

Seminary Catalog

2018-2019

Evangelical Seminary 121 S College St. Myerstown, PA 17067 717.866.5775 www.evangelical.edu

Accreditation and Affiliations

Evangelical is accredited by the **Middle States Commission on Higher Education**, 3624 Market Street, Philadelphia, PA 19104 (215.662.5606). The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

Evangelical is accredited by the **Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS)**, 10 Summit Park Drive, Pittsburgh, PA 15275 (Phone 412.788.6505, Fax: 412-788-6510, Website: www.ats.edu). The seminary is approved to offer the Master of Divinity, the Master of Arts (Religion) (all tracks), the Master of Arts in Marriage and Family Therapy, the Master of Arts in Leadership Development, the Master of Arts in Spiritual Formation and Direction, the Master of Arts in Ministry, the Master of Arts (Bible) and the Doctor of Theology degree programs, as well as the Certificate in Ministry and Graduate Certificates.

Evangelical's Master of Arts in Marriage and Family Therapy is accredited through the **Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)**, 112 South Alfred Street, Alexandria, VA 22314.

Evangelical is approved by the US Department of Justice and the US Department of Homeland Security for the enrollment of non-immigrant, international students.

Evangelical is approved by a variety of denominations (e.g., the Evangelical Congregational Church, the United Methodist Church, the Wesleyan Church, several churches within the Brethren tradition, and others) for training individuals for ordained ministry. Over the years, students representing more than forty denominations have enrolled at Evangelical.

Non-Discrimination Policy

Evangelical Seminary admits women and men of any race, color, nationality or ethnic origin to all the rights, privileges, programs and activities available at the seminary. Evangelical Seminary does not discriminate on the basis of gender, race, color, nationality or ethnic origin, age, relationship status, socioeconomic status, disability, health status, or religious and spiritual beliefs in the administration of its educational policies, financial aid or other school-administered programs.

Family Education Rights and Privacy Act of 1974

In accordance with federal law, students are hereby notified that they have the right to inspect and review any and all official records, files and data including all material incorporated in their cumulative record.

Students may request a hearing to challenge the contents of these records to ensure that they are accurate and not in violation of any of their rights. Students also have the opportunity to request correction, amendment or supplementation of any such records. These requests should be made with the Director of Academic Services.

The only information that will be released concerning a student will be directory information as defined in the act, unless the student has specifically waived those rights in writing. Students with questions concerning their rights within the act may consult with the Director of Academic Services.

Notification of Change

Notice is hereby given that policies and descriptions contained in this catalog are subject to change without notice. However, academic degree programs do not change and students will be held to the academic programs for this catalog year. Policies and details not covered in this catalog are described in the Student Handbook which is provided to credit students upon enrollment, and is available upon request from the main office. Students can access the course catalog and Student Handbook on Populi the Seminary's Management software.

*Doctor of Theology degree is offered as approved exceptions to the residency requirements of ATS standards.

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2018-2019 Academic Calendar

MDiv, MA Min, MAB, MFT, MAR, (Myerstown and Harrisburg),
MASFD, MAL, ThD Sessions

Summer Sessions:

May 21—Aug. 16, 2018	for all programs except those listed below
May 1 —Aug. 8, 2018	for MA in Ministry
May 1 - Aug. 6	MA in Ministry Module 6 (Residency June 14-18 at TBD)
May 3 - Aug. 8	MA in Ministry Module 3 (Residency June 22-26 at TBD)
May 21- Aug. 16	Language Session (Myerstown)
May 24 - June 28	Summer Session I (Myerstown)
May 21 - July 2	Summer Session I (Harrisburg)
May 28	Memorial Day Holiday (closed)
July 4	Independence Day Observance (closed)
July 5 - Aug. 9	Summer Session II (Myerstown)

Fall Sessions:

Aug. 30 – Dec. 24, 2018	for all programs except those listed below
Sept 4, 2018 – Feb. 4, 2019	for MA in Leadership
Sept. 13, 18	Last Day to Add/Drop Class
Aug. 30 - Dec. 13	Fall Classes, Myerstown
Aug. 30 - Oct. 29	MASFD (residency Sept 7-9)
Sept. 6 - Dec. 13	Fall Classes, Harrisburg
Sept. 3	Labor Day Holiday (closed)
Sept. 4 – Nov. 5	MA in Leadership (residency Sept 14-16)
Sept. 11	Fall Convocation (7 p.m., Myerstown)
Sept. 19-22	ThD residency (Myerstown)
Oct. 11, Oct. 16	'Fall break' for Myerstown classes
Oct. 22 - Nov. 21	Winter/Spring Registration Period
Nov. 6 – Jan. 4	MASFD (residency Nov. 16-18)
Nov. 22 - 23	Thanksgiving Holiday (closed) (Th/F)
Nov. 27 – Feb. 4	MA in Leadership (residency Dec 7-9)
Dec. 24 - Jan. 1	Christmas Holiday (closed)

Winter Session:

Jan. 3 - 22, 2019	All Class Drop/Add must be complete before classes begin
Jan. 14	Martin Luther King Jr Day (closed)

Spring Sessions:

Jan. 31 - May 21, 2019	for all programs except those listed below
Jan. 22 – March 25	MASFD (residency Feb. 1-3)
Feb. 12- June 24, 2019	for MA in Leadership
Feb. 11, 14, 19	Last Day to Add/Drop Class (Jan 22 for MAM)
Jan. 28 - May 6	Spring classes, Monday nights Harrisburg
Jan. 31 - May 9	Spring classes, Myerstown & Thursday nights Harrisburg
Feb. 13-16	ThD residency (Myerstown)
Feb. 21 - April 15	MA in Leadership (residency Feb 22-24)
March 14, 19	Spring Break
April 2 – June 3	MASFD (residency April 12-14)
April 18 - 19	Easter Holiday, offices closed (Th – F)
April 23 - June 24	MA in Leadership (residency May 3-5) April
2 - 30	Summer and Fall Registration Period

May 10

Commencement

About the Seminary...

Mission

In partnership with the church, Evangelical Seminary develops servant leaders for transformational ministry in a broken and complex world by nurturing rigorous minds, passionate hearts and Christ centered actions.

Vision

Evangelical Seminary, striving to meet and exceed the leadership needs of the church, will prepare world-changing leaders who are authentically devoted to Jesus Christ, faithfully rooted in scripture, effectively equipped to lead and who will passionately carry the transformational message of Christ into the world.

Core Values

The curriculum and program of Evangelical are designed to promote growth and development in accordance with the following core values of the seminary:

- Holy Scripture:** *To establish students in the knowledge of God's inspired word and to teach competency in its interpretation, proclamation and application in the contemporary world.*
- Academic Excellence:** *To exhibit and model academic excellence in the teaching and learning of all disciplines in the seminary curriculum: biblical, theological, historical, pastoral and counseling.*
- Spiritual Formation:** *To promote the process of spiritual formation for every student so that their relationship with the living Christ permeates their character, attitude and ministry.*
- Relational Wholeness:** *To help students evaluate and grow in their relationship skills, commitments, accountability and Christ-likeness within their marriages, families, friendships, congregations and communities.*
- Leadership Development:** *To develop dynamic, creative and Spirit-filled leaders who will serve Christ and the Church with integrity and skill while equipping others to do the same.*
- Disciplemaking Passion:** *To cultivate in students a passion and ability to take Christ's redemptive work to a lost world by proclaiming the good news of salvation, helping believers grow and mature in the faith and acting to alleviate human suffering and injustice.*
- Global Vision:** *To create in students an awareness, sensitivity and active commitment to the global nature of the mission and ministry of the church.*

Doctrinal Stance

Evangelical Seminary stands in the Wesleyan tradition of the Christian faith. This position is understood as consisting of three overlapping streams of influence.

First, there is an affirmation of historic orthodoxy as defined in the ecumenical councils of the first five centuries. We affirm the Nicene Creed as a biblical summary of the Christian faith and the Chalcedonian formula as the definitive statement regarding the nature and person of Jesus Christ.

Second, we hold to an evangelical position regarding the necessity of the new birth for entry into the kingdom of God and regarding the authority of Scripture for faith and practice.

Third, Evangelical believes that the faith which justifies also sanctifies, and that holiness of life and thought are inseparable from authentic Christianity. We believe that biblical holiness encompasses the whole of life, both personally and socially.

The seminary is in agreement with the statement of faith of the National Association of Evangelicals which is listed below. Each year, the faculty reaffirm their commitment to this statement of belief.

1. We believe the Bible to be the inspired, only, infallible, authoritative Word of God.
2. We believe that there is one God, eternally existent in three persons, Father, Son and Holy Spirit.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father and in His personal return in power and glory.
4. We believe that for the salvation of lost and sinful humans, regeneration by the Holy Spirit is absolutely essential.
5. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.
6. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.
7. We believe in the spiritual unity of believers in our Lord Jesus Christ.

History

Evangelical Seminary began offering courses in September, 1953, as the Evangelical Congregational School of Theology. The initial class was small (12 students) and there were only four faculty members at the time, but the creation of the school was the fulfillment of a long-held aspiration of the Evangelical Congregational Church, our founding denomination.

Even in its infancy, Evangelical sought to achieve what we now call “the integration of head, heart, and hands” in the ministry training provided to its students, all of whom were in training for pastoral ministry or missions. The “head” was cultivated by the offering of a credible degree program, which was initially a Bachelor of Divinity (later changed to “Master of Divinity” to reflect its post-baccalaureate nature) that emphasized biblical studies. The “heart” was nurtured through chapel programs and a community life that emphasized personal piety and devotion to Christ. And the “hands” were made skillful by a focus on practical training for real-life ministry contexts. These emphases are still present within Evangelical, although the scope of our graduates’ service is significantly broader than that of our earliest alumni.

Through the decades, Evangelical expanded its mission, which was reflected in an increasingly diverse faculty and student population, in its program offerings, and in its own name. The faculty now represent a wide variety of denominations, but serve together under a common commitment to an evangelical understanding of faith and practice. Likewise, the student population has grown to the point where over two dozen denominations and a variety of non-denominational ministries are represented, and the Evangelical Congregational Church is no longer the majority.

The Seminary has also grown in the scope of its mission. Originally only a divinity school, it now also offers an MA in Marriage and Family Therapy, an MA in Christian Leadership, and a Master of Arts (Religion), in addition to its Institute for Church Leadership, which provides ministry training at a non-degree level. The name “Evangelical Theological Seminary,” chosen in 2007, reflects our breadth of community and widening program offerings. Evangelical continues to expand its degree program offerings including MA in Spiritual Formation and Direction, MA in Ministry, MA in Bible and a Doctor in Theology.

The Seminary’s credibility is attested to by both alumni and accrediting or approving bodies, including the Middle States Commission on Higher Education, the Association of Theological Schools, the General Board of Higher Education and Ministry of the United Methodist Church, the Pennsylvania Department of Education, and the Commission on Accreditation for Marriage and Family Therapy Education.

For over sixty years, Evangelical has served Christ and His church in preparing men and women for Christian vocation by developing “servant leaders for transformational ministry in a broken and complex world.” The means by which we do that, the locations at which we do that, and the identity of the students with whom we do that may vary from decade to decade, but this mission has remained constant, and provides our inspiration for the years ahead.

Annual Lectures

The **Wittmaier-Sailer Lecture**, established in memory of the Rev. Herbert D. Wittmaier and in honor of the Rev. Dr. William S. Sailer, is presented at the Fall Convocation at the beginning of each academic year. Rev. Wittmaier served as Professor of Systematic Theology at Evangelical in addition to his service as Bishop of the Evangelical Congregational Church. Dr. Sailer is Professor Emeritus of Systematic Theology, having taught at Evangelical for thirty-six years. The lecture is presented by a member of the faculty or by a scholar from a neighboring institution of Christian higher education.

Presented by the Center for Methodist Studies and the School of Lifelong Learning, the **Wesley Forum** is held annually during the spring semester. The forum is in honor of the works of John and Charles Wesley, in which the guest lecturer focuses on the application of faith in action.

Other Seminary Events

Held each fall, the **Friends of Evangelical Banquet** provides an excellent opportunity for friends of the seminary to introduce others to Evangelical in an informal and inspirational setting. Student testimonies, inspiring music and updates from the seminary president together with a dynamic speaker make this a fantastic evening.

Faith in the Marketplace is a breakfast series offered to business and civic leaders, enabling them to integrate their Christian faith with the workplace. Nationally and regionally recognized speakers help local leaders connect Sunday with Monday and understand their job as a calling from God. Evangelical students are encouraged to participate in these breakfasts so that they will be able to more effectively minister to the business community.

Four Chaplains Run occurs in February every year to raise money for our Four Chaplains scholarship. In honor of the Four Chaplains who gave up their life-vests for other soldiers on a sinking ship, the 4 mile run through Myerstown assists in offering scholarships to our military chaplain candidates.

Seminary Publications

Evangelical Journal, a semiannual publication, provides a forum for scholarly theological essays and book reviews consistent with what John Wesley called "biblical Christianity." The scope of the journal includes research in biblical, systematic, historical and pastoral theology.

The seminary publishes two editions of **Enthuse** each year typically one in the fall and one in the spring. The purpose of this magazine is to keep the greater Evangelical community informed about events, lectures, faculty and student accomplishments and alumni news.

Campus Facilities

Christ Hall

Historic Christ Hall is a landmark building which dates back to 1866 when it served as the main building for Palatinate College. In 1895, Palatinate became Albright College. Christ Hall is the main campus facility for the seminary administration and faculty, classrooms, Dech Memorial Chapel, the Center for Lifelong Learning, the Zinn Commons, the Beers Student Life Center, the institutional advancement and alumni office, student services offices, and the Wenger Family Counseling Center.

Beers Student Center (Myerstown campus)

Evangelical seeks to provide a comfortable atmosphere for students. Whether it is watching TV, playing pool, or simply studying, the Beers Student Center (located on the ground floor of Christ Hall) is a great place to relax between classes.

Please note: Children under 15 years of age should not be unattended in the Student Center.

Dech Chapel

Christ Hall is home of the stately Dech Memorial Chapel, which was completed in 1922 and named in honor of former Albright professor Dr. Walter J. Dech. The Evangelical community joyfully comes together to worship in the chapel at various times throughout the year. As the seminary's largest facility, the chapel hosts endowed lectures and other major campus events.

Counseling Centers

Evangelical operates two counseling centers that provide opportunities for clinical experience for students in the Marriage and Family Therapy degree program. The Wenger Marriage and Family Center, located on campus in Christ Hall, and created through generous assistance from the Wenger Family Foundation and an additional Marriage and Family Center, located south of campus in Lititz, provide professional, confidential services on a sliding fee scale to church and community members in need of emotional healing, assistance with individual and group counseling, and marriage and family relationships. Contact information:

The Wenger Marriage & Family Center:	121 S. College St. Myerstown,	717.866.2271
The Marriage & Family Center:	6 Newport Rd, Lititz,	717.627.4550

Pense Learning Center

Named in honor of Dr. Alan W. Pense, former chairman of Evangelical's Board of Trustees, former provost at Lehigh University, metallurgist and avid collector of antiquities, the Alan and Muriel Pense Learning Center houses the Rostad Library, the David A Dorsey Museum of Biblical Archeology, the Evangelical Center for Methodist Studies, the Evangelical Center for Anabaptist Studies and the Evangelical Journal.

Pense Learning Center Mission Statement: In keeping the overall mission and vision of Evangelical Seminary, The Center equips and facilitates research, scholarship and education for Evangelical seminary students, faculty and staff. The center also bridges the divide between the academy and the local church through working with denominations and hosting workshops and theological training.

Rostad Library

Dedicated in 1969, the Rostad Library has successfully served the seminary community's academic research needs for over forty years. Rostad Library houses the seminary's collection of over 75,000 bound volumes, receives over 550 periodicals, and subscribes to several major electronic research sources.

The general subject areas of the collection include biblical studies, church history, theology, spirituality, preaching, spiritual formation, marriage and family therapy, archaeology, ethics, and worship. Like Christ Hall, Rostad Library operates as a hot-spot for Wi-Fi Internet access.

As a member of the Southeastern Pennsylvania Theological Library Association (SEPTLA) and the American Theological Library Association (ATLA), Rostad Library provides opportunities for access to vast resources through interlibrary loan (ILL) arrangements. Students can make ILL requests through the Library's website. The library's online catalog is searchable at the library's webpage. Students with authentication may also access online databases for searching journal articles and ebooks through the library's website (<http://evangelical.edu/pense-center/rostad-library/>). (Passwords and usernames for remote access to online resources are provided in the student handbook).

The David A Dorsey Museum of Biblical Archaeology

Named in memory of Dr. David A Dorsey, former Distinguished Professor of Old Testament and curator of the museum, the Dorsey Museum houses about 500 artifacts found in Israel and other parts of the biblical world. The artifacts in the collection date from 5000 BC to 1750 AD, but most are from the Old and New Testament periods. This stunning collection is utilized to bring the world of the Bible to life for Evangelical students and community members. The museum is open to the public and guided tours are available with advance notice.

Evangelical Journal

Mission: Evangelical Journal purposes to provide a forum for scholarly theological expression consistent with the Wesleyan-Arminian Tradition of evangelical Protestantism.

The scope of the journal includes investigations in the fields of biblical, exegetical, historical, systematic and pastoral theology. Suitable contributions from the wider evangelical community will be considered for publication. Views expressed by contributors are their own and are not necessarily endorsed by Evangelical Theological Seminary or its faculty.

Evangelical Center for Methodist Studies

The mission of the Center is threefold. First, to provide support for those who come to us with a Methodist background, ethos, or commitment—so that they emerge from Evangelical well prepared to serve in that context. Second, to introduce the others in our community to a distinctly Methodist understanding of the faith, so they can develop a deeper appreciation for another tradition or, perhaps, even to draw from it something for their own life or ministry. Third, to equip local pastors, churches and denominations for ministry in the 21st century.

Evangelical Center for Anabaptist Studies

The vision for the Center for Anabaptist Studies is to equip and facilitate education and scholarship for Evangelical Seminary students, faculty and staff, from a distinctly Anabaptist perspective. The Center will be a practical resource for the Anabaptist communities and provide a bridge between the academy and local churches through seminars, workshops and training that is consistent with Anabaptist practice and theology. Themes for such events may include multicultural and racial issues in the local congregation, spiritual formation and discipleship, scriptural interpretation and its application in congregational life, and other pertinent contemporary questions.

Evangelical Center for Evangelical Congregational Studies

The Center is a practical resource for the Evangelical Congregational (EC) community providing a bridge between the learning community at Evangelical Seminary and the local EC Churches through mediums such as seminars, workshops, and specialized trainings.

School for Life Long Learning: Institute for Church Leadership

Directed by the School for Lifelong Learning, the Institute for Church Leadership is designed for men and women who desire to deepen their knowledge and sharpen their skills for greater ministry impact in the local church, without the costly time and expense of graduate education.

These credit-free classes are open to all, without any educational prerequisites. They are not graduate level courses and do not earn credit from Evangelical Seminary. These courses may be applicable to pastoral credentials for some denominations and do meet the requirements for the Local Preacher Course of Study in the Evangelical Congregational Church. These courses are not eligible for financial aid.

Whether you are a lay pastor just starting out, a pastor wanting to upgrade in a ministry area, or a lay person wanting to sharpen your understanding and skills in a particular area of church life, the Institute for Church Leadership may be just what you need. The current classes include:

Biblical Studies

SLL101 Studying and Interpreting the Bible
SLL103 Old Testament Survey
]SLL104 New Testament Survey

Church Leadership

SLL109 Pastoral Leadership
SLL108 The Healthy Church
SLL110 Pastoral Care and Counseling

Preaching

SLL107 Evangelism/Discipleship
SLL102 Preaching

Theology

SLL105 Theology
SLL106 Theology 2

Church History

SLL112 History of Evangelicalism and Fundamentalism

Spiritual Formation

SLL111 Spiritual Disciplines

Each of these classes meets for 2½ hours in the evening once a week for seven weeks. In this way, one class following another, two classes can be offered in conjunction with the fall and spring semesters of the seminary. The classes are offered on a rotating three year schedule. Except for Theology 1 and 2, they can be taken in any order or sequence. The classes currently meet on the Myerstown Campus on Tuesday evenings. When requested, the courses are also offered in a synchronous online format. For more information, visit our website, under Pense Learning Center.

The Harrisburg Site

Evangelical also offers the Harrisburg Master of Divinity, a cohort-based degree program, at the Dixon University Center, 2986 N. 2nd Street, Harrisburg, PA.

Student Life

Community Ethos

Our faith is not primarily one of morals, but it has profound moral implications in terms of the perspectives and commitments with which we approach life and interact with each other. Christ has called us to a radical life, one in which assumed patterns of behavior are challenged and new ways of thinking, living, and relating are being formed. These are the ways of His kingdom of shalom. Some of the implications of this kingdom life are particularly important for the kind of community of learning and practice we wish to sustain at Evangelical. For example...

- We embrace fully all of the wonders of God's created world, because He created it and called it good. We eat and drink together and separately in gratitude for all God has given us. But we recognize that not all things we consume are good for ourselves or those with whom we share space. Therefore, in honor to ourselves and each other, when we are on campus or otherwise together in community we refrain from partaking in alcohol, illicit drugs, and other substances that impair, rather than enhance, our life together.
- We delight in the joys of being in relationship with each other and encourage each other toward maturity and freedom. But we recognize that we are all broken people, still in the process of being redeemed. Therefore, we promise to be safe for each other; that is, we will discipline our tongue to avoid gossip, we will tame our anger to avoid causing pain, we will use edifying language to avoid giving unnecessary offense, and we will in every way we can look out for the welfare of the other.
- We revel in the joys of human intimacy and seek intimate companions for our journey through the joys and challenges of life. We rejoice that God has created intimacy and makes it possible. But we also recognize how easy it is to use other people for our own pleasure or relief from pain. We also recognize that there are multiple kinds of intimacy, and joys in each one. Therefore, out of love for God and our neighbor, we limit the expression of sexual intimacy to one person of the opposite sex in the context of marriage.
- We are grateful for the Church, which is on earth the parallel of that divine community of love that is the Trinity. We find some of our individual identity in the People of God, and we seek to serve them with our gifts and passions. But we also recognize our culture's temptation toward hyper-individualism and the idolatry of the self. Therefore, we make active participation in a congregation of Christ's followers a priority, for despite its many flaws, the body of Christ is necessary for our journey.
- We are glad to follow Him who is the truth and to be in a community devoted to pursuing Truth. We agree that all truth is God's truth and are therefore not afraid to ask questions and to ponder deeply the mysteries of His working in the world. But we recognize that we live in a world that places a low value on truth-telling. Therefore, we covenant to speak the truth in love with each other, to be ruthlessly honest about giving and taking credit for ideas and labor, and honor each other as we pursue truth together.

There is a multitude of other ways in which we can live out the radical implications of God's Kingdom on earth, but these challenge us to look honestly at our own brokenness and sin, at our own justifications for self-serving behavior, and to offer both our pain and desires to Him who is able to heal us. We also recognize that this process of redemptive healing is lifelong, and so we will need to help each other at points along the way. Those who find themselves in need of the help of a brother or sister, a counselor or director, a pastor or mentor, will find themselves supported in a variety of ways at Evangelical Seminary.

Those available to come alongside during times of challenge or growth include our Dean of Students, our campus pastors, our faculty, staff, and administration, and, of course, our fellow students. For concerns

of a particularly private, urgent, or therapeutic nature, we encourage you to begin with a campus pastor or the Dean of Students, who may then be able, as necessary, to connect you with other individuals who can provide more specialized assistance. These will be confidential and supportive conversations, except in those cases in which there is a legal mandate to report a likely threat to life or safety.

Those who find it difficult to live out these commitments of our life together may be asked to leave this community for a time or even permanently, particularly if their behavior is injurious to others or to the integrity of the Seminary's mission. Legal violations or threats to the safety of others are particularly troublesome and will be addressed both relationally and legally.

Dean of Students

The Dean of Students serves not only as an advisor for Student Forum, but also as a resource person for students. The Dean of Students is available for basic counseling but may refer students if more intensive counseling is needed.

Student Forum

Student Forum is a committee formed from the student body. Members serve as representatives on the Board of Trustees and the Alumni Council. They are the voice for the student body. They sponsor various events throughout the school year.

