social Work* (B.S., Philadelphia College of Bible; M.S.W., Rutgers, the State University; Ed.D., University of Rochester)
- Joseph M. Giammarco** ('07), *Professor of Physics* (B.S., Ursinus College; Ph.D., Temple University)
- Tracey Greenwood** ('06), *Associate Professor of Kinesiology* (B.S., University of Delaware; M.S. St. Joseph's University; Ph.D., Temple University)
- Leslie Gregory** ('95), *Senior Lecturer of Social Work* (B.S.W., Eastern College; M.S.W., Widener University)
- Katrina Hayes** ('08), *Assistant Professor of English* (B.A., Eastern University; M.A., West Chester University)
- Jarrett W. Henderson** ('21), *Assistant Professor of Counseling Psychology* (B.A., University of South Carolina; M.A., Eastern University; M.S., Psy.D., Philadelphia College of Osteopathic Medicine)
- Jennifer Hennessey-Booth** ('22), *Visiting Assistant Professor of Communication Studies* (B.A., West Chester University; M.A., University of Maine)
- Brandi Henry** ('21), *Assistant Professor of Mathematics* (B.A., Eastern University; Ph.D., Temple University)
- Kathy-Ann Hernandez** ('04), *Professor, Ph.D. in Organizational Leadership* (B.A., M.A., Andrews University; Ph.D., Temple University)
- Kelsey Hess** ('22), *Assistant Professor of Psychology* (B.A., Ohio Northern University; M.S., Ph.D., Florida International University)
- Jonathan Hobbs** ('22), *Lecturer of Youth Ministry* (B.A., Eastern University; M.Div., Eastern Baptist Theological Seminary; M.T.S., Palmer Theological Seminary of Eastern University)
- Douglas J. Horton** ('04), *Senior Lecturer of Kinesiology* (B.S., Eastern University; M.S., Indiana University)
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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 a CAGS in school counseling. Individualized programs of study are approved when applicants are admitted to the CAGS program.

Master of Science and Certificate of Advanced Graduate 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 PreK 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 a Re-Specialization CAGS in school psychology. Individualized programs of study are approved when applicants are admitted to the Re-Specialization CAGS program.

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.

Students enrolled in School Health Programs are required to obtain clearances and compliance documents prior to taking courses that have practicums and classroom observation. Clearances are valid for one year. 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 coordinators electronic access to review documents.

Pennsylvania Department of Education Certifications Specialist Certification Programs

The minimum passing final grade for all graduate school nursing courses is a B. Any student who receives a grade below a B must repeat the course.

- School Nurse (PK-12)
- Supervisor of School Health Services (PK-12)

Pennsylvania Department of Education Certifications Teaching Certification Programs

- Early Childhood (Grades PK-4)
 - Early Childhood Directors Coursework
- Middle Level (Grades 4-8):
 - English/Language Arts, Math, Science, Social Studies
- English as a Second Language (PK-12)
- Foreign/World Language (French and Spanish PK-12)
- Health and Physical Education (PK-12)
- Music (PK-12)
- Reading Specialist (PK-12)
- Secondary Education (7-12):
 - Biology, Chemistry, English, Mathematics and Social Studies
- Special Education (PK-12)

Educational Administration and Supervisory Certification Programs

- Supervisor of Early Childhood, Science, Math, Social Studies, Music and Special Education (PK-12)
- Principal (PK-12)

For admission, candidates must submit an official transcript(s) from the institution granting the baccalaureate degree; a current resume; a completed program of study; 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).

Formal Application for Student Teaching

To formally apply, students must show evidence of:

- All coursework must be completed prior to student teaching coursework (EDUC610/620)
- All EDUC courses must be passed with grades of C or better
- Required cumulative GPA: 3.0 or above
- Passing of required tests (PAPA/Basic Skills) *if applicable*

Students must submit to the department a formal student teaching application (available on our website) December 15th-January 15th for the following Fall and Spring 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
- Some courses may require students to obtain their own field placements for observations.

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.

U.S. Citizenship Requirement for Teacher Certification Candidates

The Pennsylvania Department of Education (PDE) currently requires teachers to be U.S. Citizens.

PDE will issue certificates to teacher candidates holding a resident alien (green card) visa if they have filed a "declaration of intent" to become citizens. This form can be found on the Pennsylvania Department of Education website (<https://www.education.pa.gov/Educators/Certification/FeesForms/Pages/default.aspx>).

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 Association for Behavior Analysis International 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 the following courses, all of which must be taken at Eastern University (transfer credit not permitted):

Code	Title	Credit Hours
CNSL 506	Ethics and Professional Development	3
CPSY 564	Personnel Supervision and Management	2
CPSY 565	Verbal Behavior Assessment	1
CPSY 566	Principles of Applied Behavior Analysis	3
CPSY 567	Autism & Basic Applied Behavior Analysis	3
CPSY 568	Behavior Measurement & Treatment Evaluation	3
CPSY 569	Behavior Therapy in Community Setting	3
CPSY 570	Consultation & Positive Behavior Strategies	3
Total Credit Hours		21

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 Trauma Studies designation will appear on a student's transcript. The concentration is comprised of the following courses, all of which must be taken at Eastern University (transfer credit not permitted):

Code	Title	Credit Hours
CNSL 531	Trauma Across the Lifespan	3
CNSL 540	Substance Abuse Counseling	3
CNSL 541	Crisis Intervention and Trauma Treatment Methods	3
CNSL 551	Grief and Loss Counseling Theory and Practice	3
CNSL 590	Marriage and Family Theory and Therapy	3
Total Credit Hours		15

Master of Arts in Teaching Program

Templeton's 30-credit Master of Arts in Teaching (MAT) offers a distinctively Christian and Classical Liberal Arts approach to training teachers for any type of school, but especially those involved in the renewal of "classical education." We believe education should help students form intellectual virtue, cultivate a love for learning, nurture a moral life of wisdom, and prepare them to serve the common good. In order to lead students toward these ends, teachers must pursue them in their own lives, and thus be the kinds of people they hope their students become. The Templeton MAT helps teachers of any subject do this by introducing them to the methods, materials, and ends of Classical Liberal Arts education, as well as the results of current research in psychology and pedagogy. Through the integrated study of philosophy, theology, literature, education, and pedagogy in small seminars, the MAT program will help teachers become both master learners and master teachers. Designed for working teachers, MAT courses are offered online and on-ground during summer residencies in St. Davids, PA.

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 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 is fully online and asynchronous. It can be optionally completed in 12-24 months, with 33 credits, including the writing of an ethnography and master's thesis.

Code	Title	Credit Hours
Required Courses		
ANTH 501	Integrated Anthropological Theory I	3
ANTH 502	Integrated Anthropological Theory II	3
ANTH 530	Theology of Culture	3
ANTH 550	Epistemological Insights for Anthropological Practice	3
ANTH 570	Faith-Based Ethnographic Methods	3
ANTH 601	On Knowing Humanity Colloquium I	1.5
ANTH 602	On Knowing Humanity Colloquium II	1.5
ANTH 680	Thesis in Theological and Cultural Anthropology	3

Electives	
Select four elective classes	12
Total Credit Hours	33

Master of Business Administration (Organizational Management)

An Eastern University MBA in Organizational Management equips graduates with the knowledge, business acumen, and strategic mindset necessary to lead teams in demanding and high-performing organizations. This innovative degree program provides a strong foundation of academic theory informed by real-world practices. It is an online program designed for students from any background seeking to advance their career to the next level.

Code	Title	Credit Hours
Required Coursework		
BUSA 505	The Business Environment ¹	3
BUSA 515	Talent Management, Strategic Human Resource Management	3
BUSA 565	Marketing in the 21st Century	3
BUSA 575	Data Analysis for Business	3
BUSA 510	Innovation and Design	3
BUSA 585	Financial Accounting	3
BUSA 615	Managerial Economics	3
BUSA 625	Operations and Supply Chain Management	3
BUSA 665	Leading Organizational Strategy	3
BUSA 685	Applied Knowledge Capstone	3
Total Credit Hours		30

¹ BUSA 505 The Business Environment will be waived for incoming students with an undergraduate business degree. These students will complete an elective graduate level course to obtain the 30 credits required to graduate.

Master of Science in Data Science

Eastern University's Master of Science in Data Science offers an innovative approach to learning the art and science of data science in as little as 10 months. In 30 credits, students will become equipped with abilities employers desire: cutting-edge technical skills combined with enhanced decision-making ability and discernment. Our students are trained to apply mathematical and statistical thinking and computer programming skills to both theoretical and applied problems. Students will be inspired to understand data science in the context of their faith - that is, as a tool through which wise decisions can be made that enable human flourishing.

Code	Title	Credit Hours
Required courses		
DTSC 650	Data Analytics in R	3
DTSC 660	Data and Database Management with SQL	3
DTSC 670	Foundations of Machine Learning Models	3
DTSC 690	Data Science Capstone: Ethical and Philosophical Issues in Data Science	3
Electives		

DTSC 520	Fundamentals of Data Science	3
DTSC 550	Introduction to Statistical Modeling	3
DTSC 560	Data Science for Business	3
DTSC 575	Principles of Python Programming	3
DTSC 580	Data Manipulation	3
DTSC 600	Information Visualization	3
DTSC 680	Applied Machine Learning	3
DTSC 691	Data Science Capstone: Applied Data Science	3

Nursing

Master of Science in Nursing (MSN) (Nurse Educator)

The Master of Science in Nursing program prepares advanced practice nurses for thoughtful and productive lives of Christian faith, teaching, scholarship, and service as nurse educators and innovative leaders of the global nursing community. The MSN Nurse Educator program prepares graduates to be leaders, educators, and transformers of healthcare environments. They will be self-aware and positive agents for change, prepared to teach effectively, in clinical and academic settings through the lens of a Christian worldview.

The Nurse Educator program provides registered nurses with the qualifications to teach the next generation of nurses through the application of evidence-based teaching methodologies and technology, innovative curriculum design, and hands-on clinical and teaching practicum experiences. The 36-credit, fully online program is based upon Eastern University's mission and the MSN Nurse Educator Program Learning Outcomes, as well as the American Association of Colleges of Nursing (AACN) Essentials of Master's Education in Nursing (2011) and the National League for Nursing (NLN) Core Competencies for Nurse Educators (2018).

Students enrolled in the MSN program are required to complete all the foundational level courses beginning with NURS 566 Foundations of Nursing Education followed by:

Code	Title	Credit Hours
NURS 554	Pathophysiology, Assessment, and Therapeutics I	3
NURS 556	Pathophysiology, Assessment, and Therapeutics II	3
NURS 552	Advanced Communication and Collaboration	3
NURS 558	Direct Care Practicum Experience	2
NURS 562	Population Health: Prevention, Promotion And Policy	3
NURS 560	Translating Research for Evidence Informed Practice	3
NURS 564	Foundations of Nursing Leadership	3

prior to moving into the professional level courses. Professional level courses include:

Code	Title	Credit Hours
NURS 630	Innovations in Teaching and Learning	3
NURS 632	Curriculum Design and Revision	3
NURS 634	Assessment and Evaluation Strategies in Nursing Education	3

NURS 650A	Capstone: Part A	2
NURS 650B	Capstone: Part B	2

must be taken sequentially. Professional level courses (except NURS 634 Assessment and Evaluation Strategies in Nursing Education) require a total of 144 practicum hours in addition to coursework as part of course/program requirements.

Master of Science in Nursing Nurse Educator Curriculum

Code	Title	Credit Hours
Foundational Level Courses ¹		
NURS 566	Foundations of Nursing Education ²	3
NURS 554	Pathophysiology, Assessment, and Therapeutics I ₃	3
NURS 556	Pathophysiology, Assessment, and Therapeutics II	3
NURS 552	Advanced Communication and Collaboration	3
NURS 558	Direct Care Practicum Experience	2
NURS 562	Population Health: Prevention, Promotion And Policy	3
NURS 560	Translating Research for Evidence Informed Practice	3
NURS 564	Foundations of Nursing Leadership	3
Professional Track Courses (Completed sequentially)		
NURS 630	Innovations in Teaching and Learning ⁴	3
NURS 632	Curriculum Design and Revision	3
NURS 634	Assessment and Evaluation Strategies in Nursing Education ⁵	3
NURS 650A	Capstone: Part A ⁵	2
NURS 650B	Capstone: Part B	2
Total Credit Hours		36

¹ All foundational courses must be completed prior to taking the professional level courses.

² NURS 566 Foundations of Nursing Education is the Prerequisite for all Foundational courses.

³ NURS 554 Pathophysiology, Assessment, and Therapeutics I is the Prerequisite for NURS 556 Pathophysiology, Assessment, and Therapeutics II

⁴ NURS 630 Innovations in Teaching and Learning is the prerequisite for all professional level courses.

⁵ Taken as Co-Requisites. NURS 650A Capstone: Part A is a prerequisite for NURS 650B Capstone: Part B.

Social Work

Master in Social Work

The Master of Social Work degree at Eastern University prepares students for advanced careers and leadership positions in the field. Drawing upon a trauma-informed perspective, the program equips students with advanced generalist social work skills. Classroom learning is applied in real-world agency settings where practice competencies are enhanced under the mentorship of experienced practitioners.

Code	Title	Credit Hours
SOWK 501	Introduction to Social Work Practice	3
SOWK 510	Human Diversity and Social Interaction	3
SOWK 520	Human Growth and Behavior in the Social Environment	3
SOWK 540	Generalist Social Work Practice With Organizations	3
SOWK 560	Social Welfare Policy	3
SOWK 561	Generalist Social Work Practice With Individuals and Families	3
SOWK 562	Generalist Social Work Practice With Groups and Communities	3
SOWK 571A & SOWK 572B	Generalist Social Work Field Practicum I and Generalist Social Work Field Pract II Continuation	3
SOWK 572A & SOWK 572B	Generalist Social Work Field Pract II and Generalist Social Work Field Pract II Continuation	3
SOWK 581	Social Work Research	3
SOWK 600	MSW Bridge Course	3
SOWK 640	Trauma, Resilience and Spirituality in Advanced Social Work Practice	3
SOWK 661	Advanced Practice With Individuals	3
SOWK 662	Advanced Practice With Groups	3
SOWK 671A & SOWK 671B	Advanced Field Practicum I and Advanced Field Practicum I Continued	4
SOWK 672A & SOWK 672B	Advanced Field Practicum II and Advanced Field Practicum II Continued	4
SOWK 663	Advanced Practice With Families	3
Total Credit Hours		53

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 an advisor 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 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.

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 advisor at the earliest possible time to ensure appropriate interventions and remedies.

Career Development

The Center for Career Development equips current students and recent alumni with professional tools and skills needed to manage their careers. Services include résumé critique, mock interviews, networking tips, job search strategies, and helpful online resources, including our online job board, Handshake. For more information, visit [eastern.edu/careers](http://www.eastern.edu/careers) (<http://www.eastern.edu/careers/>).

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/(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/(610)341-5826). The Seminary's Chaplain, Dr. Debbie Watson (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](http://www.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.

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 (<https://www.eastern.edu/about/offices-centers/public-safety>) (<https://www.eastern.edu/about/offices-centers/public-safety/>) (610)341-1737 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 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 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.

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

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.

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 academic facility is the McInnis Learning Center, which contains classrooms and offices for faculty 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 PowerPoint, 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.

SEARCH COURSES

Welcome to Course Search

Use the search panel on the left to find and narrow down courses of interest.

COURSE DESCRIPTIONS

A

- Accounting (ACCT) (p. 71)
- Anthropology (ANTH) (p. 72)
- Astronomy (ASTR) (p. 74)

B

- Biblical Studies (BIBL) (p. 74)
- Biology (BIOL) (p. 80)
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C

- Chemistry (CHEM) (p. 91)
- Christian Counseling (COUN) (p. 94)
- Christian Heritage and Mission (CHHM) (p. 95)
- Communication Studies (COMM) (p. 98)
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Accounting (ACCT)

ACCT 106 Accounting for Decision Makers 3

ACCT 107 Principles of Accounting I 3

Basic accounting principles and practices, including the preparation of basic financial statements, account uses, accruals and deferrals.

ACCT 108 Principles of Accounting II 3

Accounting concepts, terminology, and the preparation, use and analysis of financial data for internal and external users will be covered. This includes the accounting equation, accrual accounting, journal entries for business transactions, financial statements and the generally accepted accounting principles. International Financial Reporting Standards will be introduced.

Prerequisites: ACCT-107; MINIMUM GRADE C

ACCT 130 Special Topics 1-3

ACCT 207 Principles of Accounting I 3

Basic accounting principles and practices, including the preparation of basic financial statements, account uses, accruals and deferrals.

Prerequisites: Take BUSA-170

ACCT 208 Principles of Accounting II 3

Accounting concepts, terminology, and the preparation, use and analysis of financial data for internal and external users will be covered. This includes the accounting equation, accrual accounting, journal entries for business transactions, financial statements and the generally accepted accounting principles. International Financial Reporting Standards will be introduced.

Prerequisites: ACCT-207; MINIMUM GRADE C

ACCT 210 Accounting Fundamentals 3

This course introduces students to the basic terminology, application, and integration of financial knowledge, understanding, and reasoning among individuals, groups, organizations and society. Topics covered include: the nature of assets; liabilities and equity; the recording and reporting cycle, and internal controls. In addition, students will be introduced to basic managerial applications related to resource allocation involving planning and controlling business operations, analyzing and interpreting cost behavior, and assessing performance.

Prerequisites: Take BUSA-170; Minimum grade of C

ACCT 230 Special Topics 1-3

ACCT 309 Nonprofit Accounting 3

Provides in-depth coverage of fund accounting principles, focusing on procedures of private nonprofit and governmental organizations.

Topics include: revenue recognition, accounting for fixed assets and investments, cash budgeting, allocation of fundraising costs, financial statement presentation, and other issues relevant to nonprofit organizations.

ACCT 330 Special Topics 1-3

ACCT 361 Intermediate Financial Accounting I 3

Principles, control and theory of accounting for assets, liabilities and equities. Course includes measurement and determination of income; preparation, utilization, analysis of cash flow statements, financial ratios and statistical analysis of accounting data. Prerequisite: Minimum grade of C in ACCT 208.

Prerequisites: ACCT-108; MINIMUM GRADE C

ACCT 362 Intermediate Financial Accounting II 3

Intermediate Accounting is an in depth treatment of the traditional financial accounting topics as well as the recent developments in accounting valuation and reporting practices promulgated by the leading professional accounting organizations and applied by practitioners in public accounting and industry. International Financial Reporting Standards will be introduced.

Prerequisites: ACCT-361; MINIMUM GRADE C

ACCT 363 Intermediate Accounting III 3

ACCT 381 Audit Theory and Philosophy 3

Introduction to auditing theory and philosophy as it contributes to the reliability of financial and other data and as an essential part of an accountant's knowledge. Includes such topics as evidence, basic techniques including sampling and the use of the computer, review of internal control, and arithmetic controls and reconciliations. Also included are the independent auditor's role, legal responsibilities, codes of ethical conduct, standards of reporting, field work, and competence.

Prerequisites: ACCT-361; MINIMUM GRADE C

ACCT 382 Audit Problems 3

ACCT 395 Field Experience 1-3

Prerequisites: acct-108

Course is Pass/Fail

ACCT 400 Directed Study 1-3

ACCT 420 Advanced Accounting 3

A detailed study of various topics, including mergers and acquisitions, consolidations, international operations, partnerships, special sales contracts, fiduciary and nonprofit accounting including government accounting. Assignments will include selected C.P.A. problems.

Prerequisites: ACCT-362; MINIMUM GRADE C

ACCT 421 Income Tax Accounting I 3

Theory, philosophy, and principles of federal income tax and law and the procedures for computing the income tax liability of individuals; practice in solving typical problems and the preparation of tax returns. Prerequisite: Minimum grade of C in ACCT 108.

Prerequisites: ACCT-108; MINIMUM GRADE C

ACCT 422 Income Tax Accounting II 3

ACCT 424 Cost Accounting 3

Nature, objectives, and procedures of cost accounting as applied to the control and management of business. Topics include job order costs, process costs, standard costs, break-even and variance analysis, cost behavior, product pricing, budget planning and performance analysis.

Prerequisites: ACCT-208; minimum grade C

ACCT 470 Advanced Accounting Information Systems 3

The course will familiarize students with different types of software used in public accounting practices and in small business settings. Students will be required to become competent with the following groups of software: decision support systems using Excel, general ledger packages, and a relational database package.

Prerequisites: Take BUSA-150 and ACCT-361

ACCT 495 Internship 2-12

Designed to give the accounting and finance majors a supervised off-campus work experience, full-time or part-time in a public accounting firm or financial services company. Each credit hour of internship requires 40 hours of work experience. Internships must be approved prior to beginning the work experience. Students should have a junior or senior standing. ACCT 495 can be taken multiple semesters, not to exceed 12 credit hours in total.

ACCT 498 Teaching Assistant 1-3**ACCT 522 Managerial Acct for Social Enterprises 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.

ACCT 522A Managerial Acct for Social Enterprises Enterprises 1

Integrates concepts from diverse topics that impact managerial accountants. Introductory lectures are concerned with the legal environment of business, tax regulations and tax planning. Includes focus on nonprofit organizations and international dimensions. (Prerequisite: ACCT 223)

ACCT 530A Sp Top: Accounting for Development 0

May take Pass/Fail

ACCT 530B Sp Top: Accounting for Development 3**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 MGNT 509, undergraduate accounting coursework, or relevant business experience.

Anthropology (ANTH)

ANTH 101 Introduction to Cultural Anthropology 3

This course is a survey of the field of cultural anthropology. The class will compare and contrast cultures around the world, discussing topics such as: the nature of culture, race and ethnicity, making a living in the environment, gender and marriage, family and kinship, stratification and poverty, political and economic systems, language, culture and personality, religion, the arts and world views. A Christian framework will provide the means of determining both the value and limits of cultural relativism.

Core Category: Cultural Perspectives, Human Behavior

ANTH 102 Archaeology 3

This course will study the procedures and methods of archaeology and studies of the material remains of cultures such as tools, ceramics, fibers, wood, bone and antler, stone, burials, housing. In many instances students will have opportunities for hand-on examination, analysis and even replication. Theoretical approaches of cultural functionalism, cultural materialism and cultural ecology; the applications of archaeology to both physical and cultural anthropology; and ethical matters pertaining to the practice of archaeology will be covered.

Core Category: Cultural Perspectives, Human Behavior

Prerequisites: ANTH-101; Minimum grade C

ANTH 103 Physical Anthropology 3

Physical anthropology, or biological anthropology, includes such concerns as human genetics, disease, race and environmental adaptations, and the search for human origins in the fossil record. Though this course approaches the question of human origins from a Christian and Biblical point of view, students will be expected to become familiar with a variety of origin models, and with the tools to evaluate them.

Core Category: Cultural Perspectives, Human Behavior

Prerequisites: ANTH-101; Minimum grade C

ANTH 130 Special Topics 3**ANTH 201 People in Places 3**

Cultural geography deals with the ways in which different cultures adapt to, use, and affect the landscape. Topics include cultural perceptions of the environment, the variety of cultural adaptations, technological levels and exploitative strategies, the origin and spread of cultures, the geography of settlement types, and the human impact on ecology. In practical terms, the student, armed with geography's organizing principles and skills, will be better able to make wise personal and societal decisions about using the environment and will be of more help in resolving conflicts among competing values and groups.

Core Category: Cultural Perspectives, Human Behavior

ANTH 210 Race and Ethnicity 3

The course will begin by examining the validity of the concept of race. Does it exist biologically? And if not, why do people around the world make use of this notion? The latter question will bring us to a discussion of ethnicity and of how people make use of cultural symbols to mark themselves or others off as distinct groups. Our perspective will be global, so we will examine issues of race and ethnicity not only for our own culture but for Africa, India, and many other cultures.

Core Category: Cultural Perspectives, Human Behavior

ANTH 230 Special Topics 1-3**ANTH 251W The Discovery of Foreign Worlds 3**

This writing intensive course is based on the premise that exposure to and knowledge of a variety of human cultures is essential to mastering a working knowledge of cultural anthropology. Through reading and discussing classic ethnographic writings, students will become familiar with the ethnographic process and with the cultures analyzed in the literature. Students will read from both assigned and elective writings and will prepare an ethnographic report for class presentation that will demonstrate the use of one or more research methods.

Core Category: Human Behavior

Prerequisites: ANTH-101; Minimum grade C

ANTH 301 Christianity, Anthropological, and Economic Systems 3

This course is an anthropological survey of production and exchange systems from a Christian perspective. Along with the data from the field on different types of economies, we will investigate underlying principles and ethics that are the bases for human economic and social interaction. Particularly, our concern will be with revealing the ethic of reciprocity found in all human societies in either overt or covert forms. Ultimately, we will analyze and critique the modern market economy and propose ways to live as Christians in it and yet not of it.

ANTH 310 Anthropology of Comparative Religions 3

This course will examine practiced religions around the globe from an anthropological perspective. Magic, ritual, healing, prayer, religious leadership, myth, formal belief systems and religious changes will be discussed. The relationship between world and traditional religions will be analyzed as well. Our purpose will be to reveal the beauty of the Christian faith and to demonstrate what this faith has to offer to others, both in affirming God's previous work in a culture and in speaking boldly the Good News of Jesus Christ.

Core Category: Cultural Perspectives

ANTH 320 Language and Culture 3

Language and culture, or ethnolinguistics, examines the relationship between the cognitive categories of language and the worldview of culture. Anthropologists have long investigated this relationship as they have done fieldwork in remote places, often learning languages never before encountered by Westerners. This course will approach the field of ethnolinguistics from the perspective of its usefulness for language learning, for identification of a culture's core values, and for contextualization of the message of the Bible.

Core Category: Cultural Perspectives

ANTH 330 Special Topics 3**ANTH 395 Field Experience 3**

Students identify a community to study, either in the local area or abroad, collect data on the community using ethnographic methods, and write a paper describing the results. A formal presentation of the work is made to an audience that may include family and friends. Data may be collected in the summer prior to registering for the class, pending consultation with the professor.

ANTH 400 Directed Study 1-3**ANTH 401 Ideas in Anthropology 3**

Anthropological explanations for the nature of human social and cultural life have varied greatly. We will survey the history of anthropological theories, including theories in cultural evolution, rationalism, functionalism, semiotics and psychology. Our aim will be to understand the interrelated nature of various aspects of culture and to witness ways in which Christian transformation can bring about appreciation for traditional ways as well as radical change.

Prerequisites: ANTH-101; Minimum grade C

ANTH 495 Internship 2-12**ANTH 498 Teaching Assistant 1-3****ANTH 499 Research Assistant 1-3****ANTH 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 early 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 depiction of tribal peoples and cultures. And 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, archeological, linguistics, and socio-cultural) will be covered between the years 1860-1940.

ANTH 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.

ANTH 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 consider fundamental theological ideas that account for the reality and the importance of human culture. 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 and practice. So, the course will be theologically demanding and focused, although we will need 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.

ANTH 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.

ANTH 570 Faith-Based Ethnographic Methods 3

This class is a hands-on practical course in applied ethnographic methods. Ethnography thick of a culture, that is, to describe cultural description 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.

ANTH 601 On Knowing Humanity Colloquium I 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. Audience participation is strongly encouraged, and a synergy of ideas will contribute to the growth and development of a deeply Christian approach to the study of people and cultures.

ANTH 602 On Knowing Humanity Colloquium II 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. Audience participation is strongly encouraged, and a synergy of ideas will contribute to the growth and development of a deeply Christian approach to the study of people and cultures.

ANTH 680 Thesis in Theological and Cultural Anthropology 1-3

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 integrated 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.

Astronomy (ASTR)

ASTR 101 The Solar System 3

This course will consist of an in-depth study of the solar system, i.e., the Sun, planets, moons, asteroids, meteors, comets, etc. In the process of this study, we will venture into the fields of the history of science, physics, celestial mechanics, geology, meteorology, and even touch upon astrology. No lab. Satisfies Natural Science Core requirement.

Core Category: Natural Science

ASTR 102 Exploration of the Universe 3

This course will consist of a survey of the universe beyond the solar system, except when we study the sun as a typical star. We will concentrate on stars; what they are, the many different types, their birth, evolution, and death. No lab. Satisfies Natural Science Core requirement.

Core Category: Natural Science

ASTR 111 The Solar System 4

A survey of the solar system, concentrating on the earth and other planets, comets and meteors and origins of the solar system itself. Lab includes several nights of observing and CCD photography in the computerized observatory as well as work in the planetarium.

Core Category: Natural Science

Corequisites: ASTR-111L

ASTR 111L The Solar System Laboratory 0

Corequisites: ASTR-111

ASTR 112 Exploration of the Universe 4

The universe beyond the solar system: stars and galaxies, binary stars, stellar evolution, pulsars, black holes, cosmology. Lab includes several nights of observing and CCD photography in the computerized observatory as well as work in the planetarium.

Core Category: Natural Science

Corequisites: ASTR-112L

ASTR 112L Exploration of the Universe Lab 0

Corequisites: ASTR-112

ASTR 130 Special Topics 1-3**ASTR 230 Special Topics 1-3****ASTR 400 Special Topics 1-3****ASTR 499 Research Assistantship 1-3****ASTR 3142 Introduction to Astrophysics 3****ASTR 3152 Astrodynamics 3****ASTR 4121 Undergraduate Research I 3****ASTR 4122 Undergraduate Research II 3**

Biblical Studies (BIBL)

BIBL 100 Introducing Biblical Literature 3

This course provides a general introduction to the origins, story, and significance of the Christian Bible. Students will examine the Bible's nature, purpose, and authority; its historical narrative, cultural background, literary structure, and main theological concepts. Major emphasis is placed on understanding the overall storyline of the Bible as one grand narrative of redemption. It is intended as a foundation level course, suitable for those who have no previous knowledge of the Bible or Christian thought. Not open to students who have already taken BIBL-101/102 or BIBL-200.

Core Category: Spiritual Literacy

BIBL 101 Introduction to the Old Testament 3

A descriptive introduction to 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. We will also begin to explore how the gospel continues and develops Old Testament themes. Offered every semester.

BIBL 101B History of Ancient Judaism (bilingual) Ch 3

A descriptive introduction to 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. This course begins to explore how the gospel continues and develops Old Testament themes.

BIBL 101H Nature and Meaning of the Old Testament 3**BIBL 102 Introduction to the New Testament 3**

A descriptive introduction to the content of the New Testament, especially in the Gospels and the letters of Paul. A main focus is on the importance of understanding the New Testament in its ancient historical and cultural setting and applying that knowledge to contemporary faith and life. Prerequisite: BIBL 101.

BIBL 102B History of Early Christianity (bilingual Chinese/English) 3

A descriptive introduction to the content of the New Testament, especially in the Gospels and the letters of Paul. A main focus is on the importance of understanding the New Testament in its ancient historical and cultural setting and applying that knowledge to contemporary faith and life.

BIBL 102H Nature and Meaning of the New Testament 3**BIBL 130 Special Topics 1-3****BIBL 200 Exploring Biblical Literature 3**

This course provides a general introduction to the origins, story, and significance of the Christian Bible. Students will examine the Bible's nature, purpose, and authority; its historical narrative, cultural background, literary structure, and main theological concepts. Major emphasis is placed on understanding the overall storyline of the Bible as one grand narrative of redemption. It is intended as a more in depth introductory course, suitable for those who have some previous knowledge of the Bible or Christian thought. Not open to students who have already taken BIBL-101/102 or BIBL-100.

Core Category: Spiritual Literacy

BIBL 201 Biblical Interpretation 3

The art and theory of biblical interpretation will be explored through a historical, philosophical, and theological survey. The primary aim is to prepare students for an academically rigorous course of study in biblical and theological studies, but our discussion will also provide the basis for both personal Bible study and the preaching and teaching of the Bible.

Core Category: Theology

BIBL 202W Research Methods 3

This course provides an in-depth look at a selected book of the bible and related theological issues. The primary aim is to help students develop the research and writing skills needed in biblical and theological studies. Emphasis is placed on the fundamentals of good writing, critical thinking, and forming and defending academic arguments.

Core Category: Theology

Prerequisites: Take one from BIBL-101, 102, 100, 200, HONR-140, HONR-141

BIBL 230 Special Topics 1-3**BIBL 310 The Torah 3**

An exegetical, historical and theological study of the traditions about Israel's emergence as the people of God. Elements treated are the primeval history, patriarchs, exodus, the law of Sinai and the wilderness experience.

Core Category: Theology

BIBL 315 Science and the Bible 3

Theological and hermeneutical investigation of the relationship between Christian faith and scientific advances, particularly cosmic, geological, and biological evolution via close readings of relevant biblical texts and secondary literature from both a Christian and secular point of view.

Offered alternate years.

Core Category: Theology

Prerequisites: #Take BIBL-101 and BIBL-102

BIBL 320 From Conquest to Exile 3

The purpose of this course is to reconstruct the history of ancient Israel on the basis of the complex sources available to us from the Bible, ancient texts, and the archaeological record. Pursuit of this objective will include a detailed and in-depth analysis of the biblical books of Joshua, Judges, Samuel, Kings, Chronicles, Ezra, and Nehemiah. As we pursue our historical aims, we shall not lose sight of the important theological questions engaged by the sacred books.

Core Category: Theology

BIBL 325 Women in Scripture and Tradition 3

This course investigates the changing roles and perceptions of women in the Bible and in Christian tradition. In addition, the course will evaluate conflicting interpretations of key texts as they have been used throughout history to determine the functional placement of women in the family, society and the church.

Core Category: Theology

BIBL 330 Special Topics 1-3**BIBL 330E Christianity, Sects and Cults 3****BIBL 330K Romans 3****BIBL 330L Sermon on the Mount 3****BIBL 330M Spec Topic: the Gospel of Mark 3****BIBL 330N Spec Topics: Esther and Ruth 3**

The course is a theological, canonical, and ethical reading of Ruth and Esther with special attention given to the various ways in which these two books have been appropriated by Jews and Christians throughout their respective histories.

BIBL 330R Jonah the Disgruntled Prophet 3**BIBL 335 Early Judaism & New Testament 3**

Jesus and his earliest followers lived and died as Jews. What came to be known as Christianity did not begin as an autonomous new religion, but rather as a movement within early Judaism. For this reason the earliest documentary remains of this movement preserved in the New Testament should be studied in the first instance as Jewish texts. This course introduces the literature, groups, beliefs and practices that comprised Second Temple Judaism. It will selectively illustrate how knowledge of early Judaism enlightens our understanding of the ministry of Jesus and the writings of the New Testament.

Core Category: Theology

BIBL 340 Prophets 3

A detailed investigation of the prophetic books in the Hebrew Bible and of the place and significance of prophecy in Hebrew history, with special emphasis on its social, political and Messianic thrust.

BIBL 345 Politics and the Bible 3

This course examines the politics of the Bible through a study of the empires that shaped the worlds of the OT and NT and the dynamics of life under empire for Jews and Christians. The course focuses primarily (but not exclusively) on an in-depth study of the Greco-Roman and Jewish political contexts of the first-century CE. It also analyzes the explicit and implicit political statements of the New Testament, from the Gospels' claims about Jesus' identity to Pauline and Johannine passages addressing the relationship of Christians to the government. The course utilizes a broad range of scholarly approaches to the text, allowing students to explore both ancient and contemporary understandings of "the politics of the Bible."

Core Category: Social Justice, Theology

BIBL 350 Wisdom and Poetry 3

A concentrated study of Proverbs, Job, Ecclesiastes and the Song of Solomon with special attention to their meaning and relevance for modern life. The basic frame of reference will be Wisdom's creation theology and its relation to biblical faith as well as other living faiths of the world.

Core Category: Theology

BIBL 355 Film and the Bible 3

In this course, we will introduce the study of the Bible's reception history and the complicated relationship of reception history to traditional historical-critical methods of biblical study. More specifically, we will analyze cinematic retellings and appropriations of biblical stories as a significant avenue of the Bible's reception in modern culture. We will learn that the interface between the Bible and culture- like all biblical interpretation- is shaped by the interpreter's social and historical context, ideology, and medium. This course will also cover the basics of film criticism as the most appropriate tools for analyzing the audio-visual language into which these films translate the Bible. Finally, we will consider how our cultural influences the ongoing transmission of the biblical tradition and vice versa.

Core Category: Arts and Literature, Theology

BIBL 360 Jesus and the Gospels 3

This course will study our main canonical witnesses to Jesus—the Gospels. We will see how the Gospels present Jesus similarly and differently, notice main themes in the canonical presentation of Jesus, attend to post-biblical appropriations of Jesus (e.g., political, cultural, scholarly, literary and cinematic appropriations), and think together about how Jesus can and ought to shape Christian faith and faithfulness.

Core Category: Theology

BIBL 365 Sex, Violence, and the Bible 3

A theological and hermeneutical investigation of biblical texts in both the Old and New Testament that depict and often seemingly legitimate acts of violence. It provides an overview of how these "texts of terror" have been appropriated by communities of faith throughout history and an exploration of how to read such texts and scripture.

Core Category: Social Justice, Theology

BIBL 370 Paul: His Life and Letters 3

The history of the interpretation of Paul from the early Church to scholars of the modern period precedes an in-depth study of Paul's life and thought as presented in Acts and his letters.

Core Category: Theology

BIBL 375 The Marginalized and the Bible 3

A study of biblical perspectives on issues related to the marginalized, particularly slaves, children, widows, foreigners, and the disabled. The course covers Old Testament law, Jesus' parables, Paul's economics, and the social world of the Bible. The course utilizes insights from post-colonial, liberation, family, and social-scientific studies; it also considers the reception history of these issues in early Christianity.

Core Category: Social Justice, Theology

BIBL 380 Hebrews & General Epistles 3

An analytical survey of the interpretation and meaning of Hebrews, James, 1-2 Peter, 1-3 John, and Jude. Special emphasis will be given to the historical circumstances, structure and distinctive themes of these books.

Core Category: Theology

BIBL 385 The Sermon on the Mount 3

This course will explore the exegetical and theological dimensions of Jesus' most famous discourse: The Sermon on the Mount (Matthew 5-7). Attention will also be given to the literary aspects of the Gospel of Matthew as well as the practical dimensions of the Sermon on the Mount for the disciple of Jesus Christ.

Core Category: Theology

BIBL 390 Apocalyptic Literature 3

A general introduction to apocalyptic literature followed by a historical-cultural study of the symbolism and meaning of these two outstanding apocalyptic books. Special attention will be paid to competing varieties of interpretation, e.g., traditional, dispensational, critical.

Core Category: Theology

BIBL 400 Directed Study 1-3**BIBL 440 Senior Seminar 3**

Consideration of special topics essential for integrating the educational experience of seniors in the major.

BIBL 498 Teaching Assistant 1-3**BIBL 499 Research Assistant 1-3****BIBL 501 Old Testament Study I 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 II 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.

Prerequisites: Take BIBL-501

BIBL 503 New Testament Study I 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 II 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.

Prerequisites: Take BIBL-501 and BIBL-503

BIBL 511 Old Testament Historical Books 3

This course focuses on the historical books of the Old Testament (Joshua through Esther). Attention will be given to examining the nature of biblical historical writing as well as the historical, archeological, literary, hermeneutical, and theological issues arising out of contemporary discourse over the Old Testament historical texts. Critical theories will therefore be explored and employed towards the development of exegetical skills needed for the interpretation and proclamation of Old Testament historical texts.

Prerequisites: BIBL-510 minimum grade C-

Course may be offered for audit

BIBL 511H Old Testament Historical Books (hybrid Delivery) 3

This course focuses on the historical books of the Old Testament (Joshua through Esther). Attention will be given to examining the nature of biblical historical writing as well as the historical, archeological, literary, hermeneutical, and theological issues arising out of contemporary discourse over the Old Testament historical texts. Critical theories will therefore be explored and employed towards the development of exegetical skills needed for the interpretation and proclamation of Old Testament historical texts.

Prerequisites: BIBL-510

Course may be offered for audit

BIBL 512 Gospels and Acts 3

Gospels and Acts is a foundational course in the study of the New Testament, covering Matthew, Mark, Luke-Acts, and John. 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. By doing so, we will be less prone to impose 30 modern standards and worldviews on the biblical text. 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.

Course may be offered for audit

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.

Course may be offered for audit

BIBL 513H Biblical Interpretation for Ministry (hybrid Delivery) 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.

Course may be offered for audit

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.

Course may be offered for audit

BIBL 514H 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.

Course may be offered for audit

BIBL 514I Biblical Hebrew 3**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.

Prerequisites: BIBL-514 minimum grade C-

Course may be offered for audit

BIBL 515H Hebrew Exegesis 3

A course in intermediate Biblical Hebrew, focusing on grammar, syntax and lexicography through readings of selected passages from the Pentateuch.

Prerequisites: BIBL-514

Course may be offered for audit

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 may wish to take Hebrew in its place).

Course may be offered for audit

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.

Prerequisites: BIBL-516 minimum grade C-

Course may be offered for audit

BIBL 520 Prophets 3

Prophets 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 conditions of their time. They communicated by preaching, singing, crying, walking naked, shaving, etc. They braved social isolation, jail and even death, yet they insisted that God had spoken to them, and their words would shape the future. This course shall explore the relationship of the prophetic books to the rest of the canon, and then focus on specific issues, themes and theologies in the books. The roles of ancient prophets as socio-political exegetes would be used to segue into discussions of the roles of preachers today.

Prerequisites: BIBL-511 minimum grade C-

Course may be offered for audit

BIBL 521 The Pauline Epistles 3

This course covers the thirteen letters in the New Testament, from Romans to Philemon. 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. As much as we are able, we would like to hear these letters as though we were among the original recipients. Toward the end of the semester, we will identify key Pauline themes and emphases that emerge from these missives collectively.

Prerequisites: BIBL-511 and BIBL-512 minimum grade C-

Course may be offered for audit

BIBL 540 Independent Study-Area 4 Project Israel Study Tour 3**BIBL 550 MTS Research 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.

BIBL 550A MTS Research 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.

BIBL 581A Reading the Text 1: Reading the Old Testament in Its Context: Part I 1.5

This is a survey course that emphasizes the historical, literary, and theological contexts of the Old Testament. Students will be introduced to the key events, movements, and figures in the history of Israel up to the Second Temple period within their larger Ancient Near Eastern context and to the different academic approaches to the story of the Old Testament. Coverage includes the Pentateuch, Historical Books, Writings and Prophets.

BIBL 581B Reading the Text 1: Reading the Old Testament in Its Context: Part 2 1.5

This is a survey course that emphasizes the historical, literary, and theological contexts of the Old Testament. Students will be introduced to the key events, movements, and figures in the history of Israel up to the Second Temple period within their larger Ancient Near Eastern context and to the different academic approaches to the story of the Old Testament. Coverage includes the Pentateuch, Historical Books, Writings and Prophets.

Prerequisites: BIBL-581A (Reading the Text 1: Learning to read their context in light of OT)

BIBL 582A Reading the Text 2: Reading the New Testament in Its Context: Part 1 1.5

This is a survey course that emphasizes the historical, literary, and theological contexts of the New Testament. Students will be introduced to Second Temple Judaism and the Greco-Roman world of Jesus and the early church. Coverage includes the four Gospels, the Acts of the Apostles, several key letters of Paul, and the book of Revelation.

BIBL 582B Reading the Text 2: Reading the New Testament in Its Context, Part 2 1.5

This is a survey course that emphasizes the historical, literary, and theological contexts of the New Testament. Students will be introduced to Second Temple Judaism and the Greco-Roman world of Jesus and the early church. Coverage includes the four Gospels, the Acts of the Apostles, several key letters of Paul, and the book of Revelation.

Prerequisites: BIBL-582A (Reading the Text 2: Learning to read their context in light of NT)

BIBL 604 Biblical Theology: Genesis As a Starting Point 3

An exploration of the theological themes of Genesis. Themes to be discussed include: creation, redemption, the nature of God, covenant, law, kingship, divine violence, righteousness, the people of Israel. These themes will be discussed in conversation with three perennial biblical theological issues: What was the author of Genesis trying to say theologically to his audience (historical dimension)? How did the author construct Genesis to communicate that theology (literary dimension)? and How do the themes of Genesis reverberate dynamically elsewhere in the Hebrew Scriptures and in New Testament (canonical dimension).

Prerequisites: Take BIBL-501

Course may be offered for audit

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. Bible elective.

Prerequisites: BIBL-510 minimum grade C-

Course may be offered for audit

BIBL 606 Old Testament Book Studies: Jonah & 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.

Prerequisites: Take BIBL-501

BIBL 607 Psalms 3

This course is an advanced study of the book of Psalms. Considerations will be given to major trends in modern scholarship with regard to its historical settings, literary forms, canonical shape, and biblical theological significance. Opportunities will be provided to develop skills for interpreting poetry through in-depth study of representative examples of each genre. The purpose and relevance of the Psalms to the rest of the Bible and Christian faith will be explored.

BIBL 609 Mission Beginnings in Genesis 3

Course may be offered for audit

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. Bible elective.

Prerequisites: BIBL-503 minimum grade C-

Course may be offered for audit

BIBL 617 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. Bible elective.

Course may be offered for audit

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. Bible elective.

Course may be offered for audit

BIBL 622 Bible and the Koran 3

This is an introductory course in comparative studies of the Bible and the Koran. Students will learn basic facts with regard to the formation, place, function, and the basic theological teachings of the religious texts in each religious community. Our primary concern is not the religion itself but the sacred texts of the religion. We will focus on literary analysis of Koranic suras that are related to the themes of gods, prophets, salvation, Jihad, women, Jews, Christians, and Muslims. The goal of this course is to equip future church leaders with in-depth knowledge of the Koran so that they may serve, love, and bear witness to their Muslim neighbors.

BIBL 625 The Least of These: Biblical and Contemporary Responses to Poverty 3

This course will investigate the biblical record concerning attitudes and behavior related to needy people, and will offer students multiple opportunities to learn from and interact with people currently engaged in ministry (locally and globally) to those regarded as the least of these.

Course may be offered for audit

BIBL 626 Book of Revelation 3

A study of the contents of the Book of Revelation with special attention to its historical setting, literary style, and vision of Christ as the culmination of history. Varieties of interpretations will be examined and critiqued, with a synthetic approach to understanding its apocalyptic vision proposed. By doing so students will gain an appreciation for its message to the early church, its message about a climactic end to the age with the return of Christ, and its application for believers living between the times today. Bible or Theology elective.

Course may be offered for audit

BIBL 627 The Mission of Jesus in Mark 3

Course may be offered for audit

BIBL 628 The Mission of Jesus in John 3

Course may be offered for audit

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. Bible elective.

Course may be offered for audit

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 3

Participants will visit sites of archeological, historical and contemporary importance in the current State of Israel (Palestine). They will meet and interact with the people who call that place home, and will experience the life and cultures represented there. Our guide will introduce us to the archeology and history of this region in which so much of the biblical story unfolded, and Palmer professors and participants will build on this, thinking together about how these rich historical foundations pave the way for a deepening of our biblical-theological understanding, a fuller consideration of our exegesis of scripture, an expansion of our insights into the lived experiences of those people (historically and today) considered "other" in ethnic, religious and civil terms, and (perhaps) some eye-opening missional insights/implications. By our presence in the lands of the Bible, we become eyewitnesses of the stage upon which the God who acts revealed himself in Scripture. As a result, integration of history, theology and application (our "living out" the Scripture) will be a constant priority, an exercise which will be informed by exposure to the contemporary situation in the Middle East.

Course may be offered for audit

BIBL 650 Independent Study/Research in Biblical Studies 0.5-3

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. Bible elective.

BIBL 660 Special Topics 3

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.

BIBL 660B SpTop: First Corinthians 3

Reading First Corinthians should give us pause because all the problems Paul addressed in his letter to this fledgling church are still relevant to the church today. While it is important to delve into the historical-cultural context from which these issues arose, ample class time will be devoted to exploring the hermeneutical implications of the text for personal integrity and discipleship, life and ministry in the community of faith, and bearing authentic witness to the gospel.

Prerequisites: BIBL-503

Biology (BIOL)

BIOL 103 General Biology: Earth-Keeping 4

Basic concepts of ecology will be presented in sufficient detail to allow an examination of our environmental problems within an ecological worldview. There will be an emphasis on developing stewardship lifestyles. The laboratory will include field studies of terrestrial and aquatic communities and will examine pollution abatement systems. For non-majors only.

Core Category: Natural Science

Corequisites: BIOL-103L

BIOL 103L Earth-Keeping Laboratory 0

Corequisites: BIOL-103

BIOL 104 Human Biology 4

A study of the origin and structure of cells, energy transformation, the structure and function of major organ systems, inheritance, reproduction and development. For non-majors only.

Core Category: Natural Science

Corequisites: BIOL-104L

BIOL 104L Human Biology Laboratory 0

Corequisites: BIOL-104

BIOL 105 Introductory Biology 4

An overview of the major areas of biology. Topics to be covered include cell biology; heredity; protists; plants; diversity of animals; human body systems; ecology; major ecosystems of the world; conservation biology; evolution/natural selection. For non-majors only.

Core Category: Natural Science

Corequisites: BIOL-105L

BIOL 105L Introductory Biology Laboratory 0

Corequisites: BIOL-105

BIOL 130 Special Topics 1-4**BIOL 151 General Biology I 4**

Required course for the student interested in majoring or minoring in biology, biological studies, environmental science, or the pre-physical/occupational therapy tracks in exercise science. The course surveys basic concepts of biology with an emphasis on field-oriented disciplines, including ecology, zoology, botany and macroevolution.

Core Category: Natural Science

Corequisites: BIOL-151L

BIOL 151L General Biology: Laboratory 0

Corequisites: BIOL-151

BIOL 152 General Biology II 4

Required course for the student interested in pre-med, majoring, minoring in biology, biological studies, environmental science, biochemistry or the pre-physical/occupational therapy tracks in exercise science. The course surveys basic concepts of biology with an emphasis on lab-oriented disciplines, including cell biology, physiology, genetics and evolutionary mechanisms.

Core Category: Natural Science

Corequisites: BIOL-152L

BIOL 152L General Biology II Laboratory 0

Corequisites: BIOL-152

BIOL 206 Ornithology 4

The biology and natural history of birds. Field work with emphasis on recognition and behavioral observations of local species. May require Saturday field trips.

Core Category: Natural Science

Corequisites: BIOL-206L

BIOL 206L Ornithology Laboratory 0

Corequisites: BIOL-206

BIOL 212 Marine Biology 3

This course is an introduction to marine biology, surveying marine life, marine ecosystems, and human interactions with the sea. Prerequisites : none. Recommended for biology and environmental science majors and other majors with an interest in field biology or marine ecosystems.

Core Category: Natural Science

BIOL 216 Introduction to Microbiology 4

A study of the classification and biology of microbes and application of microbiological techniques. The course is intended for biology majors and allied health students.

Prerequisites: BIOL-152 OR BIOL-233; MINIMUM GRADE C

Corequisites: BIOL-216L

BIOL 216L Introduction to Microbiology Laboratory 0

Corequisites: BIOL-216

BIOL 230 Special Topics 1-4**BIOL 230A Marine Biology 3**

An introduction to marine biology, surveying marine life, marine ecosystems, and human interactions with the sea. A scheduled field trip to the National Aquarium in Baltimore is required.

BIOL 230B Immunology and Infectious Disease 3

This course is an introduction to the immune system and how it protects from disease, with an emphasis on humans and some reference to other mammals. This is an elective for biology and biochemistry majors, and other majors with an interest in medicine, immunology, and infectious disease.

BIOL 233 Human Physiology & Anatomy I 4

The first course of a two-semester sequence which surveys the human as a functioning organism. The first semester will emphasize the musculoskeletal system, nervous system and senses. The laboratory will emphasize human structure and techniques for studying muscle and nerve function. The course is designed for students in Athletic Training, Exercise Science, Psychology, and Nursing, and as an elective course for Biology students considering graduate work in health professions. Offered in the fall and offered in spring on adequate demand.

Core Category: Natural Science

BIOL 233L Human Physiology & Anatomy I Lab 0

Corequisites: BIOL-233

BIOL 234 Human Physiology & Anatomy II 4

The second of a two-semester sequence. Emphasis will be on mechanisms of internal homeostasis, i.e., circulation, nutrition, excretion, etc. Course purpose and format are the same as 233.

Prerequisites: BIOL-233; MINIMUM GRADE C

Corequisites: BIOL-234L

BIOL 234L Human Physiology and Anatomy II Laboratory 0

Corequisites: BIOL-234

BIOL 235 Anatomy and Physiology: Head and Neck Anatomy 4

This course focuses on the study of the anatomical structures of the head and neck. The osteology of the skull, the structure of the nasal cavity and sinuses, the muscles, nerves, and vascular system of the head and neck are introduced.

BIOL 290 Tropical Biology 4

An introduction to tropical biology, surveying the most common ecosystems, important themes in tropical communities and selected issues involving environmental degradation. A scheduled field trip to a tropical region is required; this will generally occur during Spring Break and constitute the laboratory hours. Three hours lecture. Prerequisite: at least one majors biology course or permission of instructor.

Prerequisites: BIOL-151 or BIOL-152 or permission of instructor

BIOL 299 Research Experience 1-2

This is an on-ground course that introduces freshmen and sophomore students with a strong interest in biology to mentored laboratory research. Students will participate in a research project in which the faculty member is engaged, in order to develop basic lab skills and increase foundational knowledge in the mentor's area of expertise. Prior approval of the faculty mentor is required.

BIOL 309L Ecology Laboratory 0

Corequisites: BIOL-309W

BIOL 309W Ecology 4

The principles of ecology with some emphasis on their applications to humans. Field projects and laboratory work complement the theoretical considerations. This is a writing intensive course. Three hours lecture, three hours laboratory. Some Required Saturday field trips.

Prerequisites: BIOL-103 OR BIOL-151; MINIMUM GRADE C

Corequisites: BIOL-309L

BIOL 310 Animal Physiology 4

An inquiry into the physiological basis of life at the molecular, cellular and systems levels. Physiology of multicellular organisms is stressed with an emphasis on human biology and homeostasis.

Prerequisites: BIOL-152 CHEM-111 OR CHEM-121; MINIMUM GRADE C

Corequisites: BIOL-310L

BIOL 310L Animal Physiology Laboratory 0

Corequisites: BIOL-310

BIOL 311 Cell Biology 4

Emphasis will be on the morphology and physiology of the cell. Biological molecules, reactions and cellular energetics will be studied, as well as membranes and the cell surface, cell motility, and cellular synthesis. Lab work will include fluorescence microscopy, cell culture, and cytological and biochemical analyses.

Prerequisites: BIOL-152 OR CHEM-122; MINIMUM GRADE C

Corequisites: BIOL-311L

BIOL 311L Cell Biology Lab 0

Corequisites: BIOL-311

BIOL 312 Genetics 4

A survey of genetics, including (1) Mendelian inheritance and variations in chromosomal segregation, (2) microbial genetics, (3) molecular genetics, with an emphasis on human disease, and (4) population and behavioral genetics.

Prerequisites: CHEM-122/124 AND BIOL-311; MINIMUM GRADE C

Corequisites: BIOL-312L

BIOL 312L Genetics Laboratory 0

Corequisites: BIOL-312

BIOL 313 Developmental Biology 3

An introduction to classical and current understanding of embryogenesis and development, with an emphasis on the genetic control mechanisms. Recommended elective for biology majors and other majors with interest in medicine and genetics.

Prerequisites: BIOL-151 BIOL-152, OR INSTRUCTOR CONSENT

BIOL 315 Medical Botany 3

A survey of "biologically active" plants and the techniques used to study them and develop new medicines. Topics include pharmacokinetics and drug application procedures, cultural concepts of healing, medicinal, allergenic and poisonous effects of plants, plant sources of new anticancer drugs, foods as medicine and some problems in natural products research. Three hours lecture.

BIOL 316 Techniques in Biotechnology 3

The course will introduce students to a wide range of techniques used in research laboratories. Basic skills will be emphasized with hands-on directed experiences in sterile technique, molecular biology, and laboratory management.

BIOL 320 Environmental Issues 4

This course builds upon principles established in ecology to examine specific environmental issues. Fulfills the Social Justice General Education requirement. Major issues related to environmental degradation will be covered, including problems of policy and management choices.

Core Category: Social Justice

Corequisites: BIOL-320L

BIOL 320L Environmental Issues Laboratory 0

Corequisites: BIOL-320

BIOL 330 Special Topics 1-4**BIOL 330F Virology and Immunology 3**

Virology and Immunology is an introduction to classical and molecular studies of viruses, with an emphasis on human and animal pathogens. Prerequisites: Minimum grade of C in BIO 311 and BIO 312 or consent of instructor. This is a recommended elective for biology majors and other majors with interest in medicine and infectious disease. Generally offered Fall of odd-numbered years, subject to enrollment.

BIOL 340 Medical Parasitology 4

An introduction to the general biology of major parasitic groups, parasitic protozoa, monogeneans, digeneans, cestodes, nematodes, acanthocephalans, and parasitic arthropods of humans and domesticated animals. Lectures will emphasize the morphology, physiology (form and function), life cycles, symptomatology, and pathogenesis of representative taxa from these major parasitic groups. The labs will provide students with an opportunity to identify and study commonly occurring parasites. Emphasis will be placed on the taxonomy, morphology, life cycles, and histopathology of parasites of humans and domestic animals. Overall, the course aims at providing a basic theoretical and practical foundation in parasitology so as to enable students to better appreciate the impact that parasites have on society.

Prerequisites: BIOL-151 BIOL-152; MINIMUM GRADE C

Corequisites: BIOL-340L

BIOL 340L Parasitology Laboratory 0

Corequisites: BIOL-340

BIOL 344 Molecular Biology 3

This course is designed to provide the science major with a thorough introduction to the biology of nucleic acids. It will cover the theoretical aspects of the field. Topics covered will include molecular cloning, an introduction to genomics, and an in depth study of DNA replication, transcription in prokaryotes and eukaryotes, post-transcriptional events, and translation.

Prerequisites: BIOL-311 CHEM-122 CHEM-124; MINIMUM GRADE C,

BIOL 345 Molecular Biology Laboratory 1

The phyla of the Invertebrates are examined with reference to diversity in taxonomy, morphology and adaptation, with a particular emphasis on insects and consideration of species important in agriculture and medicine. Offered as part of the flexible core on a rotating basis with BIOL 350B and 350C. Three hours lecture, three hours laboratory. Saturday trips may be required. Prerequisites: Minimum grade of C in BIOL 151 or Offered in spring of odd-numbered years.

BIOL 350A Entomology 4

The phyla of the Invertebrates are examined with reference to diversity in taxonomy, morphology and adaptation, with a particular emphasis on insects and consideration of species important in agriculture and medicine. Offered as part of the flexible core on a rotating basis with BIO 350B and 350C. Three hours lecture, three hours laboratory. Saturday trips may be required. Recommended for biology majors and other majors with interest in field biology and evolutionary mechanisms.

Prerequisites: BIOL-151; MINIMUM GRADE C OR CONSENT OF INSTRUCTOR

Corequisites: BIOL-350AL

BIOL 350AL Invertebrate Zoology:entomology Laboratory 0

Corequisites: BIOL-350A

BIOL 350B Vertebrate Zoology 4

The organization, structure and taxonomy of the major groups of the Chordates. Laboratory work focuses on comparison of anatomy of type-forms of Vertebrates. Application of this discipline to particular research problems will also be made. Offered as part of the flexible core on a rotating basis with BIOL 350A and 350C. Three hours lecture, three hours laboratory. Saturday trips may be required. Recommended for biology majors and other majors with interest in field biology and evolutionary mechanisms.

Prerequisites: BIOL-151; MINIMUM GRADE C OR CONSENT BY INSTRUCTOR

Corequisites: BIOL-350BL

BIOL 350BL Vertebrate Biology Laboratory 0

Corequisites: BIOL-350B

BIOL 350C Vascular Plants 3

A lecture and laboratory course concerning the classification of vascular plants, with emphasis on family characteristics and relationships. Identification and description of local flora, use of keys and manuals, and field recognition will be emphasized. Application to research problems related to agriculture, biodiversity or medicine will be made. Offered as part of the flexible core on a rotating basis with BIOL 350A and 350B. Saturday trips may be required. Recommended for biology majors and other majors with interest in field biology and evolutionary mechanisms.

Prerequisites: BIOL-151; MINIMUM GRADE C OR INSTRUCTOR CONSENT

BIOL 395 Field Experience 1-3

Course is Pass/Fail

BIOL 400 Directed Study 1-4**BIOL 410 Environmental Theology and Ethics 3**

This course is designed for students who wish to develop a Christian understanding of environmental problems and issues in such a manner that this can be applied toward taking informed and appropriate action in their lives and vocations. Fulfills the culminating senior experience with BIOL 425 or 426. Prerequisite: Minimum grade of C in any 200-level THEO course.

Prerequisites: Minimum grade C in any 200 level THEO course

BIOL 417 Evolution, Creation & Organization of Biology 3

An advanced course studying the theoretical base of the origin of biological forms. The course discusses the nature of scientific theory, evolution and creation as theories, biological system theory, the mechanisms of population change, fitness and speciation, and the integration of faith and scientific work.

BIOL 420 Environmental Regulations and Policy 3

The course will survey the history of environmental policy in the United States and give overviews of specific critical areas, such as wetlands, coastal zones, species protection, hazardous waste, and land management. Case studies will allow students to apply their knowledge of science, environmental ethics, and policy to examine modern environmental problems. Three hours lecture. Prerequisites: Minimum grades of C in BIOL 151, and BIOL 309W or consent of instructor. May apply to Political Science major or minor. Offered spring of odd-numbered years.

Prerequisites: BIOL-151 AND BIOL-309W; MINIMUM GRADE C OR CONSENT OF INSTRUCTOR

BIOL 425 Senior Thesis Literature Review 2

This advanced course involves the selection and approval of a thesis topic, the preparation of a comprehensive literature review, the preparation of a research proposal, and a seminar presentation describing the proposed research project and its relationship to the existing literature. A formal written proposal is submitted at the end of the semester.

BIOL 426 Sr Thesis Directed Research I 2-4

This course involves performing an original experimental research study, analyzing the data, and preparing a written thesis. A seminar will be presented at the end of the semester describing the research findings and the relationship to the existing data in the field of study. Those students who wish to continue the research for another semester may do so in BIOL 427. A second paper and seminar will be required.

BIOL 427 Sr Thesis Directed Research II 2-4

This course involves performing an original experimental research study, analyzing the data, and preparing a written thesis. A seminar will be presented at the end of the semester describing the research findings and the relationship to the existing data in the field of study. Those students who wish to continue the research for another semester may do so in BIOL 427. A second paper and seminar will be required.

BIOL 495 Internship 2-12

Qualified students will be assisted in obtaining laboratory/research positions in industry or academia; positions in parks, zoos, aquariums; or other positions in the student's area of interest. Internships must be approved by the department. Students will complete 40 hours of internship for every credit hour. Journal of experience and term paper are required. Up to 5 credits can apply to biology elective requirement.

BIOL 498 Teaching Assistant 1-3**BIOL 499 Research Assistantship 1-3****Business Admin (accelerated) (BSBA)****BSBA 104 Business Communications 3**

This course focuses on the concepts, skills and knowledge necessary for effective business communication. Written, oral, and interpersonal communication skills will be emphasized.

BSBA 107 Accounting 3

Basic accounting principles and practices, including the preparation of basic financial statements, account uses, accruals and deferrals. Prerequisite: College-level Math class or SAT Math score of 530 or ACT score of 21.

BSBA 110 Accounting Fundamentals 3

This course introduces students to the basic terminology, application and integration of financial knowledge, understanding and reasoning among individuals, groups, organizations and society. Topics covered include: the nature of assets; liabilities and equity; the recording and reporting cycle, and internal controls. In addition student will be introduced to basic managerial applications related to resource allocation involving planning and controlling business operations, analyzing and interpreting cost behavior, and assessing performance.

BSBA 120 Macroeconomics 3

This course introduces the principles of aggregate economics, including total output, total spending and total employment, and why they change over time. The course also introduces the banking system, fiscal and monetary policies, and a framework necessary to understand public policy issues.

BSBA 202 Marketing 3

This course introduces the student to the broad field of marketing and activity that aims to develop goods and services to satisfy the needs and desires of customers. Marketing decision-making in for-profit and not-for-profit organizations emphasizes the analysis of customer needs and desires; segmenting of markets; developing product, promotion, price and distribution strategies; and the relationship among consumers, business and government.

BSBA 205 Essentials of Economics 3

This introductory course focuses on the analysis of economic decision making in the context of public and private enterprises. The course develops the economic framework necessary to evaluate production opportunities, cost analysis, and price determination in competitive and non-competitive markets.

BSBA 220 Business Statistics 3

This course introduces students to statistical techniques used in business. Topics include probability, measures of central tendency and dispersion, distributions, sampling and estimation, hypothesis testing, correlation, and regression.

BSBA 221 Business Statistics 3

Introduction to statistical techniques used in business to include data collection, sampling, descriptive statistics, inferential statistics, regression analysis, forecasting.

