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GRADUATE CATALOG

Graduate-Level Catalog 2023/2024 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 post master's student is one who has earned 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/Half-time Student – Graduate students are full-time when enrolled in 6-12 credits in a regular semester/term; they are considered three quarter time with 4.5-5 credits per semester, and they are considered half-time when enrolled in 3-4 credits per semester. Students registered for 1-2 credits in a semester are considered less than half time.

Doctoral students are full-time when enrolled for at least 1 credit 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 has 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.

Credit Hour Policies

Credits

Eastern University grants credit for academic work on the basis of the semester credit hour, which typically corresponds to forty-two (42.0) hours of faculty instruction over the course of fifteen weeks, plus a final exam period. Instructional hours in the University's seven-week "block" term meets the same requirement in an accelerated format. The instructional requirements for a given course may be higher but never lower than this minimum standard, which is established in the federal and state requirements.

Definition of An Instructional Hour

Federal guidelines for an instructional hour are deliberately flexible. Guidance from the Department of Education states that "the regulations are grounded in commonly accepted practice in higher education, do not intrude on core academic decisions made by institutions and their accrediting agencies, and are completely consistent with innovative practices such as online education, competency-based credit, and academic activities that do not rely on 'seat time.'" (from US Department of Education, Guidance to Institutions, 3/18/2011)

In keeping with these requirements, faculty instructional hours at Eastern University include traditional lectures but are not limited to them because, as the requirements recognize, student learning, curated by the faculty, can be achieved through a broad range of other types of student experiences. These experiences include but are not limited to internships, field trips, group projects, laboratory work, rich-media experiences, student research, and assessment experiences.

Instructional Hours in Online and Blended Courses

Courses offered wholly or partly in online learning environments must meet the instructional requirements outlined above. For the specific online instructional equivalencies, contact the University's Center for Teaching, Learning, and Technology at brightspace@eastern.edu.

Alternative Credit Pathways

The University currently offers several pathways to earn credit for student learning. For more on these options, see the course catalog for your academic program.

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 from a course before the course has been completed. 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.
- 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 M.T.S. 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. 75% of the course should be complete before an "I" grade should be considered. 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 60 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.

Students who have been granted an incomplete for a class, or multiple classes, may receive a letter informing them that they have not met the "Minimum Standard for Academic Progress" when grades are checked in May. The student must contact the Office of Financial Aid, informing them of the status of the Incomplete class(es). If the student does not make up the deficiency in the required timeframe, he/she may be ineligible to receive any type of aid for the upcoming semester(s). For more information, please read "Measurement of Academic Progress" and

"Grade-Point Average Requirements" in the Financial Assistance section of the catalog.

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 (https://www.eastern.edu/sites/default/files/inline-files/Grade_Appeal_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 (https://my.eastern.edu/?_gl=1*48v0pg*_gcl_au*MjAyMzYzNTI0OS4xNjk4MTczNDAY).

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
- serious problems are 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.

Academic Amnesty Policy for Graduate Programs

There may be occasions when a student is academically unsuccessful in completing a specific degree program but is able to achieve higher academic performance in another degree program within Eastern University. Given the policy requiring a GPA of 3.0 to complete a graduate degree, a low GPA resulting from coursework in one program will hinder the student in attempting to change from that program to another degree. A policy of academic amnesty addresses that challenge.

Under an academic amnesty policy, any grades a student has received in courses taken specific to and required by an initial degree program will not be considered in the calculation of that student's GPA or assessment of academic progress if the student changes to another degree program.

The following conditions apply to the application of the policy:

1. The student must be changing from one graduate degree program to another graduate degree program within Eastern University.
2. Students are only eligible for one application of academic amnesty for the duration of their time at Eastern University.
3. Grades in courses from the previous degree program will be excluded from the calculation of GPA and the assessment of academic progress for the new degree program, but will remain on the student's transcript.
4. This policy will not apply to courses that are shared in any way between the two programs.
5. Grades from the previous degree program would still be considered in financial aid academic progress determinations.
6. If a student is changing from a dual degree to a single degree, this policy will only apply to grades in courses for the degree that is dropped.

Process for requesting Academic Amnesty:

1. The student will work with their advisor to file a Petition for Academic Amnesty while also completing a Change of Degree form.
2. The petition will be reviewed for approval by the Deans of the colleges in which the initial and new degree programs are housed, and will then be forwarded to the Provost for final review.
3. Petitions will be forwarded to the Registrar, who will notify the student of the outcome of the petition.

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>)).

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. Plagiarizing (presenting words or ideas not one's own as if they were). 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 one's own.
3. Submitting your paper written for another course or occasion without the explicit knowledge and consent of the instructor.
4. Fabricating evidence or statistics which supposedly represent one's 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 course-by-course evaluation completed for any international college courses taken. Evaluations are accepted from any member of the National Association of Credential Evaluation Services (NACES) organization. Discounted evaluations can be requested through SpanTran by submitting an Evaluation Request Form (<https://spanside.my.salesforce-sites.com/SpantranApplication/?Id=d2125d66-1562-47c7-8444-c0d15ca6c25f>).