Admission to Graduate Study

Standards for Admission

Evangelical offers instruction on a graduate-school level. Potential students should be prepared for rigorous graduate-level study, and be willing to honor our Community of Ethos (found on page 13). In addition, potential students should be proficient in writing and speaking.

Academic prerequisite for admission to candidacy is an earned baccalaureate degree from an accredited college or university with a cumulative grade point average (GPA) of 2.5/4.0 or higher. Applicants with a low GPA may also be admitted on academic probation (see page 58). Applicants with a degree from an unaccredited college or university may be asked to submit additional supporting materials. In some cases, the admissions committee will want to meet personally with the applicant.

The Application Process

- Complete the application available online
Deadlines: Fall – April 1 and June 1; Spring – December 1
- Submit \$50 application fee.
- **Transcripts.** Evangelical only accepts official final copies of academic transcripts. Current undergraduate applicants who anticipate completing their undergraduate degrees may be reviewed for provisional admission pending the receipt and evaluation of their official, final transcript.
- **Essays.** Compose three essays to tell us about who you are and what you are planning for this next phase in your education.
- **References.** Applicants must submit three references on the reference forms which may be downloaded through the seminary's website. The references should be from a) pastor or church official, b) academic or professional contact, and c) friend or personal contact.

Once all of the components of an application are received, the admissions committee will review the application. Applicants will receive a letter from the seminary indicating the decision of the committee within a week. For those granted admission, the letter will contain important information about the admissions deposit (\$100) as well as advisement and registration procedures. The letter will also include a personal data form which the student is asked to complete and submit to the registrar's office.

International Students

International Students are welcomed. First, please complete the online application for a degree program only. Applicants whose native language is not English should take the Test of English as a Foreign Language (TOEFL). A score of 213 (on computer-based test) is the minimum requirement. For more information on this process, contact the Director of Academic Services.

Admissions Questions...

What about Transfer Credits?

Transfer credits may be accepted from accredited seminaries and graduate institutions upon consultation with the registrar. The course work considered should be taken at accredited institutions, be recent (no more than ten years old) and similar in scope and breadth to coursework offered at Evangelical. Evangelical Seminary has established a Memoranda of Understanding with Asbury Theological Seminary and United Theological Seminary. Credits from practica, internships and similar educational or life experiences, and pass/fail courses are not considered for transfer.

Transfer students need to complete a minimum number of credits at Evangelical in order to earn a degree here. Master of Divinity candidates need to complete a minimum of 30 credits in residence, and Master of Arts candidates need to complete a minimum of 18 credits in residence, to earn their respective degrees.

Can I receive Advanced Standing?

Advanced standing may be granted to new students who can demonstrate that they have achieved the objectives of a required seminary course in their undergraduate studies. If approved, the student would be exempted from the course in question and permitted to substitute an advanced course from the same academic division. Requests for advanced standing should be made to the Registrar prior to or during the student's first semester of enrollment. Advanced standing may be granted if learning outcomes from undergraduate coursework are determined to be the equivalent of those in the Evangelical course, the grades earned were B or better, and the courses in question were completed within the last seven years. Determination will be made by the registrar in consultation with the appropriate Evangelical professors. In some instances, course syllabi and other supporting materials may be requested.

What if I don't have a bachelor's degree?

Evangelical Seminary, as an institution offering graduate-level training for ministry, generally operates on a post-baccalaureate level. However, several options exist for non-baccalaureate applicants who desire a seminary education. Non-baccalaureate admission into any of the seminary's programs constitutes an exception to our standard practice, administered on a space-available basis in accordance with the standards of our accrediting agencies. A prospective student who does not have any undergraduate coursework may only be admitted as a part-time student. Contact admissions@evangelical.edu or 717.866.5775 for more information.

Enrollment Options

Undeclared Status

This option is intended for students who want to begin seminary studies for credit, but have not decided on a particular degree or career goal. Students may take up to a maximum of 18 credits before applying to a program. Undeclared students are not eligible for financial aid.

Non-Degree Study—Special Students

Individuals interested in taking courses for credit, but not interested in working toward a degree at Evangelical, may apply as special students. Individuals from other seminaries or graduate schools, or advanced undergraduate students may use this option to take coursework at Evangelical as a visiting student. Special students may earn as many credits as they wish provided they meet any prescribed prerequisites. Special students are not eligible for financial aid.

Auditing Options

Auditing is an option available to individuals not interested in earning graduate credits or working toward a degree. Auditors do not earn credit (although they may earn continuing education units), and are not required to submit written assignments or take examinations. Individuals interested in auditing courses should contact the main office. In all cases, auditors will be admitted on a space available basis. Auditors pay a flat fee to audit a course. Current degree students and their spouses, alumni, senior citizens (age 65 and older), and pastors pay a discounted fee to audit. A current schedule of fees, which includes applicable auditor fees, is available on the website, or from the main office or the admissions office in Christ Hall, or the business office located on the second floor of Church Center at 100 Park Avenue.

Dual Degree Options

Students interested in working toward the completion of two degrees simultaneously may apply for the dual degree option. To be eligible for this option, students should have completed a minimum of 24 credits, and should discuss their intention with their academic advisor. According to the standards of the Association of Theological Schools, the dual degree student must fulfill all of the requirements for the degree with the higher number of credits. Further specific requirements will be dependent upon the programs involved. Dual degree students work closely with the registrar and the academic dean to ensure the integrity of both degrees.

Financial Assistance and Information

Student Financial Services

Evangelical Seminary is committed to helping you meet your financial needs through scholarships and government loans. Since financial aid is limited and may not be available to cover all the costs of your program, we encourage you to make an appointment with the Financial Aid office to discuss funding options available to you.

Deciding to come to seminary is a lifestyle-changing choice that requires a major investment of time, effort, and money. The Office of Student Services suggests you start the process of financing your education by estimating the total cost of your program, then investigating available financing options. You should consider whether educational debt is necessary to obtain your educational goals and what impact student debt will have on your future lifestyle. You should also consider alternatives to borrowing.

Types of Aid

The details regarding institutional aid vary somewhat depending on the program in which you are enrolled. The types of aid are detailed below. For further details, go to our website www.evangelical.edu/admissions/available-scholarships.

Need Based Grants

These grants are distributed to deserving students on the basis of their need for financial assistance. Need is determined on the basis of federal guidelines as determined by the Free Application for Federal Student Aid (FAFSA) which may be completed online at www.fafsa.ed.gov. Evangelical's school code is G03263. Students also need to complete the Grant Application for Evangelical Seminary which may be obtained online or from the financial aid office. To be eligible, students must enroll in a minimum of six credits per semester and maintain a minimum 2.5 grade point average. Grants are awarded each academic year, and students need to apply annually in order to be considered. Award amounts typically range from \$500 to \$3,000 per year.

Academic Merit Scholarships

Evangelical offers a limited number of academic merit scholarships to recent college graduates who plan to enroll for full-time study (24 credits or more per year) in one of the seminary's degree programs. Merit scholarships may be renewed each year based on the student's academic performance. The academic merit scholarships include:

- The William Randolph Hearst Presidential Scholarship, funded by the William Randolph Hearst Foundation, provides \$3,000 per year for two students with high scholastic achievement in their undergraduate studies.
- The Maurer Merit Scholarship, named in honor of the seminary's founding dean, the Rev. Dr. Kenneth R. Maurer (1953-1967), provides \$2,000 per year for two students with high scholastic achievement during their undergraduate studies.

Spousal Discount

A discount option is available for spouses of enrolled degree students who wish to enroll in a degree or certificate program. If an individual enrolls as a full-time student, his or her spouse may enroll, either full- or part-time, at a fifty percent discount.

Educational Loans

Understanding Credit. Applying for an educational loan is a step toward establishing credit. Credit is simply a promise to pay later for goods, services, or money that a person receives now. You are encouraged to control your use of credit and protect your credit record by budgeting, planning ahead, and considering how educational debt will affect your future lifestyle. Consider these factors carefully before making an educational loan commitment.

Eligibility. Most financial aid requires demonstrated financial need. Your need level is determined by calculating the amount that your estimated educational expenses exceed your anticipated outside resources and expected family contributions (EFC). The EFC is calculated by the US Department of Education and is reported on the student's FAFSA.

Eligibility Requirements. To qualify, you must be admitted as a Regular or Probation student in a degree program, maintain satisfactory academic program, be enrolled at least half-time, and be in compliance with Selective Service laws, Social Security regulations, and Department of Homeland Security requirements to receive loan proceeds. If you have prior unresolved loan defaults, or owe a refund of Title IV fund, you are ineligible for student loans.

In accordance with section 428 of the Department of Education's Higher Education Technical Amendments of 1991, Evangelical Seminary reserves the right to refuse to certify an otherwise eligible borrower's loan application on the following grounds:

- Poor credit history (including accounts at Evangelical)
- High indebtedness relative to your anticipated income
- Any other factors suggesting your unwillingness or inability to pay your student loans

In cases in which the seminary refuses to certify your loan application, the reason for such action will be documented and provided to you in writing.

Upon applying for a Title IV loan, the student's financial information is submitted to the National Student Loan Data System (NSLDS) and will be accessible by agencies, lenders and schools determined to be authorized users of the data system.

Eligibility for educational loan programs is determined by the Financial Aid office according to federal guidelines. Application forms are available in the Financial Aid office for eligible U.S. citizens and permanent residents.

Withdrawal from Classes. If you withdraw from classes after receiving Federal Stafford Loans you are subject to Federal Return of Title IV Aid Calculation. This calculation determines the amount of federal loan funds Evangelical may retain for the academic period, and the amount that Evangelical must return immediately to your lender. Note that if Evangelical returns loan funds, then you will owe Evangelical whatever charges for tuition and fees that those funds formerly covered. This will show up as a balance due on your student account.

For official withdrawals, the *date of withdrawal is the date on which you notify Evangelical of the intent to drop all classes*. For unofficial withdrawals, we generally use the midpoint of the semester as the withdrawal date. Evangelical may use an alternative date if we can document that you attended to that point.

The Federal Return of Title IV Aid calculation stipulates the following:

1. For withdrawal on or before the first day of classes, 100% of the Title IV Aid is to be returned to the lender.
2. For withdrawal during the semester but prior to the 60% point of the semester, the Financial Aid office will determine the percentage of the semester completed by the student. The percentage of the Title IV Aid is considered “earned.” The rest, or the “unearned” portion of Title IV Aid, must be returned to the lender.
3. For withdrawal after the 60% point of the semester, 100% of the Title IV Aid is considered “earned.” IN this case, no return of Title IV Aid is required.
4. If you are enrolled in and then drop a class that does not meet for the entire semester, such as an intensive, you may be considered “withdrawn” for student loan purposes, even if you remain enrolled at or above half-time. Federal regulations may require that your loan be reduced or even cancelled if you do not complete ALL of the units for which you originally enrolled.

In #1 and #2 above, Evangelical must determine the amount of Title IV Aid that covered direct costs for the semester. Then Evangelical must return a percentage of this amount, according to the basic calculation described above. These funds will be returned electronically and charged to your Evangelical student account.

For students who have received checks from their loan disbursements to cover living expenses, a percentage of those amounts may be considered “unearned Title IV Aid” (see #2 above). However, as long as you established eligibility for the loan (see below), then you only have to repay the funds according to the original terms of the loan. In other words, deferment and other Direct Loan benefits still apply.

The Return of Title IV Aid is separate from Evangelical’s own refund policy. As a result, you may receive a refund for tuition before Title IV funds are returned to the lender. Later, when Evangelical returns loan funds, there will be a charge to your student account. In such a case, you should hold on to the Evangelical refund in order to pay that charge. Furthermore, if you drop late in the semester, you may not receive any refund from Evangelical. If Evangelical has to return funds to your lender, then your student account will still be billed for those charges.

Please note that you must establish eligibility for federal aid by attending classes at a half-time level during the semester. When you withdraw completely, officially or unofficially, Evangelical will use attendance records from the first two weeks of classes to verify attendance at a half-time level. If you never attended at a half-time level, then Evangelical must make a 100% return of Title IV Aid (see the points above). Your lender will also be notified that you did not establish eligibility for the loan(s). The lender has the option, in these cases, to demand accelerated repayment of any amount given to you for living expenses.

It is very important that you attend classes at a half-time level, especially during the first two weeks when attendance is taken. If you receive Title IV Aid and then consider dropping all of your classes or dropping below half-time, then you are strongly encouraged to make an appointment with your advisor.

For further information and examples of the Return of Title IV Aid Calculation, visit or contact the Financial Aid office.

Types of Student Loans

Federal Direct Unsubsidized Student Loans. Eligibility depends upon enrollment and other aid. Interest on the Unsubsidized Student Loan accrues from the date of disbursement. Principal and interest may be deferred for half-time students. Unpaid interest will be capitalized by the lender. The combined Subsidized and Unsubsidized annual loan limit is \$20,500 (an aggregate maximum of \$138,500 including undergraduate borrowing).

Federal Direct Graduate PLUS Loans. The Grad PLUS loan is an unsubsidized Federal student loan with a fixed annual interest rate. See www.direct.ed.gov for current interest rate. Interest begins accruing immediately upon disbursement. Payment of principal and interest can be deferred while you are enrolled at least half-time. Repayment begins six-months after graduation or dropping below half-time. The amount that may be borrowed depends on your enrollment and other aid. A credit check is required and you may not have an adverse credit history, as defined by federal regulation. Applicants with adverse credit may gain eligibility for the Grad PLUS loan if they apply with an endorser (co-signer) without adverse credit. Contact Director of Student Services for more information.

Federal Direct Loan Program Timelines. You can apply for Federal Direct Unsubsidized Loans and Graduate PLUS Loans year-round. The following materials are required for loan processing; (1) Evangelical Financial Aid application (2) the Free Application for Federal Student Aid (FAFSA); (3) any other materials requested by Financial Aid office. Please allow a minimum of 30 days for your loan request to be processed. For specific semester and annual deadlines, contact Financial Aid office.

Alternative Educational Loans. These loans are offered by various financial institutions for educational expenses and are in addition to and distinct from the federally funded loan programs. Terms vary among plans and a very good credit history or co-signer is usually required. Federal regulations require all alternative education loans to be taken into consideration when determining a student's financial aid eligibility. The most recent information is available from Financial Aid office.

Repayment of Student Loans

Specific guidelines apply depending on the loan program and when you borrowed. Options for deferment, forbearance, graduated repayment, income contingent repayment, loan consolidation, and cancellation of a debt will vary by program. Student borrowers interested in more details should contact the lender or servicer of their loans.

Most students enter repayment six to nine months after graduation or last half-time attendance. In some instances repayment can begin immediately. A lender or its servicer will usually remind you of your debt and arrange a repayment plan. Even if your lender does not contact you, you must contact your lender no later than 90 days before repayment as part of your responsibility to the loan program. For a sample repayment schedule go to www.Direct.ed.gov/calc.html

Promptly paying a student loan payment monthly will help you establish a good credit record. Good credit is an asset when applying for other credit, such as a home mortgage or car loan. Frequent late payments constitute delinquency and may harm your credit history.

Following are tips on avoiding delinquency:

- Notify your lender of name and address changes
- Send the payment due each month, even if a bill is not sent

- Call the lender immediately if making a payment on time is impossible, and work out a way to catch up in the future months.
- Know about borrowers' deferment rights. Request and complete all necessary forms. Follow up to be sure that loan payments are deferred properly.
- Keep copies of student loan records, letters and all payments.
- Always call to clarify a problem. Never ignore correspondence or requests for payment.

The grace period is six or nine months long, depending on when you received your first loan. The length of the grace period is disclosed to you at the time you received the loan.

During your grace period, you should expect to receive a repayment schedule and disclosure statement from the lender or its servicer. This schedule gives specific information about the terms of repayment, such as the amount of monthly principal and interest payments, the first due date, and subsequent monthly due dates. Coupons or statements, which are to accompany monthly payments, are forwarded at a later date. If the payments are too low or high, you should contact your lender or servicer immediately to discuss other payment amounts. You should not wait until the first payment becomes due.

If you can make payments on the loan during your grace period, you should do so. All payments made during the grace period are interest-free and will greatly reduce the amount of interest you will pay on the loan. You should contact your lenders for more information about prepayment.

How and Why to Avoid Default. A default on an educational loan is a claim paid by the guarantee agency to a lender of that loan. It occurs when borrowers fail to repay within the repayment guidelines.

Some consequences of defaulting on educational loans are listed below.

- Defaults are reported to local credit bureaus as derogatory credit.
- The record will remain on the bureau for as long as seven years.
- A poor payment record may delay or prevent you from obtaining other types of credit, such as credit cards, mortgages, auto loans, etc.
- You will be unable to obtain future educational loans as well as other types of government loans that may provide future assistance, such as small business loans or federally subsidized mortgages.
- You may be taken to court or your wages may be attached by the guarantee agency.
- Involuntary deductions from salary to repay educational debts are authorized if you work for a federal agency.
- Federal and some state income tax refunds may be attached and applied to the balance of the defaulted loan.
- Increased interest amounts, late charges, and court and attorney fees may be added to the amount you must repay.
- You will be ineligible for deferments or cancellation benefits once your loan is in default.
- Federal student loans cannot be discharged through bankruptcy except in extreme cases as approved by the bankruptcy court.

Default is avoidable. It requires careful planning when you make a decision to borrow, and when you make choices about your lifestyle and throughout the entire repayment period. Your choices about student loan debt will enable you to finance your educational investment and to make repayment comfortable.

Financial Aid Satisfactory Academic Progress Policy

A student must maintain a cumulative grade point average (GPA) of 2.5 in order to graduate from Evangelical. When a student's cumulative GPA falls below 2.5, the student is placed on academic probation automatically. Two consecutive semesters of cumulative GPA below 2.5 will be sufficient

grounds for the faculty, at its discretion, to dismiss the student from candidacy. Students whose cumulative GPA drops below 2.0 are normally discontinued from the academic program. When the cumulative grade point average reaches 2.5 or higher, the student is removed from probation. Any student dismissed from candidacy because of academic probation may petition the faculty to be reinstated to candidacy after being dismissed for one semester.

Satisfactory progress in a program of study is required of Federal Stafford Loan borrowers. Satisfactory progress includes both GPA and length of time in a degree program as noted in the preceding paragraph. Title IV recipients must have a cumulative GPA of at least 2.5 at the end of two years of study in order to qualify for further loans. The grading system the seminary adheres to is found on page 61.

Payment Due Dates

All registered students are required to pay their tuition and fees in full, or make satisfactory arrangements with the business office, 14 days prior to the start of each semester. Failure to do so will invalidate their class registration. Returning or continuing students with unpaid balances from previous semesters will not be permitted to register for classes until their past accounts are settled. Student accounts must be paid in full by April 15 in order for students to participate in commencement, receive their diplomas or request transcripts.

Students may use their VISA, MasterCard or Discover Card to pay their tuition bills in person, by telephone through the business office or online. Such credit card payments are subject to a 3% processing fee. Students' invoices can be found online through their own individual populi account.

Schedule of Fees

A current schedule of fees is available on the website, in the main office of Christ Hall, or the business office located on the second floor of Church Center at 100 Park Avenue.

Refund Policy

In the event that students find it necessary to withdraw from classes or to change their schedules, written notice of the intention to withdraw should be processed through the Academic Dean's office. Students are responsible for being aware of withdrawal deadlines as listed in the academic calendar, and the financial implications of withdrawal including the regulations governing any financial assistance they may be receiving (stated above). Please note that student activity and technology fees are not refundable once the semester has begun. On the next page is a refund schedule the business office adheres to.

Refund Schedule

If the withdrawal occurs...	the refund will be...
up to one week before or on the first day of class	100% of tuition charges (less a \$25 administrative fee)
after the first day of class through the first 10% of the enrollment period	90% of tuition charges
after the first 10% of the enrollment period through the first 25% of the enrollment period	50% of tuition charges
after the first 25% of the enrollment period through the first 50% of the enrollment period	25% of tuition charges
after 50% of the enrollment period	0% (no refund)

Academic Programs

Evangelical exists to meet the ever-changing needs of the church through the equipping of leaders for ministry. Whether called to preaching, para-church ministry, counseling, or missions, individuals are being prepared for effective service. We offer a variety of options for men and women seeking professional and academic degrees at Evangelical. We continually strive to meet the changing needs of individuals who seek theological education for the various contexts in which they will serve. Students may choose from a range of programs depending on their interests and goals, their academic qualifications, and the requirements of their churches or denominations. Evangelical provides both graduate degrees and certificate programs that reside within one of three different schools:

Graduate School of Bible and Theology:

Master of Divinity

Master of Arts (Religion)

with concentrations in Biblical Studies (Old or New Testament),
Historical/Theological Studies, and Individualized Studies

Master of Arts in Ministry

Master of Arts (Bible)

Graduate Certificate in Lay Ministry

Doctor of Theology

Graduate School of Marriage and Family Studies:

Master of Arts in Marriage and Family Therapy

Graduate Certificate in Marriage and Family Counseling

Graduate School of Leadership and Formation:

Master of Arts in Leadership

Master of Arts in Spiritual Formation and Direction

Graduate Certificate in Spiritual Direction

Certificate in Directing the Spiritual Exercises

GRADUATE SCHOOL OF BIBLE, THEOLOGY, AND MINISTRY

Programs:

Master of Divinity (78 Credits)

Master of Arts (Religion) (48 Credits)

Master of Arts in Ministry (36 Credits)

Master of Arts (Bible) (36 Credits)

Graduate Certificate in Lay Ministry (24 Credits)

Doctor of Theology (39 Credits)

Master of Divinity

Program Mission

Consistent with the seminary's mission of developing servant leaders for transformational ministry, the Master of Divinity (MDiv) program provides quality education and training in a Christ-centered environment where individuals prepare for leadership responsibilities in congregations and other settings.

Program Philosophy

The MDiv is designed for men and women preparing for congregational ministry, missions, church planting, chaplaincy and para-church leadership. While students are to demonstrate the essential skills for ministry, the program seeks to develop individuals who also evidence vibrant spirituality, self-knowledge, emotional and social maturity, ability to relate to people with humility and integrity, and a capacity to appropriately engage with culture.

Program Goals

Upon completion of this program, graduates will:

1. Express ongoing growth and maturity in Christ-like character formed through academic studies and spiritual practices that deepen awareness of God, self, and others.
2. Acquire competencies in Christian care, communication, leadership, and mission through study, observation, and practice.
3. Integrate careful biblical interpretation with informed historical-theological reflection into one's practice of ministry.
4. Analyze the patterns and influences of culture and society, in order to engage people in appropriate and effective ways.

Structure of Program

The design of the MDiv is such that a person could take courses either on-campus or online.

Electives

A choice of 6 additional credits (2 courses) in electives.

Language Requirements

Since the faculty believes accurate communication of the gospel is central to ministry, Master of Divinity students are expected to learn the biblical languages. However, a student has the option to petition against taking the languages. That student will need to submit, in writing to the program director, the justification for not needing the languages for career pursuits.

Professional and Personal Development

As part of the MDIV program, Evangelical strongly encourages not just the head knowledge but the heart and hands as well. In order to facilitate this type of learning, there are two additional components to the MDIV program: mentored ministry and spiritual formation groups.

Mentored ministry is offered as a 3 credit class: 2 credits one semester, 1 credit the next semester. Personal spiritual formation is offered in groups as one 3 credit class, broken up into four semesters. The proposed schedule can be found on page 28.

Denominational Requirements

The Master of Divinity degree program provides opportunities to fulfill denominational requirements for the Evangelical Congregational Church, the United Methodist Church, the Wesleyan Church, the United Church of Christ, and others as needed.

Students are responsible for inquiring within their respective denominations as to their specific requirements. Whenever possible, Evangelical will make special arrangements to ensure that students meet the academic requirements of their denominations. Candidates for ordination in the United Methodist Church are advised to consult with their annual conference boards of ordained ministry regarding required competencies and areas of study.

Non-Baccalaureate Applicants

Non-baccalaureate applicants who are at least 32 years of age, have completed a minimum of one year of college-level work (24 credits or more), and have a recommendation from a church or denomination indicating that the applicant is on a credentialing track may apply for the Master of Divinity program. Non-baccalaureate admission into any of the seminary's programs constitutes an exception to our standard practice, administered on a space-available basis in accordance with the standards of our accrediting agencies.