BSBA 270 Management Information Systems 3

A basic understanding of Information Technology is essential to anyone entering the business world today. This course will explore topics relevant to a business manager's interaction with Information Systems. Topics include IT support of business goals and strategies; organizational systems; e-commerce; data management; the role of the Internet as it relates to business; and ethical issues related to privacy and security.

BSBA 285 Business Foundations 1

This one-credit course provides students with an introduction to the program by highlighting the mission, goals and objectives of Eastern University, as well as those of the School of Management Studies. Various Diagnostic tests in the areas of writing mechanics, learning styles, professional strengths and personality attributes help the student formulate an action plan for success.

BSBA 300 Marketing 3

This course introduces the student to the broad field of marketing and activity that aims to develop goods and services to satisfy the needs and desires of customers. Marketing decision-making in for-profit and not-for-profit organizations emphasizes the analysis of customer needs and desires; segmenting of markets; developing product, promotion, price and distribution strategies; and the relationship among consumers, business and government.

BSBA 305AW Economic Policy Seminar I 1.5**BSBA 305BW Economic Policy Seminar II 1.5****BSBA 305W Economic Policy Seminar 3**

Building on the foundation of "Essentials of Economics," this seminar invites students to explore contemporary issues in economics policy through readings, roundtable discussions, and seminar papers. The writing-intensive course begins with a review of economic analysis and then proceeds to selective forays into two contemporary issues in economic policy.

Prerequisites: BSBA-205; Minimum grade C

BSBA 306 International Business 3

This course is designed to prepare students to understand issues related to international business practices. Students will examine various countries and regional trading blocks and their absolute and comparative advantages, some of their inherent competitive weaknesses, and the recruiting, hiring, and training of local and expatriate managerial talent necessary for the organization to be successful. Other topics include an overview of some of the strategies necessary to develop long-term relationships within foreign business cultures, and the necessity that multinational organizations understand and adjust to some of the cultural differences of the countries in which they operate, while simultaneously maintaining consistency in their corporate culture and values. This course will use a combination of theory, guiding principles and best practices, simulations and personal experiences to communicate lessons in global management.

Prerequisites: BSBA-202 BUSA-202 or ENTR-205; Minimum grade C

BSBA 308 Accounting 3

This course introduces the student to basic concepts and principles in accounting. In addition, students are expected to apply these concepts and principles in analyzing the financial health of an organization and devising strategies to ensure ethical decision-making with regard to accounting practices.

BSBA 311 Principles of Ethical Management 3

This course introduces students to the relationship between business and society and integrates the major themes of this topic with principle concepts related to ethics and management. Students explore and relate their personal ethical values to the complex moral dilemmas faced by managers.

BSBA 320 Microeconomics 3

This introductory course focuses on the analysis of economic decision-making in the context of public and private enterprises. The course develops the economic framework necessary to evaluate production opportunities, cost analysis and price determination in competitive and non-competitive markets.

BSBA 321 Operations Management 3

This course emphasizes the optimum deployment of productive resources in industrial, commercial and institutional settings. Quantitative analytical techniques are used to explore topics related to decision theory, capacity planning, project management, inventory control and quality control.

BSBA 335 Diversity Management 3

This course examines the meaning of diversity with respect to an historical context involving social, political, and economic factors. A variety of materials and methods provide the basis for better understanding the spectrum of human differences currently addressed by organizations. Particular attention will be paid to the legal and social impact of various approaches to dealing with diversity and how these approaches have influenced an organization's bottom line.

BSBA 340 Human Resources Management 3

This course analyzes the problems, strategies, and procedures used to assess and manage human resources in organizations. Special attention will be given to: evaluation of abilities and performance; effective recruitment and selection; motivation techniques, and developing human resources.

BSBA 350 Business Law 3

This course provides a basic understanding of (1) the nature, functions and limitations of law and legal systems; (2) the basic relationship among justice, ethics, legal systems and social structure; and (3) the relationship among society, law and business activity. Further, it is designed to enlighten with respect to rules, principles, standards and doctrines of law fundamental to a free enterprise system. The course covers the substantive areas of constitutional law, torts, contracts, and property and estate law.

BSBA 360 Finance 3

This course introduces the basic concepts and techniques employed by financial managers. Topics include: the environment in which financial decisions are made; time value of money; concept of value versus price; bond and stock valuation; risk and return; the capital asset pricing model; financial ratios calculations and capital budgeting.

BSBA 361 Research Methods I 3

This course introduces students to fundamental concepts related to the type of research that will be done through their Organizational Change Proposal. Topics include basic research design and measurement and the strengths and weaknesses of the various approaches available to the organizational problem solver.

BSBA 362 Research Methods II 3

This course reinforces the concepts introduced in Research Methods I and introduces students to the next phase in analyzing organizational problems. In particular, topics related to data analysis and interpretation will be explored relative to the types of research design a student may choose from in completing their Organizational Change Proposal.

BSBA 390 Organizational Behavior 3

The behavioral aspects of management are examined at the micro and macro levels. Specific areas of concern such as motivation, decision-making, leadership, and conflict resolution are studied both theoretically and experientially.

BSBA 395 Field Experience 3**BSBA 400 Spiritual Environment of Management 3**

This course provides a general introduction to the historical narrative, cultural background, literary structure, and theological concepts of the Bible, as well as essential Bible study techniques. It is intended as a foundation level course, suitable for those who have no previous knowledge of the Bible or Christian thought. It satisfies a core undergraduate requirement.

BSBA 480 Strategic Management 3

This course explores the strategic planning process by focusing on in-depth analyses of organizations and their environments. Students integrate material from all other business and related courses to prepare written and verbal analyses of the strategic management of various types of organizations.

BSBA 485 Organizational Change Proposal 3

The Organizational Change Proposal serves as an opportunity for students to apply knowledge and skills developed in the Business Administration program to authentic problems in businesses and organizations in their communities. Using the systems model of planned change, students analyze organizational inputs, target elements of change, and final outputs that reflect the change and how it will be managed and sustained over time.

Business Administration (BUSA)

BUSA 101 Introduction to Business 3

Students will be introduced to principles of contemporary business and its role in the free enterprise system. The course provides an overview of ethical and socially responsible business in a global environment, economic systems, entrepreneurship and forms of business ownership, principles of leadership and management, business operations, human resources management, marketing management, information technology and systems, accounting, finance and business law.

BUSA 102 Business As a Profession 3

This course will examine a career in Business as a calling from God, and what the differences are that such a calling makes in a young Christian business leader's role in the new global economy. Activities will include classical and current readings, career research, journaling, field trips, guest speakers and simulations, and will culminate in each student writing a self-exploratory paper reflecting on his/her personal career calling, eventual success goals and motivation. This course should be taken as either a first-year or sophomore student, and is one of three required for entrance into any of the majors within the Department of Business.

BUSA 121 Principles & Practices of Mortgage Lending I 3

This course will specialize in issues surrounding the production and origination of residential and commercial mortgages, and commercial and consumer loans. Emphasis will be placed on key topics in the mortgage industry that will include fair lending law, ethical issues and behavior, fraud detection and proper due diligence. This course is designed to deal with the usage and customs among the mortgage lending industry, involving moral and professional duties and responsibilities toward on another, clients, lenders, and borrowers.

BUSA 122 Principles & Practices of Mortgage Lending II 3

This course will cover career-related activities encountered in the student's area of specialization regarding originating and processing of mortgage loans. Emphasis will be placed on how to properly put a loan together to meet federal compliance under the supervision of a senior certified/licenced mortgage banker. This course is designed to develop a working knowledge of the steps of both loan originating and processing using actual mortgage documents in preparation for gainful full-time employment in the mortgage industry/field.

BUSA 130 Special Topics 1-3**BUSA 140 Introduction to Career Building 1**

This course provides instruction and methods of exploration to enable students to effectively apply for internships as part of the career building process through internship research, resume building, and LinkedIn & Handshake site creation strategies. The course requires the students to evaluate resume and internship options, to each craft their own resume and LinkedIn site, and to select internship opportunities for which to apply. The result is that each student leaves the course prepared to apply for internships and aware of how to maintain and update the necessary materials to continue this process independently in the future.

BUSA 141 Interviewing & Strategies 1

This course provides instruction and methods of exploration to enable students to effectively investigate industries, company cultures, careers, and specific jobs. The course requires the students to prepare for informational interviews, create and present elevator speeches, and update current resumes and LinkedIn sites. The result is that each student leaves the course prepared to meet with employers to investigate and pursue internships and careers and are aware of how to maintain and update the necessary materials to continue this process independently in the future.

BUSA 142 Final Preparation for the Workplace 1

This course provides instruction and methods of exploration to enable students to effectively transition into the workplace. The course requires the students to create realistic expectations and understand what occurs in the transition from student to career person. Students will evaluate their current resumes and LinkedIn sites. Students will understand the challenges of a corporate culture and strategize to prepare to handle life after graduation.

BUSA 150 Excel for Business Applications 3

This three-credit course provides students with hands-on experience using Microsoft Excel Spreadsheet applications for personal and small business use. The following skills will be addressed: edit and format spreadsheets, add visual elements and charts, use functions and create formulas, analyze data and use formula auditing in a spreadsheet, add Excel Add-In programs and customize the ribbon, create Macros and use Visual Basic Applications.

BUSA 170 Mathematics for Business 3

This three credit course is designed to provide students with an overview of today's business world and a working knowledge of its mathematical applications and procedures. This course provides solid preparation and foundation for going on to courses and careers in accounting, marketing, retailing, banking, finance, insurance, real estate, and business administration. Topics include: functions as mathematical models, equation-solving techniques, time-value of money and specific business math applications.

BUSA 200 Personal Stewardship 3**BUSA 202 Principles of Marketing 3**

Basic principles and practices involved in the distribution of goods and services, market surveys, advertising and salesmanship.

BUSA 206 Principles of Management and Leadership 3

Planning, organizing, directing, coordinating and controlling the activities of the administrative unit; evolution of management thinking.

BUSA 221 Business Statistics 3

Introduction to statistical techniques used in business to include: data collection, sampling, descriptive statistics, inferential statistics, regression analysis, forecasting. Credit earned only once for BUSA 221, MATH 220, PSYC 220, or SOCI 220.

Core Category: Mathematics

BUSA 223 Statistics for Graduate Students 0

Introduction to statistical techniques used in business. Topics include: descriptive methods, probability distributions, sampling and data collection, hypothesis testing, regression, correlation, and forecasting methods. Not required for MS in Nonprofit Management. (Prerequisite: good background in algebra.)

Course is Pass/Fail

BUSA 230 Special Topics 1-3**BUSA 270 Management Information Systems 3**

A basic understanding of Information Technology is essential to anyone entering the business world today. This course will explore topics relevant to a business manager's interaction with Information Systems. Topics include IT support of business goals and strategies; organizational systems; e-commerce; data management; the role of the Internet as it relates to business; and ethical issues related to privacy and security.

Prerequisites: Take BUSA-101

BUSA 280 Labor-Management Relations 3

Involves an in-depth study of the relationships between labor and management in a unionized environment. The course will address the organization of unions, the collective bargaining process, and methods of dispute resolution such as mediation and arbitration. Prerequisite: Minimum grade of C in BUSA 206.

BUSA 302 Marketing Research 3

Analysis of the principal internal and external procedures used in collecting, processing and evaluating both quantitative and qualitative data. Students will also apply research design and management of information for decision-making.

Prerequisites: BUSA-202 AND BUSA-221; MINIMUM GRADE C

BUSA 303 Consumer Behavior 3

Course examines the relationship between buyer behavior and marketing decision making. Students will develop an awareness of various aspects of consumer motivation and behavior, including social, cultural, psychological, business and environmental influences.

Prerequisites: BUSA-202; MINIMUM GRADE C

BUSA 305 Principles of Sales Management 3

Principles underlying the sales process and practical application of these principles to selling institutions. Emphasis on essential qualities, right mental attitudes and necessary emotional control, as well as good selling skills necessary to sell self, services and products.

Prerequisites: BUSA-202; MINIMUM GRADE C

BUSA 306 Global Business 3

This course is designed to prepare students to understand issues related to international business practices. Students will examine various countries and regional trading blocks and their absolute and comparative advantages, some of their inherent competitive weaknesses, and the recruiting, hiring and training of local and expatriate managerial talent necessary for the organization to be successful. Other topics include an overview of some of the strategies necessary to develop long-term relationships within foreign business cultures, and the necessity that multinational organizations understand and adjust to some of the cultural differences of the countries in which they operate, while simultaneously maintaining consistency in their corporate culture and values. This course will use a combination of theory, guiding principles and best practices, simulations and personal experiences to communicate lessons in global management.

Core Category: Cultural Perspectives

Prerequisites: BUSA-101 or MKTG-202 or BUSA-202; Minimum grade C

BUSA 308 Entrepreneurship 3

This course is designed for the prospective small business entrepreneur as well as for persons operating small firms and wishing to improve their operations. It emphasizes pragmatism. The advantages and disadvantages of small business ownership, including franchising, will be studied. The more classic areas of basic economics, accounting, management and marketing will also be addressed in relationship to the smaller business enterprise. **Prerequisites:** Minimum grades of C in BUSA 206, 202, ACCT 108.

BUSA 311W Business Ethics and Leadership 3

This writing-intensive course explores contemporary ethical dilemmas facing business persons for the purpose of developing analytical skills and discernment in ethical decision making and policy formation. Following a consideration of various theories of morality, the course utilizes the case method to highlight the relationship between specific normative decisions and broader philosophical/theological issues relating to moral theory. Specific topics to be discussed include corporate social responsibility, governmental regulation of the private sector, the use of cost-benefit analysis in policy formation, consumer protection, ethical issues in personnel management, discrimination, whistle-blowing, hostile corporate takeovers, ethical issues in advertising, and socially responsible investing. Special attention will be devoted to ways in which the Christian faith informs the motivation and structure of ethical decisions.

Core Category: Social Justice

Prerequisites: BUSA-101 or MKTG-202 or BUSA-202; Minimum grade C

BUSA 321 Operations Management 3

Survey of the functions and problems of service and production operations. Course includes analysis of the problems and practice of production systems design, production planning and scheduling, materials planning and procurement, capacity and quality control.

Prerequisites: BUSA-101 and BUSA-221; minimum grade C

BUSA 330 Special Topics 1-4**BUSA 330H Unions: Faith & Justice in the Workplace 3****BUSA 340 Human Resources Management 3**

Policies and methods of obtaining and developing an efficient work force, including human resources planning, recruitment, selection, placement, development, performance evaluation, compensation practices and safety, benefits administration.

Prerequisites: Take BUSA-101

BUSA 350 Business Law 3

Review of the major legal issues governing business law. Covers federal, state, and local laws; regulatory systems; business organizations; contract, tort, and employment law issues; and the impact of legal structures on business practices.

Prerequisites: BUSA-101 or MKTG-202 or BUSA-202; Minimum grade C

BUSA 350A Business Law 3

Review of the major legal issues governing business law and the impact of legal structures on business practices.

BUSA 390 Organizational Behavior 3

The behavioral aspects of management are examined at the micro and macro levels. Specific areas of concern such as work force motivation, decision making, leadership, and conflict resolution are studied both theoretically and experientially.

Core Category: Human Behavior

Prerequisites: BUSA-101 or MKTG-202 or BUSA-202; Minimum grade C

BUSA 395 Field Experience 1-3

Course is Pass/Fail

BUSA 400 Directed Study 1-3**BUSA 403 Contemporary Issues in Marketing 3**

This course is designed to address contemporary issues and interests in Marketing. Such topics as supply chain management, branding, customer relationship management, retailing, and others will be offered in various semesters. **Prerequisite:** Minimum grade of C in BUSA 202 and 302.

Prerequisites: BUSA-202 BUSA-302; Minimum grade C

BUSA 405 Integrated Marketing Communications 3

This course analyzes the numerous methods used to communicate with customers. Organizations in the private as well as the public sectors understand that the ability to communicate effectively and efficiently with their targeted audiences is critical to the long-term success of the organization. Topics such as public relations, selling, and advertising and promotion will be explored. Students will complete the design and implementation of an integrated marketing communication plan.

Prerequisites: BUSA-202 BUSA-303; Minimum grade C

BUSA 421 Income Tax Accounting I 3**BUSA 422 Income Tax Accounting II 3****BUSA 424 Cost Accounting 3**

BUSA 430 Investment Management 3

The basic principles underlying individual and institutional investment decisions are explored. The structure and operations of the stock exchanges as well as the functions of securities dealers and brokers are presented, together with a detailed examination of the various types of stocks and bonds. Portfolio management problems are considered.

Prerequisites: Minimum grades of C in FINA 360 and senior standing.

Prerequisites: FINA-360; Minimum grade C

BUSA 480 Business Strategy and Policy 3

An exploration of strategic planning through an intensive use of case studies and computer simulations. The course requires the graduating business major to analyze specific organizations and their environments and to develop logical alternative strategies. The result is that each student integrates the material from all other business and related courses in preparing rigorous written and verbal analyses and arguments. This course satisfies the College of Arts and Sciences Culminating Senior Experience (CSE) requirement. Prerequisites: Minimum grades of C in BUSA 202 or ENTR 205 and FINA 360 or ENTR 360 and senior standing.

Prerequisites: BUSA-101 or MKTG-202 or BUSA-202; Minimum grade C; FINA-350 FINA-360 or LEAD-336; Minimum grade C

BUSA 491 Integrative Practices 1 3

These courses are designed to serve as a senior level capstone experience for business majors that incorporates all of the learning that has taken place over the student's tenure at Eastern University and applies that knowledge to actual work situations. Students join Enactus a national organization committed to igniting business innovation with integrity and passion in students. Students will collaborate with academic and business leaders in a variety of community outreach programs with social impact that sparks free enterprise to create a better world. Enrollment is reserved for those business students demonstrating impressive accomplishments and exhibiting motivation to explore the business world more deeply. A maximum of 18 credits of Integrative Practices course work may be earned. Prerequisite: The student must maintain a grade point average of at least 3.25 and be recommended by a faculty member.

Instructor consent required

BUSA 492 Integrative Practices 2 3

These courses are designed to serve as a senior level capstone experience for business majors that incorporates all of the learning that has taken place over the student's tenure at Eastern University and applies that knowledge to actual work situations. Students join Enactus a national organization committed to igniting business innovation with integrity and passion in students. Students will collaborate with academic and business leaders in a variety of community outreach programs with social impact that sparks free enterprise to create a better world. Enrollment is reserved for those business students demonstrating impressive accomplishments and exhibiting motivation to explore the business world more deeply. A maximum of 18 credits of Integrative Practices course work may be earned. Prerequisite: The student must maintain a grade point average of at least 3.25 and be recommended by a faculty member.

BUSA 495 Internship 1-12

This course is supervised experience and training in an organization of the student's choosing with approval from both the sponsoring organization and the supervising faculty. The internship will be designed to demonstrate the application of the principles learned in the classroom to actual business situations. Assignments will cover various aspects of a business firm, including where feasible: the general organization of the business, accounting, use of information technology, flow of orders, and methods of marketing. The student must spend 40 hours on-the-job for every credit hour earned.

BUSA 498 Teaching Assistant 1-3**BUSA 499 Research Assistant 1-3****BUSA 502 Social Entrepreneurship 3**

A deep look at this innovative approach to social change and how it is affecting the global market. Students learn how to harness the power of business and entrepreneurial thinking for positive, sustainable change. Students analyze how social enterprises can interact with a broad audience including consumers, governments, nonprofits, and business to bring about positive social change.

BUSA 505 The Business Environment 3

Organizations of every size utilize core business functions and concepts such as marketing, human resources, accounting, financial management, economics, information systems, and operations management. Managers must understand these functional areas and the relationship between them in order to competently lead their team within the organization. This foundational course in the MBA program provides this necessary context and sets the stage for students to delve deeper into these concepts throughout their program.

BUSA 508 Theories of Innovation 3

A comprehensive survey of theories of innovation. Sample theories covered in this course include open, disruptive, and radical innovation, among other innovation practices. Students leave this course understanding how innovation practices and management impact organizational performance.

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.

BUSA 510 Innovation and Design 3

This course examines the culture required to build innovation within teams and organizations as well as equipping students with the mindsets and processes employed by innovative problem-solvers. The course provides a learning atmosphere that emphasizes creativity and innovation and has a distinct emphasis on skill development through dynamic engagement in real world problems using an entrepreneurial and design thinking mindset.

BUSA 512 Organizational Sustainability 3

An analysis of how organizations operate in ways that support the long-term viability of the social, economic, and environmental context around them. Students think critically about the role organizations play in social problems and social change, and they leave the course equipped to be advocates of operational sustainability.

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 515 Talent Management 3

People are the most valuable asset of any organization. Demographic developments in the workforce and trends in the business environment are requiring organizations to focus on strong talent management practices to turn human resources into a competitive advantage. Institutions face a myriad of challenges associated with recruiting, training and managing the modern workforce including remote workforce management, diversity, preparation for a changing business environment, as well as heavy competition for top-tier talent. This course provides strategies for addressing these challenges, unlocking the potential of an organization's workforce, and cultivating a corporate culture that promotes effective strategy execution.

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: ACCT 223, FIN 223)

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 522 Managing a Socially-Minded Organization 3

A survey of the nuanced management skills required to lead in nonprofit organizations, B-Corps, or businesses looking to improve their social impact. Students leave this course with a deep understanding of the leadership challenges present in socially-minded organizations and the specific skills required to manage in this context.

BUSA 528 Intrapreneurship 3

An exploration of this 21st century skill that provides students with the ability to creatively solve problems while minimizing risk. Focusing on the innovative process, this course challenges students to drive change from within the organization. Additionally, students learn how to manage an organization so that intrapreneurship is indoctrinated into the organization's culture.

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 538 Product Design 3

Develop the skills to move an idea to being a viable product by learning the best practices of product development. Students learn tools and concepts such as defining consumer needs, design thinking, and prototyping. Students are given the opportunity to design and conceptually launch a product during the course.

BUSA 541 Human Resources Management of 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 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 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 545A Social Entrepreneurship 1

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 545B Social Entrepreneurship 2

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 Managing for Optimal Performance 3**BUSA 552 Evaluating Social Impact 3**

An in-depth look at how socially-minded organizations assess their social impact. This course explores a wide variety of evaluation techniques including qualitative methods, randomized and quasi-experiments, and change models. Students leave this course with a deep understanding of how change is measured and the skills to work in and lead organizations that are mindful of their social impact.

BUSA 555 Digital Media and Marketing 3

An exploration of the use of digital media in marketing and the implications this has for organizations. Students gain knowledge of the marketing process and how marketing strategies are used to promote ideas, goods, and services in the information age by concentrating on online business, digital advertising, consumer data, and social media.

BUSA 565 Marketing in the 21st Century 3

Students will be presented with foundational marketing concepts necessary to complete and execute an holistic marketing strategy and plan, including digital marketing strategies such as internet advertising, search engine optimization, and social media marketing. Contemporary digital marketing technologies will be explored in the broader context of marketing and students will understand how to effectively measure and calculate return on investment from digital marketing strategies.

BUSA 575 Data Analysis for Business 3

With the proliferation of the internet, businesses are collecting incalculable amounts of data and are seeking new insights from it in order to improve performance and maintain an edge in the market. This course provides an introduction to the collection, cleaning, storage, statistical analysis, and management implications of business data. Students will gain the basic skills and managerial knowledge required to manage data-competent teams and organizations. NOTE: Students in the MBA Business Analytics concentration are not required to take this course.

BUSA 585 Financial Accounting 3

This course overviews the processes of financial reporting, summation, and analysis. Students will learn how to prepare and interpret financial statements, evaluate an organization's financial health, and forecast future financial decisions. The emphasis of this course will be on the managerial insights of financial accounting rather than day-to-day accounting practices. Students will be equipped with the skills and knowledge to effectively and responsibly manage the financial aspects of their teams, departments, and organizations.

BUSA 600 Financial & Legal Aspects Social Enterpr 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 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 615 Managerial Economics 3

Managerial Economics utilizes microeconomic principles, econometrics, and game theory to analyze business decision making. Major topics include firm and consumer behavior, market structures, and industrial organization. Students will use a combination of theory and empirical techniques to critically analyze contemporary, real-world issues in economics and business.

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.

BUSA 622 Impact Investing for 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 625 Operations and Supply Chain Management 3

This course provides students with the tools to manage a high-functioning operational unit. Particular attention will be given to operational efficiencies, quality management, supply chain management, data infrastructure, and performance measurement. Students will learn the activities involved in the delivery of an organization's value proposition.

BUSA 630 Special Topics 3**BUSA 630A Special Topics: Current Issues in Healthcare 3****BUSA 630B Community Development Finance Investment 3****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 660 Strategy 3

Develop the skills to craft and execute a strategic framework that builds competitive advantage and steward resources, talent, customer loyalty, and brand reputation. Students learn to develop and evaluate strategic plans that account for organizational mission and goals in addition to the external environment including economic, political, technological, social, and global factors they must confront.

BUSA 665 Leading Organizational Strategy 3

Behind every successful organization is a well-crafted, well-executed strategy aimed at achieving the organization's goals. In this course, students will develop competencies to prepare and assess strategic plans. Tools will be provided to evaluate the organization's external and internal environments to build competitive advantage and improve company performance. Students will recommend strategic approaches to strengthen the company's competitive position in the market. The course culminates by examining the leadership challenges of strategic management and offering best practices for leading organizational change.

BUSA 683 Building Social Enterprises for Scale & 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.

BUSA 685 Applied Knowledge Capstone 3

A student-directed applied learning project completed under faculty advisement designed to allow students to demonstrate their management competency. Adopting the persona of a researcher, consultant, or founder of a new venture, students select a topic, problem, or opportunity to explore as a culminating project in the course. Students demonstrate mastery of their program's material by incorporating critical analysis, sound business principles, ethical standards, and best practices into a research paper, business plan, presentation, and/or pitch.

BUSA 691 Epidemiology and Public Health 3**BUSA 695 Aging and Long-Term Health Care 3**

An overview of aging and the issues which confront the senior citizen in American society. Issues explored include physical, social, economic, and psychological aspects of aging.

BUSA 750 Strategic Management of Nonprofit Organi 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 the 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 Leaders and Partners 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.

Chemistry (CHEM)

CHEM 100

Chemical Foundations

2

This online course explores the fundamental skills necessary for success in a college chemistry course. For students preparing to enroll in CHEM 121: General Chemistry I in the Fall semester or CHEM 118: Chemistry for Healthcare in the Spring. Helpful for the pre-med student. Topics include the periodic table, compound formulas and naming, measurement, unit conversions, physical and chemical changes, solutions, calculations, and symbols. The course will also address appropriate study skills and pacing. Offered in Summer II Session.

CHEM 100 Chemical Foundations 2

This online course explores the fundamental skills necessary for success in a college chemistry course. For students preparing to enroll in CHEM 121: General Chemistry I in the Fall semester or CHEM 118: Chemistry for Healthcare in the Spring. Helpful for the pre-med student. Topics include the periodic table, compound formulas and naming, measurement, unit conversions, physical and chemical changes, solutions, calculations, and symbols. The course will also address appropriate study skills and pacing. Offered in Summer II Session.

CHEM 105 Introduction to Forensic Chemistry 3

This course is intended for criminal justice, education and other students interested in forensic science, and is part of the forensic chemistry minor. Primary methods of chemical analysis are discussed, including refractive index and density determinations; UV/VIS, IR and mass spectroscopy of organic compounds; chromatographic techniques; inorganic methods; microscopy; immunoassay; blood typing; and DNA analysis. Emphasis will be on application of these techniques to forensic evidence, including glass, soil, drugs, arson, metals, textile fibers, hair, paint, and blood. Case studies will be used to illustrate the scientific foundation for the examination of physical, chemical, and biological evidence. Three hour of lecture per week. There are no prerequisites. Offered in Fall.

Core Category: Natural Science

CHEM 111 Applied Chemistry: Air, Water and Energy 3

This is a one-semester introductory chemistry course for the liberal arts student or middle level education major. Major concepts of modern chemistry are investigated in the context of their relevance to current environmental issues; including air pollution, ozone depletion, global warming, society's energy sources, water pollution, and acid rain. Chemical Topics include properties and states of matter, atomic structure and bonding, stoichiometry, spectroscopy, thermodynamics, nuclear reactions, electrochemistry, solutions, and acids and bases. Can be used as preparation for CHEM 118 or 121 for the allied health, biological studies, or environmental science major.

Core Category: Mathematics, Natural Science

CHEM 118 Chemistry for Healthcare 4

This is a one-semester course in foundational chemistry designed for nursing students and others interested in health-related professions. Major concepts of chemistry are investigated in the context of their medical relevance. Topics such as measurement, unit conversions, nuclear changes, periodic trends, bonding, reactions, energy, solutions, and acids/bases will help develop the language of chemistry and the nature of interactions between atoms. The course culminates in a study of carbon-based compounds, including hydrocarbons, isomers, functional groups, and protein structure. Laboratory work includes a set of experiments and study modules to enhance and expand on class discussions. Three hours lecture. Two and one-half hours laboratory per week. Prerequisite: Minimum grade of C in college-level math course or permission from instructor. Offered in spring. For nursing students only

Core Category: Mathematics, Natural Science

Corequisites: CHEM-118L

CHEM 118L Chemistry for Healthcare Lab 0

Corequisites: CHEM-118

CHEM 121 General Chemistry I 3

Intensive introduction to the composition and properties of matter, models for atomic structure and bonding, periodicity of elements, stoichiometry, states of matter, solutions and organic chemistry. Prerequisites: a high school background in chemistry with a grade of B- or better or minimum grade of C in CHEM 111. Three hours lecture. CHEM 123 must be taken concurrently. For science majors. Offered in fall. Fulfills lab science requirement for science and math majors.

Core Category: Mathematics, Natural Science

Corequisites: chem-123

CHEM 122 General Chemistry II 3

This second-semester course builds on skills developed in CHEM 121. By inquiring about particle action and interaction, theoretical models are developed and chemical behavior is described within the context of gas laws, thermochemistry, kinetics, equilibrium, acid-base theory, complex ions, entropy and free energy, electrochemistry, and nuclear reactions. Honors Track offered for select students. Prerequisite: Minimum grade of C in CHEM 121. Three hours lecture. CHEM 124 W to be taken concurrently. For science majors. Offered in spring

Corequisites: Take CHEM-124 or CHEM-124W

CHEM 123 General Chemistry Laboratory I 1

Experiments are performed to introduce or illustrate concepts studied on CHEM 121. Foundational laboratory skills are introduced and reinforced throughout the semester. Emphasis is given to careful measurement and recording of data in a laboratory notebook. Students also prepare for lab sessions by determining the purpose and questions each lab exercise addresses. Includes use of molecular modeling software, guided inquiry projects, and FT-IR analysis. CHEM 121 must be taken concurrently. Three hours laboratory

CHEM 124 General Chemistry Laboratory II 1

Experiments are performed to introduce or illustrate the concepts studied in CHE 121 and 122. Emphasis is placed on careful recording and analysis of observations. CHE 123 develops foundational laboratory skills. CHE 124 includes an introduction to qualitative analysis, computer-interfaced data collection and scientific writing. CHE 121 must be taken concurrently with CHE 123 and CHE 122 must be taken concurrently with CHE 124. Minimum grade of C in CHE 123 is prerequisite to CHE 124. Three hours laboratory. Offered only to Esperanza College Students.

Corequisites: chem-122

CHEM 124W General Chemistry Laboratory II 1

Experiments are designed to integrate with and enhance the theory discussed in CHEM 122. Laboratory skills in pipetting, titration, dilution, measurement, and visible spectroscopy are further developed. Includes an introduction to calorimetry, pH, qualitative analysis, computer-interfaced data collection, and the use of AAS. This course is designated as a writing intensive course for science majors with emphasis on analyzing results, drawing conclusions, and communicating observations through formal discussion writing. A peer review process is used throughout the semester to further refine writing skills. Minimum grade of C in CHEM 123 is prerequisite. CHEM 122 must be taken concurrently. Three hours laboratory.

Prerequisites: chem-123; minimum grade C

CHEM 130 Special Topics 1-3**CHEM 195 Preparation for Organic Chemistry 1**

This fully online course engages the fundamental skills necessary for success in a study of sophomore-level organic chemistry I. For students preparing to enroll in CHEM 211: Organic Chemistry I in the Fall semester. Helpful for the pre-med student. Topics include the structure and interactions of molecules (Lewis structures, bonding, isomers, nomenclature, intermolecular forces, acids and bases), energy pathways, and 3-dim visualization with molecular modeling software. Offered in the Summer II Session.

CHEM 211 Organic Chemistry I 3

This course introduces the student to the terminology, symbolism and logic that are needed to understand and solve organic chemistry problems involving nomenclature, functional group reactions, synthesis, mechanisms, and nuclear magnetic resonance. This includes the introduction to 3-D structure, a survey of functional groups, alkanes, alkenes, alkynes, alkyl halides, stereochemistry, and introductory problems in synthesis, reaction mechanisms, and NMR. Three hours lecture. CHEM 213W must be taken concurrently. Offered in fall.

Prerequisites: chem-122; Minimum grade C

CHEM 212 Organic Chemistry II 3

This course reinforces concepts from CHEM 211 and equips the student with the ability to solve organic chemistry problems involving nomenclature, functional group reactions, stereoselective synthesis, mechanisms, and structure proofs through the interpretation of mass, infrared, ultraviolet, and nuclear magnetic resonance spectra. This includes an introduction to the chemistry of the following functional groups: aromatic rings, alcohols, thiols, ethers, epoxides, sulfides, amines, and common carbonyl compounds. Three hours lecture. CHEM 214 must be taken concurrently. Offered in spring

Prerequisites: chem-211; Minimum grade C

CHEM 213 Organic Chemistry Laboratory I: Techniques 1

This laboratory course introduces basic organic chemistry lab techniques such as recrystallization, extraction, chromatography (thin layer, column, & gas), distillation, and filtration in the context of synthesizing organic compounds and isolating natural products. NMR spectroscopy is introduced, and students learn to operate a 300 MHz FT-NMR spectrometer and interpret spectra. Three and one-half hours laboratory. CHEM 211 must be taken concurrently.

CHEM 213W Organic Chemistry Laboratory I: Techniques 1

This laboratory course introduces basic organic chemistry lab techniques such as recrystallization, extraction, chromatography (thin layer, column, & gas), distillation, and filtration in the context of synthesizing organic compounds and isolating natural products. NMR spectroscopy is introduced and students learn to operate a 300 MHz FT-NMR spectrometer and interpret spectra. The course is designated as a Writing Intensive Course (WIC) for science majors in biochemistry and biology as well as chemistry students. CHEM 211 must be taken concurrently. Three and one-half hours laboratory

CHEM 214 Organic Chemistry Laboratory II: React 1

As a continuation of CHEM 213, this laboratory course equips the student with synthetic experience at an intermediate level while incorporating topics from the lecture course (CHEM 212) such as stereochemistry, stereoselectivity, functional group transformations, protecting groups, proton FT-NMR, GC and FT-IR spectroscopy, and multi-step synthesis. Three and one-half hours laboratory. Prerequisite: Minimum grade of C in CHEM 213. CHEM 212 must be taken concurrently

CHEM 230 Special Topics 1-4

Prerequisites: chem-212; Minimum grade C; bio-152

CHEM 231 Quantitative Analysis 4

A study of the theory and practice of commonly used classical analytical techniques. Lecture material includes: statistics and evaluation of analytical data; theory of simple and complex equilibria; theory of acid-base, precipitation, redox, and complexation reactions; titrations; analytical electrochemistry; spectrophotometry; and the use of separation techniques in analysis. Laboratory experiments provide an opportunity to apply theory to real-world chemical problems. Includes formal scientific writing. Three hours lecture, three hours laboratory. Offered fall in alternate years.

Prerequisites: chem-122 chem-124w; Minimum grade C

Corequisites: CHEM-231L

CHEM 231L Quantitative Analysis Laboratory 0

Corequisites: CHEM-231

CHEM 304 Chemistry Laboratory Management 1

This course prepares students to work in forensics or industry, and for secondary education majors desiring certification in chemistry. Training includes stock room management, inventory updates and consumable ordering, waste disposal, and safety training. Students will contribute to first-year chemistry laboratory session instruction on selected techniques and practices. Three hours per week. May be combined with work-study scholarship. Prerequisites: junior class standing and permission of department

CHEM 320 Biochemistry I 3

This course surveys the structure and basic biochemical properties of proteins, carbohydrates, and lipids within the context of living systems. Specific themes include the architecture and basic function of proteins, the catalytic strategies and regulation of enzymes, and a survey of the diverse structures and biochemical functions of carbohydrates and lipids. Three hours lecture. BIOL 152 is recommended. CHEM 322 must be taken concurrently. Offered in fall.

Prerequisites: chem-212; Minimum grade C; BIOL 152 Recommended

CHEM 321 Biochemistry II 3

Building upon the foundation laid in CHEM 320, this course surveys the major biochemical pathways through which cells harvest and store chemical energy from the environment and then utilize that energy to drive the synthesis of macromolecules needed to sustain life. Specific emphases include the metabolism of carbohydrates and fatty acids, oxidative phosphorylation, and photosynthesis, protein synthesis, and the architecture and function of sensory systems and molecular motors. Three hours lecture. Offered in Spring.

Prerequisites: chem-320; minimum grade C

CHEM 322 Biochemistry Laboratory 1

This laboratory course provides hands-on experience with common experimental techniques used in biochemical research. These techniques include expression and purification of recombinant protein from *E. coli*, affinity chromatography, size exclusion chromatography, protein gel electrophoresis, western blotting, ELISA, characterization of enzyme function by spectrophotometric assay, and an introduction to protein bioinformatics and protein structure visualization software. Includes formal scientific writing. Three and one-half hours laboratory. CHEM 320 must be taken concurrently.

CHEM 330 Special Topics 1-4**CHEM 332 Environmental Chemistry 4**

Au Sable Institute. (See Off Campus Programs)

CHEM 341 Structural Basis of Human Disease 3

This course introduces techniques used to analyze protein structures at the atomic level and describes various research strategies to investigate the underlying molecular causes of disease. The course will then survey a variety of clinically significant human diseases for which the underlying cause is at least partially understood from the perspective of protein structure. An overview of strategies used in the pharmaceutical industry to develop effective therapies based on protein structure will be discussed. Three hours lecture. Offered spring in alternate years.

Prerequisites: chem-320 biol-311 and phys-152 or permission of instructor

CHEM 350 Advanced Inorganic Chemistry 3

This course examines the foundational concepts and theories of inorganic chemistry and their applications. Major topics include coordination chemistry, symmetry and group theory, solid-state structures and energetics, and descriptive chemistry of the representative elements. Periodic properties are discussed systematically and bioinorganic applications are introduced. Offered online in summer.

Prerequisites: chem-212; Minimum grade C or permission of instructor

CHEM 360 Advanced Organic Chemistry 3

This course is designed to expand the understanding of the principles of organic chemistry, with an emphasis on modern physical organic chemistry, building on the fundamental concepts developed in CHEM 211 and CHEM 212. The topics include qualitative molecular orbital theory, structure of stable organic molecules and reactive intermediates, thermodynamic analysis of acids and bases, modern concepts of stereochemistry, energy surfaces and kinetic analysis, strategies of catalysis, and a brief introduction to organometallic chemistry. The course will be completed with the discussion of organic reaction mechanisms. Offered spring in alternate year.

Prerequisites: chem-212; Minimum grade C

CHEM 380 Instrumental Analysis 4

Lecture meetings include discussion of the theory, design and function of common analytical instrumentation in modern industrial and research laboratories. Laboratory work provides extensive hands-on experience in sample preparation and operation of instruments, including UV/VIS, FT-IR, AAS, FT-NMR, DSC, GC-FID, GC-MS and HPLC. Computerized data acquisition and manipulation is through the use of interfaced data stations. Includes formal lab report writing. Three hours lecture, three and one-half hours laboratory. Offered Spring in alternate years.

Prerequisites: chem-211 chem-213; Minimum grade of C

Corequisites: CHEM-380L

CHEM 380L Instrumental Analysis Laboratory 0

Corequisites: CHEM-380

CHEM 390 Thermodynamics & Kinetics 4

The laws of thermodynamics are described and applied to the gas phase, changes of state, chemical equilibria, and electrochemistry. Chemical kinetics and reaction dynamics are examined. Course is divided into two-thirds thermodynamics and one-third kinetics. Laboratory projects emphasize collaborative work and extensive peer review of written reports. Written reports, use of advanced instrumentation, symbolic math programming, and molecular modeling. Three hours lecture, four hours laboratory. Offered in spring in alternate years.

Prerequisites: Take CHEM-122 PHYS-152 MATH-212; Minimum grade of C

CHEM 390L Thermodynamics, Kinetics Lab 0**CHEM 400 Directed Study 1-3****CHEM 408 Industrial Chemistry 3**

The content of this seminar-style course provides an overview of the chemical and business aspects of the chemical industry. Topics include the history of the chemical industry; sources of chemical feedstocks; the role of R & D and chemical engineering; patents and trade secrets; scale up and production; environmental and safety regulations; economic factors; marketing and sales; global trends. Both bulk and specialty chemicals will be considered. Current events and case studies will be emphasized and a plant tour may also be part of the course. A series of speakers from the industry will give seminars. Three hours lecture. Prerequisites: Minimum grade of C in CHEM 212/214. Open to science majors, and completes a minor in chemistry. Offered in alternate years.

Prerequisites: chem-212 chem-214; Minimum grade C

CHEM 411 Quantum Chemistry 4

Introductory quantum mechanics and its application to atoms, bonding and fundamental theory of spectroscopy. Statistical thermodynamics is introduced as the link between quantum theory and thermodynamics. Laboratory includes molecular modeling research projects and symbolic math programming. Three hours lecture; three hours laboratory. Offered every other fall.

Prerequisites: chem-122 phys-152 and math-213; Minimum grade C

Corequisites: CHEM-411L

CHEM 411L Quantum Chemistry Laboratory 0

CHEM 420 Chemical Research 1-15

The student will perform an original chemical or biochemical research project, designed and supervised by a research advisor. The student will conduct a comprehensive literature search, perform the original laboratory and/or computational work, manage the overall project, and keep a laboratory notebook. A minimum time commitment of three laboratory hours per week is expected for each credit hour. Graded P/F. The research may be performed at Eastern University or at an approved research program off campus. There is no tuition charge either for overload credit or for summer work. May be taken more than once. CHEM 425 is designed to follow CHEM 420.

Course is Pass/Fail

CHEM 425W Project Presentation 1

Results of an original research or internship project completed in CHEM 420 or 495 are presented by the student in the form of a seminar and a journal-formatted paper. The course is designed to improve the student's ability to communicate scientific results orally and in writing. There is no tuition charge either for overload credit or for summer work.

Prerequisites: chem-420 or chem-495

CHEM 450 Chemistry Seminar 1

This one-credit seminar is designed to contribute to the culminating student experience for majors in the Department of Chemistry by addressing issues and advancing dialogue at the interface of science and the Christian faith. Students will study the nature of science in terms of its epistemology and certain facets of its historical roots to make comparisons to a Christian worldview. By applying these ideas, issues in origins, bioethics, and environmental stewardship will be critiqued.

CHEM 495 Internship 2-12

Students may do approved chemical laboratory work in a local company. Work will be evaluated by the company supervisor and graded on a P/F basis. A literature research paper dealing with a process, procedure or topic during the cooperative experience is to be completed. With the supervisor's approval, the paper is to be presented in CHEM 425 following the completion of CHEM 495. Hours credit will be determined by the department. May be taken more than once. Course Taken Pass/Fail

Course is Pass/Fail

CHEM 498 Teaching Assistant 1-3**CHEM 499 Research Assistant 1-3**

Christian Counseling (COUN)

COUN 550 MTS Research in Christian Counseling 3**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.

Prerequisites: PRMN-510 minimum grade C-

Course may be offered for audit

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 US society. This course will reflect on the experience of immigrants in the US 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.

Prerequisites: Prerequisites: BIBL-501, BIBL-503, and PRMN-510

Course may be offered for audit

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.

Prerequisites: PRMN-510 minimum grade C-

Course may be offered for audit

COUN 650 Independent Study in Christian Counseling 3-6

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.

Prerequisites: PRMN-510 minimum grade C-

Christian Heritage and Mission (CHHM)

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.

Course may be offered for audit

CHHM 510A Church in Mission Through History: Part 1 1.5

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 510B Church in Mission Through History: Part 2 1.5

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.

Prerequisites: CHHM-510A (Church Mission Through History)

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.

Course may be offered for audit

CHHM 530A Christian World Mission: Pt 1 1.5

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 530B Christian World Mission: Pt 2 1.5

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.

Prerequisites: CHHM-530A (Christian World Mission)

CHHM 570A Diakonia: Missional Service - Part 1 3

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. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

CHHM 570B Diakonia: Missional Service - Part 2 3

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. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.

Prerequisites: Prerequisite: CHHM-570A

CHHM 570C Diakonia: Missional Service - Part 3 3

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. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.

Prerequisites: Prerequisites: CHHM-570A and CHHM-570B

CHHM 580A Diakonia: Missional Service - Part 1 2

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. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

CHHM 580B Diakonia: Missional Service - Part 2 2

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. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.

Prerequisites: CHHM-580A (Diakonia: Missional Service)

CHHM 580C Diakonia: Missional Service - Part 3 2

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. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.

Prerequisites: CHHM-580B (Diakonia: Missional Service)

CHHM 612 Christian Church & 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.

Course may be offered for audit

May take Pass/Fail

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.

Course may be offered for audit

May take Pass/Fail

CHHM 617 Missions Among the Next Generation 3

Today's civil rights movement has decentered churches. Participants in the Black Lives Matter movement are younger and less religious than traditional civil rights advocates. This decentering is part of a larger change that is creating a unique challenge and opportunity for the church. At stake is the faithful transmission of faith to the next generation, to which the church's failure to respond may impact the survival of institutional evangelicalism. Understanding the contours of this shift and its implications is strategically important for missional pastors. This course will equip pastors to be more effective in evangelizing and ministering to the next generation.

CHHM 621 Christus Victor and Spiritual Warfare The Evil Forces 3

What is spiritual warfare? Does it happen in far-off jungles, urban centers, or suburbia? Is there a possibility that we have domesticated the work of the Devil in our society? Commonly speaking, people consider exorcisms, witch doctors, and casting spells as evidence of spiritual warfare. But there are far more arenas in our Christian life in which the Devil is trying to find a foothold. This course is intentionally called "Christus Victor" because we believe that Jesus triumphed over the Devil on the cross and that he wants us to live in the freedom that comes from that triumph. In this course we will examine the concept of spiritual warfare in both expected and unexpected venues.

Course may be offered for audit

CHHM 628 African American Women in Church History 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.

Prerequisites: CHHM-510 minimum grade C-

Course may be offered for audit

CHHM 629 The History of Christianity in Africa 3

We are in the midst of one of the most dramatic demographic changes in the history of Christianity. The once "Christian heartland" of western Europe now represents a declining proportion of world Christianity while former mission frontier regions of the world are experiencing rapid church growth. Nowhere is this demographic change more obvious than on the continent of Africa. This course is an overview of the history of Christianity in Africa with particular attention to classic studies (historical and anthropological) of African Christianity. While this survey course will focus primarily on the history of Christianity in the modern period (after 1400) some attention will nonetheless be given to the rich legacy of early Christianity on the continent. Were this course to have a subtitle perhaps the three best words to describe our focus for this course might be Christianity, Culture, and Colonialism. These three "C's" will serve as a kind of leitmotif for this course as we seek to explore how Christianity grew or declined in its relationship to various African cultures and colonialisms.

Prerequisites: CHHM-510 minimum grade C

Course may be offered for audit

CHHM 637 Theologies of the Reformation 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.

Prerequisites: CHHM-510 minimum grade C-

Course may be offered for audit

CHHM 640 Ministry on the Borderline: Tijuana 3

This course is designed to give the student an understanding of immigration and US policy. Though it will look at immigration and refugee issues in general, it will focus special attention on our border with Mexico with a week-long trip to Tijuana during Spring Break. The course will provide many opportunities to engage with the stories of immigrants, asylum seekers and deportees, learning the reasons for their decision to emigrate, the obstacles they have faced along their journeys, and the hopes they hold on to for their futures. The latter part of the class will consist of processing these experiences and seeing how what is learned might be incorporated into congregational and community ministries. Despite our immigrant roots as a country, our national dialogue about immigration has had a tendency to dehumanize those coming to the US in search of a new beginning. This course seeks to re-humanize our image of the sojourners who seek a new home with us, to connect their stories with our own, and to encourage church leaders to act first with compassion as we seek to fulfill Christ's command to welcome the stranger. The course meets once a week in either on-ground or online sessions during the semester, and participation in the trip to Tijuana is required.

Course may be offered for audit

May take Pass/Fail

CHHM 641 Crossing Borders, Welcoming Strangers: Understanding Immigration 3

This course provides an understanding of immigration and US policy, with special attention on the border with Mexico. Students will engage with the stories of immigrants, asylum seekers and deportees, learning the reasons for their decision to emigrate, the obstacles along their journeys, their hopes for the future, and then incorporate these learning into ministries with congregations and communities. This course re-humanizes the image of the sojourners and encourages church leaders to act first with compassion to fulfill Christ's command to welcome the stranger.

CHHM 650 Independent Study/Research in Christian Mission 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.

Prerequisites: CHHM-510 minimum grade C-

CHHM 651 Independent Study/Research 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.

Prerequisites: CHHM-510 minimum grade C-

CHHM 652 Overseas Ministries Study Ctr 1-3

Course may be offered for audit

May take Pass/Fail

CHHM 660 Special Topics 3

CHHM 660A Special Topics: 20th Century Reformers and Revolutionaries 3

When you think of people who have changed the world in the 20th century, who comes to mind? Revolutionaries such as Lenin, Mao, Mandela, Malcolm X, and Che Guaverra were willing to overthrow the existing systems, while Reformers such as Karl Barth, Martin Luther King Jr., Pope John XXIII and Pope John Paul II, were willing to transform or change the existing systems. Will the 21st century be populated by revolutionaries or reformers? When you think of yourself, with whom do you align and how do you justify that alignment biblically?

Prerequisites: CHHM-510; BIBL-501 or BIBL-503

Communication Studies (COMM)

COMM 104 Introduction to Human Communication Relational Communication 3

This course introduces the nature of human communication as elucidated by the social sciences as well as philosophy and theology. We explore the role communication plays in the construction and management of meanings, identities, values, cultures, and relationships in various contexts. The goal is to understand both how communication operates and how it can optimally foster the good of individuals, relationships, and society.

Core Category: Human Behavior

COMM 105 Introduction to Communication: Mass Media 3

Introduces students to the study of contemporary forms of mass mediated communication. The course surveys the main topics in the field of media studies and introduces students to a variety of analytical perspectives. Issues include the economic, political, and social contexts of media production; the roles that media products and industries play in the lives of individuals and societies; and the global significance of new media technologies.

COMM 108 Media As a Profession 3

This course introduces students to the structure, functions, routines, conventions, and challenges that form the complex professional landscape of the mass media industries.

COMM 120 Public Speaking 3

This course introduces students to the theory and practice of public speaking. Students are encouraged to think critically about situation and audience analysis, methods of speech organization, the uses of different types of supporting material, and the effective use of visual aids. Students will learn how to write and deliver effective informative, persuasive, and ceremonial speeches.

COMM 130 Special Topics 1-3**COMM 201 Interpersonal Communication 3**

This course presents the theories, skills, and competencies required to establish and support healthy, ongoing interpersonal relationships.

Prerequisites: comm-104

COMM 203 Group Communication & Leadership 3

The focus of this course is on the theories and skills related to the initiation, development and effective conduct of task-focused small groups. The theory and skills of leadership appropriate to small task groups are also emphasized.

COMM 212 Business Communication 3

An overview of the communication skills required for success in an organizational setting.

COMM 215 Writing for the Media 3

This course is an introduction to writing for various forms of media - print and online, radio and television, public relations and advertising - focusing not only on the written word but also on the use of sound (music, video clips, sound bites, interview snippets) and vivid images to enhance a multimedia story. We will concentrate on appropriate writing style, basic writing formats, and writing terminology for print, online, and broadcast media, as well as on creative development of feature stories and broadcast programming. This class also considers the importance of critical thinking about the audience.

Prerequisites: comm-105

COMM 220 The Art of Film 3

An academic film appreciation course intended to enhance students' understanding, appreciation, and enjoyment of movies. It aims to familiarize students with the history of an art form, as well as with the complex combination of techniques and technologies that make the art form powerful. As a secondary critical approach, students will consider the economic and sociological aspects of film, including what it means to say that a movie is a "cultural artifact" and what position film occupies in contemporary popular culture.

Core Category: Arts and Literature

Prerequisites: comm-105

COMM 221 Public Relations 3

An introduction to the theory and practices of public relations and its role in influencing attitudes and actions of both internal and external publics in businesses or other complex social organizations. The course includes analysis of the policies and actions of organizations with respect to public attitudes and the development of communication programs intended to affect public attitudes.

Prerequisites: comm-215

COMM 225 Journalism Fundamentals 3

This introductory course focuses on why journalism matters in our society and how it functions, including the key elements of responsible reporting and the various forms of contemporary journalism. Designed not only for students interested in pursuing journalism at Eastern or in their careers, this course is also for anyone who is curious or concerned about the state of the news media and wants to become a more responsible, critically aware citizen.

COMM 230 Special Topics 1-3**COMM 235 College Newspaper Practicum 1-3**

This course provides an on-campus learning experience on staff at the student newspaper, The Waltonian. One credit is awarded for 40 hours on the job, up to a maximum of three credits in one semester, depending on level of responsibility: a staff writer can earn one credit in a semester; a section editor, two credits in a semester; a managing editor or editor-in-chief, three credits in a semester. The course may be repeated, up to a maximum of 9 credits. Prerequisite: COMM 215 or COMM 225 (or permission of the instructor).

Prerequisites: Take COMM-215, COMM-225 or ENGL-200W or permission from the instructor

COMM 240 Rhetoric & Persuasion 3

Since the time of the ancient Greeks, persuasion has been studied and practiced in light of the art of rhetoric. In modern times, social scientists have examined the psychology of influence. This course introduces ancient and contemporary theories and strategies of persuasion found in a wide variety of public discourse. The objective is to increase skill in critically analyzing and evaluating persuasive messages.

COMM 260 Intercultural Communication 3

This course explores theories of communication and culture and examines how culture is evident in language, behaviors, and worldviews. Students learn to examine and describe their own cultural heritage and develop the communication skills required for effective communication within multicultural contexts.

COMM 280 Introduction to Communication Theory 3

An introductory survey of the history, utilization and value of various theories that inform explanations of the nature and dynamics of communication across contexts. The nature of theory, its role in shaping scholarship within a discipline, and the results of research that follow from such theories are the focus of the course.

Prerequisites: COMM 104

COMM 285 Introduction to Communication Research Methods 3

A survey of the research methods employed in the study of communication and its effects. Emphasis is on the assumptions on which various methodological approaches rest, the appropriateness of various methods in the study of communication behavior and effects, the nature of data and data analysis, and the design of appropriate studies. Students will learn to read published research and design studies appropriate to particular research questions common in the study of communication.

Prerequisites: COMM 104 COMM 105

COMM 290 Production Practicum 1

This course provides the student the opportunity to apply and get additional practice in what he/she has learned through service learning in an organized production practicum.

COMM 295 Field Practicum Communications 1

Students will either participate in a major in-house project which involves industry professionals or be matched with an agency/organization within the community for exposure to the field of digital communication in the areas of digital media or strategic communication and be involved in how the agencies/organizations service participants in their external environment.

Prerequisites: Prerequisite COMM-105

Course is Pass/Fail

COMM 300 Pop Culture & Public Influence 3

In this course, students learn how to recognize and analyze the rhetorical dimensions of various forms of popular culture, from advertising messages to prominent speeches, and from public monuments to diverse forms of entertainment. Applying an array of critical tools, students uncover and evaluate the ways in which popular culture shapes worldviews, ideologies, and actions in society.

COMM 303 Organizational Communication 3

Complex organizations are created and sustained through communication. This course analyzes the communication that occurs within such organizations and considers how this communication both influences and is influenced by organizational structures and practices.

COMM 304 Family Communication 3

This course is designed to explore communication phenomena within the family setting. The goal is to help students understand how, through communication, we develop, maintain, enhance or disturb, family relationships. Prerequisite: COMM 201 or permission of instructor.

Prerequisites: COMM-201 or permission of instructor

COMM 320 Media and Culture 3

This course explores the connections between media and culture on two levels: media ecology and cultural studies. The first part concerns how the emergence of each new form of media – literacy, typology, electronic media, and now digital media - has revolutionized cultural consciousness and social relations. The second part addresses how media content reinforces or challenges power relations among particular sociocultural groups and identities.

Prerequisites: Take COMM-105

COMM 321 Advanced Public Relations 3

This course is designed for advanced public relations students who know the basics and are poised to think analytically, strategically, and practically about implementing public relations practices, techniques, and campaigns. Using case studies and analyzing current events, students will not only be exposed to real-time PR in motion, but will also be able to identify the specific audiences public relations seeks to reach, characteristics of each audience, the tactics that are best suited to reach that audience and how various media - including social media - play integral roles in a comprehensive campaign. Prerequisite: COMM 221.

Prerequisites: comm-221

COMM 325 Advertising Communication 3

The course focuses on the economic and social effects of advertising, the organization and practices of the advertising industry, the nature of advertising campaigns, and the creation of message product. Course also focuses on analysis of the implications, effectiveness, and ethics of advertising content and campaigns. .

COMM 330 Special Topics 1-3**COMM 331 Social Media in Organizations 3**

This course explores relationships between social media use and organizational communication in four main areas: 1) How organizations use social media to communicate with external stakeholders, 2) How organizations use social media to facilitate internal communications processes, 3) Challenges organizations face in using social media tools to accomplish their goals, and 4) How social media may shift traditional conceptions of organizations and organizing. Readings and discussions examine issues of privacy, power, knowledge management, and innovation in organizations' social media practices. Through course assignments, students engage with the latest social media tools and explore their use in developing social media campaigns.

Prerequisites: #Take COMM-104 COMM-105

COMM 340 Conflict Management 3

This course presents the theory and practice of conflict management and the mediation processes utilized to address conflict in interpersonal, family, group, organizational and other contexts where conflict occurs. Recommended for juniors and seniors.

COMM 351 Digital Storytelling 3

Narratives are fundamental to human culture and experience. We tell stories to impart knowledge, entertain, sell products or services, convey important values, transform society, etc. Digital storytelling is the practice of using computer-based tools to tell stories through some combination of images, text, audio narration, video, sound effects and/or music. The course introduces you to fundamentals of effective digital storytelling. Through practice-based assignments, students apply this knowledge to construct digital stories that strategically connect with target audiences.

COMM 361 Digital Media Production 3

This course introduces students to the basic principles of photography, design, and film/video production techniques. This will include: principles of design, basics of cameras, lenses, exposure, microphones, location sound, editing and other post-production techniques. Students learn proper care and maintenance of equipment, use of editing and sound programs, and current digital production techniques. Prerequisite: COMM 351.

Core Category: Arts and Literature

COMM 370 Political Communication 3

An analysis of the types and distribution of discourse related to political campaigns and advocacy on public issues. This course analyzes the role of media in the presentation and interpretation of political discourse and the shaping of public opinion and acceptance that may result. Prerequisite: Junior standing or permission of instructor.

COMM 371 Global Media 3

This course introduces the basic structures and practices of media around the world. By learning major globalization and global media theories, students better understand how media in various countries, regions, and cultures differ, overlap, and mutually influence one another. The keystone experience of this class is a week-long trip abroad during the mid-semester break to visit European media organizations. Prerequisite: COMM 105.

COMM 395 Field Experience Society and Human Communications 1-3 Course is Pass/Fail**COMM 400 Directed Study 1-3****COMM 406 Communication & Sport 3**

Sports communication takes students beyond team scores and statistics. It requires that students read and analyze sports in new ways, critically examining the role of sports in society, and consider such areas as gender, race, and public policy in the context of sports. The course combines ethical and theoretical depth with practical writing and public presentation skills. In addition, this course is intended to provide students with comprehensive coverage on how to develop a strategic and holistic communications plan for a sport organization that drives brand communication across multiple platforms. Prerequisite: COMM 105 and junior or senior status (or permission of instructor).

COMM 425 Training and Development 3

A seminar course in improving organizational communication through training and human resource development. Students will read widely in the scholarship of training and human resource development and will create and deliver an original training session. Prerequisite: COMM 303 or permission of instructor.

Prerequisites: comm-303

COMM 435 Health Communication 3

This course connects students to the health communication field's fundamental principles. These include an overview of health communication practices, its societal impact, and the tools one can use to reach a diverse audience. Prerequisite: Junior or senior status and at least one of the following: COMM 201, 240, 260.

Prerequisites: Comm-201 or permission of instructor

COMM 480W Senior Seminar I: Thesis Proposal 3

The purpose of the culminating senior experience in Communication Studies is to engage in primary research on a self-selected communication topic, in conversation with published scholarship. In Seminar I, we will focus on: developing a topic area and research questions; reviewing relevant literature; and proposing data collection procedures. Writing intensive course.

Prerequisites: Take COMM-280 and COMM-285

COMM 490 Seminar II: Thesis Research 3

In this capstone course, students will analyze primary data collected as a result of the work done in COMM 480W, draw conclusions, and provide a discussion related to research questions. Each student will present her/his research in a formal, public colloquium.

COMM 495 Internship 2-12

A supervised internship in an off-campus organization that is communication oriented, e.g., advertising or public relations firm, corporate training, consulting, motion picture company, radio station. The student must provide his or her own transportation, consult with his or her off-campus supervisor, and file reports on the experience with his or her on-campus advisor. May be taken more than once, provided that the total hours do not exceed twelve. Does not count toward the minor in communication.

COMM 498 Teaching Assistant 1-3**COMM 499 Research Assistant 1-3**

Computer Science (CSCI)

CSCI 110 Computer Literacy 3

The course introduces computer hardware and software within a focus on microcomputers. Emphasizing hands-on experience with commonly used software packages, the student learns the basics of word processing, spreadsheets and databases.

Core Category: Mathematics

CSCI 130 Special Topics 1-3**CSCI 150 Introduction to Programming Concepts 3**

This course will teach students the introductory skills of programming, problem solving and algorithmic thinking. It has a liberal arts focus, rather than a vocational one. Topics include variables, input/output, conditional statements/logic, Boolean expressions, flow control, loops and functions.

Core Category: Mathematics

CSCI 175 Introduction to Computer Science 3

This course will teach students the introductory skills of programming, problem solving and algorithmic thinking in Python. Topics include variables, input/output, conditional statements/logic, Boolean expressions, flow control, loops and functions. We will use the Cloud 9(<http://c9.io>) integrated development environment (IDE).

Core Category: Mathematics

CSCI 200 Introduction to Computer Programming 3

An introduction to computer programming using the Java language. The course will teach the concepts of problem solving and procedural design, and will introduce object-oriented programming through the use of Java. Students will learn to design, code, test, debug and document computer programs.

Core Category: Mathematics

Prerequisites: Take CSCI-175 or MATH-240

CSCI 201 Data Structures 3

This course is a continuation of CSCI 200 with a focus on objects, classes, and data structures in Java. Students will learn the implementation and use of Java objects to represent mathematical objects, as well as abstract data types in Java programs.

Prerequisites: CSCI-200; Minimum grade C

CSCI 210 Contemporary Applications in Computers 3

This course is an overview of contemporary computer issues as it applies to current business procedures. The course emphasizes hands-on experience with common desktop and internet-based software for creating technology-enhanced projects. Using advanced internet search techniques and evaluation of sources will also be a component. An important theme of this course also considers the ethical implications of technology's usage, and how technology relates to a Christian worldview.

Core Category: Mathematics

CSCI 220 Advanced Programming 3**CSCI 230 Special Topics 1-3****CSCI 250 Databases 3**

This course covers database design and the use of databases in applications: database models, particularly relational databases; Query languages including relational algebra and SQL; Database Implementation and management.

CSCI 310 Networking 3

The theory and practice behind computer networking design and implementation, particularly related to the internet. Topics include: structure and components of computer networks; routing, addressing, packet switching; network protocols; flow and error control; local area networks; network security.

Prerequisites: Take CSCI-200; MINIMUM GRADE C

CSCI 320 Operating Systems 3

A study of the techniques and algorithms of operating systems, and implementation of these algorithms. Topics include computer organization; processes, synchronization, scheduling; I/O; memory management; file systems.

Prerequisites: Take CSCI-201; MINIMUM GRADE C

CSCI 325 Programming Languages 3

An introduction to the theory, design, and implementation of programming languages - the course covers the general concepts common to all programming languages. Language types (functional, procedural, object-oriented, scripting) are compared and implementation strategies are discussed.