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. 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 deposit and registration and properly submitted, and arrangements for the payment of tuition and fees 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 either one semester or up to two 7-week terms. 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, and proof of graduation in the form of a final transcript from an accredited undergraduate program 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>)

Institutional Accreditation

Middle States Commission on Higher Education (MSCHE) (<http://www.msche.org/>)
Eastern University is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE) www.msche.org (<http://www.msche.org/>). Eastern University's accreditation status is Accreditation Reaffirmed. The Commission's

most recent action on the institution's accreditation status on June 27, 2013 was to reaffirm accreditation. MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

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 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.

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 and 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.

Vision

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

University Mission Statement

Eastern University is a diverse, Christ-centered community preparing graduates to impact the world through faith, reason, and justice.

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. 20)
- OpenSeminary™ Master of Practical Theology (M.P.T.) (p. 21)
- Other Educational Opportunities (p. 22)
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- The Master of Theological Studies (M.T.S.) in Latino/a Ministries (p. 48)
- The West Virginia Program (p. 49)

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. 60) 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 (MDiv) 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

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- Counseling (p. 28)

D

- Denominational Requirement (p. 29)
- Doctor of Ministry (p. 29)

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T

- Theology (p. 41)

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: 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: BIBL 503

BIBL 513 Biblical Interpretation for Ministry 3

This is an introductory course in biblical interpretation. The course will equip students with skills needed to read, interpret and reflect theologically on the biblical text. Students will learn the "language" of biblical interpretation/method and be able to identify and evaluate critical commentaries for their life, ministry and studies. They will use basic bible tools for ministry in studying a biblical text through the lens of: Context (Social, Historical, Cultural, Whole Book), Questions of Author, Date, Occasion and Audience and Literary Genre (Narrative, Parables, Poetic, Wisdom, Apocalyptic and Letter/Epistle). New Testament and Old Testament texts will be examined. These skills will be built upon in subsequent seminary courses.

BIBL 514 Biblical Hebrew 3

This beginner's course in Biblical Hebrew will provide a strong foundation for reading, interpretation and exegesis of the Old Testament. Students will be introduced to high-frequency vocabulary and grammar through vocalization, translation and writing exercises. The course assumes a knowledge of the Hebrew alphabet, which will be assessed the first day of the course.

BIBL 515 Hebrew Exegesis 3

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

Prerequisites: BIBL 514

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).

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

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

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

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: BIBL 501

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: 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.

Prerequisites: BIBL 501

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

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.

Prerequisites: BIBL 503

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.

Prerequisites: BIBL 503

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.

Prerequisites: BIBL 501 and BIBL 503

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.

Prerequisites: BIBL 503

BIBL 627 The Mission of Jesus in Mark 3

This course provides an opportunity to do four things: (1) work directly and methodically through the first half of the text of Mark's Gospel; (2) engage very selectively with the vast secondary literature on Mark and the context(s) of his account; (3) enter into extensive dialogue on (1) and (2) with fellow students and the professor; and (4) seek integration between mission today and the mission of Jesus as described by Mark. This will be a highly participatory and immersive experience as we listen carefully to Mark's unique contribution to our understanding of Jesus.

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.

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.

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.

Prerequisites: BIBL 502 and BIBL 504

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.

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.

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.

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.

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-

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.

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 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 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 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 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 926 Colloquium Reflection Paper 3

This course is an opportunity for students to reflect on themes that courses in the DMIN curriculum might not otherwise address. The speakers/presenters are primary sources in their research and disciplines. By drawing on your master bibliographies, and the contents of the DMIN courses taken in Modules one and two, students will reflect on a selected event or events, and write one or two papers in response. The papers will engage the topic of the event from the student's own life and ministry context(s). In a real sense, therefore, this course, albeit a self-guided study, is an exercise in bridging contexts.

Course is Pass/Fail**DMIN 929 Missional Integrative Paper 3**

The course cluster "Global and Local Ministry in Current and Future Worlds" includes a guided independent research paper of about 7500 words. The purpose of this assignment is for students to reflect clearly and insightfully on how their actual learnings from DMIN923H and DMIN931H may positively affect what and how they do ministry in their current setting, possibly including the wider community. 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. Those who elect to pursue the standard curriculum, or General Track will focus according to their ministry context, but not with a given specialization in mind. Students are encouraged, if possible, to be thinking ahead to their Project Thesis when deciding the aim of this paper.

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 Project Proposal Workshop and Resources 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 Renewal 3

This course will seek to deepen understanding of the biblical and theological foundations for congregational transformation; understand relevant recent history; expand knowledge for concrete implementation; and deepen awareness of relevant literature. On the continuum of transformation, personal transformation occupies one end while community or social transformation occupies the other. Between these ends sits congregational transformation, on which this course will focus. Congregational transformation refers to a church's process of being transformed into the image of God in Jesus Christ, who longs to redeem creation and everyone in it. Practically speaking, it refers to a Spirit-led process that moves a congregation from focusing chronically inward to becoming genuinely missional. While congregational transformation is a process that God initiates and inspires, it also demands human engagement, commitment and effort.

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 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 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 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: Disciplina & 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-

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.