Time Limit

The Master of Divinity degree should be completed within six years. Any exceptions must be approved by the academic dean.

**Master of Divinity (78 Credits)
4 Year Schedule**

Year One

Fall (September – December)

PM515 Personal Foundations (3)
SF511 Spiritual Formation (3)
CH511 Christian History and Practice 1 (3)
SF531 Spiritual Formation Group I (.75)

Spring (January – May)

CT543 Survey of Christian Theology (3)
CH512 Christian History and Practice 2 (3)
ME511 Culture, Context and Mission (3)
SF532 Spiritual Formation Group II (.75)

Summer (May – August)

OT515 Hebrew Language (3)

Year Two

Fall (September – December)

NT511 Gospels and Acts (3)
OT531 Pentateuch and Joshua (3)
CT 630 Doctrine of God and Suffering (3)
SF533 Spiritual Formation Group III (.75)

Spring (January – May)

NT512 Epistles (3)
OT532 Historical and Poetic Books (3)
CT632 Christ and Salvation in a Pluralistic World
SF534 Spiritual Formation Group IV (.75)

Summer (May - Aug)

NT545 Greek Language (3)

Year Three

Fall (Sept - Dec)

CT634 The Church and its Mission (3)
PM 693 Vocational Formation (2)
OT 534 Prophets (3)

Spring (January – April)

NT612 Biblical Hermeneutics (3)
PM697 Applied Vocational Formation (1)
PM35 Church at Worship (3)

Year Four

Fall (September – December)

PM625 Introduction to Preaching 1 (3)
CC612 Pastoral Counseling (3)
ME524 Evangelism and Discipleship (3)

Spring (January – April)

PM522 Vision Change and Conflict (3) or PM521 Leadership and Administration (3)
PM626 Preaching in the Church 2 (3) or
Elective (3)
Elective (3)

Master of Arts (Religion)

The Master of Arts (Religion) degree is for individuals interested in deepening their biblical knowledge and understanding of the Christian faith through a more comprehensive theological education. Individuals from all walks of life enroll in the program with a desire to advance their understanding of God's Word, to enrich their personal and professional lives, enhance their competencies for ministry or to build a foundation for doctoral studies. Individuals looking for biblical and theological training for ministry whose denominations do not require the Master of Divinity degree for ordination are also encouraged to consider this program. This is an academic degree, so a baccalaureate degree is required.

Program Mission

Consistent with the seminary's mission, the Master of Arts (Religion) program (MAR) provides quality education in a committed Christian context where students learn the art of biblical interpretation and application; engage with the foundational doctrines and historical traditions of the Christian faith; analyze the patterns and influences of culture and society; exhibit self-awareness and growth in Christian character and practice; and prepare to research and articulate concepts within an academic discipline.

Program Objectives

Upon completion of this program, graduates will be able to:

- Conduct informed and thoughtful biblical interpretation and application with reference to the original language.
- Demonstrate knowledge of and engagement with the foundational doctrines and historical traditions of the Christian faith.
- Analyze the patterns and influences of culture and society and incorporate that analysis in order to engage people in contextually appropriate ways.
- Exhibit self-awareness and growth in Christian character and practices necessary for ministry.
- Prepare to research and articulate concepts within a discipline.

Curriculum

Forty-eight credits are required for the Master of Arts (Religion) degree. Students may choose a specialization in one of the following areas:

Biblical Studies

This program provides individuals with the skills and methods for sound and thoughtful interpretation of the Scriptures. This concentration is also appropriate for men and women in non-church related occupations who wish to grow in their relationship with the Lord by deepening their biblical knowledge. Within the Biblical Studies specialization, one can also choose to focus on either the Old or New Testament.

Historical/Theological Studies

Emphasis in this concentration is upon historic Christianity as recorded from the early centuries of the church. Students investigate the past to gain a historical-theological perspective on contemporary culture. Attention is given to changes which have occurred in various theological traditions and how the Christian faith can meet today's challenges.

Individualized Studies

In this concentration, students will work individually with an advisor to identify a research focus and then pursue that focus through the multiple lenses of biblical theology, systematic theology, historical theology, and practical theology.

Master's Thesis

As part of this degree program, students are required to complete a master's thesis in their area of concentration. During their final year of study, students must submit for approval a written statement of their proposed topic, their research plan, and a preliminary bibliography to a faculty member in their research area. This faculty member will serve as thesis advisor. A second faculty member from a related discipline may serve as second reader.

Students usually register in the fall semester for thesis development to conduct their research and prepare their thesis proposals in preparation for writing the thesis during the following term. This first course is worth three credits. In the subsequent spring semester, students register for the thesis course to complete the writing of the thesis for an additional three credits. Proposals must be submitted to their faculty advisor by November 1 in the academic year in which the student anticipates graduation. April 1 is the deadline for the provisional approval of the draft thesis, and April 15 is the deadline for the final copy of the thesis.

Time Limit

The Master of Arts (Religion) degree should be completed within six years. Exceptions must be approved by the academic dean.

Master of Arts (Religion), Biblical Studies

GS411 Information Literacy and Technology (0)

Biblical Studies (30 credits)

OT531 Pentateuch and Joshua (3)

OT532 Historical and Poetic Books (3)

OT534 Prophets (3)

OT657 Land of the Bible (3)

NT511 Gospels and Acts (3)

NT512 Epistles (3)

NT612 Biblical Hermeneutics (3)

NT765 New Testament Cultural Setting (3)

English Bible or Exegetical Elective (3)

English Bible or Exegetical Elective (3)

Biblical Languages (6 credits)*

Choose one of the following:

OT515 Hebrew Language (3) and OT 521 Introduction to Hebrew Exegesis or

NT 545 Greek Language (3) and NT 677 Intermediate Greek (3)

Thesis (6 credits)

Choose one of the following:

OT800 Old Testament Thesis Development (3) and OT900 Old Testament Thesis (3) or

NT800 New Testament Thesis Development (3) and NT900 New Testament Thesis (3)

Christian Theology (3 credits)

CT543 Survey of Christian Theology (3)

Elective (3 credits)

Choose one course from any division (3)

*Students with equivalent language courses at the undergraduate level may waive these courses and choose other electives.

Total Credits: 48

Master of Arts (Religion), Theological Studies

GS411 Information Literacy and Technology (0)

Biblical Studies (9 credits)

Old Testament elective (3)

New Testament elective (3)

NT612 Biblical Hermeneutics (3)

Christian Theology (24 credits)

CT543 Survey of Christian Theology (3)

CT630 Doctrine of God and Suffering (3)

CT632 Christ and Salvation in a Pluralistic World (3)

CT634 The Church and Its Mission (3)

CT779 Seminar in Contemporary Theology or a 700 level CT/CH/HT course (3)

CT795 Guided Research: Christian Theology or 700 level CT/CH/HT course (3)

Church History (9 credits)

CH511 History of Christianity I (3)

CH512 History of Christianity II (3)

HT795 Guided Research: Historical Theology (3)

Thesis (6 credits)

Choose one of the following:

HT798 Historical Theology Thesis Development (3) and HT799 Historical Theology Thesis (3) or

CH798 Church History Thesis Development (3) and CH799 Church History Thesis (3) or

CT798 Christian Theology Thesis Development (3) and CT799 Christian Theology Thesis (3)

Total Credits: 48

Master of Arts (Religion), Individualized Studies

In this track, the student will work with an advisor to identify a research focus and then pursue that focus through the multiple lenses of biblical theology, systematic theology, historical theology, and practical theology.

GS411 Information Literacy and Technology (0)

Biblical Theology (9 credits)

Old Testament elective (3)

New Testament elective (3)

NT612 Biblical Hermeneutics (3)

Christian Theology (9 credits)

Two electives in Christian Theology (6)

CT543 Survey of Christian Theology (3)

Historical Theology (9 credits)

One elective in History of Christianity or Historical Theology (3)

CH511 History of Christianity I (3)

CH512 History of Christianity II (3)

Practical Theology (9 credits)

Three electives in Spiritual Formation, Missions and Evangelism, Christian Leadership, and/or Pastoral Ministries that are related to the research focus (9)

Guided Research (6 credits)

Two guided research courses from Old Testament, New Testament, Christian Theology, Historical Theology, Church and Practical Theology

Thesis (6 credits)

Select an 800 Thesis Development course (3) and a 900 Thesis course (3) from one of the following academic departments: Old Testament, New Testament, Historical and Theological Studies, Spiritual Formation, or Missions and Evangelism

Total Credits: 48

Master of Arts in Ministry

Master of Arts in Ministry is a hands-on, practical ministry degree with the academic rigor expected of a graduate-level program. This 36 credit program can be completed in two years. Students who need more time to complete the program will need to talk with the program director.

Program Goals

At the conclusion of this program, the student will be able to

1. Develop competencies in practices deemed necessary for transformational ministry in a broken and complex world.
2. Express ongoing growth and maturity personally, relationally, and spiritually, including continuing and deepening self-awareness and empathy.
3. Communicate and lead competently.

Curriculum

Core courses (15 credits)

PM515 Personal Foundations for Ministry (3)

SF511 Christian Spiritual Formation (3)

SF531-534 Spiritual Formation Groups (3)

PM693 Vocational Formation (3)

CT543 Survey of Christian Theology (3)

Choice courses (21 credits)

Any practical ministry courses of student choice from any discipline

Total Credits: 36

Master of Arts (Bible)

The Master of Arts in Bible at Evangelical Seminary is designed to provide valuable resources for any Christian wishing to go deeper in their study of Scripture. The program is designed for anyone who desires 1) to better understand the entirety of Scripture both its overarching narrative and its individual parts, 2) to develop his or her ability in the interpretation of Scripture, and 3) to learn how it applies to life today. This program provides an opportunity for pastors, teachers, and other individuals who would like to further their biblical understanding and training to work faithfully with and apply the Bible.

Program Mission

Consistent with the Seminary's mission, the Master of Arts in Bible provides quality Christ-centered education and training in biblical studies from the perspective of a high view of Scripture.

Program Goals

Upon completion of this program graduates will be able to:

1. Explain clearly the biblical narrative from the book of Genesis through the book of Revelation.
2. Articulate the major themes, purpose(s), structural layout, relevant cultural backgrounds, key issues, and theology of each book of the Bible.
3. Conduct informed and thoughtful interpretation of the Bible and meaningful application of it.
4. Demonstrate maturing awareness and growth in Christian character and witness.

Curriculum

Biblical Foundations (15 Credits)

OT531 Pentateuch and Joshua (3)

NT511 Gospels and Acts (3)

OT532 Historic and Poetic Books (3)

NT512 Epistles (3)

OT534 Prophets (3)

Hermeneutics and Cultural World of the Bible (9 Credits)

NT612 Biblical Hermeneutics (3)

OT657 Land of the Bible (3) OR OT658 Biblical Archaeology (3)

NT765 New Testament Cultural Settings (3)

Biblical Book Studies (6 Credits)

OT English Bible (3)

NT English Bible (3)

Christian Thought OR Spiritual Formation (3 Credits)

CT course OR SF Course (3)

Capstone Course (3 Credits)

NT/OT797 Bible, Faith, and Contemporary Culture (3)

Total: 36 Credits

Graduate Certificate in Lay Ministry

The Graduate Certificate programs equips people with the tools useful for ministry within the local church setting. Individuals deepen their understanding of God's word and sharpen their gifts for serving God and the church.

The graduate certificate program in lay ministry requires 24 credits. Credits earned easily transfer into the Master of divinity, the Master of Arts in Ministry, or the Master of Arts (Religion) program. The graduate certificates are not Title IV eligible and are therefore not eligible for the Federal Direct Loan Program.

Time Limit

Graduate certificates should be completed within four years. Any exceptions must be approved by the academic dean.

Core Courses

OT531 Pentateuch and Joshua (3) or OT532 Historical and Poetic Books (3)

NT511 Gospels and Acts (3) or NT512 Epistles (3)

SF511 Spiritual Formation in Ministry (3) or PM515 Personal Foundations for Ministry (3)

CT543 Survey of Christian Theology

Choose four courses from any division(s) (12)

Biblical Studies, Historical and Theological Studies, or Practical Ministries

Total Credits: 24

Doctor of Theology

This program is for reflective practitioners of ministry, taught by experienced and wise scholar-practitioners, with the intent that fresh forms and expressions of ministry will emerge through this collaborative learning process.

The program includes traditional components (a series of core courses, taken as a cohort, as well as a dissertation) and nontraditional aspects (a series of specialized readings-and-research courses, supervised by a track mentor, in a fashion similar to the British doctoral system)

Program Goals:

1. Demonstrate an advanced understanding of theological and theoretical concepts appropriate to a specialized form of ministry practice.
2. Produce and disseminate scholarship that is innovative, intellectually rigorous, requiring a broad and deep grasp of a field, sound research methods, and analytical capabilities.
3. Give evidence of spiritual growth through the practice and scholarly study of theological disciplines.
4. Communicate and interpret the subject matter of their discipline both orally and in written form, with appropriate sensitivity to academic, religious, and cultural contexts.
5. Design and execute an integrated research project (e.g. dissertation) appropriate to professional practice, which will give evidence of creative ability to contribute to the field, and provide knowledge or understanding useful to the specialized form of ministry.

Tracks to choose from:

Semiotics and Spirit (Pneumatic theology)

The Greek word for “signs” is semeion, and semiotics is the study of signs and the art of making connections, seeing the relationships between things and reading the meaning of those relationships. Disciples of Jesus must learn to read the sign-language of the Spirit so we can join Jesus in his continuing mission in this world, particularly in these challenging but exciting days for the Church.

Trauma and Transformation (Restorative theology)

The “Trauma and Transformation” track will reside at the dynamic meeting space between theology and psychology in order to lead churches, families, and communities in creating restorative meeting spaces of their own— spaces of engagement between each other and God that can heal and transform the pain of a traumatized world, which is “the mission field of the 21st century”.

Revelation and Redemption (Biblical theology)

Students will engage biblical theology as contained in its own cultural context, historical setting, and patterns of thought as well as grapple with the profound reality that biblical theology is the study of God who has appeared in history and that the redemptive significance of this historical revelation mandates that their

work has fresh and impacting relevance to the church and its mission.

Mission and Movements (Contextual theology)

Contextual theology refers to theology which has responded to the dynamics of a particular context. In this track, the student will discover the wonders of God's work within contexts while anchoring that diversity in the constants which undergird all settings. The student will then examine (and maybe even develop) a theology of mission and movement for a context which interests her or him— one that honors historical and normative theology while staying in close conversation with a particular cultural expression.

Roots and Rhythms (Historical theology)

The Roots and Rhythms track explores historical theology and will train students to listen to the saints from the past as a means of providing grounding and framework for moving the church into the future.

Leadership and Liminality (Organizational theology)

The "Leadership and Liminality" track explores models, behaviors, and assumptions of transformational leadership, particularly the kind of leadership that occurs in liminal spaces. "Liminality" refers to a threshold experience—in transition between stages of a community's growth, or leading the margins to see and speak from a prophetic stance. A student in this track will explore the richness of a counter-cultural approach to ministry leadership and collaborate in the development of a vibrant new theology of organizations.

Curriculum:

Core Courses (completed as a cohort in hybrid delivery):

- CT801: Foundations of Doctoral Research and Reading (3 credits)
- CT802: Formation of the Global Christian Movement (3 credits)
- CT803: Formation of Pietism-Evangelicalism (3 credits)
- CT901: The Mega-, Mini-, and Para-Church in the Twenty-First Century (3 credits)
- CT902: The Formation of the Human Person (3 credits)

Specialty Courses (individualized instruction):

- CT810: Foundational Readings in Theology and Practice I (3 credits)
- CT820: Critical Readings in Theology and Practice II (3 credits)
- CT830: Formative Readings in Theology and Practice III (3 credits)
- CT910: Interdisciplinary Readings in Theology and Practice IV (3 credits)
- CT920: Integrative Readings in Theology and Practice V (3 credits)

CT921: Experiments in Theology and Pedagogy (3 credits)

CT930: Comprehensive Examinations (0 credits)

Research Courses (completed with one's advisor or research chair):

CT940: Dissertation 1 (4.5 credits)

CT950: Dissertation 2 (4.5 credits)

Schedule:

Year 1

Fall:

CT801: Foundations of Research and Reading (3 credits)

CT810: Foundational Readings in Theology and Practice I (3 credits)

Spring:

CT802: Formation of the Global Christian Movement (3 credits)

CT820: Critical Readings in Theology and Practice II (3 credits)

Summer:

CT803: Formation of Pietism-Evangelicalism (3 credits)

CT830: Formative Readings in Theology and Practice III (3 credits)

Year 2

Fall:

CT901: The Mega-, Mini-, and Para-Church in the Twenty-First Century (3 credits)

CT910: Interdisciplinary Readings in Theology and Practice IV (3 credits)

Spring:

CT902: The Formation of the Human Person (3 credits)

CT920: Integrative Readings in Theology and Practice V (3 credits)

Summer:

CT921: Experiments in Theology and Pedagogy (3 credits)

CT930: Comprehensive Examinations (0 credits)

Year 3

Fall:

CT940: Dissertation 1 (4.5 credits)

Spring:

CT950: Dissertation 2 (4.5 credits)

Total Credits: 39

Graduate School of Marriage and Family Studies

Programs:

Master of Arts in Marriage and Family Therapy (65 Credits)

Graduate Certificate in Marriage and Family Counseling (23 Credits)

Master of Arts in Marriage and Family Therapy

Program Mission Statement

Congruent with the seminary's mission statement to develop servant leaders for ministry, the MFT program provides quality education and training in a committed Christian context to develop competent professional as beginning marriage and family therapists.

Program Purpose

The Master of Arts in Marriage and Family Therapy is designed to prepare men and women to minister in a variety of contexts as entry-level MFTs, committed to restoring lives, building marriages and relationships, and strengthening families. Based upon the relational/systemic theoretical orientation of family systems thinking, the program integrates biblical truth and Christian faith with these understandings. This program meets the academic requirements for Pennsylvania state licensure for marriage and family therapists.

Program Philosophy

Our philosophy is a blended model of Christian faith and MFT principles and beliefs that reflect Evangelical's mission statement, core values, and four main disciplines that reflect ATS guidelines. The program training is guided by a philosophy that incorporates the following values and beliefs:

- a. God's Word is applicable to the modern world, its people and its cultures;
- b. humans are created in the image of a relational God, and therefore relationships are of utmost importance;
- c. personal and spiritual growth come from understanding the moral-spiritual and psycho-social-cultural dimensions of their lives;
- d. being aware of and sensitive to issues of diversity and multiculturalism are key to living and working in today's complex world;
- e. we can offer healing and wholeness to those who are broken;
- f. marriage and family therapy and systems theoretical orientations are foundational to understanding individuals and all relationships (couples, families, groups, cultures, societies, etc.);
- g. a multisystem framework that encourages mental, physical, social, relational, emotional and spiritual wholeness and growth is important/optimal; and
- h. we are preparing women and men as leaders to minister in a variety of contexts in a broken and complex world.
- i. that we endeavor to maintain at least the county's diversity percentage in which the seminary is located.

Program Goals

Upon completion of this program, graduates will be able to:

1. Develop competent professional skills (including and related to knowledge, practice, research and ethics) as beginning marriage and family therapists.
2. Deepen their self-awareness, understanding and growth personally, relationally, and spiritually.
3. Engage with issues of diversity and multi-culturalism.
4. Involve students in Christian faith, Biblical principles and spiritual formation.

Student Learning Outcomes

1. Students will demonstrate comprehension and application of the relational/systemic marriage and family therapeutic models.
2. Students will be able to articulate what marriage and family theory/theories inform their clinical work and its application to multicultural contexts.

3. Students will demonstrate knowledge and competency in assessment, diagnosis, treatment planning, and therapeutic interventions with individuals, couples and families seeking treatment, from a relational/systemic framework that is multi-culturally informed.
4. Students will demonstrate knowledge and basic application of research to marriage and family therapy.
5. Students will demonstrate knowledge and competency of MFT ethical, legal and professional issues.
6. Students will demonstrate awareness of and address “self of the therapist” issues that impact the capacity for practice/service and ministry.
7. Students will demonstrate awareness and comprehension of and sensitivity to issues of diversity and multiculturalism in the therapeutic process.
8. Students will demonstrate comprehension and the ability to integrate Christian faith and Biblical principles with marriage and family theory and praxis.
9. Students will demonstrate knowledge and comprehension of Biblical principles and spiritual formation.

Curriculum

Sixty-five credits are required for this degree. These are distributed in nine areas of concentration, thus meeting the educational requirements for the Commonwealth of Pennsylvania, the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), and for the Association of Theological Schools. These areas are: faith foundations, spiritual formation, human development, marriage and family studies, marriage and family therapy, professional studies, research, personal enrichment and either a 300-hour or a 500-hour supervised practicum. The program assists students to work from a multi-systemic framework that encourages mental, physical, social, relational, emotional and spiritual wholeness and growth for individuals of all ages, couples and families.

Courses are typically held during the afternoon and evening on Tuesdays and Thursdays, thus allowing those who work the ability to attend. Regular part-time students will attend classes one of these days, while accelerated part-time students (similar to but not actually full-time students) will attend classes on both days during the first year.

Program Prerequisites

It is suggested, but not mandatory, that an applicant have an undergraduate degree in psychology, sociology, social work, human services, family studies, nursing or the equivalent. Please notice that admissions for new students is limited to the fall semester **only**.

Admission Procedures:

1. Individuals are encouraged to apply for admission to the program by April 1.
2. Qualified applicants will receive notification of “provisional acceptance,” dependent upon the completion of a group interview.
3. Usually in mid-to-late April, qualified applicants will meet with the MAMFT faculty for an all-day group interview process.
4. MFT Faculty will make recommendations to the dean of academic programs, who will make the final decision concerning acceptance into the program.
5. Students who are admitted into the program and begin coursework do so with the understanding that further evaluation will be conducted by the MFT faculty prior to admittance to the practicum.

During the required student orientation, held prior to the start of the Fall semester, new MFT students will be given a copy of the MAMFT Program Handbook. Students are expected to follow the policies, procedures and guidelines stated therein.

Practicum Admission and Requirements

Students in the program must meet certain criteria before they can enter the clinical portion of the program - the practicum. Most students are expected to be ready at the prescribed time, but some may not be ready to make this step. The following criteria must be met in order to proceed into the clinical practicum:

- A minimum 3.0 grade point average in all core MAMFT courses completed, with no grade lower than a “C” in any MFT course.
- For those entering part-time, the following courses must have been successfully completed: CC525, CC527, CC528, CC625, CC637, CC633, & CC728. For those entering accelerated part-time, the following courses must have been successfully completed: CC525, CC527, CC637, & CC633 and then the students must be enrolled in CC528, CC625, CC726 and CC729 in the Spring semester.
- Submission and approval of the student’s Personal Growth Plan (PGP) proposal, inclusive of a beginning and ending date. (PGPs are then to be completed by the end of the first registered practicum, CC845, thus giving all one year to complete it).
- Submission of the following three “clearances”: the Pennsylvania Child Abuse History; the PA State Police criminal record; and the FBI Record check, the cost (of approximately \$42.00) is to be absorbed by each student.
- AAMFT student membership (cost of approximately \$92.00) to be absorbed by each student.

MFT faculty will determine the student’s readiness to begin the practicum by conducting an evaluation of each student 3-4 months prior to the anticipated beginning, which may include a personal interview. Beginning the practicum is contingent upon meeting these criteria and the evaluation as indicated. The possible outcomes of this evaluation are detailed in the MAMFT Program Handbook.

The practicum is 21-24 months in length. Students will be given the choice of doing a 300-hour or a 500-hour practicum. (Explanations of the differences and ramifications of their choice will be thoroughly explained.) The students will begin their practicum sometime during the semester for which they registered for CC845, and usually end 21-24 months after the start. (Ideally, the start will occur in February of the indicated spring semester.) This means that students are not guaranteed to finish the program by the end of January of their graduating year, but may have to continue their practicum through the final spring semester.