Prerequisites: Take CSCI-201; MINIMUM GRADE C

CSCI 330 Special Topics 1-3**CSCI 330A Advanced C++ 3****CSCI 330B Special Topic: Software Engineering 3**

This course highlights various technological updates of recent years and provides students with highly relevant and current information as it pertains to the practice of software development. The topics addressed within course include the areas of Software Engineering best practices, dependability & security, advanced Software Engineering concepts, and software management. The course strives to set students on the journey to becoming the innovators of tomorrow and to create software that will make our world a better, safer, and more advanced place to live. The course is an introduction to Software Engineering covering development life cycle models, requirements analysis and specification design concepts and methods, testing, maintenance, CASE tools and management concerns. Additional topics may include reuse metrics, experimentation, reengineering, development environments, and standards.

CSCI 360 Computer Architecture 3

The organization and design of computer systems hardware: processor design, memory design, I/O devices, and the software/hardware interface. Includes assembly language programming, programming in C, data representation and computer arithmetic, boolean algebra.

Prerequisites: Take CSCI-201; MINIMUM GRADE C

CSCI 400 Directed Study 3**CSCI 405 Artificial Intelligence 3**

The course will cover the basic concepts of artificial intelligence. Topics will include language processing, search, reasoning and machine learning.

Prerequisites: Take CSCI-201 and MATH-161; MINIMUM GRADE C

CSCI 410 Analysis of Algorithms 3

A study of algorithms and methods of analysis of their complexity: asymptotic analysis of complexity, searching and sorting algorithms, language processing algorithms, NP-completeness. Prerequisite: CSCI 201, MATH 161

CSCI 498 Teaching Assistant 1-3

Counseling Psychology (CNSL)

CNSL 500 Introduction to Counseling and Personality Theory/ 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.

CNSL 506 Ethics and Professional Development 3

This course provides a comprehensive orientation to counseling and behavioral consultation practice, including history, roles, organizational structures 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 5th and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania. This course requires students to purchase training modules which helps them prepare for the BCBA exam. Students subscribe to the modules and use them through several of their ABA courses.

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-TR 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 exploration of ethical issues involved in multicultural counseling.

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.

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)

Prerequisites: Take CNSL-531 and CNSL-602 as prerequisites. Minimum grade of "C."

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.

Prerequisites: Take CNSL-500 as prerequisite. Minimum grade of "C."

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.

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 experience prior to the weekly seminars which will begin in the fall semester. Its online format allows students to interact with the instructor and peers to obtain support and feedback as needed. (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.

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 511)

Prerequisites: CNSL-511 CNSL-500

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. Materials fee applies.

CNSL 614 Case Conceptualization and Counseling Strategy 3

The 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. A grade of B or better is required to pass. (Prerequisites: CNSL 500, 518, 602, 609)

Prerequisites: CNSL-625

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)

Prerequisites: CNSL-500 CNSL-505 CNSL-518 CNSL-602 CNSL-609

CNSL 675 Clinical Internship & 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 CNSL614)

Prerequisites: CNSL-625

Course is Pass/Fail

CNSL 676 Clinical Internship & 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)

Prerequisites: CNSL-675

Course is Pass/Fail

CNSL 680 Research Project 1.5

This course focuses on applying basic research principles to an empirical research project in the field of counseling. 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)

Prerequisites: CNSL-575

Course is Pass/Fail

Counseling Psychology (CPSY)

CPSY 564 Personnel Supervision and Management 2

This course emphasizes the use of behavior analytic strategies and tactics in personnel supervision and management. This course partially fulfills the 5th and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania. This course requires students to purchase training modules which helps them prepare for the BCBA exam. Students subscribe to the modules and use them throughout several of their ABA courses.

CPSY 565 Verbal Behavior Assessment 1

This course emphasizes the use of behavior analytic strategies and tactics in verbal behavior assessment. This course partially fulfills the 5th and 6th Edition Task List requirements for Board Certified Behavioral Analysts and/or Licensed Behavior Specialist in Pennsylvania. This course requires students to purchase training modules which helps them prepare for the BCBA Exam. Students subscribe to the modules and use them throughout several of their ABA courses.

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 or various principles of behavior change. This course partially fulfills the 5th and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania. This course requires students to purchase training modules which helps prepare them for the BCBA exam. Students subscribe to the modules and use them throughout several of their ABA courses.

CPSY 567 Autism & Basic Applied Behavior Analysis 3

This course gives an overview of the characteristics, assessment strategies, behavioral approaches, and interventions for persons with autism. This course partially fulfills the 5th and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania. This course requires students to purchase training modules which helps them prepare for the BSBA exam. Students subscribe to the modules and use them throughout several of their ABA courses.

CPSY 568 Behavior Measurement & 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 5th and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania. This course requires students to purchase training modules and use them throughout several of their ABA courses.

CPSY 569 Behavior Therapy in Community Setting 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 5th and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.

CPSY 570 Consultation & Positive Behavior Strategies 3

This course introduces the scientific theory and 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. This course partially fulfills the 5th and 6th 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: SCSP 500, 503.

Prerequisites: Take SCSP-500, SCSP-503

CPSY 571 SpTop: App Beh Analysis II 3

This course reviews the major principles of applied behavior analysis. Some of these principles include defining behavior, response and response class, positive and negative reinforcement, positive and negative punishment, schedule of reinforcement and punishment, extinction, stimulus control, respondent conditioning, motivating operation, rule-governed behavior, and verbal operants.

Criminal Justice (CRMJ)

CRMJ 105 Introduction to Criminal Justice 3

Examines how the criminal justice system operates. Focuses on the concept of punishment, the role of the police and the attorney, bail, trials, pleas, sentencing, and corrections. Critiques the system from a value-committed justice perspective. May count as a political science course.

CRMJ 110 Criminal Investigation 3

This course provides students with a substantive and practical knowledge base in the area of criminal investigation by learning about the methods used by criminal investigators in solving criminal cases. Students will develop interrogative and reporting skills that will enhance their effectiveness in the field of criminal justice. They will examine their investigative roles from a Christian ethical perspective. This course of study will emphasize critical thinking in investigating criminal cases and the ability to effectively communicate in written and oral form.

Prerequisites: crmj-105

CRMJ 115 Introduction to Forensic Science 3

This course focuses on the recognition, collection, preservation, and analysis of the various types of physical evidence typically found at crime scenes. Students will be presented with principles and theories relating to the techniques used with the presumption that students do not have extensive scientific backgrounds. Laboratory instruction included. Prerequisite: CMJ110. Laboratory fee applies.

CRMJ 130 Special Topics 3**CRMJ 200 Social Statistics 3**

An introduction to descriptive and inferential statistics employed in the social sciences. This course emphasizes the organizing, calculating, and interpreting of data.

CRMJ 205 Introduction to Policing 3

The Introduction to Policing course provides a comprehensive view into the foundations of policing in the United States today, offering a balanced and up-to-date overview of who the police are and what they do, the problems they face, and the many reforms and innovations that have taken place in policing. It will cover the critical role of the beat cop, the fundamental problems in policing, the career path of police officers, and a level-by-level overview of police organizations. The course will present a comprehensive and contemporary overview of what it means to be a police officer, including analyzing the role of race, ethnicity, and gender as they relate to policing.

Prerequisites: #Take CRMJ-105

CRMJ 210 Prosecution and the Courts 3

The course will present an examination of the organization and jurisdiction of local, state, and federal law enforcement, judicial, and correctional systems; their history and philosophy; terminology; and constitutional limitations of the system. It includes implications for civil rights, the police process, the prosecuting attorney, the defense attorney, courts, grand jury, trial jury, coroner-medical examiner, judicial process, and the trial and its aftermath. Prerequisite: CRMJ 105.

Prerequisites: Take CRMJ-105

CRMJ 215 Victimology 3

This course is designed to aid in investigating the relationship between crime and its impact on victims' lives. This course will facilitate victimization study, including the relationship between victims and offenders, the interactions between victims and the criminal justice system, and the connections between victims and other societal groups and institutions. Finally, this course investigates the ways in which each of us, as citizens in a global community, can aid in the healing and restoration of those whose lives have been impacted by crime. Emerging issues such as victim impact statements, victim assistance programs, victim directed sentencing and victim offender reconciliation will be addressed.

CRMJ 220 Restorative Justice 3

Restorative Justice is an approach within criminal justice that examines the dynamics, philosophy, and historical evolution of a Biblical model of justice and how it can be applied to the current criminal justice system, restoring victims, communities, and offenders from harms caused by crime. This introductory course examines the responsibilities of each of the principals in the restorative process and includes a biblical perspective. The role of the Christian community in implementing and monitoring changes is explored.

Core Category: Social Justice

CRMJ 225 Juvenile Justice 3

This course provides an overview of the phenomenon of juvenile justice and the system designed to handle this form of social deviance. Topics that will be covered include discussions of theoretical explanations of delinquency, the evolution of the concept of juvenile justice, and the system's response to the problems of child abuse, status offenders, delinquent youth gangs, and trends in juvenile crime. Students will learn about relevant court cases, understand their application, and be asked to examine their significance through a Christian worldview.

CRMJ 255 Drugs and Society 3

This course will address the different explanations of drug use and abuse and the impact of drugs on the body and brain functioning. It will examine the connections between drugs and crime, cover drug-related policies and the war on drugs. We will examine alternative drug policies, including international drug policies and the war on drugs. Students will be asked to critically examine drug policies and programs, especially those within the United States within a faith perspective.

CRMJ 305 Comparative Criminal Justice Systems 3

This course concentrates on crime and criminal justice systems around the world. These systems will be compared and contrasted with the criminal justice system in the United States. Students will develop an appreciation for the diversity in cultures, religions, politics, and other external forces that affect the various criminal justice systems.

Core Category: Cultural Perspectives

CRMJ 310 Correctional Systems 3

Correctional Systems examines the evolution of and debates concerning community and non-community based correctional programs; relationships between correcting, reforming, rehabilitating, and punishing; tensions between protection of public safety and rights of the accused; evaluation of incarceration, probation, parole, diversion, alternate, and restorative justice programs; issues in proactive and reactive debate.

CRMJ 315 Criminology 3

Criminology is a theory course designed to review and analyze the major criminological theories. Students will analyze causes of criminal behavior, recommend treatment of offenders and contemplate the integration of causation and treatment with the Christian worldview.

CRMJ 318W Research Methodology 3

A survey of research methods employed in the social sciences. Emphases include theory construction, measurement and data gathering techniques, sampling, data analysis, and research ethics.

CRMJ 321 Crime and Delinquency 3

A critical analysis of trends, patterns, and explanations of crime and delinquency. Special attention is given to understanding the connections between social, economic, cultural, and political factors on the one hand and criminal and delinquent behavior on the other.

CRMJ 330 Special Topics 3**CRMJ 330A Transnational Organized Crime (Gangs) 3**

The rapid increase in transnational organized crime (gangs), commercial drug trafficking organizations, and the impact of crime on national and international policy has created a critical need for law enforcement gang experts. The course provides the student with an introduction to the methods and techniques of gang intelligence analysis and strategic organized crime. It will demonstrate how to predict trends, weaknesses, capabilities, intentions, changes, and warnings needed to dismantle transnational organized crime (gangs). In addition, the course also explores organized crime's influence in the public and private sector industries. The criminal, civil, and administrative methods which are used to control or remove organized criminal influence from these industries are also presented and examined. Finally, outlining the gang cycle: prevention, intervention, and suppression.

CRMJ 330B Criminal Investigations 3

Criminal Investigation is a comprehensive and engaging examination of criminal investigation and the role criminal evidence plays in the process. The course focuses on the five critical areas essential to understanding criminal investigations: background and contextual issues, criminal evidence, legal procedures, evidence collection procedures, and forensic science. The course material will go beyond a simple how-to on investigative procedures and analyzes modern research and actual investigative cases to demonstrate their importance in the real world of criminal justice.

CRMJ 330C Wrongful Convictions 3

This course provides an in-depth examination of a serious justice issue: wrongful convictions. We will cover the prevalence of wrongful convictions and the factors that contribute to it, including eyewitness misidentification, false confessions, bias, and faulty forensic science. Students will learn about relevant court cases, understand their application, and be asked to examine the significance of wrongful convictions through a Christian worldview. Students will develop a plan to reduce wrongful convictions.

CRMJ 330D Women and Crime 3

This course provides students with a perspective on the role of gender in crime and punishment. There are patterned differences in the roles males and females perform in the criminal justice system, in the crimes men and women commit, and in the crimes that victimize men and women. This course examines these questions from an historical and contemporary perspective, analyzing the changing legal status of women, and the institutional response to women and victims and criminals.

CRMJ 345 Domestic Violence 3

The course will focus on the causes and impact of domestic violence, as well as strategies for its prevention, for treatment for those who have been abused, and for intervention strategies for abusers. Each week students will focus on a different aspect of family violence including partner abuse, child abuse, sibling abuse, and elder abuse, examining them through the Christian world view. This course will examine how the criminal justice system responds to domestic violence as well, and how that response has changed over time.

CRMJ 385 Field Experience 3**CRMJ 395 Field Experience in Criminal Justice 1-3**
Course is Pass/Fail**CRMJ 416 Research and Data Analysis 3**

An introduction to how data is analyzed in the social sciences with the computer. The student will learn how to enter, analyze, and interpret data. Several data analyses (from univariate to multivariate) are explored with the computer package of SPSS. Prerequisite: Minimum grade of C in SOC 220 Social Statistics or an equivalent statistics course in psychology, business, or math.

Prerequisites: SOCI-220; Minimum grade C

CRMJ 417 Senior Thesis 3

The development of an empirical research project under the guidance of the instructor. Completed projects will be presented and critiqued by other students and the instructor. Prerequisite: Minimum grade of C in SOC 318.

Prerequisites: SOCI-318; Minimum grade C

CRMJ 418 Senior Seminar 3

This culminating senior experience is a topical seminar that assesses studentsof sociology and challenges them to integrate their sociological knowledge and Christianfaith when thinking about contemporary social issues.

CRMJ 495 Internship 2-12**CRMJ 498 Teaching Assistant 1-3****CRMJ 499 Research Assistant 1-3**

Dance (DANC)

DANC 100 Introduction to Dance Studies 2

The course is designed to introduce dance minors and those interested in the art form to the study of dance within the university setting. The course explores the dance elements of body, space, time, and force/energy as they connect to technical proficiency, improvisation, creativity, and expression. Attention is given to cardio-respiratory fitness, muscular strength, muscular endurance, flexibility, and nutrition. The course will address practical concerns related to a career in dance.

Core Category: Arts and Literature

DANC 103 Movement, Rhythms for Children 2

This course is designed to provide background theory for teaching movement and dance education as well as to provide opportunities for practical application of knowledge gained. The course will enable students to develop an approach to teaching movement education that focuses on creativity and includes the psychomotor, cognitive, and affective domains of learning. Concept areas and activities to be explored include: the purposes and components of movement/dance education; the basic elements of dance; dance imagery, narrative and thematic dance; rhythm instruments and props; movement exercises and games; lesson planning; and teaching.

Core Category: Arts and Literature

DANC 122 Global Dance Forms 2

Each time this course is offered, one particular global dance form will be the focus. The course primarily will be offered as a technique course. Topics included will be historical perspectives, cultural constructs of gender, societal influences, and aesthetic meaning unique to the dance form studied.

Core Category: Arts and Literature

DANC 122X Global Dance Practice 1

The course extends a student's technical proficiency in a particular global dance form studied. Students who have completed Global Dance Forms may take the Practic course to enhance learning in technique, history, culture, and aesthetics.

DANC 130 Special Topics 1-3**DANC 131 Modern Dance Level I: Theory and Techniq 2**

This course is designed to provide students with knowledge and practical application of modern dance technique at an introductory level. The course focuses on the movement elements of time, space, and energy in the development of technical proficiency, improvisational exploration, dance composition basics, and expressive movement performance. Historical contexts also are addressed.

Core Category: Arts and Literature

DANC 132 Jazz Dance Level I: Theory and Technique 2

This course is a beginning level jazz class open to all students in the university. It is a studio-based course that allows students to study the fundamentals of jazz technique as an art form as well as a mode of fitness. Students develop strength, flexibility, and stamina through class warm-ups and moving combinations. In addition, students gain a general knowledge of basic jazz dance terminology, history, and choreographic principles as they apply to the concept of wellness and faith. Students will create a final class performance. The course will serve as a prerequisite for Intermediate Jazz as applicable.

Core Category: Arts and Literature

DANC 133 Liturgical Dance 2**DANC 210 Dance Anatomy and Kinesiology 3**

Students will develop and understanding of basic anatomic principles as well as movement analysis, alignment assessment, and performance enhancement by the use of kinesiological and exercise physiology principles. Upon completion of the course, students will be able to apply the principles of movement analysis to the evaluation of dance technique of self and others. Students will be able to design a thorough and effective static and dynamic corrective and performance enhancement program for use as a performer, choreographer or educator. This course will include both lecture and laboratory sessions.

DANC 230 Special Topics 1-3**DANC 231 Intermediate Modern Dance: Theory and Te 2**

This course is designed to provide students with modern dance theory and technique beyond the introductory level. The course will address the development of proficiency in the following areas: body alignment, centering, kinesthetic awareness, qualitative nuance, use of breath, focus, dynamics and projection. Studio work will address increasing creativity and aesthetic understanding in dance technique.

Core Category: Arts and Literature

DANC 231X Practice in Modern Dance 1

The course extends a student's technical proficiency in modern dance by increasing practice in the areas of body alignment, centering, kinesthetic awareness, qualitative nuance, use of breath, focus, dynamics and projection. Students who have completed Intermediate Modern Dance may take the Practice course to enhance learning in technique.

DANC 232 Intermediate Jazz Dance: Theory and Tech 2

The course focuses on the development beyond the basics of jazz dance technique and progresses to complex work in a variety of jazz dance styles (African, lyric, modern, musical theatre and popular). Technical proficiency will be based on the replication and composition of intricate combinations. Jazz dance will be placed within its appropriate historical and cultural contexts.

Core Category: Arts and Literature

DANC 232X Practice in Jazz Dance 1

The course extends a student's technical proficiency in jazz dance by increasing practice in jazz dance styles and intricate combinations. Students who have completed Intermediate Jazz Dance may take the Practice course to enhance learning technique within the appropriate historical and cultural contexts.

DANC 233W Liturgical Dance History and Practice 3

This course is designed to provide experience in the practice of dance as a vehicle for religious expression and ritual. The history of liturgical dance will be traced, and a rationale for the inclusion of dance in worship services will be investigated. Students will participate in the experience of dance movement as it relates to theological and spiritual themes. Writing intensive course.

Core Category: Arts and Literature

DANC 234 Intermediate Ballet Dance: Theory and Technique 2

This course is designed to provide students with the theory and technique of ballet dance beyond the introductory level. The course moves from basic barre work to complexities of ballet performance. Ballet dance is placed within its appropriate historical and cultural contexts.

Core Category: Arts and Literature

DANC 234X Practice in Ballet Dance 1

The course extends a student's technical proficiency in ballet by increasing practice in barre, center, and across the floor combinations. Students who have completed Intermediate Ballet may take the Practice course to enhance learning in technique within the appropriate historical and cultural contexts.

DANC 260W Modern Dance History 3

This course is an introduction to the study of modern dance as a reflection of the individual, society, and culture. Instruction in the technique of modern dance is the focus of the movement experience. Within this framework, this historical, cultural, and aesthetic contexts of 20th and 21st century modern dance are examined. Writing intensive course.

Core Category: Arts and Literature

DANC 330 Special Topics 1-3**DANC 331 Advanced Modern Dance: Theory and Technique 2**

This course is designed to provide students with the theory and technique of modern dance beyond the intermediate level. The course continues the dance student's training in the foundational elements of time, space and energy in the development of technical proficiency, improvisational exploration, composition techniques, and expressive movement performance. Specific focus is given to total body integration through the use of Bartenieff Fundamentals. The course also addresses creativity and aesthetic understanding in dance.

Prerequisites: danc-231

DANC 331X Practice in Advanced Modern Dance 1

The course extends a student's technical proficiency in modern dance by increasing practice in the principals of time, space and energy, improvisational exploration, and expressive movement performance. Students who have completed Advanced Modern Dance may take the Practice course to enhance learning in technique.

DANC 332 Advanced Jazz Dance: Theory and Technique 2

This course focuses on complex work in a variety of jazz dance styles. The course is intended to contribute to a jazz dance student's proficiency in technique, choreography and performance. The replication and composition of intricate jazz combinations is included in the development of such technical proficiency. Throughout the course, jazz dance will be placed within its appropriate historical and cultural contexts.

Prerequisites: danc-232 or demonstrated proficiency

DANC 332X Practice in Advanced Jazz Dance 1

The course extends a student's technical proficiency in modern dance by increasing practice in the principals of time, space and energy, improvisational exploration, and the expressive movement performance. Students who have completed Advanced Modern Dance may take the Practice course to enhance the learning technique.

DANC 334 Advanced Ballet Dance: Theory and Technique 2

The course will expand the student's knowledge of classical ballet technique beyond the intermediate level. The student will participate in individual tracking of technical and artistic progress. The course will also address basic anatomical principles and creative experiences.

Prerequisites: danc-234 or demonstrated proficiency

DANC 334X Practice in Advanced Ballet 1

The course extends a student's technical proficiency in ballet dance by increasing practice in technique, choreography and performance. Students who have completed Advanced Ballet Dance may take the Practice course to enhance learning in technique within the appropriate historical and cultural contexts.

DANC 340 Dance Repertory 2

This is an ensemble course for advanced dancers who participate in the rehearsal and performance of highly technical dance works. The group learns dance repertory based on text, story, poetry and/or music. The course is designed for those who have had an extensive level of previous performance experience. Audition required.

DANC 345 Methods and Techniques of Dance Instruction 3

The course is designed to provide methods for the instruction of a variety of dance genres and styles. Contexts for teaching dance include K-12 public education, private school education, community center programs and dance studio classes. The course will enable students to gain theoretical and somatic knowledge in dance, as well as to provide practical classroom teaching experiences. Prerequisite: one dance technique class.

DANC 375 World Dance 3

This course will focus on various dances from around the world, placing them in historical, cultural, social and aesthetic contexts through theory and practice. Students will examine cultures from Africa, Asia, Polynesia, Europe and the Americas. Historical perspectives, cultural constructs of gender, societal influences, worldview, and aesthetic meanings unique to various cultures will be studied.

Core Category: Cultural Perspectives, Arts and Literature

DANC 385 Dance Improvisation 2

This course is designed to provide students with knowledge and practical application of dance improvisation in the discipline of modern dance. Focus will be on the creative process and the manipulation of the elements of time, space, and energy. The course covers both free and structured improvisation.

Core Category: Arts and Literature

DANC 386 Dance Composition 2

This course concentrates on the theory and application of dance composition principles. Topics include choreographic design, form, style, theme, motivation, autobiography and performance.

Prerequisites: danc-231 danc-331

DANC 395 Field Experience 1-3

The purpose of a dance field experience is to offer students the opportunity to observe and participate in real-life work experiences in the dance world. Participation must be in a setting appropriate to a student's interest in particular dance careers. Students will keep a log of hours in a journal of observations for a minimum of 40 hours per credit hour earned. Prerequisite: Permission of department chair. Graded Pass/Fail.

Course is Pass/Fail

DANC 400 Directed Study in Dance 1-3**DANC 410 Senior Seminar 3**

This is a culminating senior experience through which senior dance majors will design senior projects with consistent feedback from the professor and their peers. The course also will address critical response procedures, resum?s, portfolios, careers in dance, and Senior Showcase concert planning.

DANC 435 Choreographic Project 3

This course is designed to provide a theoretical basis for the choreographic process as well as to provide practical experience in the content learned. The course will provide the student with the appropriate tools through which to create a full-length dance work. Pre-requisite: DAN 386: Dance Composition

Prerequisites: danc-386

DANC 440 Senior Project/Performance 0

Students who have completed Senior Seminar (DANC 410) will complete a dance project or a dance performance piece as part of their graduation requirements in the Dance Major program. Students will develop their work with the assistance of both faculty advisors and peers. The course will have no credit value attached, but will be graded and required for the successful completion of the Dance Major.

DANC 495 Internship 2-12

The purpose of a dance internship is varied and may include any or all of the following: to provide a real-life work experience, to relate theory with practice, to focus on life goals, and to seek firection for academic projects/themes. The supervising faculty member should confer with the internship supervisor at least once during the period and oversee the academic expectations as outlined by the dance program. A minimum of 40 hours on the job is required for each hour of credit. The dance program will establish guidelines for evaluation based upon the particular internship. Highly recommended for senior dance majors.

DANC 498 Teaching Assistant 1-3**DANC 499 Research Assistant 1-3****DANC 999 Administration and Repertory 0**

This required non-credit course reserves Fridays from 3:00-3:50 p.m. for professional concerns such as choreographic showings, master classes, and departmental meetings/activities. Each semester, all students majoring in dance are required to register.

Course is Pass/Fail

Data Science (DTSC)

DTSC 220 Introduction to Data Science 3

Introduction to the tools and techniques of working with, manipulating, and analyzing data sets. Students will employ more intuitive to derive relevant information and draw conclusions with large data sets.

Core Category: Mathematics

DTSC 250 Statistics Using R 3

This course will introduce statistical program R and build upon prior statistics knowledge. Students will both complete hand calculations and execute them in R.

Core Category: Mathematics

DTSC 320 Data Management 3

This course considers the ways data can be organized, cleaned and managed within and between disparate data sets. More formal algorithmic techniques are emphasized with the end of prediction and analysis in mind.

Prerequisites: Take DTSC-220; Minimum grade C

DTSC 400 Applied Data Science 3

This course serves as a capstone for the Data Science Major. The student will apply the techniques learned to actual data sets in their chosen cognate area.

Prerequisites: Take DTSC-320 MATH-316; Minimum grade C

DTSC 401 Directed Study 1-3**DTSC 420 Ethical and Philosophical Issues in Computing 3**

This course will introduce students to various ethical issues related to computing technology and the internet. Free/open source software, cybersecurity, privacy, monopoly power and artificial intelligence will be considered within a Christian framework.

Prerequisites: #Take DTSC-320 or CSCI-325; Minimum Grade C, TR, CR

DTSC 495 Internship 2-12**DTSC 498 Teaching Assistant 1-3****DTSC 520 Fundamentals of Data Science 3**

Introduction to foundational concepts, technologies, and theories of data and data science. This includes methods of data acquisition, cleaning, analysis, and visualization. Taught in Python.

DTSC 550 Introduction to Statistical Modeling 3

Introduction to foundational concepts, theories, and techniques of statistical analysis for data science. Students will begin with descriptive statistics and probability, and advance through multiple and logistic regression. Students will also conduct analyses in R. This course is approachable for students with little statistical background and prepares them for DTSC 650.

DTSC 560 Data Science for Business 3

Businesses have come to increasingly rely on data in all aspects of operation. This course explores the various ways data science skills can be applied to business scenarios. Topics include how to identify business decision problems and formulate research questions, how to use analytical techniques in spreadsheets and R to address these issues, and how these tools can inform decision making.

DTSC 575 Principles of Python Programming 3

This course will teach students the introductory skills of programming, problem solving and algorithmic thinking in Python. Topics include variables, input/output, conditional statements/logic, Boolean expressions, flow control, loops and functions. Approachable for students who have no experience with Python.

DTSC 580 Data Manipulation 3

Students will use Python to obtain, store, and clean data. Topics include connecting to databases, web scraping, time series data, and general data cleaning and preparation. This course assumes prior knowledge of Python, NumPy, and Pandas.

DTSC 600 Information Visualization 3

A thorough investigation of data visualization, emphasizing application. Draws upon insight from the fields of sensation and perception to understand basic principles involved in data visualization. Taught in Qlik and Tableau.

DTSC 650 Data Analytics in R 3

This course is a continuation of DTSC 550, with an emphasis on statistical techniques most used in modern data science. Students will explore in greater depth linear and logistic regression, and continue to additional regression and classification techniques with a focus on application. Analyses will be completed in R.

DTSC 660 Data and Database Management with SQL 3

This course considers the ways data can be organized, cleaned and managed within and between disparate data sets. It also covers database design and the use of databases in data science applications with an emphasis on SQL. Additional topics include version control and Git.

DTSC 670 Foundations of Machine Learning Models 3

Introduction to machine learning landscape. This course will address questions such as what is machine learning? Why do we use machine learning? What is machine learning appropriate for? What is it inappropriate for? Will explore supervised and unsupervised learning, such as k-nearest neighbors, support vector machines, decision trees, and principal component analysis. Taught in Python.

DTSC 680 Applied Machine Learning 3

A continuation of DTSC 670. Further exploration of modern machine learning applications. Topics include neural networks and deep learning, including an emphasis on model selection and tuning. Taught in Python.

Prerequisites: Take DTSC-670

DTSC 690 Data Science Capstone: Ethical and Philosophical Issues in Data Science 3

Part one of the capstone in the Masters in Data Science. Students will explore contemporary ethical and philosophical issues in data science and artificial intelligence. Subjects include basic and advanced issues, ranging from social media privacy to implications of machine learning and artificial intelligence for religiousness.

Prerequisites: Take DTSC-670

DTSC 691 Data Science Capstone: Applied Data Science 3

Part two of the capstone in the Masters in Data Science. Students will also complete a capstone project integrating their learning across courses. Students will complete a project proposal, including their data source, acquisition, cleaning, analysis, and presentation intentions.

Prerequisites: Take DTSC-670

Course is Pass/Fail

DTSC 692 Data Science Capstone: Applied Data Science Continuation 3

Students who have not successfully completed their DTSC 691 Applied Data Science coursework by the end of DTSC 691 must register for DTSC 692 until the project is completed. Grading is pass/no credit. These credits do not accrue although students are billed for three credits.

Course is Pass/Fail

Denominational Coursework (DNOM)

DNOM 510 Baptist Emphases & 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.

Prerequisites: CHHM-510, minimum grade C-

Course may be offered for audit

DNOM 511 United Methodist Hist and Early Doctrine 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).

Course may be offered for audit

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).

Course may be offered for audit

DNOM 513 Presbyterian Polity & 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.

Course may be offered for audit

DNOM 514 Theology in the Reformed Tradition 3

A reading course designed for, but not limited to Confessions, giving special attention to distinctive features and concerns of Reformed theology.

Course may be offered for audit

DNOM 520 United Methodist Doctrine and Polity 3

This course is offered 100% online at Drew University Theological School as WESM610. It is a continuation of WESM 600 focusing on two concerns: 1) enabling the student to understand the nature, mission, and functioning of the United Methodist Church as the institutional expression of its historical development and theological assumptions, to affirm and explore the institutional structures as viable instruments for ministry, to understand the nature of authority and power as they relate to the United Methodist structure, and to contribute to the process of change in the church structure; 2) a study of the origins of the United Methodist doctrinal heritage in the theology of John Wesley, Philip Otterbein, and Jacob Albright; the development of that heritage in the Methodist, Evangelical, and United Brethren families of churches; and the distinctive marks of that heritage. This course is offered in conjunction with Drew Theological School.

DNOM 521 United Methodist History & Mission 3

A study of origins, mission, organization, outreach, religious life, and key ideas, issues, events, and figures in the development of United Methodism as an international denomination. Will enable students to understand and evaluate United Methodism in light of its antecedent organizations, the broader historical context of the history of Christianity, and especially its engagement in mission. Will enable students to engage in responsible and articulate participation in the life and leadership of the United Methodist Church, effectively represent the tradition, and perceptively participate in ecumenical and interreligious dialogue. This course is offered in conjunction with Drew Theological School.

DNOM 650 Directed Study in Denominational Contemporary Polity 1-3

Digital Communication (DCOM)

DCOM 101 Storytelling & Social Change 3

Multi-screen consumption of stories is changing the process of storytelling. You will learn how to structure and tell powerful interactive multi-platform stories through the use of Celtx studio and other similar software. The best storytellers shape culture and through the use of entertainment-education you are able to have a positive influence by telling purposeful stories that entertain, educate, and bring about positive change. You will also be introduced on how to evaluate the effects of your story.

DCOM 201 Story Telling & Social Change 3

Delve deeper into the power of story, understanding how it works and builds community, analyzing how it can be used in a variety of media platforms, and creating content that stands out, engages, influences, and persuades. You will learn how to produce and organize content with CeltX studio suite and other software, and create, create, create.

DCOM 251 Media Law, Ethics & Leadership 3

Learn and examine laws that regulate and control traditional and new media. You will be introduced to ethical principles and apply them in your media & technology production decision-making. You will examine cases of how ethics and law are applied to real world persuasive communication situations. You will learn historical and theoretical perspectives and apply them to current issues of law and privacy. Learn leadership principles and develop your leadership and teamwork skills to maximize the success of your media productions.

DCOM 295 Field Experience 1-3**DCOM 301 Storytelling & Producing II 3**

It's been said there are stories, and then there are great stories. Which type of stories are you telling? We're all storytellers and can learn how to craft better content which is vital in the midst of information overload. In this course, you will receive the knowledge and production practice to help you become a great brand storyteller through words, visuals, and more that help strengthen the community.

DCOM 321 Storytelling & Analytics 3

An introduction to communication research, data science, social media measurement and analytics, and marketing metrics. It seeks to help you analyze the results and become a more competent researcher while helping you understand assumptions and uncertainties underpinning your research. The approach is geared towards providing you and your organization with valuable insights and thereby helping both to become successful storytellers. Course also incorporates communication theory elements.

DCOM 401 Storytelling & Producing III 3

Social and Mobile Media have transformed how we tell stories especially as digital natives come of age. In this course you will learn about social and digital marketing storytelling and develop strategies to apply it. You will also explore marketing through augmented and virtual realities.

DCOM 421 Digital Storytelling Capstone Proposal 3

Take everything you have learned and develop a social-spiritual project that uses storytelling to strengthen your community. Proposal should take the multi-platform project from concept all the way to distribution and summative evaluation plans.

DCOM 471 Digital Storytelling Capstone Project 3

Take everything you have learned and execute a social-spiritual project that uses storytelling to strengthen your community. The execution of the project will be as outlined in the proposal which may be piloting of an element of a larger project and which will include some form of summative/formative research and analytics.

DCOM 495 Internship 1-3

Practice apply your production skills in a professional setting through your internship. Learn how the industry works, gain experience, be mentored by professionals, and showcase your skills.

Doctor of Ministry (DMIN)

DMIN 900 Intro to Graduate-Level Writing 1.5

The purpose of this course is to assist students in growing their writing skills and basic research methods. In addition to writing itself, students will discuss Chicago style, plagiarism, evaluating and using sources, critical and analytical thinking, and use of rubrics for evaluating assignments.

DMIN 911H Spiritual Practices & the Growing Leader 3

Personal Transformation is the outcome of an intentional, ongoing, disciplined, and long-term process, involving God's activity and personal work and commitment. This course provides tools for an in-depth exploration of one's mind, body and soul and an invitation to embark on a journey of Personal Transformation, in relation to one's call and engagement of ministry. In this course, students will be introduced to the theories and practice of some disciplines such as: meditation and prayer, exploration of one's personality structure and ways of being in the world, cultivation of self-awareness and mindfulness, listening to one's own inner life, attentiveness to one's fully embodied presence in the world. As these practices expand our human potential for deep change and inner transformation, students are invited to continue their engagement of such disciplines beyond the duration of the course.

DMIN 912H Enduring Models of Leadership for Renewal 3

In this course, students formulate principles for leading ongoing revitalization of ministries. Two sets of sources provide the substance for developing these principles. The first set is historical biographies; the second is current case studies. These principles are gleaned from a probing examination of the intersections where leader biographies may speak to current case studies. Leaders selected for study are historic figures who led transformative ministries with lasting positive results. Case studies are created from actual incidents.

DMIN 919 Leadership Integrative Professional Paper 3

Leadership Integrative Professional Paper (3 credits)- The course cluster, "Sustained Spiritual and Personal Maturation," includes a guided independent research paper of about 7000-7500 words. The paper's purpose is to integrate learnings from DMIN911H and DMIN912H, and to reflect insightfully on how the student's personal identity shapes their practice of ministry in setting; in other words, how who they are shapes what they do professionally. If the student elects to pursue one of the track options for the Doctor of Ministry degree, then this paper will engage ministry through the focus of the student's concentration and include books from their track's bibliography that would help inform their work.

DMIN 921H Leading the Dynamics of Change Mission Oriented Church 3

Leading the Dynamics of Change (3 credits) Participants will explore the church as a system, and the implications of systems thinking on leading a congregation. Participants will discuss the church as a community, and the church in the community; culture and its role; church health and vitality; and how all of this affects the church's ability to be a mission outpost in a changing world.

DMIN 923H Missional Renewal in Age of Globalization Culturally Diverse World 3

Missional Renewal in the Age of Globalization (3 credits) This course explores the implications of globalization for the church and its mission. "Globalization" is as big as the term suggests, referring to the coming together of many different cultures, socio-economic classes, and ideologies, thus creating cross-cultural, cross-socio-economic, cross-generational, interreligious and postmodern realities more than ever before. These realities pose challenges to congregations that seek to maintain the gospel's relevance in the world. What does missional renewal look like in light of these realities? This course addresses this question from sociological, theological and practical perspectives, as it considers the challenges of becoming missional congregations in the age of globalization.

DMIN 925H Doctor of Ministry Seminar I 3

Reflection Paper on the topic of the Colloquium in relation to the cluster theme (3 credits)

Course is Pass/Fail

DMIN 929 Missional Integrative Paper 3**DMIN 931H Contexts, Perspectives, and Ministries In the 21st Century 3**

This course explores the changing context of Christian ministry in the 21st century. Through readings, class discussions, and written work, students will explore issues related to understanding gospel and culture, reading future trends, the changing nature of church in a post-modern world and the interplay of renewal and discipleship for ministry. Participants will dialog and explore the role of the church in this new era, and the churches' call to be relevant in the context that it finds itself. Finally, the participants will look at the implications of becoming an authentic community.

DMIN 933H Ministry Project Thesis Workshop and Church Resources 3

This familiarizes students with research methodology for Doctor of Ministry projects. As the range of options are explored, differentiations are made between quantitative and qualitative, empirical and observational studies. Students will choose the method that best suits their developing project proposal and learn to design tools suitable for their study.

DMIN 939H Project Proposal Seminar 3

This course will prepare students for the presentation of an acceptable project proposal to the Doctor of Ministry Project Review Committee with a strong emphasis on developing leadership strategies for community renewal. We will also address vital issues within the student's context and discuss church sponsorship, volunteer management, fiscal and ethical responsibilities, partnering with complementary programs, and more, as needed for effective projects.

DMIN 943H Congregational Transformation (hybrid Delivery) 3**DMIN 951 Thesis/Dissertation Continuation 2**

Students who have not successfully defended their thesis/dissertation by the end of DMIN-949 must register for DMIN-951 until the project is completed. Grading is pass/no credit. No credits accrue if a continuation semester is needed.

Course is Pass/Fail

DMIN 960 Project Completion and Oral Defense I 1.5**DMIN 961 Project Completion and Oral Defense II 1.5****DMIN 962 Project Completion and Oral Defense Continuation 1****DMIN 991H Doctor of Ministry Seminar I 3**

Doctor of Ministry Seminar I - is a concentration specific course taken nevertheless by all students pursuing the optional curriculum tracks. The professor poses a particular problem situation(s) in ministry. Students address the problem(s) in several dimensions according to their track specialization.

Course is Pass/Fail

DMIN 992H Seminar in Prophetic Preaching and Teaching 3

This course explores problems currently discussed in homiletic and educational disciplines as they bear on speaking intentionally into specific situations with purpose and conviction. Key to this course is the cultivation of linkages between ministries of preaching and teaching, so the two are singularly focused and mutually enhancing.

DMIN 994H Seminar in Personal and Spiritual Transformation 3

This course looks carefully at, and practices, theory and technique at the intersection between spiritual disciplines, psychology, coaching, and spiritual direction.

E-Sports (ESPT)

ESPT 100 Introduction to eSports Management 3

This course introduces students to eSports and the fundamentals of effective eSports management. Students identify best practices in eSports management. Students identify best practices in eSports management by examining case studies of the emerging eSports industry and associated stakeholders. The course provides an overview of the different operational functions and issues in the organization and the role eSports play in the development of community. Students will explore eSport career opportunities.

ESPT 101 eSports Gaming Technologies and Design Fundamentals 3

This course is an introduction to the gaming technologies and design fundamentals utilized in eSports.

ESPT 200 Esports Event Planning and Strategy 3

This course is an introduction to eSports event planning and strategy. It prepares students to develop, market, and execute small-and large-scale eSports events. Students will focus on the business aspects of eSports events while learning to develop teams and online communities. Students will develop their own best strategy and plan for an eSports event. Students will develop their own best strategy and plan for an eSports event. The event will center around the use of the latest streaming technologies and competitive play. Topics covered will include what and how to plan, coordinate, work cross functional and implement successful events along with the leadership and management aspects required.

ESPT 295 e-Sports Field Experience 3

Your field experience is a vital part of your college education. It is designed to give you a realistic picture of your field of study. This experience gives you an opportunity to bridge the gap between theoretical knowledge, practical life, and to demonstrate understanding and competency for the program goals.

Economic Development (EDEV)

EDEV 520 Cross Cultural Skills and Understanding 3

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.

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 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 second of two parts.

EDEV 590 Program Planning, Management and Marketing 3

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. 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.

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. 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. This is the first of two parts.

EDEV 590B Program Planning, Management and Marketing 2

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. 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. This is the second of two parts.

EDEV 630 Special Topics 3**EDEV 640 Community Development 1.5-3**

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.

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.

EDEV 640B Community Development 2

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 second of two parts.

EDEV 641A Development Field Practicum 0.5**EDEV 641B Development Field Practicum 0.5****EDEV 641C Development Field Practicum 0.5****EDEV 641D Development Field Practicum 0.5**

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.

Economics (ECON)

ECON 130 Special Topics 1-3**ECON 200 Personal Stewardship 3****ECON 203 Macroeconomics 3**

A study of the economic factors that affect the behavior of consumers and business firms, with particular attention to supply and demand. Problems of competition and monopoly, labor-management relations, agriculture, income distribution, and poverty at home and abroad are discussed.

Core Category: Human Behavior

ECON 204 Microeconomics 3

A study of how economic forces and policies affect the working of the economy as a whole. Topics addressed include the determination of national income and output; unemployment and inflation; monetary and fiscal policies' international trade and finance.

ECON 205 Essentials of Economics 3

This course is designed to introduce students to the basic principles and tools of microeconomic and macroeconomic analysis, emphasizing the importance of economic literacy in being a responsible citizen and addressing key social issues. Students will become familiar with basic characteristics of market economies, the interaction of supply and demand, the role of government in regulating the economy, the concept of elasticity, marginal analysis in production, an overview of market cycles, unemployment, fiscal and monetary policy, the national debt, inflation, fractional-reserve banking and the role of the Federal Reserve System.

ECON 220 Faith and Economic Justice 3

An examination of the economics of poverty and discrimination set within a holistic, biblical version for empowering the poor. Alternative methods for measuring poverty, and a range of policy options for dealing with poverty and discrimination in both the U.S. and globally are covered.

ECON 230 Special Topics 1-3**ECON 230A Environmental and Ecological Economics 3**

Within the context of Sustainable Development, one cannot address the pressing issues of the global community without understanding the relationship between the economy, as a function of the social world, and ecology, a function of the natural world. Further complicating our understanding of development issues is the fact that the economic forces in play today are globalized in the same way that ecological forces work across the planet. This course applies creative research and the application of economic and ecological principles to the problems of sustainable development in a manner that allows the student to garner a deeper respect and appreciation for: 1) our responsibilities toward stewardship of the Lord's gifts; and 2) the moral imperative to harmonize our socio-economic structures with environmental realities.

ECON 230B Game Theory 3

This course introduces students to the basic tools of Game Theory and its applications to economics, political science, law, biology, and daily life. Concepts such as dominant strategies, backward induction, and Nash equilibrium are utilized to predict outcomes, solve problems, and maximize social welfare. Students learn to recognize and model strategic situations, and to predict when and how their actions will influence the decisions of others. The course analyzes a range of real world situations including elections, startups, international relations, conflict resolution, environmental conservation, and cartels.

ECON 240 Economic Development of Third World Countries 3

Course includes: theories of development and underdevelopment; problems of initiating and sustaining growth; relations between developed and underdeveloped regions; economic reform and change in the developing world; the costs and benefits of globalization. Special attention will be given to ways in which religious institutions contribute to development. No prerequisite.

ECON 305 Economic Policy Issues 3

This course invites students to explore contemporary issues in economics policy through readings, roundtable discussions, and papers. The course begins with a review of economic analysis and then proceeds to selective forays into two contemporary issues in economic policy.

Prerequisites: ECON-203; minimum grade of C

ECON 315W Economic Reasoning Seminar 3

A constructive response to the significant public policy issues of our time calls for both critical discernment and a working knowledge of economic theory. Christians who aspire to be social change agents must be prepared to engage policy makers and other relevant constituencies not only through the eyes of faith but also with a credible understanding of economic realities. The Economic Reasoning Seminar explores critical social and political issues within the conceptual and historical landscape of economic theory and practice. This writing intensive course concludes with a series of seminar discussions—organized around student papers with peer respondents—that highlight the importance of careful economic analysis for public policy reform and realizing the common good.

ECON 321 Financial Institutions & Markets 3

The theory and practice of commercial and central banking, with attention to the creation of money and other financial instruments, are studied. Problems encountered by both depository institutions and the economic system are analyzed. The course also explores the policies employed by commercial banks and central banks in dealing with these problems. Prerequisite: Minimum grade of C in ECON 205.

Prerequisites: econ-205; minimum grade C

ECON 323 Urban Economics 3

Alternative explanations for the existence and economic growth of urban places are examined. Students learn to evaluate an urban economy and to identify policies that would lead to development at both the city and the individual neighborhood levels. Issues such as suburbanization, zoning, housing markets, crime, education, transportation systems and discrimination are addressed. The Christian approach to urban community development is examined. Prerequisites: Minimum grade of C in ECON 204 or by permission of the instructor.

ECON 330 Healthcare Economics 1-3

This course is designed to enable practicing and prospective nurses to develop and apply the skills of a comprehensive health assessment including physical, developmental, mental, and neurological assessments of school-aged children and youth. Data collection, data interpretation and documentation will be emphasized. Activities are designed to facilitate acquisition of the skills necessary to perform a physical assessment of a child.

ECON 350 Economic Development of Third World Countries 3

Course includes theories of development and underdevelopment; problems of initiating and sustaining growth; relations between developed and underdeveloped regions; economic reform and change in the developing world; the costs and benefits of globalization. Special attention will be given to ways in which religious institutions contribute to development.

ECON 390 International Economics and Finance 3

Survey of the theory of international trade, exchange rate movements and balance-of-payment adjustments. Course analyzes modern international economic problems including those created by the single European currency, International Monetary Fund, World Bank, and trade restrictions to force human rights. Prerequisite: Minimum grade of C in ECON 205.

Prerequisites: econ-205; minimum grade C

ECON 400 Directed Study 1-3**ECON 480 Development Studies Seminar 3**

Beginning with a historical overview of prominent theories and approaches to development, the course analyzes specific topic areas in development studies (e.g., gender and development, sustainable development, youth and development, conflict and development, human capital formation, microfinance and empowerment, food security, HIV/AIDS and development, social capital and development, the problem of corruption) through the use of readings and case studies. The course concludes with a consideration of "transformational development" as an intentional, holistic methodology for identifying and developing effective development strategies. This course satisfies the College of Arts and Sciences Culminating Senior Experience (CSE) requirement. Prerequisites: ANTH 301, ECON 350, SOCI 409.

Prerequisites: anth-301 econ-350 and soci-409

ECON 495 Internship 2-12

Supervised experience and training in a private firm, government agency or financial institution, designed to demonstrate the application of the principles learned in the classroom to actual situations.

ECON 498 Teaching Assistant 1-3**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.

ECON 513 Economic Development of Developing Countries 3

The purpose of this course is to develop a better understanding of the macroeconomic problems of developing countries, theories of economic development and methods and techniques needed to resolve problems, promote growth, and meet the needs of developing nations at national and global levels.

ECON 513A Economic Development of Developing Countries 1

The purpose of this course is to develop a better understanding of the macroeconomic problems of developing countries, theories of economic development and methods and techniques needed to resolve problems, promote growth, and meet the needs of developing nations at national and global levels. This is the first of two parts.

ECON 513B Economic Development of Developing Countries 2

The purpose of this course is to develop a better understanding of the macroeconomic problems of developing countries, theories of economic development and methods and techniques needed to resolve problems, promote growth, and meet the needs of developing nations at national and global levels. This is the second of two parts.

ECON 515 Financial Economics 3

A survey of accounting, finance, and economics necessary for the financial management of any organization. Students leave this course with a managerial command of these broad subject areas and are equipped to make organizational decisions based on the information received from financial reports and forecasting.

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.

Education (EDUC)

EDUC 101 Test Prep Math/Reading/Writing 3**EDUC 102 Test Prep Math 1.5****EDUC 103 Test Prep Reading and Writing 1.5****EDUC 130 Special Topics 1-3****EDUC 200 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 observation in a school classroom are required for this course.

EDUC 200W 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 observation in a school classroom are required for this course.

EDUC 201 Introduction: 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. Ten hours of classroom observations required.

EDUC 205 The Developing Child: PK to 4 3

This course provides an overview of the developmental theories and milestones associated with children ages 3 years through 10 years. Physical, cognitive, social, and emotional development is viewed in the contexts of the family and formal educational settings. Particular emphasis is placed on the interaction of social and cultural environments on learning and development. Ten hours of observation required.

EDUC 211 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. Twenty hours of observation in a school classroom are required for this course.

Core Category: Human Behavior

EDUC 230 Special Topics 1-3

An eclectic approach to the reading process is explored, considering student learning modes and abilities. A holistic view is taken to various reading systems, i.e., phonics, linguistics, organic and experience based, individualized reading. Juvenile Literature is considered a basic part of instruction in reading. The Pennsylvania Framework for Reading, Writing and Talking Across the Curriculum 1990 is used as a text. The scope of the course covers beginning reading, reading in content areas, and reading difficulties of some children. Students tutor a child for a minimum of 10 hours during the semester.

EDUC 231 Technology in the Classroom 3

This course will examine how to integrate portable devices, use presentation tools effectively, implement multimedia and LMS platforms to support learning, including differentiated instruction. Students will learn digital citizenship and how to become a digitally competent educator.

EDUC 234 Child and Adolescent Development 3

This course will review the current research in child and adolescent development. It is a study of 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.

Core Category: Human Behavior

EDUC 235 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 250 Field Experience 3

A full-time field experience in a school requiring a minimum of 90 hours as a teacher's aide. The student must keep and submit a log of the experience. May be done in the following settings: early childhood, elementary, middle-school/secondary, Christian school, special education or ESL. A combination of settings may be approved by the Education Department. Minimum grade of C in EDUC 200 (for all majors) and in EDUC 201 and EDUC 250 in Special Education (for Special Ed. majors). Currently only a required course for ESL certification, but can be an elective class for any area of certification. For ESL certification, the 90 hours are divided as follows: 40 hours of observation in an ESL classroom, 30 hours co-teaching in an ESL classroom, and 20 hours teaching in an ESL classroom. Approximately half of the hours should be in a public school.

EDUC 301 Assessment and Evaluation 3

This course examines the assessment and evaluation process used for determining student academic progress in general and special education programs. An exploration of the historical, philosophical, and legal considerations and models of assessment will be examined. Students will learn the process of creating an appropriate IEP.

EDUC 303 Education/Assessment: Exceptional Students 3

This course is designed to examine procedures employed in the referral, screening, assessment, identification, and placement of exceptional children. Also included is the development of Individual Education Plans (IEPs) to ensure appropriate educational programming. Students will have the opportunity to examine and administer formal and informal assessments and develop an IEP. Alternative assessment techniques will also be explored. Prerequisite: Minimum grade of C in EDUC 201 or permission of instructor.

Prerequisites: EDUC-201; Minimum grade C

EDUC 306 Science and Health for Children 3

This course is designed to provide students with the experiences and tools needed to be effective Early Childhood Education and Middle Level Education science teachers. Students will learn strategies that allow for diverse learners to experience science through the hands-on inquiry approach including the 6-E instructional model. This class will be taught in a way that addresses how a student will establish an approach to teaching science that involves the use of cooperative and project-based learning experiences and inquiry methods.

EDUC 308 Teaching Social Studies 3

This course is designed to prepare effective social studies instructors to effectively teach diverse populations of students in grades PK-4. This course will also develop your understanding of the thinking, reading, and writing that is central to social studies and of how social studies and literacy goals can be integrated. Studying social studies is a process of inquiry that involves asking questions, conducting investigations, analyzing evidence, making evidence-based claims, and communicating conclusions.

EDUC 310 Math for the Teacher of Children 3

This course covers basic mathematical concepts necessary for the teacher of children and various ways to teach the material in inclusive classrooms. Math as an area of the curriculum will be defined. Teaching methods to meet various learning strengths and needs for diverse students will be addressed.

EDUC 323 Trauma Informed Practices in Educational Settings 3

EDUC 327 Early Childhood Principles & Procedures 3

This course examines current theories of early childhood education including Montessori, Play-based, Project-Approach, Reggio-Emelia and various constructivist philosophies. Various models of preschool programming is presented: Infant-Toddler, Child Care, Faith-based, Head Start/Home Start, Parent/Child Centers, Early Intervention, etc. 10 hours of Field work in varied preschool settings is required.

EDUC 328 Early Childhood Education 3

This course focuses on the discussion of current theories of early childhood education including Montessori, Project Approach, Reggio, Infant/Toddler Programs, Child Care, Preschool, Head Start, and Early Intervention. Students will examine best practices in curriculum, instruction, and assessment focused on Birth through 4th grade. A total of 10 hours of field work is required in two different models of early care and education.

EDUC 329 Early Childhood: Curriculum and Assessment 3

Emphasis on creating an environment conducive to early learning with reference to major early childhood program models and related classroom materials. Methods of assessment will be discussed and utilized with preschool children and programs.

EDUC 330 Special Topics 3**EDUC 338 Non-Profit Management for Early Learning Centers 3**

This course provides a 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 370 Literature for Children and Adolescents 3

This course will introduce the importance of juvenile books and their use in meeting the needs of young readers. Course includes principles of selection and important sources of information about preschool through adolescent literature.

EDUC 380 Teaching Communication Arts 3

This course will be an overview of some of the theoretical issues and instructional strategies related to the teaching of the receptive and expressive areas of language learning. In the language arts, interdependent and interrelated aspects of the oral language, listen, writing, visually representing, viewing, reading, and thinking will be focused upon interactively whereby usage in each supplements and reinforces the learning of an in the others. There will also be emphasis placed upon the practical implementation of an integrated language arts program in the classroom within the contexts of Pennsylvania's Standards Aligned System. Ten hours of classroom observations required.

EDUC 382 Classroom Management 3

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

EDUC 383 Early Intervention in Inclusive Settings 3

This course presents practical and useful procedures for working with special needs infants and young children and their families. Emphasis is placed on social, cognitive and sensory motor development and appropriate service delivery as required by major legislation mandates. Prerequisite: C or better earned in EDUC 201.

Prerequisites: EDUC-201; Minimum grade C

EDUC 384 Inclusive Education 3

This course examines the concept of inclusion and what it means to both the special and 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, including co-teaching models. This course requires ten classroom observation hours.

EDUC 384W Inclusive Education 3

This course examines the concept of inclusion and what it means to both the special and 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, including co-teaching models. This course requires ten classroom observation hours.

EDUC 385 Emotional and Behavioral Disorders 3

This course is designed to provide teachers with the tools necessary to work with students with emotional and behavioral disorders. The course examines the various etiologies, characteristics and evidence-based interventions for these disorders. Additionally, the course will concentrate on implementing appropriate inclusive classroom interventions using various positive behavior interventions and other applied behavior analysis methods. Students will develop effective Behavior Intervention Plans.

EDUC 386 Autistic Spectrum Disorders 3

This course provides an overview of the characteristics and learning traits, classification systems, assessment strategies, approaches, and interventions related to students with autism. Emphasis will be placed on the different disorders on the spectrum. 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.

EDUC 389 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 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 395 Field Experience in an Educational Setting Practice 3 Course is Pass/Fail**EDUC 400 Early Literacy Foundations 3**

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

EDUC 401 Literacy Foundations for Intermediate Grades 3

This course focuses 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 are investigated. Students analyze instruction in comprehension, spelling, vocabulary, grammar, handwriting, creative expression, and technology as well as curriculum-based assessment. Students review a variety of current research literature and develop a literacy inquiry unit demonstrating alignment with state standards.

EDUC 402 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. Prerequisites: EDUC 400 or 401.

EDUC 403 Reading and Writing Across Content Areas 3

This course examines all areas of literacy development for middle level and content area education. Students examine expository reading development in content areas of mathematics, science, social studies, music, and English, as well as the use of supplemental texts. Students analyze 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 is reviewed and evaluated. This is a course for Reading Specialists, middle level and secondary education majors that meets state standards for certification in a content area. Students analyze and implement content area literacy assessments and strategies that may be employed before, during, and after reading.

EDUC 405 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.

Prerequisites: EDUC-201; Minimum grade C

EDUC 406 Teaching Secondary Education Math and Science With Field Experience (110 Hrs) 3

The course examines evidence-based teaching and learning methods for secondary Math and Science students. Students will prepare curriculum, teaching units, testing and assessments. Students will also examine and demonstrate professional conduct and ethical decision making. There is an additional component of 110 field experience hours required in this course.

EDUC 407 Teaching Secondary Education English and Social Studies With Field Experience (110 Hours) 3

The course examines evidence-based teaching and learning methods for secondary Language Arts and Social Studies students. Students will prepare curriculum, teaching units, testing and assessments. Students will also examine and demonstrate professional conduct and ethical decision making. There is an additional component of 110 field experience hours required in this course.

EDUC 408 Education Seminar With Field Experience 3

This course will enable students to critically examine the major issues in education such as curriculum development, instructional methods, instructional strategy development, assessment, classroom management, and program/unit development. There is an additional component of 110 field experience hours required in this course.

EDUC 409 Seminar in Secondary Education 3

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

EDUC 410 Student Teaching 12

Observation and teaching in an approved classroom with guidance and evaluation. At least 12 weeks of full-time student participation is required. Students must submit to the department a formal student teaching application (available on our website) December 15th-January 15th for the following Fall and Spring semester. The Teacher Education Committee will review all applications and make recommendations for student teaching. Lab fee.

EDUC 412 Teaching English As a Second Language 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 413 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.

EDUC 417 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.

Core Category: Cultural Perspectives, Social Justice

EDUC 418 Family and Community Collaboration 3

Children need supportive adults, as well as other children; adults need a supportive community, including other adults; and children are the core of society, nurtured by it and for it. This class utilizes ecological systems theory as a model for organization and demonstrates the influence of changes over time on contexts in which children grow. It includes the contexts in which children develop, the relationships of the people in those contexts, and the interactions that take place within and between contexts. Students will be able to articulate and apply a Christian worldview to the profession of teaching.

EDUC 420 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.

EDUC 422 Language Testing & Materials 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 450 English As a Second Language 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.

Prerequisites: Take EDUC-422

EDUC 473 Methods of Teaching Middle Level and Secondary Math, Science & Health 3**EDUC 474 Methods of Teaching Middle Level and Secondary Language Arts & Social Studies 3****EDUC 495 Internship 2-12****EDUC 498 Teaching Assistant 1-3****EDUC 500 Foundations of Education And Philosophical 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.

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. Ten hours of classroom observations required.

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 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.

EDUC 512 Tesol Methods With Field Experience 3

This course provides an overview of the full range of the methodology for teaching English as a second language (ESL) and as a foreign language (EFL), especially appropriate for the K-12 classroom teacher who has non-English speaking students in the classroom. It provides students a thorough understanding of the nature of teaching and learning ESL or EFL. It examines the basics of teaching ESL or EFL history, theories, models, techniques, and applications. It aims to enable students to incorporate the appropriate ESL or EFL 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, 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 techniques and strategies of instruction. Students taking this course are required to complete a 10 hour field experience. This field experience will include both observation and engagement with English Language learners. Students are also expected to engage in extensive reading, research, class discussion, written reflection, and self-evaluation through dialogue, group projects, and field work.

EDUC 513 Teaching of Foreign Language and English As a Second Language 3

Includes the methodology for teaching French, Spanish and English as a Second Language for teachers of foreign language. This 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 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

Introduction to statistical techniques. Topics include descriptive methods, probability distributions, sampling and data collection, hypothesis testing, regression, correlation and forecasting methods.

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 530 Graduate Education Elective Transfer 1**EDUC 530I Technology in the Classroom 3**

This course is designed to acquaint the pre-service teacher with the philosophies and practical applications of technology in the modern classroom. Topics include device hardware, web 2.0 resourcing and app smashing, information management, models of tech integration and learning, digital professionalism and safety, and lifelong learning navigation. This is a hands-on online course in which students are expected to use their own devices to access and operate within various tech environments.

EDUC 530J Special Topics: Field Experience Seminar 0

This course allows students to begin their practicum or internship field placement prior to the weekly seminars which will begin in the following semester. Its on-line format allows students to interact with the instructor and peers to obtain support and feedback as needed. (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.

Course is Pass/Fail

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: PK-4 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 educational 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 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 TOESL 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.

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.

EDUC 573 Mtd Mid/Sec Math, Sci & Hlth 3

This class looks at contemporary methods of teaching mathematics, science and health for secondary and middle level 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.

EDUC 574 Mtd Mid/Sec Lang Arts & Ss Studies 3

This class looks at contemporary methods of teaching language arts and social studies for secondary and middle level 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.

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 ten classroom observation hours.

EDUC 588 The Principal As Instructional Leader 3

This course prepares students to understand the principal's role as chief academic officer of the school and guardian of quality instruction in the multicultural school. Students will develop skill in analyzing need, articulating curriculum standards, affirming sound pedagogical practices, initiating planning strategies and overseeing the supervision process. Twenty hours of internship under the supervision of an experienced principal are required.

EDUC 589 Principal As Instructional Leader Internship 3**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, inter-group relations, and school climate. Students will engage in administrative and leadership responsibilities while examining school laws and ethics. Student interns will complete 60 field placement hours (a total of 360 internship hours are required for certification).

EDUC 591 The Principalship 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 learning 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 598 Leadership Models for Effective Educ 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 key leadership modes and how to maximize impact in the principal role. 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 certification).

EDUC 599 Leadership Models for Effective Educatio 3

The student will integrate course work with on-site activities and field experiences necessary for the successful principal to focus on leading data driven 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 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 4th to 8th Intermediate Grades 3

This developmental course will focus on the reading and writing processes within the context of literature-based reading instruction across the curriculum for grades 4 to 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, varying reading rate according to purpose and difficulty, 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 unit demonstrating alignment with state standards and will evaluate materials and literacy programs. Students will attend a professional meeting and/or become members of a professional education organization. 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 Reading and Writing Across Content Areas Secondary Content Areas 3

This course will examine all areas of literacy development from foundational literacy to 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.

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 ongoing 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 literary development and recommendations for continued growth and development.

Prerequisites: EDUC-602

EDUC 606 Multicultural Literature and Curriculum 3

This course is designed for education majors and graduate students interested in teaching literacy in our culturally and linguistically diverse school populations as well as teaching homogeneous groups the importance of multicultural literature. Emphasis will focus on the theoretical framework for an integrated view of culturally relevant pedagogy and culturally responsive teaching. Students will review the multicultural literature for youth and children. Attention will be given to the linguistic differences as they relate to the socio-cultural environment and instruction. Students will apply reader response theory and participate in grand conversations about multicultural literature. Students also will create a repertoire of culturally relevant literature and strategies for their teaching experiences.

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 that 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 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.

EDUC 612 Reading Specialist Practicum 3

This course enables students to demonstrate through supervised field experience the management of the instructional environment and planned instruction through collaboration with other professionals. Students will also select, implement and adapt effective institutional strategies for a variety of instructional levels including diverse learners. Selecting, developing and administering assessments that involve multiple indicators of student progress and the development of individualized education plans (IEP) for students, will also be addressed. Demonstrating and fostering professionalism and ethical behaviors are expected. (75 field experience hours).

EDUC 614 Practicum for the Supervisor 3

The student will spend a minimum of 300 hours working with a nurse supervisor of Pupil Personnel services in a school district 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 Education 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 617A Advance Seminar in Multicultural Education: Trauma Informed Intervention In School Setting 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. Students allowed to repeat this course once to earn up to 6 credits. (Prerequisite: EDUC 417 or EDUC 517)

EDUC 617B Advance Seminar in Multicultural Education: Brain Based Behavioral Intervention 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. Students are allowed to repeat the course once to earn up to 6 credits. (Prerequisite: EDUC 417 or EDUC 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.

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. Before enrolling in this course, students should have completed at least one methods course (EDUC 571, EDUC 572, EDUC 573, or EDUC 574) or have 2 or more years of teaching experience.

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 628 The Principal and Special Education 3**EDUC 630C Intro 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 world-view to the roles of instructional coach.

EDUC 630D 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 world-view to the roles of instructional coach.