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 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

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

PRMN 529 Pastoral Counseling Through the Stages Of Life 3

Pastors and pastoral counselors are often called upon to minister to people in their congregation and community over a broad spectrum of ages and issues. This course will examine individual and family development stages and identify selected pastoral counseling issues that coincide with these stages. While some of these counseling issues are by nature crisis-oriented, students will also learn to respond to normal "everyday" situations experienced in congregational and family life. The course will draw from developmental psychology, systems theory, and pastoral counseling principles to equip students for effective ministry within a biblical and theological context.

PRMN 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-Part 1 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 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

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

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.

PRMN 635D SpTop: Jesus, "Just-Us" (Justice), and Joy 3

Creative, compassionate, social engagement is essential to every healthy democratic society. Yet, persecution, injustice and abuse still run rampant - threatening the fabric of civilization. This course is an invitation to explore how and why Christian communities work to transform the social order in the twentieth century. One could say that the chief signifying "event" of Christianity has the transcendent and infinite God of the Hebrew Bible, whose name cannot even be spoken-YHWH-taking on the flesh of a first-century man named "Jesus," who spends most of his life healing the sick, feeding the hungry, and living in solidarity with laborers, tax collectors, and prostitutes. He routinely reminded his followers that they were to be called to be stewards of the Kingdom enacting the idea that entry into that Kingdom is very much tied to what one does in this world for the least, which is to say the most "worldly," among us. Students will be invited to examine the fusion between personal compassion and compassion expressed by groups and communities. We will explore questions such as: What is the connection between faith and compassion? How do congregations, communities of faith, social structures, etc. work to create compassion? conflict? How can a society or group be said to have a soul? Moreover, in this course, students will encounter works that invite self-examination around their positions within these systems, and this examination will help us to work towards developing empathy and understanding for others. Students will also think about the question, "What can we do?" This question will help you to think about your own position and how we can take the material that we've explored to create a more just and equitable society for all. Finally, we will probe how Christian activist cultures relate to a host of social issues including, but not limited to: congregational decline, suicide, prison reform, the environment, unemployment, race, gender and nationalism, Black Lives Matter, police brutality and healthcare.

PRMN 635E SpTop: Online Tools for Ministry Joy 3

In this rapidly changing world, people have integrated technology in significant ways into their everyday lives. This seminar course equips one to develop strategies for utilizing modern technology and digital media to assist with evangelism, discipleship, and the growth and development of communities of faith. (Digital media includes any form of technology that can be distributed via an electronic device). Students will explore the benefits of using technology to enhance ministry and make disciples, become familiar with a variety of relevant online tools, and will be led in a discernment process to determine which tools would be most useful in their own context. This course is designed to provide a strong orientation for integrating faith and technology, providing practical exercises and skills training. Additionally, we will present strategies for mobilizing volunteers to assist with developing a team-based model for modern ministry.

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 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.

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-

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.

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-

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 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

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.

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-

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-

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.

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

THLE 623 Christian Social Ethics 3

An introduction to ethical discourse, this class will survey the field of theological ethics so that Christians may engage the ethical issues of the common life, shape the institutions of society, and aid persons in forming faithful and objective moral judgments about public matters. Special attention will be given to the relationship between Christian faith and economics, politics and law. A sub-theme will be ecclesiology, a critical examination of the mission and purpose of the Church.

THLE 624 Truth and Transformation: 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.

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-

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

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-

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-

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-

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 Renewal 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	Project Proposal Workshop and Resources 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	Old Testament Study II	3
or BIBL 504	New Testament Study II	
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	Syst.Theo.& Ethics: Vision of Community	3
or THLE 521	Syst.Theo.& Ethics: Reign of God	
"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 coursework 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.A., M.B.A., Ph.D.), *Provost and Vice President for Academic Affairs*

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

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

Tracey Greenwood (B.S., M.S., Ph.D.), *Dean, College of Health and Sciences*

Kimberlee Johnson (B.A., M.A., M.Div., D.Min.), *Dean, Palmer Theological Seminary and College*

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

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

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 Undergraduate Admissions*

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

Ally Rosario (B.A., M.Ed.), *Director of Marketing and Communications*

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

Joseph Spedding (B.S., M.A., M.S.), *Senior Director of Enrollment Information Systems*

Advancement

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

Natissa Kultan-Prautz (B.S., M.S.), *Associate Vice President for Advancement*

Athletics

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

Finance and Operations

Trevor Jackson (B.S., M.B.A.), *Vice President for Finance and Operations*

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*

Keith Hargrove (B.S., M.A.), *Director of Student Accounts*

Planning and Effectiveness

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

Thomas A. Dahlstrom (B.S., M.B.A.), *Assistant Vice President for Institutional 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*
Victoria Carp-Bonelli (B.A., M.L.I.S.), *Access Services Librarian*
Robyn Cunningham (B.S.), *Reference and Outreach Librarian*
Chelsea Post (B.A., M.S.L.I.S.), *Systems Librarian*

Registration and Records

Sarah A. Roche (B.A., M.A., M.B.A.), *Assistant Provost for Student Success and 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*
Michael Bicking (B.A.), *Director of Public Safety*
Lisa Hemlick (B.S., M.S., Ph.D.), *Director of Cushing Center for Counseling and Academic Support*
Joseph B. Modica (B.A., M.Div., M.Phil., Ph.D.), *University Chaplain*
Theresa Noye (B.A., M.A.), *Director of Multicultural Students Initiatives and Goode Scholars Program*
Sarah E. Todd (B.A., M.Ed.), *Director of First Year Advising and Director for Career Development*
Delano Shane (B.A., M.A., Ph.D.), *Dean of Students*
Damona Wilson (L.P.N.), *Director of Student Health Services*