The intention of the MFT faculty is to work collaboratively with students in order for them to reach the 300 hours or 500 hours needed for their Practicum requirement. The faculty will do their best to provide the needed hours of Practicum, and are committed to provide at least 150 hours toward the required total hours for the Practicum. Faculty will begin by initially placing students in either one of Evangelical’s counseling sites or in one of their collaborative sites, and also encourage students to eventually seek another site to “add on” to their existing site. MFT faculty monitors the progress of all Practicum hours, and when needed/ necessary, they will suggest that a student add on another one of their collaborative sites, when this is a possibility. Additionally, if students desire to submit a proposal for another site of their choosing, a specific form must be submitted for approval. (Detailed information about the MAMFT Practicum Policies is located in the MAMFT Program Handbook.)

Initially, intern therapists are assigned to one evening per week at one of Evangelical’s counseling sites or collaborative counseling sites, where they gradually build their caseload. It is the intention of the program that clients will be added to the afternoons so that intern therapists will experience a heavier case load and thus accumulate the necessary hours. Students who will not be able to commit to both an afternoon and an evening may take longer to accumulate their hours. (Other options may be possible.)

After 7 to 10 months of participating in the practicum, the MFT faculty will evaluate each intern's performance. (This is separate from the evaluations done by supervisors at the end of each 6 month rotation during the practicum.) The intent is to make sure that interns are progressing appropriately both professionally and personally in their practicum experience. The possible outcomes of this evaluation are given in the MAMFT Program Handbook, as is the explanation of the practicum policies.

Time Limit

The Master of Arts in Marriage and Family Therapy degree may be completed in 2½-3 years of accelerated part-time study, or 3½-4 years of regular part-time study. When exceptional circumstances arise, a student may have up to 6 years to complete the program.

Extra 12 Credits for Licensure

We offer an option for those individuals who have already graduated from a 48 credit (or more, but less than 60 credits) Marriage and Family Therapy Program elsewhere, and who need an additional 12 credits (or less) to meet the educational requirements for Pennsylvania state licensure. It is understood that individuals interested in this option have already met the state's educational requirements for the practicum in a previous program. It is recommended that you choose 12 credits (or less) from the following courses, although other courses may be chosen, depending upon courses previously taken:

CC545 Premarital Counseling Seminar (1 cr), in January (on-line)

CC633 Dynamics of Biopsychosocialspiritual Development and Health across the Life Span (3 cr), in Fall

CC646 Psychological Tests and Measurements (1 cr), in January

CC648 History and Theology of Marriage and Family (3 cr), in Summer I

CC713 Children and Adolescents in Family Therapy (3 cr), in Summer I

CC729 Abusive and Addictive Family Systems (3 cr), in Spring semester

CC748 Relevant Issues in the Practice of Marriage and Family Therapy (1 cr), in January

CC837 Sexual Function and Systemic Sex Therapy (3 cr), in Fall semester

Master of Arts in Marriage and Family Therapy

Faith Foundations

- CT543 Survey of Christian Theology (3)
- CC648 History and Theology of Marriage and Family (3)

Spiritual Formation

- SF511 Spiritual Formation in Ministry (3)

Human Development

- CC625 Assessment in Marriage and Family Therapy (3)
- CC633 Dynamics of Biopsychosocialspiritual Development and Health across the Life Span (3)
- CC646 Psychological Tests and Measurements (1)
- CC713 Children and Adolescents in Family Therapy (3)
- CC827 Gender and Ethnicity (3)

Marriage and Family Studies

- CC525 Foundations for Marriage and Family Therapy (3)
- CC527 Theories of Marriage and Family Therapy I (3)
- CC528 Theories of Marriage and Family Therapy II (3)
- CC545 Premarital Counseling Seminar (1)

Marriage and Family Therapy

- CC637 Family Therapy - Skills and Practice (3)
- CC726 Marriage Therapy - Theory and Practice (3)
- CC729 Abusive and Addictive Family Systems (3)
- CC748 Relevant Issues in the Practice of Marriage and Family Therapy (1)
- CC826 Advanced Marriage and Family Therapy Seminar (1)
- CC837 Sexual Function and Systemic Sex Therapy (3)

Professional Studies

- CC728 Ethical, Legal, and Professional Issues in Family Therapy (3)

Research

- CC627 Research in Marriage and Family Therapy (3)

Personal Enrichment

- CC617 Personal Growth Plan (0)

Practicum

- CC845 Counseling Practicum for MAMFT Students I (3)
- CC846 Counseling Practicum for MAMFT Students II (3)
- CC847 Counseling Practicum for MAMFT Students III (3)
- CC848 Counseling Practicum for MAMFT Students IV (4)

Total Credits: 65

Accelerated Part-Time 2.5-3 years

Year One:

Fall Semester

- CC525 Foundations for Marriage and Family Therapy (3)
- CC527 Theories of Marriage and Family Therapy I (3)
- CC637 Family Therapy - Skills and Practice (3)
- CC633 Dynamics of Biopsychosocialspiritual Development and Health across the Life Span (3)
- CC617 Personal Growth Plan (0)
- GS411 Information Literacy and Technology (0)

Winterim

- CC545 Premarital Counseling Seminar (1)
- CC646 Psychological Tests and Measurements (1)

Spring Semester

- CC528 Theories of Marriage and Family Therapy II (3)
- CC625 Assessment in Marriage and Family Therapy (3)
- CC726 Marriage Therapy - Theory and Practice (3)
- CC729 Abusive and Addictive Family Systems (3)
- CC845 Counseling Practicum for MAMFT Students I (3)

Summer Session

- CC713 Children and Adolescents in Family Therapy (3)
- CC728 Ethical, Legal, and Professional Issues in Family Therapy (3)

Year Two:

Fall Semester

- CC827 Gender and Ethnicity (3)
- CC837 Sexual Function and Systemic Sex Therapy (3)
- CC846 Counseling Practicum for MAMFT Students II (3)

Winterim

- CC748 Relevant Issues in the Practice of Marriage and Family Therapy (1)

Spring Semester

- CT543 Survey of Christian Theology (3)
- CC627 Research in Marriage and Family Therapy (3)
- CC847 Counseling Practicum for MAMFT Students III (3)

Summer Session

- CC648 History and Theology of Marriage and Family (3)

Year Three:

Fall Semester

- SF511 Spiritual Formation in Ministry (3)
- CC848 Counseling Practicum for MAMFT Students IV (4)

Winterim

- CC826 Advanced Marriage and Family Therapy Seminar (1)

Total Credits: 65

Regular Part-Time Schedule: 3.5 - 4 years

Year One:

Fall Semester

CC525 Foundations for Marriage and Family Therapy
CC527 Theories of Marriage and Family Therapy I
GS411 Information Literacy and Technology (0)

Winterim

CC646 Psychological Tests and Measurements

Spring Semester

CC528 Theories of Marriage and Family Therapy II
CC625 Assessment in Marriage and Family Therapy

Summer Session

CC728 Ethical, Legal, and Professional Issues in
Family Therapy

Year One Credits: 16

Year Two:

Fall Semester

CC637 Family Therapy – Skills and Practice
CC633 Dynamics of Biopsychosocialspiritual Development
CC617 Personal Growth Plan
Students I

Winterim

CC545 Premarital Counseling Seminar

Spring Semester

CC726 Marriage Therapy – Theory and Practice
CC729 Abusive and Addictive Family Systems
CC845 Counseling Practicum for MAMFT

Summer Session

CC713 Children and Adolescents in Family Therapy

Year Two Credits: 19

Year Three:

Fall Semester

CC827 Gender and Ethnicity
CC837 Sexual Function and Systemic Sex Therapy
CC846 Counseling Practicum for MAMFT Students II
MAMFT Students III

Winterim

CC748 Relevant Issues in the Practice of MFT
Family

Spring Semester

CT543 Survey of Christian Theology
CC627 Research in Marriage and Family Therapy
CC847 Counseling Practicum for

Summer Session

CC648 History and Theology of Marriage and

Year Three Credits: 22

Year Four:

Fall Semester

SF511 Spiritual Formation in Ministry
CC848 Counseling Practicum for MAMFT Students IV

Winterim

CC826 Advanced Marriage and Family Therapy Seminar

Year Four Credits: 8

Total Credits: 65

Graduate Certificate in Marriage and Family Counseling

The Graduate Certificate programs are designed for individuals who are interested in deepening their understanding while not pursuing a master's degree. These programs enable students to sharpen their skills for a variety of ministry contexts.

The graduate certificate in Marriage and Family Counseling requires 23 credits, all of which easily transfer to the Master of Arts in Marriage and Family Therapy program. The graduate certificates are not Title IV eligible and are therefore not eligible for the Federal Direct Loan Program.

Time Limit

Graduate certificates should be completed within four years. Any exceptions must be approved by the academic dean.

Marriage and Family Counseling

Individuals are trained in foundational marriage and family counseling skills. Though the program is not intended to provide sufficient training for professional counseling, it does offer pastors and laity the knowledge and basic tools which are often needed.

Core Courses

CC525 Foundations for Marriage and Family Therapy (3)
CC527 Theories of Marriage and Family Therapy I (3)
CC528 Theories of Marriage and Family Therapy II (3)
CC625 Assessment in Marriage and Family Therapy (3)
CC637 Family Therapy - Skills and Practice (3)

Choose two courses from the following:

CC633 Dynamics of Development of Life Span (3)
CC713 Children and Adolescents in Family Therapy (3)
CC726 Marriage Therapy - Theory and Practice (3)
CC729 Abusive and Addictive Family Systems (3)

Choose two courses from the following:

CC545 Premarital Counseling Seminar (1)
CC646 Psychological Tests & Measurements (1)
CC748 Relevant Issues in Practice of MFT (1)

Total Credits: 23

Graduate School of Leadership and Formation

Programs:

Master of Arts in Leadership (36 Credits)

Master of Arts in Spiritual Formation and Direction (39 Credits)

Graduate Certificate in Spiritual Direction (12 Credits)

Graduate Certificate in Spiritual Exercises (6 credits)

Master of Arts in Leadership Development

Program Purpose

The Master of Arts in Leadership (MAL) provides leadership education from an explicitly Christian perspective for people who desire to deepen their leadership skills for a specific context while being formed in Christian character. The program will engage, equip, and empower leaders who desire to exercise transformative, even counter-cultural, leadership, in whatever context they serve.

The Parachurch/Collaborative Ministry track is uniquely designed for those serving in faith-based organizations, parachurch ministries, ecumenical organizations, denominational administration, or church staff positions that require interaction with community organizations and other ministries.

Rooted deeply in Evangelical's commitment to transformative higher education, the program is a creative expression of traditional academic standards and twenty-first-century instructional methods. This cohort-based program utilizes a learning community model to provide a multi-faceted, relationally-focused learning environment. The program's hybrid format of on-campus and distance learning modalities provides flexibility in the student's learning experience. The MAL includes 30 credits of core leadership courses and 6 credits of spiritual formation courses. Two unique distinctives of this program are its integration of spiritual formation into leadership studies, and the inclusion of intentional, ongoing mentoring by a leadership mentor in the chosen field and a qualified spiritual director to support the student's growth.

Program Goals:

At the conclusion of this program, the student will have demonstrated a capacity to

1. Encounter God as Person and Truth, through a deepening awareness of and response to the persistent invitation of God to intimate relationship.
2. Dialogue graciously and meaningfully with others through appreciative interactions with a wide variety of texts and a diverse population of peers and instructors.
3. Critically and reflectively appropriate and apply theory to practice, particularly within a specific leadership context.
4. Demonstrate attitudes, skills, and behaviors essential for a uniquely Christian understanding and application of leadership, especially as diffused through diverse organizations.
5. Make clearly-discerned decisions which invite active participation in God's redemptive activity in the world, while also considering the brokenness of the human situation.
6. Engage in skills appropriate to the competent practice of leadership.

Program Objectives:

At the conclusion of this program, the student will have demonstrated a capacity to

- 1.1 Comprehend, integrate, and apply concepts, theories, disciplines, and techniques that are foundational to the practice of authentic Christian spirituality and which develop ongoing and deepening awareness of God, self, and others in relationships of deepening love/intimacy and increasing freedom.
- 1.2 Demonstrate a sufficient awareness of the current, and potential, impact of their own unique "selves-in-relationship," as well as their character traits, strengths, weaknesses, innate gifts, abilities, and interpersonal skills, on his/her capacity for increasingly healthy relationship with God, self, and others.
- 2.1 Reflect on personal spiritual and life experiences and self-leadership practices, and contextualize their personal cultural perspectives, in order to recognize their ongoing impact and influence on the development of effective leaders and organizations.

- 2.2 Demonstrate the value of collaboration and mutuality in both learning and leadership through the successful completion of group learning opportunities and critical reflection on spiritual direction and mentorship experiences.
- 3.1** Understand and evaluate strategic practices based on various theories, models, and approaches for achieving leadership development, as well as organizational effectiveness and transformation.
- 3.2 Analyze and evaluate the role of leadership and leadership development in realistically and strategically planning and guiding change.
- 4.1 Comprehend, apply, and demonstrate the awareness of and sensitivity to issues of diversity, culture, faith, and belief in leadership/organizational contexts.
- 4.2 Examine the dynamics of power and politics in organizational settings, with an ethically-focused and morally-responsible concentration on the interrelationships of leadership; human resources; organizational vision, values, structure, resources, and culture; and privilege.
- 5.1 Develop methods and frameworks for enlarging leadership capacity in self and others, and developing coalitions and constituent support, to accomplish organizational goals while working with resistance and conflict through gracious communication, appropriate use of authority, and strategic boundary leadership.
- 5.2 Develop methods and frameworks for broadening inclusivity in organizational decision-making processes directed toward the planning and implementation of change.
- 6.1 Integrate theory and practice in order to embody authentic, God-centered leadership.
- 6.2 Demonstrate competency in the discipline of leadership through the papers, projects, case studies, and other learning activities included in their completed program portfolios.

Time Limit

The program is generally completed within two years. When exceptional circumstances arise, a student may have up to four years to complete the program. Please contact the program director for details.

Christian Leadership

- CL511 Leadership and Mission
- CL521 Leadership and You
- CL522 Leadership and Change
- CL543 Leadership and Theology
- CL567 Leadership and Others
- CL641 Leadership and Decision-Making
- CL644 Leadership and Assessment
- CL650 Leadership and Organizations

Spiritual Formation

- SF549 Spiritual Formation and Leadership I
- SF649 Spiritual Formation and Leadership II
- SF659 Christians and Contemporary Spirituality
- SF665 Christians and Historic Spirituality

Year One:

- CL521 Leadership and You (3)
- CL567 Leadership and Others (3)
- SF665 Historic Christianity (3)
- SF659 Contemporary Spirituality (3)
- CL543 Leadership and Theology (3)
- SF549 Spiritual Formation and Leadership I (3)
- GS410 Seminary Research Methods (0)

Year Two:

- CL644 Leadership and Assessment (3)
- CL641 Leadership and Decision-making (3)
- CL650 Leadership and Organizations (3)
- CL522 Leadership and Change (3)
- CL511 Leadership and Mission (3)
- SF649 Spiritual Formation and Leadership II (3)

Total Credits: 36

Master of Arts in Spiritual Formation and Direction

Program Mission

Congruent with the seminary's mission, the Master of Arts in Spiritual Formation and Direction program provides quality education and training in a committed Christian context where students will develop competent professional skills in spiritual formation and spiritual direction; deepen their self-awareness and understanding and grow personally, relationally, intellectually, and spiritually; dialogue compassionately with others across boundaries in our broken and complex world; and demonstrate integration of the disciplines of biblical study, history, theology, and spirituality into their philosophy and practice.

Program Purpose

The MASFD program is designed to equip people for life-giving, Christ-centered service and leadership in the ministry areas of spiritual formation and spiritual direction, in evangelical contexts and beyond. This program, with its integration of thoughtful academic work and supervised practice, produces knowledgeable, skilled men and women with deep understanding of the Christian tradition of soul care who can assist others on the journey toward restoration and transformation into the image of Christ.

Students receive spiritual direction training that is deeply rooted in biblical, theological, historical, and cultural inquiry, honing their skills in a three-course practicum. They work one-on-one with a spiritual director, practice direction themselves as interns, and participate in both peer and individual supervision.

They also encounter the texts and traditions of the Christian faith, examining personal and corporate spiritual practices through which God works to transform lives and foster faithful growth in maturity and wisdom. Graduates of this program may practice as spiritual directors; serve congregations by providing leadership and/or instruction in discipleship, prayer, spiritual disciplines, and other aspects of Christian spiritual formation; facilitate individual and/or group spiritual growth by designing and leading retreats and workshops within or outside church contexts.

Program Goals

Upon completion of this program, graduates will be able to:

1. Exercise competent professional skills in spiritual formation and as beginning spiritual directors.
2. Express ongoing growth and maturity personally, relationally, intellectually, and spiritually, including continuing and deepening self-awareness and empathy.
3. Encounter others across boundaries—cultural, economic, social, and religious—through practical training and academic work.
4. Evidence Christian theological reflection as integral to the practice of ministry.

Curriculum

Thirty-nine credits are required for this degree, distributed across four areas: biblical studies, Christian theology, spiritual formation, and spiritual direction, including a supervised practicum as outlined on pages 53-54.

Admission Procedures

1. Individuals are encouraged to apply for admission to the program by June 1.
2. Qualified applicants will receive notification of acceptance.
3. Accepted students intending to study full-time are encouraged to locate and begin working with a trained spiritual director by July 1, in order to meet the six-month minimum requirement to begin the practicum in the spring semester.

4. Students who begin coursework do so with the understanding that further evaluation will be conducted by the MASFD faculty prior to admittance to the practicum.

Non-Baccalaureate Applicants

Non-baccalaureate applicants who are at least 32 years of age and have a minimum of 60 college-level credits may apply for direct probational admission to the MASFD program. In all cases, non-baccalaureate admission into any of the seminary's programs constitutes an exception to our standard practice, administered on a space-available basis in accordance with the standards of our accrediting agencies.

Practicum Admissions

Students in the MASFD must meet certain criteria before they can enter the experiential learning portion of the program – the practicum. Most students are expected to be ready to begin at the prescribed time; however, each student will be given individualized attention in discerning readiness and the best timing for this step. The following prerequisites must be met for successful application and acceptance into the practicum:

- One semester of successful academic performance in the program (3.0 GPA), including a B or better in SF723 (taught by the practicum director).
- Spiritual maturity and life experience appropriate for the satisfactory offering of spiritual direction.
- Ongoing personal spiritual direction for a minimum of six months prior to starting the practicum.
- Commitment from the student's spiritual director to continue spiritual direction with the student for the duration of the practicum (which may be an additional expense beyond tuition and fees for the student).
- Commitment from two people to be directed by student in at least five face-to-face, supervised, one-hour sessions each semester of the practicum (30 total sessions). There will be no extra costs to the student for supervisory sessions.
- Commitment to make two overnight silent retreats over the course of the practicum, one guided by a spiritual director and the other self-directed.

Practicum Description

The Practicum in Spiritual Direction is a three-semester training in the art of spiritual direction. It is comprised of three courses (SF823, SF840, SF850) which assimilate and apply theoretical models and knowledge with experiential learning to provide students the opportunity for comprehensive, supervised, practical integration of the disciplines of Christian spirituality and the practice of spiritual direction.

Each course in the practicum includes two elements: an internship in the practice of spiritual direction and a weekly class. Class content includes ongoing learning in specific aspects and issues inherent to the work of spiritual direction, as well as instruction in pertinent spiritual dynamics such as discernment; grace; prayer and spiritual disciplines; imagination and spiritual experience; legal and ethical issues; social justice, diversity, and the care of souls; spiritual direction and the arts; Christian dream work; and group spiritual direction, among others. The internship includes the reflective preparation and presentation of spiritual direction verbatim within the context of a specific supervisory process, which also contains elements of role playing, consultation, discussion of readings, and individual assessment of each student.

Practicum Outcomes

1. Articulate a personal philosophy of spiritual direction informed by the academic disciplines of biblical study/hermeneutics, history, theology, and spirituality.
2. Integrate that personal philosophy with learned skills and training into a proficient practice of spiritual direction.
3. Exhibit intentional and ongoing spiritual growth through the practice of traditional Christian disciplines, both individual and communal.
4. Demonstrate comprehension of and experience in a wide variety of Christian prayer traditions, along with the ability to integrate those prayer forms into the practice of spiritual direction.

Practicum Grading

The three courses in the practicum are graded on a pass/fail basis. A passing grade will be given for satisfactory completion of all requirements for each course. A failing grade is allowed only once in the practicum program. In that case, that course may be repeated only once. Receiving a second failing grade in that course may be grounds for dismissal from the practicum.

Time Limit

The Master of Arts in Spiritual Formation and Direction degree may be completed in 2 years of full-time study, or 4 years of part-time study. When exceptional circumstances arise, a student may have up to 6 years to complete the program.

Master of Arts in Spiritual Formation and Direction

GS411 Information Literacy and Technology (0)

Christian Theology (6 credits)

CT543 Survey of Christian Theology (3)

CT683 God and Suffering (3)

Spiritual Formation (21 credits)

SF511 Christian Spiritual Formation (3)

SF558 Knowing and Learning in Christian Community (3)

SF600 Scripture and Story (3)

SF659 Christians and Contemporary Spirituality (3)

SF665 Christians and Historic Spirituality (3)

SF728 Ethical, Legal, and Professional Issues in SF&D (3)

SF777 Theology and Practice of Prayer (3)

Spiritual Direction (12 credits)

SF723 Christian Spiritual Direction (3)

SF823 Spiritual Direction Practicum I (3)

SF840 Spiritual Direction Practicum II (3)

SF850 Spiritual Direction Practicum III (3)

Total Credits: 39

Graduate Certificate in Spiritual Direction

The Graduate Certificate in Spiritual Direction program is designed to prepare persons for practical ministry in the areas of spiritual formation and spiritual direction. It prepares qualified spiritual directors for evangelical contexts and beyond—women and men with deep understanding of the Christian tradition of soul care who can assist others on the journey toward restoration and ongoing transformation into the image of Christ.

Students receive spiritual direction training that is deeply rooted in biblical, theological, historical, and cultural inquiry, honing their skills through a unique process which integrates head, heart, and hands. They work one-on-one with a spiritual director, practice direction themselves as interns, and participate in both peer and individual supervision.

The 12 credits for this graduate certificate easily transfer into the Master of Arts in Spiritual Direction.

Prerequisites for Admission

- A bachelor's degree (or equivalent) in theology, religious studies, spirituality, ministry or related field.
- Spiritual maturity and life experience appropriate for the satisfactory offering of spiritual direction.
- Individuals are encouraged to apply for admission to the program by June 1.
- If not doing so already, accepted students are encouraged to begin working with a trained spiritual director by July 1, in order to meet the six-month minimum requirement to begin the practicum in the spring semester. Personal spiritual direction may be an additional expense beyond tuition and fees for the student. Seminary personnel are happy to assist students with locating a director.

Practicum Admission and Requirements

Students who begin the program do so with the understanding that successful completion of the first credit and non-credit courses, along with submission of the following materials, are required to continue on into the practicum phase:

- 7-10 page autobiography, including experience of spiritual direction (outline will be provided)
- Two letters of recommendation: One from the student's current spiritual director verifying that the director has received a minimum of two years of supervised spiritual direction training (Completion/Submission of the Spiritual Director Information Form fulfills this item) and an additional letter from another person who knows the student well and is able to describe the gifts he/she sees in the student which are a "fit" with the practice of spiritual direction.
- Statement of Discernment of Calling to the Practice of Spiritual Direction
- Interview with Program Director and Practicum Director (and/or another trained spiritual director affiliated with the seminary).
- If not provided previously, a letter from the student's spiritual director verifying that the director has received a minimum of two years of supervised spiritual direction training.
- Verification of Spiritual Direction Sessions: Letter from student's spiritual director verifying that the student has been engaged in individual spiritual direction for at least six months, and that the director plans to continue direction with the student through at least Practicum 1 (Completion/Submission of the Spiritual Direction Engagement Agreement fulfills this item)
- Commitment from two people to be directed by student in at least five face-to-face, supervised, one-hour sessions each semester of the practicum (30 total sessions). There will be no extra costs to the student for supervisory sessions.
- Commitment to make two overnight silent retreats over the course of the practicum, one guided by a spiritual director and the other self-directed.