EDUC 630E Leadership & 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 world-view to the roles of instructional coach. Prerequisites: EDUC 630C, EDUC 630D.

EDUC 630F Leadership & Educational Change II 3

This course is a continuation of Leadership and Educational Change I. Thus, graduate students will be implementing professional development plans in a school environment and analyzing data collected to measure outcomes of the action research project. Students will be mentored as they engage in implementing their school-based projects and measuring outcomes. Students will be able to articulate and apply a Christian world-view to the role of instructional coach.

EDUC 630G Special Topics in Reading With Field Placement 6**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 640 Thesis/Project 3

A thesis/project is intended to help students conclude their graduate education with a professionally useful and meaningful culmination. Students will work closely with a self-selected advisor to choose from one of the following options: a traditional thesis, a publishable academic journal article, a curriculum unit, an administrative action plan, an instructional technology project, or another significant multicultural project. Student and advisor will work together to set deadlines and meeting times, create a list of readings, and work toward the completion of the mutually agreed upon thesis or project which has a strong multicultural component, meets their professional needs, and satisfies the educational goals of the Loeb School of Education.

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.

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. Requires 10 hours of observation.

EDUC 685 Emotional and Behavioral Disorders 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.

EDUC 686 Autism 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.

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 & Transitional Plan 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 Autism Spectrum Disorder Methods Materials and Strategies for Pre-K 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 Autism Spectrum Disorder Methods Materials and Strategies for 9th Grade To Age 2 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. Twenty hours of classroom observations required.

EDUC 692 Behavior 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. Twenty hours of field experience is required.

EDUC 750 Leadership and the Chief Executive Office in Education 3**EDUC 760 Equity, Justice & Accountability in Educational Leadership and Policy 3****EDUC 780 Advanced Study of Educational Law and Finance 3****EDUC 880 Educational Leadership Practicum 3****EDUC 920 Dissertation I 3**

The doctoral dissertation 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. Successful completion/approval of proposal in EDUC 890 and 891 Dissertation Proposal is a prerequisite to this course and subsequent dissertation courses.

Prerequisites: #Take EDUC-890 EDUC-891

EDUC 921 Dissertation II 3

The doctoral dissertation 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.

Prerequisites: #Take EDUC-920

EDUC 931 Dissertation Continuation 3

The doctoral dissertation 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. This process often takes longer than a traditional semester. This course can be taken for multiple semesters until the research and dissertation process is completed and approved.

Prerequisites: #Take EDUC-920 EDUC-921

English (ENGL)

ENGL 100 Fundamentals of Writing 3

A course designed for students to gain proficiency in writing. Work will include instruction in grammar and in the basic elements of style. Entering students whose scholastic records indicate that they need additional practice in writing are required to take ENGL 100. NOTE: Students taking ENGL 100 must take ENGL 102 the following semester in order to receive credit for both courses. Both courses should be taken during the first year. ENGL 100 does not satisfy the core curriculum requirements and must be passed with a grade of C or better before the student enrolls in ENG 102.

ENGL 101 Introduction to Academic English 3**ENGL 102 College Writing 3**

A course in analytical writing designed for all students. Work will include discussion of the writing process, practice in writing expository prose, and the execution of a research paper.

ENGL 104 Business Communication 3**ENGL 105 Business Writing 3**

This class lessens the student's fears and boosts self-confidence in writing. The course provides specific strategies for generating thoughts, organizing material, developing reader-centered writing, and editing for common errors (spelling, grammar, punctuation, wordiness) for effective and professional results. Reading, discussions, peer workshops, and writing exercises give students a varied approach to producing memos, letters, reports, and proposals.

ENGL 106 Elementary English As a Second Language 3

This introductory course provides instruction in the foundations of the English language: basic parts of speech, regular and auxiliary verbs, sentence structure, and affirmative and negative statements and questions. Course materials focus on enlarging the student's understanding and correct use of vocabulary, reading and writing practice, pronunciation practice, and introduction to American culture.

ENGL 107 Intermediate English As Second Language 3

This course builds on the foundations of the English language learned in Elementary English as a Second Language, ENGL 106. The course focuses on understand and correct use of complex sentence structures, irregular verbs, advanced verb tenses, independent use of spoken and written English skills, advanced reading comprehension and writing skills, and introduction to College Writing. American culture is explored through the reading of novels, field trips, and research into American cultural practices. Prerequisite: Grade of B in Elementary English as a Second Language, ENGL 106 or standardized test scores indicating successful acquisition of foundational skills.

ENGL 130 Special Topics 1-3**ENGL 140 College Newspaper 1**
Course is Pass/Fail**ENGL 163 Rhetorical Patterns in Writing 3**

This course is designed to help students effectively organize thoughts into clear, coherent essays. Understanding of different rhetorical patterns: narration, description, process analysis, cause and effect, compare and contrast, persuasion, and argument will be gained. Course content includes the writing process, essay structure, the execution of a research paper, audience-centered writing, rhetorical patterns, correct writing and revising strategies.

ENGL 164 Contemporary Grammar 3

Designed to give students an understanding of the mechanics and structure of contemporary grammar and punctuation. Course content includes parts of speech, sentence structure, phrases, clauses, punctuation, and common grammatical errors. Students are encouraged to ask questions and to bring real writing samples for review and correction.

ENGL 200W Applied Journalism 3

An introductory writing-intensive course teaching the basics of news and feature writing as well as current trends in convergent journalism,, including training in news gatherings and ethics. Story assignments are geared toward opportunities to publish in the campus newspaper. Requisite for Advanced Writing: Journalism. Enrollment is limited.

ENGL 201 Advanced English As a Second Language 3

This course focuses on preparing students for the demands of English usage in academic course work. Through research, writing, and public speaking activities, students demonstrate advanced reading, writing, and presentation skills. Vocabulary enrichment using comparisons, critical thinking, and logical approaches incorporates advanced idioms, figures of speech, and historical and cultural references for sophisticated presentation and argument of ideas and theories. Social and academic opportunities to interact with American English Speakers are provided. Prerequisite: Minimum grade of B in Intermediate English as a Second Language, ENGL 107, or standardized test scores indicating successful acquisition of foundational and intermediate skills.

ENGL 202W Introduction to Critical Reading 3

This course is an introduction to the practices of critical reading, chiefly of artistic literature, but with applications for all types of texts; academic, professional, and popular. Through an introduction to major genres of literatures, literary terminology, and foundational theories, students will develop critical skills in analysis, interpretation, and argument while considering their own reading habits in the context of a range of reading traditions. This course is Writing Intensive and includes an analytical research project on a text of the student's choosing (topic subject to approval).

ENGL 204 Masterpieces of European Literature 3

Concentrates on the great works and ideas which have helped to shape the life and thought of western civilization. Recommended background for students intending to major in English.

Core Category: Western Tradition, Arts and Literature

ENGL 205 Survey of British Literature I 3

A survey of the important periods, movements, genres, and writers of British literature from the Anglo-Saxon period to the eighteenth century. Required of all English Literature majors.

Core Category: Arts and Literature

ENGL 206 Survey of British Literature II 3

A survey of the important periods, movements, genres, and writers of British literature from the nineteenth century to the contemporary period. Required of all English Literature majors.

Core Category: Arts and Literature

ENGL 207 Studies in Drama 3

A study of the development of drama, emphasizing major themes and currents in modern drama.

Core Category: Arts and Literature

ENGL 208 Studies in Poetry 3

A study of poetry to discover its intimacy with daily experience, emphasizing the evolution of poetry through its changing use and developments in form and individual expression.

Core Category: Arts and Literature

ENGL 208W Studies in Poetry 3

A study of poetry to discover its intimacy with daily experience, emphasizing the evolution of poetry through its changing use and developments in form and individual expression. Open to all students. A writing-intensive course.

ENGL 210 The Literature of Women 3

A study of the work of women writers who have made significant contributions to literature in the English language, using the tools of literary criticism and feminist theory.

Core Category: Arts and Literature

ENGL 215 American Literature I 3

A survey of the important periods, movements, genres, and writers of the United States from the colonial period through the Civil War.

Core Category: Arts and Literature

ENGL 216 American Literature II 3

A survey of the important periods, movements, genres, and writers of the United States from the Civil War to the contemporary period. Required of all English majors.

Core Category: Arts and Literature

ENGL 220 Studies in the Novel and Short Fiction 3

A course that examines the elements of fiction in short story and novel form, selecting contemporary authors who focus on justice issues and multicultural experience.

Core Category: Arts and Literature

ENGL 225 Post-Colonial Women's Novels 3

A study of novels written by women from the developing world, in the post-colonial period (generally the 1960s on). Students read theory of the novel and post-colonial literary theory, as well as novels from Africa, the Middle East, Asia and Latin America. These novels are considered in regional and international context.

Core Category: Cultural Perspectives

ENGL 230 Special Topics 1-3**ENGL 230A Young Adult Literature 3****ENGL 235 Global Fiction 3**

Focusing on award-winning novels from non-Western countries, this course examines a number of cultural issues - social, political, and religious - that shape, empower or challenge personal identity and fictional character.

Core Category: Cultural Perspectives

ENGL 236 Young Adult Literature 3

This course examines contemporary young adult literature (YAL) and its main categories, including realistic fiction, fantasy, dystopian/sci-fi, historical, memoir, and graphic novel. We will consider the literary merits of selected award-winning and notable YAL texts as well as their potential to contribute to larger discussions of social, multicultural, and justice issues. Connections between YA novels/memoirs and the multimedia landscape of film, social media, blogs, etc. will also be explored. Students will have the opportunity to produce both critical and creative works as they respond to texts as well present on current trends in YAL.

Core Category: Arts and Literature

ENGL 240 College Newspaper Practicum 1-3

This course provides an on-campus learning experience on staff at the student newspaper, The Waltonian. One credit is awarded for 40 hours on the job up to a maximum of three credits in one semester. Hours calculation shows that a staff writer can earn one credit in a semester; a section editor, two credits in a semester; a managing editor or editor-in-chief, three credits in a semester. The course may be repeated, up to a maximum of 9 credits. Prerequisite: ENG 200 or permission of the instructor.

Prerequisites: Take ENGL-200W or permission from the instructor

ENGL 245W Introduction to Creative Writing 3

The course introduces students to creative work in three of the following genres: poetry, fiction, nonfiction, and drama. Through careful craft analyses of literary texts, students will learn to read as writers, and write using basic conventions of each genre. The study of theory, discussion of writing strategies and participation in in-class workshops help prepare students to produce a polished manuscript consisting of two revised pieces in the genres covered. Students focus on the concepts of image and sound, as well as an exploration of the creative process.

Core Category: Arts and Literature

ENGL 250 Writing Assistant Training Seminar 3

A seminar offering training in both theory and practice for students planning to work as writing assistants in Eastern's Writing Center. Topics include writing center theory, effective interpersonal communication, and the teaching of grammar and writing strategies. Prerequisites: 3.0 cumulative GPA and interview with Writing Center staff during the spring semester prior to course.

ENGL 251 Writing Assistant Internship 1**ENGL 263 Writer's Workshop 3**

Designed to improve writing skills, encourage thought and composition, and discover the relationship between writing and the Christian faith. Time will be spent writing and revising, reading and responding to those readings, and discussing and applying principles.

ENGL 264 Contemporary Research Methods 3**ENGL 299 Selected Gender Studies Topics in Literature 3**

Eastern offers a unique 3-week faith-based course on gender studies. Drawing students from around the country, this gender studies course, focusing on literature/writing, allows students to live in community and explore what it means to live in a gendered society. Topics include women in politics, differing masculinities, women in the global community, gender in the church, constructions of gender and race, gender and violence. This course is offered by-yearly during Summer I session, in Oceanwood, Maine.

Core Category: Arts and Literature

ENGL 305 Readings in English 1-3**ENGL 310 Literary Criticism and Theory 3**

This course reviews the history and current practices of literary criticism and theory, which is the systematic study and analysis of literature, from Plato to the present. Students will learn 1) to discuss the concepts and terms produced by foremost authors who have shaped literary movements; 2) to practice the basic skills of writing within several contemporary approaches to literature, some of which may include New Criticism, Feminism, Marxism, Psychoanalysis, Deconstruction, and Cultural Studies. This course is designed to increase and broaden a student's analytical and interpretive skills as well as to offer a basic foundation in theory for courses in graduate school.

ENGL 312 Shakespeare 3

A study of the development of Shakespeare's art and thought within the context of the Early Modern Period. Recommended for juniors and seniors.

ENGL 314 Chaucer and Medieval Literature 3

A study of Chaucer in the context of other medieval writers (Malory, Langland, the Pearl Poet, etc.) with attention to continuities from the Old English period. Recommended for juniors and seniors.

ENGL 315 Irish Literature 3

This course aims to introduce students to some of the great works and writers of Irish literature as well as considering samples from Celtic mythology and Irish folklore, the course will go on to concentrate on literature written from the late nineteenth century to the contemporary period. In the course of the semester questions surrounding various constructions of Irish identity will be raised and the class will consider how these questions are reflected in the poetic, dramatic, and fictional productions of primarily modern and contemporary Irish writers.

Core Category: Arts and Literature

ENGL 316 Scottish Literature 3

This course aims to introduce students to some of the great works and writers of Scottish literature. Starting with a brief overview of Scottish history, language, and culture as well as considering some examples of Scottish mythology and Scottish folklore, the course will go on to concentrate on literature written from the time of Robert Burns (late 18th century) to the contemporary period. In the course of the semester, questions surrounding various constructions of Scottish identity are reflected in poetic and fictional productions of primarily modern and contemporary Scottish writers.

Core Category: Arts and Literature

ENGL 317 Writing for Publication 3

Students in this advanced writing course will be introduced to publication, including traditional avenues, options in self-publication, and ebook applications. They will practice crafting cover letters, managing submissions of their own work, and learn what to do in the face of rejection letters. In addition to refining their fundamental skills for the field- introducing the development of publishable writing samples- the course provides an opportunity for students to reflect on the cultural role of publishing and the contemporary emergence of the "virtual" publishing environment. Prerequisite: minimum grade of C in ENGL 245, ENGL 299, ENGL 340, ENGL 341, ENGL 343, or ENGL 344.

Prerequisites: Take ENGL-245W ENGL-299 ENGL-340 ENGL-341 ENGL-343(3103) or ENGL-344; Minimum grade C

ENGL 325 Global Fiction 3

Focusing on award-winning novels from non-Western countries, this course examines a number of cultural issues-social, political, and religious-that shape, empower or challenge personal identity and national character. We will explore many of the following questions: What is the impact of European colonization on native people? What cultural conditions allow a character to achieve his or her aims or possibilities? How can economic, social, and spiritual alienation be overcome? Finally, we will notice that these authors are interested in the power of fiction not only to invent but to alter current social realities.

ENGL 326 Renaissance Studies 3

A study of Renaissance literature, this course is arranged by thematic units--cosmology, geography, science, theology, politics, history, and apocalypse-- in order to emphasize how Renaissance literature emerged from and even shaped its cultural context. Some artists such as Michelangelo and even some mystics such as Teresa of Avila will be discussed, but the class will center on many of the following authors: Christopher Marlowe, John Donne, George Herbert, Francis Bacon, Michel de Montaigne, Elizabeth Cary, Ben Jonson, Sir Thomas Browne, Anne Askew, and Sir Thomas More.

ENGL 327 Milton and 17th Century 3

A study of the works of John Milton, a revolutionary poet, who wrote the epic *Paradise Lost*. This course introduces students to the past, to Milton's theological, political, and cultural context as well as to the present, to the foremost scholars who have shaped literary interpretations on Milton. The influences of Milton's work on Mary Shelley's *Frankenstein* and Philip Pullman's *The Golden Compass* may also be considered.

ENGL 328 English Literature of the Restoration & Eighteenth Century 3

A study of the major themes and writers of the period 1660-1800, with an emphasis on poetry but with attention also to drama, fiction and non-fictional prose. Writers such as Dryden, Pope, Swift and Johnson will be emphasized. Recommended for juniors and seniors.

ENGL 329 Nineteenth Century British Literature 3

An examination of the literature of the long 19th century (1789-1901) to consider its relation to the tradition of British literature and to gain an understanding of the age and its relevance to the twentieth and twenty-first centuries, with an emphasis on the novel and poetry. Recommended for juniors and seniors.

ENGL 330 Special Topics 1-3**ENGL 330A Irish Literature 3****ENGL 330B Scottish Literature 3****ENGL 330C Pop Icons: Popular Culture, Christianity, & Cultural Studies 3****ENGL 330E Writing for Publication 3****ENGL 336 Russian Literature and Translation 3**

The aim of the course is to introduce the student to some of the masterpieces of the Golden Age of Russian Literature. Employing a cultural, social and historical approach to literary analysis, the students will also become familiar with the history, culture, religion, and society of nineteenth-century Russia. Students who complete this course will be able to identify key Russian authors, their critiques and concerns with Russian Society, and integrate this information into an analysis of how Russian literature was both shaped and helped shape Russian life.

ENGL 337 Modern Greek Literature Translation 3

The course treats both prose texts and poems by modern (post 1800) Greek writers. It will emphasize, inter alia, the texts' distinctively Greek character (i.e., how they reflect Greek life, manners, culture, religion, philosophy, politics, etc), and thus what makes them witness to modern Greek culture, thought, and life. Four main questions or themes dominate the calendar of class readings. These questions will be augmented by visits to Greek festivals and Greek parishes, movie nights (with Greek cuisine), and visits to area museums.

ENGL 340 Advanced Writing: Essay 3

A workshop course that includes analysis and writing of short and long forms of contemporary creative nonfiction such as the personal essay, the formal essay in its modern expression as literary or immersion journalism, and the lyric essay. Attention is given to invention, research, and manuscript revision and preparation for publication. Enrollment is limited; junior and seniors are given preference.

ENGL 341 Advanced Writing: Poetry 3

Practice in writing poetry. Consideration is given to the formal properties of poetry, and students are asked to produce work in several forms (e.g., sonnet, lyric). Enrollment is limited; junior and senior English majors are given first consideration.

ENGL 342 Advanced Writing: Drama 3

Workshop setting that provides practice in writing drama from exploratory character biography, monologue, and scene planning to a full-length one-act play. Incorporates exercises in set design and casted readings to simulate the elements of drama that are outside the script. Enrollment is limited; junior and senior English majors are given first consideration.

ENGL 343 Advanced Writing: Memoir 3**ENGL 344 Advanced Writing: Short Fiction 3**

Workshop setting that provides practice in writing short fiction, with emphasis on invention and the craft of revision. Exploration of classic forms such as the sketch, parable, tale, and realistic fiction as well as more recent developments in the short short and metafiction. Enrollment is limited; junior and senior English majors are given first consideration.

ENGL 346 Adv Writing: Feature Article 3**ENGL 347 Advanced Writing: Autobiography and Short Fiction 3****ENGL 348 Advanced Writing: Poetry/Drama 3****ENGL 395 Field Experience 1-3
Course is Pass/Fail****ENGL 400 Directed Study 1-3****ENGL 410 The Teaching of English-Communications 3**

Designed for junior and senior English majors who are interested in developing teaching of English skills as well as improving their own writing. Each participant will team-teach with a faculty member in one of the basic writing courses or in a public high school. Admission is by permission of the instructor. 3.0 GPA required.

ENGL 412 James Joyce Seminar 3

This course provides an analysis of the major works of James Joyce, one of the leading figures of modernist literature. The student will become familiar with Joyce's life and the influences on his work, as well as the important contributions he made to 20th century English literature.

ENGL 415 Twentieth Century British Literature 3

A study of selected writers from the British Isles from about 1900 to the present. Recommended for juniors and seniors.

ENGL 422 Research Seminar 3

Directed research and writing of a substantial paper on a topic to be negotiated by student and instructor. The course will emphasize advanced research techniques and literary analysis, and will culminate in delivery of the paper in a public forum. Required of and limited to English Literature majors, normally in the senior year.

ENGL 423 Senior Seminar: Writing 3

Directed writing of a major work in a genre to be selected by the student. The work will be performed or presented in a reading to English majors and the English faculty at the culmination of the semester. The work should also be suitable for publication. This course cannot be taken by way of individualized instruction.

ENGL 495 Internship 1-12

An internship provides the opportunity for English majors to gain practical experience.

ENGL 498 Teaching Assistant 1-3**ENGL 499 Research Assistant 1-3**

Entrepreneurial Studies (ENTR)

ENTR 105 Essentials of Entrepreneurship 3

The course challenges students to recognize, develop, and act upon their potential for creativity, innovation and entrepreneurship. By being introduced to systematic ways to more effectively find creative solutions to problems, students learn to innovate in their daily lives, and act in an entrepreneurial fashion. Entrepreneurship is approached as a mode of discerning and performing as well as outlook and an activity. Special attention is given to sustainable enterprises that serve society and business.

ENTR 130A Special Topic: Intro to Entrepreneurship 3

This course familiarizes students to the notion of entrepreneurship. Students obtain knowledge of the landscape and scope of entrepreneurship on the marketplace. Students survey and develop the peculiar qualities and manners essential to becoming an effective entrepreneur, and they are exposed to the first steps of the entrepreneurial process. In addition, students develop an appreciation of economic and marketing concepts.

ENTR 202 Marketing in Entrepreneurial Organizations 3**ENTR 205 Managing Entrepreneurial Enterprises 3**

This course is offered for students who, in the near term, aspire to the management and full or partial ownership of a new venture. We will explore how managers work successfully with inadequate financial resources and strike a balance between promoting the going concern and these limited resources. Students will examine the unique managerial challenges of family owned businesses and investigate the progression of the enterprise from the first generation entrepreneurial phase to succeeding generations. Prerequisite: Minimum grade of C in ENTR 205. **Prerequisites:** ENTR-105; minimum grade C

ENTR 206 Managing Growing Organizations 3**ENTR 305 Managing Entrepreneurial Enterprises 3**

This course is offered for students who, in the near term, aspire to the management and full or partial ownership of a new venture. We will explore how managers work successfully with inadequate financial resources and strike a balance between promoting the going concern and these limited resources. Students will examine the unique managerial challenges of family owned businesses and investigate the progression of the enterprise from the first generation entrepreneurial phase to succeeding generations. Prerequisite: Minimum grade of C in ENTR 205. **Prerequisites:** entr-205; minimum grade C

ENTR 310 Management of a Family Enterprise 3**ENTR 315 Entrepreneurial Sales & Marketing 3**

This course is an in-depth study of entrepreneurial marketing concepts and techniques. We will examine how start-ups and small to mid-sized organizations with distinct needs market within limited budgets. The course compares conventional marketing to "guerilla" marketing where hands-on, creative methods are key to survival. These unconventional marketing tactics also can serve to revitalize larger organizations. Classes focus on case discussions, guest speakers and a team project assignment. Prerequisite: Minimum grade of C in ENTR 205. **Prerequisites:** ENTR-105; minimum grade C

ENTR 320 Social Entrepreneurship 3

This course provides students with an introduction to the theory and practice of social entrepreneurship. Social entrepreneurship can be defined as the establishment and management of successful social mission-driven ventures. While for-profit organizational entrepreneurship has been studied extensively, the study of entrepreneurship for social gain is in its infancy. This course is designed to provide future nonprofit, for-profit, and government managers and leaders with practical knowledge about how to identify potential opportunities; develop skills for developing social entrepreneurship ideas and examining ways of measuring the success of the activity. Prerequisite: Minimum grade of C in ENTR 205. **Prerequisites:** entr-205; minimum grade C

ENTR 360 Finance for Entrepreneurs 3

This course describes how financial information is created and communicated, as well as how it is used for assessment, investigation, and appraisal. We will examine the foundational concepts of finance in a more application oriented approach, including financial statements, ratio analysis, dissimilarity between income and cash flow, budgeting, valuation and acquisition of capital. You will be taught how financial data is used to make decisions and to appraise a firm's performance and how to communicate the data to stakeholders and to evaluate whether that data ethically portrays the organization's current situation. Prerequisites: ACCT 107, 108; BUSA 221; ENTR 205, and senior standing.

ENTR 410 Entrepreneurial Negotiation and Sales 3

This three-credit course will prepare students to use selling skills, tell powerful stories, manage the entrepreneurial sales process, and use the key tools required for success in selling their ideas to potential investors, channel partners, suppliers and potential customers. The biggest challenge to growing a successful entrepreneurial venture is selling and negotiating. Entrepreneurs must build a strong sales pipeline to ensure profitable growth as they tackle other pressing issues like staffing, infrastructure, and financing. Students will be given the opportunity to cultivate these skills experientially through simulations, role-playing, and case analysis. Prerequisite: Minimum grades of C in ENTR 205 and 315, and senior standing.

ENTR 415 Business Plan Development 3

This course covers various aspects of financing an entrepreneurial venture. Major topics include attracting seed and growth capital from sources such as venture capitalists and the tasks, decisions, and knowledge that are required to turn an idea into a sound business opportunity. The course is organized around a project comprised of two phases: identifying a business opportunity; then evaluation and development of a detailed business plan for pursuing the opportunity. Among the issues discussed are valuing a company, going public, selling out, acquisitions, bankruptcy, different legal forms of organization, partnerships and taxes. Prerequisites: Minimum grade of C in ENTR 205, 360 and senior standing.

Prerequisites: Take ENTR-105 FINA-350; Minimum grade C

ENTR 480 Strategy for Entrepreneurship 3**ENTR 495 Entrepreneurial Internship 3**

The internship provides an opportunity for students to apply entrepreneurship principles learned in the classroom to real-world consulting projects. This off-campus work experience may be full-time or part-time. Each credit hour of internship requires 40 hours of work experience. The student must provide his/her own transportation and file reports as defined in the syllabus. Prerequisite: Junior or senior standing and major in Entrepreneurial Studies.

Exercise Science (EXSC)

EXSC 200 Health Promotion 3

This course addresses attitudes and lifestyle behaviors as they influence life-long health. Personal health issues, such as health habits, fitness, nutrition, safety, and emergency measures, heart health, mental health, sexuality, and family living will be addressed. Concepts of preventative medicine, disease prevention, and health education will be considered. Students are introduced to, and practice, different mechanisms for communication: oral presentations, bulletin board presentations, and informational newsletters.

EXSC 201 First Aid 3

This course presents topics of prevention, safety and treatment of illnesses, injuries and accidents in order to provide prompt and efficient action in times of emergency. The course integrates lecture with practical drills to learn techniques of administering CPR, cardioversion, rescue breathing, and emergency treatment for injuries and acute illness. Students earn Red Cross Community CPR and First Aid certification upon successful completion of the course.

EXSC 220 Basic Nutrition Science 3

This course focuses on the basic functions of nutrients, their influence on disease prevention and health promotion, and the specific nutrient requirements throughout the lifecycle. Tools for designing a healthy diet, weight control, nutrition for fitness and sports, and consumer issues will be addressed. Course limited to Exercise Science, Health Science, Pre Nursing and Biology majors.

EXSC 240 Medical Terminology 3

The objective of this course is foundational fluency in the language of medicine. To that end, it introduces concepts of word construction and basics of medical language organized by organ systems. A case study approach reinforces previously learned material and builds in its complexity throughout the semester. Instruction and practice in SOAP note construction puts medical terms in a written context commonly used by health care providers. This is a prerequisite course for admission to most physician assistant programs and a suggested elective for any student pursuing a career in health care.

EXSC 260 Strength Training 2

This course is designed to provide a comprehensive overview of strength and conditioning training. Emphasis is placed on exercise technique and program design. Through this course students will learn how to demonstrate and teach proper exercise techniques. The design and implementation of safe and effective strength training and conditioning and personal training programs will be emphasized. Exercise Science majors are given priority for this course.

EXSC 298 Fitness Leadership 3

This course prepares students to promote fitness in a variety of venues and to a range of population groups. Students apply previously learned concepts of health and fitness to the process of leading groups in exercise and presenting educational seminars.

EXSC 310 Aging, Health and Physical Activity 3

This course is designed to assist the student in developing an understanding of the multifaceted changes which occur with age and an appreciation of how these changes impact future behavior. Emphasis is placed on the evaluation of physical, psychological and social changes which accompany advancing age. The impact of lifestyle factors on the quality of life are examined with special emphasis on the role of physical activity in healthy aging. The social responsibility of Christians to respect and care for older adults is also discussed.

EXSC 350W Research Methods 3

This course will examine contemporary research methods utilized in exercise science and athletic training. Emphasis will be placed upon learning science sufficiently well with the goal of preparing the students for critical consumption of research. It introduces the design and application of research projects measuring cognitive, affective and psychomotor performance. It includes the introduction of statistical procedures and the 170 interpretation of published research in the disciplines of exercise science and athletic training. This class includes lectures, discussions and a variety of written projects.

EXSC 351 Kinesiology 3

This course involves the study of human movement from anatomical, biomechanical and neuromuscular perspectives. Emphasis is placed on muscles, joints and connective tissues. Students are required to analyze specific motions and or exercises with respect to joint actions, muscle activity and the mechanical principles that apply to the specific skill. Prerequisite: Minimum grade of C in BIO 233.

Prerequisites: BIOL-233; Minimum grade C

EXSC 352 Physiology of Exercise 3

Exercise physiology is the study of human work. This course focuses on the body systems, their inter-relationships and adjustments during exercise and stress as a result of training, physical activity, and physical inactivity. Emphasis is on current research findings and what remains to be discovered in humans as moving beings.

Prerequisites: BIOL-234; Minimum grade C

EXSC 360 Sports Psychology 3

This course focuses on the importance of mental preparation in sport. It studies psychological assessment methods of sport participation and applications that enhance athletic performance. In examining human behavior within the context of competitive sports, special emphasis is placed on integrating Christian faith. Not open to first-year students.

EXSC 380 Sports Nutrition 3

This course offers an advanced overview of the roles in nutrient selection, metabolism, and timing play in supporting and improving human physical performance. Emphasis will be placed on applying evidence-based strategies and recommendations to realistic case studies as well as on preparing students to sit for certification exams within the exercise sciences that include nutrition as a component. In addition, current controversies within the field will be critically evaluated and topics of student interest within the field will be explored.

EXSC 395 Field Assessment Skills and Techniques 3

This comprehensive, interactive course teaches a variety of health and fitness assessments that are utilized in the health care industry. Students will actively participate in the measuring of body composition, blood pressure, flexibility, muscular strength, endurance and aerobic fitness.

Prerequisites: EXSC-352; Minimum grade C

EXSC 400 Directed Study 1-3**EXSC 411 Cardiovascular Physiology and Pathophysiology 3**

This course is an extensive study of the structure and function of the cardiovascular system, on the biochemical, cellular, and organismal levels, integrated with the etiology of cardiovascular dysfunction. Other areas covered include diagnostic tools of cardiovascular disease, EKG interpretation, and current treatments emphasizing the role of exercise.

Prerequisites: EXSC-352; Minimum grade C

EXSC 416 Metabolic Interactions 3

Advanced concepts of physiological responses and adaptations to exercise are explored in relation to pharmacological intervention, human performance limitations, training effects, and health related benefits. Emphasis is on human bioenergetics, pharmacological interactions and cardiovascular responses to exercise.

Prerequisites: EXSC-352; Minimum grade C in each

EXSC 445 Exercise Science Research 1-3

The purpose of this course is to provide the undergraduate student with a mentored learning experience in exercise science research. It is an advanced elective course in which the student, under faculty direction, will select a topic of interest, conduct a comprehensive literature review, propose a thesis, develop and execute a study, interpret the data, establish a conclusion and finally disseminate the project results via poster or platform presentation. This course can only be taken with approval by the chair. Prerequisite: Minimum grade of C in EXSC 250W and EXSC 352.

EXSC 451 Administration in Exercise Science 1

Principles and philosophies pertinent to the development of organizational policies and administrative practices in the fields of athletics, physical education and exercise science will be covered. Topics include fiscal practices, legal liability, facility development, staff management and case analysis. Course to be taken in 3rd or 4th year of study in Exercise Science.

EXSC 453 Exercise Prescription and Rehabilitation 3

This course will focus on developing individualized prescriptive exercise programs with regard to physical assessments, fitness test evaluations and individual contraindications. The influence of environmental conditions along with frequency, intensity and duration of physical activity will be studied in order to develop programs to improve or maintain high levels of wellness in normal and high risk populations.

Prerequisites: EXSC-395 and EXCS-352; Minimum grade C in each

EXSC 465 Exercise for Special Health Populations 3

This course serves as a culminating senior experience and will study exercise as a therapeutic regimen for the most prevalent diseases in North America. Important interactions between medications and physical activity will be investigated through the exploration of current medical research and evidence-based practices. The synergy of faith and physical activity in the treatment of people with special physical needs and diseases will be explored through personal, spiritual and scientific evidence.

EXSC 495 Internship 3-12

Internships are independent field experiences arranged and supervised by the exercise science internship coordinator. They offer exercise science students an opportunity to learn the practical aspects of their area of interest in a chosen community setting. The cooperative arrangement involves a pre-determined onsite preceptor who provides direct supervision and instruction. A collaboration of approved internship sites are provided by the exercise science internship coordinator. Additional sites may be considered upon approval of exercise science internship coordinator. Application must be made during registration in the semester prior to the intended experience.

Prerequisites: EXSC-453; Minimum grade C in each

EXSC 498 Teaching Assistantship 1-3**EXSC 499 Research Assistantship 1-3**

Finance (FINA)

FINA 270 Financial Industry Fundamentals 3

Introduces students to the securities industry, including how the markets work, equity and debt securities, issuing securities in the primary market, the role of a broker/dealer, role of a registered representative, customer accounts, professional conduct, regulatory responsibilities and documentation requirements.

Prerequisites: Take ECON-203

FINA 321 Financial Institutions & Markets 3

Explores the types of financial markets, the securities that are traded within those markets and the financial institutions that serve those markets. The operations, management and valuation of financial institutions including commercial banks, mutual funds, securities firms, and insurance companies are examined. The characteristics of money and capital markets and the pricing, risk and tax impacts of financial instruments sold in those markets are analyzed from different types of stocks and bonds to asset-backed and mortgage-backed securities. The basics of the financial futures and option markets are examined.

Prerequisites: ECON-203; minimum grade C

FINA 350 Finance for Managers 3

This course describes how financial information is created and communicated, as well as how it is used for assessment, investigation, and appraisal. We will examine the foundational concepts of finance in a more application oriented approach, including financial statements, ratio analysis, dissimilarity between income and cash flow, budgeting, valuation, and acquisition of capital. You will be taught how financial data is used to make decisions and to appraise a firm's performance and how to communicate the data to stakeholders and to evaluate whether the data ethically portrays the organization's current situation.

FINA 360 Corporate Finance Fundamentals 3

An introduction to the financial problems of business organizations, the finance function and its relationship to other decision-making areas in the firm, and concepts and techniques for planning and managing the acquisition and allocation of financial resources from the standpoint of internal management.

Prerequisites: BUSA-221 and ACCT-107; minimum grade of C

FINA 365 Principles of Insurance 3

Principles of risk-bearing and insurance are explored in this three (3) credit course. Life and property-liability insurance needs of the individual; types of carriers and insurance markets; organization and functions of carriers; and industry regulation are also explored. The course also explores personal, family, and business uses of life insurance products, as well as policy illustrations, cost comparison methods, income and estate taxation, policy provisions, marketing ideas, and ethical issues facing the financial advisor. A review of the selling/planning process for life insurance product solutions is also provided. Prerequisite: Minimum grade of C in ECON 205.

Prerequisites: Take ECON-205

FINA 375 Fundamentals of Estate Planning 3

This three (3) credit course provides a basic understanding of the estate and gift tax system, including strategies of estate planning. Covers various aspects of estate and gift tax planning, including: Nature, valuation transfer, administration, and taxation of property; Gratuitous transfers of property outright or with trusts, wills and powers of appointment; Valuation of assets; Buy-sell agreements; Client interview/fact finding; Ethical standards. Prerequisite: Minimum grade of C in ECON 205.

Prerequisites: Take ECON-205

FINA 430 Investment Management 3

Explores the principles underlying individual and institutional investment decisions including fundamental (what to buy) and technical analysis (timing). Examines portfolio construction and management concepts, techniques and theory. Asset classes and relative investment allocations are considered given customer risk profile, age, financial condition and other considerations. Debt securities including municipal bond characteristics are covered in detail.

Prerequisites: FINA-350 or FINA-360; Minimum grade C

FINA 460 Advanced Corporate Financial Management 3

Advanced topics relating to specific areas of corporate finance: identify and value real options in capital budgeting decisions, sensitivity and scenario analysis, the impact of risk on decision making including risk preferences and methods to reduce risk such as derivative financial instruments, uncertainty, imprecise forecasts, additional funds needed analysis, financing, working capital management, optimal capital structure, and mergers.

Prerequisites: FINA-360; minimum grade C

FINA 470 Advanced Investment Management Topics 3

This course introduces and examines alternative and derivative financial products, with a focus on investment motivation and strategy, risk profiles, valuation methods, and markets. Financial instruments examined include forward and futures contracts, options, swaps, foreign currency and interest rate hedges, packaged investment products and digital currency.

Prerequisites: Take FINA-430; Minimum grade of C

FINA 498 Teaching Assistant 1-3**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 MGNT 509, undergraduate finance coursework, or relevant business experience.

Fine & Performing Arts (FAPA)

FAPA 110 Introduction to Music 3

This course traces the evolution of musical style through history. Includes the basic elements of music, the instruments of the orchestra, important forms and types of music, and representative works of great composers. The course is designed to promote greater enjoyment in music listening.

Core Category: Arts and Literature

FAPA 120 History & Appreciation of Art 3

The study and enjoyment of art and its various expressions, particularly painting, sculpture and architecture. The course uses an historical approach in which each of the great periods of art is considered in relation to its social, religious and philosophical conditions.

Core Category: Arts and Literature

FAPA 130 Special Topics 1-3**FAPA 130A Religion and Art 3****FAPA 132 Creativity and the Arts Exposed 3**

This is an experiential course where the students study great works of art for their inherent historical and cultural significance in order to be inspired to create their own works of art. The course will promote creative communication, tolerance, respect, critical thinking, self-expression, team-work and spiritual connectedness. Creating dramatic scenes, dances, musical compositions, drawings, sculptures and poems will produce a creative, well rounded, culturally literate individual equipped with "outside of the box" thinking skills.

Core Category: Arts and Literature

FAPA 140 Opera: Total Art 3

In the process of listening to the great masterpieces of the musical genre, opera, this course enables the student to appreciate opera as a collaboration of many arts (music, theater, dance, visual arts), united in one great artistic event. From its origins in the Baroque period to the 20th century, the student will gain insight into the history of classical music through the development of opera as represented by the hallmark characteristics of the great operatic composers from each period of music (i.e. Baroque, Classical, Romantic and 20th century). In addition, this course enables the student to gain appreciation for the glorious art of singing, to observe the role of the orchestra in opera, to recognize the importance of the literary text or libretto, and to observe opera's reflection on the spirit of the times.

Core Category: Arts and Literature

FAPA 160 Computer Graphics 3

This course is designed to provide the basic skills necessary for the successful use of an industry standard graphics program, Adobe Photoshop and is specifically intended for the inexperienced student. The basics of computer based image sourcing and creation, manipulation and use of special effects will lead to familiarity with resources and skills needed for the composition, editing, transfer and storage of images. Basic design concepts including unity, balance, rhythm and color will be discussed and integrated into projects. The course will increase skills for those who have some experience with the programs, and offer a solid introduction to them and the Mac OS for those who have no such experience. Due to limited space, registration space will be forfeited if the student does not attend the first class or make arrangements to be excused.

Core Category: Arts and Literature

FAPA 230 Special Topics 1-3**FAPA 230A Introduction to Drawing and Painting 3****FAPA 230B Drawing II 3****FAPA 230C Social Justice and the Arts 3**

Social Justice in the Arts is a 3 credit course designed as a requirement for the Knowledgeable in Doing Justice core course, and as an elective for other students in the Fine and Performing Arts programs. This course is ideal for students who are passionate about social justice and are interested in how artistic platforms are used to raise awareness and fight injustice. Creative projects offer unique opportunities for exploring conflict and justice and sometimes can serve as catalysts for cultural and political change. This course will give an overview of the Arts throughout history, including, but not limited to, Music, Dance, Theatre, Movies, and Fine Arts, and how these art forms relate to Social Justice.

Core Category: Social Justice

FAPA 260 Biblical Themes in Art 3**FAPA 300W Arts Integration in the Classroom 3**

This writing intensive course investigates creative process within the educational framework. Primary focus is given to concepts of multiple intelligences theory, multicultural literature, and integrated arts curricula. Both theory and practice are included in this experiential class.

Core Category: Arts and Literature

FAPA 330 Special Topics 1-3**FAPA 330A Once Upon a Time- Fairy Tales and the Arts 3**

A Fine Arts course designed to examine the influence of the ancient stories we call 'Fairy Tales' on all aspects of art making covering a period from roughly the mid 1800's to the present. One only has to look at the titles of the DVDs on any shelf in any retail store to see the pervasiveness of Fairy Tales in our culture. Quite often, these titles are not addressed to children. Why should this be so? This course seeks to attempt to answer that question while acquainting the student with superb examples of art (ballet, radio, film, animation, concert music, poetry, drama, painting, sculpture, etc.) that were inspired or influenced by Fairy Tales. Students will also become familiar with several methods of analysis (Freudian, Jungian, Christian), which will be used as lenses to view each story. Fairy Tales from the Grimm Brothers will obviously be represented, but the course will spend about a third of the semester looking at non-Western Fairy Tales, and consequently non-Western art forms as well.

FAPA 495 Art Internship 3**FAPA 498 Teaching Assistant 1-3**

French (FREN)

FREN 101 Elementary French I 3

Basic grammar and vocabulary with a focus on oral skills. Topics of French culture are included.

Core Category: Cultural Perspectives

FREN 102 Elementary French II 3

Basic grammar and vocabulary with a focus on oral skills. Topics of French culture are included.

Core Category: Cultural Perspectives

FREN 130 Special Topics 1-3**FREN 201 Intermediate French I 3**

Review of grammar and vocabulary with opportunities for interaction in the target language. Short literary texts are included to build students' vocabulary and reading skills. Prerequisite: Grade of B in 100-level course or 3+ years of high school French.

FREN 202 Intermediate French II 3

Review of grammar and vocabulary with opportunities for interaction in the target language. Short literary texts are included to build students' vocabulary and reading skills. Prerequisite: FREN 201 or 3+ years of high school French.

FREN 230 Special Topics 1-3**FREN 305 Francophone World 3**

This course is taught in English and is predominantly a film course looking at the French-speaking cultures from different regions of the world: West Africa, South East Asia, the Caribbean and North America (Quebec). Themes will include colonization, independence, ethnic/religious/ racial diversity, post colonialism and globalization. This course counts as Knowledgeable about Global Diversity and will not apply to the French minor or language requirement.

FREN 498 Teaching Assistant 1-3

Geography (GEOG)

GEOG 130 Special Topics 1-3**GEOG 201 World Geography 3**

A survey of world geography and an intensive study of the relationship of humankind to their natural environment. Climate, topography and natural resources in various regions of the world are examined for their effect on the culture, economy and welfare of the population.

Core Category: Human Behavior

GEOG 230 Special Topics 1-3

Geology (GEOL)

GEOL 200 Geology 3

This course is an introduction to geology and earth science issues. Topics studied include rock types, soils, groundwater, and landforms. Environmental impacts of some of these topics will be included. Offered spring of odd-numbered years. Can only take one GEOL 200 or PHYS 206 for credit.

Core Category: Natural Science

German (GERM)

GERM 101 Elementary German I 3

Development of the four basic skills: listening, speaking, reading and writing and an introduction to German culture. This course favors a communicative approach in these four skills for language proficiency. Class attendance and the language lab are mandatory

Core Category: Cultural Perspectives

GERM 102 Elementary German II 3

Development of the four basic skills: listening, speaking, reading and writing and an introduction to German culture. This course favors a communicative approach in these four skills for language proficiency.

Core Category: Cultural Perspectives

GERM 201 Intermediate German I 3

This course is designed for those students who have taken three or more years of high school German or have previously taken German 102 at Eastern. Students will review the grammar of more complex structures and incorporate these structures in tasks the students must do in their interaction with others in the classroom. Short literary texts help to gain knowledge of historical, political and social issues of the German society

GERM 202 Intermediate German II 3

This course is designed for those students who have taken three or more years of high school German or have previously taken German 102 at Eastern. Students will review the grammar of more complex structures and incorporate these structures in tasks the students must do in their interaction with others in the classroom. Short literary texts help to gain knowledge of historical, political and social issues of the German society

Greek (GREE)

GREE 101 Biblical Greek I 3

An introductory study of biblical (Koine) Greek. Two semesters.

GREE 102 Biblical Greek II 3

An introductory study of biblical (Koine) Greek. Two semesters.

GREE 201 Intermediate Greek 3

Continuing study of biblical (Koine) Greek. Prerequisites: Minimum grades of C in GRE 101-102.

GREE 301 Greek Exegesis 3

Reading, translation and exegesis of selected texts from the Greek New Testament.

GREE 498 Teaching Assistant 1-3

Health and Physical Education (HPED)

HPED 332 Exercise Physiology for Health and Physical Education 3

This course is designed to provide students with a solid knowledge of Exercise Physiology as it relates to fitness, performance and health. Topics include the history of exercise physiology, neuromuscular, metabolic, cardiovascular, pulmonary, and endocrine responses to exercise, the methods for improving exercise performance and special considerations that are specific to the science of exercise physiology.

HPED 333 Introduction to Anatomy and Physiology For Health and Physical Education 3

This course introduces students to the fundamental principles associated with the structure and function of the human body. The course will begin with a general introduction to anatomy and physiology, an overview of organic chemistry, a study of cellular and tissue structure and function, and then move on to survey each of the following eleven organ systems of the human body: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive. Online laboratory experiences and exercises are incorporated which will provide the student with a deeper and practical understanding of the basic principles of human anatomy and physiology by using laboratory simulation software.

HPED 334 Care and Prevention of Athletic Injuries 3

This course is intended to provide the student with a learning experience in the recognition, prevention, and care of athletic injuries. Students will have the opportunity to learn the course material through a variety of techniques. These include: video lecture, online worksheets, discussion board, laboratory activities, and case studies.

HPED 418 Curriculum Development and Administration in Special & Physical Education 3

This class will examine essential topics in the areas of developing curriculum and of administering 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 419 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 422 Contemporary Topics of 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 518 Curr/Admin Developmental, Special HPE 3

This class will examine essential topics in the areas of developing curriculum and of administering 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 Hpe 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 Topics in Special Health & Pe 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 548 Principles of Athletic Coaching and Sports First Aid. 3

This course will assist coaches who will be working with adolescents in middle and high school settings. The course is an interactive one in which students will be immersed in problem solving scenarios. The course is based on the knowledge gleaned from sports scientists who have applied their intellectual skills to discover improved methods of coaching and delivering the most current sport first aid procedures. This information is integrated with the wisdom of master coaches and athletic trainers. Students will be exposed to the most important coaching principles (development of a philosophy, principles of behavior, teaching technical and tactical skills, principles of training, and principles of management). They will also be able to demonstrate the proper first responder techniques. The goal of the class is to have athletes strive to improve their athletic skills and interpersonal relationships within a Christian world view perspective.

HPED 552 Fld Experience: Indiv, Dual, 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 Fld Exp Outdoor Pursuits & Leisure Skill 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 Fld Exp Gymnastics, Dance, Rhythmic Skill 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.

Health Science (HLSC)

HLSC 230 Special Topics 1-4**HLSC 325 Health & Disease 3**

This course introduces the basic principles and methods of epidemiology, with an emphasis on critical thinking, analytic skills, and application to clinical practice and research. Students will learn and apply basic concepts of epidemiology to multiple domains of public health. We will illustrate and practice using epidemiology to better understand, characterize, and promote health at a population level.

HLSC 445 Professional Development in Health Science 3

This course is designed for upper level health science and pre-professional students. This course explores administrative procedures, professional responsibility, clinical and personnel management, budgeting, and operations of someone in an allied health field. Additionally, this course will utilize a case study approach to evaluate moral and ethical practice from a Christian and a secular perspective. The information will be presented by way of lecture, group decision and guest speakers.

HLSC 495 Internship in Health Science 3-12

The Health Science internship course is a capstone experience that permits students to apply their academic training under the direction of certified fitness/wellness professionals and/or licensed clinical professionals. Student internships are designed to complement the students' education in their particular field of study. While classroom input is inherent in educational programs at Eastern University, the application of academic theory gives the student experiences that will add to their personal and professional maturity. The internship provides the student with the opportunity to ask pertinent questions, make observations, and to participate in agency activities that normally would not be possible for a paid, full-time employee.

Health Sciences (HSCI)

HSCI 101 Foundation of Science 1**HSCI 130 Special Topics 1-3****HSCI 200 Health Promotion 3**

This course includes attitudes and life-style practices as they influence healthy lifestyles. Personal health issues, such as personal health practices, fitness, nutrition, safety and emergency measures, mental health, sexuality and family living, will be addressed. Also, aging and wellness will be included.

HSCI 210 Engagement in the Sciences 3**HSCI 230 Special Topics 1-3****HSCI 235 Nutrition and Health 3**

This course will better equip students to evaluate and personalize nutrition information. Emphasis is placed on examining one's food choices and choosing diet and lifestyle patterns that promote health and meet personal nutritional needs. The course relates essential science foundational concepts to special topics in nutrition, explores the major functions of nutrients in the body and the role of nutrients in maintaining health. Additional topics include diabetes, eating disorders, choosing nutritional supplements, fitness and sports and the role of faith in health promotion.

HSCI 330 Special Topics 1-3**HSCI 400 Directed Study/Health 1-3****HSCI 515 Curriculum and Health Education for Diverse Populations - School Nurses 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

The primary focus is on issues related to disease prevention, individually, in the community and the nation. Mental and spiritual health, substance abuse, and consumer and environmental issues will be analyzed.

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.

Healthcare Administration (HMGT)

HMGT 519 Accounting and Finance for Healthcare 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 Healthcare 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 526 Healthcare Finance and Economics 3

A critical review of the areas of finance and the economics they affect in the U.S. Healthcare Industry. This course expands on core finance and economics MBA courses by focusing on the unique applications healthcare professionals need to successfully contribute to their organizations. These include revenue streams, third party payers, planning, pricing, performance measurement, supply, demand, elasticity, public policy, and consumer behavior. Additionally, students consider the ethical and legal ramifications of finance, economics and healthcare. Students are strongly recommended to successfully complete BUSA 585 and BUSA 615 prior to HMGT 526.

HMGT 536 Health Information System Management 3

A comprehensive review of the information technologies, electronic medical records, informative, and techniques used to gather, analyze, and use patient information in the delivery of healthcare services. Students learn the importance of data integrity and its uses in a healthcare organization. Additionally, students evaluate infrastructure, software systems, and technological trends so they can be prepared for future changes in information management service and how these changes will affect patient care.

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 596 Healthcare Delivery Systems and Public Health 3

An analysis of the continuum of care and public health and how health delivery systems are structured, managed, and financed. Gains knowledge of the value chain by evaluating the roles of providers, patients, and payers through the lens of various delivery systems such as general hospitals, specialists, long-term care, in-home care etc.

HMGT 601 Emerging Issues in World Health 3

An exploration of theoretical frameworks and practical perspectives on health needs and concerns from various cultures and countries. Students evaluate the social, political, and environmental structures that shape healthcare delivery around the world. Students leave this course with a global understanding of healthcare systems, and they have the opportunity to evaluate how healthcare delivery could be systematically improved.

HMGT 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. The provision of Christian service in combination with professional health care to meet the holistic needs of culturally diverse clients is the focus of this course.

HMGT 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.

HMGT 692 Healthcare 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 696 Healthcare Quality, Law, Regulatory Compliance and Policy 3

A survey of the operational nuances of healthcare administration brought about by the web of regulatory bodies, health care standards, and legal responsibilities. Students leave this course able to evaluate and improve knowledge of healthcare law, quality of care through process improvement, and risk management through the use of risk assessment tools and protocols; and navigate through the complex space of regulations, policy, and certifications.

HMGT 698 Healthcare 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.

Hebrew (HEBR)

HEBR 101 Biblical Hebrew I 3

An introductory study of the fundamentals of Hebrew vocabulary, morphology, and syntax. Texts from diverse time zones will be translated, including Genesis, Isaiah and Ruth.

HEBR 102 Biblical Hebrew II 3

An introductory study of the fundamentals of Hebrew vocabulary, morphology, and syntax. Texts from diverse time zones will be translated, including Genesis, Isaiah and Ruth.

HEBR 201 Intermediate Biblical Hebrew I 3

Continuing study of classical Hebrew including reading and grammar. Prerequisites: Minimum grades of C in HEB 101-102.

HEBR 202 Intermed Biblical Hebrew II 3

Continuing study of classical Hebrew including reading and grammar. Prerequisites: Minimum grades of C in HEB 101-102.

HEBR 301 Hebrew Exegesis 3

Reading, translation and exegesis of selected texts from the Hebrew scriptures.

Prerequisites: #Take HEBR-102; Minimum grade C, TR, CR

History (HIST)

HIST 130 Special Topics 1-3

HIST 160 Ancient World 3

This course will survey the origins and development of Western civilization in its literature, philosophy and history, from the ancient world through the Middle Ages to the first European empires. It will ask, from both Christian and competing perspectives, how Western civilization has attempted to define human relations, public government, and its understanding of the natural world. The class is organized around a core of readings in primary sources.

Core Category: Western Tradition

HIST 161 Modern Civilization 3

This course will survey the emergence of modern Western civilization to global stature through its literature, philosophy and history, from the French Revolution through the end of the Cold War. It will ask, from both Christian and competing perspectives, how modern Western civilization has incorporated the industrial, intellectual, scientific and political revolutions of the 19th and 20th centuries, and how they have challenged the Christian faith. The class is organized around a core of readings in primary sources.

Core Category: Western Tradition

HIST 201 U.S. Survey to 1877 3

Survey of the history of the United States from its colonial beginnings to the close of reconstruction following the Civil War. Political, economic, social and cultural developments will be stressed.

Core Category: Western Tradition

HIST 202 U.S. Survey Since 1877 3

Survey of the history of the United States from the close of reconstruction to the present time, stressing political, economic, social and cultural developments.

Core Category: Western Tradition

HIST 210W Historiography: Varieties of Historical Interpretation 3

This course will introduce students to the state-of-the-art in critical thinking about history and historical writing. It will assist students in developing a sound appreciation of the recent challenges to historians and their craft from (largely) literary quarters- especially from deconstructionists of various stripes and commitments. We will negotiate what is actually an old problem in epistemology- the essential tension as it were between knowing everything and knowing nothing, in this case about the past. Integral to this pursuit will be to cultivate a Christian understanding of this great debate, conversation, between modernity and the Enlightenment and its post-modern challengers. Writing-intensive course.

HIST 230 Special Topics 1-3

HIST 315 Ancient Greece 3

Covers the history of Ancient Greece and the rise of the Greek peoples from 1400 BC to its eventual subjugation by the Romans in the second century, BC. Covers major epochs, political actors, thinkers, writers, institutions, cults and religion, apologists, and political and cultural expansion.

HIST 316 Rome: Republic and Empire 3

Covers the history of Rome from the Earliest Republic to its supremacy as Empire, till its collapse in the West under the Barbarian invasions. The major epochs, political actors, thinkers, writers, institutions, religions and cults, apologists and controversies, and its expansion politically, materially, and culturally will be covered.

HIST 318 Medieval History 3

Beginning with the collapse of the Western Roman Empire, this course treats the origins of the new western European civilization through its troubled birth among various invaders, and the synthesis that emerged between the old and new orders as tempered by the Christian Church. The course will examine the conflicts of Church and state, the development of the medieval synthesis, the rise of the Feudal monarchies, the relations of the West with Byzantium and Islam, and the intellectual, cultural, and economic expansion of western Europe.

HIST 319 The Age of the Renaissance 3

This course covers the fourteenth, fifteenth, and early sixteenth centuries of western European history, emphasizing the period's literary, artistic, cultural, intellectual, and religious elements generally termed as Renaissance Humanism. Emphasis is also placed on the conflicts within the late medieval church, the decline of the Byzantine Empire and its impact on the Renaissance, and the rise of the nation state.

HIST 320 The Age of the Reformation 3

A study of the political, economic, cultural and religious developments in the age of the Reformation in the sixteenth and early seventeenth centuries against the background of the later Middle Ages and the Renaissance.

HIST 321 The Age of Reason 1648-1789 3

An in-depth study of the intellectual, political, social, and religious aspects of Western Europe in the late seventeenth and eighteenth centuries, emphasizing the growing secularization of European thought in the period.

HIST 322 The Age of Revolution 1789-1848 3

Beginning with the French Revolution, this course will examine the radical political, ideological, social, artistic and literary movements that transformed the face of Europe in the nineteenth century.

HIST 323 Revolution & Empires 1789-1914 3

Beginning with the French Revolution, this course will examine the radical political, ideological, social, artistic and literary movements that transformed the face of Europe. The course will examine nationalism, imperialism, and colonialism, examining how these forces became major factors in the outbreak of the First World War.

HIST 324 Twentieth Century Europe 3

A study of European civilization in the twentieth century beginning with the causes of World War I, the events of that conflict, including the Russian Revolution and the peace treaties, the rise of dictatorships leading to World War II, decolonization, the Cold War through the collapse of Communism, the growth of socialism, the welfare state, and the European Economic Community.

HIST 325 Cultural and Intellectual Origins of the Holocaust 3

Explores the historical, cultural, psycho-sexual, social, and religious roots of the totalitarian (Nazi) mind, in an effort to comprehend one of the great enormities of the 20th century: the systematic mass murder of Jews and other groups in Europe, from the late 1930's through the Allied Liberation of the Death Camps in 1945.

HIST 326 Native American History 3

A survey of the history of the Native American community including its roots, culture, and religion. The focus of the subject matter is on the interaction of Native American groups with one another as well as European settlers with attention to colonialism and Christianity. This course fulfills the Knowledgeable about Global Diversity general education requirement.

Core Category: Cultural Perspectives

HIST 330 Special Topics 1-3**HIST 330G Native American History 3**

Native American History provides a significant introduction to American Indian cultures, societies, and histories, defining the relationship between Indian communities and foreign settlers (often European but also African). In doing so, natives will find a central role in a developing American history. Important themes repeated throughout the semester focus on indigenous religion and syncretic Christianity, native economies, Indian resistance and warfare, reservation construction, early environmentalism, Indian removal, and education. The course covers a huge geographical region (all of the continental United States, north central Mexico, and southeast Canada) and a large time frame (roughly from 1500-1975). Some topics, by necessity, will be surveyed, while other topics will be repeated weekly.

HIST 333 Medieval and Renaissance England 3

A study of Anglo-Saxon England, the Norman Conquest and its results, medieval England, and the Tudor period.

HIST 334 Great Britain Since 1603 3

A study of the political and social history of Great Britain and the British Empire from the reign of King James I to the present.

HIST 335 World Since World War II 3

A study of the history of the world from the close of World War II with a focus on Europe, the United States, China, the Far East, and the Third World nations. Major topics: post-war reconstruction, the Cold War, the end of colonialism, the emergence of Third World nations, the decline of Communism, and the new world order.

HIST 350 African-American Historical Survey 3

A study of the emergence of the African-American community including the African roots, the American system of slavery, slave resistance and the abolitionist movement, Civil War and Reconstruction, growth of the Jim Crow system, the Civil Rights movement, and the impact upon the family, church, and social structures of the community. This course fulfills the Non-Western Traditions general education requirement.

HIST 352 Russian History 3

Religious, political, economic, and intellectual development of Russia from Kievan Russia to the present.

Core Category: Cultural Perspectives

HIST 353 History of Middle East 3

A study of the history of Western Asia and North Africa from the time of Muhammad to the present, with emphasis on the development of Islamic civilization, the growth and decline of the Ottoman empire, and the development of modern nationalism in the region.

Core Category: Cultural Perspectives

HIST 354 History of Latin America 3

A study of Latin American history from the Indian and colonial periods to the present with concentrated study on the major problems of the twentieth century. This course fulfills the Non-Western Traditions general education requirement.

Core Category: Cultural Perspectives

HIST 370 History of Economic Thought 3

This course examines major developments in the history of economic analysis, placing special emphasis on the way that respective social milieus of economic thinkers affected their understanding of the economic order. Particular attention is given to ideological and cultural factors which have shaped the development of capitalism.

HIST 371 Byzantine Empire & Civilization 3

A survey of the history and culture of the Byzantine Empire (c. 300-1453) in art, literature, theology, diplomatics, statecraft, the writing of history, and military administration; noting its place in the medieval world, the writers and voices of Byzantium itself, and its impact on the world to the present.

Core Category: Cultural Perspectives

HIST 372 Eastern Orthodox History and Theology 3

This course introduces the historical trends and doctrinal themes of the Eastern Orthodox Church by the use of materials both theological and historical; tracing developments through the early Christological and Trinitarian controversies, and how these influenced Orthodoxy's later mystical piety, iconography, liturgy, and prayer.

Core Category: Cultural Perspectives

HIST 373 History & Culture of Arabic Christianity 3

This course is a survey of the History and Culture of Arabic Christianity (c. 300 to the present) covering its art literature, theology, diplomacy, political structures, and survival in the midst of persecution. To pass this class, a student must demonstrate a knowledge of the various interpretations of Arabic Christian history and culture, be able to detail the place of the Arab Christian community in the wider worlds of both Christendom and Islam, show a detailed knowledge of select writers and voices, be able to demonstrate a knowledge of its key historical events and persons, and lastly be able to explain its impact on the world even until the present. Students shall demonstrate their comprehension of these through essays, papers, and classroom participation. Part of these will include giving students historical sequence and significance to its various epochs, the details of the most vital ecclesio-political controversies (Christological, iconoclast, and Latinizing controversies), the sequence and particulars of the extended confrontation with both Arabic and Turkish Islam, and with the Latin/Frankish Crusades. The student shall likewise be able to delineate the genius of Arabic Christianity, the unique style of both its art and architecture, its impact upon the Mediterranean world, and give its relation to both the world of late antiquity and the emergence of the modern Middle East.

Core Category: Cultural Perspectives

HIST 400 Directed Study 1-3**HIST 414 Historical Interpretation and Integration 3**

The Culminating Senior Experience (CSE) explores various topics in History across a spectrum of time, subject and place. This variation of topics will allow students to explore topics with which they have an affinity, and not constrain them to one they do not. The CSE requires students to demonstrate their knowledge of the particular syllabus's subject in relation to the various schools of historical interpretation, their own Christian thought, and to the mission of Eastern University. They will do this through the production of a thesis in which they demonstrate their own interpretation of historical data in light of the various schools of historical interpretation and in relation to a Christian understanding of History. Demonstration of particular course goals will be augmented by the production, above the thesis, of short papers or projects.

HIST 430 Special Topic American History 3**HIST 440 The Black Church in America 3**

The development of the religious experience among African-Americans beginning with the African roots, the slave and free black churches, the impact of emancipation, the struggle for status and Civil Rights, and the modern alternatives; emphasis will be given to the leadership of the movement. This course fulfills the Non-Western Traditions general education requirement.

Core Category: Cultural Perspectives

HIST 441 History of Race and Ethnicity in the United States 3

This course examines how has the understanding of race and ethnicity has changed over time in the United States. The categories have variously overlapped, collided, or remained separate, depending on what those categories have been called upon to explain. What accounts for these changes, and what does that say about these categories

HIST 450 Colonial and Revolutionary America 3

From the early encounter of European and Native American cultures at the close of the fifteenth century to the ratification of the United States Constitution in 1788. Particular attention is paid to the rise of slavery, the meaning and impact of the Great Awakening, the growth of the colonial economy, and the emergence of a distinct colonial political culture. The course concludes with discussion of the Revolutionary War era, from the breakdown of the British imperial system to the formation of an independent United States under a republican constitution.

HIST 460 The Early American Republic 3

From the ratification of the Constitution in 1788 to the close of the Mexican War in 1848. Particular attention is paid to the development of political parties, geographic expansion, the market revolution, religious renewal and change, and the racial and sectional tensions arising from the institution of slavery.

HIST 471 American and European Intellectual History 3

This course surveys the evolution and development of theologies, ideologies and philosophies in the United States and Europe. We will examine subjects such as the Enlightenment, Romanticism, Positivism, Marxism, and Existentialism. The course will pay particular attention to the phenomenon of secularization.

HIST 480 Civil War and Reconstruction 3

From the close of the Mexican War in 1848 to the end of Reconstruction in 1877. Focuses on the political crises leading up to the Civil War; the course of the war on the battlefields and among civilian populations; the internal social and political conflicts arising from the war in both the Union and the Confederacy; and the impact of Reconstruction on race relations in the South.

HIST 485 The Gilded Age and Progressivism 1877-1919 3

This course focuses on Reconstruction of the American Republic after the Civil War, and the conflicts generated by post-war disillusion with the republican ideal and development of mass market industrial capitalism. Special emphasis is placed on the Progressive critique of industrialism and the period's consummation in World War I.