Alumni Association

Rebecca C. Geddio (B.S., M.S.H.E.), *Senior Director for Alumni and Family Philanthropic Engagement*
[eastern.edu/alumni/](http://www.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, *Secretary/Treasurer*
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 contacting the security office at 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 providing "military friendly" procedures to servicemen and women who seek admission to degree programs. If active duty, reserve duty, or veteran's affairs issues cause a delay in the prospective student's planned enrollment, the applicant may submit a written request for a review of the individual circumstances. The University will make reasonable efforts to offer opportunities for future enrollment without penalty.

Convenient Communication

Military personnel admitted to degree programs are welcome to use their private e-mail accounts to correspond with university representatives. All announcements relevant to the upcoming enrollment will be sent to the e-mail account the prospective student specifies in the application for admission. Military personnel may need more time to provide documents related to enrollment and financial aid processes, but all materials must be received before the first class meeting.

Website Resources

Online application and payment services are available via www.eastern.edu (<http://www.eastern.edu>). Costs, course offerings, financial aid information, forms, policies, procedures, and programs of study are among the many resources located on Eastern's website.

Information Security

The University Registrar provides oversight for the University's information security. This plan complies with the Family Educational Rights and Privacy Act (FERPA), the Gramm-Leach-Bliley Act, 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 Humanities	610.225.5022	cahdean@eastern.edu
Dean of Business and Leadership	610.341.1701	cbldean@eastern.edu
Dean of Education and Behavioral Sciences	610.341.1383	ceddean@eastern.edu
Dean of Health and Sciences	610.341.5852	chsdean@eastern.edu
Dean of Palmer Theological Seminary and College	484.384.2935	semdean@eastern.edu
Dean of Students	610.341.5824	
Dean of Templeton Honors College	610.225.5022	thcdean@eastern.edu
Executive Dean of Esperanza College	215.324.0746	
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.edu
Student Housing	610.341.5840	housing@eastern.edu

Faculty

Eastern University Faculty

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)

DeVonne Allen ('23), *Assistant Professor of Social Work* (B.A., Hunter College - CUNY; M.S.W., Fordham University; M.S., Mercy College; Ph.D., Fordham University)

- Lori E. Banfield** ('21), *Lecturer of Psychology* (B.S., Saint Joseph's University; M.T.S., Palmer Theological Seminary; D.A., Eastern University)
- 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)
- 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 and Templeton Chair of Christian Service Through Entrepreneurship* (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)
- Walter Chung** ('02), *Professor of Counseling Psychology* (B.A., M.S., Southern Illinois University; M.A., Biblical Theological Seminary; Rh.D., Southern Illinois University)
- Kendall Cox** ('23), *Assistant Professor of Ethics and Liberal Studies* (B.A., Wake Forest University; M.Div., Regent College, University of British Columbia; Ph.D., University of Virginia)
- 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)
- Christyn Dodla** ('23), *Assistant Professor of Social Work* (B.S.W., Eastern University; M.S.W., West Chester University)
- Bethany Duthie** ('23), *Assistant Professor of Business* (B.A., Bethel University; M.A.I.R., University of Minnesota; D.B.A., Liberty University)
- 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)
- Jeff Eicher** ('23), *Assistant Professor of Data Science* (B.S., Cairn University; M.A., Westminster Seminary California; M.S., Eastern University)
- 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; 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)
- Valerie Flower** ('22), *Professor of Theatre* (B.S., Taylor University; M.A., Miami University; Ph.D., Tufts University)
- 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; Ph.D., University of Tasmania)
- Elaine Fuguet** ('15), *Senior Lecturer of Nursing* (B.A., Eastern University; B.S.N., West Chester University; M.S.N., Walden University)
- Zakia Gates** ('23), *Assistant Professor of Education* (B.S., M.Ed., Cheyney University of Pennsylvania; Ph.D., Capella University)
- Joseph M. Giammarco** ('07), *Professor of Physics* (B.S., Ursinus College; Ph.D., Temple University)
- Rebecca Gidjunis** ('07), *Associate Professor of English; Assistant Provost of Academic Operations* (B.A., Eastern College; M.F.A., Old Dominion University)
- Keri Grant** ('23), *Assistant Professor of Marriage and Family Therapy* (B.S., M.A., Liberty University)
- Tracey Greenwood** ('06), *Associate Professor of Kinesiology; Dean, College of Health and Sciences* (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)
- Sean Harris** ('23), *Visiting Assistant Professor of Political Science* (B.A., Drew University; M.A., Lehigh 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 Computer Science* (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 Biology and Kinesiology* (B.S., Eastern University; M.S., Indiana University)
- Amy Huddell** ('22), *Lecturer of Computer Science* (B.A., Houghton College, M.A., Villanova University)
- Walter B. Huddell, III** ('00), *Professor of Mathematics* (B.A., The King's College; M.A., West Chester University; Ph.D., Bryn Mawr College)
- Sherri Humphries** ('22), *Assistant Professor of Marriage and Family Therapy* (B.A., Oral Roberts University; M.A., Ph.D., Eastern University)