- Qualified applicants will receive notification of acceptance into the practicum.
- Students who complete Practicum 1 understand that submission of the following materials is required to continue into Practicum 2:
 - Supervisor Agreement: Letter from supervisor verifying that the supervisor has agreed to meet with the student three times during Practicum 2 & 3 (total of 6 one-hour sessions). (This may be an additional expense beyond tuition for the student.)
 - Personal Philosophy of Spiritual Direction
 - Code of Ethics agreement
 - Confidentiality agreement
 - Proof of Liability Insurance. An affordable student rate is available through Spiritual Directors International (www.sdiworld.org) or American Professional Agency (<http://www.americanprofessional.com/profession-page/spiritual-director/>)
 - Criminal Record Certification from the state in which the student has resided for the last two years. Go to <http://www.psp.pa.gov/Pages/Request-a-Criminal-History-Record.aspx#.Vug17OIrLX4>.

Time limit: Students have 2 years to complete this program. Any exceptions must be approved by the academic dean.

Curriculum

First Year ~

SF511 Christian Spiritual Formation
 SF723 Christian Spiritual Direction
 SF665 Christians and Historic Spirituality
 SF823 Spiritual Direction Practicum I

Second Year ~

SF840 Spiritual Direction Practicum II
 SF659 Christians and Contemporary Spirituality
 SF850 Spiritual Direction Practicum III
 SF777 Theology and Practice of Prayer

Total Credits:

Graduate Certificate in Directing the Spiritual Exercises

Program Mission Statement

Congruent with the seminary's mission, the Graduate Certificate in Spiritual Exercises program provides quality education and supervised training in a committed Christian context where students will develop competent advanced professional skills in spiritual formation and spiritual direction; deepen their self-awareness and understanding and grow personally, relationally, intellectually, and spiritually; dialogue compassionately with others across boundaries in our broken and complex world; and demonstrate integration of interdisciplinary knowledge of history, theology, and spirituality in their philosophy and practice.

Program Purpose

The Graduate Certificate in Spiritual Exercises program is designed to equip trained and experienced spiritual directors with the specialized knowledge and skills necessary to guide others through the three variations of the Ignatian Spiritual Exercises (18th Annotation, "Retreat in Everyday Life"/19th Annotation, and the 30-day format), in evangelical contexts and beyond.

Drawing on the breadth and depth of the Christian tradition of soul care, this program offers advanced spiritual direction training which is deeply rooted in biblical, theological, historical and cultural inquiry in a Christ-centered process which integrates head, heart, and hands. Students in this program not only learn about the Spiritual Exercises, but also experience leading another person through the "Retreat in Everyday Life," under supervision.

Program Goals

Upon completion of this program, graduates will be able to:

1. Exercise competent professional skills as specially-trained spiritual directors who can effectively guide others through the complete Spiritual Exercises in its various forms.
2. Express ongoing growth and maturity personally, relationally, intellectually, and spiritually, including continuing and deepening self-awareness and empathy.
3. Encounter others across boundaries—cultural, economic, social, and religious—through practical training and academic work.
4. Evidence Christian theological reflection and its application as integral to the practice of effectively directing the Spiritual Exercises.
5. Employ the principles and processes of Christian discernment with individuals and groups engaged in the dynamics of the Spiritual Exercises.

Curriculum/Content

Utilizing an adult learning model, the two-semester certificate includes seminar-style coursework, small and large group discussion, integration of experience and reflection leading to understanding and appropriate action/response, and supervised practice. Students are expected to be experienced in prayer, able to meaningfully engage with Scripture and God, and thoughtfully and appropriately reflect on spiritual experience with others.

The certificate is a six-credit program, comprised of two courses, SF860 and SF870. Due to the nature of the training, the courses must be taken consecutively without interruption.

Program content/themes include (but are not limited to):

- Development, Text, Structure, and Dynamics of the Spiritual Exercises
- Historical, theological, biblical foundations of the Spiritual Exercises
- Resonance between the Spiritual Exercises and the Evangelical tradition
- Deepening of reflective and compassionate listening
- Discernment Dynamics
- Understanding, practice, and guidance of the many forms of prayer included in the Spiritual Exercises
- The role of the imagination in religious/spiritual prayer and experience
- Preparation and care of the one directing the Spiritual Exercises
- Choosing and Preparing another to receive the Spiritual Exercises
- Tailoring the Spiritual Exercises for the individual directee
- Identification and strategies to resolve common issues/problems for those giving and receiving the Spiritual Exercises

Prerequisites for Admission

Candidates desiring admission to the Graduate Certificate in Spiritual Exercises program will:

- Have a bachelor's degree (or equivalent).
- Have a two-year certificate in spiritual direction from Evangelical Seminary or an equivalent training program.
- Be currently and consistently giving and receiving spiritual direction.
- Have completed the full Spiritual Exercises in either the 19th or 20th Annotation form, led by a spiritual director specifically trained offer them.
- Have or be discerning a call to offer the Spiritual Exercises to others.
- Be a spiritually mature and practicing Christian who has been engaged in personal prayer and a faith community for at least three years.
- Be intellectually curious, emotionally stable, and relationally sensitive.
- Have wrestled with some dimension of his/her faith resulting in a desire to support others in their own questions of faith.
- Feel deeply moved by the brokenness and suffering of individuals and the world.

Admission Procedures

Candidates seeking admission to the Graduate Certificate in Spiritual Exercises program will:

- Schedule an interview with the instructor(s) of the Graduate Certificate in Spiritual Exercises certificate program. Materials required before scheduling the interview:
 - Copy of training certificate in spiritual direction
 - Letters of recommendation from the applicant's current Spiritual Director and the director who led her/him through the Spiritual Exercises (forms provided). If the applicant's regular director also guided his/her experience of the Exercises, that director should complete and submit both forms.
 - A 7-10-page spiritual autobiography, including (approximately) 1-2 pages outlining significant facts and experiences of the candidate's religious/spiritual background; 1-2 pages describing his/her current religious/spiritual "situation," including prayer practices, relationship with God, place of worship, etc.; 1-2 pages describing his/her philosophy of spiritual direction, and personal experience of giving and receiving direction; 1-2 pages describing his/her experience of the Spiritual Exercises; 1-2 pages describing his/her discernment process and sense of calling to be trained/offer the Spiritual Exercises.

Upon preliminary approval by the instructor(s), the candidate will then submit the following additional items to the certificate instructor(s):

- Spiritual Director Information Form (completed by current spiritual director, verifying that the director has received a minimum of two years of supervised spiritual direction training).
- Spiritual Direction Engagement Agreement (completed by current spiritual director, verifying that the student has been engaged in individual spiritual direction for at least six months, and that the director plans to continue direction with the student through the entire certificate program).
- Written commitment from one person who has agreed to be directed by the student through a supervised version of the 19th Annotation of the Spiritual Exercises. There will be no extra costs to the student for the supervision.
- Code of Ethics agreement
- Confidentiality agreement
- Proof of Liability Insurance. An affordable student rate is available through Spiritual Directors International (www.sdiworld.org) or American Professional Agency (<http://www.americanprofessional.com/profession-page/spiritual-director/>)
- Criminal Record Certification from the state in which the student has resided for the last two years. (This information can be obtained online through PA State Criminal Background check.)

Certificate Program Grading: The two courses in the practicum are graded on a pass/fail basis. A passing grade will be given for satisfactory completion of all requirements for each course. A failing grade in either course will be grounds for the student's immediate dismissal from the program.

Courses:

- SF860 Spiritual Exercises Practicum I
- SF870 Spiritual Exercises Practicum II

Descriptions of these courses can be found on page 87 of this catalog.

Academic Policies

Academic Calendar

The academic year consists of a fourteen-week fall semester, a January winterim (for some programs), a fourteen-week spring semester, a six-week summer session (for some programs), and a fourteen week summer session. The official conclusion of any semester occurs at the end of the last scheduled class. The academic calendar includes deadlines for dropping and adding courses, deadlines for continuing students to register for upcoming semesters, and select listings of lectures and special events. See page 4 for the current academic calendar.

Academic Freedom

Academic freedom involves exploring new frontiers of learning, meeting great minds of the past and present, encountering and evaluating divergent ideas – all within the framework of a historic Christian orthodoxy. The seminary also has a commitment to the ethos of the Evangelical community, which is grounded in the warm evangelicalism and Wesleyan-Armenian theological framework, which constitutes the historical roots of the Evangelical Congregational Church.

Academic Integrity

The Evangelical community is committed to integrity in all areas of life, including the realm of academics, which we believe is essential in the search for and promotion of truth. The pursuit of truth is at the core of the Evangelical community's values and includes respect for individuals' intellectual contributions, the development of God-given talents, and the building of relationships in a spirit of trust. Therefore, academic integrity is upheld in the Evangelical community, and any form of cheating, plagiarism, and/or identity fraud is not tolerated.

Cheating is a form of deception and takes many forms, including the copying of a word from another's quiz or exam, the submission of another's work to fulfill a course requirement, or the reporting of materials as read that were not read. Plagiarism gives the impression that the words or ideas in one's writing are one's own when in reality they are taken from another's written or oral work. Plagiarism may be either intentional or unintentional and includes paraphrasing the words or ideas of another without giving credit (unless describing common knowledge), the use of quotations without identifying them with quotation marks and citation, or the reproduction of another's written work as if it was one's own. Identity fraud involves having another person participate in class or sit for an exam in an online course in the name of another person who receives the credit but did not do the work. For example, it may include one person impersonating another by logging on with that person's password. Please see the Student Handbook for more information.

Academic Probation

Students whose cumulative GPA falls below 2.5 are placed on academic probation. Two consecutive semesters on academic probation is sufficient grounds for the faculty to dismiss the student from candidacy. Students whose cumulative GPA falls below 2.0 are normally discontinued from the academic program.

Advisement and Registration

New students meet with their faculty advisors for their initial advisement and registration prior to their first semester of studies. Thereafter, students meet with their faculty advisors on a regular basis. An advisor list is posted each semester indicating each student's faculty advisor. In addition to providing opportunities for academic planning, advisement sessions give students and faculty the opportunity to pray together and seek the Lord's guidance for their work.

Assessment

To fulfill Evangelical's mission, comprehensive assessment is needed at various levels throughout the institution. This evaluative process cannot fall on one single individual but needs to be embraced and incorporated throughout the institution. Students, faculty, and programs are continually being evaluated to ascertain whether expectations are being satisfied. Strengths and weaknesses are identified and appropriate revisions made to not only encourage student development but enhance the effectiveness of each degree program. Please see the Director of Academic Services for a list of assessments per degree program.

Class Attendance

Students are expected to attend all class sessions. If compelled to be absent, it is the student's responsibility to make up the equivalent of work missed as determined by the professor. Absences for illness or other emergencies should be discussed directly with the professor. Students not attending either of the first two days of class shall be reported to the Director of Academic Services in order to be contacted for reason for absenteeism.

Classes are expected to begin on time. A professor may reduce the final grade for a determined number of habitual incidents of tardiness. Students may assume that classes will meet as scheduled. Exceptions are as follows:

1. The administration has the right to cancel all classes, with or without consultation of the faculty. This right will be exercised only in emergency situations.
2. The individual professor has the right to cancel a class because of various reasons. If cancellation is necessary, students shall be notified by the Dean of Academic Services' office.
3. Inclement weather: When adverse weather makes driving dangerous or impossible, the administration will cancel all classes. This decision will be made and published two hours before the start of the first class of the day or by 7:00 a.m., whichever is earlier. Attempts will be made to notify radio and TV stations in the areas from which most students commute. Students may check the Evangelical website, the Seminary Facebook page or Twitter feed, call the school (717.866.5775) after 7:00 a.m., or check CBS 21's website to learn whether or not classes are canceled or delayed. If classes are not canceled, but the student questions the advisability of travel because of conditions in his/her local area, the student shall notify the Seminary and the professor.

Commencement Policies

Upon the recommendation of the faculty and approval of the Board of Trustees, all degrees and certificates are awarded when program requirements are fulfilled and all financial obligations have been met. All degrees and certificates are conferred at the annual commencement exercises held at the end of the spring semester as indicated in the academic calendar. Graduates are required to participate in the commencement ceremony, dressed in academic regalia, and to receive their diploma in person. Diplomas are not awarded in absentia. In the event of an unavoidable circumstance, a proxy must be secured from the Dean of Academic Services. A student graduating with a grade point average of 3.9 or higher is considered to be graduating with distinction.

Credit Hour Policy

Evangelical operates in conjunction with the federal definition of a credit hour, which is the Carnegie Unit. Specifically, one credit hour is equal to 50 minutes of class instruction and 2 hours of out of class work for 15 total weeks. This time frame includes a one week break, called Reading week.

Cross-Registration

Currently enrolled students who wish to augment their studies by enrolling in course work at other institutions are advised to seek approval from their faculty advisors and the Director of Academic Services prior to cross-registration. A maximum of three core courses (online or otherwise) may be taken from an approved seminary with prior approval from the Director of Academic Services and the professor who ordinarily teaches the course at Evangelical. A student may enroll in a course offered elsewhere if the course is not currently offered at Evangelical during that semester or if the course is scheduled at a time which conflicts with another required course. The course in question must be similar in scope and breadth to coursework offered at Evangelical, and must be a graded course and not taken as pass/fail.

General Standard for Written Work

Unless specified otherwise by the instructor, all course papers must conform to the standards outlined in the most recent edition of *A Manual for Writers of Term Papers, Theses and Dissertations* by Kate L. Turabian. Course papers written by students enrolled in the Marriage and Family Therapy Program must conform to the standards of the most recent *Publication Manual of the American Psychological Association (APA)*.

Grading System

Grades are available for students through their individual Populi account. Three weeks after the semester ends, students should be able to see their grades posted online. If the grade is not listed, please contact the Director of Academic Services.

Satisfactory Progress and Academic Probation

A student must maintain a cumulative grade point average (GPA) of 2.5 in order to graduate from Evangelical. When a student's cumulative GPA falls below 2.5, the student is placed on academic probation automatically. Two consecutive semesters of cumulative GPA below 2.5 will be sufficient grounds for the faculty, at its discretion, to dismiss the student from candidacy. Students whose cumulative GPA drops below 2.0 are normally discontinued from the academic program. When the cumulative grade point average reaches 2.5 or higher, the student is removed from probation. Any student dismissed from candidacy because of academic probation may petition the faculty to be reinstated to candidacy after being dismissed for one semester.

Satisfactory progress in a program of study is required of Federal Stafford Loan borrowers. Satisfactory progress includes both GPA and length of time in a degree program as noted in the preceding paragraph. Title IV recipients must have a cumulative GPA of at least 2.5 at the end of two years of study in order to qualify for further loans. Semesters or years when the student does not attend for a valid reason (prolonged illness, financial difficulties, unusual pressures of work, etc.) are not counted in determining satisfactory progress. Below is the grading system the seminary adheres to:

Letter Grade	Quality Points	Numerical equivalent	Description
A	4.0	94-100	Reserved for exceptional work; original thought; thorough development of the topic; free of technical and stylistic errors; well-organized discussion.
A-	3.7	91-93	Excellent handling and insightful discussion of the subject; well-developed ideas; few technical and stylistic errors; well-organized discussion.
B+	3.3	88-90	Skillfully addresses content; strong development of the topic; some technical, stylistic and/or organizational problems.
B	3.0	84-87	Competently covers content; topic sufficiently developed; some technical, stylistic and/or organizational problems.
B-	2.7	81-83	Covers content with few errors; topic adequately developed; some technical, stylistic and/or organizational problems.
C+	2.3	78-80	Some errors in content and/or a number of difficulties with technical, stylistic and organizational aspects of the paper.
C	2.0	74-77	Several errors in content and/or a number of difficulties with technical, stylistic and organizational aspects of the paper.
C-	1.7	71-73	Numerous errors in content and/or a number of difficulties with technical, stylistic and organizational aspects of the paper.
D+	1.3	68-70	Numerous errors in content and a number of difficulties with technical, stylistic and organizational aspects of the paper.
D	1.0	64-67	Serious difficulties with content and form.
D-	0.7	61-63	Serious difficulties with content, form and organization of the paper.
F	0	60 and below	Significant difficulty with content and form; paper/answer not responsive to assignment. Unacceptable graduate-level work.

CR

Credit received (no grade)

S

Satisfactory, requirement fulfilled

U

Unsatisfactory, requirement not fulfilled

I

Incomplete

W

Withdrawn

WP

Withdrawn Passing, no grade, no credit

WF

Withdrawn, failing, no grade, no credit

IP

In Progress

Guidelines for GS411 and GS490

Ordinarily, all students are required to take course GS411 Information Literacy and Technology. Students may avail themselves of additional assistance with their writing skills by enrolling in GS490 Effective Writing for Seminary and Ministry. In order to meet the needs of each student, however, the following guidelines delineate possible exceptions to these general procedures.

- As part of the application process, applicants are required to submit three essays. On the basis of those writing samples, the Admissions Committee may require an applicant to take GS490 within twelve months of admission. This requirement will be stipulated in the applicant's decision letter.
- If an applicant for admission has graduated from another degree program within the past three years, the admissions committee may recommend that the applicant be exempt from the GS411 requirement. Incoming students recommended for such an exemption will meet with GS411 for its initial session in their first semester. Upon evaluation, the professor will make a final decision on how to proceed with these students.

Inclusive Language

The Evangelical faculty believes that all people, without regard to gender, ethnicity, culture, race, or age, are of equal worth in the sight of God. Therefore, we are committed to the use of language that expresses this biblical principle. We intend to teach, write, preach, counsel and advise in a manner that does not marginalize or exclude any person or class of persons. The faculty and administration aim to model the use of non-excluding language with students, colleagues and visitors alike. Similarly, we train those studying for vocations in the church to be aware of this issue, and to respond appropriately to it in their ministry contexts. We believe that all humans are equally created in the image of God, and thus are inherently valuable and worthy of respect, and that we all have the right to hear and respond to God's grace through Jesus Christ.

Incomplete Coursework

The official conclusion of any semester occurs at the end of the last scheduled class. This is the deadline for the submission of all course work. Each instructor may, at his or her discretion, establish an earlier deadline for submissions. All grades submitted by instructors for course work during the semester are final and will not be changed, except for the grades of "I" (incomplete) and "IP" (in progress).

The granting of an incomplete is not automatic, but must be requested at least one week prior to the beginning of the final week of the semester. A student desiring permission for an Incomplete must obtain a Request for Incomplete Grade form from their professor or the main office. On the form, the student will explain the reason for requesting an incomplete grade. A grade of "I" indicates that the work for the course has not been completed because of an unavoidable emergency that does not include delinquency. After filling out this section of the form, the student gathers the required signatures and submits the completed form for approval to the Dean of Academic Services by the beginning of the final week of the semester.

Upon approval, a copy of the form will be returned to the instructor who will submit the grade of "I" for the student. The instructor will retain the form until incomplete work has been submitted and graded. The instructor will then return the form with the final grade indicated to the Director of Academic Services. Incomplete grades shall be removed forty days after the termination of the semester. If work is not completed by that date, the "I" shall be changed to an "F" unless a passing grade can be given based on the work already completed or unless special permission is granted. In the case of more than one "I", a student becomes ineligible to register for the next term without special permission from the Dean of Academic Services.

Independent Study

Students may take an independent study on topics of interest to them, or on non-core courses that are not currently being offered. The student must obtain the application from the main office and submit two copies of the form to the advising faculty member. Further information regarding independent studies can be found in the Student Handbook.

Leaves of Absence

If circumstances require an interruption in continuous enrollment, students are required to meet with their academic advisor to discuss the situation, and then to submit a written request for a leave of absence to the Dean of Academic Services. If necessary, upon written request, an approved one-semester leave may be extended for one more semester. Absence longer than one academic year is considered disenrollment, as is failure to request an extension of a one-semester leave if further time away is needed. After such disenrollment, students wishing to return to Evangelical must apply for re-admission. Approved leaves of absence do not extend the time limit for completing a degree program.

For those serving in the military, the student (or an appropriate officer of the armed forces or official of the Department of Defense) must give oral or written notice of such service to the school as far in advance as is reasonable under the circumstances. This notice does not have to indicate whether the student intends to return to the school and may not be subject to any rule of timeliness. Alternatively, at the time of readmission, the student may submit an attestation of military service that necessitated the student's absence from the school. No notice is required if precluded by military necessity, such as service in operations that are classified or would be compromised by such notice.

The student must then also give oral or written notice of her intent to return to the school within three years after the completion of the period of service. A student who is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the school within two years after the end of the period needed for recovery from the illness or injury. A student who fails to apply for readmission within these periods does not automatically forfeit eligibility for readmission but is subject to the school's established leave of absence policy and general practices.

Online Instructional Equivalencies

With the start of online instruction, educational institutions are now trying to determine how much work online 'equals' to that of time in a classroom. Evangelical has developed a policy that correlates different tasks/assignments with in classroom time. The policy is found in the faculty handbook and the manual of operations.

Registration

Changes in students' registrations must be approved by their academic advisor. With the faculty member's approval (indicated by e-mail authorization), students may submit written request for a leave of absence or a withdrawal. Cessation of class attendance does not constitute formal withdrawal from a course, nor does it guarantee a refund of tuition paid. The official academic calendar indicates the last day to add/drop a class for each semester.

It is important that students consider the financial implications of withdrawing from courses during the semester. Students may be responsible for all or part of the tuition charges they have already incurred and may also place educational loans, grants and scholarships in jeopardy. Students are advised to review Evangelical's refund policy or to check with the business and financial aid offices for more information (See page 22)

Repetition of Courses

Students receiving a course grade of “F” will not receive credit for the course. Core courses completed with a grade of “F” must be retaken and successfully completed in order to fulfill graduation requirements. Elective courses with a grade of “F” may be repeated at the student’s discretion. It should be noted that both the grade of “F” and any subsequent grade from retaking the course are included in calculating the student’s grade point average and will appear on the student’s transcript. Courses for which a passing grade has been earned may not be retaken for the purpose of improving the grade.

Residency Requirement

Transfer students must complete a minimum number of credits in residence in order to earn a degree at Evangelical. Master of Divinity candidates need to complete a minimum of 30 credits in residence and Master of Arts candidates need to complete a minimum of 24 credits in residence to earn their respective degrees.

Schedule Changes

Occasionally a special program warrants a change in the regular class schedule. This change will be indicated in the *Evangelical Update*, the campus bimonthly electronic newsletter, and through other means.

Students with Disabilities

As a recipient of federal financial aid funds, Evangelical is subject to Section 504 of the Rehabilitation Act of 1973, which requires the Seminary to provide reasonable accommodations to those with medically verified disabilities. Disabilities that require accommodation are defined as physical or mental impairments that interfere with major life activities.

The Seminary has established a procedure for assisting such students. The student is to contact the Dean of Students. Once “reasonable accommodation” has been determined for a particular student, the Seminary will notify the appropriate professor(s). The faculty members must adhere to the accommodation as defined by the Dean of Students in consultation with the student and the physician of record.

In the event that student fails to notify the institution of his or her needs and seeks to negotiate with a professor, the faculty member must refer the matter to the Dean of Students; no faculty member should take it upon himself or herself to determine reasonable accommodation. If the Seminary has not informed the professor of the student’s need in advance, then the student has not followed the stated procedure or does not qualify for such accommodation.

Student Status and Classification

Students enrolled for 9 credits or more are considered full-time, while students enrolled for 6 credits or fewer are considered half-time. Students are classified by the number of credits they have successfully completed and according to the following criteria:

	1st Year	2nd Year	3rd Year	4th Year
MDIV	0-24 credits	25-48 credits	49-72 credits	73+ credits
MAR	0-24 credits	25-48 credits	49+	
MAMFT (part time) (accelerated PT)	0-16 credits 0-35 credits	17-35 credits 36-57 credits	36-57 credits 58+ credits	58+ credits
MALD/MASFD	0-24 credits	25-48 credits		
MA in Ministry	0-18 credits	19-36 credits		

Student Work Time Guidelines

Evangelical has determined a set course of time guidelines for student assignment equivalencies for outside normal class time. One credit hour equals approximately 40-50 hours of student work time, therefore, 3 credit hours equals about 120-150 hours of student work time. This can be broken down into hours of reading, writing, and studying.