HIST 490 The Modern United States 3

This course will study the emergence of the United States as a world economic and political power. Particular attention will be given to post-1945 ideological and political struggles between the United States and the Soviet Union and the long-term economic after-effects of that struggle.

HIST 495 Internship 2-12**HIST 498 Teaching Assistant 1-3****HIST 499 Research Assistantship 1-3**

Honors College (HONR)

HONR 101 The Good Life 3

"What does it mean to live well?" is one of the most basic and enduring human questions, perennially asked by people who care about their well-being or that of their neighbors. "The Good Life" is a foundational course in the Honors College focused on Christian ethics and character formation, taken in the first semester of a student's first year. It considers the moral practices, virtues, vices, knowledge, and loves that help and hinder individual human flourishing, examining these ideas through the writings of select pagan and Christian poets, novelists, philosophers, and theologians, including Homer, Plato, Aristotle, Augustine, Aquinas, C. S. Lewis, and Graham Greene.

HONR 102 Justice and the Common Good 3

This course engages questions related to justice and the common good by examining major texts and thinkers from the classical tradition up through modern and contemporary philosophical and theological perspectives. Particular attention will be given to differing conceptions of justice and their practical consequences for political organization, the nature and purpose of law, the proper ends of money and wealth, the meaning of work and labor, and the grounds of human dignity and integrity.

Prerequisites: #Take HONR-101; Minimum grade C, TR, CR

HONR 103 Templeton Choral Ensemble 1

The Templeton Chorale is a two-semester ensemble course tailored to teach students how to sing in a choral ensemble. Students will learn notation, correct breathing, posture, and singing techniques, as well as specific strategies to participate competently in fine choral singing. Students will study, analyze, and perform some of the classic choral repertoire of the Western Christian Tradition. Upon completion of this course sequence students will have the ability to sing in a choral ensemble, to understand the basic choral repertoire of the Western musical canon, and to appreciate the art of choral music and literature.

HONR 104 Templeton Choral Ensemble 1

The Templeton Chorale is a two-semester ensemble course tailored to teach students how to sing in a choral ensemble. Students will learn notation, correct breathing, posture, and singing techniques, as well as specific strategies to participate competently in fine choral singing. Students will study, analyze, and perform some of the classic choral repertoire of the Western Christian Tradition. Upon completion of this course sequence students will have the ability to sing in a choral ensemble, to understand the basic choral repertoire of the Western musical canon, and to appreciate the art of choral music and literature.

HONR 120 The Art of Rhetoric 3

Rhetoric, properly understood, is an art that informs a student's character through an understanding of the dynamic relationship between a speaker or writer and his or her audience. Students in this course will study and analyze a broad selection of texts to sharpen their awareness of rhetoric and the use of language. In addition to reading foundational treatises on rhetoric, students will read seminal works from an array of disciplines to learn how rhetoric functions as the basis of written and spoken communication. Careful analysis and thoughtful discussion of these readings will help students develop their own communication skills as they craft their writing and speaking according to rhetorical norms and a good end.

HONR 140 Old Testament 3

The books that we call the "Old Testament" provide the foundation of our faith in at least three ways: (1) they describe carefully selected events from creation through the fifth century BC/BCE; (2) they contain the poems, prayers, and reflections of wise and creative men and women of God; and (3) they report the declarations of God through his servants the prophets. This course offers an overview of the biblical books of the Old Testament (from Genesis through Malachi), according to the Protestant canon. We will read and study closely select portions of these books for two purposes: (1) in order to gain an overview of the Old Testament (its canonical arrangement and general contents, as well as "key" places, dates, people, and events); and (2) in order to begin to learn how to interact with the various genres of the biblical text in a thoughtful manner (i.e., biblical stories, laws, poems, and prophecies).

HONR 141 New Testament 3

The books that we call the "New Testament" [NT] continue the story and themes found in the "Old" Testament [OT]. Although they are not more inspired or more important than the OT, they support our faith in at least three ways: (1) they describe portions of the ministry of our Lord Jesus Christ, from before the annunciation of his birth until his ascension into heaven and then his continuing ministry in and through the earliest Church; (2) they contain the writings in which early believers attempt to explain the significance of the life and ministry of Christ; and (3) they remind us of the continuing and culminating work of God. This course offers an overview of the biblical books of the New Testament (from Matthew through Revelation). We will read the entire NT in canonical sequence and discuss selected passages in order to (1) gain an overview of the NT (its canonical arrangement and general contents, as well as "key" places, dates, people, topics, and events); and (2) in order to continue learning how to interact thoughtfully with the various genres of the biblical text, especially biblical stories, epistles, and prophecies.

Prerequisites: #Take HONR-140; Minimum grade C, TR, CR

HONR 160 Western Civilization 1: Greece and Rome 3

This course is the first in a three-course series in which we will read and discuss some of the books which made the Western world what it is, so that we may understand ourselves and our world better. This first course investigates how the literature, ideas, and cultures of Mediterranean Christianity, Greece, and Rome came together to lay the foundation for subsequent Western thought and culture. Assuming a knowledge of the Bible, we begin by reading great writers of ancient Greece and Rome, then examine how Augustine used, modified, and criticized these writers in forming the tradition of Western Christian thought.

HONR 161 Western Civilization 2: Medieval and Renaissance Europe 3

This course builds on the story that began in HONR 160, tracing how the traditions of Christian, Greek, and Roman thought and culture formed the Christian culture of late antiquity, including monasticism, feudalism, scholasticism, and humanism. It is not merely a course on synthesis, but on the creative way that the Latin Christians looked at the questions left to them by the ancient world about the ordering of the soul according to the virtues, and according to the divine order set forth in Holy Scripture and the revelation in God's creation, including the creative efforts of God's highest creation, the human soul. The course's main emphasis is on the place of love ordering one's soul to God, and how this theme is inescapably present throughout this period.

Prerequisites: #Take HONR-160; Minimum grade C, TR CR

HONR 201 Cosmology 3

This course is primarily a science course within a historical timeframe, in which students will study humankind's preconceptions and understanding of the structure and origin of the universe and how these views have influenced belief systems and history. Without a thorough grounding in astronomy and an insight into our ages-long search for comprehending our universe and its origin, one's conceptual paradigm for understanding God and human history is severely limited and anthropocentric. A firm grounding in cosmology also equips the scholar to intelligently interpret the burgeoning field of current astronomical discoveries, as well lovingly and competently discuss controversial issues related to creation and the age of the universe. This course aims to deepen the way students see themselves, their planet, human history, and most importantly, the triune God. Includes observatory experience.

HONR 202 Introduction to Christian Theology 3

This course aims to introduce students to the Christian tradition of theological reflection on Christian faith and life, addressing topically the historical formation of basic Christian doctrine concerning Scripture, the Trinity, creation and providence, Christology, grace, salvation, the Church, sacraments and Last Things.

HONR 203 Theories of the Origin of Life 3

The purpose of this course is to examine the common assumptions made by both sides in the debate over the origins of life. Evolutionary mechanisms need bear no terrors for a consistent biblical theist. Neither logic, nor doctrine, nor physical data need be transgressed or ignored within a concursus model of Godharmony through discussions in history, theology, and philosophy, as well as through analysis of the scientific data of current evolutionary biology. Far from removing us from our transcendent roots, a theistic view of evolution can give significance and meaning to the human struggle against evil, and to our search for significance in a spiritual cosmos.

HONR 204 Mathematics in the Western Tradition 3

This course engages in a study of mathematical thought in the Western Tradition from Euclid through modernity to the present. Attention is paid both to the mathematical work of key figures and the relationship between their mathematical systems and the concurrent development of philosophical thought. Students will read the primary texts of mathematicians and philosophers, learn fundamental mathematical skills, and explore the ways in which mathematical thought has influenced, and been influenced by, the broader philosophical and theological tradition.

HONR 210 The Active Life: Rhetoric and Discourse 3

Next to the contemplative life, Aristotle views the active life affairs of one this course, we will consider the merits of the active life through a study of the art of rhetoric. While studying great texts and speeches which discuss and exemplify classical rhetorical theory, students will reflect on the nature of rhetoric and its relationship to the good life, discuss the various modes and techniques of rhetoric, and practice their own rhetorical skills by creating and performing rhetorical discourses.

HONR 240 Introduction to Christian Theology 3

This course aims to introduce students to the Christian tradition of theological reflection on Christian faith and life, addressing topically the historical formation of basic Christian doctrine concerning Scripture, the Trinity, creation and providence, Christology, grace, salvation, the Church, sacraments, and Last Things.

Prerequisites: #Take HONR-140 HONR-141; Minimum grade C, TR, CR

HONR 260 West Civ III: Modernity 3

This concludes the Western Civilization sequence by providing students with an understanding of distinctly modern theories of society generated within the 17th-20th centuries and the American context. The course utilizes sociological, theological, philosophical, and literary texts in order to make sense of the modern world. It explores the evolution and development of "modernity" less as an idea or epoch and more as a set of institutional transformations and practices that emerge from the older tradition, but modify them in fundamental ways. Modernity's legitimating ideologies of emancipation and progress are examined through its key institutional carriers: industrial capitalism, the modern state, and the modern self. In all this, we will keep an eye towards the unintended consequences of these changes and the implicit normative visions embedded within them.

HONR 261 Western Civilization 4: the American Mind 3

This course explores the development of theological, philosophical, literary, and political ideas in the United States. American political ideas have continually attempted to build a good and just society, balancing the needs of freedom and order by drawing upon classical and Christian sources. Churchmen and philosophers pondered the role of reason and faith in society and the individual, as the democratic environment of America offered new challenges and possibilities. While drawing upon their European heritage, American writers strove to create a distinct literary sensibility and aesthetic. Europeans grappled with perennial issues such as goodness, justice, reason, faith, freedom, and order for centuries. Americans offered their own answers, rooted in their particular culture and environment.

Prerequisites: #Take HONR-160 HONR-161; Minimum grade C, TR, CR

HONR 280 Beauty & the Arts 3

What does beauty have to do with human life and meaning? Why are the arts such a vital part of cultures around the world throughout history? How might art shape us morally and socially? By what criteria should we assess or regulate creative excellence and license? Can artists help revitalize cities, heal trauma, bridge social divides, and cast a prophetic vision for the good society? These are some of the questions that will arise in this course as we will explore the theme of beauty in western thought and art. Our focus will be on the traditional visual arts-sculpture, painting, and architecture-as well as more contemporary media, such as film and photography. We will look at, read about, and discuss a wide range of art forms, while engaging theological and philosophical aesthetics, from antiquity to the present. We will also interact with literary works that thematize beauty and visual art.

HONR 300 Honors Seminar 1-3

Honors seminars are designed to provide students an opportunity to consider specific texts, authors or subjects in a more focused, extended, and intensive way than a typical course affords. These small seminars function in a discussion format, reading from great texts and great minds about great ideas in a variety of disciplinary and interdisciplinary domains.

HONR 301 Honors Seminar 2 2**HONR 303 Arts Odyssey 3****HONR 310 Modernity and the Good Society 3**

The purpose of this course is to provide students with background and understanding of distinctly modern theories of society with a particular focus from the nineteenth century to the present. The course will explore the evolution and development of "modernity" less as an idea or epoch and more as a set of institutional transformations and practices. In the last two hundred years, changes in our understanding of the major spheres of human activity-political, economic, cultural, and religious-have revolutionized how human beings experience the world and their place in it. Our main framework of inquiry will be the empirical and theoretical methods of classical sociology, which take a macro-historical approach to making sense of modern times.

Prerequisites: #Take HONR-101 HONR-102; Minimum grade C, TR, CR

HONR 330 Special Topics 1-3**HONR 330D The Mathematical World of Euclid and Pythagoris 1-3****HONR 330E Aesthetics 1-3****HONR 330F Women, Democracy, & the American Literary Imagination 1-3****HONR 330I T.S. Eliot and His Times 1**

HONR 330J Poetry 1

Each week in this one-hour seminar we will read and discuss one poem written in English; we will also read some essays, totalling no more than twenty pages. Each person will also write a paper on a brief poem of his or her choice.

HONR 330K The Short Stories of Flannery O'Connor 1**HONR 330L Introduction to Josef Pieper 1****HONR 330M The Culture of Investing 1****HONR 330N Ecclesiastes 1****HONR 330O Drawing the Byzantine Icon 1****HONR 330P Philosophy of Education 1****HONR 330Q Southern Short Stories 1****HONR 330R Moby Dick 1**

This course is a seminar discussion of Herman Melville's iconic novel Moby Dick and its place among the greatest works of modern fiction.

HONR 330S The Brothers K 1

This course is a special reading course focused on Fyodor Dostoyevsky's masterpiece The Brothers Karamozov. The course will engage in a close study of the work to appreciate more fully its many facets, mostly focusing on the way in which the novel reflects a deep understanding of Eastern Orthodox Christianity. The class will be a seminar in which students will be responsible for engaging in discussion based on their reading of the novel.

HONR 400 Senior Honors Thesis 3**HONR 480 Senior Capstone: the Ordinary Life 2**

The Templeton core curriculum has been designed to nurture in students the cultivation of a rich, integrative, and coherent worldview—a worldview devoid of the common artificial divisions between academic pursuits, spiritual formation, cultural appreciation, and community life. The Honors Capstone is designed to revisit and, in some cases, recover the richness and coherence of an integrative humanistic, Christian worldview. Designed for fourth-year students preparing for graduation, Honors Capstone: The Ordinary Life extends the conversation begun in the freshman course "The Good Life" about a life well-lived and offers students the opportunity to consider the ordinary aspects that will constitute their ordinary lives to come. The course will cover the life of the mind, work, money, home, art, family, friends, church, and place. Moral concepts that frame the course include the Aristotelian ideas of intellectual and moral virtue; the Augustinian concept of rightly ordered loves; and the Thomistic idea of intrinsically good activities. It will draw on readings from the classical to the contemporary eras.

HONR 495 Internship 2-12**HONR 498 Teaching Assistant 1-3****HONR 499 Research Assistant 1-3****HONR 500 History of Ancient and Medieval Education 3**

The goal of this course is to understand the origins and development of classical and Christian education and to consider how it might inform the practice of education in our own classrooms and schools. Through reading primary texts from Antiquity through the late Medieval and early Renaissance eras, this course explores fundamental questions related to the philosophy and practice of education: Who should be educated? What is the goal of education? Where should education take place? What are the primary means for education? The course also traces the development of the liberal arts, the changing relationship between Christian educators and pagan texts, the use of rhetoric, and the role of parents and polis in education.

HONR 501 History of Modern Education 3

This seminar examines the rise of the modern public school approach to education in America, beginning with the "perfect storm" of the 19th century, which entailed the Western world's fascination with the Prussian school system, fear of communist uprisings (after 1848), fear of a Roman Catholic (i.e., Vatican) "takeover" of the United States (fueled by the "Second Wave" of immigration), the rise of industrialization and the consequent need for factory workers, especially in light of workers' strikes and labour riots and the rise of labour unions. A major goal of this course is to enable classical educators to have informed discussions about the differences between classical and "normal" public schools, and also to better understand their own educational background (since most of us came through that public school system).

HONR 505 Classic Pedagogy I: Culture of the Class 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 seminar has three foci, which together addresses this bifid life: (1) the nature of learning (for both teachers and students); (2) the nature and practice of teaching; and (3) the person of the teacher. Each day's session has two parts: (1) the seminar itself, in which we discuss what has been read; and (2) a meta-seminar about that conversation, and how we teachers can better model and lead thoughtful, fruitful conversations.

HONR 509 Teaching Your Discipline 3**HONR 510 Classical Pedagogy II: the Craft of Classical Teaching 3**

Teaching is a craft. The goal of this course is to move teachers toward mastering the craft of classical teaching. The end of a traditional craft is a well-made object—a table, cabinet, door, or home. The end of the craft of teaching is more than a well-formed lesson or course, but a virtuous student who has cultivated his or her knowledge, skills, understanding, and loves. This course will explore the idea of teaching as a craft and will help students learn pedagogical skills and *techne* practiced in the classical tradition and confirmed by contemporary research. Topics include the role of wonder, Socratic questioning, seminar, catechism, *quaestio*, lecture, *disputatio*, memory devices, assessment, *mimesis*, and so forth. We will not only learn about these classical *techne*, but consider how to practice them in contemporary classrooms.

HONR 515 Difference and Human Dignity in Great 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 3

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 530 Special Topic 1-3**HONR 530A Special Topic: The Ethos of a School: Fostering a Culture of Virtue 3**

Thomas Aquinas said that teachers uniquely move back and forth between the contemplative life and the active life: first, we love and pursue the truth about certain objects or fields of knowledge; and secondly, we attempt to nurture a comparable love and understanding within our students. The three foci of this tutorial together address this bifidity: (1) virtue and learning; (2) virtue and teaching; and (3) the school as a polis of virtue. Among the many challenges that face any school are these: (1) reaffirming the school's original mission, or determining whether or not it needs to be modified (and why and how); (2) identifying and describing the school's ethos - what is valued, and its understanding of learning and teaching, the meaning of persons, and the pursuit of virtue (&c.); and (3) perceiving how to maintain its culture, ethos, and identity, whether the school is shrinking, relatively stable, or rapidly growing.

HONR 530B Special Topic: Classical Education and the Black Intellectual Tradition 3

The readings and seminars from the Classical Education and the Black Intellectual Tradition provide a brief introduction to several key themes of the "Great Conversation" that has taken place among esteemed writers from ancient times to the present. Traditionally, the authors included in this Great Conversation have included very few, or even no black intellectuals. Writers of the black intellectual tradition have, however, much to say that contributes directly to this conversation and that is indispensable to rigorous contemplation of ideas such as liberty, equality, freedom, democracy, citizenship, and more, that are core to the conversation.

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.

HONR 601 Reading and the Formation of the Soul 3

Classic authors contend that the literature we encounter shapes us, for good or for ill. Hence this course will investigate how poetry and stories form and perhaps deform us, shaping our moral character and our perceptions. In addition to ancient and contemporary readings in literary criticism, this class will read poetry together, discuss particular stories, and consider how to teach so that what we read forms souls in wisdom and virtue.

HONR 605 The Great Conversation II 3

'The Good' is the second in a series of three courses on 'The Great Conversation' in Templeton's MAT program in the tradition of classical education. This tradition has always been concerned with the central question: "How ought I to live?" The ancients began their inquiry into this question from the conviction that in order to know how we ought to live, we need to know what is good. But knowing this is not an easy or a straightforward task. In this course, we will explore the nature of the good and the process of how we come to know it. This exploration will lead us into an inquiry about the nature of virtue and from there into questions of where and how we may live the good life. In conversation with ancient and contemporary sources, we will consider topics including leisure, home, community, craft, and technology. Throughout the course, we will consider together how the aspects of the good explored in our various readings and discussions might be integrated into our schools and classrooms, as well as into our own lives. We will end our course together with a week exclusively devoted to how we can teach the good in the classroom.

HONR 610 Great Conversations III: The Beautiful 3

'The Beautiful' is the third in a series of three courses on 'The Great Conversation.' These courses spring from the conviction that teachers will be most effective at embodying and passing on the classical ethos if they themselves are steeped in the classical tradition. Of the three "transcendentals"-goodness, truth, and beauty-beauty is arguably the most controversial and least understood. This course explores classical and contemporary ideas of beauty, art, and aesthetics, probing such questions as: Is beauty subjective (in the eye of the beholder)? Is beauty merely the servant of the good and the true or does it offer its own pathway to knowledge of reality? In works of art, can depictions of darkness, tragedy, and suffering be said to be beautiful? How does beauty interact with our concepts of the true and the good? The goal is not only to help students understand these concepts, but also to help them love the beautiful and consider how it can be embodied in their curricula, classrooms, and schools, as well as their own lives. Because coming to love art and the beautiful requires more than merely philosophical reflection, this course will also include experiential-poetic-knowledge of a variety of artistic media.

HONR 690 1-3**HONR 999 Honors Forum 0**

Required forum for the Templeton Honors College
Course is Pass/Fail

Integrative Coursework (INTG)

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 for all master's students except for those who place out based on their orientation assessment process.

INTG 510A A Guide to Seminary Writing II 1

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. The two-credit offering of this course is required of all master's students and must be completed within the first two semesters of coursework. Students may also take an extended version of this course for three credit hours by also enrolling in INTG-510A.

INTG 515 Social Work & Christianity Seminar 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.

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. This course is required for all master's students except for those who place out based on their orientation assessment process.

Prerequisites: Prerequisite: Take INTG-510

INTG 520A Critical Analysis in Theological Studies II 1

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. The two-credit offering of this course is required of all master's students. Students may take an extended version of this course for three credit hours by also enrolling in INTG-520A.

Corequisites: INTG-520 minimum grade C-

INTG 524 Church Renewal & 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 524A Church Renewal & Evangelism: Part 1 1.5

"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 524B Church Renewal & Evangelism: Part 2 1.5

"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.

Prerequisites: INTG-524A (Church Renewal and Evangelism)

INTG 530 Integrative Seminar 3

An integrative seminar for seniors that draws on seminary studies and ministry experience. Working in small groups and with faculty members, students will write personal statements of faith and develop theologies of ministry and mission, showing how these flow from their statements of faith. This course is offered on a Credit/No Credit (CR/NC) basis only. Team-taught by professors from multiple disciplines.

Prerequisites: THLE-520 minimum grade C-

INTG 531 Theology & 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.

Prerequisites: THLE-520 or THLE-521 minimum grade C-
Course may be offered for audit

INTG 531A Theology and Practice of Worship: Pt 1 1.5

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 531B Theology and Practice of Worship: Pt 2 1.5

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.

Prerequisites: INTG-531A (Theology and Practice of Worship)

INTG 532 The Word and Words in Worship 3

Church pastors are responsible for sharing words in many ways, from leading liturgy to reading Scripture aloud, offering prayers to presiding at rites. The class will offer students the opportunity to explore and practice each of these. Students will prepare Scripture readings covering a variety of biblical genres, write and deliver prayers for different occasions, including a funeral liturgy, a wedding liturgy, a communion liturgy and a baptism/dedication liturgy, as well as a series of prayers for a worship service from select scriptural passages.

INTG 550 MTS Summative Project: Church, Culture, Diversity, and Issues of Justice 3**INTG 551 MTS Summative Project: Church and Missn 3****INTG 552 MTS Summative Project: Disciplshp & Sp 3****INTG 553 MTS Summative Project: Family Ministries 3****INTG 555 MTS Summative Project: Support Ministr 3****INTG 570A Koinonia: Leading & Bldg Community-Part1 3**

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 every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

INTG 570B Koinonia: Leading & Bldg Community-Part2 3

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 every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.

Prerequisites: Prerequisite: INTG-570A

INTG 570C Koinonia: Leading & Bldg Community-Part3 3

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 every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.

Prerequisites: Prerequisites: INTG-570A and INTG-570B

INTG 580A Koinonia: Leading & Bldg Community-Part1 2

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 every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

INTG 580B Koinonia: Leading & Bldg Community-Part2 2

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 every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.

Prerequisites: INTG-580A (Koinonia: Leading and Building Community)

INTG 580C Koinonia: Leading & Bldg Community-Part3 2

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 every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.

Prerequisites: INTG-580B (Koinonia: Leading and Building Community)

INTG 581A Integrative Ministry Paper: Pt 1 1.5

The purpose of the Integrative Paper is to help students integrate the theory and practice of ministry. The paper will also provide an opportunity for students demonstrate a capacity to do theology in their contexts. In this paper a student will identify and explore a pastoral or leadership challenge within their ministry contexts and through sound theological method engage broadly with current theological opinion to find and implement their theological insights.

INTG 581B Integrative Ministry Paper: Pt 2 1.5

The purpose of the Integrative Paper is to help students integrate the theory and practice of ministry. The paper will also provide an opportunity for students demonstrate a capacity to do theology in their contexts. In this paper a student will identify and explore a pastoral or leadership challenge within their ministry contexts and through sound theological method engage broadly with current theological opinion to find and implement their theological insights.

Prerequisites: INTG-581A (Integrative Ministry Paper)

INTG 620 Theol - Poverty in Appalachian Context 3

This course will examine the underlying causes of poverty while differentiating between generational and situational poverty. The course will also consider the church's historical response to poverty continuing through contemporary models. Ultimately, the students will develop a contextually based response to poverty for their communities that reflects an undergirding of Scriptural principles.

INTG 621 Faith, Reason, and Justice: From Proclamation to Practice 3

This course will explore the interplay of faith, reason, and justice in the call of the Church to "put feet on" the Gospel. Students will investigate the ways in which the pursuit of social justice is grounded in the Gospel of Jesus Christ (and how some Christians reject that notion), as well as explore how Christians in various times and contexts have drawn on their faith and their understanding of what it means to faithfully follow Christ in order to "proclaim good news to the poor.proclaim freedom for the prisoners and recovery of sight for the blind [and] to set the oppressed free."

INTG 625 Foundations of Christian Community Development in Appalachia and Beyond 3

This course is designed to cover the principles of Christian community development and their practical applications that have emerged from a wide range of practices over time and have proven so helpful to ministries in West Virginia and beyond. Drawing on readings from leading practitioners such as John Perkins, Wayne Gordon, Soong-Chan Rah, Bob Lupton, Ron Sider, Kretzmann and McKnight, and Michelle Warren, this interdisciplinary course reviews cultural competencies; economic development concepts and strategies and the role of competition and government intervention within those; and congregational leadership and community empowerment with an eye towards asset-based community development, advocacy, and the roles of place, privilege, and community leadership in that process.

INTG 630 Interseminary Seminar - by Invitation Only 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.

Instructor consent required

INTG 650 Independent Study in Integrated Topics Diversity, and Issues of Justice 1-6

Interdisciplinary Studies (INST)

INST 100 Introduction to Leadership 2

A seminar designed to provide the academic and experiential knowledge of leadership theory and practice. Each participant will understand and use her or his own leadership style and be able to identify and analyze leadership issues as they are played out within groups on campus. Prerequisite: leadership grant or permission of the instructor.

INST 101 Intercultural Communication Skills 3

The goal of this course is for IESL students to learn and practice intercultural communication skills. Students will learn how to and practice interacting with people from other cultures and religions at both an academic and a practical level. This course provides IESL students the opportunity to learn and practice English-communication proficiency and cultural skills to interact with people from outside of their home languages and cultures. This course is only available as converted credit by IESL students who complete Eastern University's Advanced IESL Courses.

INST 102 US Educational Culture 3

The goal of this course is to help IESL students learn and adapt to situations and expectations within the US educational system, which may be different from those of their own country. This course includes instruction and skill practice in cultural academic norms, etiquette, and academic communication standards. This course provides an opportunity for IESL students to learn how and adapt to the US educational system while learning and practicing English-communication proficiency. This course is only available as converted credit by IESL students who complete Eastern University's Advanced IESL Courses.

INST 103 Introduction to the Basic Tenets of Christianity 3

The goal of this course is for IESL students to interact with the very basic tenets of Christianity. Examples of these tenets include: the biblical worldview of sin, humanity, salvation, Jesus, and the ways in which those tenets relate to justice. This course provides an opportunity for IESL students to integrate English proficiency skills with the basic tenets of Christianity. This course is only available as converted credit by IESL students who complete Eastern University's Advanced IESL Courses.

INST 105 College and Car 3

This course is designed to assist students in their transition to college. Students learn proven skills and strategies for creating greater academic, professional, and social success. Emphasis is placed on becoming an active learner, accepting personal responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self-awareness, adopting lifelong learning, and developing emotional intelligence. In addition, students will learn basic study skills and about resources available to them at the college and community to support their success

INST 110 Learning in Virtual Community 3

This serves as an introduction to discussions and assignments for technologically enhanced and distance-learning formats. The students and instructor establish a community of learners.

INST 111 The Dynamics of Individual and Group Development 1

Presents theoretical models for use by resident assistants in Eastern's residence hall program. Course looks at the development tasks of college students and provides an overview of the role of paraprofessional counselors. Prerequisite: Open only to resident assistants. This course does not apply to the Psychology minor. Offered in fall.

INST 120 The Western Tradition 4**INST 130 Special Topics 1-3****INST 130A Sp Top: Goode Scholar Success Seminar 1****INST 140 Introduction to Faith, Reason, and Justice: Non-Residential and Virtual Community Students 3**

This course introduces students to the mission and values of Eastern University by exposing them to the three major commitments of the University; faith, reason, and justice, as well as to the related themes of community, scholarship, service, and church. Designed for a non-residential or virtual community environment. Required of all non-traditional undergraduate students.

INST 150 Introduction to Faith, Reason, and Justice 3

The purpose of INST 150 is to introduce students to Eastern University and equip them to succeed in college and beyond. Within the context of a welcoming and supportive community of learners, the course utilizes curricular and co-curricular activities to promote the personal, intellectual, and spiritual development of students while nurturing their sense of well-being and belonging at Eastern.

INST 151 Introduction to Faith, Reason and Justice - Transfer Students 1

This course introduces transfer students to the mission and values of Eastern University by exposing them to the three major commitments of the University. Required of all students who transfer with 24 or more semester hours of college credit; to be taken in the first semester on campus or as soon as offered.

INST 160 Heritage of Western Thought and Civilization - Ancient 3

This course will survey the origins and development of Western civilization in its literature, philosophy and history, from the ancient world through the Middle Ages to the first European empires. It will ask, from both Christian and competing perspectives, how Western civilization has attempted to define human relations, public government, and its understanding of the natural world. The class is organized around a core of readings in primary sources.

INST 160H Western Civilization I: the Great Books 3

The aim of this course is to read some of the books which made us who we are, so that we may understand ourselves and our world better. This course investigates how the Bible was joined by the tradition of Greek thought and literature to form the culture we now inhabit. Assuming a knowledge of the Bible, we begin by reading great writers of ancient Greece, then look at how Christian writers from Augustine onward used, modified and criticized the Greek heritage in forming the tradition of Western Christian thought.

INST 161 Heritage of Western Thought and Civilization - Modern 3

This course will survey the emergence of modern Western civilization to global stature through its literature, philosophy and history, from the French Revolution through the end of the Cold War. It will ask, from both Christian and competing perspectives, how modern Western civilization has incorporated the industrial, intellectual, scientific and political revolutions of the 19th and 20th centuries, and how they have challenged the Christian faith. The class is organized around a core of readings in primary sources.

INST 161H Western Civilization II: The Great Books 3

This course is a study of Modernity, both as a period and as a concept. We will pay special attention to the interaction between European modernity and the heritage of Christianity. This course traces philosophical, theological, and literary thought from the Reformation, through the Enlightenment, and into the 20th century.

INST 200 Judeo Christian Perspectives on Leadership 3**INST 213 Heritage of India 3**

This is a course in the history, literature, philosophy, and values of India. The Indian civilization covers a 4,000-year span and includes influences from the Middle East, China, and Europe; yet it has had a consistent tradition of its own. We will examine the Indian perspective through its current social structure, religion, literature and the arts, and by archeology and writings of past centuries. Throughout, we will give Christian critique as well as appreciation for the thoughts and practices that this civilization has produced.

Core Category: Cultural Perspectives

INST 214 Africa's Triple Heritage and the Modern World 3

This course explores the nature and impact of the modernization process and modernity on the African continent. A review of the history of the Triple Heritage (African indigenous, Islamic and Western Christendom) will acquaint the student with the primary ideas and traditions that shape the African outlook. A model of modernity as it has developed most fully in the West will be elaborated and a critical exploration of its applicability to African experience will be probed. Biblical and theological questions and resources will be explored in order to construct a Christian worldview in Africa.

Core Category: Cultural Perspectives

INST 215 Heritage of Native North American Peoples 3

This course will cover origins of the earliest Americans and the subsequent development of culturally distinct areas across North America, and will identify and explore historical and cultural contributions. Specific contemporary problems and issues, the current status of Indians' struggle for survival, and implications for the future and ongoing contributions of the American Indians to the greater American culture will be investigated.

Core Category: Cultural Perspectives

INST 216 The Heritage of (country Or Region) 3

Under the rubric, the Faith and Art Series, a series of travel courses for students who seek to know the meaning and function of artistic expressions within faith communities of the world. Offered throughout the year, and in selected locations around the world, students will dialogue and participate with artists and their music, dance, poetry, and art. Participants will gain first-hand knowledge of a culture's worldview and role of the arts in worship and life within urban contexts. Specific emphasis is placed on the arts in community transformation.

INST 216A Heritage-El Salvador Church 3

One of a series of travel course for students who seek to know the meaning and function of artistic expressions within the faith communities of the world.

INST 216B Heritage of the U.S. Culture 3

This course surveys the origins and development of American culture and government from their inception to modern times. Reviews of the foundations of American government, the creation of the constitution, the American Bill of Rights, and distribution of power are explored through a variety of media, activities, and selected readings. Active discussion and debate explore current issues of freedom, diversity, and American values. Students are expected to use advanced research and writing skills to complete assigned tasks. The IESL Program will include field trips and activities with American students designed to increase cultural understanding and adaptation skills. Homestays with American families will be available on certain holidays to provide opportunities for English language practice and cross-cultural experience. The purpose of this course is to assist international students in the IESL Program to understand the historical and cultural forces that shape contemporary American life. Although the U.S. has a diverse population, there are underlying values that have emerged from its national socio-political experiences over time. These values inform the U.S. higher education system as well as everyday cultural practices that international students must successfully navigate in order to study in the U.S. Additionally, a better understanding of the American cultural context will equip international students to share their own cultures to enhance the inter-cultural synergy on campus.

INST 217 Poverty, Oppression and Development in Africa 3

The course deals with why Africa, particularly sub-Saharan Africa, is mired in poverty, oppression, and underdevelopment, and discusses the alternative development approaches and strategies sub-Saharan African communities could follow.

INST 218 Heritage of Islam 3

This course will explore the history of Islam, and the beliefs, practices, institutions, and social lives of Muslims. The course will stress appreciation and understanding of Islam and will include critique from a Christian perspective. We will learn the Arabic names for various aspects of faith and piety. We will consider the Qur'anic references to Jesus and Christians, various Islamic interpretations of these passages, and possible responses. We will examine the conflicting faces of contemporary Islam throughout the world, its varied political expressions, and its answers to contemporary social issues. The course will seek to prepare students for informed interaction, cooperation, and dialogue with - and Christian witness to - the Muslim community.

Core Category: Cultural Perspectives

INST 219 Heritage of Brazil 3

This course will examine the history, culture, literature, and religions of Brazil. Three land masses and three people groups make up this huge diverse nation. Native American, Portuguese and African blending created Brazil's rich, fascinating identity and heritage. We will survey Brazilian civilization over a 500 year span beginning with its Indigenous people and moving to first contact, slavery, colonization and independence up to today. Throughout, we will engage a Christian worldview and appreciation for the thoughts and practices that Brazilian people have produced, and their significant presence on the world stage.

Core Category: Cultural Perspectives

INST 222 Foundations of Critical Thinking 3

This course assists students in developing the ability to reason logically and assess the value and validity of persuasive communication. Topics include components of sound argument, quality of arguments, ambiguity in communication, standards of thinking, identification of assumptions, and examining supportive evidence. This is a foundational course drawing on the disciplines of philosophy and other disciplines.

INST 225 Community Development Seminar 3**INST 230 Special Topics 1-3****INST 270 Justice in a Pluralistic Society 3**

This interdisciplinary course uses both biblical and philosophical frameworks to examine the complexities of social justice in a pluralistic society. The focus is on the United States, with connections to the global community. Principles of social justice are used to explore issues of race, gender and class. Emphasis is placed on the student understanding her/his own identity and life situation, including what values, attitudes and knowledge have shaped her/his own worldview. Attention is given to students developing skills in interacting with people from diverse groups and in bringing about social justice in the larger society.

Core Category: Social Justice

INST 271 Justice in Caring for Vulnerable Populations 3

This is an interdisciplinary course that employs biblical and philosophical frameworks to examine the complexities of social justice within the United States health care system. Principles of social justice will be identified as issues of ethnic group membership, gender, and class. Participants in the course will explore these issues as they occur within the context of health care for vulnerable populations, health disparities, and health literacy. This course fulfills the breadth core requirement of Knowledgeable in Doing Justice.

Core Category: Social Justice

INST 275 Cross Cultural Studies 3

Cross cultural competency is the major theme of this course. Emphasis is placed on empowering students to engage with different cultures and diverse groups in their everyday lives while promoting an understanding and openness to diversity in their spheres of influence. Readings, quizzes, fieldwork, journals, and written assignments are used to explore the student's own unique cultural identity and the diverse cultural groups and opportunities that surround them in various contexts. This course provides students with practical experience in varied social environments while challenging them to apply principles learned in their encounters to their personal and professional lives.

Core Category: Cultural Perspectives

INST 280 Neighborhood Economic Development 3**INST 300 Leadership Development: Practicum for Current Student Leaders 1**

A practicum for students holding leadership positions in campus groups. Participants will consider different leadership styles, the functions of a leader, group dynamics and communication skills, while identifying and exercising their own individual leadership styles. Prerequisite: permission of the instructor. Grading is P/F.

Course is Pass/Fail

INST 310 The Twenty-First Century World 3

This serves as an introduction to discussions and assignments for technologically enhanced and distance-learning formats. The students and instructor establish a community of learners.

INST 311 Sp Top: Followership 2**INST 330 Special Topics 1-3****INST 330B Supporting Women in Ministry 3**

INST 331 Living Leadership I 3

This course will aid students in sharpening their leadership skills by putting them to work in a project that is both biblically based and practical. Students will review George Cladis' leadership model of team based ministry and what it means to be a spiritual leader. They will also identify and develop a project that meets a particular need within their churches/organizations, gain approval, conduct a needs assessment, identify/recruit the members of the team, and present the project proposal. Students will earn three credits for this course. (Prerequisite: CM007 Christian Leadership).

INST 332 Living Leadership II 3

In this course students, along with their teams, will implement the planning phase of their project proposal. With their teams, the students will develop a covenant and a vision statement for the ministry they proposed. They will also plan how the team will create culture around the vision and collaborate to ensure the success of the ministry. Together they will establish and practice the characteristics that empower one another and build trust within the group. Additionally, they will develop a strategy for learning together as a team, so as to strengthen each area of expertise within the group. Students will earn three credits for this course. (Prerequisite: LEAD 331).

INST 333 Living Leadership III 3

This course provides practical application of team based leadership by building on the knowledge gained and the activities. In the prior LEAD courses students proposed a ministry project and organized a team. In this course students and their teams will realize the proposed ministry project within their church/organizational context. Students will earn three credits for this course. (Prerequisite: LEAD 331 and 332).

INST 340 Transforming Leadership Through Innovation 3

This course is dedicated to the Leadership Fellows Programs' mission aiming to prepare students for purposeful cultural integration and influence as productive Christian innovators and leaders. In order to awaken, educate, and embolden LFP students to create innovative solutions to help address the current societal problems and to influence the world, this course will emphasize the importance of creativity in leadership and will look at the role innovation, influence, and integrity play in transformational leadership. Through a creative and biblical lens students will learn the importance of using innovation, in a time of change, and understand the unique challenges inherent in managing creative people and managing for creativity in organizations. Students will also be challenged to think about how they are branding their ideas, their identity, and their vision and be encouraged to participate in a hands-on entrepreneurial project that showcases their creative leadership and innovation. Prerequisite: INST100

INST 341 Sp Top: Character Development and Spiritual Preparation for Student Leaders 1**INST 350 Judeo-Christian Perspectives on Leadership 3**

Examples of Old and New Testament leadership are studied in the context of God's relationship with humankind throughout the Bible narrative. Application of contemporary leadership theories will be emphasized. Students compare and contrast leaders in the Bible with examples of leadership in their professional and personal lives.

INST 380 Neighborhood Economic Development 3**INST 395 Field Experience 1-3**

Course is Pass/Fail

INST 430 Special Topics 3**INST 480N Christian Marriage 3**

In this course, students will have an opportunity to reflect christianly on the institution of marriage. This will include examining how attitudes toward marriage are shaped by our upbringing in our families, in the church, and in society; thinking and talking in detail about Christian scripture and tradition as they relate to marriage; and considering a variety of aspects of and challenges to marriage that confront people who are married or who may be considering marriage. We hope that this will help those of our students who are unmarried to make wise decisions about whether and whom to marry, will help those who are married, and those who may eventually marry, to live out their marriages faithfully and well, and will help all our students to mature in ways that will enable them better to live out their Christian vocations in either the married or the single state.

INST 495 Internship 2-12

A supervised internship in an off-campus organization, in the United States or abroad, that is language and missions focused. Student must provide his/her own transportation and report to an on-site supervisor. A plan of work must be submitted before internship is approved and appropriate documentation must be filed with student's advisor.

INST 498 Teaching Assistant 1-3**INST 499 Research Assistant 1-3****INST 600 Off Campus Study 3-12****INST 630 Special Topics 3****INST 662 Theology of Poverty 3**

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. Pass/Fail grading for urban concentration.

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. Pass/Fail grading for urban concentration. This is the first of two parts.

INST 662B Theology of Poverty 2

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. Pass/Fail grading for urban concentration. This is the second of two parts.

Language and Cultural Studies (LANG)

LANG 120 Beginning Independent Language 2-3

LANG 130 Special Topics 1-3

LANG 130B Elementary Chinese I 3

LANG 146 Language Practicum 1

LANG 147 Language Practicum 1

LANG 149 Language Practicum 1

LANG 150 Language Practicum 1

LANG 151 Academic English for Spanish Dominant Speakers II 3

LANG 152 Language Practicum for the Bilingual Speaker 1

LANG 153 Language Practicum for the Spanish Dominant Speaker 1

LANG 154 Language Practicum for Spanish-Dominant Speaker 1

LANG 155 Language Practicum for the Bilingual Speaker III 1

LANG 156 Language Practicum for the Spanish-Dominant Speaker 1

LANG 157 Language Practicum 1

LANG 158 Language Practicum 1

LANG 159 Language Practicum 1

LANG 160 Language Practicum 1

LANG 162 Language Practicum 1

LANG 167 Language Practicum 1

LANG 168 Language Practicum 1

LANG 169 Language Practicum 1

LANG 170 Language Practicum 1

LANG 210 Linguistics 3

LANG 220 Independent Language Studies 2-3

LANG 230 Special Topics 1-3

LANG 310 Linguistics 3

Analysis and structure of language with emphasis on phonetics, morphology and syntax. Special attention given to the Indo-European languages which led to the formation of modern European languages.

LANG 320 Advanced Independent Lang 2-3

LANG 330 Special Topics 1-3

LANG 330A Latin I 3

This course will introduce the student to the elements of Latin Grammar and begin building vocabulary and increasing mastery of syntax and grammar. The student who completes both sections of this course and masters the elements and vocabulary of the text, will be able to translate the most difficult of Latin prose (Julius Caesar) and as well the Latin poetry of Virgil, Horace, and Ovid.

LANG 330B Latin II 3

This course will introduce the student to the elements of Latin Grammar and begin building vocabulary and increasing mastery of syntax and grammar. The student who completes both sections of this course and masters the elements and vocabulary of the text, will be able to translate the most difficult of Latin prose (Julius Caesar) and as well the Latin poetry of Virgil, Horace, and Ovid.

Prerequisites: Take LANG-330A

LANG 350 The Teaching of Modern Languages 3

The course offers guidance and practice in teaching language courses at the K-12 level: proficiency-based instruction, lesson planning, assessment, individual learning styles, materials design and the use of new technologies in instruction. Course should be taken senior year before student teaching.

LANG 395 Field Experience 1-3

Course is Pass/Fail

LANG 400 Directed Study 1-3**LANG 420 Senior Thesis 3**

An honors course open to seniors. A research paper and an oral presentation on a literary theme or a cultural topic are required. Prerequisite: Permission of the department.

LANG 495 Internship 2-12

A supervised internship in an off-campus organization, in the United States or abroad, that is language or missions focused. Student must provide his/her transportation and report to an on-site supervisor. A plan of work must be submitted before internship is approved and appropriate documentation must be filled out with the student's advisor. Forty hours of work is equivalent to one credit hour.

LANG 498 Teaching Assistant 1-3**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.

Latin (LATN)

LATN 101 Elementary Latin 3

Leadership Development (LDEV)

LDEV 200 Introduction to Leadership 3

This course is intended to offer a basic introduction to leadership with an emphasis on the practice of Christ centered leadership. The course will survey topics such as: the nature of leadership, various leadership theories and models, establishing leader identity, developing leadership skills, creating a shared vision, handling conflict, overcoming obstacles, and leading for change. Students will be challenged to recognize and expand their own leadership performance.

LDEV 230 Leading Social Change 3

An exploration of leadership approaches to address some of the world's most complex and pressing social issues. Students will examine both individual values-based leadership practices that spur social change as well as collaborative leadership frameworks that facilitate the development of shared vision and action strategies within communities, organizations, or social movements. This course will be useful for students invested in social change at any level, whether as community volunteers, grassroots activists, or leaders of non-profits or social enterprises.

LDEV 305 Leadership Practicum 1

This one (1) credit course provides instruction and feedback to reflect on and learn from campus leadership opportunities. This class will provide insights into what exemplary Christian leadership should look like and ultimately help students to lead, influence & serve with integrity.

Course is Pass/Fail

LDEV 335 Entrepreneurial Leadership 3

This course is intended to prepare present and future entrepreneurial leaders to achieve their God-given entrepreneurial potential to have a transformative impact locally and globally. If you are interested in creating a new enterprise, a new non-profit or even planting a church, this course is for you. The course looks at the heart of entrepreneurship and leadership both from an organizational and biblical perspective.

LDEV 345 Transforming Leadership Through Innovation 3

The tripod of creativity, innovation, and entrepreneurship are the foundation of the successful organization. The encouragement, management, and culture to promote an innovative work environment places specific demands on leadership. After an exploration of popular innovation theory, organizations and companies whose novel adoptions have transformed their contexts and industries will be identified, discussed, and evaluated. Lessons for tomorrow's leaders will be inferred.

LDEV 380 Communication Strategies of the Leader 3

Students will develop and demonstrate communication skills appropriate for a variety of audiences and contexts including interpersonal, small group, public speaking, and online situations. The importance of communicating vision as well as framing organizational issues effectively will be highlighted.

LDEV 400 Leadership Capstone 1

Students will advance their strategies for practical applications of leadership in their current roles and future organizational roles through reflection, research, and discussion. They will continue to refine their Christ-centered leadership skills reflecting Christian character in their ongoing leadership roles while addressing societal and organizational dysfunction.

LDEV 445 Leadership Strategies for Groups, Teams, and Organizations 3

Students will learn how group, individual, and relational behaviors within organizations shape the structure, efficiency, and development of those organizations, and will gain an understanding of strategies to respond to these organizational behaviors as leaders. Key topics include theory and practice of group and team leadership, group dynamics, group processes, collective goal-setting, developing shared purpose, and conflict management and resolution.

LDEV 610B Advocacy, Public Policy and Human Rights 2

This course is designed to prepare Christian leaders for social justice advocacy in the context of the global struggle for human rights. Drawing upon Martha Nussbaum and Amartya Sen's capabilities approach to human rights, the course presents a Freirean model for social justice advocacy that recognizes the local, national and international context of advocacy work and explores creative partnerships with other organizations and community groups on particular advocacy issues. The course emphasizes the importance of developing a biblical basis for social justice advocacy and the development professionals to cultivate strong advocacy skills. This is the second of two parts.

LDEV 650A Relief and Mitigation for Disasters and Complex Humanitarian Emergencies 1

An overview of fundamental concepts, principles and tools essential for effective emergency relief and disaster mitigation interventions. A comprehensive simulation of a major disaster and NGO response is used to illustrate both the complexity as well as the practical principles to be followed by those responsible for these programs. This is the first of two parts.

LDEV 650B Relief and Mitigation for Disasters and Complex Humanitarian Emergencies 2

An overview of fundamental concepts, principles and tools essential for effective emergency relief and disaster mitigation interventions. A comprehensive simulation of a major disaster and NGO response is used to illustrate both the complexity as well as the practical principles to be followed by those responsible for these programs. This is the second of two parts.

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.

Management (MNGT)

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 515 Global Business 3

An analysis of the vast external environment in which organizations operate today that provides students with principles and strategies for navigating the complexities of the global market. Students consider global economic, political, and social factors that affect daily organizational operations. Additionally, students explore ethical and justice-related questions and gain a broader understanding of the world and how business operates within it.

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 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 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 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 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 615 Talent Management 3

A comprehensive survey of management practices that facilitate the development and maintenance of a sustainable talent pool. Students leave this course equipped with leadership and management strategies that improve organization member efficiency, motivation, satisfaction, and achievement in a way that helps the organization move toward its strategic goals.

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.

MNGT 625 Operations and Supply Chain Management 3

Gain the knowledge and skills necessary to manage organizational operations and supply chains to meet consumer demand. Students leave this course with strategies to create an efficient and effective supply chain and the confidence to make strategic supply chain decisions.

MNGT 665 Ethics and Social Justice 3

Designed to assist students in developing their skills in ethical analysis and moral discernment, this course utilizes an ethical decision-making framework that maps the ethical, legal and prudential dimensions of business decision making for the purpose of crafting responses that are consistent with one's own code of ethics and a life of integrity. The case method is used to explore the moral aspects of topics such as corporate social responsibility, consumer and employee protection, sexual harassment, human resource management, marketing and finance. Special attention will be devoted to the nurturing of ethical character, the importance of ethical leadership for the business community, and the role of the Christian faith as a transformational force in the workplace.

MNGT 675 Practicum 3

A student-directed applied learning project completed under faculty advisement designed to allow students to demonstrate their management competency. The project involves a product, service, organizational unit, market sector, innovative process/idea, or resolution to a significant organizational problem. Students demonstrate mastery of their program's material by formulating recommendations and an associated action plan that incorporates critical analysis, sound business principles, ethical standards, and best practices into their work.

MNGT 695 Internship 3

Each internship credit represents 40 hours of professional work experience.

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.

Marketing (MKTG)

MKTG 202 Principles of Marketing 3

This course introduces the student to the broad field of marketing and activity that aims to develop goods and services to satisfy the needs and desires of customers. Marketing decision-making in for-profit and not-for-profit organizations emphasizes the analysis of customer needs and desires; segmenting of markets; developing product, promotion, price and distribution strategies; and the relationship among consumers, business and government.

Prerequisites: Take BUSA-101; Minimum grade of C

MKTG 302 Marketing Research 3

Analysis of the principal internal and external procedures used in collecting, processing and evaluating both quantitative and qualitative data. Students will also apply research design and management of information for decision-making.

Prerequisites: MKTG-202 AND BUSA-221; MINIMUM GRADE C

MKTG 303 Consumer Behavior 3

Course examines the relationship between buyer behavior and marketing decision making. Students will develop an awareness of various aspects of consumer motivation and behavior, including social, cultural, psychological, business and environmental influences.

Prerequisites: MKTG-202; MINIMUM GRADE C

MKTG 305 Principles of Sales Management 3

Principles underlying the sales process and practical application of these principles to selling institutions. Emphasis on essential qualities, right mental attitudes and necessary emotional control, as well as good selling skills necessary to sell self, services and products.

Prerequisites: MKTG-202; MINIMUM GRADE C

MKTG 403 Digital Marketing 3

This course is designed to address contemporary issues and interests in Marketing. Such topics as supply chain management, branding, customer relationship management, retailing, and others will be offered in various semesters. Prerequisite: Minimum grade of C in BUSA 202 and 302.

Prerequisites: MKTG-302; Minimum grade C

MKTG 405 Integrated Marketing Communications 3

This course analyzes the numerous methods used to communicate with customers. Organizations in the private as well as the public sectors understand that the ability to communicate effectively and efficiently with their targeted audiences is critical to the long-term success of the organization. Topics such as public relations, selling, and advertising and promotion will be explored. Students will complete the design and implementation of an integrated marketing communication plan.

Prerequisites: MKTG-303 MKTG-305; Minimum grade C

Marriage and Family Therapy (MRFM)

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 a confessionally 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 lifespan 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 830B Special Topics: Foundations of Assessment and Interventions in Marriage And Family Therapy 3**MRFM 830C Special Topics: Supervision Practicum 3**

This course is designed to assist students in becoming relational supervisors, in conjunction with the AAMFT Approved Supervisor training provided by the American Association for Marriage and Family Therapy. Utilizing online discussions and faculty feedback, this course will provide students with the opportunity to submit components of their AAMFT didactic training in partial fulfillment of the course requirements. This course will promote students' ability to conduct supervision on their own, under the mentorship of an AAMFT Approved Supervisor Mentor. By the conclusion of the course, each student will submit a draft of their supervision contract and philosophy of supervision paper. This course is pass/no credit.

Course is Pass/Fail

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 to marriage and family 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 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 & 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 biopsychosocial/spiritual 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 881 Special Topic: Research in Marriage and Family Therapy 3

This graduate research methodology course introduces doctoral of arts students to a variety of qualitative and quantitative research topics. This class connects research with the practice of family therapy through learning about evidence-based interventions. Writing skills are needed for constructing research and reviewing existing research and these are developed through readings and instruction. Students will gain knowledge in family therapy research, such as management and validity, methodology, bridging research and practice, academic writing, and ethics in research including navigating the Institutional Review Board (IRB).

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 appreciation 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 is offered in three consecutive semesters, Spring, Summer and Fall in which students accrue a minimum of 300 supervised hours of direct service to clients in an approved clinical setting. The course covers topics of: professional roles and functions in clinical settings, ethical decision making, strategies for providing marriage and family therapy with diverse populations. The course also examines issues of pedagogy for the Marriage and Family practitioner. This course is pass/no credit.

Instructor consent required

Course is Pass/Fail

MRFM 906 MFT Practicum Continuation 0

This Field Supervision course requirements include the completion of MRFM905 requirements, which include a minimum of 100 hours of supervised direct client service in an approved clinical setting. The other assignments, which may be similar to MRFM905, are required for this course as well, even if the student has already completed some of the assignments in MRFM905. This 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.

Course is Pass/Fail

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.

Course is Pass/Fail

MRFM 920 Thesis/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.

Course is Pass/Fail

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.

Course is Pass/Fail

MRFM 922 Thesis/Dissertation Continuation 2

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. No credits accrue if a continuation semester is needed.

Course is Pass/Fail

Mathematics (MATH)

MATH 103 Mathematical Ideas 3

The objectives of this course are to develop an appreciation for mathematics, to provide an insight into the methods of reasoning used by mathematicians, and to discuss its historical development. It is intended for the liberal arts student who has had little contact with mathematics, and elementary and secondary education majors.

Core Category: Mathematics

MATH 103L Mathematical Ideas Lab 1

The course reviews and reinforces concepts covered in MATH 103. This one-credit course provides students with tutoring and study skills to facilitate success as they develop an appreciation for mathematics and methods of reasoning used by mathematicians. It is intended for students that did not score 250 points in the Math Accuplacer after participating in the Esperanza College Bridge Program.

MATH 104 Finite Math 3**MATH 105 Math of Finance 3****MATH 106 Calculus for Management, Social and Life Sciences 3****MATH 107 Mathematical Perspectives for Educators 3**

This course will explore the fundamental concepts of Geometry and Algebra along with their historical development. Computer topics that are useful for educators will also be addressed along with the historical development of personal computers. It is intended for the student who intends to teach at the elementary or middle school level.

Core Category: Mathematics

MATH 108 Mathematical Perspectives for Science 3**MATH 130 Special Topics 1-3****MATH 140 College Algebra 3**

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 to take Pre-calculus or any other course requiring these algebraic skills. NOTE: A student who has received credit for a higher level MATH course (exclusive of MATH 220 or an equivalent course in statistics for behavioral and social sciences) may not take this course for credit.

Core Category: Mathematics

MATH 140B College Algebra (Bi-Lingual Chinese/En) 3**MATH 150 Pre Calculus 3**

An in-depth study of functions and graphical analysis. Polynomial, rational, trigonometric, inverse trigonometric, exponential and logarithmic functions will be studied. A student who has successfully taken calculus in high school may not take this course for credit

Core Category: Mathematics

MATH 160 Calculus I 3

This first semester calculus course will introduce concepts in the differentiation and integration of functions of one variable. These topics include limits, continuity, differentiation, integration, the mean value theorem and the fundamental theorem of calculus.

Core Category: Mathematics

MATH 161 Calculus II 3

This second semester calculus course continues the development of single variable calculus. Topics include applications of integration, integration techniques and an introduction to infinite sequences and series.

MATH 214 Calculus III 3

This third semester calculus course introduces the concepts of three-dimensional space and calculus of several variables, including partial differentiation and multiple integrals.

Prerequisites: MATH-161; Minimum grade C

MATH 220 Elementary Statistics 3

Meaning, purposes and processes of statistical methods; selection of representative, parallel or equivalent groups; graphic representation; measures of central tendency; variability; normal distribution; probability; binomial coefficient; random sampling; confidence levels; interference; t-test, analysis of variance; chi square; correlation. Theory and practical application of above operations of computer where applicable. This course does not count toward the requirements for the major or minor in mathematics. Satisfies the quantitative reasoning general education requirement. Credit earned only once for BUSA 221, MATH 220, PSYC 220, or SOCI 220.

Core Category: Mathematics

MATH 221 Statistics for Data Analysis 3

Introduction to statistics with an emphasis on theory and application. Includes probability; sampling; t-test, analysis of variance; chi square; correlation; regression; effect size. Intended as an introduction for students meeting additional statistics, data science, or data analysis coursework. This course does not count toward the major or minor in mathematics.

Core Category: Mathematics

MATH 230 Special Topics 1-4**MATH 240 Discrete Mathematics 3**

This course develops basic symbolic logic and proof techniques, and introduces students to discrete structures including sets, relations, functions, matrices and graphs. Also includes an introduction to combinatorics and other mathematical topics related to the study of computer science.

Core Category: Mathematics

MATH 244 Linear Algebra 3

An introductory course in linear algebra. Topics include linear equations, matrices, determinants, eigenvalues, linear transformations and vector spaces.

Core Category: Mathematics

MATH 300 Differential Equations 3

A study of first-order and linear differential equations, linear systems and Laplace transforms.

Prerequisites: MATH-161; Minimum grade C

MATH 310 Number Theory 3

An introduction to elementary number theory and its applications, particularly in the field of cryptography.

Prerequisites: MATH-240; Minimum grade C

MATH 314 Math Statistics 3**MATH 315 Probability 3**

This course is a rigorous introduction to the field of probability. It will cover the mathematical theory of probability, and applications of the theory to a variety of real-world problems.

Prerequisites: MATH-161 and MATH-240; Minimum grade C in each

MATH 316 Mathematical Statistics 3

A calculus - based introduction to mathematical statistics and the statistical programming language R. A study of the mathematical foundations of statistical methods, and the application of these methods using the programming language R. Covers data analysis using R, random variables and distributions, estimation, hypothesis testing, linear regression. Prerequisite: MATH 315

Prerequisites: Take MATH-315; MINIMUM GRADE C

MATH 320 History of Mathematics 3

A survey of how mathematics has developed over the past 5000 years; beginning with the origin of math in the ancient civilization of antiquity progressing through the 20th century. The course will concern itself primarily with mathematical content. Various examples of the development of mathematical areas are studied, with a particular focus on the development of geometry from Euclidean geometry through modern non-Euclidean geometry.

MATH 330 Special Topics 1-4**MATH 330D Number Theory & Cryptography 3****MATH 330E Mathematical Statistics 3****MATH 330G Partial Differential Equations 3****MATH 330H Inverse Problems 3****MATH 330I Graph Theory 3**

This course is an introduction to graph theory. Topics include graphs, trees, cycles, Eulerian cycles, shortest path algorithm and spanning tree algorithm.

MATH 340 Geometry 3

A study of Euclidean and hyperbolic geometry. The postulates and principal definitions and theorems of these two geometries will be studied and compared. Other non-Euclidean geometries will also be introduced.

MATH 350 Advanced Calculus 3

A rigorous development of multivariable calculus and vector analysis. Topics include Green's, Stokes' and Gauss' theorems; vector fields; transformations and mappings.

Prerequisites: MATH-240; Minimum grade C

MATH 380 Chaotic Dynamical Systems 3

This course will explore discrete dynamical systems, including orbits, graphical analysis, fixed point methods, bifurcation, the quadratic family and chaos.

Prerequisites: Take MATH-240; Minimum grade C, TR, CR, WV

MATH 400 Directed Study 1-4**MATH 404W Real Analysis 3**

This course provides an axiomatic construction of the real number system. Topics include sequences, Cauchy sequences, metric spaces, topology of the real line, continuity, completeness, connectedness and compactness, convergence and uniform convergence of functions, Riemann integration. Writing-intensive course.

Prerequisites: MATH-350; Minimum grade C

MATH 405 Complex Variables 3

MATH 414W Abstract Algebra 3

The properties of formal systems such as groups, rings, and fields. The approach is axiomatic. Writing-intensive course.

Prerequisites: MATH-240; Minimum grade C

MATH 415 Topology 3

This course provides a basic introduction to the definitions and concepts of point set topology, and a brief introduction to algebraic topology (homotopy and the fundamental group).

Prerequisites: Take MATH-240; Minimum grade C, TR, CR, WV

MATH 422 Foundations and Philosophy of Mathematics 3

This culminating senior experience course in the mathematics major provides an introduction to mathematical philosophy with a consideration of the logical foundations of mathematics, its culture and practices. Also includes a development of the number systems. A broad review of mathematics will be done in preparation for the ETS Major Field test.

MATH 430 Directed Study 1-3**MATH 495 Internship 1-12****MATH 498 Teaching Assistant 1-3****MATH 499 Research Assistant 1-3**

Media and Technology (MTEC)

MTEC 101 New Media Networks & Technologies 3

Learn about new media networks and technologies and receive an introduction on how to use them. Learn the storytelling tools in the Adobe creative cloud suite: Illustrator, Photoshop, and including YouTube and other social media.

MTEC 201 Web & Mobile Technologies I 3

Build upon your knowledge of how to use the Adobe creative cloud suite and develop skills in web design and mobile app development. Learn how to submit our apps to android, ios, and more. Learn how to develop podcasts, blogs, vlogs, youtube channels, and more.

MTEC 251 Web & Mobile Technologies II 3

Take your web design, mobile app development skills, and podcast communication skills to a more advanced level working on more complex and elaborate projects. Submit your productions to distribution channels.

MTEC 290 Technology Practicum 1

Practice your design, development, and technology skills in collaborative pro-social media projects that include students mentored by professionals. Projects enable you to develop showcase content and network with industry professionals. By the end of the semester students will be able to 1. Gain experience working in more complex productions; 2. Network with professionals in a project setting; 3. Develop a website and/or mobile app.

MTEC 295 Technology Field Practicum 1

Practice your production skills in a professional setting through your internship. Learn how the industry works, gain experience, be mentored by professionals, and showcase your skills.

MTEC 301 Web & Mobile Technologies III 3

Develop larger and more complex web design and mobil app development projects using Dreamweaver, Wordpress, HTML5, CSS, Swift, React and other development tools. Go deeper on the user experience, interface design, securing systems and data, coding development, and new realities.

Media Production (MPRO)

MPRO 101 Principles of Design & Production 3

Overview of best practices in visual communication design including web pages, mobil app design and development, print and online media, and more. Learn the basics of how to use field equipment and an overview of the production process from conceit to post-production and distribution. By the end of the semester students will be able to 1. Know the principles of design and have skills to apply it to different tasks; 2. Know the process of field production from beginning to end and have skills to apply it to production; and 3. Know how to have skills to use and maintain field equipment for production.

MPRO 201 Media Production I 3

Develop storytelling ability through field production skills with DSLR cameras, smart phones, and other types of cameras. Learn techniques in videography, lighting, sound, and post-production. Apply your organizational production skills to produce media projects. Learn how to distribute through multimedia platforms. By the end of the semester students will be able to 1. Know how to tell stories producing media content that involves use of field cameras, creative camera techniques, audio, and lighting; 2. Know the principles of post-production; 3. Know how to distribute their content through different media platforms; 4. Produce and create content, edit the content, and distribute the content.

MPRO 251 Media Production II 3

Develop storytelling ability through multi-camera studio production. Develop more advanced field production skills and techniques in videography, lighting, sound and post-production. Apply your organizational skills to produce media projects that combine field studio production. Apply your knowledge to distribute through multiple media platforms. By the end of the semester students will be able to 1. Know how to tell stories producing media content in a multi-cam student setting and incorporate content developed through the use of field cameras, creative camera techniques, audio, and lighting; 2. Gain advanced experience applying the principles and techniques of post-production; 3. Gain advanced experience distributing their content through different media platforms; 4. Produce and create studio content that is distributed live or post-production for future distribution.

MPRO 290 Media Production Practicum 1

Practice your production skills in collaborative pro-social media projects that include students mentored by professionals. Projects enable you to develop showcase content and network with industry professionals. By the end of the semester student will be able to 1. Gain experience working in more complex productions; 2. Network with professionals in a project setting; 3. Develop material they can showcase.

MPRO 295 Media Field Practicum 1

Practice your production skills in a professional setting through your internship. Learn how the industry works, gain experience, be mentored by professionals, and showcase your skills.