- Edward R. Jakuboski, Jr.** ('19), *Associate Professor of Music* (B.M., The Pennsylvania State University; M.M., University of the Arts; D.M.A., University of Maryland)
- Jeffrey James** ('22), *Assistant Professor of Business* (B.A., M.S., West Virginia University)
- Kimberlee Johnson** ('07), *Associate Professor of Interdisciplinary and Urban Studies; Dean, Palmer Theological Seminary and College* (B.A., St. Joseph's University; M.A., M.Div., Biblical Theological Seminary; D.Min., Westminster Theological Seminary)
- Mary Jo Jones** ('96), *Senior Lecturer of Business* (A.S., Northeastern Christian Junior College; B.S., C.P.A., David Lipscomb College; M.S., University of Kentucky; M.B.A., University of Evansville)
- Hyeri Jung** ('17), *Associate Professor of Communication Studies* (B.A., Northeastern University; M.A. Chung-Ang University; Ph.D., University of Texas at Austin)
- Abere Kassa** ('23), *Associate Professor, Ph.D. in Organizational Leadership* (B.A., M.B.A., Addis Ababa University; Ph.D., Wayne State University)
- Catherine Kunsch** ('13), *Professor of School Psychology* (B.A., The Pennsylvania State University; M.S., Villanova University; Ph.D., Lehigh University)
- Jeffrey Alan Lawton** ('05), *Professor of Biochemistry* (B.S., LeTourneau University; Ph.D., Baylor College of Medicine)
- Anthony Lee** ('23), *Visiting Assistant Professor of Business, College of Business and Leadership* (B.S., M.Eng., Ph.D., Rensselaer Polytechnic Institute)
- Michael J. Lee** ('10), *Professor of History and Grace F. Kea Chair of American History* (B.A., Yale University; M.A., Gordon-Conwell Theological Seminary; Ph.D., University of Notre Dame)
- Mun Lee** ('19), *Assistant Professor of Education* (B.A., M.A., University of Virginia; Ed.D., George Washington University)
- Christa R. Lee-Chuvala** ('17), *Associate Professor, Ph.D. in Organizational Leadership; Dean, College of Business* (B.A., Taylor University; M.U.P., Harvard University; Ph.D., Massachusetts Institute of Technology)
- Gregory S. Longo** ('18), *Associate Professor of Data Science* (B.A., Wabash College; M.S., Ph.D. Virginia Polytechnic Institute)
- Carole Lorup** ('23), *Assistant Professor of Nursing* (B.S.N., Widener University; M.S.N., Walden University; Ph.D., Widener University)
- Maria Marziano** ('22), *Lecturer of Nursing* (B.S.N., M.S.N., Eastern University)
- Sandra McCammon** ('23), *Lecturer of Chemistry* (B.A., Gettysburg College; M.S., Villanova University)
- Nicole McKeown** ('13), *Lecturer of Education* (B.S., M.S., Saint Joseph's University)
- Nicola Whitley McLallen** ('00), *Senior Lecturer of Mathematics* (B.S., M.S., University of Natal in South Africa; Ph.D., University of Illinois)
- Eloise Hiebert Meneses** ('92), *Professor of Cultural Anthropology* (B.A., University of Washington; M.A., Ph.D., University of California, San Diego)
- Helen M. Miamidian** ('19), *Assistant Professor of Criminal Justice and Sociology* (B.A., Villanova University; M.A., Ph.D., Temple University)
- Calli Micale**, ('23), *Assistant Professor of Theology* (B.A., Luther College; M.Div. Princeton Theological Seminary; M.Phil., M.A., Ph.D., Yale University)
- Joseph B. Modica** ('93), *University Chaplain, Associate Professor of Biblical Studies* (B.A., Queens College, CUNY; M.Div., Alliance Theological Seminary; M.Phil, Ph.D., Drew University)
- Joao M. Monteiro** ('05), *Professor of Sociology* (B.A., M.A., Olivet Nazarene University; M.Phil., Ph.D., Drew University)
- Dianna Montgomery** ('21), *Lecturer of Social Work* (B.S., Towson State University; B.A., University of Maryland; M.S.W., Widener University)
- Julie W. Morgan** ('92), *Professor of Communication Studies* (B.S., M.S., Radford University; Ed.D., Nova Southeastern University)
- M. Catherine Neimetz** ('08), *Director, Early Childhood Education, Associate Professor of Education* (B.S., Clarion University of Pennsylvania; M.Ed., Rutgers University; Ph.D., University of Pittsburgh)
- Iheoma Nwachukwu** ('23), *Assistant Professor of English* (B.S., University of Calabar; M.F.A., University of Texas; Ph.D., Florida State University)
- Franklin Oikelome** ('11), *Professor, Ph.D. in Organizational Leadership* (B.S., University of Lagos; M.Sc., Ph.D., London School of Economics)
- Sarah Ostroski** ('23), *Visiting Assistant Professor of Kinesiology* (B.S., Eastern University; M.S., Temple University)
- Joon-Seo Park** ('09), *Professor of Chemistry* (B.S., M.S., Sogang University Seoul; Ph.D., University of Houston)
- Cassandra Parrish** ('23), *Affiliate Professor of Counseling Psychology* (B.S., University of New Haven; M.A., Eastern University)
- Molly Phillips** ('21), *Assistant Professor of Nursing* (B.A., Gettysburg College; B.S.N., Thomas Jefferson University; M.S.N., Messiah University)
- Mayra G. Picos-Lee** ('05), *Senior Lecturer in Pastoral Counseling* (B.A. Universidad del Noreste, B.A. Universidad Autonoma de Tamaulipas, M.Div. D.Min., Eastern Baptist Theological Seminary)
- Kristen B. Poppa** ('16), *Associate Professor of Marriage and Family Therapy* (B.A., University of Valley Forge; M.A., Evangelical Seminary; Ph.D., Eastern University)
- Frederic C. Putnam** ('12), *Professor of Bible and Liberal Studies* (B.S., Philadelphia College of Bible, S.T.M., M.Div. Biblical Theological Seminary, M.A. The Dropsie College for Hebrew & Cognate Learning, Ph.D. The Annenberg Research Institute)
- Erin Rappuhn** ('21), *Assistant Professor of Education* (B.A., Providence College; M.A., Michigan State University; Ph.D., Michigan State University)
- Andrew Rasmussen** ('23), *Assistant Professor of English* (B.A., Nyack College; Ph.D., Baylor University)
- J. Burke Rea** ('22), *Assistant Professor of Philosophy* (B.A., California State University, Fresno; M.A., Boston College; Ph.D., Baylor University)
- Jonathan M. Reimer** ('20), *John H. Van Gorden Associate Professor of History*, (B.A., University of British Columbia; M.A., Th.M., Regent College; Ph.D., University of Cambridge)
- George (Jo) Saba** ('09), *Senior Lecturer of Psychology* (B.S., M.A., Eastern University)
- Wendell H. Scanterbury** ('21), *Assistant Professor of Marriage and Family Therapy* (B.S., Nyack College; M.Div., Westminster Theological Seminary; Ph.D., Eastern University)
- Karla Scott** ('21), *Assistant Professor of Music* (B.M., East Carolina University; M.M., University of Maryland; D.M.A., University of Maryland)
- David Smith** ('22), *Assistant Professor of Business* (B.S., Clarion University of Pennsylvania; M.B.A., The Pennsylvania State University; M.Div., D.Min., Palmer Theological Seminary of Eastern University)
- Kathryn N. Smith** ('19), *Assistant Professor of Liberal Studies* (B.A., University of New Mexico; M.A., Ph.D., University of Dallas, Irving)
- Kenton L. Sparks** ('00), *Professor of Biblical Studies; Provost* (B.A., Johnson Bible College; M.B.A., Kennesaw State University; M.A., Columbia Bible Seminary; Ph.D., University of North Carolina, Chapel Hill)
- Sally Stern** ('18), *Lecturer of Nursing* (B.S.N., Bloomsburg University; M.S., Villanova University)
- Tara Stoppa** ('09), *Associate Professor of Psychology* (B.A., Moravian College; M.S., Millersville University, M.S., Ph.D., The Pennsylvania State University)
- Kandace Thomas** ('22), *Assistant Professor of Biology* (B.S., Eastern University; Ph.D., University of North Carolina, Chapel Hill)
- Lisa Trask** ('23), *School Health Programs Coordinator* (B.S.N., Bloomsburg University; M.S.N., Loyola University; D.N.P., Purdue University Global)
- Sheryl Van Horne** ('15), *Associate Professor of Criminology* (B.A., M.A., Ph.D., Rutgers University)