Time Limits

Continuous enrollment, in both fall and spring semesters, and satisfactory academic progress are expected of each student from initial enrollment through graduation. On average, students need to complete 12 credits of coursework each year in order to complete their programs within the published time limits. Time limits for completing the various academic programs are as follows:

MDIV – eight year time limit
MAR/MAMFT – six year time limit
MALD/MASFD – four year time limit
Graduate Certificates – four year time limit

Seminary Personnel

Office of the President

President, Dean of the Faculty

Anthony L. Blair

Executive Assistant to the President

Deanna Van Elswyk

Dean of Students

Janet R. Stauffer

Title IX Coordinator

Ann Steel

Director of Library Services; Director of Online Learning

Mark Draper

Assistant to the Librarian

Julie A. Miller

Director of United Methodist Studies

Christopher L. Fisher

Receptionist/Administrative Assistant

Priscilla Bomgardner

Office of Academic Affairs

Dean of Academic Services

James Ehrman

Director of Academic Services

Gwen A. Scheirer

Director of Marketing

Michael Donghia

Community Relations

Sonya Valentino

Office of Finance and Operations

Vice President for Finance and Operations

Kevin C. Henry

Accounts Payable/Payroll Specialist

Abigail Bomgardner

Director of Buildings and Grounds

William J. Robertson

Office of Institutional Advancement

Executive Director of Institutional Advancement
Ann E. Steel

Director of Community Relations
Timothy R. Valentino

Donor Relations Specialist
Marsha A. Conley

Hospitality Coordinator
Elizabeth Brunsting

Pense Center

Executive Director
Mark Draper

Director of Anabaptist Studies
J. Kenneth Nafziger

Curators of David Dorsey Museum of Archaeology
Phil Bollinger
Sarah Bollinger

Seminary Trustees

Officers:

Mr. Roger S. North, Chairperson
Mr. Kenneth A. Funk, Vice Chairperson
Rev. Jeffrey Byler, Treasurer
Mr. Ross Kramer, Secretary

Anthony L. Blair,* Lititz, PA
President, Evangelical Theological Seminary

Rev. Dr. Robert S. Mavis, Hermitage, PA
Evangelical Congregational Minister

Rev. Gerald J. Brinser, Annville, PA
Attorney, Brinser, Wagner, & Zimmerman

Mr. Roger S. North, Lititz, PA
President, North Group Consultants

Rev. Jeffrey Byerly, Schuylkill Haven, PA
Evangelical Congregational Minister

Dr. David K. Ober, III, Elizabethtown, PA
President, Global Outlet Management

Mr. Calvin Cramer, Dover, PA
Vice President Grinding, Metso Corp.

Mrs. Miriam E. Patten, Middletown, PA
Retired School Teacher

Mrs. Ruth Fry-McKennon, Lititz, PA
Proprietor, The Carter Run Inn

Dr. Christine M. Pense, Bethlehem, PA
Dean, Northampton Community College

Mr. Kenneth A. Funk, Lebanon, PA
Project Manager, Arthur Funk & Sons, Inc

Mr. John W. Roland, Esq., Sinking Spring, PA
Attorney, Roland and Schlegel P.C

Mr. Richard Glauthier, Clinton, OH
Owner, Cunningham Supply Company

Rev. Tim Seiger, Eppers, PA
Evangelical Congregational Minister

Rev. Bruce D. Hill*, Richland, PA
Bishop, Evangelical Congregational Church

Dr. Bruce L. Sensenig, Denver, PA
Retired Superintendent

Mrs. Denise Kalisz, Breiningsville, PA
Cardiac Vascular Tech, Health Center Moselem Springs

Mr. Jeffrey L. Sterner, Lebanon, PA
President, High Steel Structures, Inc

Rev. Joel Kime, Lancaster, PA
Pastor, Evangelical Congregational Church

Mrs. Rose E. Walmer, Myerstown, PA
President, Wenger Foundation

Mr. Ross Kramer, Lititz, PA
Owner/CEO, Listrak

Dr. William R. Worley, Palmyra, PA
Retired Superintendent

Mr. J. Gregory Zinn, Lebanon, PA
President, Zinn Insurance

*ex officio

Seminary Faculty

Adjunct Faculty

Diane Baltaeff
Lecturer in Practical Theology

Peter Bunton
Lecturer in World Christianity

Michael Dittman
Lecturer in Practical Theology

Paul Dunbar
Lecturer in Biblical Studies

Bruce Farrell
Lecturer in Practical Theology

Christopher Fisher
Lecturer in Practical Theology

Jody Fleming
Lecturer in Practical Theology

Robert French
Lecturer in Leadership and Culture

Galen Hackman
Lecturer in Practical Theology

Timothy Hallman
Lecturer in Practical Theology

Suzanne Kline
Lecturer in Marriage & Family Therapy

A. Brian Leander
Lecturer in Leadership Studies

Doreen Miller
Lecturer in Spiritual Formation

J. Kenneth Nafziger
Lecturer in Bioethics

John Pletcher
Lecturer in Practical Theology

Jennifer Ransil
Lecturer in Marriage & Family Therapy

James Roberts
Lecturer in Practical Theology

James Schwenk
Lecturer in Church History

Christine Sharp
Lecturer in Leadership

David W. Shenk
Lecturer in World Christianity

David Woolverton
Lecturer in Leadership Studies

Affiliate Faculty

John Chuma
Affiliate Professor of Marriage and Family Therapy

Lucas Ndaró
Affiliate Professor of Christian Theology

Faculty

Anthony L. Blair

President and Dean of Academic Programs and Faculty (2011)
Professor of the History of Christianity and Leadership (2011)

Ph.D., Temple University; D.Min., George Fox Evangelical Seminary; M.A.R., Evangelical Seminary; M.A. Shippensburg University; M.C.M., Huntingdon University; B.A., Messiah College

Phillip M. Bollinger

Assistant Professor in Biblical Studies (2013)
Curator of David A. Dorsey Museum of Biblical Archaeology

Ph.D. Candidate, Hebrew Union College—Jewish Institute of Religion M.Phil., Hebrew Union College – Jewish Institute of Religion; M.A., Biblical Studies, Gordon Conwell Theological Seminary; M.A., Old Testament, Gordon Conwell Theological Seminary; B.A., Moody Bible Institute

Sarah E. Bollinger

Assistant Professor in Biblical Studies (2013)
Curator of Dorsey Museum of Biblical Archaeology

Ph.D., Hebrew Union College—Jewish Institute of Religion; Post Graduate Studies, Andrews University; M.Phil., Hebrew Union College – Jewish Institute of Religion; M.A.R., Evangelical Theological Seminary; B.A., Lebanon Valley College;

H. Douglas Buckwalter

Professor of New Testament (1994)
Editor, Evangelical Journal

Ph.D., University of Aberdeen; M.A., Wheaton College Graduate School; B.A., Wheaton College

Joy E. Corby

Professor of Marriage and Family Therapy (2003)
Director of the Marriage and Family Therapy Program
Co-Director, The Marriage and Family Centers

Ph.D., Syracuse University; M.A., Wheaton College Graduate School; M.P.S., Alliance Theological Seminary; B.A., Nyack College.

Mark Draper

Library Director; Director of Online Learning (2015); Executive Director of Pense Center (2016)
Assistant Dean of Bible, Theology, and Ministry (2018)
Program Director, Master of Divinity and Master of Arts in Ministry
Assistant Professor of Historical Theology

Ph.D., Trinity Evangelical Divinity School; M.A., Biblical Seminary; M.L.I.S., Drexel University;
B.A., Temple University

James E. Ehrman

Dean of Academic Services (2016)
Vice President
Assistant Professor of Leadership and Culture (2010)

Ph.D., candidate, Eastern University; M.A.R., Yale Divinity School; B.S., Pennsylvania State
University

Jo Ann H. Kunz

Program Director, Master of Arts Leadership Development (2013); Master of Arts Spiritual
Formation and Direction (2014)
Instructor, Spiritual Formation (2012)

M.A., Chestnut Hill College; B.A., University of Connecticut;

Laurie A. Mellinger

Associate Professor of Spiritual Formation & Christian Theology (2003)

Ph.D., The Catholic University of America; M.A.R., Evangelical Theological Seminary; B.A.,
Millersville University

Robert C. Palmer

Professor of Marriage and Family Therapy (2009)

D.Min., Palmer Theological Seminary; Ph.D., American Christian College and Seminary; M.Div.,
Trinity School of Divinity; B.A., Trinity College

Janet R. Stauffer

Dean of Students (2010)
Professor of Marriage and Family Therapy (2008)

Ph.D., Union Institute and University; Postgraduate study at the Center for Contextual Therapy;
M.S.W., University of Pittsburgh; B.S.W., Millersville University

Leonard Sweet

Charles Wesley Distinguished Visiting Professor of Doctor of Theology Studies (2018)

Ph.D., University of Rochester; M.Div., Colgate Rochester Divinity; B.S., University of Richmond

Timothy R. Valentino

Affiliate Professor Bible and Ministry (2007)

Director of Community Relations (2017)

D. Min., Southern Seminary; M.Div., Evangelical Theology Seminary; B.S. West Virginia University

Faculty Emeriti

Robert G. Hower
Professor Emeritus of Church History
1978-1998

Kirby N. Keller
Professor Emeritus of Christian Ministry
1976-2007

John E. Moyer
Professor Emeritus of Preaching
1987-1998

William S. Sailer
Professor Emeritus of Systematic Theology
1963-1991

John V. Tornfelt
Professor Emeritus of Christian Ministry
1998-2016

Course Descriptions

General Studies Courses

GS411 INFORMATION LITERACY AND TECHNOLOGY

Addresses all aspects of Information Literacy to prepare students to write quality research papers, including refining topics, finding various types of sources, evaluating sources, organizing research, and communicating findings in proper scholarly format. Required of all matriculated students during their first semester. Pass/fail. 0 credits. Fee

GS490 EFFECTIVE WRITING FOR SEMINARY AND MINISTRY

Designed to provide assistance for incoming and/or continuing students who want to sharpen their critical thinking and writing skills for seminary and ministry. Reviews English grammar and structures for creating powerful sentences, paragraphs, and arguments. Offers strategies for using information gleaned from primary and secondary source research to construct assignments, and presents methods for avoiding improper use of sources. Discusses evaluation, editing, proofreading, and peer review as tools to create a written product that clearly and forcefully presents its message. Explores understanding and practical use of the Turabian (and/or APA) documentation systems to enable students to use them with confidence in citations and reference lists. Pass/fail. 0 credits. Fee

Biblical Studies Division

Old Testament Department

OT 515 HEBREW LANGUAGE

Introduces students to biblical Hebrew grammar so they will obtain a working knowledge of the language of the Old Testament. Students will become acquainted with the most important tools for translating passages accurately from the original language of the Old Testament. The goal of the course is to enable students to work directly from the Hebrew text in their study of the Old Testament in order to study, understand, and teach the Bible more effectively. 3 credits.

OT521 INTRODUCTION TO HEBREW EXEGESIS

Guides students in the principles and tools of Hebrew exegesis. This course is designed to provide greater proficiency in working with the Hebrew text through weekly readings in the original language, and utilization of lexicons, theological wordbooks, and Hebrew-based concordances and commentaries. Attention is given to word studies, issues in translation, utilization of rabbinic literature, and researching the cultural world of the Old Testament. Prerequisite: OT515. 3 credits

OT531 PENTATEUCH AND JOSHUA

Provides an overview of the Old Testament including an assessment of approaches, disciplines, and research tools in Old Testament studies. An overview of Israel's geographical and cultural settings is followed by introductions to each section of the Pentateuch and Joshua with consideration given to the Sinai treaty, the civil laws, the tabernacle instructions, and the sacrificial system. Discussion is given to the relevancy of the Old Testament for Christians. 3 credits

OT532 HISTORICAL AND POETIC BOOKS

Surveys Israel's history from the period of the Judges through Esther and the poetic books from Job through Song of Songs. The composition, organization, purpose, themes, critical issues, and theological and practical value of each book is considered. Attention is given to the historical and archaeological issues, the use of scholarly commentaries, and methodology in application. 3 credits

OT534 PROPHETS

Introduces the prophetic books with a focus on such issues as the function of the prophet, historical setting, cultural background, methodology of interpretation, and application of the literature. The course includes introductions to each of the major and minor prophets, from Isaiah to Malachi, with a focus on their composition, literary structure, style, purpose, central message, major themes, and theological and practical value. Prerequisite: OT531 or OT532 or permission of instructor. 3 credits

OT555 MOSAIC LAW AND THE CHRISTIAN

Studies the corpus of laws contained within the Sinaitic Covenant (Exodus through Deuteronomy). Special attention is given to the meaning and purpose of the laws in their Old Testament context and the applicability of the laws to the New Testament Christian. 3 credits

OT557 ISAIAH

Studies the book of Isaiah inductively with special attention to the book's composition, literary style, theological contributions, and practical value for the Christian. 3 credits

OT559 PSALMS

A study of the book of Psalms, focusing on the nature of Hebrew poetry, the literary features and vocabulary of the psalter, contemporary approaches and guidelines for interpretation, categories of psalms, historical-cultural backgrounds, and the theology and applicability of the psalms today. Selected psalms from various categories will be studied with the aim of helping students sharpen their skills in both interpretation and proclamation. The rich theological and practical value of the psalms will be considered throughout the course. 3 credits

OT565 JEREMIAH

Explores the book of Jeremiah with special attention to its historical setting, composition, arrangement, literary style, and unique theological and practical value. Students will have opportunity to work through the book's constituent messages and narratives, considering each unit's central message, key interpretational issues, and theological contributions. Recommended in preparation for OT762. 3 credits

OT566 AMOS AND HOSEA

Studies the books of Amos and Hosea with attention given to introductory issues, historical and cultural background, literary features, key and difficult passages, theological contributions, and practical value for the Christian. 3 credits

OT657 LAND OF THE BIBLE

An introduction to the physical and historical geography as well as the cultural setting of ancient Israel. This course will focus on the land of Israel during the biblical period and the relationship of the land's physical geography to its history, covering such topics as topography, geology, natural resources, agriculture, climate, and roads. In addition, the course covers topics relating to the cultural setting of Israel, including ancient writing, religious practice, city planning and domestic architecture, warfare, burial practices, etc. Aerial and ground-level photos, a variety of maps, and assigned readings are employed to study the interplay of geography, history, and culture in the land as a whole, and in each of its constituent regions. Recommended in preparation for OT762. 3 credits

OT658 BIBLICAL ARCHAEOLOGY

Surveys the most important developments, discoveries, and controversies in the field of Biblical archaeology with special attention given to recent finds in Israel, Jordan, and Syria. 3 credits

OT688 HEBREW READINGS FROM THE PENTATEUCH

Helps students develop greater facility in translating Biblical Hebrew by working through a selection of Hebrew passages from the Pentateuch. Prerequisite: OT515. 1 credit

OT762 ISRAEL FIELD TRIP

Takes the student on a study tour of Israel through cooperation with the University of the Holy Land. The course involves 40-80 hours of preparatory studies prior to trip. Classroom lectures in Jerusalem and field trips throughout Galilee, the Jezreel Valley, Samaria, Judea, the Coastal Plain, the Jordan Valley, and the Biblical Negev are included. OT657 and OT565 are recommended in preparation for this course. 3 credits

OT776 UGARITIC

Studies the writing, grammar, syntax, and vocabulary of the Ugaritic language, with emphasis on its relevance to Old Testament studies. Offered on demand. Prerequisites: OT515 and one Hebrew exegesis course. 2 credits

OT777 BIBLICAL ARAMAIC

Studies the grammar, syntax, and vocabulary of the Aramaic portions of Daniel and Ezra. Offered on demand Prerequisite: OT515. 2 credits

OT795 GUIDED RESEARCH - OLD TESTAMENT

Informal meetings arranged on an individual basis to meet the needs and interests of qualified candidates. This course requires independent research on a defined topic in the area of Old Testament studies as well as preparation of a substantial paper, project, or exam. Topics, methods of investigation, and methods of evaluation must be approved by the instructor before registering for the course. May be repeated for credit.

OT800 OLD TESTAMENT THESIS DEVELOPMENT

This course consists of individual research under the direction of a designated thesis mentor. Emphasis is placed on the preparation of a satisfactory abstract of the project, a working outline and a substantial bibliography for the thesis. 3 credits

OT900 OLD TESTAMENT THESIS

This course, generally taken in the student's final semester, is designed for the continuation, completion and defense of the master's thesis. Under the direction of the mentor designated in thesis development (see OT800 above), the completed thesis will represent research into a specific problem or question at a level substantially beyond what is required of customary term papers. The successful project should be approximately 16,000 words in length, though specific parameters will be specified in consultation with the thesis mentor. Recommended: OT800 3 credits

Biblical Studies Division

New Testament Department

NT511 GOSPELS AND ACTS

Provides an overview of the life and work of the historical Jesus upon the birth of Christianity through a study of the Gospels and Acts. The course demonstrates the reliability of the Gospel material, examines the unique contribution of each Gospel toward understanding the person and mission of Jesus, and highlights the pastoral and evangelistic concerns which led to their publication. 3 credits

NT512 EPISTLES

Surveys the New Testament letters from Romans through Revelation. The course analyzes how these carefully crafted letters were more than adequate responses to the problems, issues and circumstances they address, demonstrates their theological and historical credibility, assesses and learns from their literary organization, and underscores the timeless importance of the cross for pastoral leadership and church problem solving. 3 credits

NT545 GREEK LANGUAGE

This course covers the essentials of Greek grammar and syntax, and develops a basic working vocabulary of the Greek New Testament. Upon completion of the course, students will be able to translate portions of the New Testament with some proficiency. 3 credits

NT612 BIBLICAL HERMENEUTICS

Introduces students to the principles and methods of biblical exegesis. The course examines the benefits and limitations of methods of biblical interpretation, evaluates contemporary perspectives that have influenced these methodologies, and explains how to utilize hermeneutical principles in biblical exegesis for applicable preaching and Christian ministry. 3 credits

NT656 HEBREWS

Analyzes the literary layout of Hebrews alongside the author's appeal to the Old Testament, Christology, God, divine revelation, and the Christian walk in his effort to strengthen the faith of some Jewish Christians who were reverting back to former Jewish religious practices not in line with God's recent revelation in Jesus Christ. 3 credits.

NT657 JAMES

Looks at the author's heavy reliance on the teachings of Jesus (particularly the Sermon on the Mount) in relation to the letter's ethical instruction, literary structure, and literary devices that remind its Christian readers that following Christ demands a faith that shows itself in works. 3 credits.

NT658 JOHANNINE WRITINGS

Examines the Gospel of John and the three letters of John. The course gives special attention to Jesus as the revealer of God, the documents as pieces of acceptable Jewish testimony, their literary structure, the kind of faith that pleases God, and what it means to "follow" Christ in rebuttal to an early form of Gnosticism. 3 credits

NT659 MARK

Explores the two horizons of Mark's gospel (Jesus and a suffering church), its sermonic character and energetic portrait of Jesus' ministry, Christology and discipleship (with Peter as the major character), cultural backgrounds (relevant especially to a Roman readership) and its informative literary structure. 3 credits.

NT660 ENGLISH BIBLE: LUKE

Traces out the Gospel of Luke's compelling presentation of Jesus as the consummation of sacred history and what this holds for discipleship—that is, for all people at any point in history at whatever place in the world—in conjunction with its two expansive travel narratives, the themes of rejection, outreach to the marginalized, divine providence, the Holy Spirit, and the 'exodus,' its literary structure, and relationship to the Old Testament, the Gospel of Mark, and Paul. 3 credits.

NT665 REVELATION

The course investigates the literary structure of Revelation, its historical background, and its relation to the Old Testament and how these studies contribute to our understanding of God, Christology, the church, Christian living, suffering for Christ, the world and the end times. 3 credits

NT667 ROMANS

Examines the letter's theology, literary structure and occasion, use of the Old Testament, and ethical instruction as it describes the extent of God's love for a fallen world and the way God has carried out his plan to redeem it. 3 credits.

NT668 PASTORAL EPISTLES.

Considers the letters of 1 and 2 Timothy and Titus, giving attention to their historical setting, literary structure, Christology, the emerging problem of false teaching and Paul's corrective in giving instruction on how to train godly leaders. 3 credits.

NT669 1 and 2 PETER, JUDE

Studies the letters of 1 and 2 Peter and Jude. Gives special attention to the problem of suffering for the faith in 1 Peter and the presence of false teaching in 2 Peter and Jude, and how the authors combated these issues through assessing their use of the Old Testament, eyewitness testimony, and application of the gospel in their apostolic preaching. 3 credits.

NT671 ENGLISH BIBLE: PRISON EPISTLES (EPHESIANS AND PHILIPPIANS)

Focuses on the two major epistles that Paul wrote while in prison—Ephesians and Philippians. The course examines how Ephesians most adequately encourages believers to live for Christ in a region where the practice of magic, occultism, and idolatry flourished and held people in fear and how Philippians most effectively summons the church to be model citizens of the kingdom of God in its imitation of Christ rather than of existing cultural expectations pressuring such devotion to false gods. The course gives special attention to Paul's call and Roman imprisonment, the practical mix of theology and ethics, and living triumphantly within culturally and spiritually oppressive environments. 3 credits

NT677 INTERMEDIATE GREEK

Introduces the student to the major elements of Greek syntax in conjunction with translation and exegesis of selected readings in the Greek New Testament and discusses practical ways to use study of the Greek New Testament in Christian ministry. Prerequisite: NT545. 3 credits.

NT679 GREEK EXEGESIS: 1 CORINTHIANS

Analyzes thirteen selected passages from the New Testament Greek text of Paul's first letter to the Corinthians. Besides review of Greek grammar and syntax, the course examines the letter's cultural setting in Corinth, literary structure, and how Paul uses the cross of Christ to resolve most of the difficult problems facing the Corinthian church. Prerequisite: NT545. 3 credits.

NT685 GREEK EXEGESIS: MATTHEW

Investigates passages from the New Testament Greek text of the Gospel of Matthew. In addition to the review of Greek grammar and syntax, the course gives special attention to the coming of Israel's Messiah as "God with us," use of the Old Testament, literary structure and Jesus' formation of godly spiritual leadership in the disciples. Prerequisite: NT545. 3 credits.

NT686 GREEK EXEGESIS: GALATIANS

Centers on an analysis of the letter of Galatians. This course gives special attention to Paul's defense of a law-free gospel, literary structure, the Damascus Road experience, the relation between Christianity and Judaism, Christology, and the believer's freedom in Christ. Prerequisite: NT545. 3 credits.

NT687 GREEK EXEGESIS: ACTS

Analyzes thirteen selected passages from the New Testament Greek text of the book of Acts. In addition to the review of Greek grammar and syntax, the course carefully assesses the historical integrity of Acts, its literary structure and link with the Gospel of Luke, early Christianity, Christology, the Holy Spirit, and discipleship. Prerequisite: NT545. 3 credits.

NT689 GREEK EXEGESIS: PHILIPPIANS.

Analyzes the New Testament Greek text of Philippians. In conjunction with review of Greek grammar and syntax, the course gives special attention to Paul and his Roman imprisonment, the letter's theology and ethics, its literary structure, the Christ hymn, and the theme of joy in the midst of suffering. Prerequisite: NT545. 3 credits.

NT762 TURKEY FIELD TRIP

Takes the student on a study tour in modern Turkey of sites in Ancient Asia Minor. The course involves preparatory and follow-up studies to the trip. The tour includes visits to ancient Hittite sites near Ankara early Christian sites in Nicaea and Cappadocia, the Galatian Region, Pisidian Antioch, Perga, Antalia, the Seven Churches of Revelation, and early Christian sites in Istanbul (formerly Constantinople). 3 credits.

NT765 NEW TESTAMENT CULTURAL SETTING

Examines portions of the New Testament in light of their Jewish and Greco-Roman cultural setting. Areas of study include Jesus' childhood and upbringing, exorcism, magic and miracles, table fellowship, Pharisees, treatment of women, slavery, prayer, prejudice, ritual purity, the house church, Greek and Roman religion, crucifixion. 3 credits.

NT766/ME766 SPIRITUAL WARFARE

Investigates the full provision that 'life in Christ' provides believers against the hostile spiritual realities facing them in today's world and commonly manifested in local church settings here and abroad. Topics include the fall; sex, power and money; generational bondage and abuse; Satan and the kingdom of this world; pride and rebellion; demonism and demonic possession; lies and false teaching; territorial/provincial spirits, Shamanism and magic; and New Age spirituality. Students are trained in steps to help believers recover their 'freedom in Christ.' Course work in Bible, theology, and spiritual formation is recommended. 3 credits.