MPRO 301 Media Production III 3

Advance your skills as a media producer both as a writer and project manager making use of Celtx Studio Suite to develop, break-down, schedule, and budget your scripts as well as media project management tools. Advance your field and studio production skills and technique in pre-production, videography/cinematography, lighting, sound, post-production, distribution, and summative evaluation as you produce real-life projects and begin to explore new media production technologies such as VR media production.

MPRO 321 Post-Production & Digital Visual Effects 3

Expand your post-production knowledge and skills diving deeper into visual effects using Adobe After Effects and other software to enable you to enhance your storytelling. Learn about visual effects and what it takes to break into the post-production field. Advance and refine your skills as you work on more complex projects.

Medical Assisting (MEDA)**MEDA 101 Introduction to Medical Assisting 3**

An overview of the basic concepts required to function as a medical assistant both administratively and clinically. Topics include scheduling, electronic medical records, infection control, first aid, CPR, patient assessment and management of the front office.

MEDA 150 Medical Terminology 3

The focus of this course is to enable students to understand the language of health, disease, medical diagnoses, and treatment commonly employed by healthcare professionals. The course will emphasize Latin and Greek word roots, suffixes, prefixes, abbreviations, and anatomical terms and stress pronunciation, spelling, and appropriate use of medical terminology. This course is foundational to all other health related courses.

MEDA 160 Phlebotomy and Critical Clinical Procedures 3

This course delves deeper into the skills needed to perform essential clinical skills in the medical office. Topics include collecting specimens, performing laboratory tests, performing spirometry exams and performing an EKG.

Prerequisites: meda-101

MEDA 168 Records, Billing, and Coding 3

This course provides a broad overview of health insurance and third party reimbursement while providing a hands-on approach to using computer systems to generate income in a primary care setting. Students will actively practice using ICD-9 and CPT codes to complete all required paperwork for billing including practice with the CMS-1500.

Prerequisites: meda-150

MEDA 204 Medical Law and Ethics 3

To familiarize students with the social and ethical issues which underpin the practice of medicine. In addition, this course examines legal terminology, liability and responsibility, licensing, and the Patient/Medical Assistant relationship. A strong emphasis will be placed on the student's abilities to display understanding through critical oral and writing skills. The capacity to articulate and reason with moral principles, philosophical claims, and social dilemmas will be broadly reviewed and assessed throughout the course.

MEDA 224 Pharmacology 3**MEDA 260 Phlebotomy and Ekg Technology 4**

Basic course overseeing all aspects of phlebotomy delivery including infection control, safety practices, laboratory tests, appropriate equipment and proper phlebotomy technique in a wide variety of clinical situations. Students will attend both lecture and clinical practice of techniques including venipuncture and capillary blood draws.

MEDA 300 Externship 4**Missions (MISS)****MISS 100 Perspectives in Christian World Mission 3**

A comprehensive introduction to the World Christian Movement as it is involved in mission. The course provides a systematic and critical understanding based on biblical foundations, historical developments, cultural issues and strategic approaches. Emphasis on what has happened and is happening to complete the task of world evangelization.

Core Category: Theology

MISS 130 Special Topics 1-3**MISS 200 Expansion and Methods of the Christian World Movement 3**

An analysis of the dynamics of the growth of the Christian movement from the Apostolic era to the present day. Special attention is given to the major leaders in evangelization of new peoples and nations and to the diverse structures of mission outreach.

MISS 220 Biblical Perspectives on Missiology 3

Old and New Testament perspectives which illuminate the nature and meaning of missions today. The Kingdom and people of God are explored along with the missionary nature of the Apostolic Church. Prerequisites: Minimum grades of C in BIBL 101, 102.

Prerequisites: BIBL-101 and BIBL-102; Minimum grade C in each

MISS 230 Special Topics 1-3**MISS 310 Christ and Culture 3**

This course presents anthropological models of cross-cultural ministry, addressing theoretical and practical concerns. Topics include: Christianity and culture, cross-cultural interpretation of the Bible and the Gospel, contextualization of theology, and the missionary role, gifts and calling, support networks, ministry goals, leadership skills, second language acquisition, and models of interpersonal, ethical and spiritual reconciliation.

MISS 330 Special Topics 1-3**MISS 350 Strategic Planning for World Evangelization 3****MISS 395 Field Experience 3**

Supervised participation in the field efforts of a Christian missions organization that involves direct ministry responsibilities appropriate to the individual's level of prior experience. Typically, such placement will require one to cross a significant cultural boundary.

MISS 400 Directed Studies 1-3**MISS 401 Ideas in Missiology 3**

This course will consider the development of missiological thought from the first world conferences of mission to the present. We will survey missiological ideas, including contextualization, globalization, ecumenism, as well as responses to pluralism, and neo-colonialism among others. Most importantly we will consider varying understandings and contemporary conclusions concerning the nature and task of mission. The relevance of mission both for the present and the future will be emphasized.

Prerequisites: MISS-100; Minimum grade C

MISS 420 Contemporary Issues in Missiology and Anthropology 3

This course is a senior seminar synthesizing missiological and anthropological issues and developments as they apply to the 21st century context. It presumes the interpenetration of biblical studies, missiological theories, and ethnographic and ethnolinguistic processes. Both non Western and Western approaches to understanding the missio Dei (the mission of God) will be considered in the context of the history of the growth of God's Kingdom.

MISS 495 Sp Top: Missiology Internship 3

MISS 498 Teaching Assistant 1-3**MISS 501 An 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

The course is to introduce an overview of crucial issues involved 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.

Music (MUSI)

MUSI 100 Basic Musicianship 3**MUSI 101 Music Skills 3**

Music Skills is a course designed to introduce the student to some of the basic elements of music, including notation, harmony, and rhythm. Emphasis will be placed on developing familiarity with notation, note values and identification, scales, keys and simple rhythms. Computer instruction and hands-on exploration of electronic instrumentation will be covered and used extensively as an aid to understanding and to develop computer literacy in musical contexts. Musical projects will be recorded in the studio. This course also prepares the student for Musicianship I.

Core Category: Arts and Literature

MUSI 102 Musicianship I 3.00000**MUSI 104 Musicianship I 2**

A course designed to develop the aural, performing and analytical skill of the student. Compositional skills are studied and practiced and the ability to sight sing and take dictation is developed through exercise in and out of class. Included will be music materials from the 17th and 18th centuries as well as the 20th century. Prerequisite: Minimum grade of C in MUSI 101 or demonstrated proficiency in treble and bass clef reading as approved by the instructor. Meets four hours weekly including MUSI 104L Aural Skills I. No fee applies.

Core Category: Arts and Literature

Corequisites: Take MUSI-104L

MUSI 104L Aural Skills I 1

Corequisites: Take MUSI-104

MUSI 105 Piano Class I 1

A course designed to acquaint the student with the skills necessary for beginning piano study. This course is part of a two-semester sequence designed to prepare students for the keyboard proficiency exam. Priority to music majors.

MUSI 106 Piano Class II 1

A course designed to lead the student to keyboard proficiency. The course consists of weekly classes during which individual students will be given instruction at the keyboard. Each student will develop his/her repertoire and monitor his/her own growth as a pianist.

MUSI 116 Piano Class II 1**MUSI 125 Voice Class I 1**

A course designed to assist the student in the development and basic techniques of the singing voice, to give the student a knowledge of proper vocal production and to begin his/her own progress. This course is for non-voice majors. It is required of non-voice concentration majors in music education.

MUSI 126 Voice Class II 1

A course designed to assist the student in the development and basic techniques of the singing voice, to give the student a knowledge of proper vocal production and to begin his/her own progress. This course is for non-voice majors. It is required of non-voice concentration majors in music education.

MUSI 130 Special Topics 1-3**MUSI 130A Jazz Improvisation 1****MUSI 130B Jazz Combo 1****MUSI 130D Chapel Worship Teams 1****MUSI 137 Vocal Diction: English 1**

The first of the four-semester sequence, this course instructs the student of voice on basic skills in International Phonetic Alphabet (IPA), Vowel and Consonant Chart, and English diction. Students must take the sequence in chronological order and must study private voice during each semester.

MUSI 138 Vocal Diction: Latin and Italian 1

The second of the four-semester sequence covering the principles of accurate pronunciation in Latin and English. Students must take the sequence in chronological order and must study private voice during each semester. Prerequisite: Minimum grade of C in MUSI 137.

Prerequisites: MUSI-137; Minimum grade C

MUSI 145 Electronic Music 2

This course designed to provide those students who are inexperienced in the studio but musically inclined and familiar with some of the resources and skills used in various aspects of electronic studio music production. (Students should be able to work out simple known melodies by ear and write simple original tunes before taking this course.) Focus will be on the basics of the equipment necessary for the projects involved - MIDI systems, sampling and synthesizer keyboards and associated gear. It is designed to meet the needs of talented curious students who want to get direct feedback on their musical ideas, regardless of their personal preferences in music, and with a minimum of technical jargon. Piano proficiency is not required, but some experience on an instrument (i.e., guitar) is helpful. Students will become familiar with multi-track recording techniques, basic mixing, signal processing and editing. Increased computer literacy and awareness of musical form, aesthetic considerations and articulation are natural consequences of this course. Priority given to music majors.

MUSI 155 Basic Guitar Class 1

A course offered for beginners who will learn the fundamentals of guitar as applied to praise music and folk/pop. The course covers basic playing techniques, chords, strumming patterns, and assembling a large song list. Offered each semester.

MUSI 156 Guitar Class II 1

This class is taught on three levels: Basic - for beginners who will learn the fundamentals of guitar as applied to praise music and folk/pop. The course covers basic playing techniques, cords, strumming patterns, and assembling a large song list. Intermediate - For those who have completed Basic Guitar I and II, or who are comfortable playing the guitar's basic cords. This class will seek to advance guitar skills for the playing of praise and worship guitar, including: assembling a large praise song list, learning about the history and theology of hymns and praise songs, practicing strum and fingerpicking patterns, and basic music theory. Techniques are applicable to various styles of music. Advanced - For those who have completed Intermediate Guitar I and II, or have comparable skills, this class will focus on solo and classical guitar techniques. Areas covered are scales, counterpoint, theory, practice strategies, and repertoire. NOTE: Students must have taken 155 or have equivalent performance ability as approved by course instructor in order to take 156.

MUSI 157 Chamber Music 1

An ensemble course designed for more advanced performers to explore the repertoire for various small groupings of instruments with the possible inclusion of voice. Such groupings may include brass, woodwinds, strings, percussion and various keyboard instruments. Participants will be coached by a faculty member and encouraged to perform.

MUSI 158 Chamber Music 1

An ensemble course designed for more advanced performers to explore the repertoire for various small groupings of instruments with the possible inclusion of voice. Such groupings may include brass, woodwinds, strings, percussion and various keyboard instruments. Participants will be coached by a faculty member and encouraged to perform.

MUSI 165 Vocal Ensemble 1

The University Choir provides intensive training in all aspects of choral singing. All students who enroll in University Choir assume the obligation to participate in touring choir if selected. Turning Point is a small touring ensemble giving approximately 20 concerts a semester in churches and schools. Miriam's Children is a mixed chorus designed to explore and develop repertoire of all styles. Repertoire is drawn from sacred and secular sources with emphasis on worship. Both semesters must be taken to earn credit. Open to all students by audition. Angels of Harmony is an African-American Gospel choir committed to ministry and diversity. The repertoire includes the richness of African-American heritage coupled with contemporary music. This group performs throughout the tri-state area during the academic year.

MUSI 166 Choral Ensemble 1

The University Choir provides intensive training in all aspects of choral singing. All students who enroll in University Choir assume the obligation to participate in touring choir if selected. Turning Point is a small touring ensemble giving approximately 20 concerts a semester in churches and schools. Miriam's Children is a mixed chorus designed to explore and develop repertoire of all styles. Repertoire is drawn from sacred and secular sources with emphasis on worship. Both semesters must be taken to earn credit. Open to all students by audition. Angels of Harmony is an African-American Gospel choir committed to ministry and diversity. The repertoire includes the richness of African-American heritage coupled with contemporary music. This group performs throughout the tri-state area during the academic year.

MUSI 168 Touring Choir 1

The touring choir is selected from University Choir members by the director during the fall semester. Students selected for touring choir are expected to participate in rehearsals and a limited number of performances during the fall even though no credit is awarded for the fall semester. Students who participate in the fall and who fulfill their performance obligations in the spring, including the annual performance at Spring Commencement, may receive one hour credit in the spring semester. Note: An activity credit.

MUSI 173 String Instruments I 1

A course designed to prepare the prospective music teacher to teach violin and viola in the elementary and secondary public school environments. This course is the first of a two-semester sequence in string instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Offered every three years. Lab fee applies.

Corequisites: MUSI-173L

MUSI 173L String Instruments I Lab 0

Lab fee applies.

Corequisites: MUSI-173

MUSI 174 String Instruments II 1

A course designed to prepare the prospective music teacher to teach cello and string bass in the elementary and secondary public school environments. This course is the second of a two-semester sequence in string instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Prerequisite: Grade C or better in String Instruments I or equivalent professional competency. Offered every three years. Lab fee applies.

Corequisites: MUSI-174L

MUSI 174L String Instruments II Lab 0

Lab fee applies.

Corequisites: MUSI-174

MUSI 191 Instrumental Ensemble 1

One-year activity courses. Both semesters must be taken to receive credit. St. Davids Orchestra Society, Eastern Winds, Eastern Jazz Ensemble, Jazz Combo, MIDI Ensemble, Percussion Ensemble, Flute Ensemble, and Eastern Strings are comprised of players interested in repertoire of various performing forces. The ensembles perform on and off campus. All ensembles are open to all students by audition. Membership is required for both semesters.

MUSI 192 Instrumental Ensemble 1

One-year activity courses. Both semesters must be taken to receive credit. St. Davids Orchestra Society, Eastern Winds, Eastern Jazz Ensemble, Jazz Combo, MIDI Ensemble, Percussion Ensemble, Flute Ensemble, and Eastern Strings are comprised of players interested in repertoire of various performing forces. The ensembles perform on and off campus. All ensembles are open to all students by audition. Membership is required for both semesters.

MUSI 195 Private Lessons 1-3

Instruction with emphasis on correct performance techniques. A minimum of four hours practice per week is assumed for each credit taken. Private lessons may be taken each semester the student is enrolled. Non-majors may take private lessons for credit. Registration through Music Office. Note: Not an activity credit. See course fees. Offerings include Bagpipes, Bass Trombone, Bassoon, Clarinet, Computers in Music, Double Bass, Flute, French Horn, Guitar, Harp, Oboe, Organ, Percussion, Piano, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, Violoncello, Voice.

MUSI 196 Private Lessons 1-3

Instruction with emphasis on correct performance techniques. A minimum of four hours practice per week is assumed for each credit taken. Private lessons may be taken each semester the student is enrolled. Non-majors may take private lessons for credit. Registration through Music Office. Note: Not an activity credit. See course fees. Offerings include Bagpipes, Bass Trombone, Bassoon, Clarinet, Computers in Music, Double Bass, Flute, French Horn, Guitar, Harp, Oboe, Organ, Percussion, Piano, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, Violoncello, Voice.

MUSI 203 Musicianship II 2

A continuation of the study of musical materials and structures, progressing through the tonal systems of the 18th through 20th centuries. Listening skills of harmonic, melodic and rhythmic dictation as well as sight singing skills are emphasized. Designed to develop in the student an understanding of larger forms and various tonal systems. Included is music from various cultures. Meets four hours weekly. Prerequisite: Minimum grade of C in MUS 104.

Prerequisites: Take MUSI-104; Minimum grade C

Corequisites: Take MUSI-203L

MUSI 203L Aural Skills II 1

Corequisites: Take MUSI-203

MUSI 204 Music Theory III 2

A course designed to examine chromatic harmony and modulation. The course also will introduce counterpoint, with emphasis on the 18th century. Included will be analysis, transcription and composition. Sight-singing and ear training are also a regular part of this course. Meet four hours weekly including MUSI 204L Aural Skills III Lab. Prerequisite: Minimum grade of C in MUSI 203. No fee applies.

Prerequisites: Take MUSI-203; Minimum grade C

Corequisites: Take MUSI-204L

MUSI 204L Aural Skills III 1

Corequisites: Take MUSI-204

MUSI 223 Composition I 2

Composition I is an introduction to composition through private instruction. Private lesson fee applies.

Prerequisites: MUSI-203; Minimum grade C

MUSI 224 Composition II 2

Composition II is a continuation of private study in composition. Private lesson fee applies.

Prerequisites: MUSI-203; Minimum grade C

MUSI 230 Special Topics 1-3**MUSI 230A Basic Conducting 2**

This course is designed to equip students by introducing basic conducting techniques such as: baton technique, meter patterns, cueing and expressive gestures, score reading/interpretation, and rehearsal techniques. There will be instrumental and vocal conducting opportunities for all students regardless of major instrument or vocal discipline.

Prerequisites: Take MUSI-204; Minimum grade of C

MUSI 237 Vocal Diction: German 1

The third of the four-semester sequence covering the principles of accurate pronunciation in German. Students must take the sequence in chronological order and must study private voice during each semester. Prerequisite: Minimum grade of C in MUSI 138.

Prerequisites: MUSI-138; Minimum grade C

MUSI 238 Vocal Diction: French 1

The fourth of the four-semester sequence covering the principles of accurate pronunciation in French. Students must take the sequence in chronological order and must study private voice during each semester. Prerequisite: Minimum grade of C in MUSI 237.

Prerequisites: MUSI-237; Minimum grade C

MUSI 250 Music in World Cultures 3

This course is an exploration into the music of various ethnic groups in their cultural contexts. It will examine basic assumptions about the study of music, both within and outside an academic setting, and the relationship between music and society.

Core Category: Cultural Perspectives, Arts and Literature

MUSI 255 Intermediate Guitar Class 1

A course offered for those who have completed Basic Guitar Class or who are comfortable playing the guitar's basic chords. This class will seek to advance guitar skills for the playing of praise and worship guitar. The student will assemble a large praise song list, learn about the history and theology of hymns and praise songs, practice strumming and finger-picking patterns, and learn basic music theory. Techniques learned are applicable to various styles of music. Offered each semester.

MUSI 273 Woodwind Instrument Methods 2

A course designed to prepare the prospective music teacher to teach flute, clarinet, and saxophone in the elementary and secondary public school environments. The performance component will include proper embouchure development, posture, developing a characteristic sound, a variety of articulations, tuning and intonation, and range. Techniques for teaching each of the above-mentioned performance skills, diagnostic and prescriptive skills, and selection and care of the instruments and their accessories will comprise the course's pedagogical element.

MUSI 273L Woodwind Instruments I Lab 0

Corequisites: MUSI-273

MUSI 274 Woodwind Instruments II 1

A course designed to prepare the prospective music teacher to teach oboe and bassoon in the elementary and secondary public school environments. This course is the second of a two-semester sequence in woodwind instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Prerequisite: Grade C or better in Woodwind Instruments I or equivalent professional competency. Offered every three years. Lab fee applies.

Corequisites: MUSI-274L

MUSI 274L Woodwind Instruments II Lab 0

Lab fee applies.

Corequisites: MUSI-274

MUSI 301 Musicianship IV 3.00000**MUSI 302 Composition, Orchestration and Arranging 3**

A study of the basic elements of music in various contexts for the purpose of understanding and creating original and adapted works of music. Designed to equip the student with skills to compose and develop musical ideas. Included will be arranging and orchestration with consideration of theological assumptions of musical creativity.

MUSI 304 Musicianship IV 2

A course introducing the harmony of jazz and popular music and other modern music theories. This course will include sight singing and ear training as well as work in the electronic music studio.

Prerequisites: Take MUSI-204; Minimum grade C

Corequisites: Take MUSI-304I

MUSI 304L Aural Skills IV 1

Corequisites: Take MUSI-304

MUSI 305 Music History I 3

A comprehensive music history course, concerned solely with the music of Europe (Western Music) and its development from ancient Greece and Rome through the Baroque Era (circa 1600-1750). One of the main points of the course is to discuss music as a mirror of society; consequently, we will also study the simultaneous developments of related fine arts, culture, history, technology, and politics in Europe during the time frame covered by this class. Great emphasis is placed upon form and analysis of the major trends and representative musical works from each period.

Core Category: Arts and Literature

MUSI 306W Music Connections II 3

A course designed to examine the music of the Classical and Romantic periods. Included will be an interdisciplinary approach to the concurrent developments in society, theology, philosophy and art. Composers, program music, symphony, chamber music, opera, church music, lieder, and music for the piano will be studied and analyzed. The student will be responsible for independent and group research and class presentation. Writing-intensive course. Prerequisite: Minimum grade of C in MUSI 305.

Prerequisites: MUSI-305; Minimum grade C

MUSI 321 Composition I - Private Lesson 2

Private instruction based upon the progressive development of musical ideas and elements, form and technology. Opportunity for submission of music for competitions and publication dependent on level of progress. Prerequisites: Minimum grades of C in MUS 104, 203, 204.

MUSI 322 Composition II - Private Lesson 2

Private instruction based upon the progressive development of musical ideas and elements, form and technology. Opportunity for submission of music for competitions and publication dependent on level of progress. Prerequisites: Minimum grades of C in MUS 104, 203, 204.

MUSI 323 Composition III 2

Intermediate study of composition structured as private lessons. Private lesson fee applies.

MUSI 324 Composition IV 2

Intermediate study of composition structured as private lessons. Private lesson fee applies.

MUSI 330 Special Topics 1-3**MUSI 330A Musical Theatre: History and Performance 3**

MUSI 333 Elementary Music Methods and Materials 3
A course designed to familiarize and equip the student with those techniques which are necessary for teaching music in the elementary and middle school setting. The course will aid the future teacher in formulating a logical and sequential teaching approach. Emphasis will be given to philosophy and methods.

MUSI 334 Secondary Music Methods and Materials 3

A course designed to familiarize and equip the student with those techniques which are necessary for teaching music in the high school setting. The course will aid the future teacher in formulating a logical and sequential teaching approach. Emphasis will be given to philosophy and methods.

MUSI 340 Junior Recital 0

A program of prepared repertoire demonstrating the performing achievement of the student.

MUSI 341 Resources for Worship 2

A practical course providing information and training in worship leading for traditional and contemporary music, worship teams, audio/visual, and service planning- all geared for church and youth setting. Class sessions will include lectures and discussion of reading and lecture material, evaluation experiential assignments, small group interaction and various creative experiences inside and outside the classroom.

MUSI 344 Multiculturalism in the Classroom 2**MUSI 351 Church Music Repertoire 2**

A course designed to provide an exposure to the large body of music literature that comprises the heritage and diversity of the Christian Church. Music will be drawn from European, Anglo and African-American church music.

MUSI 352 The Philosophy and Administration of Worship Arts 2

A course designed to prepare the Worship Arts major to develop a clear theology of worship and philosophy in addition to approaching the varied tasks associated with music leadership.

MUSI 353 Contemporary Music Production 3

Contemporary Music Production is a course designed to provide students with industry standard resources and skills used in various aspects of studio music production and recording. Focus will be on the applied functions and features of the equipment necessary for the projects involved - MIDI systems, sampling and synthesizer keyboards and associated gear, software synthesizers and recording platforms including Digital Performer, Logic and Pro Tools. It is designed to meet the needs of talented students who want direct experience in digital audio engineering, manipulation and mixing. The course includes on and off-campus instruction and studio time as well as online access to instruction and review by recognized experts in the audio and music production fields. Internships will be available at several locations. Increased computer literacy and awareness of musical form, aesthetic considerations and articulation are associated and inevitable outcomes of this course.

Core Category: Arts and Literature

MUSI 354 American Popular Music Since WWII 3

This is a music history course covering the determinate elements of American popular music from the 1940's to the present. We will listen to many examples of this music and discuss the evolution and development of musical styles, instrumentation, lyrical direction, and recording and production technology of music during this period. Beyond the strictly musical aspects there will be examination and discussion of how this music has and continues to impact social culture and even political thought.

MUSI 371 Brass Instruments I 1

A course designed to prepare the prospective music teacher to teach trumpet and French horn in the elementary and secondary public school environments. This course is the first of a two-semester sequence in brass instrument performance and pedagogy. The performance component will include proper embouchure development, posture, developing a characteristic sound, a variety of articulations, tuning and intonation, and range. Techniques for teaching each of the above-mentioned performance skills, diagnostic and prescriptive skills, and selection and care of the instruments and their accessories will comprise the course's pedagogical element. The course will include one lecture section and one lab section per week. Offered every three years. Lab fee applies.

Corequisites: MUSI-371L

MUSI 371L Brass Instruments Lab 0

Corequisites: MUSI-371

MUSI 372 Brass Instruments II 1.00000

A course designed to prepare the prospective music teacher to teach trombone, baritone, and tuba in the elementary and secondary public school environments. This course is the second of a two-semester sequence in brass instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Prerequisite: Grade C or better in Brass Instruments I or equivalent professional competency. Offered every three years. Lab fee applies. **Corequisites:** MUSI-372L

MUSI 372L Brass Instruments II Lab 0

Lab fee applies

Corequisites: MUSI-372

MUSI 377 Brass Instruments 1**MUSI 378 Strings Class 1****MUSI 381 Instrumental Conducting and Procedures 2**

A course designed to deal with techniques particular to instrumental work, such as baton technique, score reading and preparation. The course includes organization and administration of bands and orchestras. Practice conducting will be in both class and ensemble situations. This will be an advanced survey of the important conducting techniques, gaining an in-depth knowledge of beat patterns, expressive gestures, tuning, balance, ensemble, entrance and release, embellishments, clefs and mastery of the full score.

Prerequisites: MUSI-204; Minimum grade C

MUSI 382 Choral Conducting and Procedures 2

A course that includes developing the techniques of beat pattern, entrances and releases, cueing, score preparation and rehearsing. Included is choral interpretation and vocal production, selection of materials, organization and administration of choral groups. This course will also include conducting in class and ensemble situations.

Prerequisites: MUSI-381; Minimum grade C

MUSI 395 Worship Arts Field Experience 3

A full-time field experience in requiring a minimum of 90 hours in a worship ministry in a cultural setting. The student must keep and submit a log of the experience. It is recommended that students do their Field Experience with CTI Ministries, but any Worship Ministry program can be used with approval by their University Supervisor.

MUSI 400 Directed Study 1-3**MUSI 403 Music Connections III 2****MUSI 405 Music History III 3**

A comprehensive music history course, concerned solely with the music of Europe and America and its development from the late 19th century through the 20th century. One of the main points of the course is to discuss music as a mirror of society; consequently, we will also study the simultaneous developments of related fine arts, culture, history, technology, and politics during the time frame covered by this class. Great emphasis is placed upon form and analysis of the major trends and representative musical works from each period.

Prerequisites: MUSI-306W; Minimum grade C

MUSI 411 The History and Practice of Christian Worship 2

This course is designed to give the student a grasp of the phenomenon of Christian worship from the early church to present, through studying practices of the church, such as the observance of time, the use of worship space, public prayer, the service of the Word, the sacraments, and the practices that apply to one's every stage of life's journey.

MUSI 412 Hymnology 2

A course dealing with the development of the hymn form from the early church to the modern period. Included will be discussion of theological and sociological influences that affected hymn writing and hymn tune composition. Offered spring 2005.

MUSI 413 Leadership and Discipleship 2

The leadership and discipleship course will equip students with an understanding of what authentic leadership is, how to guide the church into the presence of God through worship, learn how to develop spiritual growth of team members and lastly help students pursue and devote themselves to worshiping God in their private and public lives.

MUSI 415 Graded Choir Methods and Materials 2

A course designed to examine the repertoire and techniques for developing a multi-choir church music program based on classifications of age and educational level. Primary emphasis is on choral activities with secondary inclusion of instrumental resources.

MUSI 423 Composition V 2

Advanced study of composition structured as private lessons. Private lesson fee applies.

MUSI 424 Composition VI 2

Advanced study of composition structured as private lessons. Private lesson fee applies.

MUSI 425 Electronic Music 2**MUSI 433 Methods for Music Productions 2****MUSI 434 Writing for Instruments 3**

Writing for Instruments is an advanced orchestration course. The course is designed to familiarize the student with principles of writing involving strings, woodwinds, brass, percussion, and to a lesser extent, world instruments and experimental and unconventional sound making objects. Ranges, sound properties, performance techniques, and notation will be included.

MUSI 435 Music Education Ensemble 1**MUSI 437 Pedagogy and Literature 2**

The course will be offered in divided sections (brass, keyboard, strings, voice and woodwinds) depending on the performing emphasis of the students. Additional specialization to the actual instrument may be individualized. Methods of private teaching and repertoire development will be examined.

MUSI 438 Music Career Management 2

A course designed to assist the upper level music major in planning a career. Christian faith, performance and service, life management, artistic representation, strategic planning, technological implications, and audition and competition preparation will be explored. Legal issues and grant request writing will be included. This course satisfies the College of Arts and Sciences Culminating Senior Experience (CSE) requirement. Open to non-music majors by permission of the instructor. This course is recommended for the semester of the senior recital or the semester preceding the senior recital.

MUSI 440 Senior Recital 0

A program of prepared repertoire demonstrating the performing achievement of the student.

MUSI 441 Worship Arts Internship I 1

A course designed to provide professional mentoring and apprenticeship in local churches with active music ministries.

MUSI 442 Worship Arts Internship II 1

A course designed to provide professional mentoring and apprenticeship in local churches with active music ministries.

MUSI 461 Apprenticeship 1

A course designed to provide professional monitoring and apprenticeship in student's major area of music.

MUSI 462 Apprenticeship 1

A course designed to provide professional monitoring and apprenticeship in student's major area of music.

MUSI 473 Percussion Instruments 1

A course designed to introduce the student to the instruments and performing and teaching techniques of the percussion family. Includes class instruction for music majors in the fundamentals of the percussion instruments. The course will include one lecture session and one lab section per week. Lab fee applies.

Corequisites: MUSI-473L

MUSI 473L Percussion Instruments Lab 0

Corequisites: MUSI-473

MUSI 495 Internship 3-12

A supervised internship in an off-campus organization that is communication oriented, e.g., advertising or public relations firm, corporate training, consulting, motion picture company, radio station. The student must provide his or her own transportation, consult with his or her off-campus supervisor, and file reports on the experience with his or her on-campus advisor. May be taken more than once, provided that the total hours do not exceed twelve. Does not count toward the minor in communication.

MUSI 498 Teaching Assistant 1-3**MUSI 499 Research Assistant 1****MUSI 999 Music Recital and Repertory 0**

This required non-credit course reserves Mondays from 3:00-3:50 p.m. for professional concerns such as recitals, repertoire classes, master classes, and departmental meetings. Each semester, all students majoring in music are required to register for MUS 999 Music Recital and Repertory.

Course is Pass/Fail

Nursing (NURS)

NURS 130 Special Topics 1-3**NURS 210 Health Care Ethics and Christian Nursing 3**

In a world where legal, financial, scientific, religious, societal and personal concerns converge when making healthcare decision, nurses must be prepared to critically reflect, choose, and guide others in these directions. Participation in this course will provide students the opportunity to explore the foundations of ethical behavior as well as address how Christian faith molds nursing practice. The course will offer the student an opportunity to examine and evaluate the various factors and relationships that impact health care decisions.

NURS 215 Scholarly Writing in Nursing 3

Scholarly writing in nursing communicates knowledge, expertise, and advances the profession. This course explores the process of scholarly writing and provides students the opportunity to develop their writing skills. Students will practice the craft of academic writing and become effective writers by the end of this course.

NURS 230 Special Topics 1-3**NURS 250 Academic Nursing Essentials 3**

This course introduces students to the language of nursing, critical thinking, and the essential academic skills necessary for success in nursing. Students will explore nursing history, evidence based practice, scholarly communication both oral and written, and the nursing process. Students will also examine the role of technology and its impact on nursing practice, privacy, confidentiality, and health care.

NURS 301 Health Care Informatics 3

This course will examine technology and its impact upon nursing and the healthcare industry. The students will explore how computers are utilized in education, practice, administration and research. Students will review software for its applicability in nursing and healthcare. Students will learn about word processing, electronic mail, computerized literature searches, Internet research, and electronic presentation software. (This course must be the first course taken in RN/BSN Program)

NURS 302 Theoretical Foundations of Nursing 3

An overview of the historical, political, conceptual and theoretical development of the profession of nursing. Special attention is given to the scientific nature of the profession as well as the characteristics of its professional practitioners. Prerequisite: NURS 215.

Prerequisites: NURS-215

NURS 303 Psychosocial-Spiritual Assessment 3

This course focuses on psychosocial-spiritual assessment of individuals at all ages of the life span. Topics include culture/ethnicity, sexuality, stress, loss/grief, group process, communication, values, family theory, crisis theory, alternate health care modalities, and bioethical issues. (Pre- or corequisite: minimum grade of C in NURS 302)

NURS 304 Alterations in Physiology 3**NURS 305 Physical Assessment 3**

This course combines a holistic approach to nursing care of clients with the sciences of anatomy and physiology to obtain an accurate assessment of patient needs.

NURS 306 Health Promotion and Health Education in Nursing Practice 3

This course is designed to focus on the role of the practicing nurse in the promotion of health and the provision of health education. Students will explore the concepts of health promotion and disease prevention as the challenge of the 21st century. Students will also have the opportunity to discuss and apply teaching and learning theories. The central role of the nurse as a primary health educator will be explored. Pre- or corequisite: NURS 305.

Prerequisites: NURS-305

NURS 307 Theoretical & Practical Foundations of Holistic/Integrative Nursing & Health Promotion 3

A theoretical and application oriented course that focuses on psychosocial-spiritual assessment of individuals across the life span and at end of life. Evidence-informed, holistic/integrative strategies for promoting health, healing, and providing holistic nursing care are explored.

NURS 310 Pathophysiology/Pharmacology 4

This course focuses on core concepts of alterations of human homeostatic processes and pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Causes of pathophysiology in select body systems are discussed along with corresponding physical effects and responses. Pharmacologic therapeutic agents are discussed in relation to their effects on body systems experiencing disease pathology throughout the lifespan. Nursing responsibilities regarding safe medication administration, client teaching, laboratory data analysis and current research trends in pharmacology for the treatment of human diseases are discussed. Ethical/legal and cultural considerations of medication administration are discussed.

Prerequisites: NURS-250 and NURS-320; Minimum grade C

NURS 320 Introduction to Professional Holistic Nursing 3

This course explores the historical and theoretical foundations of the profession of nursing from a Christian worldview. Special attention is given to the caring, scientific and artistic nature of the profession as well as the characteristics of its professional practitioners. Key roles of the nurse include care provider, designer/manager/coordinator of care, and member of a profession are explored. Emphasis is placed on the synergy of the body, mind and spirit that is essential to consider when providing nursing care to individuals throughout the lifespan. By looking at the holistic nature of persons, nurses can develop comprehensive therapeutic strategies. By exploring diverse psychosocial, spiritual, sexual, and cultural dimensions of persons, nurses can tailor their interventions to meet the needs of clients seeking mental and physical health.

NURS 330 Special Topics 1-3**NURS 330A Nursing Outreach: Providing Healthcare to Underserved Populations 2**

This course will focus on understanding the needs of a population experiencing health care disparity, and the social, political, and economic factors influencing the delivery of health care, and participating in the delivery of health care in this setting. National and international, public, private, and faith-based organizations are examined. This course will support student learning during travel to the area to provide nursing care to communities, families, and individuals. The course is aimed at preparing the student to use their developing nursing knowledge and skills in this setting, as well as identifying factors in the location that promote or limit the health of the population. Following the travel, opportunities provided to reflect on the sustainability of the current health care efforts, and the impact of the experience on their personal lives and nursing careers.

Prerequisites: Take NURS-340; Minimum grade of C

NURS 340 Fundamentals of Nursing Practice 5

In this course, students learn to use knowledge from the liberal arts and sciences as a basis for the development of professional values for holistic nursing practice. The fundamentals of the nursing process and of basic clinical nursing skills are taught as caring behaviors within a Christian worldview. Course content areas include communication skills, legal and ethical considerations for holistic nursing care, assessment of basic health needs, and select psychomotor skills needed for beginning nursing practice. In addition, students learn information management skills of documentation, medical terminology and abbreviations. Students then practice and hone these skills in the clinical setting.

Prerequisites: NURS-250 and NURS-320; Minimum grade C

NURS 340C Fundamentals of Nursing Practice Clinical 0**NURS 340L Fundamentals of Nursing Practice Lab 0****NURS 350 Health Promotion & Education & Physical Assessment 5**

This course is focused on the concepts of health promotion and the skills of physical assessment. Students learn the key elements of nursing assessment, which include performing a health history, physical assessment, and psychosocial-spiritual assessment throughout the lifespan. Emphasis is given to the role of the professional nurse in health promotion and the provision of health education. Students have the opportunity to discuss and apply teaching and learning theories through the identification of client education needs.

Prerequisites: NURS-250 and NURS-320; Minimum grade C

NURS 350L Health Promotion & Education & Physical Assessment Laboratory 0**NURS 360 Nursing Care of Adults I 4**

In the classroom, emphasis is placed on the use of knowledge within a Christian worldview for health promotion and the prevention of illness involving selected body systems. Students utilize the nursing process by applying nursing assessment data for holistic identification and prioritizing client health problems, formulating client goals, development and use of nursing interventions, and evaluation of client goal achievement throughout the lifespan. This first clinical practicum will give students the opportunity to demonstrate beginning competence in skills necessary for the professional nurse in outpatient, long term care, and/or (low acuity) acute care settings.

Prerequisites: NURS-310, NURS-340 and NURS-350; Minimum grade C

NURS 360C Nursing Care of Adults I Clinical 0**NURS 370 Nursing Care of Adults II 5**

This course emphasizes the application of nursing care to clients experiencing health problems that require increasingly intensive care. Students are introduced to hospitalized adults in various states of illness. Holistic nursing care concepts are emphasized through further development of communication skills, physical assessment skills, application of the nursing process, and critical thinking skills. The clinical practicum is designed to facilitate transition into the acute care setting. Students are given the opportunity to demonstrate competence as a provider/designer/coordinator/manager of care roles in acute care clinical settings for clients throughout the lifespan.

Prerequisites: NURS-360, NURS-380, NURS-390 and NURS-404; Minimum grade C

NURS 370C Nursing Care of Adults II Clinical 0**NURS 380 Nursing Care in Mental Health and Illness 4**

This course focuses on theory and practice of nursing in mental health and illness from a holistic, caring, relationship-centered perspective. The historical, theoretical, empirical, legal, and ethical foundations of nursing in mental health and illness are discussed. Emphasis is placed on neuroscience, theories of human behavior and nursing theories applied to situations involving mental health and illness. The epidemiology and clinical course of major mental disorders as experienced by the whole person are central to the course. Consideration is given to issues in care, interventions, and the mental health of special populations. Opportunities to demonstrate critical thinking and practice nursing skills involving mental health and illness in a variety of community and mental health care clinical practicum settings are provided.

Prerequisites: NURS-310, NURS-340 and NURS-350; Minimum grade C

NURS 380C Nursing Care in Mental Health and Illness Clinical 0

NURS 390 Maternal-Child Nursing Care 4

This course provides the theoretical and clinical base for nursing care of the childbearing family throughout the childbearing year. Emphasis is placed on holistic care from a Christian worldview for the childbearing woman, her baby, and the family. Attention is given to the diverse needs of women and families with respect to differences in age, culture, and psychosocial attributes. Course content includes maternal and newborn care, selected women's health issues, contemporary issues and trends, global issues in the care of women and newborns, and the nurse's role in the care of childbearing families. Clinical experiences provide opportunities for the student to participate in the care of the woman and her baby during the antepartum, intrapartum, and postpartum periods.

Prerequisites: NURS-310, NURS-340 and NURS-350; Minimum grade C

NURS 390C Maternal-Child Nursing Care Clinical 0**NURS 395 Field Experience 1-3**

Course is Pass/Fail

NURS 400 Directed Study 1-3**NURS 401 Population Focused Nursing: a Global Approach 3**

This course focuses on critical historical landmarks in public health nursing, essential existing nursing roles in population-focused care of individuals, families, and aggregates in a variety of local and global community settings. The course will engage students in the process of exploration vis-à-vis community assessment skills and epidemiological principles that guide public health policy, funding, and programming. National and international, public, private, and faith-based population-focused organizations will be examined, as well as national and international policies, goals, and efforts that address global health issues from both a holistic nursing practice perspective and a Christian world view.

NURS 402 Leadership in Nursing Practice 3

Principles of leadership related to the organization and delivery of nursing care are studied within this course. Organizational management, power, decision-making, and change theories are examined in relationship to the independent role of the nurse.

Prerequisites: NURS-360, NURS-380, NURS-390 and NURS-404; Minimum grade C

NURS 403 Holistic Family/Community Nursing Practice 4

This course focuses on healthcare needs of families and communities. Epidemiological principles are emphasized. Students identify need(s) for change and design nursing strategies to meet these needs. Students participate with other health care providers in delivering family/community health care and services as advocates for healthcare consumers. The clinical practicum will provide students with the opportunity to provide nursing care in community health settings.

Prerequisites: NURS-360, NURS-380, NURS-390 and NURS-404; Minimum grade C

NURS 403C Holistic Family/Community Nursing Practice Clinical 0**NURS 404 Nursing Research 3**

The research process is examined as systematic problem solving for the improvement of healthcare. Emphasis is placed on analysis and evaluation of research findings for application to nursing practice.

Prerequisites: Semester students must take NURS-310, NURS-340 and NURS-350

NURS 405 Senior Seminar/Practicum 3

This course offers students an opportunity to

NURS 406 Critical Thinking Through the Nursing Process 3

Critical Thinking is designed to augment the registered nurses' existing critical thinking knowledge base. Because critical thinking skills are essential to the nursing process, and are enhanced with clinical scenarios and actual nursing activities, this course will take place in the nursing laboratory. Emphasis will be placed on the expected actions of the professional nurse in response to patient care needs and collaboration with the health care team. This course will be interactive and it is the expectation that each nurse will exhibit the ability to problem solve, make appropriate decisions, think and act proactively, and evaluate courses of action, all within the context of the nursing process, and from a Christian worldview. This course will also include multicultural, ethical, and holistic practice issues across the lifespan.

NURS 406L Critical Thinking Laboratory 0**NURS 408 Legal/Mandated Responsibilities of the School Nurse 3****NURS 409 School Nurse and the Exceptional Child 3****NURS 430 School Nurse Practicum and Field Experience 3-6****NURS 440 Nursing Care of Adults III 5**

This course focuses on caring for clients and families who are experiencing critical and complex health problems that may be life-threatening. Students use critical thinking skills in the planning and delivery of health care needs to acutely ill adults and their families. Students are given the opportunity to demonstrate competence as provider/designer/coordinator/manager of care roles in critical care settings.

Prerequisites: NURS-370, NURS-402, NURS-403 and NURS-450; Minimum grade C

NURS 440C Nursing Care of Adults III Clinical 0**NURS 450 Pediatric Nursing 4**

This course focuses on the role of the nurse as the provider of optimum care to the pediatric client and family. A developmental approach to the management of children from birth through adolescence is used. Course content incorporates a comprehensive view on normal growth and development throughout childhood, health promotion and maintenance and the management of acute and chronic childhood dysfunctions. A holistic approach is utilized which encompasses family dynamics, developmental tasks, health beliefs, cultural, spiritual, educational and economic issues. Appropriate methods of client/family teaching, anticipatory guidance, nursing support and guidance are taught as well as demonstrated by the student. Clinical experiences provide opportunities for the student to participate in the care of children and their families.

Prerequisites: NURS-360, NURS-380, NURS-390 and NURS-404; Minimum grade C

NURS 450C Pediatric Nursing Clinical 0**NURS 450L Pediatric Nursing Clinical Lab 0****NURS 460 Nursing Care and Chronic Illness 4**

This course focuses on holistic nursing practice in situations involving the chronically ill of all ages. In the classroom, emphasis is placed on health promotion, maintenance, and restoration for clients and families with chronic illnesses and disabilities. The clinical practicum will provide students with the opportunity to demonstrate advanced competence in skills necessary for the professional nurse in outpatient, long term care, and (low acuity) acute care settings.

Prerequisites: NURS-370, NURS-402, NURS-403 and NURS-450; Minimum grade C

NURS 460C Nursing Care and Chronic Illness Clinical 0

NURS 480 Nursing Capstone: The Art of Nursing 3

Throughout this capstone course the larger questions related to the aesthetics of the discipline of nursing practice will be explored. Shared personal experiences of illness (phenomenological perspective) derived from the literature will illuminate responses to both illness and healthcare providers. The ways in which relationship and loving care bolster nurses' and clients' resiliency will be analyzed. These insights guide us toward self-healing and the facilitation of healing in others. In addition, creative and purposeful strategies for improving quality, safety, teamwork, leadership and outcomes evaluation that enhance nurses' ability to manifest healing environments will be examined. This course must be the last course taken in the RN/BSN program.

Prerequisites: NURS-370, NURS-402, NURS-403 and NURS-450; Minimum grade C

NURS 485 Synthesis of Nursing Knowledge 3

This course provides the opportunity for synthesis of academic, evidence-based, and clinical nursing knowledge gained during the prerequisite nursing courses. Students will apply knowledge to clinical practice through the use of simulation and problem based learning. This course will assist students to prepare for successful completion of the NCLEX-RN® and achievement of licensure as a professional nurse.

Prerequisites: NURS-370, NURS-402, NURS-403 and NURS-450; Minimum grade C

NURS 498 Teaching Assistant 1-3**NURS 508 Legal/Mandated Responsibilities 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 3-6

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.

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. Patient-care technologies 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. Holistic methods and tools related to quality improvement and safety within organizations are investigated within the contexts of complex communication and information systems.

NURS 554 Pathophysiology, Assessment, and Therapeutics I 3

This systems-based course focuses on advanced knowledge and practice related to pathophysiology, pharmacology, and assessment of the whole person while building upon a foundation of knowledge established at the baccalaureate level. Alterations in physiological systems across the life span and special populations will be explored through a holistic lens. Cultural and environmental influences are considered part of the holistic assessment and therapy.

NURS 556 Pathophysiology, Assessment, and Therapeutics II 3

This systems-based course focuses on advanced knowledge and practice related to pathophysiology, pharmacology, and assessment of the whole person while building upon learning from NURS554. Alterations in physiological systems across the life span and special populations will be explored through a holistic lens. Cultural and environmental influences are considered part of the holistic assessment and therapy.

Prerequisites: Prerequisite: NURS-554 and NURS-566 Minimum grade C, TR, CR

NURS 558 Direct Care Practicum Experience 2

This direct care practicum is an opportunity for graduate nursing students to practice advanced nursing care with individuals, families, and populations while analyzing the impact of advanced practice nurses on health outcomes. Emphasis will be on the application of advanced knowledge and skills related to pathophysiology, pharmacology and therapeutics, health assessment and health education as part of the interprofessional health care team. Direct care may be provided in a wide range of settings, and experiences are designed to prepare students to provide advanced nursing care.

NURS 560 Translating Research for Evidence Informed 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 databases. Application of findings and translation of evidence to practice 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.

Prerequisites: Take NURS-566

NURS 562 Population Health: Prevention, Promotion And Policy 3

This course prepares the student to evaluate systems and policies pertaining to 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.

Prerequisites: Take NURS-566

NURS 564 Foundations of 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 roles, 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 intelligence, 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.

Prerequisites: Take NURS-566

NURS 566 Foundations of Nursing Education 3

In this course, students will explore how people learn and how best to facilitate knowledge, information, and skills development. Relevant theories and determinants of learning are presented for students to research, discuss, and employ. Attention is given to the ethical and legal rights and responsibilities of nurses, educators, and learners.

NURS 600 Special Topic: Pa School Nurses and Practitioners Annual Update in School Nursing 1**NURS 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. The provision of Christian service in combination with professional health care to meet the holistic needs of culturally diverse clients is the focus of this course.

NURS 608 Seminar for Supervisors 3

This organizational management seminar was developed to aid the student in analyzing the role of the supervisor. The factors that 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.

NURS 614 Practicum for School Health Supervisors 3

The student will spend a minimum of 300 hours working with a nurse supervisor of Pupil Personnel services in a school district 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.

NURS 630 Innovations in Teaching and Learning 3

This course highlights the roles and responsibilities of nurse educators and clinicians in the academic and healthcare delivery environments. With an emphasis on the design and implementation of innovative teaching and learning, the course includes strategies applicable to various delivery formats including on ground, hybrid, and online while recognizing the needs of diverse learners in both academic and healthcare environments. The 24-hour direct care practicum focuses on a specified area of clinical practice including opportunities for inter-professional collaboration. This practicum challenges students to strengthen their advanced nursing skills and knowledge while concentrating on the processes of teaching and learning of critical thinking, clinical reasoning, and clinical judgement. Strategies for addressing the complex health education needs of individuals and population are considered.

NURS 632 Curriculum Design and Revision 3

In this course, students will focus on the connection between institutional vision, mission, and values on curriculum design, development and revision. The students will examine the relationship between curriculum design, teaching learning processes, and student success in nursing education, high stakes testing situations, and professional development. Clinical teaching and performance evaluations are highlighted as part of the curriculum implementation and practicum. To advance knowledge and assessment skills, students will complete a 24 hour practicum with a nurse educator/clinical nurse specialist/ masters-prepared clinical nurse educators/masters-prepared school nurse to achieve professional, specialty, and course related objectives. An onsite practicum experience will provide the student an opportunity to apply sciences, theories, concepts, to advance direct patient-centered care and nursing education.

Prerequisites: Take NURS-630

NURS 634 Assessment and Evaluation Strategies in Nursing Education 3

In this course, the student will examine assessment, measurement, and evaluation of learning outcomes and testing, as outcomes data pertaining to program quality and achievement of accreditation standards are explored. Systematic evaluations of a nursing education program is studied as it pertains to development, revision, and redesign of curriculum, and teaching learning activities. The student will also synthesize educational theories, concepts from the arts and sciences, and best practice- and evidence-informed models to facilitate a classroom activity and construct a personal teaching and learning philosophy that will serve as a foundation for a role as a nurse educator focusing on achievement of course and personal learning objectives.

Prerequisites: Take NURS-632

Corequisites: Take NURS-650A.

NURS 650A Capstone: Part A 2

In this course, students will be challenged to generate innovative and evidence-informed strategies to address contemporary issues in nursing education and healthcare. Students will implement and disseminate the results of their culminating scholarly projects through written and verbal presentations using a variety of methods and technologies. Students will practice critical appraisal of the scholarly work presented.

Corequisites: Take NURS-634

NURS 650B Capstone: Part B 2

In this course, students will be challenged to generate innovative and evidence-informed strategies to address contemporary issues in nursing education and healthcare. Students will implement and disseminate the results of their culminating scholarly projects through written and verbal presentations using a variety of methods and technologies. Students will practice critical appraisal of the scholarly work presented.

NURS 999C Nurs Clinical (admin Only) 0

Organizational Leadership (LEAD)

LEAD 220 Statistical Analysis and Decision Making 3

Encountering statistics is inescapable in a world of ubiquitous information and rapid change. The ability to analyze, interpret, and apply statistical information is included among the critical skills necessary for strategic leaders to make informed decisions. As such, the course provides a relevant context for introducing students to statistical concepts including descriptive statistics, probability, inferential statistics, correlation, and regression. Ample discussion and practice will supplement comprehensive lecture material.

Core Category: Mathematics

LEAD 240 Leadership Foundations 1

This course provides students with an introduction to the program by highlighting the mission, goals, and objective of Eastern University as well as those of the School of Management Studies. In addition, various diagnostic tests will be given in the areas of writing mechanics, learning styles, professional strength and personality attributes. Information from the tests will be used to provide guidance to the student in the best strategies for successful completion of the course work within the program.

LEAD 261 Secondary Research and Writing 3

The analysis, synthesis, and evaluation of information from secondary and primary sources is discussed and practiced. A special emphasis is placed on locating information using Warner Memorial Library electronic databases; reading strategically; writing for academic audiences; and documenting source material in American Psychological Association (APA) format.

LEAD 310 Leadership Formation and Development 3

Students will reflect on and evaluate individual leadership style, values, beliefs and areas for leadership development in the context of the Christian faith. Study of leadership theories will include particular examination of ethical, spiritual, authentic, and servant leadership approaches along with discussion of implications for organizational practice.

LEAD 320 Research in Organizations 3

The scientific method of exploring and understanding phenomena is examined in the context of organizational studies. Examples of published research will be analyzed, interpreted, and evaluated to acquaint students with contemporary and traditional methods of investigating organizational phenomena. Important philosophical assumptions associated with quantitative and qualitative approaches to research will be considered along with the role of diagnostic inquiry in organizations.

LEAD 331 Living Leadership I 3**LEAD 332 Living Leadership II 3****LEAD 333 Living Leadership III 3****LEAD 336 Financial Concepts for Non-Financial Leaders 3****LEAD 340 Managing Ethics in Organizations 3**

Fundamental issues involved in relating personal ethical values to the complex moral dilemmas faced by leaders are introduced. Beginning with a consideration of the relationship between values and worldviews, the course proceeds to examine different modes of ethical analysis and to explore problems associated with ethical relativism, professional ethics, conflicts of interest, and social responsibility.

LEAD 350 Organizational Theory 3

The theoretical foundations of organizations are introduced and examined. Special emphasis will be placed on understanding organizations as complex open systems that interact strategically with multiple stakeholders. Students apply concepts and principles to cases that illustrate the structural, cultural, and technological aspects of organizations.

LEAD 360 Essentials of Project Management 3

The project life cycle, planning and control processes, and people management aspects of project management are presented. Students develop foundational knowledge and skill in managing projects while balancing constraints involving project scope, quality, schedule, budget, resources, and risk.

LEAD 370 Cross Cultural Studies 3

This course is designed to expand student awareness of and appreciation for individuals from other parts of the world. Through the use of case studies, internet research and experiential learning, students will be challenged by new ideas and information that will engender the cross cultural skills needed for a globally aware citizenry.

Core Category: Cultural Perspectives

LEAD 410 Behavioral Dynamics in Organizations 3

Socio-psychological aspects of organizations are examined relative to overall work performance, decision-making, conflict resolution, teaming learning, innovation and change. Group tasks are supplemented with opportunities for individual and interpersonal reflection as consideration is given to issues related to work-life balance and the role of personal faith in the workplace.

LEAD 440 Strategic Change 3

The role of strategy in organizational decision-making, development, and change is examined. A distinction will be drawn between strategies and tactics as the formulation, implementation, and continual evaluation of strategy in organizations will be emphasized. Special attention will be placed on the concept of strategic thinking as students assess and develop personal competency in this area.

LEAD 450 Leading Change 3

This course is geared towards developing a better understanding of the challenges, techniques, burdens, and successes associated with initiating and implementing major changes within organizations. Therefore, the objective of the course is to prepare leaders to meet the challenges of organizational changes.

LEAD 485 Change Analysis Project Capstone 3

Students will apply knowledge and skills developed in previous courses to authentic cases involving opportunities for planned change. Systematic and systemic analysis of an organization's current state and desired state will be conducted as students work collaboratively to initiate and sustain momentum toward a strategic change initiative. Final project deliverables include a comprehensive proposal and presentation to key stakeholders.

LEAD 498 Teaching Assistant 1-3**LEAD 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 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.

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 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 second of two parts.

LEAD 540 Leadership and Empowerment 3

The module starts from the premise that more effective leadership is needed within the church and its agencies worldwide. Leadership styles will be examined with servant leadership exemplified by Jesus Christ as the central organizing paradigm for this module. Primary outcomes for each participant will be (1) a thorough understanding of servanthood in theological and historical context; (2) a personal assessment and appropriation of the foundational principles of servanthood, and (3) a comprehensive application to your present or proposed ministry.

LEAD 540A Leadership and Empowerment 1

The module starts from the premise that more effective leadership is needed within the church and its agencies worldwide. Leadership styles will be examined with servant leadership exemplified by Jesus Christ as the central organizing paradigm for this module. Primary outcomes for each participant will be (1) a thorough understanding of servanthood in theological and historical context; (2) a personal assessment and appropriation of the foundational principles of servanthood, and (3) a comprehensive application to your present or proposed ministry. This is the first of two parts.

LEAD 540B Leadership and Empowerment 2

The module starts from the premise that more effective leadership is needed within the church and its agencies worldwide. Leadership styles will be examined with servant leadership exemplified by Jesus Christ as the central organizing paradigm for this module. Primary outcomes for each participant will be (1) a thorough understanding of servanthood in theological and historical context; (2) a personal assessment and appropriation of the foundational principles of servanthood, and (3) a comprehensive application to your present or proposed ministry. This is the second of two parts.

LEAD 541 Human Resource and Performance 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 565 Organizational Behavior 3

This course examines the socio-psychological aspects of organizational management. Students will gain an understanding of the effect of individual and group behaviors on organizational performance and learn key leadership and management techniques to harness these dynamics for organizational success.

LEAD 576 Applied Research and Evaluation 3

This course is an introduction to applied research and evaluation. The learning objectives are to expose students to both quantitative and qualitative research and evaluation methods for use in nonprofit and Non-Government 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.

LEAD 576A Applied Research and Evaluation 1

This course is an introduction to applied research and evaluation. The learning objectives are to expose students to both quantitative and qualitative research and evaluation methods for use in nonprofit and Non-Government 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. This is the first of two parts.

LEAD 576B Applied Research and Evaluation 2

This course is an introduction to applied research and evaluation. The learning objectives are to expose students to both quantitative and qualitative research and evaluation methods for use in nonprofit and Non-Government 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. This is the second of two parts.

LEAD 604 Organizational Behavior and Development 3

Gain an understanding of how group, individual, and relational behaviors within organizations shape the structure, efficiency, and development of that organization and learn strategies about how to respond to these organizational behaviors as a leader. Utilizing the lens of social sciences, this analysis of organizations equips students to understand and respond to an organization's dynamics so they can bring guiding vision and leadership into their role.

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 614 The Art of Decision Making 3

An exploration of decision-making models that enables students to learn when and how to apply them in contexts such as personnel management, finance, and marketing. Additionally, students are equipped with both the hard and soft skills required for effective leadership in varying organizational environments.

LEAD 620 Spiritual Formation 1.5-3

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 621 Spiritual Formations/Christian Lead II 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 624 Leadership Theory 3

A survey of major leadership theories and styles and how they manifest themselves in practice and outcome. Based on the techniques, methodologies, and frameworks studied, students reflect on their own leadership and build their own personal leadership style throughout the course.

LEAD 634 Managing Diversity and Conflict 3

Cultivate the skills and traits necessary to effectively lead diverse teams and organizations, mitigate and manage workplace conflict, and create cultures of inclusion. Students gain understanding about social identity theory and its relation to leadership, the benefits of a diverse workplace, implicit bias, the legal aspects of workplace diversity, and conflict resolution styles, equipping them to work and lead more effectively in the contemporary work environment.

LEAD 642 Leadership Praxis 1-6

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 681 Research Project 1 1.5

Participants will have selected a research project to undertake that will benefit their current work experience and incorporate the methodologies taught and the content derived from each of the modules undertaken as part of their master's program.

LEAD 681A Thesis/Project 3

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.

Prerequisites: Take LEAD-576; Minimum grade A

LEAD 681B Thesis/Project 3

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.

LEAD 700 Academic Inquiry, Writing, & Reflexivity 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 examine the history of leadership theory and research to understand the pattern and future direction of leadership studies. 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 the global 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 cultural perspectives.

LEAD 720 Leadership Theory and Practice 3

This course will expose students to leadership literature and theories, so that they may use them as a platform 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.

LEAD 730 Models of Organizational Behavior 3

In this course students will explore the dynamics of human behavior in organizational settings by familiarizing themselves with basic organizational behavior (OB) theories at various levels of analysis. 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; 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 800A Advanced Seminar: Systems Approaches for Organizational Leaders 3

In this course students will first explore the theoretical foundations of systems theory and systems thinking relevant to organizational leadership through a critical literature review. Then students will select a specific sector to apply their theoretical knowledge of systems approaches in their sector-specific contexts through deconstructing and constructing organizational leadership cases.

LEAD 800B Advanced Leadership Seminar: Executive & CEO Leadership 3

The Advanced Seminar course is designed to introduce contemporary theoretical and practical topics of organizational leadership, not covered by the established PhD curriculum. The focus of the course reflects the instructor's scholarly expertise and is announced before students enroll in the course. In the course, students will drive their literature-based research, applying the theoretical and practical focus of the course to their concentration or research area (e.g., business, education, and public and nonprofit administration). The instructor will employ a variety of pedagogical tools to integrate theory and practice within the focused topic. Students will be required to present findings from their individual research during the semester. The course qualifies for the student's concentration requirements. This section of the Advanced Seminar focuses on "Executive and CEO Leadership." In this course, students will analyze the multiplex of issues to determine how the executive leaders and CEOs can be most effective, evaluating the relevant political, economic, and social factors with a focus on organizational excellence, the clarification of organizational structure, the recognition of decision-making patterns, the necessity of strategic leadership, and the strategies of consensus building.

LEAD 810 Strategic Leadership and Organizational Change 3

This course will enable students to develop an understanding of strategic management concepts and the ability 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.

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 examine the ways in which leadership theory itself may be epistemically, culturally, ethically and ontologically dependent.

LEAD 870 Qualitative Research Methodology 3

This course is offered as part of the research methods curriculum for the Ph.D. in Organizational Leadership at Eastern University. 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.

Prerequisites: LEAD-740

LEAD 871 Quantitative Research Methodology 3

This course is offered as part of the research methods curriculum for the PhD 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 effects). 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.

Prerequisites: LEAD-740

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.

Corequisites: LEAD-920

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 quantitative 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 quantitative 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 PhD dissertation. LEAD 740 and LEAD 871 are prerequisites for this course.

Prerequisites: LEAD-871; LEAD-740

LEAD 882 Advanced Research Team 1-3

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 team for at least two semesters. Students may register for the course more than once as enrichment experience beyond their required PhD curriculum. LEAD 740 is a prerequisite to this course.

LEAD 900 Doctoral Learning Assessment 3

This course provides an opportunity for students to assess their doctoral learning comprehensively through a learning portfolio based on a set list of competencies. Students must complete the course successfully before being allowed to register for LEAD 910 Dissertation Proposal Seminar.

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 Dissertation I 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. Graded Pass/Fail.

Course is Pass/Fail

LEAD 921 Dissertation II 3

Prerequisites: LEAD-920

May take Pass/Fail

LEAD 922 Dissertation III 3.00000

Prerequisites: LEAD-921

Course is Pass/Fail

LEAD 931 Dissertation Continuation 2

Students must enroll in this two-credit dissertation continuation course each semester to receive uninterrupted advising from their dissertation chair and members beyond LEAD920 and 921 until the semester when they defend their dissertation and are conferred. No credit accrues when continuing registrations is needed. LEAD 920 and 921 are prerequisites to this course.

Prerequisites: LEAD-921

Course is Pass/Fail

Philosophy (PHIL)

PHIL 100 Heritage of Inquiry: an Introduction to Philosophy 3

An introduction to philosophical inquiry as it has been practiced since Socrates, with attention to classic problems of philosophy such as the relation of mind and body, the nature of learning and knowledge, and the concept of truth.

Core Category: Western Tradition

PHIL 130 Special Topics 1-3**PHIL 211 Faith and Philosophy 3**

A course on learning to reason about matters of faith. Topics include classic arguments for the existence and attributes of God, the rationality of faith, and the problem of evil.

Core Category: Theology

PHIL 220 Introduction to Logic 3

A course on the art of critical thinking and its application to arguments found in everyday life (e.g., in newspapers). Attention will be given to informal fallacies and to elementary formal logic (the sentential calculus).

PHIL 225 Christian Sexual Ethics 3

This introductory-level course is an effort to think together from a Christian perspective about issues such as the meaning of the body, the nature of marriage, and the virtue of chastity.

Core Category: Social Justice

PHIL 230 Special Topics 1-3**PHIL 260W Philosophy and Literature 3**

Readings from literary texts (poems, plays or stories) that conduct philosophical inquiries in literary form, with attention to why the irreducible literary form, with its special challenges and pleasures, is inseparable from the pursuit of philosophy. This is a writing intensive course.

Core Category: Arts and Literature

PHIL 303 Ancient Philosophy: Origins 3

Readings from the ancient classical texts that originated the Western philosophical tradition, focusing especially on Plato and Aristotle and investigating both their usefulness and their provocativeness for Christian thought.

PHIL 304 Medieval Philosophy: the Christian Tradition 3

Readings from medieval philosophical texts in which Christians such as Augustine, Anselm and Aquinas use, criticize and transform ancient philosophy for specifically Christian purposes.

PHIL 305 Modern Philosophy: the Quest for Foundation 3

Readings from texts in the Western philosophical tradition from Descartes to Kant, with attention to how they have shaped modernity and its view of knowledge, morality and human nature.

PHIL 306 Continental Philosophy: Existentialism And Postmodernism 3

A survey of key thinkers in the realm of German and French philosophy from the 19th century through the present (e.g., Hegel, Kierkegaard, Nietzsche, Heidegger, Sartre, Derrida) with special attention to implications for Christian faith.