Denise Vanacore ('22), *Professor and Associate Dean, School of Nursing* (B.S.N., Gwynedd Mercy University; M.S.N., Villanova University; Ph.D., Walden University)

Randolph Walters ('95), *Professor of Counseling Psychology* (B.A., University of West Indies; M.A., Eastern College; M.T.S., Eastern Baptist Theological Seminary; Psy.D., Immaculata University)

Stephen A. Welsh ('12), *Senior Lecturer of Dance* (B.A. Swarthmore College, M.F.A., Temple University)

Benjamin White ('22), *Visiting Assistant Professor of Kinesiology* (B.A., Houghton College; D.P.T., New York Institute of Technology)

Nicole Wiggs ('21), *Assistant Professor of Counseling Psychology* (B.S., The Pennsylvania State University; M.Ed., The Pennsylvania State University; Ph.D., The Pennsylvania State University)

Brian A. Williams ('17), *Assistant Professor of Ethics and Liberal Studies; Dean, College of Arts and Humanities and Templeton Honors College* (B.A., Ozark Christian College; M.A., Th.M., Regent College, M.Phil., D.Phil., University of Oxford)

Deborah Winters ('99), *Professor of Old Testament* (B.S., West Chester University; M.Div., Eastern Baptist Theological Seminary; M.A., Ph.D., Temple University)

Marsha Brown Woodard ('94), *Senior Lecturer in Christian Ministry* (B.A., Ottawa University; M.Div., Eden Theological Seminary; D.Min., Lancaster Theological Seminary)