NT795 GUIDED RESEARCH - NEW TESTAMENT

Informal meetings arranged on an individual basis to meet the needs and interests of qualified candidates. This course requires independent research on a defined topic in the area of New Testament studies as well as preparation of a substantial paper, project, or exam. Topics, methods of investigation, and methods of evaluation must be approved by the instructor before registering for the course. May be repeated for credit.

NT/OT797 BIBLE, FAITH, AND CONTEMPORARY CULTURE

Capstone course for MA Bible. 3 Credits.

NT800 NEW TESTAMENT THESIS DEVELOPMENT

This course consists of individual research under the direction of a designated thesis mentor. Emphasis is placed on the preparation of a satisfactory abstract of the project, a working outline and a substantial bibliography for the thesis. 3 credits

NT900 NEW TESTAMENT THESIS

This course, generally taken in the student's final semester, is designed for the continuation, completion and defense of the master's thesis. Under the direction of the mentor designated in thesis development (see NT800 above), the completed thesis will represent research into a specific problem or question at a level substantially beyond what is required of customary term papers. The successful project should be approximately 16,000 words in length, though specific parameters will be specified in consultation with the thesis mentor. Recommended: NT800 3 credits

Historical and Theological Studies Division

Christian Theology Department

CT511 CHRISTIAN THOUGHT IN TODAY'S WORLD

Begins the discussion of defining the task of theology in today's world. Examines the relationship between faith and reason, the concept of revelation, the challenges and possibilities of pluralist thinking, and how the respective positions provide a basis for the moral life. Provides models for Christian apologetics. 3 credits

CT543 SURVEY OF CHRISTIAN THEOLOGY

Examines the basic doctrines of the Christian faith. Features discussion of the role of theology in contemporary Christian life. Introduces doctrines of revelation, the Trinity, incarnation, atonement, resurrection, and ascension and the role of the church in the Christian life. Required of all students unless exempted by the Department Chair on the basis of previous study; students granted such exemption will take an additional elective in the division. 3 credits

CT632 CHRIST AND SALVATION IN A PLURALIST WORLD

Examines the Christian doctrine of salvation in Christ, including the nature and extent of the atonement. These concepts are then compared and contrasted with the beliefs of other religions, particularly those with the greatest influence in our society. Prerequisites: CT511, CT543 3 credits

CT634 THE CHURCH AND ITS MISSION

Studies the work of the Holy Spirit as continuing the work of Christ. Focal points include the effects of redemption in the life of the believer, in the creation and sustaining of the church and its ministry, and in the eschatological hope for the world through the in-breaking of the kingdom of God. Prerequisites: CT511, CT543 3 credits

CT659/SF659 CHRISTIANS AND CONTEMPORARY SPIRITUALITY

Explores the nature of human personality and its relationship to spiritual experience. Investigates non-Christian expressions of spirituality in today's world and their relationship to Christian understandings of spirituality, past and present. Works toward developing a rule of life for one's own spiritual development. Prerequisites: CT543 or permission of the instructor 3 credits

CT676 GOD AND SUFFERING

Considers the challenges to Christian belief and practice in the face of suffering in the world. Examines the question how evil and suffering can exist in a world created by an all-powerful, all-knowing and loving God. Considers challenges on the philosophical, theological, pastoral, and personal levels. 3 credits

CT678/PM678 THEOLOGY, DISABILITY, AND MINISTRY

Explores the theological basis and implications for ministering with people who have disabilities. Students develop strategies for building ministries that impact individuals with disabilities, their families, the body of Christ, and the world. Students experience transformation by seeing the face of Jesus on those the world sees as "the least of these." 3 credits

CT686 GOD, CREATION AND SCIENCE

Compares the different proposals for how Christians should understand the creative work of God, including the study of relevant passages from Scripture and their interpretation. The course also considers both the philosophy and the use of science and how science assists humanity in carrying out the creation mandate. Prerequisites: CT511, CT543 3 credits

CT724 CHRISTIAN ETHICS

Provides in depth inquiry into some of the pressing ethical problems in today's church and culture. The course also considers the relationship of Christian thought and secular government and public debate. Prerequisites: CT511, CT543 3 credits

CT726 ISSUES IN SEXUAL ETHICS AND BIOETHICS

Examines the complexities our contemporary world raises on moral questions that Christians are often not equipped to tackle. This course will explore issues in the areas of sexual ethics and bioethics, in light of a Christian worldview. Among the issues to be addressed are: a theology of sexuality, premarital sex, homosexuality, reproductive technologies, abortion, stem cell research, genetic engineering, treatment termination, and euthanasia. Attention is given to how the church and Christians can address these issues in secular, pluralistic contexts. This course can be used as a substitute for CT724 Christian Ethics. 3 credits

CT777/SF777 THEOLOGY AND PRACTICE OF PRAYER

Provides the opportunity for students to study and experience a variety of Christian prayer forms, and to discern the theological foundations upon which they rest. Takes a historical approach, discussing prayer in the Scriptures and its application in the lives of persons of prayer throughout the Christian era. Includes conversation about the place and practice of prayer in the contemporary church, both individually and corporately. Prerequisites: CT511 and CT543 or permission of the instructor 3 credits

CT787/HT787 LIFE AND THOUGHT OF JOHN WESLEY

Contemplates the question: "Is John Wesley mentor or mere figurehead?" This course considers the energetic life of Wesley in ministry and the depth of the individual whose ideas included: prevenient grace, Christian perfection, and accountability in the small group setting. 3 credits

CT779 SEMINAR IN CONTEMPORARY THEOLOGY

Investigates a problem in current theological discussion. This course is limited to students who have completed all required Christian theology courses. 3 credits

CT795 GUIDED RESEARCH - CHRISTIAN THEOLOGY

Informal meetings arranged on an individual basis to meet the needs and interests of qualified candidates. This course requires independent research on a defined topic in the area of Christian theology as well as preparation of a substantial paper, project, or exam. Topics, methods of investigation, and methods of evaluation must be approved by the instructor before registering for the course. May be repeated for credit.

CT800 CHRISTIAN THEOLOGY THESIS DEVELOPMENT

This course consists of individual research under the direction of a designated thesis mentor. Emphasis is placed on the preparation of a satisfactory abstract of the project, a working outline and a substantial bibliography for the thesis. 3 credits

CT801 FOUNDATIONS OF DOCTORAL RESEARCH AND READING

This initial core course provides students with multiple foundations for successful progress in and completion of the Doctor of Theology program. It specifically addresses three competency categories (learning, personal, and research) to be introduced, reinforced, and applied throughout the program. Those competencies are developed through a combination of hands-on learning, strategic reading assignments, synchronous and asynchronous group discussions, and personal reflections, culminating in the creation of a “personal rule of life” by each student. 3 credits

CT810 FOUNDATIONAL READINGS IN THEOLOGY AND PRACTICE

This course introduces students to foundational literature in the selected Doctor of Theology track. Foundational literature is that which is either historic in nature (the student entering newly into a long conversation carried forward across cultures and centuries) or critical to understanding the field (that which must be known to best interpret subsequent readings in the program). Discussion, interpretation, and application of readings is accomplished both individually and corporately (with one’s instructor and sub-cohort) and is integrated and disseminated through the creation of an article-length paper (or alternate assignment). 3 credits

CT900 CHRISTIAN THEOLOGY THESIS

This course, generally taken in the student’s final semester, is designed for the continuation, completion and defense of the master’s thesis. Under the direction of the mentor designated in thesis development (see CT800 above), the completed thesis will represent research into a specific problem or question at a level substantially beyond what is required of customary term papers. The successful project should be approximately 16,000 words in length, though specific parameters will be specified in consultation with the thesis mentor. Recommended: CT800 3 credits

Historical and Theological Studies

Denominational Studies Department

DS611 EVANGELICAL CONGREGATIONAL CHURCH STUDIES I

Reviews the church’s historical roots with John Wesley and Jacob Albright which led to the denomination’s establishment in 1922. Consideration will be given to the structure and polity of the denomination. Required of Evangelical Congregational ministerial students. May be elected by others. 3 credits

DS612 EVANGELICAL CONGREGATIONAL CHURCH STUDIES II

Explores the theological perspectives and ethical standards of the denomination. Attention is given to the Discipline of the Evangelical Congregational Church. Required of Evangelical Congregational ministerial students. May be elected by others. 3 credits

DS621 UNITED METHODIST CHURCH STUDIES I

Traces the heritage of United Methodism from its beginnings with John and Charles Wesley. Explores various historical and doctrinal influences that have affected Methodism’s development to the present. Required of United Methodist ministerial students. May be elected by others. 3 credits

DS622 UNITED METHODIST CHURCH STUDIES II

Examines the doctrine and polity of the United Methodist Church in order to understand the theology, organization, and institutional structures of the denomination. Required of United Methodist ministerial students. May be elected by others. 3 credits

DS631 UNITED CHURCH OF CHRIST STUDIES

Examines the history, doctrine, and polity of the United Church of Christ. Required of United Church of Christ ministerial students. May be elected by others. 2 credits

DS641 WESLEYAN CHURCH STUDIES

Explores the history and doctrine of the Wesleyan Church. Required of Wesleyan Church ministerial students. 3 credits

Historical and Theological Studies Division

Historical Theology Department

HT787/CT787 LIFE AND THOUGHT OF JOHN WESLEY

Contemplates the question: "Is John Wesley mentor or mere figurehead?" This course considers the energetic life of Wesley in ministry and the depth of the individual whose ideas included prevenient grace, Christian perfection, and accountability in the small group setting. 3 credits

HT795 GUIDED RESEARCH - HISTORICAL THEOLOGY

Informal meetings arranged on an individual basis to meet the needs and interests of qualified candidates. This course requires independent research on a defined topic in the area of historical theology as well as preparation of a substantial paper, project, or exam. Topics, methods of investigation, and methods of evaluation must be approved by the instructor before registering for the course. May be repeated for credit.

HT800 HISTORICAL THEOLOGY THESIS DEVELOPMENT

This course consists of individual research under the direction of a designated thesis mentor. Emphasis is placed on the preparation of a satisfactory abstract of the project, a working outline and a substantial bibliography for the thesis. 3 credits

HT900 HISTORICAL THEOLOGY THESIS

This course, generally taken in the student's final semester, is designed for the continuation, completion and defense of the master's thesis. Under the direction of the mentor designated in thesis development (see HT800 above), the completed thesis will represent research into a specific problem or question at a level substantially beyond what is required of customary term papers. The successful project should be approximately 16,000 words in length, though specific parameters will be specified in consultation with the thesis mentor. Recommended: HT800. 3 credits

Historical and Theological Studies Division

Church History Department

CH511 HISTORY OF CHRISTIANITY I

Introduces the period of 70 AD to 1500 AD. Early doctrinal developments in the ancient church, the middle years of growth, and the later years of stagnation in the Middle Ages are explored. The pre-Reformation European church is also considered. 3 credits

CH512 HISTORY OF CHRISTIANITY II

Traces events from the European Reformation through the twentieth century American church. Personalities, ideas, and events of this diverse period are studied for insight into the contemporary church. 3 credits

CH655 ROOTS OF ANABAPTISM

Traces the history of the Anabaptist movement during the Protestant Reformation. Reviews the roots of the Anabaptist movement (1520-1560) giving special attention to the concepts of lay leadership, biblical teaching, and Anabaptist distinctives. 3 credits

CH665/SF665 CHRISTIANS AND HISTORIC SPIRITUALITY

Gives students a survey of the history of the church by exposing them to the writings of key men and women of faith. Introduces students to the vast wealth of devotional literature that prior generations of Christians have bequeathed to the Church. Discusses the historical contexts, the lives, and the work of Christians from both East and West. This reading course enhances students' devotional lives and spiritual formation, as well as encouraging students to use classic texts in ministry contexts. 3 credits

CH795 GUIDED RESEARCH - CHURCH HISTORY

Informal meetings arranged on an individual basis to meet the needs and interests of qualified candidates. This course requires independent research on a defined topic in the area of church history studies as well as preparation of a substantial paper, project, or exam. Topics, methods of investigation, and methods of evaluation must be approved by the instructor before registering for the course. May be repeated for credit.

CH800 CHURCH HISTORY THESIS DEVELOPMENT

This course consists of individual research under the direction of a designated thesis mentor. Emphasis is placed on the preparation of a satisfactory abstract of the project, a working outline and a substantial bibliography for the thesis. 3 credits

CH900 CHURCH HISTORY THESIS

This course, generally taken in the student's final semester, is designed for the continuation, completion and defense of the master's thesis. Under the direction of the mentor designated in thesis development (see CH800 above), the completed thesis will represent research into a specific problem or question at a level substantially beyond what is required of customary term papers. The successful project should be approximately 16,000 words in length, though specific parameters will be specified in consultation with the thesis mentor. Recommended: CH800 3 credits

Historical and Theological Studies Division

Spiritual Formation Department

SF511 CHRISTIAN SPIRITUAL FORMATION

Explores the historical and theological development of spiritual disciplines in the life of the Christian church, and some of the ways in which God uses these practices to increasingly transform disciples into the image of Christ. Significant attention is given to practices from several "streams" of Christian tradition: contemplative, holiness, charismatic, social justice, evangelical, and incarnational. Students will study these disciplines academically, apply them personally for their own Christian formation, and reflect in small groups on their corporate applications in particular contexts of ministry in the body of Christ. 3 credits

SF549 SPIRITUAL FORMATION AND LEADERSHIP I

Helps students understand how they have been formed spiritually. Introduces opportunities and resources for intentional, continuing formation as a person. This integrative, year-long course includes experiential learning activities and a major capstone project. 3 credits

SF556 SPIRITUAL FORMATION STRATEGIES

The course seeks to apply principles of spiritual formation in a variety of ministry settings. Explores different methods of Bible teaching with an emphasis on learning outcomes. Students are provided opportunity to develop skills/competencies in teaching through in-class practice. Prerequisite: SF511 or permission of instructor. 3 credits

SF558 KNOWING AND LEARNING IN COMMUNITY

This course prepares students to create a learning/teaching model for Christian communities (such as congregations, small groups, schools, or retreat settings) by exploring a triple hermeneutic of biblical revelation, Christian spiritual/mystical experience, and historic/global Christian tradition. The course is heavily based in the spiritual practice of Christian discernment. (3 Credits, Prerequisite: SF723)

SF614 GRACE, COMMUNICATION, AND LEADERSHIP

Examines the theology of grace in its soteriological, ecclesiological, and eschatological contexts. Students apply this understanding of grace to social relationships, with particular attention to interpersonal communication and leadership attitudes and behaviors. 3 credits

SF641 SPIRITUAL DISCERNMENT AND DECISION-MAKING

Explores the historical development, theological foundations and practical application of discernment. Discusses how Christians have understood discernment through the ages and suggests strategies by which leaders may develop deeper discernment for effective personal choices and organizational decision-making. Using these strategies, the student will complete a case study in decision-making. 3 credits

SF649 SPIRITUAL FORMATION AND LEADERSHIP II

Helps students understand how they have been formed as leaders. Introduce opportunities and resources for intentional, continuing formation as a leader. This integrative, year-long course includes experiential learning activities and a major capstone project. 3 credits

SF659/CT659 CHRISTIANS AND CONTEMPORARY SPIRITUALITY

Investigates the major traditions of contemporary Christian spirituality, as well as non-Christian expressions of spirituality in today's world. Works toward developing a rule of life for one's own spiritual development. 3 credits

SF665/CH665 CHRISTIANS AND HISTORIC SPIRITUALITY

Introduces the student to the vast wealth of Christian spiritual literature that prior generations of Christians have bequeathed to the Church. This reading course is designed to enhance the student's spiritual formation and to provide a broad survey of the history of the church. 3 credits

SF723 CHRISTIAN SPIRITUAL DIRECTION

Surveys the development of spiritual direction from the desert mothers and fathers to the present surge of interest in the discipline. Probes various aspects of the practice of spiritual guidance from an academic perspective while encouraging students to develop a philosophy of spiritual direction for their own discipleship and intended ministry within their own Christian traditions. Prerequisite: SF511 or permission of the instructor. 3 credits

SF728 ETHICAL, LEGAL, AND PROFESSIONAL ISSUES IN SPIRITUAL FORMATION AND DIRECTION

Explores and encourages the development of professional attitudes, integrity, and identity in ministries of spiritual formation and direction. Intends to familiarize students with professional ethics and their legal implications. Topics include privileged communication, confidentiality, and mandatory reporting; healthy interpersonal boundaries and self-care; sexual ethics and sexual misconduct; conflicts of interest, and the use and abuse of power; developing a direction practice; and best practices in ministry. Highlights the Spiritual Directors International *Guidelines for Ethical Conduct* and various other professional/ministerial codes of ethics, as well as legal issues related to working in spiritual formation and direction. 3 credits

SF777/CT777 THEOLOGY AND PRACTICE OF PRAYER

Provides the opportunity for students to study and experience a variety of Christian prayer forms, and to discern the theological foundations upon which they rest. Takes a historical approach, discussing prayer in the Scriptures and its application in the lives of persons of prayer throughout the Christian era. Includes conversation about the place and practice of prayer in the contemporary church, both individually and corporately. Prerequisite: CT543 or permission of instructor. 3 credits

SF795 GUIDED RESEARCH—SPIRITUAL FORMATION

Informal meetings arranged on an individual basis to meet the needs and interests of qualified candidates. This course requires independent research on a defined topic in the area of spiritual formation as well as preparation of a substantial paper, project, or exam. Topics, methods of investigation, and methods of evaluation must be approved by the instructor before registering for the course. May be repeated for credit.

SF800 SPIRITUAL FORMATION THESIS DEVELOPMENT

This course consists of individual research under the direction of a designated thesis mentor. Emphasis is placed on the preparation of a satisfactory abstract of the project, a working outline and a substantial bibliography for the thesis. 3 credits

SF823 SPIRITUAL DIRECTION PRACTICUM I

This course focuses on the theory and practice of spiritual direction with individuals, such as self-awareness, active listening and responding, varieties of prayer, discernment, authentic spiritual experience, masculine and feminine spirituality, and the role of imagination in spiritual/religious experience. Students discuss and apply traditional and contemporary readings as they begin to develop foundational skills in spiritual direction by serving as student directors for two persons outside the class, participating in reflective peer group supervision, and engaging in individual self-assessment. Issues of legal and ethical standards for direction ministry are applied. The course provides a foundation for further training and supervised experience in offering spiritual direction to individuals. Students must apply for acceptance to this course according to the process outlined in the Seminary Catalog. Enrollment is limited to 8 students. The course is not open to auditors. Prerequisite: SF723. 3 credits

SF840 SPIRITUAL DIRECTION PRACTICUM II

This course focuses on the theory and practice of advanced issues in spiritual direction, such as awareness and discernment of interior spiritual movements, obstacles to prayer, confrontation and conflict, grief and suffering, the dark night of the soul, and the process of faith formation. Psychological issues are also addressed in the context of spiritual direction, particularly addiction/attachment and co-dependency, transference and counter-transference. Ongoing skill development in the appropriate facilitation of the directee's movement with God is emphasized through intensive individual and group supervision. Prerequisite: SF823/Practicum I. 3 credits

SF850 SPIRITUAL DIRECTION PRACTICUM III

This course focuses on the theory and practice of spiritual direction in communal/group and professional contexts, such as the dynamics and processes of several forms of group spiritual direction, retreat leadership, communal and congregational discernment, relationship of spiritual direction to social change, and spiritual directors as transformational leaders. Students will demonstrate proficiency in the art of spiritual direction through student-directed, in-class experiences of both individual and group supervision, and development and facilitation of a group spiritual process outside of class.

Prerequisite: SF840/Practicum II. 3 credits

SF860 SPIRITUAL EXERCISES PRACTICUM I

This course focuses on the theory and practice of directing individuals through the Spiritual Exercises. Topics include: Development, text, structure, and dynamics of the Spiritual Exercises; Historical, theological, biblical foundations of the Spiritual Exercises; Resonance between the Spiritual Exercises and the Evangelical tradition; Deepening of reflective and compassionate listening; Discernment Dynamics; Understanding, practice, and guidance of the many forms of prayer included in the Spiritual Exercises; The role of the imagination in religious/spiritual prayer and experience; Preparation and care of the one directing the Spiritual Exercises; Choosing and Preparing another to receive the Spiritual Exercises; Tailoring the Spiritual Exercises for the individual directee; Identification and strategies to resolve common issues/problems for those giving and receiving the Spiritual Exercises. Enrollment is limited to 8 students. The course is not open to auditors. Prerequisite: see page 58. 3 credits

SF870 SPIRITUAL EXERCISES PRACTICUM II

This course continues the study and training begun in SF860 and must be taken immediately after completion of that course, without interruption. Enrollment is limited to 8 students. This course is not open to auditors. Prerequisite: SF860. 3 credits.

SF900 SPIRITUAL FORMATION THESIS

This course, generally taken in the student's final semester, is designed for the continuation, completion and defense of the master's thesis. Under the direction of the mentor designated in thesis development (see SF800 above), the completed thesis will represent research into a specific problem or question at a level substantially beyond what is required of customary term papers. The successful project should be approximately 16,000 words in length, though specific parameters will be specified in consultation with the thesis mentor. Recommended: SF800. 3 credits

Church Ministries Division

Pastoral Ministries Department

PM515 PERSONAL FOUNDATIONS FOR MINISTRY

Enables students to understand how family history, personality type, and life experiences affect theological perspectives, emotional well-being, interpersonal relationships, and moral decisions. Utilizing personal and family reflections, the course offers multiple processes for articulating one's call to service. The self-understanding and growth gained serves as a foundation for holistic transformation and ministry effectiveness. 3 credits

PM521 LEADERSHIP AND ADMINISTRATION

Explores the biblical-theological foundations and skills for leadership in Christian organizations. Topics include personal development, nature and styles of leadership, self-leadership, paradigms of ministry, coaching-mentoring, and administrative skills required for building Christ's church. 3 credits

PM522 VISION, CHANGE AND CONFLICT

Considers the strategic change process with attention to relational issues, the role of power, constructive vs. destructive management styles, visionary thinking, change dynamics, achieving consensus, diagnosing conflict, and resolution techniques. Prerequisite: PM521 or permission of the instructor. 3 credits

PM567 GROUP DYNAMICS

Examines the interaction and communication of people in groups based on biblical directives and psycho-social principles. Attention is given to developing skills for effective leadership in Christian organizations. Students will participate in small groups throughout the semester. 3 credits

PM625 INTRODUCTION TO PREACHING

Considers the principles of developing sermons derived from God's Word. While lectures and workshops deal with the need of preaching being exegetically accurate, clear and relevant, the course encourages students to preach with boldness, passion and integrity. Prerequisite: NT612. 3 credits

PM626 PREACHING IN THE CHURCH

Examines the factors leading to effective preaching including audience analysis and adaptation, persuasion, communication skills, and sermon structures. Significant attention is given to the creative preaching of the genres of the Bible and topical sermons. Prerequisite: PM625. 3 credits

PM635 CHURCH AT WORSHIP

Analyzes biblical and theological principles of corporate worship and surveys the church's liturgical development through its history. Attention is given to the development of a theology of worship for a local church within the context of specific faith traditions. The relationship of God's word and the sacrament are examined and their role in the life of the contemporary church is explored. 3 credits

PM678 THEOLOGY, DISABILITY, AND MINISTRY

Explores the theological basis and implications for ministering with people who have disabilities. Students develop strategies for building ministries that impact individuals with disabilities, their families, the body of Christ, and the world. Students experience transformation by seeing the face of Jesus on those the world sees as "the least of these." 3 credits

PM693 MENTORED MINISTRY I (Congregational)

Designed for Master of Divinity degree students, this course provides a congregational context for the integration of theory and practical field experience. Students are expected to invest eight hours per week in hands-on ministry in an approved local church setting under the supervision of a faculty-approved mentor-practitioner. They will also meet weekly with the Director of Mentored Ministry in a classroom reflection group. Students are encouraged to be involved in their local church placement prior to and following their mentored ministry courses for continued learning and ministry experience. The student will receive a grade of "CR" upon successful completion. Prerequisites: SF511 and PM515. 2 credits

PM694 MENTORED MINISTRY II (Missional—Outside the congregation)

Designed for Master of Divinity degree students, this course extends the congregational ministry of PM693 to a missional context outside of the congregational setting. Students are expected to invest six- eight hours per week in hands-on ministry at an approved ministry site under the supervision of a faculty-approved mentor-practitioner. In addition, students are required to meet weekly in a classroom reflection group. Students are encouraged to be involved in the local church setting in which they were placed for completion of PM693. The student will receive a grade of "CR" upon successful completion. Prerequisite: PM693 2 credits

PM728 ETHICAL, LEGAL, AND PROFESSIONAL ISSUES IN PASTORAL MINISTRY

Explores the development of professional attitudes, integrity, and identity in pastoral ministry. Topics include healthy interpersonal boundaries, sexual ethics, use and abuse of power, and clergy self-care. Students respond to issues of human sexuality, sexual misconduct in ministry, conflicts of interest, and current understandings of financial and ministerial best practices. Required for United Methodist ministerial candidates. 3 credits

PM795 GUIDED RESEARCH - PASTORAL MINISTRIES

Informal meetings arranged on an individual basis to meet the needs and interests of qualified candidates. This course requires independent research on a defined topic in the area of New Testament studies as well as preparation of a substantial paper, project, or exam. Topics, methods of investigation, and methods of evaluation must be approved by the instructor before registering for the course. May be repeated for credit.