PHIL 311 Ethics and Justice 3

An investigation of ethics in the Western tradition, moving historically from ancient concerns with the good life and its virtues, through Christian appropriations of ancient ethics, to the emergence of modern systems such as Kantianism and utilitarianism.

PHIL 321 Symbolic Logic 3

An introduction to formal techniques for assessing the validity of arguments, including truth tables, the sentential calculus, and quantification.

PHIL 330 Special Topics 1-3**PHIL 330A Contemporary Moral Psychology 3****PHIL 330B Christian Sexual Ethics 3**

Inhabitants of our contemporary culture both in and out of the church are in desperate need of clear thinking about the virtues, norms, and judgments relevant to our lives as sexual beings. In this introductory-level course, we will interact with contemporary philosophers and moral theologians in an effort to think clearly and Christianly about issues such as the significance of the body, contraception, chastity, the goods of marriage, and so on.

PHIL 330D Soren Kierkegaard 3

This course is a survey of Kierkegaard's authorship, reading excerpts from almost all of his major works and one or two texts in their entirety. We will consider Kierkegaard as a religious thinker and virtue ethicist in an Augustinian tradition, rather than as an existentialist. Topics covered include the nature of the self, faith, sin, knowledge, virtue(s), love, rational agency, and modern philosophy.

PHIL 330F Philosophy and Literature 3**PHIL 350 Epistemology and Metaphysics 3**

A survey of key thinkers and problems in recent Anglo-American philosophy (e.g., Russell, Ayer, Wittgenstein, Ryle, Kuhn, Quine, Davidson, Rorty, Plantinga) with special attention to implications for Christian faith.

PHIL 400 Directed Study 1-3**PHIL 440 Truth and Meaning: Hermeneutics 3**

An advanced seminar course on selected topics in philosophical hermeneutics (e.g., the nature of understanding, tradition and rationality) with special focus on how this affects Christian thought.

PHIL 450 The Christian Mind 3

An advanced seminar course on the task and promise of Christian philosophy. Attention is paid to both the theory and practice of the Christian intellectual life.

PHIL 498 Teaching Assistant 1-3

Physics (PHYS)

PHYS 105 Introduction to Physical Science 3

A study of the major areas of physical science, physics, astronomy, geology, meteorology, some chemistry. The main emphasis is in physics and how it relates to other sciences. No Prerequisites. Three hours lecture. No laboratory.

Core Category: Natural Science

PHYS 121 Introduction to College Physics (Algebra-Based) 4

This course is the first semester of an algebra-based physics course intended for science majors. It is a lecture based course with a laboratory. The basic objective is to develop an understanding of the fundamental aspects of kinematics, dynamics, work and the conservation of energy, collisions and the conservation of momentum, rotational motion, and fluids.

Core Category: Mathematics, Natural Science

Corequisites: PHYS-121L

PHYS 121L Introduction to College Physics (Algebra-Based) Lab 0

Corequisites: PHYS-121

PHYS 122 Introduction to College Physics (Algebra-Based) 4

This course is the first semester algebra-based physics course intended for science majors. It is a lecture based course with a laboratory. The basic objective is to develop an understanding of the fundamental aspects of oscillations, waves, sound, optics, electricity and magnetism.

Prerequisites: PHYS-121; MINIMUM GRADE C

Corequisites: PHYS-122L

PHYS 122L Introduction to College Physics (Algebra-Based) Lab 0

Corequisites: PHYS-122

PHYS 130 Special Topics 1-3**PHYS 130A1 SpTop: Supplemental Physics - MCAT Prep 2**

This course supplements the traditional introductory calculus-based physics course intended for science and mathematics majors and is designed to help the pre-med student prepare for the MCAT standardized test. A combination of increased theoretical problem solving and the select use of MCAT prep tools will be used to accomplish this goal. In order to prepare the student for the MCAT some time will be focused on reviewing material from PHYS 151 and PHYS 152. Additional topics include thermodynamics and some modern physics.

Prerequisites: Take PHYS-151 and PHYS-152

PHYS 130A2 Sp Top: Supplemental Physics - Physics For Scientists, Engineers, and Mathematicians 2

This course supplements the traditional introductory calculus-based physics course intended for science and mathematics majors. It is designed to help the engineering student prepare for their more advanced classes and any science student who plans to pursue graduate school and a career in science, engineering or applied mathematics as they will be applying the laws of physics to their discipline as they progress in their studies. Additional topics include thermodynamics and some modern physics.

Prerequisites: Take PHYS-151 and PHYS-152

PHYS 151 Introduction to University Physics (Calculus-Based) 4

This course is the first semester of a calculus-based course intended for science, mathematics and engineering majors. It is a lecture based course with a laboratory. The basic objective is to develop an understanding of the fundamental aspects of kinematics, dynamics, work and the conservation of energy, collisions, momentum, angular momentum, rotational motion, fluids and gravity.

Core Category: Natural Science, Mathematics

Corequisites: PHYS-151L

PHYS 151L Introduction to University Physics (Calculus-Based) Lab 0

Corequisites: PHYS-151

PHYS 152 Introduction to University Physics (Calculus-Based) 4

This course is the second semester of a calculus-based course intended for science, mathematics, and engineering majors. The basic objective is to develop an understanding of the fundamental aspects of oscillations and wave motion; sound; geometrical optics; and electricity and magnetism.

Prerequisites: PHYS-151; MINIMUM GRADE C

Corequisites: PHYS-152L

PHYS 152L Introduction to University Physics (Calculus-Based) Lab 0

Corequisites: PHYS-152

PHYS 230 Special Topics 1-3**PHYS 330 Special Topics 1-3****PHYS 400 Directed Study 1-4**

Political Science (POLI)

POLI 103 American Government 3

Surveys the founding principles of the American political system, the American political culture, and the decision-making processes and institutions of American government. Examines contending theories of American democracy.

Core Category: Human Behavior

POLI 104 State and Local Government 3

American state and local government in a federal system of government. Structure, function, problems and federal-state relations are considered.

Core Category: Human Behavior

POLI 130 Special Topics 1-3**POLI 200 Comparative Government 3**

Comparative analysis of leading governments of other nations contrasted with each other and the government of the United States. Political institutions, political parties, and electoral processes will be examined.

Core Category: Human Behavior

POLI 205 Model United Nations 3

This course provides a hands-on introduction to the structure and function of the United Nations. The focus of the course is preparation and participation as a delegate for an assigned country in the Model United Nations. The course is offered each spring and may be repeated for up to six credits (applied to the political science major). This course is for students intending to participate in the Model United Nations.

POLI 212 International Relations 3

Course covers geographic, economic, demographic, strategic and ideological factors of world politics. Also considers problems attending the development of a new international political system.

Core Category: Human Behavior

POLI 214W Political Theory 3

Introduction to important themes and ideas in the history of Western political thought through an examination of key texts in that tradition. Authors selected from a list that includes: Plato, Aristotle, Cicero, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Kant, Mill, and Marx. Writing-intensive course.

Core Category: Western Tradition, Human Behavior

POLI 230 Special Topics 1-3**POLI 240 Public Policy 3**

This course provides students with a basic understanding of the public policy process. Models of policy agenda settings, adoption, evaluation, and implementation are considered with reference to substantive policy areas such as economic, environmental, social welfare, health, and civil rights. Students will also examine public policy from the Christian perspective with an emphasis on social and restorative justice.

Core Category: Human Behavior

POLI 250 Ethics and Public Policy 3

This course explores the intersections between ethics and the activity of public policy making, examining the morality of both the processes and the outcomes of political decisions.

Core Category: Human Behavior, Social Justice

POLI 315 Public Administration 3

This course is an introduction to the role of administration and bureaucracy in the government process, considering principles of administrative organization, methods of administrative control, personnel and fiscal management as it relates to making and executing public policy.

POLI 316 Women and Politics 3

Explores the history of the suffrage movement. Examines how feminism has affected women's entry into politics and how women have participated in legislative, executive and judicial branches. Topics in public policy issues related to women also included.

POLI 317 Urban Politics 3

This course includes an analysis of contemporary life and politics in cities. Studies of development, theories, and problems of urban life are addressed as they relate to the political process and public policy.

POLI 318 Research in Political Science 3

The purpose of this course is to provide students with a foundation in the research methodology of modern political science. This course explores the philosophy and theory behind qualitative research methodology and quantitative research in the fields of Political Theory, Comparative Politics, International Affairs, and American Politics. The course also explores the inclusion of themes of faith and justice in social science research.

Core Category: Mathematics

POLI 319 Constitutional Law I 3

Introduction to the role of law in our society. This course examines our judicial process, Civil Rights, the 14th Amendment, and the development of constitutional rights and liberties. Specific cases focus on abortion, assisted suicide, segregation and desegregation, affirmative action, and other contemporary constitutional issues.

POLI 321 War and Terrorism 3

Political violence is intensely dramatic, poignantly tragic, and quite complex, a phenomenon that has prompted soldiers, poets, historians, strategists, theorists, theologians and ethicists to spill much ink for millennia. In this course, we will explore the experience, meaning, causes, and morality of war with an eye toward how Christians might properly respond to it.

POLI 324 Politics of the Middle East 3

This course is designed to help deepen and broaden students' knowledge and understanding of the politics of the contemporary Middle East. Topics include the legacy of colonialism, varieties of Islamic politics, the politics of nationalism and state building, the political effects of oil wealth, and the prospects for civil society and democracy in the region. We will also survey the Israeli/Palestinian conflict and U.S. foreign policy toward the Middle East, assessing Christian perspectives on these critical issues.

Core Category: Cultural Perspectives

POLI 325 Politics of Africa 3

This course explores the political history, institutions, processes, behaviors and challenges characteristic of Africa. It begins with a brief introduction to the continent, covering its geography, demographics and an overview of African culture. Most of the course, however, will focus on the political structures and processes, the political economy, international relations and future political challenges for Africa. The course considers Africa as a whole and from the perspective of five regions: North, West, East, Central and Southern.

Core Category: Cultural Perspectives

POLI 326 Politics of Latin America 3

This course is designed to help deepen and broaden students knowledge and understanding of contemporary Latin America. Topics include the legacy of colonialism, Latin American politics, Rights of the Indigenous, Societal Conciliation, Catholicism and Democracy, the Rights of Women, and various others. We will also survey the changing socio-political landscape of Latin America and US Foreign Policy towards the region.

Core Category: Cultural Perspectives

POLI 330 Special Topics 1-3**POLI 330D The Politics of Northern Ireland 3**

The course examines the principle debates and issues in Northern Irish politics, beginning with analytical survey of the history of the state. It will focus on the breakdown of the system of government in Northern Ireland during the 1960s and examine the factors that led to the political violence known as 'the troubles.' A number of questions will be examined. The course concludes with an examination of the difficulties implementing the 1998 Belfast Agreement, in particular the controversial issues of decommissioning of weapons, continued paramilitary activity, and police reform. Throughout the course students will be encouraged to analyze Northern Ireland in its international context and in comparative terms.

POLI 330F The Politics of the Middle East 3**POLI 330H World Hunger, Politics, and Bono 3****POLI 330I American Foreign Policy 3**

This course will examine the process of foreign policymaking in the United States. Such an examination will include analysis of the roles of major institutions such as the President, the Congress, the National Security Council, State and Defense Departments, the intelligence community, the media, interest groups and the public. We will also examine the substance of American foreign policy since World War II, looking in particular at the Vietnam and Iraq wars.

POLI 330J Latin American Politics 3

This course serves as an introduction to Latin American politics of the late 19th century to the present. It will explore the political development, institutions, and processes of Latin American countries. We will do this by examining the character and influence of the colonial legacy, political leaders, institutions, and cultures, economies and their development, and international actors such as the UN, OAS, and IMF and, of course, the United States.

POLI 330L Modern Political Theory 3**POLI 330N Human Rights and International Law 3****POLI 330O Law and Justice in Orthodox Civilization and Culture 3**

This course undertakes a study of how Orthodox Christianity, through its approach to the law, effected essential changes in society throughout the world and throughout history, focusing on the development, and differences, of Christian law in the Eastern (Byzantine) and Western (Roman) Empires in antiquity, and a discussion of the effect of those differences on modern legal systems. The focal point of the course is intended to be the critical distinction between the Byzantine view of the "symphony" between Church and State, as visually apparent in the double headed eagle symbol, and the Western experience leading up to and certainly after the Great Schism in the original notion of the assumed primacy of the church eventually lead to the prevailing view of "separation of church and state" of the Enlightenment that continues and gains more traction year by year.

POLI 330P Faith and Politics: Christian Perspectives on Public Life 3**POLI 330Q Wealth and Power: Theories of Political Economy 3**

This course will examine the historical, philosophical, and political relationship between power and wealth. We will study major thinkers and texts of political economy and seek to understand how capitalism, socialism, and other economic systems inform and are informed by politics and political structures. We will also situate theories of political economy within a Christian context, discussing and debating different understandings of the relationship between Christianity and political economy.

POLI 330R Wealth and Power: Models of Political Economy 3

This course will examine the historical, economic, and political relationship between power and wealth by studying models of traditional and contemporary capitalism, socialism, and other political-economic systems. Priority is given to political-economies not typically explored in contemporary media reports. We will assess these political economies from Christian perspectives, discussing and debating different understandings of the relationship between Christianity and wealth and power.

POLI 330S Contemporary Political Theory 3

This course is an introduction to contemporary political theory. It is designed to familiarize students with the genealogy of ideas in political and social life in western societies from late modernity up through today. We will read primary texts of thinkers who have shaped, and continue to shape, the political and social frameworks and narratives that give meaning to contemporary social and political life today. We will consider how these ideas and their significance should inform what it means to be good citizens and good Christians, with an emphasis on questions of justice.

POLI 330T Politics and Film 3

This course will examine the relationship between politics and film. We will consider how film speaks to politics and to our concepts of political life. We will explore themes such as society & societal dissolution; capitalism; the American dream; racism, imperialism & resistance; identity & liberation; and reality & possibility. What can these films tell us about human nature, society, freedom, and politics?

POLI 331 Political Behavior 3

A survey in the many areas of individual and group political behavior. Topics include political development and socialization, political psychology, political parties, religion in politics, mass media, and social movements.

POLI 332 The American Presidency 3

Examines historical ideas of the office, its historical development and its present setting in American politics. Topics include the presidency and the Constitution, the President and Congress, the President as chief executive and campaigning for the modern presidency.

POLI 333 Campaigns and Elections 3

This course explores the fundamental factors that influence voting behavior and campaigns in the United States. While we will primarily focus on general elections for the presidency, we will also consider primaries and caucuses as well as Congressional elections. The course will place an emphasis on the role of elections in a democracy, voting from a Christian perspective, and greater questions of democratic and representative theory.

POLI 334 Congress and the Legislative Process 3

This course explores the history and development of the United States Congress and examines the fundamentals of the legislative process. Special attention is paid to Congress in the Constitutional system, Legislative leadership, and Legislative decision-making.

POLI 342 Constitutional Law II 3

A study of the U.S. Supreme Court and its special role in American government and society. This course examines First Amendment rights, Bill of Rights protections, and the separation of powers. Specific areas focus on separation of church and state, free speech and censorship, freedom of association, and the relationship between the states and the national government.

POLI 350 American Foreign Policy 3

This course will examine the process of foreign policy making in the United States. Such an examination will include analysis of the roles of major institutions such as the President, the Congress, the National Security Council, State and Defense Departments, the intelligence community, the media, interest groups and the public. The course also examines the substance of American foreign policy since World War II, looking in particular at the Vietnam and Iraq wars.

POLI 355 Human Rights and International Law 3

This course is designed to explore the issue of human rights in the context of international relations and law. We will examine the origins of the idea of human rights, their legal conception, related mechanisms of accountability, and the political, legal and moral challenges of protecting them. We will read human rights theory, law, and practice using a real case study. Christian perspectives and human rights-related emphases will also be considered.

POLI 380 American Political Thought 3

Explores historical and contemporary perspectives on such key American ideas and ideals as constitutionalism, equality, freedom, individualism, relationship between state and economy and relationship between state and religion.

POLI 382 Modern Political Thought 3

In-depth study of selected texts from the history of modern political thought in the Western tradition. Themes include: attempts to reconcile individual liberty and political authority, the conflict between aristocracy and democracy, the relationship between self-interest and the common good, the rise of instrumental rationality, the role of Christianity in modernity, and others. Authors from a list that includes Machiavelli, Hobbes, Locke, Hume, Smith, Rousseau, Kant, Hegel, Marx, Kierkegaard, and Nietzsche.

POLI 400 Directed Study 1-3

POLI 402 Political Ideologies 3

Examines major ideologies that shape debates about politics, such as liberalism, conservatism, socialism, anarchism, and feminism.

POLI 415 Faith and Politics 3

This course will focus on how thinkers in the Roman Catholic and various Protestant traditions think about politics, as well as economic and cultural life. It will explore theological perspectives on public life and examine how theology shapes the way thinkers in each tradition view specific foreign and domestic policy issues, such as the Israeli-Palestinian conflict, education policy, abortion, homosexuality, capital punishment, public policies of redistribution.

POLI 495 Internship 2-12

A supervised field experience in an organization, association, corporation or office that relates to the student's career objective and is relevant to the field of political science. Supervised readings may be required, and 35 hours work per semester is required in the field for each hour's credit. The student is responsible for travel; the instructor for supervision and evaluation. Maximum of six credits may be used in the major.

POLI 498 Teaching Assistant 1-3**POLI 499 Research Assistantship 1-3**

Practice of Ministry (PRMN)

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 at 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 on to 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.

Prerequisites: SFRM-505 minimum grade C-

Course may be offered for audit

PRMN 510A Foundations of Pastoral Care and Counseling: Part 1 1.5

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 at 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 on to 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 510B Foundations of Pastoral Care and Counseling: Part 1 1.5

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 at 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 on to 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.

Prerequisites: PRMN-510A (Foundations of Pastoral Care and Counseling, Part1)

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, meeting them wherever they may be in terms of preaching experience, opportunities to establish or enhance their developing expertise with preparing as well as delivering sermons. 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.

Course may be offered for audit

PRMN 520A Introduction to Homiletics: Pt 1 1.5

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, meeting them wherever they may be in terms of preaching experience, opportunities to establish or enhance their developing expertise with preparing as well as delivering sermons. 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 520B Introduction to Homiletics: Pt 2 1.5

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, meeting them wherever they may be in terms of preaching experience, opportunities to establish or enhance their developing expertise with preparing as well as delivering sermons. 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 520H Introduction to Homiletics V 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, meeting them wherever they may be in terms of preaching experience, opportunities to establish or enhance their developing expertise with preparing as well as delivering sermons. 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.

Prerequisites: BIBL-512

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 more fully their skills 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.

Prerequisites: PRMN-520 minimum grade C

Course may be offered for audit

PRMN 521H Preaching Practicum (hybrid Delivery) 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 more fully their skills 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 522 Boundaries and Systems for Ministry 3

The course seeks to develop a systemic understanding of how clearer boundaries are a foundational component of a healthier ministry. Throughout this course, the Seminarian will develop an increased awareness of the life-long process of personal and professional boundary setting by applying specific Systems Theories and concepts to the analysis of her/his own ministerial context and roles.

Prerequisites: SFRM-510 minimum grade C

Course may be offered for audit

PRMN 522H Boundaries and Systems for Ministry 3

The course seeks to develop a systemic understanding of how clearer boundaries are a foundational component of a healthier ministry. Throughout this course, the Seminarian will develop an increased awareness of the life-long process of personal and professional boundary setting by applying specific Systems Theories and concepts to the analysis of her/his own ministerial context and roles.

Prerequisites: SFRM-510

Course may be offered for audit

PRMN 523 Pastoral Leadership 3

This course is designed to provide an exploration of various dynamics of pastoral leadership such as, but not limited to: leadership theories and models, pastoral identity, ministry paradigms, laity empowerment and transformation.

Prerequisites: PRMN-522 minimum grade C-

Course may be offered for audit

PRMN 528 Engaging Grief and Loss: Resources for Pastors, Congreg, Lay Pastoral Care Giver 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).

Prerequisites: SFRM-505 PRMN-510 minimum grade C

Course may be offered for audit

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.

Course may be offered for audit

PRMN 530 Special Topics 1-3**PRMN 530B The African American Preaching Tradition 3**

This course will be built upon these units: the slave preachers, the trailblazing preaching of African American women, the relatively recent study of the "phonograph preachers," and African American preachers in the modern era to include among others Katie Geneva Cannon, Suzan Johnson Cook, Creflo Dollar, Wilda Gafney, Peter Gomes, Prathia Hall, Barbara Harris, Reverend Ike, Martin Luther King Jr, Eddie Long, Ella and Henry Mitchell, Pauli Murray, Carlton Pearson, Samuel DeWitt Proctor, Gardner Taylor, Renita Weems.

PRMN 530D Teaching the Faith 3

This course is designed to help students move beyond their personal formation as followers of Christ, to developing a comprehensive approach to the formation and education of the individuals and community within their context. It seeks to equip students with educational tools useful for the teaching ministry of the church. While practical in nature, it will include exploration of the history of Christian education in the United States, and an envisioning of Christian education for the 21st century.

Prerequisites: Take THLE-520 or THLE-521

PRMN 540 Organizational Management and Leadership 3

This course is designed to provide an exploration of various dynamics of pastoral leadership such as, but not limited to: leadership theories and models, pastoral identity, ministry paradigms, laity empowerment, and transformation.

PRMN 540A Organizational Management and Leadership: Pt 1 1.5

This course is designed to provide an exploration of various dynamics of pastoral leadership such as, but not limited to: leadership theories and models, pastoral identity, ministry paradigms, laity empowerment, and transformation.

PRMN 540B Organizational Management and Leadership: Pt 2 1.5

This course is designed to provide an exploration of various dynamics of pastoral leadership such as, but not limited to: leadership theories and models, pastoral identity, ministry paradigms, laity empowerment, and transformation.

Prerequisites: PRMN-540A (Organizational Management and Leadership)

PRMN 570A Kerygma: Communicating the Gospel-Part1 3

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 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. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

PRMN 570B Kerygma: Communicating the Gospel-Part 2 3

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 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. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.

Prerequisites: Prerequisite: PRMN-570A

PRMN 570C Kerygma: Communicating the Gospel-Part3 3

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 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. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.

PRMN 571A Leitourgia: Leading People-Part 1 3

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. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

PRMN 571B Leitourgia: Leading People-Part 2 3

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. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.

Prerequisites: Prerequisite: PRMN-571A

PRMN 571C Leitourgia: Leading People-Part 3 3

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. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.

Prerequisites: Prerequisites: PRMN-571A and PRMN-571B

PRMN 580A Kerygma: Communicating the Gospel-Part1 2

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 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. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

PRMN 580B Kerygma: Communicating the Gospel-Part 2 2

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 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. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.

Prerequisites: PRMN-580A (Kerygma: Communicating the Gospel)

PRMN 580C Kerygma: Communicating the Gospel-Part3 2

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 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. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.

PRMN 581A Leitourgia: Leading People-Part 1 2

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.

PRMN 581B Leitourgia: Leading People-Part 2 2

This module will assist the learner to appreciate
Prerequisites: PRMN-581A (Leitourgia: Leading People in the Presence of God)

PRMN 581C Leitourgia: Leading People-Part 3 2

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. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.

Prerequisites: PRMN-581B (Leitourgia: Leading People in the Presence of God)

PRMN 583A Integrative Ministry Project: Pt 1 1.5

In this course students will implement and reflect on their theological conclusion which they developed in INTG 581.

Prerequisites: INTG-581B (Integrative Ministry Paper)

PRMN 583B Integrative Ministry Project: Pt 2 1.5

In this course students will implement and reflect on their theological conclusion which they developed in INTG 581.

Prerequisites: PRMN-583A (Integrative Ministry Project)

PRMN 586A Teaching the Faith: Pt 1 1.5

This course is designed to help students move beyond their personal formation as followers of Christ, to developing a comprehensive approach to the formation and education of the individuals and community within their context. It seeks to equip students with educational tools useful for the teaching ministry of the church. While practical in nature, it will include exploration of the history of Christian education in the United States, and an envisioning of Christian education for the 21st century.

PRMN 586B Teaching the Faith: Pt 2 1.5

This course is designed to help students move beyond their personal formation as followers of Christ, to developing a comprehensive approach to the formation and education of the individuals and community within their context. It seeks to equip students with educational tools useful for the teaching ministry of the church. While practical in nature, it will include exploration of the history of Christian education in the United States, and an envisioning of Christian education for the 21st century.

Prerequisites: PRMN-586A (Teaching the Faith)

PRMN 611 Coaching Skills for Today's Leaders 1.5-3

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.

Course may be offered for audit

PRMN 612 Personal Growth and Transformation Through Movies 3

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.

Course may be offered for audit

PRMN 615 Nuts&bolts of Practical Ministry 3

This course introduces students to the practical skills and pastoral dynamics of ministry. We will take a nuts and bolts approach to issues and tasks pastors face every day. Some of the topics we will cover are: developing and living within the church budget, administration of the church office, relating to staff members, developing and implementing new programs, training leaders, changing and or adding new worship services, and a strategy for the first year in a new pastorate.

Course may be offered for audit

PRMN 616 Leading and Managing for Organizational Health 3

Course may be offered for audit

PRMN 619 Missional Preaching 3

"Biblical preaching remains one of the primary ways in which leaders influence God's people and shape the church." Assuming this statement to be true, this course provides ways to understand the Scriptures with missional eyes and to craft sermons accordingly.

Prerequisites: Take PRMN-520 minimum grade C

Course may be offered for audit

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. (Ian Scott)

Prerequisites: BIBL-513 recommended.; BIBL-501 OR BIBL-503 minimum grade C

Course may be offered for audit

PRMN 631 Teaching Controversial Subjects in the Gospel 3

The course looks at the difficult passages in the gospels and leads students to interpret and struggle with conflict stories in the gospels. Students will study the stories of Jesus that involve conflict as well as interpret the stories of Jesus in relation to conflict in local congregations over issues. The goal is to provide students with practices for articulating and dealing with conflict in Christian ways. The hope is that students will develop an alternative politics to the politics of the world grounded in the teachings of Jesus.

Prerequisites: Take BIBL-503

PRMN 632 Preaching As Communication 3

Pastors, Christian educators, denominational workers, worship leaders, missionaries, and all church leaders engage in communication every day. This course is designed to help church leaders communicate clearly in every possible setting. Persuasion is the real authority of a leader and learning the art of persuasion is an essential skill for church leaders. The course will include practical aspects of communication such as directing small groups, making budget presentations, articulating a vision for a church executive council, teaching Sunday School, and preaching. Persuasion, argument, communication, and all the tools of rhetoric will be employed to aid the student in learning how to clearly give direction, vision, encouragement, and power to the church. This course will satisfy the requirement for a preaching practicum and provide skills for students who will work in the church in other positions than pastor.

PRMN 633 Christian Education in the 21st Century 3

This course will focus on how we do Christian Education in the local church in the 21st Century. How do we incorporate everything from classical spiritual disciplines to multimedia in educational ministry for children, youth and adults. Practice of Ministry elective.

Course may be offered for audit

PRMN 635 Special Topics: Just Care: Psycho-Spiritual Resources for Pastoral Counseling 3**PRMN 635A Sp Top: Understanding Military Culture and Pastoral Care for Military/Veteran Populations 3****PRMN 635B Sp Top: Ministry to Older Persons in Today's Churches 3****PRMN 635C SpTop: Preaching the Social Gospel 3**

The African American prophetic tradition has been the conscience of America. This course investigates the social gospel as preached by Martin Luther King, Jr., James Forbes, and Otis Moss III with introduction to the writings of James Cone and Cornell West. The father of the social gospel movement, the Baptist Walter Rauschenbusch, will be studied. Students will have the opportunity to preach the gospel in its social implications. Here is the gospel with sizzle, passion, and compassion for the "least of these."

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 638 Birthing & Growing Small Groups: Nurturing and Connecting Ministry Across Generations 3

Ministry is full of small groups but they are not the same. We need a variety of strategies and a variety of leadership styles to effectively nurture groups. We will explore questions like: What theoretical knowledge and strategies inform our decisions in leading groups? What strategies and behaviors can be learned (or unlearned) to increase my "toolbox" for effectively leading a group? In what ways does the type of group or the purpose of the group inform my strategy? Does it make a difference if the group is volunteers or staff? What are effective strategies with different generations as well as effective strategies that bridge generations? These are some of the questions that will be explored in this course.

PRMN 642H Counseling Skills for Ministry (hybrid Delivery) 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 & 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 644 Trauma-Free Zone: Psycho-Spir Resources 3

What constitutes trauma? What is the impact of trauma on the bodies, minds, souls, and relational lives of individuals and communities? Given the pervasive nature of violence in the contemporary world, can we imagine ever standing in a Trauma-Free Zone? Beyond clinical and therapeutic resources, what spiritual resources are there for us to engage a traumatized world, and restore it to its intended beauty and wholeness? In this course we will seek to understand the severe disruption that traumatic experience can cause in the lives of individuals, communities, and countries. We will accomplish this task by studying trauma theory and by practicing basic assessment skills. Also, we will explore some of the rich resources available in our Christian tradition, and seek to learn from mystical and relational theologies how to move from brokenness to wholeness, from the "Good Friday" of traumatic disruption, to the "Resurrection Sunday" of re-integration and post-traumatic recovery. The course is designed for students, lay and clergy pastors who are interested in making a difference in their personal and family life, in their congregations, in their communities, and in the aftercare needs of survivors of human trafficking.

Course may be offered for audit

May take Pass/Fail

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.

Prerequisites: Take PRMN-510 or SFRM-506; Minimum grade of C-
Course may be offered for audit

PRMN 646 Healing From Trauma: Psychological and Spiritual Resources 3

What constitutes trauma? What is the impact of trauma on our bodies, minds, souls, and communities? Given the pervasive and systemic nature of violence in our world, could we ever imagine living free of trauma? This course will explore trauma theory and its effects in the lives of people and communities as it relates to a myriad of issues (i.e. war, migration, poverty, gun and family violence, etc.). Throughout the course and the practice of basic skills, participants will identify spiritual, psychological and emotional resources that help us to break away from the endless cycle of violence, and to reclaim our presence in the world in ways that promote God's peace rooted in justice. The course will include and exploration of resources that are available in our Christian tradition and invite us to overcome evil with good (Rom. 12:21) for ourselves and our communities.

Course may be offered for audit

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 how to 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.

Prerequisites: PRMN-510 minimum grade C-

Course may be offered for audit

PRMN 650 Independent Study in Pastoral Ministry 3

This course offers opportunity for individual involvement in a significant research project or readings in a specialized area of ministry.

PRMN 650A Sp Top: Independent Study in Chapel Worship Team 1

This course offers opportunity for individual involvement in a significant research project or readings in a specialized area of ministry.

Prerequisites: PRMN-523 minimum grade C-

PRMN 650D The Anthropology of Comparative Religions 3

The focus of the course is on understanding other religions, including Islam, Hinduism, and Buddhism. Religion will be studied from two perspectives. The first is that of a cultural anthropologist, paying special attention to the relationships between a religion's formal beliefs, how it is actually practiced, and how these beliefs and practices relate to a people's social, political, and economic structures. The second perspective is that of a Christian missionary concerned with bringing the Good News of Jesus Christ to those who adhere other world religions. Different ways that Christianity can engage these religious communities and obstacles to such engagement will be considered.

PRMN 651 Independent Study in Christian Education 3

Student will design learning contract with professor utilizing readings, research papers and conferences to gain insights on Christian education theory and practice.

Psychology (PSYC)

PSYC 100 General Psychology 3

A summary and overview of the field of psychology as the scientific study of human behavior including research issues, theoretical approaches, and selected areas of study.

Core Category: Human Behavior

PSYC 130 Special Topics 1-3**PSYC 201 Industrial/Organizational Psychology 3**

An overview of the practical application of psychology to business, industry and organizations. Attention is given equally to two major areas: A. Individual Work Behavior (selection, placement, testing, training, job analysis) and B. Organizational Psychology (job satisfaction, supervision, productivity, motivation, communication).

Core Category: Human Behavior

PSYC 205 Child Psychology 3

Study of individual development from the prenatal period through late childhood, including details of physical, cognitive and psychosocial development. Includes opportunity to observe and record child behavior. Students may not receive credit for this course if credit has been earned for a lifespan development course (e.g., PSYC 207).

Prerequisites: PSYC-100; Minimum grade C

PSYC 206 Adolescent Psychology 3

Human development from late childhood to the early twenties. Course covers adolescent development across multiple domains, including physical, cognitive, and social development. The course also focuses on contexts that shape adolescents' development, as well as challenges and positive developmental experiences during this period.

Prerequisites: PSYC-100; Minimum grade C.

PSYC 207 Lifespan Development 3

A survey of the theories, issues, and empirical data relevant to the process of human development from conception to death. Focus is on the physical, intellectual and psychosocial development of the individual person. Students may not receive credit for this course if credit has been earned for a child psychology course (e.g., PSYC 205).

Prerequisites: PSYC-100; Minimum grade C

PSYC 220 Statistics for the Social and Behavioral Sciences 3

Course covers meaning, purposes and processes of statistical methods; sampling; graphic representations of data; measures of central tendency and variability; normal distribution; hypothesis-testing and inference; t-tests; analysis of variance; correlation; and chi-square. Factors influencing statistical power (effect size, sample size, etc.) are emphasized. This course stresses practical application of theory within the field of psychology, including the use of SPSS.

Core Category: Mathematics

Prerequisites: PSYC-100; Minimum grade C

PSYC 225 Biospsychology 3

Biological Psychology is the study of behavior from evolutionary, genetic, and physiological perspectives. Specific topics include evolutionary and genetic approaches to the study of behavior, intra and interneuronal signaling, neuroanatomy, sensation and perception, motor systems, sleeping and dreaming, motivated behavior (eating, drinking, temperature regulation), reproductive behavior, and emotion.

PSYC 230 Special Topics 1-3**PSYC 240 Basic Counseling Skills 3**

This course will introduce students to basic counseling skills for use in multiple professions such as education, exercise/sports, ministry, social work, and human relationships in general. The course is experiential, with a focus on active listening and empathy. Skill development will be enhanced through demonstrations and role-plays. Open to all students except Psychology majors. May not be taken if credit has been earned for PSYC320.

May take Pass/Fail

PSYC 245 Professional Development and Ethics in Psychology 3

This course focuses on career planning and professional development for psychology majors. Topics will include an overview of the undergraduate major in psychology, career exploration and options in psychology and related fields, preparation for employment and/or graduate school, and consideration of major ethical issues in the field.

Prerequisites: PSYC-100

PSYC 299 Selected Gender Studies Topics in Psychological Perspectives 3

Eastern offers a unique 3-week faith-based course on gender studies. Drawing students from around the country, this gender studies course, focusing on psychology, allows students to live in community and explore what it means to live in a gendered society. Topics include women in politics, differing masculinities, women in the global community, gender in the church, constructions of gender and race, gender and violence. This course is offered bi-yearly during Summer I session in Oceanwood, Maine.

Core Category: Human Behavior

PSYC 300 Psychological Testing 3

Study of basic criteria which an authentic psychological test should meet: standardization, validity, reliability. Course also includes overview of many prominently known tests of achievement, intelligence, aptitude, interests and personality. Students take several psychological tests and create a comprehensive assessment portfolio.

Prerequisites: PSYC-100; Minimum grade C

PSYC 301 Psychopathology 3

Etiology, dynamics, symptoms and treatment of the more common types of psychological disorders, both functional and organic.

Prerequisites: PSYC-100; Minimum grade C, TR, CR; PSYC-205, PSYC-206 or PSYC-207; Minimum grade C

PSYC 304 Social Psychology 3

A general survey of social psychology with emphasis on current research findings. Topics include social influence, attitudes, interpersonal interactions and group behavior.

Prerequisites: PSYC-100; Minimum grade C

PSYC 308 Psychology of Personality 3

A study of selected theories of personality development representing the major approaches to understanding personality and behavior in modern psychology.

Prerequisites: PSYC-100; Minimum grade C

PSYC 315 Applied Behavior Analysis 3

An examination of the methodological, empirical and conceptual issues involved in the extension of behavior-analytic principles to applied settings. Topics include a review of basic principles in behavior analysis, issues of behavioral measurement, functional analysis of behavior, design and implementation of contingency management programs, and evaluation of behavior programs.

Prerequisites: PSYC-100; Minimum grade C, TR, CR

PSYC 316 Psychology of Health and Illness 3

A study of the bi-directional relationship between

PSYC 318 Cognitive Psychology 3

Survey and critical review of existing theories of learning and cognition to include the behaviorist perspective, an overview of cognitivism and how it evolved from behaviorism, and a study of perception and attention processes and their relationship to the memory system. In addition, social learning theory, theories of memory, and problem solving are reviewed. Prerequisite: Minimum grade of C in PSYC 100.

Prerequisites: PSYC-100; Minimum grade C, TR, CR

PSYC 319 Psychology of the Family 3

A study of selected theories and practical approaches to family therapies and resolving issues affecting family systems.

PSYC 320 Techniques of Individual Counseling 3

The course will introduce students to the counseling process, the extensive practice of problem assessment, and counseling skills. The course is experiential, with a focus on counseling techniques, and less emphasis on theory.

PSYC 324 Cross-Cultural Psychology 3

Explores how Western-based theories (in perception, cognition, developmental, social, and clinical psychology) are altered in, and affected by, cross-cultural settings and indigenous psychologies, and how the results can be critically understood and practically applied. Course examines various topics (such as health, communication, personality, gender and identity) from a cross-cultural perspective.

Core Category: Cultural Perspectives

Prerequisites: PSYC-205, PSYC-206 or PSYC-207; Minimum grade C; PSYC-100; Minimum grade C

PSYC 330 Special Topics 1-3**PSYC 330E Psychology of Health and Illness 3**

A study of the bi-directional relationship between psychology and health, examining such factors as historical and cultural models of health and illness, the effects of stress on health, the effects of acute and chronic illness on individuals and families, end-of-life care, health-related behavior and behavior change, the role of social support in promoting health, and relationships between health and religion and spirituality.

PSYC 340W Research Methods 3

This course covers basic psychological research designs, including observational techniques, qualitative methods, self-reports, and experimentation. This writing-intensive course requires students to develop a substantive written research proposal: abstract, extended review of primary source psychological literature, empirical hypothesis, method of data collection, and references. A thorough application of APA writing guidelines is emphasized.

Prerequisites: PSYC-100; Minimum grade C, TR, CR

PSYC 395 Field Experience in Psychology 1-3

Designed to provide a supervised off-campus work experience in organizations related to the field of psychology. Students' specific placement depends on their interests and abilities, and on the needs of organizations. Each hour of academic credit requires 40 hours of work for the agency. Students are evaluated by their clinical and faculty supervisors. Prerequisites: Sophomore status and successful completion of PSYC 100 and at least two additional psychology courses. Consult with instructor a semester prior to registration.

Course is Pass/Fail

PSYC 400 Directed Study 1-3

PSYC 443 Senior Thesis 3

This course functions as a culminating senior experience and all students will participate in standardized assessment testing. Recommended for all psychology majors with an interest in pursuing graduate studies, the focus of this course is the empirical investigation of a research topic selected by the student and described in a manuscript prepared in the editorial style of the American Psychological Association. The manuscript includes (a) a brief review of the scholarly (i.e., peer-reviewed) literature addressing the selected topic; (b) the formulation of an original research hypothesis; (c) a description of the method of participant selection, instruments, research procedures, and data collection and analysis appropriate to the hypothesis; and (d) a discussion of the results of the investigation, with emphasis on theoretical as well as practical application. Students are encouraged to present their findings at a regional undergraduate research conference that meets each spring. .

Prerequisites: PSYC-340W; Minimum grade C

PSYC 495 Internship 2-12

This course functions as a culminating senior experience and all students will participate in standardized assessment testing. Students will participate in an off-campus supervised work experience in psychological or related services offered at institutions providing, research, education, treatment or rehabilitation for children, adolescents or adults. Specific placements depend on the needs of the institutions and the students' interests and experience. Each hour of academic credit requires 40 hours of work for the agency. Interns are evaluated by their clinical and faculty supervisors. Prerequisite: Senior status as a psychology major or permission of instructor. Internships may be arranged for fall or spring. Consult with instructor a semester prior to registration.

PSYC 498 Teaching Assistant 1-3**PSYC 499 Research Assistantship 1-3**

School Counseling/School Psych (SCNL)

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, 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.

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 back-ground 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: SCSP 503; Corequisite: SCNL 519)

Prerequisites: SCSP-503

Corequisites: SCNL-519

SCNL 638 School Counseling Internship I 3

Prerequisites: SCNL-634

Course is Pass/Fail

SCNL 639 School Counseling Internship II 3

Prerequisites: Take SCNL-638 or CPSY-638 - School Counseling Internship I

Course is Pass/Fail

School Counseling/School Psych (SCSP)

SCSP 500 Introduction to Counseling Theory Schools and Family 3

An introduction and overview of the prominent theoretical approaches to counseling and working with schools and families 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.

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.

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. Further topics include the organizational structure of schools, increasing parental/caretaker involvement and public relations.

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 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.

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.

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 601 Introduction to Child and Adolescent Counseling and Intervention 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. (Prerequisite or co-requisite: CNSL 500)

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 SPSY 615. Materials fee applies.

SCSP 620 Advanced Child/Adolescent Counseling And Interventions 3

Prerequisites: CNSL-601 or SCSP-601

SCSP 630 Special Topics 3**SCSP 630A Special Topics: Telehealth w/ Children, Adolescents and Families 3****SCSP 630B Special Topics: Psychopathology, Psychopharmacology, and Integrated Care For the Mental Health Professional 3**

The focus of this graduate level course is to assist the advanced level student and the practicing mental health clinician to better collaborate with the healthcare team to improve the care of the client/patient. Students of this course will gain a better understanding of the basics of psychopathology, psychopharmacology, and integrated care from a mental health perspective. Completion of this course will develop and improve the skills necessary to stay well-informed of the latest developments in the field of medicine as it applies to mental health

School Counseling/School Psych (SPSY)

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.

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 SPSY 616. Lab fee applies. (Prerequisite: CNSL 611 or SCSP 611)

Prerequisites: CNSL-611 or SCSP-611

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 SPSY 623. Lab fee applies. (Prerequisite: SPSY 615)

Prerequisites: SPSY 615

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: SPSY 616). Lab fee applies.

Prerequisites: CNSL-616

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 of co-requisite: SPSY 615, 616.

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: CPSY 570, SPSY 623, 631.

SPSY 633 School Psychology Internship I 3

Prerequisites: SPSY-632

Course is Pass/Fail

SPSY 634 School Psychology Internship II 3

Prerequisites: SPSY-633

Course is Pass/Fail

SPSY 680 Research Project 1.5

This course focuses on applying basic research principles to an empirical research project in the field of counseling. 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: SCSP 575)

Prerequisites: SCSP-575 must be completed prior to taking this course.

Course is Pass/Fail

Social Work (SOWK)

SOWK 105 Introduction to Social Work 3

An introduction to the knowledge, skills, and values of social work practice. Students will be assisted in understanding how social workers identify strengths and utilize a problem-solving process to address the needs of people in the context of their social environments. Particular attention will be given to students' self-awareness and faith as they prepare to establish professional helping relationships within the context of a social agency. Basic practice principles will be explored through the use of reading assignments, case studies, role plays, volunteer experience in social agencies, and classroom lectures.

Core Category: Human Behavior

SOWK 110 Human Diversity and Social Interaction 3

A survey of the similarities and differences of human individuals and groups, and the effect of human diversity on social interaction, within the context of social welfare and social work. Particular attention will be given to differences based on age, gender and sexual orientation; race, ethnicity and nationality; culture and lifestyle; religion; ability and disability; and socioeconomic status. Material for thought and discussion will be provided by readings, videos, students' life experiences, and classroom lectures.

Core Category: Human Behavior, Social Justice

SOWK 205W Human Need and Social Response 3

A survey of individual, family, and community needs, and the way American society organizes itself to meet them systematically through the social welfare institution, historically and in contemporary society. Students will be assisted in understanding the social welfare institution as a manifestation of the interplay of values in a political context. Attention will be given to the contributions of the Christian church and other faith-based organizations, and the roles of social workers, in the social welfare institution. Material for thought and discussion will be provided by reading assignments, videos, students. This is a writing-intensive course. Offered in the fall and spring semesters

SOWK 230 Special Topics 1-3**SOWK 230I Trauma and Resilience in Social Work 3**

This course provides the student with an overview of trauma, including the history and current theories in the field, the nature of trauma (sexual abuse, combat, and natural disasters, transgenerational), how trauma affects individuals, communities and systems, grief reactions, faith, and traumatic stress. Basic interventions for trauma informed care within organizations/systems are explored along with integrating trauma informed care, trauma prevention, and trauma treatment into social work practice. Identifying the role of the social worker as an advocate for trauma impacted clients throughout the mezzo and macro realms are discussed. Risk and resilience theories are heavily discussed throughout course. This is an elective course with no prerequisites.

SOWK 251 Child Welfare 3

A study of problems experienced by families and children and the services designed to meet them. Attention will be given to traditional services dealing with problems such as child abuse and marital conflict, as well as less traditional services dealing with problems such as adolescent flight, spouse abuse, and addictions.

Core Category: Human Behavior

SOWK 253 Social Work With Families 3

A family systems approach will be used to explore the beliefs, rituals, roles, and structures that are a part of family life, and to understand the dynamics and developmental processes of families, their social context, and policy implications. Home-based and community-based social services that help families deal with a wide range of issues will be identified.

Core Category: Human Behavior

SOWK 254 Services to the Aging 3

An exploration of the physical, social, emotional and spiritual needs of the aging and the services available to meet them. Attention will be given to the role of the church in meeting the needs of the elderly.

Core Category: Human Behavior

SOWK 256 Health and Social Welfare 3

An exploration of the history and growth of social work in the field of healthcare. Students will gain knowledge of health care policy and the relationship between policy, social welfare, and social work practice. It will examine the role of the social worker and address ethical dilemmas faced by social workers. Attention will also be given to emerging community health initiatives.

Core Category: Human Behavior

SOWK 258 Women's Issues and Services 3

An exploration of current issues facing women and social services that have developed in areas such as child welfare, mental health and domestic violence. Consideration will be given to social, political, and economic factors that influence the way in which issues emerge and services are developed. Contemporary and historical response of secular and Christian communities to women's issues will be examined. Particular attention will be given to ways in which social workers listen and respond to women's needs.

Core Category: Human Behavior

SOWK 261 International Social Work 3

This course is designed to provide an international cross cultural perspective and cultural immersion for students interested in learning about social welfare, social services and social work opportunities outside of the United States, particularly in underdeveloped and developing countries. Through international travel, activities and engagement with individuals and communities in developing nations students will gain a global view of social welfare and the social work profession. Particular attention will be given to values inherent in a Christian worldview. International travel is required.

SOWK 262 Addictions and Social Welfare 3

The purpose of this course is to provide students with an introductory knowledge of the biological, sociological, psychological and spiritual complexities of addiction. Students enrolled in the course will gain knowledge and basic skills relevant to prevention, assessment, intervention, and treatment of addictions. The course will assist students in developing a multi-dimensional understanding of treatment needs of diverse populations and will explore the relationship between addiction, socio-economic status, gender, age, ethnicity, sexual orientation, and culture. Although the primary focus of this course will be drug and alcohol addictions, the course will examine other disorders including eating disorders and process disorders.

Core Category: Human Behavior

SOWK 263 Mental Health and Social Welfare 3

This course will provide students with information regarding mental health issues in American society. It will create a foundation for thinking about mental health issues. It will address various mental health services and programs for adults and the roles social workers perform in the promotion, prevention, treatment and habilitation to various populations in need of mental health services. Historical perspectives, contemporary policies, social trends and ethical issues as well as the impact of race, ethnicity, gender, sexual orientation and social class on mental health policies and services will be examined. The course will address issues related to the classification of mental health disorders and examine four primary diagnosis from a strengths perspective.

Core Category: Human Behavior

SOWK 264 Grief, Loss and Social Welfare 3

This course will cover loss throughout the life span and the impact of trauma, spirituality, human services and development on the grieving process. Age-appropriate interventions will be discussed. The course will include use of film clips, discussion, presentations and activities.

Core Category: Human Behavior

SOWK 265 Social Work With Groups 3

The purpose of this course is to introduce students to social group work theory and methods relevant for social work practice with groups (including families, communities, and organizations). The historical roots of social group work are examined along with Christianity and diversity issues within group work. Students will become familiar with tasks related to group development, leadership, goals and norms, communication, roles and outcome assessment. Particular attention will be given to task, treatment, educational, and self-help groups. The development of knowledge, skills and values regarding social group work is taught, in part, through the use of experiential group activities and exercises.

Core Category: Human Behavior

SOWK 320 Human Behavior in the Social Environment 3

The purpose of this course is to provide an understanding of biological, psychological, sociological, spiritual, and cultural factors in human development and social interaction as part of the knowledge base for social work practice with individuals, families, groups, organizations, and communities. These factors will be used to examine the development of the individual over the life span and the individual's membership in a range of social systems. The knowledge gained from the integration of biological, psychological, sociological, spiritual, and cultural factors will be used to focus on intervention within the social environment. Attention will be given to Christian faith development as an integral component of the course. Offered in the fall semester only. Prerequisites: Minimum grade of C in SOWK 110, PSYC 100, SOCI 100. Prerequisites or Corequisites: ANTH 101, BIOL 104.

Prerequisites: Take SOWK-110 PSYC-100 SOCI-100; Minimum grade C

SOWK 330 Special Topics 1-3**SOWK 340 Social Work in Organizations 3**

An exploration of the social work agency from the perspective of a direct service social work practitioner. Students will use materials contributed from their field practicum experiences as the basis for exploring the impact of the social work agency on its clients, the larger society, and the social worker.

Prerequisites: SOWK-205W; Minimum grade C

SOWK 360 Social Work Practice I 3

An introduction to social work practice with individuals, families, groups, organizations, and communities. Assigned readings and social work process records provided by the instructor or contributed from the students' own field practicum experiences will be used to begin to acquire knowledge and skills required by social work practitioners.

Prerequisites: SOWK-105, SOWK-110, SOWK-205W Minimum grade C

SOWK 370 Social Work Field Practicum I 4

Supervised social work practice and observation in a social work agency or host setting, two days per week (normally Tuesday and Thursday). Students carry beginning, direct-service responsibilities. Agency placement is made the previous fall semester. Graded on P/F basis. Open to juniors in the BSW program only.

Corequisites: SOWK-340 and SOWK-360

Course is Pass/Fail

SOWK 400 Directed Study 1-3

SOWK 420 Human Behavior in the Social Environment 3

The purpose of this course is to provide an understanding of biological, psychological, sociological, spiritual, and cultural factors in human development and social interaction as part of the knowledge base for social work practice with individuals, families, groups, organizations, and communities. These factors will be used to examine the development of the individual over the life span and the individual's membership in a range of social systems. The knowledge gained from the integration of biological, psychological, sociological, spiritual, and cultural factors will be used to focus on intervention within the social environment. Attention will be given to Christian faith development as an integral component of the course.

Prerequisites: SOWK-110 Minimum grade C

SOWK 430 Special Topics 1-3**SOWK 430A Professionalism and Writing in Social Work 1****SOWK 430B Professionalism and Writing in Social Work 1**

This course provides the advanced student with opportunities to enhance their understanding, awareness, and development of their professional social work identity as they transition from scholar to professional and life-long learner. An emphasis is placed on strengthening professional social work writing and presentation skills, with a particular focus on preparing for the capstone senior practice project.

SOWK 440 Social Welfare Policy II 3

An exploration of the ideological and philosophical issues underlying current social welfare policy in the United States. Students utilize analysis of major social welfare policy areas to inform their understanding of current issues, developing social forces, and macro-level social change activities. Open to senior in the BSW program only.

Prerequisites: SOWK-205W, SOWK-340; Minimum grade C

SOWK 461 Social Work Practice II 3

Emphasis is placed on deepening understanding of social work practice and beginning integration of knowledge and skill. Open to seniors in the BSW program only. Must be taken during one academic year.

Prerequisites: SOWK-360; Minimum grade C

SOWK 462 Social Work Practice II 3

Emphasis is placed on deepening understanding of social work practice and beginning integration of knowledge and skill. Open to seniors in the BSW program only. Must be taken during one academic year.

Prerequisites: SOWK-360; Minimum grade C

SOWK 471 Social Work Field Practicum II 4

Supervised social work practice in a social work agency or host setting, two days per week. Students carry direct service responsibilities throughout the two semesters. Open to senior social work majors only. Agency placement is made during the spring semester of the previous academic year. Graded on a P/F basis. Must be taken during one academic year.

Prerequisites: SOWK-370; Minimum grade P

Course is Pass/Fail

SOWK 472 Social Work Field Practicum II 4

Supervised social work practice in a social work agency or host setting, two days per week. Students carry direct service responsibilities throughout the two semesters. Agency placement is made during the spring semester of the previous academic year. Graded on a P/F basis. Must be taken during one academic year.

Course is Pass/Fail

SOWK 481 Social Work Research 3

An introduction to scientific methods of inquiry concerning the phenomena encountered by direct service social work practitioners. Particular attention is given to evaluation and interpretation of research findings, research design and implementation, basic statistical measures, evaluation of service delivery, evaluation of students' own practice, the implications of human diversity for research design and interpretation, and the ethical context of the research process.

SOWK 498 Teaching Assistant 1-3**SOWK 501 Introduction to Social Work Practice 3**

An introduction to the knowledge, skills and values of social work practice. Students will be assisted in understanding how social workers identify strengths and utilize a problem-solving process to address the needs of people in context of their social environments. Particular attention will be given to students' self-awareness and faith as they prepare to establish professional helping relationships within the context of social agency. Basic practice principles will be explored through the use of reading assignments, case studies, and classroom lectures. No Prerequisites.

SOWK 510 Human Diversity and Social Interaction 3

Historically the United States of America has prided itself on being the "melting pot," that is, a country comprised of various yet distinctive ethnic, racial, and cultural groups. More recently, the term "salad bowl" has been used. In this course, we will research the similarities and differences of the individuals and groups that are represented throughout society. This course will explore factors such as lifestyle development, sex and gender, sexual orientation, race, ethnicity, nationality, culture, religion, physical and mental ability and socioeconomic status. The experiences of individuals and groups based on their similarities and differences will be explored within the context of their social interaction with each other, their interactions with majority groups and the dynamics of those interactions. Students will be assisted in using knowledge to inform practice by developing skills and strategies based on strength and empowerment. Particular attention will be given to values inherent within a Christian worldview. Material for thought and discussion will be provided by reading assignments, videos, students' life experiences, field observation, and classroom lectures.

SOWK 520 Human Growth and Behavior in the Social Environment 3

The purpose of this course is to provide an understanding of biological, psychological, sociological, spiritual, and cultural factors in human development and social interaction as part of the knowledge base for social work practice with individuals, families, groups, organizations, and communities. These factors will be used to examine the development of the individual over the lifespan and the individual's membership in a range of social systems. The knowledge gained from the integration of biological, psychological, sociological, spiritual, and cultural factors will be used to focus on intervention within the social environment. Attention will be given to Christian faith development as an integral component of the course.

SOWK 540 Generalist Social Work Practice With Organizations 3

This course is a continuation of the exploration of the social work agency begun in SOWK 501: Introduction to Social Work. To further gain understanding of the organization dynamic of the social work organization, students will use their field placement as a case study. The central themes of the course are: The variant ways social work agencies are organized to achieve their mission and carry out their function; The impact of the agency on its social workers and clients; The impact that social workers and clients can have on the agency.

SOWK 560 Social Welfare Policy 3

This course provides an introduction into the history of social welfare policy, services, and the social work profession. It explores current social welfare issues and the underlying rationale and values that support different approaches. Emphasis is placed on major fields of social work service such as: child welfare, environmental and social justice, health care, mental health, poverty and services to the aging. Through the semester, students will explore the strengths and weaknesses of the United States social welfare system with respect to social justice and social change, behavioral and social science theory and research, in relation to multiculturalism and diversity. The purpose of the course is to prepare students to examine personal experiences, to engage in personal reflection and self-awareness, and to relate both experiences and reflections to historical and contemporary ideas. The course can also enhance your understanding of how to integrate a Christian worldview into your thinking about the American social welfare system. A key component of the course is learning to recognize the ways in which privilege and power are created, maintained, and enhanced through structures, values, and ideologies present in the U.S.

SOWK 561 Generalist Social Work Practice With Individuals and Families 3

This course is a continuation of the exploration of the social work generalist foundation of practice, focusing on interpersonal practice with individuals and families, while integrating community, organizational and policy contexts core to effective social work practice. Drawing upon earlier knowledge of diversity, cultural competence, social justice and social change, the course integrates historical, contextual, and social science knowledge presented in the prerequisite courses and draws upon the field experience which is taken concurrently. Included in the subject matter will be examination of ethics and values, and an understanding of the centrality of race, culture, ethnicity, gender, sexual orientation, spirituality and ability that play a role in the interpersonal dynamics of practice. Prerequisite: SOWK 501, SOWK 510, SOWK 520. Co-requisite: SOWK 571.

SOWK 562 Generalist Social Work Practice With Groups and Communities 3

This course is a continuation of the exploration of macro social work begun in SOWK 540, Generalist Practice with Organizations. The course is divided into two parts: 1) understanding group dynamics and leadership, and 2) applying group dynamics in a community context. Part one exposes students to an understanding of group dynamics and group functioning. The second half of the course will apply those skills in the context of community and neighborhood. Students will apply course knowledge in their field placement, practicing burgeoning skills in a real-world context.

SOWK 571A Generalist Social Work Field Practicum I 1.5

The field experience is the signature pedagogy of social work education and provides an opportunity to apply classroom learning in a supervised social work setting under observation by experienced social work practitioners. The practicum occurs in a social work agency or host setting. Students carry beginning, direct-service responsibilities. Agency placement is made the semester previous to start of the field experience in consultation with the Field Advisor. Graded on a P/F basis.

Course is Pass/Fail

SOWK 571B Generalist Social Work Field Practicum I Continuation 1.5

The field experience is the signature pedagogy of social work education and provides an opportunity to apply classroom learning in a supervised social work setting under observation by experienced social work practitioners. The practicum occurs in a social work agency or host setting. Students carry beginning, direct-service responsibilities. Agency placement is made the semester previous to start of the field experience in consultation with the Field Advisor. Graded on a P/F basis.

Course is Pass/Fail

SOWK 572A Generalist Social Work Field Pract II 1.5

Course is Pass/Fail

SOWK 572B Generalist Social Work Field Pract II Continuation 1.5

Course is Pass/Fail

SOWK 581 Social Work Research 3

This course provides an introduction to scientific methods of inquiry concerning the phenomena encountered by direct service social work practitioners. Particular attention is given to evaluation and interpretation of research findings, research design and implementation, basic statistical measures, evaluation of service delivery, evaluation of students' own practice, the implications of human diversity for research design and interpretation, and the ethical context of the research process. The course introduces students to research methods used by social workers. The organizing theme of the course is the relationship between research and social work practice. The course focuses on three main elements. 1.) First, the course is designed to provide you with a general introduction to basic knowledge and skills that are necessary for the design, evaluation, method, and utilization of social work research. 2.) Second, the course is designed to help you understand how to apply research principles to different types of research from either an agency perspective or a practitioner's perspective. 3.) Third, the course will equip you to be a more knowledgeable user of research, a capable evaluator of your own practice, and, ultimately, a qualified research team member. Co-requisite SOWK 572 Generalist Field Practicum 2.

SOWK 600 MSW Bridge Course 3

Provides knowledge, skills, and values required for advanced practice. This course builds upon students' foundational knowledge of generalist practice in engagement, assessment, intervention and evaluation they acquired in their BSW program. This course surveys theories of human behavior, policy, research, and practice to promote the needs and capacities of populations at risk. This course will assist students to think critically about social work practice at the micro, mezzo, and macro levels of practice. Specifically, students will be able to articulate the generalist social work practice model, its roles and functions, and demonstrate an understanding of all levels of practice. Students will demonstrate the ability to critically evaluate and synthesize empirical research as a tool for evidence based practice and policy.

SOWK 632 Social Work Licensure Prep Course 1

This self paced asynchronous online course prepares masters level student practitioners for the ASWB Licensing application and examination process. The purpose of this course is to build student knowledge and reduce apprehension about the licensing process and social work regulation. Students will engage each module to learn about the history of social work education and licensure, licensure regulation, and the application process for the licensing exam.

SOWK 640 Trauma, Resilience and Spirituality in Advanced Social Work Practice 3

This course addresses human suffering in the wake of trauma and the potential for spirituality to build resilience and bring healing. Students will explore types of trauma, micro and macro strategies for intervening with traumatized clients, the importance of personal and client self-care when dealing with primary and secondary trauma, and the meaning-making model of spirituality to assess and intervene with traumatized clients. Particular attention will be paid to ethical considerations, cultural competence with the traumatized, a trauma-informed perspective informed by a strengths and resilience paradigm, and ways that clients develop resilience and learn to cope with the after-effects of traumatization.

SOWK 641 Trauma Informed Policy 3

This advanced practice course addresses human experience in relation to trauma. Students will explore types of trauma, micro/mezzo/macro level strategies for intervention, and policy development. Particular attention will be paid to ethical and core values, the social work profession's knowledge base, a trauma-informed perspective, and advanced generalist practice policy development for individuals, families, groups, communities, and organizations.

SOWK 642 Trauma Informed Research 3

This advanced practice course prepares students to engage in scientific methods of inquiry concerning human experience in relation to trauma. Particular attention is given to evaluation and interpretation of findings, research design, evaluation of service delivery, evaluation of student's own practice, and exploration of implications for human diversity with regard to individuals, families, groups, communities, and organizations. The organizing theme of this course is the relationship between advanced generalist social work practice and trauma informed research.

SOWK 661 Advanced Practice With Individuals 3

This course builds upon the first year of Generalist Practice (SOWK 561) and teaches direct social work practice with individuals at an advanced level, with emphasis upon assessment, diagnosis, treatment, and evaluation. Theories used provide models for understanding human behavior, and how to plan, implement, and evaluate change. Theoretical schools include: cognitive-behavioral, brief solution-focused, and problem-solving approaches. Each model provides knowledge and skills in assessment, diagnosis and treatment of the individual. A specific focus of the class is the Trauma-informed approach that builds upon individual resilience and integrates spirituality, integrating these with previous knowledge of the person-in-environment perspective, cultural competence, and the ethics and values of the profession of social work. The competency of research-informed practice and practice-informed research for selecting approaching interventions and evaluation of practice is a key component of the course.

SOWK 662 Advanced Practice With Groups 3

Building upon SOWK 561 (Generalist Social Work Practice with Individuals and Families) this course advances the knowledge required to work collaboratively with a variety of groups: task, educational, self-help, committees, boards, and treatment groups. Drawing upon a strengths-based paradigm, students learn, develop and practice group leadership skills with diverse clients both in the classroom and in the concurrent field experience, focusing on beginning, leading and terminating groups. Attention is paid to issues of mutual aid, empowerment, social/economic/environmental justice and group practice with at-risk populations. Evaluation of group outcomes using qualitative and quantitative methods will be examined.

SOWK 663 Advanced Practice With Families 3

Building upon SOWK 561 (Generalist Social Work Practice with Individuals and Families) this course advances the knowledge required to work with families in diverse practice settings. Theories introduced earlier will be applied to the process of engaging, assessing, intervening, and evaluating practice with families considering how various strategies enhance the strengths of a family while advancing justice with oppressed groups in work with families. The impact or social systems on family functioning will be emphasized. Students will understand and apply process designed to move families from a problem focus toward optimal functioning. Offered concurrent with SOWK 671 (Advanced Social Work Field Practicum 3), students will have opportunity to apply learning in the field setting and use field experiences to assist their critical thinking and practice skills that prepare them for professional practice as MSW prepared professionals.

SOWK 671A Advanced Field Practicum I 2

This course is the first course of a two course sequence. The field experience is the signature pedagogy of social work education and provides an opportunity to apply classroom learning in a supervised social work setting under observation by experienced social work practitioners. The practicum occurs in a social work agency or host setting. Students carry intermediate to advanced, direct-service responsibilities. Agency placement is made the semester previous to start of the field experience in consultation with the Field Advisor. Graded on a P/F basis.

Course is Pass/Fail

SOWK 671B Advanced Field Practicum I Continued 2

This course is the first course of a two course sequence. The field experience is the signature pedagogy of social work education and provides an opportunity to apply classroom learning in a supervised social work setting under observation by experienced social work practitioners. The practicum occurs in a social work agency or host setting. Students carry intermediate to advanced, direct-service responsibilities. Agency placement is made the semester previous to start of the field experience in consultation with the Field Advisor. Graded on a P/F basis.

Course is Pass/Fail

SOWK 672A Advanced Field Practicum II 2

Course is Pass/Fail

SOWK 672B Advanced Field Practicum II Continued 2

Course is Pass/Fail

Sociology (SOCI)

SOCI 100 Introduction to Sociology 3

An introduction to the sociological study of society. Focus is on basic sociological concepts, methods, and perspectives in understanding social processes, social structure, social institutions, and social change.