Affiliates of the Faculty

Collins I. Anaechie ('21), *Affiliate Professor of Marriage and Family Therapy* (B.A., National Missionary Seminary of St. Paul, Abuja; M.Div., Mount Saint Mary's University; M.S., Central Connecticut State University; Ph.D., Antioch University New England)

Beth Birmingham ('23), *Affiliate Professor, Ph.D. in Organizational Leadership* (B.Sc., West Chester University; M.B.A., Eastern University; Ph.D., Antioch University)

Phaedra Blocker ('05), *Affiliate Professor of Leadership and Formation* (B.A., Temple University; M.Div., Eastern Baptist Theological Seminary; D.Min., Northern Baptist Theological Seminary)

Kristin Brewer ('23), *Affiliate Professor of Education* (B.S., Messiah College; M.Ed., Gratz College)

Jennifer Q. Cipollone ('17), *Affiliate Professor of Counseling Psychology* (B.A., M.A., LaSalle University)

Jeremy Eldred ('23), *Affiliate Professor of Education* (B.A., M.Ed., Lock Haven University; Ph.D., Capella University)

Leslie Elken ('13), *Affiliate Professor of Business* (B.A., Wheaton College; M.A., University of Pennsylvania)

Alexander Harne ('21), *Affiliate Professor of Education* (B.A., M.S., Eastern University; Psy.D., Philadelphia College of Osteopathic Medicine)

Kristopher (Brent) Hollers ('22), *Affiliate Professor of Data Science* (B.B.A., North Georgia College and State University; M.A.T., University of West Georgia; M.S., Eastern University; Ph.D., University of Georgia)

Andrew Kuhn ('23), *Affiliate Professor of Education* (B.S., Shippensburg University; M.A., Immaculata University)

Charlie Lee ('22), *Affiliate Professor of Data Science* (B.S., University of Illinois, Urbana-Champaign; M.S., Eastern University)

E. Rachael Loeb ('22), *Affiliate Professor of Biology* (B.S.N., Neumann University; B.S., Eastern University; M.S., Temple University)

Laurie McLean ('23), *Affiliate Professor of Education* (B.A., Widener University; M.S., University of Pennsylvania)

Susannah McMonagle ('22), *Affiliate Professor of Communication Studies* (B.A., Eastern University; M.A., Villanova University; Ph.D., Temple University)

Harry Mercurio ('95), *Affiliate Professor of Education* (B.A., West Chester University; M.Ed., Ed.D., Widener University)

Daniel Neagley ('22), *Affiliate Professor of Psychology* (B.B.A., Western Connecticut State University; M.S., Southern New Hampshire University)

Carol Nigro ('11), *Affiliate Professor of Business and Mathematics* (B.A., Temple University; M.Eng. Pennsylvania State University)

Nancy Radomile ('23), *Affiliate Professor of Mathematics* (B.S., West Chester University; M.Ed., Widener University)

Amy Richards ('11), *Assistant Professor of Philosophy* (B.A., Eastern University; M.A., Ph.D., University of Virginia)

Albert C. Socci ('04), *Affiliate Professor of Business* (B.S., Bentley College; M.A., Framingham State College; D.B.A., Nova Southeastern University)

Lorie Thomas ('18), *Affiliate Professor of Business* (B.A., Gordon College; M.B.A., Lehigh University)

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Programs

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Doctoral Programs

Doctor of Arts in Marriage and Family Therapy Studies

The 48-credit DA in Marriage and Family Therapy Studies equips church leaders and mental health practitioners through studies in marriage and family systems theory, theological issues, and psychology to create

positive change in families, individuals, and church communities. This 48 credit degree is designed for individuals looking to advance their leadership skills and clinical practice through the interdisciplinary exploration of practical theology and clinical practice. For Doctor of Arts students wanting to pursue licensure as Marriage and Family Therapists, credit requirements will exceed 48 credits.

Doctor of Philosophy in Marriage and Family Therapy

The 60-credit Ph.D. in Marriage and Family Therapy trains students in professional mental health and pastoral counseling fields to be skilled scholar/practitioners in marriage and family therapy who apply their minds and hearts to promoting processes of change and growth in individuals, couples, families, and communities.

The Ph.D. in Marriage and Family Therapy is a scholar/practitioner research program approached from an interdisciplinary perspective that prepares students for leadership roles in academia, research, behavioral health care, and pastoral care. For Doctor of Philosophy students wanting to pursue licensure as Marriage and Family Therapists, credit requirements will exceed 60 credits.

Doctor of Philosophy in Organizational Leadership

This 60-credit advanced research degree is offered to leadership scholars and practitioners with or without a concentration offered in three areas: business management, educational administration, and nonprofit and public administration. Students from diverse leadership backgrounds take core curriculum together to benefit from the program's interdisciplinary approach to leadership. Students who do not wish to pursue a particular concentration will take four elective courses, while those who pursue a concentration complete at least 3 courses within their selected concentration. Adding a second concentration by completing additional courses is possible. Through concentration and elective courses, along with independent dissertation research, students develop their focused expertise. Online instruction, blended with face-to-face residencies, maximizes learning benefits while accommodating the schedule of working adults. The cohort-based learning environment provides students with opportunities to build meaningful relationships with their leadership colleagues and faculty.