PM800 PASTORAL MINISTRIES THESIS DEVELOPMENT

Consists of individual research under the direction of a designated thesis mentor. Emphasis is placed on the preparation of a satisfactory abstract of the project, a working outline and a substantial bibliography for the thesis. 3 credits

PM900 PASTORAL MINISTRIES THESIS

Designed for the continuation, completion and defense of the master's thesis. Under the direction of the mentor designated in thesis development (see PM800 above), the completed thesis will represent research into a specific problem or question at a level substantially beyond what is required of customary term papers. The successful project should be approximately 16,000 words in length, though specific parameters will be specified in consultation with the thesis mentor. Recommended: PM800. 3 credits

Church Ministries Division

Christian Leadership Department

CL511 LEADERSHIP AND MISSION

Studies the role of leadership in the pursuit of a ministry's mission. Examines missional leadership both within the specific cultural context in which it is located and also within a global context of the 21st-century world. 3 credits

CL521 LEADERSHIP AND YOU

Introduces students to theories and models of organizational leadership in a 21st-century context. Includes opportunities to explore and assess one's own leadership experiences, assumptions, preferences, and behaviors. 3 credits

CL522 LEADERSHIP AND CHANGE

Explores the role of leadership in any strategic change process, with special attention to relational issues, the role of power, and the nature of human conflict, particularly within a ministry setting. Offers resources for leading change effectively and biblically. 3 credits

CL543 LEADERSHIP AND THEOLOGY

Offers a general survey of Christian theology with a specific focus on a theology of leadership, particularly within a ministry context. Students will develop their own theological understanding and learn how to apply that, consistently and coherently, to their ministry contexts. 3 credits

CL567 LEADERSHIP AND OTHERS

Examines the impact of leadership on the interaction and communication of people in organizations, groups, and teams from the foundation of a theology of grace. Attention is given to developing communication skills for effective leadership in parachurch/collaborative ministry contexts. 3 credits

CL641 LEADERSHIP AND DECISION-MAKING

Explores the historical development, theological foundations, and practical application of both rational decision-making strategies and spiritual discernment practices. Using these strategies, the student will complete a case study in leadership decision-making. 3 credits

CL644 LEADERSHIP AND ASSESSMENT

Provide students with the leadership tools to see, assess, and “reframe” organizations. Includes study of biblical principles and models for effective organizational leadership, particularly in a parachurch/collaborative ministry context, and application to one’s own leadership. 3 credits

CL650 LEADERSHIP AND ORGANIZATIONS

Introduces students to philosophies and models of the governance and management of organizations, particularly in a parachurch/collaborative ministry context. Students will research the relationship between governance and management in a case study organization and make appropriate recommendations. 3 credits

CL699A EXPERIENTIAL LEARNING PRACTICUM I

Coursework will consist of highly-individualized learning activities unique to each student and/or leadership context. Students work with a seminary-approved spiritual director to integrate spiritual formation and leadership concepts into their personal and professional practices. 3 credits

CL699B EXPERIENTIAL LEARNING PRACTICUM II

The continuation of practicum I, coursework will consist of highly-individualized learning activities unique to each student and/or leadership context. Students work with a seminary-approved leadership mentor to integrate spiritual formation and leadership concepts into their personal and professional practices. 3 credits

Church Ministries Division

Christian Counseling Department

CC525 FOUNDATIONS FOR MARRIAGE AND FAMILY THERAPY

Presents an evaluation of the personal life of the minister or counselor with a focus on self-understanding, self-care, differentiation, integrity, and enrichment. Looks at Bowenian theory and the Inter-System Model of exploring individual, interactional and intergenerational dynamics. Helps students evaluate their self-image, relational skills, and family of origin dynamics through the “Family Voyage” class project. 3 credits

CC527 THEORIES OF MARRIAGE AND FAMILY THERAPY I

Presents a basic theoretical foundation for the “classic” modern marriage and family therapy theories. The following sub-schools are examined: Psychodynamic, Structural, Contextual, Strategic, Experiential, and Cognitive-Behavioral. Students continue to develop treatment plans and to conceptualize a systemic therapeutic approach, integrated with biblical constructs. Includes the conceptualization of family and couple dynamics, and the theory and application of interventions according to various therapeutic modalities. Contrast between theories will be explored as well as integration with the Christian world view. Students will begin to conceptualize their own therapeutic frameworks out of a deepening self-

awareness. Quizzes and exams will facilitate preparation for the MFT licensure exam. 3 credits

CC528 THEORIES OF MARRIAGE AND FAMILY THERAPY II

Presents a basic theoretical foundation for postmodern marriage and family therapy theories. The following sub-schools are examined: Solution Focused, Narrative, Constructionism and Feminist-informed, Constructivism, Integrative, and Comparative. The Gottman Couples Training Level I is included in this course and students will receive a certificate of completing this training. Students continue to develop treatment plans and to conceptualize a systemic therapeutic approach, integrated with biblical constructs. Includes conceptualization of family and couple dynamics, and the theory and application of interventions according to various therapeutic modalities. Contrast between theories will be explored as well as integration with the Christian world view. Each student will begin to conceptualize his or her own therapeutic framework. Quizzes, assignments and exams will facilitate preparation for the MFT licensure exam. Prerequisites: CC525 and CC527. 3 credits

CC545 PREMARITAL COUNSELING SEMINAR

Facilitates a basic knowledge of premarital counseling and the core relational dynamics of the marital bond. Helps students develop practical skills for conducting premarital counseling, as well as equip them to use ENRICH in the lives of married couples. Specifically, the seminar provides training for students to become certified practitioners of the PREPARE/ENRICH Instrument. This is provided as a totally online course, both synchronously and asynchronously. Prerequisite: CC525. 1 credit

CC612 PASTORAL COUNSELING AND CRISIS INTERVENTION

Presents biblical foundations for pastoral care and counseling along with basic counseling skills such as listening, attending, validating, goal-setting, etc. Models of pastoral care are noted with practical ministry methodology for the church and clinical context. In addition, crisis counseling theory and skills are highlighted with an overview of abuse, addictions, sickness, death, depression, and suicide. Prerequisite: CC525/PM515. 3 credits

CC617 PERSONAL GROWTH PLAN (PGP)

Students must participate in a program for personal or relational growth during their second year of study, for part-time students, and during their first year for full-time students. Both married and single students are expected to participate in a minimum of six therapy sessions for individual, marital, or family concerns. Students must submit a written proposal of the PGP to the Marriage and Family studies Assistant for what they expect to do, when they plan to begin and end, what issue(s) they hope to address, and with whom they hope to do therapy. Proposals will be approved and monitored by the Marriage and Family Studies Assistant and upon completion of the PGP, students must submit a written summary of their PGP and what they learned to the Marriage and Family Studies Assistant. A grade of S will be given when the PGP is completed. Enrollment is limited to MFT students only. 0 credit

CC625 ASSESSMENT IN MARRIAGE AND FAMILY THERAPY

Provides an overview of the Diagnostic and Statistical Manual (DSM-5) with a family systems perspective, regarding both etiology and treatment of various clinical disorders. Case conceptualization, assessment, diagnostic, and treatment planning skills will be developed in both individual and relational arenas. Various assessment measures will be reviewed and Crisis Intervention will be addressed. Students will also receive training to become a ThriveSphere facilitator. Enrollment limited to MAMFT students only. Prerequisites: CC525 and CC527. 3 credits

CC627 RESEARCH IN MARRIAGE AND FAMILY THERAPY

Provides an overview of the purpose, methodology, and process of marital and family therapy research. Specific attention is given to the scholarly writing of a literature review, to various methods of research

design, to a process for evaluation and critique of research articles, and to becoming meaningful consumers of research through an application of effectiveness-based research and progress research. Ethical issues will be addressed as well as what it means to view research through a theological lens. Prerequisites: CC525, CC527 and CC528. 3 credits

CC633 DYNAMICS OF BIOPSYCHOSOCIALSPIRITUAL DEVELOPMENT AND HEALTH ACROSS THE LIFE SPAN
This course addresses individual and family development, human sexuality, and the interconnectedness of biopsychosocialspiritual health across the life span. Practices of “Integrated Care Providers” will also be explored, such as: prevention and engaging the consumer in taking initiative for wellness through motivational interviewing; using screening tools for assessment (protective, as well as risk factors); participating in interdisciplinary health teams; and resilience and recovery models. Health psychology, digital literacy, and telehealth, as well as the impact of technology in a person's life and relationships will be reviewed. The voice of the consumer concerning healthcare will be integrated in various ways throughout the course. Prerequisite: CC525/PM515. 3 credits

CC637 FAMILY THERAPY SKILLS AND PRACTICE
Focuses on learning the basic skills of communication that are essential to conducting therapy. Special focus is placed on the skills in the initial therapy session. Students learn case conceptualization, some basic intervention techniques, and begin to implement theoretical concepts with the practice of therapeutic skills. Students will also have the option of becoming CORE instructors. Prerequisites: Part- time MFTs: CC525, CC527 and CC528; accelerated part time MFTs: enrolled in CC525 and CC527; MDiv- MFCs: CC525 and CC527. 3 credits

CC646 PSYCHOLOGICAL TESTS AND MEASUREMENTS
Provides an overview of the procedures and validity of psychological testing. A conceptual understanding of major statistical procedures is noted with practical application to the Myers-Briggs Type Indicator. This course meets the statistical requirements for students to become an MBTI practitioner. This is provided as a hybrid online course: one week in the classroom and two weeks asynchronously on Canvas. Prerequisite: CC525/PM515. 1 credit

CC648 HISTORY AND THEOLOGY OF MARRIAGE AND FAMILY
Addresses the historical treatment (both secular and ecclesiastical) and theological perspectives of gender, singleness, marital covenant and marital responsibilities, divorce and remarriage, sexuality and homosexuality, and children and parenting. This is provided as an asynchronous online course. 3 credits

CC713 CHILDREN AND ADOLESCENTS IN FAMILY THERAPY
Focuses on child and adolescent difficulties that are experienced within the family, from a family systems perspective. Child and adolescent development will be covered. How the child and adolescent influence the family, and vice versa, will be discussed. Assessment and treatment skills will be explored and developed for working with children and adolescents alone and within the context of the family therapy. Special focus will be given to play therapy. Prerequisites: CC525, CC527, CC528, CC625 and CC637. 3 credits

CC726 MARRIAGE THERAPY - THEORY AND PRACTICE
Evaluates theoretical models of marital therapy along with the skills of marital assessment. Students learn basic approaches to marital therapy along with systemic intervention techniques. Presents a variety of marital issues that focus on sharpening skills in formulating theoretical assessment, therapeutic goals, joining techniques and systemic strategies for change. Prerequisites for part time MFTs: CC525, CC527, CC528 and CC637; for accelerated part time MFTs: CC525, CC527, CC637 and enrolled in CC528; for MDiv- MFC students: CC525, CC527 and CC637. 3 credits

CC728 ETHICAL, LEGAL AND PROFESSIONAL ISSUES IN FAMILY THERAPY

Explores the development of professional attitudes, integrity, and identity of the marriage and family therapist. Issues including professional socialization, professional organizations, licensure, family law, and confidentiality are noted. The American Association for Marriage and Family Therapy (AAMFT) code of ethics is highlighted along with various legal issues and liabilities related to marriage and family therapy. For part time MFTs, must be taken prior to beginning CC845. Enrollment limited to MAMFT students only. This is provided as a hybrid online course: a few weeks in the classroom and the rest asynchronously on Canvas. 3 credits

CC729 ABUSIVE AND ADDICTIVE FAMILY SYSTEMS

Evaluates the abusive family system involving dynamics of physical, emotional and sexual abuse. Major focus is placed upon recovery from past experiences of abuse and trauma. The addictive family system is explored as it involves itself in various chemical and behavioral addictions. Systemic interventions are suggested. Addictions in the DSM are also addressed. Prerequisites for part time MFTs: CC525, CC527, CC528, and CC637; for accelerated part time MFTs: CC525, CC527, CC637 and enrolled in CC528; and for non-MAMFT students: CC525, CC527, CC612, and CC637. 3 credits

CC748 RELEVANT ISSUES IN THE PRACTICE OF MARRIAGE AND FAMILY THERAPY

This course will help facilitate student's developing competencies in current and emerging contemporary clinical theories/applications, challenges, problems, and/or recent developments at the interface of Marriage and Family Therapy knowledge and practice. Topics may change from year to year in order to address relevant issues. The course will cover three areas, each area covered by one of the three core MFT faculty. 1 credit.

CC795 GUIDED RESEARCH - CHRISTIAN COUNSELING

Informal meetings arranged on an individual basis to meet the needs and interests of qualified candidates. This course requires independent research on a defined topic in the area of therapy/counseling as well as preparation of a substantial paper, project, or exam. Topics, methods of investigation, and methods of evaluation must be approved by the instructor before registering for the course. May be repeated for credit.

CC826 ADVANCED MARRIAGE AND FAMILY THERAPY SEMINAR

The capstone course to the MFT program is taught through a learner-centered format. Participants will practice dialogical engagement which will entail implementation of the principles of self-delineation, due consideration, and multi-lateral ethical imagination as articulated in the integrative model of Contextual Therapy. In addition, each student will develop his or her advanced personal theory of therapy which will include attention to diversity, self of the therapist, integration of Christian faith, and a plan of ongoing professional development. Enrollment limited to MAMFT students only. 1 credit.

CC827 GENDER AND ETHNICITY

Focuses on the dynamics and dimensions of diversity from a family systems perspective, and how they interface with oppression. Students will evaluate and examine issues of diversity from the family systems and biblical perspectives, as they relate to assessment and intervention in therapy, and how these issues shape inner thoughts, perceptions, beliefs, interactions, and behavior. Develops awareness and sensitivity specifically to issues of gender, ethnicity, and homosexuality in regards to treatment, assessment, and intervention. Enrollment limited to upper level MAMFT students only (meaning all 1st and 2nd year courses have been taken). 3 credits

CC837 SEXUAL FUNCTION AND SYSTEMIC SEX THERAPY

Presents an analysis of human sexuality in view of biblical theology, historical and cultural attitudes.

Healthy and pathological sexual functioning are noted along with a study of a systemic approach to sex therapy in the context of marriage counseling. Enrollment limited to upper level MAMFT students only (meaning all 1st and 2nd year courses have been taken). 3 credits

CC845 MAMFT COUNSELING PRACTICUM I

Provides direct counseling experience with individuals, couples, and families for MAMFT students. Students will be given the choice of doing either a 300-hour or a 500-hour practicum, and must accrue these contact hours, over the four practicums, spanning 21-24 months, in order to complete their degree requirements. These hours are usually, but not necessarily completed in Seminary provided clinical settings. Additionally, students register for and receive regular weekly supervision of their cases through review of videotaped sessions. Group supervision will occur during the first week of each month, and dyadic/individual supervision will occur each week following the first week. Practicum also assists students in the development of their professional skills as marriage and family therapists, including self-of-the-therapist issues, as well as the integration of marriage and family theory and praxis with Christian faith and biblical principles when possible. More specifically, this 21-24 months sequence is designed to progressively build toward each student's development of a competent clinical presentation of the application of his/her stated orientation/theory during the third practicum (CC847), and a written personal theoretical orientation of treatment (completed during the final capstone course CC826). Practicum Evaluations will be completed at the end of each supervisory rotation/practicum. This practicum spans 6 months, usually February through July.

Successful performance will be demonstrated at the end of this practicum by having a cumulative score of 2.0 or higher in each of the five "skill areas." The student will receive a grade of "CR" upon completion. Prerequisites: Part-time students - CC525, CC527, CC528, CC545, CC625, CC637, CC633 and CC646, and registered for CC726 and CC729; Accelerated part time students - CC525, CC527, CC545, CC637, CC633, and CC646 and registered for CC528, CC625, CC726, and CC729 3 credits

CC846 MAMFT COUNSELING PRACTICUM II

See the course description for CC845. During this practicum, dates for student's Oral/Written Clinical Case Presentations during CC847 will be determined during group supervision, and given to the Program Director, who will make a list available to all to be included.

Successful performance will be demonstrated at the end of this practicum by showing some progression in theoretical competency and skills development from the previous practicum evaluation (ideally demonstrated in most categories).The student will receive a grade of "CR" upon successful completion. This practicum spans 6 months, usually August through January. Prerequisite: CC845 3 credits

CC847 MAMFT COUNSELING PRACTICUM III

See the course description for CC845. During this practicum, students will focus on preparing and presenting, during group supervision, a competent application of their theory of therapy to one of their relational clinical cases (family or couple), to show evidence of their professional development and competency, as well as to show progression toward their goals while using their theory. [A competent application of a theory of therapy will include the following aspects: contextual/diversity issues, ethical and professional issues, and self-of-the-therapist issues.] A pass/fail grade will be given, and students must pass this evaluation in order to graduate from the MAMFT Program. If a student fails the first time, they will be allowed to redo this presentation a second time, during the 4th Practicum (CC847).

Successful performance of this Practicum will be demonstrated at the end of this practicum by showing some progression in theoretical competency and skills development from the previous practicum

evaluation, and/or maintaining competency once attained. The student will receive a grade of “CR” upon successful completion. This practicum spans 6 months, usually February through July. Prerequisite: CC846
3 credits

CC848 COUNSELING PRACTICUM FOR MAMFT STUDENTS IV

See the course description for CC845. Successful performance of this final Practicum will be demonstrated by attaining the program level competency score in at least 4 of five “skill areas” of the evaluation. The student will receive a grade of “CR” upon completion of acquiring all of the chosen 300 or 500 hours required for the whole practicum, and upon successful performance of the evaluation. This practicum spans 6 months, usually August through January. Prerequisite: CC847. 4 credits

ADVANCED CLINICAL SUPERVISION

Provides continued supervision for students who have completed the clinical practicum (CC845, CC846, CC847, and CC848), but who have not fulfilled the 300 or 500 client hour requirement. May be repeated as needed for each registration period, with the accompanying customary costs, which may be prorated.

Church Ministries Division

Missions and Evangelism Department

ME511/CL511 CULTURE, CONTEXT, AND MISSION

Examines how mission and ministry are carried out in a culture and within a specific context. Beginning with an overview of Christianity’s historic response to culture and cultural shift, the course surveys dominant cultures that have shaped Western thought and their effect on our models of mission and ministry. The shift from a modern to postmodern worldview and its implications for a variety of missional models is explored. 3 credits

ME519 THEOLOGY OF MISSION AND OTHER RELIGIONS

This course is a study of biblical-theological underpinnings of Christian mission. Within our North American ministry context, it will apply various missional theories of engagement, such as the relationship between evangelism and social action. Additionally, this course will spend time reflecting on the nature of Christian exclusivity claims and its theology of other religions. For much of the last 235 years, North America and Western Europe have had the rare historical privilege of seeing Christianity develop without a significant plurality of other religions vying for attention in the immediate surrounding culture. That, of course, has changed in the last 40 years and therefore, developing a Christian theory of other religions is imperative. 3 credits

ME524 EVANGELISM AND DISCIPLESHIP

This course studies the biblical principles and practice of evangelism and discipleship as they relate to today’s increasingly complex, secularized, and postmodern world. The overarching goals of this course are for ministers and ministry-minded individuals to develop skills, discover resources, evaluate methods, consider strategies, and establish a theology for personal and corporate evangelism and discipleship in their own ministry contexts. 3 credits

ME557 CHURCH PLANTING: MISSIONAL MOMENTS IN THE 21ST CENTURY

From a practitioner’s point of view, this course provides an introduction to the major start-up issues which church planters face. The objective is to provide a theological foundation and practical ministry skills that will enable an individual to start healthy, growing, and reproducing churches. The four stages of church planting are examined: preparation, conception, development, and birthing. Contemporary models of church planting will be explored, and students will participate in an onsite visit. May be taken in lieu of ME524 with permission of instructor. 3 credits

ME566 WORLD CHRISTIANITY: HISTORICAL AND CONTEMPORARY PERSPECTIVES

The growth of the global church has radical implications for Christianity in the 21st century. This course will examine that growth and the emerging interdependency of the global church. Not only will students learn how to glean from the global Christianity, but will also look at the philosophical and theological underpinnings for how God grows (and doesn't grow) the church -- and the implications for such an approach. Extensive time will be spent examining the phenomena of unity and diversity within Christianity. 3 credits

ME571 FOLK RELIGIONS

Animistic practices are no longer isolated in distant settings but have penetrated the North American world. Students will examine personal forces which people seek to appease and impersonal forces that leave victims in misery. Consideration will be given to communicating with people who seek guidance from spirits and forces and how the gospel brings deliverance. 3 credits

ME572 ISLAM

Considers the rise of Islam from its beginnings in Arabia to its various expressions around the world. The course examines Muslim worldviews, traditions and practices with particular emphasis on implications for a contextualized Christian message. Creative initiatives to help Muslims hear the gospel are explored. 3 credits

ME573 EASTERN RELIGIONS

The history, teachings, and practices of the major Eastern religions of Buddhism, Hinduism, and Taoism are studied. Special attention is given to communicating Christianity to adherents of these religious systems. 3 credits

ME766/NT766 SPIRITUAL WARFARE

Investigates the full provision that 'life in Christ' provides believers against the hostile spiritual realities facing believers in today's world and commonly manifested in local church settings. Topics will include: the fall; sex, power and money; generational bondage and abuse; Satan and the kingdom of this world; pride and rebellion; demonism and demonic possession; lies and false teaching; territorial/provincial spirits, Shamanism and magic; and New Age thinking. Trains students in steps to help believers recover their 'freedom in Christ.' Course work in Bible, theology, and spiritual formation is recommended. 3 credits.

ME795 GUIDED RESEARCH - MISSIONS AND EVANGELISM

Involves students in independent research in consultation with a professor. This research results in the completion of a major paper, project and/or examination. ME795A 3 credits; ME795B 2 credits; ME795C 1 credit

ME800 MISSIONS AND EVANGELISM THESIS DEVELOPMENT

This course consists of individual research under the direction of a designated thesis mentor. Emphasis is placed on the preparation of a satisfactory abstract of the project, a working outline and a substantial bibliography for the thesis. 3 credits

ME845 CROSS-CULTURAL PRACTICUM

Under the guidance of an approved supervisor, students are engaged in cross-cultural settings which will prepare them for life and ministry in a multicultural world. As they are immersed in a culturally diverse context, they will learn to develop relationships which are essential to effectively communicating the gospel with people of different worldviews and religious beliefs. 3 credits

ME900 MISSIONS AND EVANGELISM THESIS

This course is designed for the continuation, completion and defense of the master's thesis. Under the direction of the mentor designated in thesis development (see ME800 above), the completed thesis will represent research into a specific problem or question at a level substantially beyond what is required of customary term papers. The successful project should be approximately 16,000 words in length, though specific parameters will be specified in consultation with the thesis mentor. Recommended: ME800 3 credits

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