Core Category: Human Behavior

SOCI 105 Contemporary Social Problems 3

Examines major social problems such as poverty, inequality, drug abuse, and crime in contemporary society. Sociological perspectives and Christian insights are brought to bear in the analysis of the problems and how to address them.

Core Category: Human Behavior

SOCI 130 Special Topics 1-3**SOCI 130A Life in Malawi 1**

SOCI 220 Social Statistics 3

An introduction to descriptive and inferential statistics employed in the social sciences. This course emphasizes the organizing, calculating, and interpreting of data. Counts as a math option in the general core.

Core Category: Mathematics

SOCI 230 Special Topics 1-3**SOCI 230B Special Topics: Malawi Society & Culture 3**

In this course, you will learn about Malawi's (a) history, ethnic groups, social dynamics, and culture; (b) governance, politics, and civic processes; (c) socio-economic resources, activities, opportunities, and challenges; and (d) the poverty-affluence divide in the country. A main objective is to expose you to social and cultural processes, challenges, and life-improving opportunities for people in the poorest countries using Malawi as a case for such an analysis.

SOCI 230C SpTop:Food/Nutrition/Developng Societies 3

The course will expose you to food production, nutrient content, storage, processing and consumption in the communities served by Pamoza International. You will analyze how food production, storage, processing and consumption influence villagers' nutritional status emphasizing that good nutrition is about taking care of the body, God's temple. You will assess the nutrient contents of the foods commonly consumed in the communities as well as the nutritional status of members of a sample of households seeking to relate food consumption to nutritional status. Since nutritional status is also heavily influenced by the work people are involved in, you will analyze the work rural Malawians engage in with the objective of understanding how this work may be influencing their nutritional status. You will participate in some of this work to experience how demanding the work is.

SOCI 230D Special Topics: Rural Livelihoods 3

The course explores rural livelihoods' assets/resources, mediating processes, and vulnerability contexts zeroing in on how government policy and the pervasive globalization are changing these livelihoods and with what consequences on the well-being of rural people. Apart from analyzing key readings, you will observe and document how people in rural settings make a living and what changes the people have experienced in their making of a living. This will be done through interviews of key informants. Through these interviews, you will learn about challenges rural people confront in pursuing their livelihoods, the changes in the making of livelihoods that rural people are experiencing, and the ramifications of these changes on rural people's well-being.

SOCI 245 Socialization & Group Relations 3

Explores how people socially construct their reality, values, and worldviews through socialization. It also examines group processes to understand how socialization influences people processes.

Prerequisites: SOCI-100; Minimum grade C

SOCI 273 Social Institutions & Justice 3

Draws upon theories of social justice and Christian thought to explore social justice shortfalls and opportunities in social institutions such as religion, economy, politics, education, and family. Of particular interest is how social justice has been compromised and how it could be upheld in these institutions.

Core Category: Human Behavior, Social Justice

SOCI 305 Collective Behaviors and Social Activism 3

Examines the rise, impact, and fate of collective behaviors. Included are collective behaviors such as protest demonstrations, riots, panics, and mass suicides, as well as social movements such as civil rights, welfare rights, liberation, and workers movements.

SOCI 310 The Family 3

Covers historical background and cultural comparisons of families, premarital and marital behavior, and family disorganization and reorganization.

SOCI 312 Majority/Minority Relations 3

Addresses the nature of relationships between the privileged and underprivileged in American society. A variety of groups religious, gender, and age groups in terms of their socio-political heritage, lifestyles, social identities, and social circumstances.

SOCI 315 Social Stratification 3

Examines the unequal and stratified distribution of wealth, income, social power and life chances in society, focusing on how class, race/ethnicity, and gender frame these uniquely and in interlocking ways.

Prerequisites: SOCI-100; Minimum grade C

SOCI 318W Research Methodology 3

A survey of research methods employed in the social sciences.

Emphases include theory construction, measurement and data gathering techniques, sampling, data analysis, and research ethics.

Prerequisites: Six credits hours in Sociology or Criminal Justice with a minimum grade of C.

SOCI 330A Special Topic: Church & Society 3**SOCI 330B Special Topic: Social Justice 3****SOCI 330C The Power Politics and Ethics of Oil 3****SOCI 330D Sociology of Migration 3****SOCI 330F Environmental Sociology 3****SOCI 330G SpTop:Devlpmt Policy Making/Implementat 3**

This course deals with development policy making and its implementation in sub-Saharan Africa using Malawi as a case study. We first define development then have a snapshot assessment of and contrast of development between sub-Saharan African Malawi and the United States in the last 25 years. We thereafter zero in on Malawi, evaluating its development since independence in 1964, and examine (a) how development policy is made; (b) how development policy is implemented, that is, how the government plans, budgets and implements development programs looking at successes and failures; and (c) what international help the country has received, how it gets the help, how the help is used, and the impact of this help on Malawi's development. Apart from classroom work which will include lectures by Malawian development thinkers and practitioners, you will visit government agencies, especially the agencies involved in policy formulation, development planning and budgeting, and development implementation to learn about development challenges Malawi faces and how the government wrestles with these challenges. Students will also visit some offices of non-governmental (local and international), bilateral, and multilateral organizations to learn about how these organizations help Malawi in dealing with its development challenges.

SOCI 330H SpTop:Christianity/Islam/Trad Religions 3

This course examines the historical and current situation of Christianity, Islam and Traditional Religions in Malawi. The course specifically analyzes the introduction of and current situation (in the case of Christianity and Islam), their rise and perpetuation (in the case of Traditional Religions), and how people perceive, react to, and wrestle with the fundamentals of these religions. The course has two main objectives. The first is to show and explain the changes these religions have and are undergoing using Malawi for the analysis. The second is to wrestle with the difficulties of spreading the Gospel in a setting where Islam and Traditional Religious practices are pervasive.

SOCI 330I Health and Social Inequality 3**SOCI 330J Church-Based Economic Development 3****SOCI 340 Urban Sociology 3**

Addresses some of the basic concepts and questions of urban sociology. Major topics include the origins and growth patterns of cities; the social composition of the city; urban community and neighborhood; comparative analysis of cities; kinship, friendship, and acquaintance networks; and urban issues/problems. Special emphasis on the cities of Philadelphia, New York, and Boston.

SOCI 350 Poverty, Oppression and Development in Africa 3

Explores why Africa is mired in poverty, oppression, and underdevelopment, then examines alternative development approaches and strategies Africa could follow.

Core Category: Cultural Perspectives

SOCI 370 Immigration and Transnationalism 3

A critical examination of immigration as a social phenomenon. Analyzes causes, contours and repercussions of migration flows worldwide, while focusing more specifically on contemporary immigration in the United States. Modes of incorporation, patterns of assimilation and mobility, second generation trends, and transnational processes are some of the issues addressed.

SOCI 373 Social Institutions and Justice 3

Draws upon theories of social justice and Christian thought to explore social justice shortfalls and opportunities in social institutions such as religion, economy, politics, education, and family. Of particular interest is how social justice has been compromised and how it could be upheld in these institutions. This course fulfills the justice requirement of the core curriculum. Open to sophomores, juniors, and seniors.

SOCI 374 Sociology of Religion 3

A survey of major sociological trends, developments, and theories of religion. Topics include religious organization and leadership; conversion and disaffiliation; secularization; religious growth; and new religious movements. Also emphasized is the intersection of religion and social processes/institutions such as politics, gender, social conflict, and social change. Open to juniors and seniors or by permission of the instructor.

SOCI 375 Social Change and Globalization 3

Explores major transformations and processes that shape human experience at the local, national and global levels, and examines some of the essential dimensions of these changes. Included are changes related to the economy, population growth, colonialism and post-colonialism, environment, development and underdevelopment, globalization, and technology.

SOCI 395 Field Experience 1-3

Course is Pass/Fail

SOCI 400 Directed Study 1-3**SOCI 401 Sociological Theory 3**

This course engages the classical theories rooted in the works of Marx, Weber, and Durkheim, along with contemporary theoretical developments including Functionalism, Conflict Theory, Symbolic Interactionism, Feminism, and Neo-Marxian theories. One aim of the course is to expose students to the original writings of the various thinkers to be considered, with particular attention given to the pertinence of theory in examination of social life and the pursuit of social change. Prerequisite: Nine credit hours with minimum grade of C and junior standing.

SOCI 402 Classical Sociological Theory 3

An introduction to sociological theory with an emphasis on its early major figures. While a number of classical thinkers are considered, major attention is given to Marx, Durkheim, and Weber. One important aim of this course is to expose students to the original writings of these thinkers. Emphasis is given to the relevance of theory in the organization and understanding of social life and the pursuit of social change.

Prerequisites: SOCI-100; Minimum grade C

SOCI 404 Contemporary Sociological Theory 3

Examines contemporary sociological theories while linking them to classical sociological thinking emphasizing the major questions the theories address. Examples include functionalist, conflict, interactionist, exchange, critical, feminist, and structuralist theories. As the second course in the theory sequence, this course can only be taken after completion of classical theory.

Prerequisites: SOCI-402; Minimum grade C

SOCI 409 Community Development in Developing Nations 3

Defines community development and explains how it should be practiced. A major proposition in this course is that just and lasting change in communities demands engaging community members in dialogic critical pedagogy and praxis.

SOCI 416 Research and Data Analysis 3

An introduction to how data is analyzed in the social sciences with the computer. The student will learn how to enter, analyze, and interpret data. Several data analyses (from univariate to multivariate) are explored with the computer package of SPSS. Prerequisite: Minimum grade of C in SOC 220 Social Statistics or an equivalent statistics course in psychology, business, or math.

Prerequisites: SOCI-220; Minimum grade C

SOCI 417 Senior Thesis 3

The development of an empirical research project under the guidance of the instructor. Completed projects will be presented and critiqued by other students and the instructor.

SOCI 418 Senior Seminar 3

This culminating senior experience is a topical seminar that assesses students of sociology and challenges them to integrate their sociological knowledge and Christian faith when thinking about contemporary social issues.

Prerequisites: SOCI-402; Minimum grade C

SOCI 495 Internship 2-12

Internship provides a supervised work experience in a field related to sociology. All students must take this course in their junior or senior year. Those with clear plans for graduate school can choose SOCI 417 Senior Thesis instead.

SOCI 498 Teaching Assistant 1-3**SOCI 499 Research Assistant 1-3**

Spanish (SPAN)

SPAN 101 Elementary Spanish I 3

Basic grammar and vocabulary, written and oral exercises, introductory readings. Emphasis on developing communication skills.

Core Category: Cultural Perspectives

SPAN 101A Elementary Spanish 3

Basic grammar and vocabulary, written and oral exercises, introductory readings. Emphasis on developing communication skills.

SPAN 102 Elementary Spanish II 3

Basic grammar and vocabulary, written and oral exercises, introductory readings. Emphasis on developing communication skills.

Core Category: Cultural Perspectives

SPAN 103 Accelerated Elementary Spanish 3**SPAN 130 Special Topics 1-3****SPAN 150 Grammar & Conversation/Native Speakers 3**

The course will review grammatical structures and rules of spelling and accents. A cultural study component fulfills the Global Awareness General Education Core.

SPAN 201 Intermediate Spanish I 3

Review of grammar and vocabulary with opportunities for interaction in the target language. Short literary texts are included to build students' vocabulary and reading skills.

SPAN 202 Intermediate Spanish II 3

Review of grammar and vocabulary with opportunities for interaction in the target language. Short literary texts are included to build students' vocabulary and reading skills. Prerequisite: SPAN 201

SPAN 230 Special Topics 1-3**SPAN 230A Concepts of Health and Sickness in the Hispanic World 3**

This course is designed for students to communicate more effectively with Spanish-speaking patients and their families. Students will acquire the vocabulary and structures for conversing and interviewing Spanish-speaking patients. In addition, students will be exposed to common concepts related to sickness in the Hispanic world so as to better understand their patients' ideas about healthcare and related practices.

SPAN 301 Conversation & Composition 3

Focus on the oral use of the target language with regular student oral presentations, role plays and interviews. Journalistic and literary readings will serve as input for class discussions, and also as a model for students' development in academic writing in the target language.

SPAN 302W Critical Thought, Conversation & Writing 3

Focus on the process of critical thinking with the development of academic writing in the target language. The oral use of the target language in discussion of literary texts and scholarly articles is stressed. This is a writing-intensive course

SPAN 310 Spanish Phonetics & Phonology 3

Spanish 310 is designed to help students improve their pronunciation of Spanish while acquiring the skill to eventually, as K-12 FL teachers, instruct their future students in the correct pronunciation of the Spanish language. Students will be introduced to the general phonetics and phonology of Spanish, will develop the ability to analyze the sound system of Spanish in the Americas, as well as Peninsular Spanish, and will explore the sound features of its principal dialects.

SPAN 330 Special Topics 1-3**SPAN 401 Spain From Fragmentation-Unified Mosaic 3**

This comprehensive study of Spanish culture will take students from Pre-Roman Spain to the unified Spain of the present. The course explores Spain's history, geography, arts, languages and traditions through text readings, newspapers and magazine articles, songs, film and literary excerpts. Students will also access web sites with links to relevant themes in the Internet. Emphasis is on continued development of students' oral proficiency.

SPAN 402 Latin America's Unbridled Reality 3

This course will cover notable contributions of Latin Americans in art, film, music, politics and history. Emphasis is on continued development of students' oral proficiency through discussion, description and narration.

Prerequisites: #Take SPAN-302W; Minimum grade C, TR, CR

SPAN 403 Early Spanish Literature 3

Students in this course will explore key Spanish literary works from Medieval, Renaissance and Golden Age periods. Through these readings students discover how Spanish culture was shaped by those who conquered Spain (Muslims), those who were conquered by Spain (Spanish America) and by the cultures of Western Europe.

SPAN 404 Modern Spanish Literature 3

Students in this course will explore key Spanish literary works from such periods as Romanticismo, Realismo, "Generación del 98", Vanguardismo and Posguerra Civil Española. Through these readings students will grasp the impact of important cultural movements through Spain's recent history, its struggle in establishing a constitution and choosing a lasting form of government, its military confrontations and long dictatorship in the last century, and its present democracy that aligns Spain with the European Union.

Prerequisites: #Take SPAN-302W; Minimum grade C, TR, CR

SPAN 405 Hispanic-American Literature 3**SPAN 408 Advanced Spanish Syntax & Translation 3**

This course is taken after study abroad. It includes a thorough review of grammatical structures and idioms to assure the fluency developed abroad is reinforced with the accurate use of the language. Students practice these advanced structures orally in role plays and interviews with the goal of achieving Advanced Low proficiency on the ACTFL scale. Additionally students learn to translate short texts from Spanish to English and English to Spanish.

SPAN 409 Colonial & 19th Century Latin American Identity 3

This course will cover some of the most notable Latin American texts prior to the 20th century as they relate to questions of identity in the New World, particularly of the Indian, the female, the mestizo and the slave. Emphasis is on continued development of students' oral proficiency through discussion, description and narration.

Prerequisites: #Take SPAN-302W; Minimum grade C, TR, CR

SPAN 410 Modern Spanish-American Literature 3

The study of notable texts of the 20th and 21st centuries (narrative and poetry) that explore themes of misogyny, racial belonging, class identity and political struggle as a means by which students can develop an understanding of Latin Americans they interact with in the U.S. and abroad. Emphasis is on the continued development of students' oral proficiency through discussion, description and narration.

Prerequisites: #Take SPAN-302W; Minimum grade C, TR, CR

SPAN 415 Hispanic Life and Worldview 2

This course provides an opportunity for the Spanish major to reflect on the importance of speaking a second language in their development as an individual and as a Christian, and to investigate values within the area of family dynamics, educational settings, individual identity, religious practices and commonly shared cultural beliefs of a particular Hispanic country while studying abroad. Students will enroll in the course in the semester following their study abroad semester. Reading and survey topics will be available to them during study abroad in order for them to carry out the ethnographic research necessary for the course. Students will read the related materials, observe and/or participate in events, and interview local informants while abroad. This information will be used to make presentations and to write a research paper for the course.

SPAN 495 Internship 2-12

SPAN 498 Teaching Assistant 1-3

Spiritual Formation (SFRM)

SFRM 505 Nurturing Spiritual Life & Character I: 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 II Journey to Wholeness 3

Building upon their learning and work in NLC I, students explore the implications of spiritual and emotional health in the context of their call to leadership.

Prerequisites: Take SFRM-505

SFRM 507 Nurturing Spiritual Life & Character III 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. Prerequisite: SFRM-506; CHHM-510; THLE-520 or THLE-521; minimum of 52 credits.

Prerequisites: Take SFRM-506 and CHHM-510; Take THLE-520 or THLE-521

SFRM 530 Special Topics 3

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.

Prerequisites: Take SFRM-505

SFRM 570A Paideia: Spiritual Formation-Part 1 3

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. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

SFRM 570B Paideia: Spiritual Formation-Part 2 3

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. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.

Prerequisites: Prerequisite: SFRM-570A

SFRM 570C Paideia: Spiritual Formation-Part 3 3

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. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.

Prerequisites: Prerequisites: SFRM-570A and SFRM-570B

SFRM 580A Paideia: Spiritual Formation-Part 1 2

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. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

SFRM 580B Paideia: Spiritual Formation-Part 2 2

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. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.

Prerequisites: SFRM-580A (Paideia: Spiritual Formation)

SFRM 580C Paideia: Spiritual Formation-Part 3 2

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. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.

Prerequisites: SFRM-580B (Theologia: Doing Theology in Context)

SFRM 615 Faith and 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, 57 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 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.

Course may be offered for audit

SFRM 618 Journeys in Spiritual Care & Transformat 3

Building upon the spiritual principles and practices introduced in SFRM510 Spiritual Formation, this course guides students into a deeper engagement with their transformative spiritual journey. Students will reflect upon their current personal journeys, and engage in practices that encourage spiritual self-care and draw them into deeper intimacy with God "for the sake of others." Note: the course will be taught in a retreat format, which will take place at a local retreat center. There will be an additional cost for accommodations and meals at the retreat center.

Prerequisites: Prerequisite: SFRM-505

Course may be offered for audit

May take Pass/Fail

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.

Supervised Ministries (SUPV)

SUPV 522 Clinical Pastoral Care Practicum (cpc) 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 January or Summer terms. SUPV-532 may be taken in place of SUPV-522.

Prerequisites: Take THLE-520 or THLE-521

SUPV 525 Theological Field Education 1A 1.5

The first year of theological field education (TFE) 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-525 represents the first (Fall) semester of first-year TFE, to be taken in conjunction with SUPV-526 in the subsequent Spring semester.

Prerequisites: Take PRMN-510 and SFRM-505; Minimum grade of C-

SUPV 526 Theological Field Education 1B 1.5

The first year of theological field education (TFE) 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-526 represents the second (Spring) semester of first-year TFE, to be taken in conjunction with SUPV-525 in the prior Fall semester.

Prerequisites: THLE-520 or THLE-521, minimum grade C-, and SUPV-525

SUPV 530 Theological Field Education 2A 2

SUPV-530/531 is required after completion of Theological Field Education 1A & 1B for M.Div. students who are opting NOT to complete a full 400 hour CPE as the clinical internship. The focus 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 semesters. SUPV-530 represents the first (Fall) semester of second-year TFE, to be taken in conjunction with SUPV-531 in the subsequent Spring semester. Completion of a full 400 hour CPE (6 credit hours) will satisfy an M.Div. student's second-year TFE requirements in place of SUPV-530/531.

SUPV 531 Theological Field Education 2B 2

SUPV-530/531 is required after completion of Theological Field Education 1A & 1B for M.Div. students who are opting NOT to complete a full 400 hour CPE as the clinical internship. The focus 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 semesters. SUPV-531 represents the second (Spring) semester of second-year TFE, to be taken in conjunction with SUPV-530 in the prior Fall semester. Completion of a full 400 hour CPE (6 credit hours) will satisfy an M.Div. student's second-year TFE requirements in place of SUPV-530/531.

SUPV 532 Clinical Pastoral Education 3-6

A basic 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. Offered 12 weeks in the summer or as an extended experience throughout the academic year. Supervised Ministries Department and institutional chaplain. May be substituted for SUPV-522 CPC; completion of a full 400-contact hour CPE (6 credit hours) can also be credited toward SUPV-530/531 Theological Field Education 2A&2B.

Prerequisites: Take SFRM-505 and PRMN-510; Minimum grade of C-; Take THLE-520 or THLE-521

SUPV 535 Theological Field Education 3A 1.5

May be required after completion of Theological Field Education 1A & 1B for some M.Div. students in order for them to meet ordination requirements. Other students may choose to take it as an effective order to deepen their experience. The focus 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 semesters. SUPV-535 represents the first(Fall) semester of second-year TFE, to be taken in conjunction with SUPV-536 in the subsequent Spring semester.

SUPV 536 Theological Field Education 3B 1.5

May be required after completion of Theological Field Education 1A & 1B for some M.Div. students in order for them to meet ordination requirements. Other students may choose to take it as an elective in order to deepen their experience. The focus 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 semesters. SUPV-536 represents the second(Spring) semester of second-year TFE, to be taken in conjunction with SUPV-535 in the prior Fall semester.

SUPV 650 Theological Field Ed. Internship 1.5-4.5

This elective internship offers the possibility of an intensive serving/learning experience in ministry. Arrangements must be negotiated with and approved by the Supervised Ministries office. This elective may supplement, but cannot be taken in the place of, INTG-520/521 or INTG-530/531. No more than 4.5 elective credit hours can be earned in supervised ministries area.

Theatre (THEA)

THEA 100 Actor's Lab 1

This course is an introduction to performance as communication. Students will meet weekly to explore the craft of ensemble theatre building with the intention of learning to listen and respond kinetically, being curious, and playing well with others. Students will become more present and aware, as they practice performance techniques. Additionally, students will grow in confidence by performing and communicating through ensemble building, story-telling, active listening, acting exercises, and improvisation. No theatre experience required! This course is designed for any student to participate, whether they are a theatre novice or professional.

May take Pass/Fail

THEA 115 Acting as Communication 3

This course is an overview of the craft of acting for non-major students or theatre minors/majors. Emphasis is given to acting techniques, movement, voice, improvisation, ensemble work, listening skills, monologues, and scene work. The course is designed to build confidence and help students become more creative and comfortable speaking in public, giving presentations, and developing social skills that can be applied to all fields.

Core Category: Arts and Literature

THEA 130 Special Topics 3**THEA 130A Acting as Communication 3**

This course is an overview of the craft of acting for non-major students or theatre minors/majors. Emphasis is given to acting techniques, movement, voice, improvisation, ensemble work, listening skills, monologues, and scene work. The course is designed to build confidence and help students become more creative and comfortable speaking in public, giving presentations, and developing social skills that can be applied to all fields.

THEA 135 Acting I 3

The objective of this class is to help students tap into the psychological, physical and spiritual resources within them through the discipline of acting. Primary tools are personalized and scripted monologues, acting exercises and improvisations of increasing complexity, preparation and collaboration. This lab-style class requires a greater than normal commitment to attendance, participation and journal-keeping in addition to written performance critiques.

THEA 150 Theatre Practicum 1-2

Credit for significant technical or performative participation in Eastern Theatre production activities. This course may be taken more than once for credit. Graded on a P/F basis.

Course is Pass/Fail

THEA 151 Basic Stagecraft and Design 3

An introduction to the basics of technical theatre, including design principles, construction techniques, and stage management procedure and preparation.

Core Category: Arts and Literature

THEA 202 The Active Voice 3

A study of voice, designed with the stage performer in mind. It will explore the voice as an instrument of communication, as well as a part of the body as a whole. The Linklater Method will be used as a basis for instruction. This method incorporates the growing awareness of how the entire body and breath contribute to the making of sound. It helps to identify areas of tension which restrict vocal freedom, and seeks to provide tools and avenues of release. Attention will be given to posture, breathing, projection, sensitivity, articulation, phonetics, expression and communication of text. Students will also use poetry and classic texts through which they will discover the power of a free voice, and will use this power for more effective communication. Not a singing class.

Core Category: Arts and Literature

THEA 204 Introduction to Theatre 3

Students will explore the history of theatre from ancient through modernity, with the goal of celebrating its diversity and understanding how it alters society. Students will analyze aspects of the Theatre Arts to discover strategies to make the given text come alive. Students will be required to create an original 10-minute plays based on a social justice issue thus adding to theatre's history.

Core Category: Arts and Literature

THEA 235 Acting I 3

The objective of this class is to help students tap into the psychological, physical and spiritual resources within them through the discipline of acting. Primary tools are personalized and scripted monologues, acting exercises and improvisations of increasing complexity, preparation and collaboration. This lab-style class requires a greater than normal commitment to attendance, participation and journal-keeping in addition to written performance critiques.

Core Category: Arts and Literature

THEA 250 Performance Production II 2

Credit for participation in Eastern Theatre productions or special project performances created for the Eastern stage, depends upon needs and interest. This course will meet on a weekly basis to help with the performance project and enhance the skills needed. Students are required to contribute 80 hours of work. Graded on a P/F basis.

Course is Pass/Fail

THEA 260 Acting Through Song 3

This course focuses on teaching the basics of truth-telling and communication using vocal music as its medium. Students will learn foundations of basic acting, character development, improvisation, collaborative communication, movement, physical awareness and expression and will apply these principles to vocal repertoire ranging from early opera to modern musical theatre. This is not a performance-based class as much as it is a process class; no final singing performance will be graded. However, the class will culminate in a performance.

Instructor consent required

THEA 300 Acting on Camera 3

This class teaches students fundamental techniques relating to the craft of on-camera acting. The class also covers practical lessons for on-set skills and behavior as well as basic principles of the business of TV and film

THEA 308 Directing/Playwriting 3

This theatre course will focus on creating a theatre collective while devising ones' own script and highlighting the director's process. In this creative effort, the student will create an original piece culminating in a performance in front of an audience. During class hours, the student will develop the steps of: casting, collaborating, rehearsing, improvising, writing, revising and developing one's own directing techniques by studying theatre masters. Outside of the class, the student will work on their original work and view live arts by contemporary practitioners in Philadelphia and the surrounding theatre community..

Prerequisites: THEA-135 or THEA-204; Minimum grade C

THEA 318 Advanced Acting/Directing 3

This advanced course will focus intensely on a particular style/playwright within an intense collaborative rehearsal environment. Actors and directors will choose projects, research, rehearse and perform them. Class will address physical and thematic hermeneutics, literary and dramaturgical analysis, rehearsal techniques, style, Shakespeare, conceptual/ improvisational approaches, adaptation, working with new plays from diverse playwrights.

Prerequisites: THEA-135 or THEA-308; Minimum grade C

THEA 325 Diversity in Theatre 3

This course will examine texts/performances written by minority writers in an effort to facilitate discussions that explore what it means to be part of a culturally diverse society. It focuses on the historical and cultural contexts of diverse selections of theatre performances.

Core Category: Cultural Perspectives

THEA 330 Special Topics 1-3**THEA 330B Scenes From a Marriage 3**

An ensemble of student actors performing scenes in collaboration with the capstone course 'Christian Marriage.'

THEA 330C Introduction to Musical Theatre 3**THEA 335 Acting II 3**

This advanced acting course focuses on strengthening acting skills using various acting techniques, such as Psychological Realism (Constantin Stanislavski), Psychophysical Action (Michael Chekhov), Emotional Recall (Lee Strasberg), Viewpoints (Anne Bogart), and Substitution/transference (Uta Hagen). Students will apply these techniques to scenes and monologues from various genres of plays. Students will also learn the "business of acting" and leave this course with audition pieces as well as feedback on resumes and headshots. Consistent attendance is mandatory in this lab-style course.

Prerequisites: THEA-135; Minimum grade C

THEA 340 Introduction to Musical Theatre 3

Students will gain practical training and experience in musical theatre performance. The course will focus on performance techniques and will emphasize skills necessary for successful presentation of a musical number. The course also presents an overview of the history of musical theatre. Prerequisite: THEA 115 or THEA 135.

Prerequisites: Take THEA-115 or THEA-135

THEA 350 History of Theatre I: Ancient to Renaissance 3

Survey of theatre from its origins through the Renaissance with an introduction to various methods of script analysis. This course is the sequential first half of THEA 351, but may be taken independently.

Core Category: Arts and Literature

THEA 351 History of Theatre II: Restoration to Contemporary 3

Survey of theatre from the Restoration period to the present including various methods of script analysis. This course is the sequential second half of THEA 350, but may be taken independently or in reverse order.

Core Category: Arts and Literature

THEA 395 Field Experience 1-3

The purpose of theatre field experience is to offer students the opportunity to observe and participate in professional work experiences in theatre and/or arts education. Participation must be in a setting appropriate to a student's interest in particular. Students will keep a log of hours and a journal of observations for a minimum of 40 hours per credit hour earned. Graded Pass/Fail.

Course is Pass/Fail

THEA 400 Directed Study 1-3**THEA 418 Advanced Acting 3**

This advanced course will focus intensely on a particular style/playwright within an intense collaborative rehearsal environment. Actors and directors will choose projects, research, rehearse and perform them. Class will address physical and thematic hermeneutics, literary and dramaturgical analysis, rehearsal techniques, style, Shakespeare, conceptual/ improvisational approaches, adaptation, working with new plays from diverse playwrights.

Prerequisites: THEA-135 or THEA-308; Minimum grade C

THEA 451 Advanced Stage Craft and Design 3

An advanced study of stage craft, including advanced design principles, construction techniques, style and special effects.

THEA 460 Senior Seminar 1

A senior level capstone experience in which students address the issues and professional opportunities of the contemporary theatre and the arts, with a focus on advanced acting skills, the business of acting, and integrating the Christian faith in the arts. Student will be challenged to creatively respond and engage with social justice issues using the arts. Specific subtopics will vary from year to year.

THEA 495 Internship 2-12**THEA 498 Teaching Assistant 1-3**

Theological Studies (THEO)

THEO 130 Special Topics 1-3**THEO 130A Radical Christianity and the Red Letter Christian Movement 3****THEO 160 Spiritual Formation for Ministry 3**

This course is designed to support the student in their journey to better understand their unique spiritual gifting through methods used in the discipline of self-introspection and spiritual formation. Students will be introduced to various personality, mental, emotional, and spiritual attributions to increase their awareness and appreciation for their uniqueness and hardwiring. Moreover it will provide ways to understand their attributions from the perspective of ministry and for sustaining themselves in ministry. This course will also introduce the students to concepts and a theology relating to God's call process.

THEO 207 Christian Ethics 3

A study in practical theology, this course will examine Christianity as a coherent vision of life. We will explore how central biblical and theological themes, such as community, fall, cross, and new creation, are to be embodied in the lives of Christians. We will focus especially on how the confession that Jesus is Lord ought to inform our approach to the ethical issues and controversies of our day.

Core Category: Social Justice, Theology

THEO 210 Christian Spirituality 3

This course explores the historic foundations of the Christian spiritual life. It considers key biblical texts and selected classical Christian writings in order to understand the nature and development of mature Christian faith, the connection between faith development and human development, the relationship between Christian faith and the various doubts and conflicts faced by contemporary believers, and the significance of classical spiritual disciplines in the formation of authentic Christian character.

Core Category: Spiritual Formation

THEO 230 Special Topics 1-3**THEO 230A Christian Spirituality throughout the Ages 3**

This course will explore the ideas and practices introduced in Theology 210 (Introduction to Christian Spirituality)-such as contemplative prayer, pilgrimage, Sabbath, lectio divina, etc.- in more depth as well as how they have evolved as they were passed down throughout Church history. Students will be introduced to key figures and movements of the contemplative tradition, including "contemplatives in action" that have brought about serious reform in both the Church and the world. They will explore how each branch of Christianity, regardless of denomination, has contributed to the practice of spirituality. Finally, the class will provide opportunities for students to integrate these insights into their own faith journey and today's world.

THEO 240 Introduction to Christian Theology 3

A survey of the main themes of Christian theology from both systematic and biblical perspectives. Special emphasis is on the development of responsible theological thought. Such topics as the basis of authority, the nature of God, human nature, the person and work of Christ, the Holy Spirit and the Church will be treated.

Core Category: Theology

THEO 243 The Church and the Community 3

This course introduces the students to community assessment, engagement and the concept of transformational development. The course will utilize readings, discussions, research, and written assignments to expand student awareness of the role of the Church within a community, and its development. It will also build the student's exegetical skills. While exegesis is most often spoken of in terms of proper examination of Scripture, this course expects the student to invade their context of ministry, and learn about the needs and assets within their communities.

Core Category: Theology

THEO 255 Theology for Ministry & Supervision of Ministry 3

As a capstone this course is designed to apply the skills of assessing a ministerial context, designing a plan for ministry (a "pastoral") and gaining the competence in nurturing leadership in the church by using the skills of the discipline of supervised ministry.

THEO 301 The Early Church 3

An historical and theological exploration of key figures, events, movements and themes in the development and expansion of the early Church. Prerequisite: Minimum grade of C in THEO 210 or permission of instructor. Offered in alternate years.

Core Category: Theology

THEO 305 Theology in Historical Context 3

A study of the development of classical Christian theology in the particular historical context that shaped it. Attention will especially be given to the distinctive features of patristic, medieval, and Reformation theological traditions, and to Eastern (Orthodox) and Western (Catholic and Protestant) traditions. Prerequisite: THEO 240

Core Category: Theology

THEO 310 The Triune God 3

An investigation of the Christian doctrine of God in its biblical foundations and its historical development, with particular attention to the life of God as Trinity and to the relationship between God and the world. Specific topics may include the relationship between transcendence and immanence, the efficacy of natural theology, the impassibility and immutability of God, the character of divine foreknowledge and providence, the nature of divine "personhood" and the debate over "social trinitarianism", and the relationship between equality and order among the divine persons.

THEO 315 Theological Foundations of World Religions 3

A detailed exploration of the explicit and implicit theologies of Buddhism, Hinduism, and Islam, aimed at grasping the internal logic and coherence of each tradition. Special attention will be given to comparing and contrasting these faiths with historic Christianity.

Core Category: Cultural Perspectives, Theology

THEO 317 Theology of the Body 3

An exploration of the embodied nature of human existence, considered accordingly to the rhythms of the day (clothing, eating, work, recreation, bathing, and sleep) and of human life itself (virginity, marriage, pregnancy and giving birth, nurturance, suffering, death).

Core Category: Theology

THEO 319 Christian Marriage 3

In this course, students will have an opportunity to reflect Christianly on the institution of marriage. This will include examining how attitudes toward marriage are shaped by our upbringing in our families, in the church, and in society; thinking and talking in detail about Christian scripture and tradition as they relate to marriage; and considering a variety of aspects and challenges to marriage that confront people who are married or who may be considering marriage. We hope that this will help those of our students who are unmarried to make wise decisions about whether and whom to marry, will help those who are married, and those who will eventually marry, live out their marriages faithfully and well, and will help all our students to mature in ways that will enable them to better live out their Christian vocations in either the married or single state.

Core Category: Theology

THEO 321 Addiction and Grace 3

Addiction is widely acknowledged as a serious individual, interpersonal, and social problem. But what is addiction? Is it a brain disease? A sin? A problem of will, or of knowledge? Does addiction have primarily to do with individuals, or is it constituted or maintained in intimate relationships or on a societal level? Do addictions necessarily involve psychoactive substances, or can we properly speak of addictions to activities like gambling or shopping, or even eating or sex? Who is susceptible to addiction, and why? If a person stops engaging in addictive behavior, is he or she still an addict? Christians and others offer a variety of answers to these questions, and a similar diversity of opinion exists where treatment for and recovery from addiction are concerned. In this class, we will explore, first, some Christian theological voices and biblical and historical resources for understanding how Christians have understood addiction in the past and more recently. Secondly, we will read three current books treating aspects of addiction that are often neglected in Christian treatment of addiction. Finally, we will read one or two personal accounts of addiction and recovery, and consider how a Christian response to addiction might incarnate the prophetic values of justice, mercy, and humility.

Core Category: Theology

THEO 322 Spirituality in the Thought and Life of The Church Fathers 3

"Spirituality" has been a hot topic over the past few years. In this course we want to explore together a specific type or model of spirituality practiced by Christians living from roughly the third to the seventh centuries. How, for example, did these early Christians pray? Were there other spiritual disciplines that formed part of the rhyme and rhythm of their spiritual lives? How did they deal with temptation? What was their understanding of Christian character? Who were the "desert fathers?" What was their particular contribution to Christian spirituality? How can the insights of these early Christians be translated into the context of the modern world? What possible mistakes did they make that may be avoided by later generations of Christians? These and other questions and issues will form the heart of the course.

Core Category: Theology

THEO 325 Martin Luther 3

Study of the life and thought of this founding figure of the Protestant Reformation, with attention to the historical background but mainly focused on readings in Luther's own writings. This course will prepare students to understand the nature and fundamental convictions of Protestant theology.

Core Category: Theology

THEO 328 Karl Barth: Theologian and Witness 3

An introduction to one of the most significant Christian theologians in the history of the Church, and certainly the most significant Christian theologian of the 20th century: Karl Barth. The historical background of Barth's life and key themes in his thought will be explored through close reading of secondary and primary texts, course discussion and through student presentations. Prerequisite: Minimum grade of C in HONR 240, THEO 240, THEO 251 or THEO 252.

Prerequisites: HONR-240, THEO-240, THEO-251 or THEO-252; Minimum grade C

THEO 329 C.S. Lewis 3

A study of the theological vision of C. S. Lewis through his own writings, both fiction and non-fiction. Special attention is given to the features of Lewis's thought that make it an integrated whole, and also to aspects that are not widely known, or that are controversial, or that have made a distinctive contribution to Christian theology in the last hundred years.

Prerequisites: THEO-240, THEO-251 or THEO-252; Minimum grade C

THEO 330 Special Topics 1-3**THEO 330A Humanity and Culture 3****THEO 330B Jesus Christ: Savior and Lord 3****THEO 330C Christian Social Ethics 3****THEO 330D Doctrine of Revelation 3****THEO 330E Pain and Suffering 3****THEO 330F Prayer in the Christian Tradition 3**

What is prayer? How does one pray? How have Christians prayed throughout the church's history? What are the different kinds of prayer Christians have practiced for over two thousand years? In this course, we will explore and develop a theology and practice of individual and corporate prayer, particularly studying different models of prayer offered to us by the church in its own practice across the years.

THEO 330I Doctrine of God 3**THEO 330K Theological Anthropology 3****THEO 330L Theological Themes in Children's Literature 3****THEO 330M Theology and the Body 3****THEO 335 Global Christianity 3**

Western forms of Christian faith are becoming increasingly marginalized as the church grows dramatically in the southern hemisphere, where highly contextual, conservative and charismatic forms of the faith abound. This course will explore how the Christian faith is being embodied and carried forth in these contexts through the close reading of texts that consider how these communities read the Bible and contextualize the theological themes and liturgical forms that characterize the Christian tradition.

THEO 337 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. The notions of justice and flourishing will be explored both theologically as well as practically as integral to understanding what culture is and how it is meant to function. These explorations will be done in conversation with those in the social sciences who work on injustices related to class (poverty), race (racism), and ethnicity (nationalism) in particular. The particular issue explored will vary from section to section.

Core Category: Theology

THEO 340 On Being Human 3

This course will offer students a theological portrait of the human person as a creature created in the image of a triune God. Interpreting this phrase and noting its implications will occupy a great deal of our time in this course. Along the way we will consider how the creation of humanity in the image of God compares with alternative visions of the human creature (its constitution and vocation), the implications of our material and immaterial constitution for questions related to ethnicity and identity, sin, the soul, reconciliation and the vocation of the human creature as an ethical and cultural being.

THEO 341 The Triune God 3

An investigation of the Christian doctrine of God in its biblical foundations and its historical development, with particular attention to the life of God as Trinity and to the relationship between God and the world. Specific topics may include the relationship between transcendence and immanence, the efficacy of natural theology, the impassibility and immutability of God, the character of divine foreknowledge and providence, the nature of divine "personhood" and the debate over "social trinitarianism", and the relationship between equality and order among the divine persons. Prerequisite: Minimum grade of C in THEO 240 or 251 or 252.

Prerequisites: THEO-240, THEO-251 or THEO-252; Minimum grade C

THEO 350 The Son and Salvation 3

This course will offer students a theological portrait of the person and work of Jesus Christ as the key to understanding the nature and activity of God, the nature and activity of human persons and the nature and telos of the created order. As such, we will consider Jesus as both mediator of revelation, creation and reconciliation and lord of history. We will accomplish this goal through a consideration of the central Christological (person of Christ) and soteriological (work of Christ) doctrines of the Christian faith: their historical development, theological coherence and cultural significance.

Core Category: Theology

THEO 351 Modern Theology 3

The course examines the central figures, themes and movements in theology during the 19th and 20th centuries with particular attention to what is distinctive about modern theology, how it is related to philosophical and cultural developments and how traditional Christians may critically appropriate modern insights.

THEO 353 Postmodernism and Pluralism 3

A critical, theological study of contemporary postmodernism and religious pluralism, aimed at developing an appropriately complex understanding of Christianity's truth and of Christianity's place in a diverse religious world. Prerequisite: Minimum grade of C in THEO 240.

THEO 355 Catholics and Protestants in Conversation 3

An exploration of the theological background between Roman Catholic and Protestant Christians over the past five centuries, aimed at understanding the key points of disagreement, such as the relationship between Scripture and Tradition, the nature of justification, the status of the Virgin Mary and the saints. Prerequisite: Minimum grade of C in THEO 240 or 251 or 252.

Core Category: Theology

THEO 360 The Spirit, Community, and Culture 3

This course will offer students a theological portrait of the person and work of the Holy Spirit and the nature and mission of the Church in the world. The themes of the identity and function of the Holy Spirit as the Spirit of Jesus Christ and the formation of the Christian community as the body of Jesus Christ in the work will be considered in terms of their historical development, theological coherence, and cultural significance. Offered alternate years.

Core Category: Theology

THEO 400 Directed Studies 1-3**THEO 440 Senior Seminar 3**

Consideration of special topics in theological studies helpful for integrating theological knowledge and liberal arts studies.

THEO 495 Internship 2-12**THEO 498 Teaching Assistant 1-3**

Theology and Ethics (THLE)

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.

Course may be offered for audit

THLE 510H Theology and Ethics of Congregational Life (hybrid Del) 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 Syst.Theo.& 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.

Prerequisites: #Take THLE-510 BIBL-501 BIBL-503; Minimum grade of C-

Course may be offered for audit

THLE 521 Syst.Theo.& 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.

Prerequisites: #Take THLE-510 BIBL-501 BIBL-503; Minimum grade of C-
Course may be offered for audit

THLE 550 MTS Research 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: Prerequisite: THLE-520 or THLE-521

THLE 550A Mts Research 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: Prerequisite: THLE-520 or THLE-521

THLE 551 MTS Internship in Christian Faith and Public Policy 3-6**THLE 551A Mts Internship in Christian Faith and Public Policy 3-6****THLE 552 MTS Research in Christian Faith and Public Policy 3****THLE 570A Theologia:doing Theolog in Context-Part1 3**

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? The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

THLE 570B Theologia: Doing Theol in Context-Part 2 3

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? The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.

Prerequisites: Prerequisite: THLE-570A

THLE 570C Theologia: Doing Theol in Context-Part 3 3

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? The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.

Prerequisites: Prerequisites: THLE-570A and THLE-570B

THLE 580A Theologia: Doing Theol in Context-Part1 2

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? The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

THLE 580B Theologia: Doing Theol in Context-Part 2 2

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? The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.

Prerequisites: THLE-580A (Theologia: Doing Theology in Context)

THLE 580C Theologia: Doing Theol in Context-Part 3 2

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? The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.

Prerequisites: THLE-580B (Theologia: Doing Theology in Context)

THLE 581 Doing Theology I: Theological Method and Reflection 3

The course focuses on the nature, method, and sources of theological method and reflection, helping students to understand the relationship between Christian confessions, historical influences and method. Students begin to "exegete" the theology of their context as well as beginning to identify their own theological presuppositions. This course also provides an overview of the six classical church practices. It will be offered in every Summer 2 and Spring 1 Semester.

THLE 582A Doing Theology 2: Exploring the Doctrines of the Christian Faith: Part 1 1.5

This course introduces Christian theology as a critical discipline in the church and in relation to wider society. It serves as a basic introduction to some of the traditions and diversity of Christian understandings for students both unfamiliar and familiar with the various expressions of Christianity.

Prerequisites: THLE-581

THLE 582B Doing Theology 2: Exploring the Doctrines of the Christian Faith: Part 2 1.5

This course introduces Christian theology as a critical discipline in the church and in relation to wider society. It serves as a basic introduction to some of the traditions and diversity of Christian understandings for students both unfamiliar and familiar with the various expressions of Christianity.

Prerequisites: THLE-582A (Doing Theology 2: Exploring the Doctrines of the Christian Faith)

THLE 611 Theology & Public Policy 3

A theological/biblical analysis of the problems involved in moving from biblical revelation and theological concepts to concrete public policy proposals. This is a required course for the M.T.S. concentration in Christian Faith and Public Policy and is a prerequisite for other courses in that concentration.

Course may be offered for audit

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. This is a required course for the M.T.S. concentration in Christian Faith and Public Policy.

Prerequisites: Prerequisite: THLE-520 or THLE-521

Course may be offered for audit

THLE 613 God, Gospel & Globalization 3

This course will explore the role of Christian ethicists, pastors and the local congregations in a changing global context. It will focus on the connection between religion and society, the global transformations and local appropriations and between the church and popular culture. Students will be required to integrate their native and local experiences into broader cultural and civilizational developments. Students interested in public policy formation are welcome. This is a required course for the M.T.S. concentration in Christian Faith and Public Policy.

Prerequisites: Prerequisite: THLE-520 or THLE-521

Course may be offered for audit

THLE 614 Religion, Race, & Ethnicity 3

This course critically engages leading theoretical discussions about the intersection of religion, race, and ethnicity and how they relate to the social construction of race in particular contexts. The interdisciplinary theoretical orientation of this seminar draws from history, cultural studies, sociology, Latino studies, and Latina/o, Africana/Black, Mujerista, and Womanist theologies. We will critically examine religion's role in the development, maintenance, and transformation of racial and ethnic identity, and the creation of and struggles against racism and racial injustice in specific contexts.

Course may be offered for audit

May take Pass/Fail

THLE 616 Theologies of Non-Violence 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.

Prerequisites: THLE-510 OR THLE-510H minimum grade C

Course may be offered for audit

THLE 620 The Bible, Pacifism & 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?"

Course may be offered for audit

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.

Course may be offered for audit

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.

Course may be offered for audit

THLE 624 Truth and Transformation: the 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 religiousis homoiousios, as prismatic figures embodying certain constitutive features of their time, people or civilization.

Course may be offered for audit

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 community of reconciliation? What does a compassionate church look like? What does a compassionate disciple look like?

Prerequisites: THLE-510 minimum grade C-

Course may be offered for audit

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.

Prerequisites: Take BIBL-501 and BIBL 503

Course may be offered for audit

THLE 631 Persevering Hope: Evil, Suffering and Goodness of God 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.

Prerequisites: Take BIBL-501 or BIBL-503; minimum grade C-

Course may be offered for audit

THLE 631O Persevering Hope: Prob of Evl & Suff 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.

Prerequisites: BIBL-511 OR BIBL-512; THLE-520

Course may be offered for audit

THLE 632 The Search for Jesus: Contextual Approach to Christology 3

The purpose of this course is to engage in a constructive examination of selected traditional Christological paradigms and how these influence one's understanding of salvation (soteriology). To this end, the course will be divided into three major components. It will begin by examining the issues that the early Church faced as it began to articulate its Nicene/ Chalcedonian Christological faith. It will then shift to more modern Christological paradigms. Finally, the course will examine more contemporary voices - particularly those representing liberation theologies - that have begun to challenge the older Christological formulas, even as they grapple with new soteriological concerns. As a seminar, students will have an opportunity to examine primary documents, engage in an ongoing theological dialogue, give short group presentations, and apply their insights to their particular contexts. By the end of the course, students should be able to understand some key Christological themes and paradigms, understand the link between those themes and soteriological concerns, and be able to construct/ articulate their own theologically sound, praxeological (experientially concrete), contextual Christologies/ soteriologies.

Prerequisites: THLE-520 minimum grade C-

Course may be offered for audit

THLE 633 Theology and a Movie 3

The purpose of this course is to familiarize students with various contextualized theologies (commonly referred to as "theologies of liberation"), including Feminist, Womanist, African American, Latinoa, and Asian American theologies. It will do so by using Latin American theology of liberation as a foundational starting point to describe their general methodologies, contexts, perspectives, and teachings. Students will have the opportunity to read primary texts, as well as view pre-selected films from popular culture to critically examine the social locations from which these theologies arise. Students will be evaluated by their active participation and contribution to the course discussion, their ability to evaluate the material (especially the films) critically in biweekly reflection papers, and the construction of a final research paper exploring a specific topic within a particular theology of liberation.

Prerequisites: Prerequisite: THLE-520 or THLE-521

Course may be offered for audit

THLE 635 Difficult Topics in Theological Studies 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.

Prerequisites: #Take THLE-520 or THLE-521; Minimum grade of C-

Course may be offered for audit

THLE 637 Theology and Ethics of Martin Luther King 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.

Prerequisites: Take THLE-520 or THLE-521 minimum grade C-

Course may be offered for audit

THLE 637H Theology and Ethics of Martin Luther King 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.

Prerequisites: THLE-520

Course may be offered for audit

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.

Prerequisites: Take CHHM-510

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.

Prerequisites: Prerequisite: THLE-520 or THLE-521

THLE 650A NCSS Interaction/Reflection Seminar 4**THLE 652 Research in Public Policy 1-3**

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.

Prerequisites: Prerequisite: THLE-520 or THLE-521

THLE 660 Special Topics 3**THLE 660A Special Topics: Race and Christian Theology 3**

The Presidents of six Southern Baptist Seminaries issued a statement affirming, "Critical Race Theory, Intersectionality and any version of Critical Theory is incompatible with the denominations core beliefs." Unfortunately, race and Christian theology have been linked since the late 15th century. Race and Christian Theology is an investigation of racial architecture within Christian life and theology, as well as a study at the intersection of the theological and the "political." This course takes an interdisciplinary approach to probe the connection between Western Christian theology and the emergence of race and its persistence in the late-modern West.

Prerequisites: THLE-510

THLE 660B Special Topics: Biography as Theology 3

On earth as it is in heaven means that theos is reflected in anthropos. James Wm. McClendon Jr., in his book Biography as Theology, traces this concept in the lives of politicians, diplomats, Bible scholars and artists. We will use this textbook and others to analyze how in the 21st century we can live theologically, how much the kingdom of God and his will can be reflected in our lives, our families and our churches. The reading list includes Paul Johnson's The Intellectuals, Paul Rusbagina's An Ordinary Man, and Tom Holland's Dominion, the Making of the Western Mind.

Prerequisites: THLE-510

Transmedia (TRAN)

TRAN 101 Transmedia, Story Structure & Social Change 3

Multi-screen consumption of stories is changing the process of storytelling. You will learn how to structure and tell powerful stories in a transmedia world across different media platforms and how to have a positive influence in society through the telling of stories to entertain, educate, and bring about change. By the end of the semester students will be able to 1. Know the principles of transmedia storytelling and interactivity; 2. Use their skills to structure their stories in and across different media platforms; 3. Use their skills to tell transmedia stories that bring about positive social change in their community and promote justice.

Urban Studies (URBN)

URBN 205 Introduction to the City 3

Introduces students to city life through a variety of lectures and readings along with field trips and personal assignments pertaining to the urban context, with special attention to the City of Philadelphia. Additional lab fee is required.

Core Category: Social Justice

URBN 230A Special Topic: Programming for Youth Development 1**URBN 499 Research Assistantship Development 1-3****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 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. Attention will be given to the role of faith in both the public and private sectors. 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. Reading and reflection papers required.

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 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**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. Student 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 & 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.

Prerequisites: URBN-501 URBN-575

URBN 600 Directed Study 1-4**URBN 635 Supervising Youth Development Practice 1****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.

Prerequisites: URBN-501 URBN-575 URBN-580

URBN 695 Leadership Practicum I: Leadership 1.5

This course is a practicum emphasizing the implementation of basic philosophy and methodology of youth outreach of 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 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).

URBN 696 Leadership Practicum II 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 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 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).

Youth Development (YTHL)

YTHL 525 Theological Foundations Urban Youth Min 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 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 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 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.

YTHL 695 Leadership Practicum I: Programming 1.5

This course is a practicum emphasizing the implementation of the basic philosophy and methodology of youth outreach. The development of persona 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 are required. An integral part of this experience is the opportunity for students to: (1) observe youth ministry carried out by a competent, experienced practitioner in the field, and (2) become experienced in youth outreach under the care and counsel of a competent, experienced practitioner (mentor). Students will complete regularly scheduled supervisory dialogues with a youth outreach mentor (from a church, para-church or community organization) over a period of one semester.

YTHL 696 Leadership Practicum II: Administration 1.5

This course is a practicum emphasizing the formation and oversight of new urban youth development programs or endeavors. 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 youth. Students will complete regularly scheduled supervisory dialogues with a youth development 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 outreach to urban youth based upon specified goals. Students are expected to complete a minimum of 115 hours, 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: UrBN 570, YTHL 525, 585, 695)

Prerequisites: URBN-570 YTHL-525 YTHL-585 YTHL-695

Youth Ministries (YMIN)

YMIN 101 Introduction to Youth Ministry 3

This course will be a study of the physical and emotional development of adolescents, and the development of a philosophy of ministry with adolescents, with guidelines and discussion relating to the implementation of a program of ministry within the framework of the local church as well as in various other contexts.

YMIN 102 The Gospel and Adolescent Culture 3

This course will survey various elements of the youth culture and the adolescent experience while considering ways that these elements of culture and experience are addressed by the Gospel of Christ. The course will feature discussion of traditional adolescent issues and a survey of curricula and materials that address these issues.

YMIN 130 Special Topics 1-3**YMIN 202W Youth Ministry and Evangelistic Strategy 3**

The ministry of outreach and evangelism is a critical component of any effective youth ministry. This course will examine the biblical bases for evangelistic ministry, the essential components of the evangelistic message, and will survey various modes and means of personal and group evangelism. This course will also focus on developing significant writing skills or students in the major.

YMIN 203 Youth Ministry in the Wilderness 3

This course will explore the value and rationale for youth ministry in the context of wilderness camping. Special emphasis will be placed on the logistics of group camping in the wilderness setting, and how to plan and execute such a trip. Course participants will learn ways of using the wilderness experience for group building, leadership development and personal spiritual growth. The context of the course is a two-week wilderness trip that will include backpacking, rock-climbing and whitewater rafting.

YMIN 205 Youth Ministry and the Small Group Process 3

By learning and participating in a small group, students will gain the basic skills necessary for facilitating small groups in a youth ministry context. Through this experience, students will learn how to create an atmosphere where youth can meet together regularly and become committed to each other, to the group, and to growing together in their faith in Christ. Principles of biblical interpretation and Bible study activities appropriate to youth ministry will be explored.

YMIN 207 Youth Ministry Programming Skills 3

This course is designed to train students in skills necessary for effective youth ministry. This phase of the skills curriculum will focus on creativity, learning styles, event planning, communication skills and techniques. The course will utilize a laboratory approach that begins with instruction and moves into hands-on participation.

YMIN 211 Seminar in Campus Ministry I: Foundations 2

This two-semester course will prepare selected students for effective campus ministry as student chaplains, primarily in campus residence halls. Students will be instructed by theory and practice concerning the "internal" facets of campus ministry (e.g., devotional life, spiritual disciplines). The second semester will focus on special topics that impact campus ministry to empower student chaplains to have a more effective ministry in the residence halls.

YMIN 212 Seminar in Campus Ministry II: Special Topics 2

This two-semester course will prepare selected students for effective campus ministry as student chaplains, primarily in campus residence halls. Students will be instructed by theory and practice concerning the internal facets of campus ministry (e.g., devotional life, spiritual disciplines). The second semester will focus on special topics that impact campus ministry to empower student chaplains to have a more effective ministry in the residence halls.

YMIN 217 Youth Ministry Teaching Lab 2

Using the format of student presentations and peer evaluations, the course will focus on how to teach biblical principles to teenagers. Students will learn how to teach creatively, structure a Bible study, and create and use media in ministry. Prerequisite: minimum grade of "C" in YMIN 207.

YMIN 230 Special Topics 1-3**YMIN 230C Camping Ministry & Management 3****YMIN 303 Ministry in an Urban Setting 3**

The objective of this course is to give students a vision for youth ministry in an urban environment. Students will not only have opportunity to see and experience various approaches to urban youth ministry, but will also be challenged to explore their attitudes toward cross-cultural ministry, racism and poverty.

YMIN 304 Issues in Urban Youth Ministry 3

This course is designed to cover a wide range of topics and issues related to doing ministry with youth in urban environments. Along with examining urbanism, poverty, culture and context we will also look at youthful counter movements in cities. We will ask questions about the city's appeal to suburban and rural youth, neo-yuppies, gentrification, urban development and renewal. Students in this class will have an opportunity to research and present their findings on a particular urban youth sub-culture and their unfolding vision for doing ministry with that particular group.

YMIN 305 Youth Ministry Administration 3

This course will focus on some of the "nuts-and-bolts" areas of everyday youth ministry in the parish and para-church setting. Topics examined will range from organizing and administering a youth program to counseling teenagers, the dynamics of team ministry and working with volunteers. Other practical concerns that will be given attention are finances and budgeting, church staff relationships and promotional skills. Offered every spring. Prerequisites: Minimum grades of C in YMIN 101, 102, 207.

YMIN 305W Youth Ministry Administration 3

This course will focus on some of the "nuts-and-bolts" areas of everyday youth ministry in the parish and para-church setting. Topics examined will range from organizing and administering a youth program to counseling teenagers, the dynamics of team ministry and working with volunteers. Other practical concerns that will be given attention are finances and budgeting, church staff relationships and promotional skills.

YMIN 313 Field Placement I 1-3

Each youth ministry major is required to complete a total of 320 hours (4 semester credits) of field placement. This allows a student to practice and sharpen performance skills in the only setting where they finally count, in ministry with the youth themselves. Field placement credits may be earned through summer internships (see 315, 415), one-year, full-time internships (specially arranged through department chairperson) and through part-time placements during the school semester. Opportunities range from working with Young Life or some other para-church ministry, to inner-city ministry, to ministry in a traditional church setting. Students must apply to the department to enter the field placement program. The faculty seeks to help students find suitable placement after they have been accepted into the program. Prerequisite: Permission of the Youth Ministries program director.

YMIN 314 Field Placement I 1-3

Each youth ministry major is required to complete a total of 320 hours (4 semester credits) of field placement. This allows a student to practice and sharpen performance skills in the only setting where they finally count, in ministry with the youth themselves. Field placement credits may be earned through summer internships (see 315, 415), one-year, full-time internships (specially arranged through department chairperson) and through part-time placements during the school semester. Opportunities range from working with Young Life or some other para-church ministry, to inner-city ministry, to ministry in a traditional church setting. Students must apply to the department to enter the field placement program. The faculty seeks to help students find suitable placement after they have been accepted into the program. Prerequisite: Permission of the Youth Ministries program director.

YMIN 315 Summer Field Placement I 1-3

See YMIN 313, 314. The amount of credit earned through summer placement will be determined by the Youth Ministries program director. Prerequisite: Permission of the Youth Ministries program director.

YMIN 316 Practicum: International Youth Ministry 3

This course is designed to help students reflect on a cross-cultural ministry experience to help them integrate their calling to youth ministry and their own identity. Following a practical, hands-on youth ministry experience in a cross-cultural setting overseas for at least one semester, students will enroll in this course for a reflective process in which they will evaluate their personal and ministry experiences from their international ministry setting. Prerequisite: Permission of the Youth Ministries program director.

YMIN 317 Cross-Cultural Mindset in Ministry 3

The call to serve as Christians implies finding new ways of contextualizing the Gospel. This course is designed to encourage students to think creatively when serving in today's world. In order to break stereotyped patterns and allow creativity to emerge, the student will be exposed to different cultural experiences and will reflect on the need to embrace a cross-cultural approach in ministry. This course includes a ten-day spring break trip to a location outside of the United States.

YMIN 330 Special Topics 1-3**YMIN 330D Family Issues 3**

Understanding the dynamics of decision-making, love, finding a life partner, marriage, human sexuality and healthy family living combined with an analysis of the dysfunctional family, abuse, addiction, disability and divorce. Relating the Gospel to these topics will permeate the course.

YMIN 340 Practicum: Ministry With Troubled Youth 3

The objective of this course will be to review various theoretical approaches to Christian counseling and to apply those approaches to issues that are specific to adolescence: identity formation, spiritual formation, family issues, sex and sexuality, pregnancy, abortion, abuse, delinquency, eating disorders, suicide and substance abuse. Prerequisites: Minimum grades of C in YMIN 102 and PSY 206 or permission of instructor or Youth Ministries program director.

YMIN 395 Youth Ministry Field Experience 1-3

This allows a student to practice and sharpen performance skills in the only setting where they finally count, in ministry with the youth themselves. Field placement credits may be earned through summer internships, one-year, full-time internships (specially arranged through department chairperson) and through part-time placements during the school semester. Opportunities range from working with Young Life or some other para-church ministry, to inner-city ministry, to ministry in a traditional church setting. Students must apply to the department to enter the field placement program. The faculty seeks to help students find suitable placement after they have been accepted into the program. Permission of the Youth Ministries program director is required.

YMIN 400 Directed Study 1-3**YMIN 401 Ministries/Local Church 2****YMIN 402 Discipling Youth 1**

Beginning with a biblical definition of Christian discipleship, special attention is given to identifying what Christian discipleship looks like in the adolescent culture. Students review various components of a ministry of discipleship and examine strategies of discipling youth. The course is an intensive 5 day field trip to view various youth discipleship programs. Students will be charged an additional fee to cover extra food and housing costs for the travel component of the course. Due to the unusual nature of this course, it is offered only in Summer Session.

YMIN 404 Senior Seminar 2

Using a seminar format, special focus and attention will be given to questions that often emerge in youth ministry: At what point does parental responsibility override a confidential youth-youth minister relationship? How does one handle various problems of discipline? What is the relationship between para-church and local church youth programs? The course will utilize a case-study approach in exploring some of these issues. The Culminating Senior Experience (CSE) project will be part of this course.

YMIN 406 Youth Ministry Skills Clinic 2

This course will be designed to give students opportunities to exercise their skills in speaking to teenagers. Students will focus on creative teaching methods, curriculum design and various approaches to Bible study (topical, textual, etc.). Class sessions will consist largely of student presentations and careful group critique of those presentations. Prerequisites: Course is open to youth ministry majors who are in their junior or senior year and have successfully (minimum grades of C) completed YMIN 101, 102, 207 or who have permission of the instructor.

YMIN 413 Field Placement II 1-3

Each youth ministry major is required to complete a total of 320 hours (4 semester credits) of field placement. This allows a student to practice and sharpen performance skills in the only setting where they finally count, in ministry with the youth themselves. Field placement credits may be earned through summer internships (see 315, 415), one-year, full-time internships (specially arranged through department chairperson) and through part-time placements during the school semester. Opportunities range from working with Young Life or some other para-church ministry, to inner-city ministry, to ministry in a traditional church setting. Students must apply to the department to enter the field placement program. The faculty seeks to help students find suitable placement after they have been accepted into the program. Prerequisite: Permission of the Youth Ministries program director.

YMIN 414 Field Placement II 1-3

Each youth ministry major is required to complete a total of 320 hours (4 semester credits) of field placement. This allows a student to practice and sharpen performance skills in the only setting where they finally count, in ministry with the youth themselves. Field placement credits may be earned through summer internships (see 315, 415), one-year, full-time internships (specially arranged through department chairperson) and through part-time placements during the school semester. Opportunities range from working with Young Life or some other para-church ministry, to inner-city ministry, to ministry in a traditional church setting. Students must apply to the department to enter the field placement program. The faculty seeks to help students find suitable placement after they have been accepted into the program. Prerequisite: Permission of the Youth Ministries program director.

YMIN 415 Summer Field Placement II 1-3

See YMIN 313, 314. The amount of credit earned through summer placement will be determined by the Youth Ministries program director. Prerequisite: Permission of the Youth Ministries program director.

YMIN 416 Ministry in the Local Church 1-3**YMIN 495 Youth Ministry Internship 2-12**

Each youth ministry major is required to complete a minimum of 120 hours of internship (beyond field placement). This allows a student to practice and sharpen performance skills in the only setting where they finally count— in ministry with youth themselves. Internship credits may be earned through summer internships and through part-time placements during the school semester. Opportunities range from working with Young Life or some other para-church ministry, to inner-city ministry, to ministry in a traditional church setting. Prerequisite: Permission of the Youth Ministries program director.

YMIN 498 Teaching Assistant 1-3**YMIN 499 Research Assistant 1-3**

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