The Ph.D. curriculum includes courses in organizational leadership, research methodology, concentration disciplines, and dissertation. Successful completion of comprehensive examinations is necessary for progression to Ph.D. candidacy in the program. Comprehensives include two parts: written exams and submission of a portfolio. The written exams are administered after successful completion of two years (36 credits) with a cumulative grade-point average of at least 3.0. The portfolio is submitted after the successful completion of three years (51 credits) with a cumulative grade-point average of at least 3.0. A faculty committee shall assess the content of the written exams and portfolios. The culmination of the program is the dissertation, which demonstrates the student's ability to conduct scholarly research.

Certificate of Advanced Graduate Studies in Leadership Studies (CAGS)

Once Ph.D. students successfully complete 36 credits, the Certificate of Advanced Graduate Studies in Leadership Studies will be designated

on the student's transcript, without additional coursework or tuition. To receive a hard copy certificate, students must apply and submit a fee.

Education

Mission Statement

Eastern University's Undergraduate and Graduate Programs in Education affirm the mission statement of Eastern University with its commitment to fostering academic excellence and professional training through innovative instruction, evidence-based practices, rigorous curriculum, and comprehensive subject area knowledge. We seek to develop individuals with a clear understanding of the University's mission of faith, reason, and justice so that they are capable of:

- improving the learning of all students;
- pursuing educational equity and justice through creative solutions;
- demonstrating sensitivity to multicultural and global issues;
- modeling Christian thought and action;
- serving public and private institutions of learning as change agents.

Eastern University meets the needs of its students to assume positions in this society through undergraduate and graduate programs.

Master of Education (Multicultural Education, Curriculum and Instruction, Reading, Special Education, Educational Leadership, and TESOL)

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

Master of Education in School Counseling

With a focus on training elementary and secondary counselors who function as advocates for their students and promote the best interests of children within the school and larger community, this 48-credit degree qualifies graduates for certification as school counselors with the Pennsylvania Department of Education. (Successful completion of PRAXIS exam also required.) Individuals who already hold a master's degree in another related field may also enter the school counseling program to complete 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 PK 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)
- 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)
- Instructional Technology Specialist
- Online Instruction Program Endorsement

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 (if available); 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

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.

MBA Core Requirements

All MBA students must earn a minimum of 30 credits and maintain a minimum cumulative GPA of 3.0. The following courses comprise the core requirements for all MBA students:

Code	Title	Credit Hours
BUSA 505	The Business Environment ¹	3
BUSA 510	Innovation and Design	3
BUSA 515	Talent Management, Strategic Human Resource Management	3
BUSA 565	Marketing in the 21st Century ¹	3
BUSA 575	Data Analysis for Business ¹	3
BUSA 585	Financial Accounting ¹	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, BUSA 565 Marketing in the 21st Century, BUSA 575 Data Analysis for Business, and BUSA 585 Financial Accounting are not required for students admitted to the MBA with Advanced Standing.

Advanced Standing

Students who have undergraduate business degrees accredited by AACSB, ACBSP, or IACBE and a minimum undergraduate GPA of 3.0 may

be eligible for advanced standing in Eastern's MBA in Organizational Management. Advanced standing students are not required to take four of the ten MBA core courses. In order to reach a total of 30 credits for graduation, advanced standing students will take four elective courses.

Optional Concentrations

MBA students may elect to pursue an optional concentration to focus their studies on an area of particular interest or career relevance.

Unless a student has Advanced Standing in the MBA program, pursuing a concentration will result in completing more credits than required for graduation. Students may elect multiple concentrations and may drop a concentration from their program at any time. All concentration coursework must be completed prior to the student graduating from the program.

Business Analytics Concentration

The Business Analytics concentration is offered in partnership with Eastern University's MS in Data Science and is designed to equip students with the data science and analytical skills necessary for managing organizations and teams in the data-driven economy. To earn the concentration, students must complete the following courses:

Code	Title	Credit Hours
DTSC 550	Introduction to Statistical Modeling ¹	3
DTSC 560	Data Science for Business	3
DTSC 600	Information Visualization	3
DTSC 660	Data and Database Management with SQL	3
Total Credit Hours		12

¹ Students who complete DTSC 550 as part of the Business Analytics concentration do not need to complete the core MBA course, BUSA 575.

Healthcare Administration Concentration

The Healthcare Administration concentration explores the complexities of the healthcare industry including health delivery systems, economics, government policy, and technology and prepares students with the unique knowledge and skills required for a career in this growing field. To earn the concentration, students must complete the following courses:

Code	Title	Credit Hours
HMGT 526	Healthcare Finance and Economics	3
HMGT 536	Health Information System Management	3
HMGT 596	Healthcare Delivery Systems and Public Health	3
HMGT 696	Healthcare Quality, Law, Regulatory Compliance and Policy	3
Total Credit Hours		12

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 571B	Generalist Social Work Field Practicum I Continuation	1.5
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	3
SOWK 672A & SOWK 672B	Advanced Field Practicum II and Advanced Field Practicum II Continued	3
SOWK 663	Advanced Practice With Families	3
SOWK 671B	Advanced Field Practicum I Continued	1.5
SOWK 572B	Generalist Social Work Field Pract II Continuation	1.5
Total Credit Hours		55.5

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 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.

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.

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

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