

**Fall
2017**

Expanded Course Descriptions

**Bethel Seminary
San Diego**

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BT510: HERMENEUTICS

Professor: Mark Strauss

DESCRIPTION:

An introduction to biblical interpretation. The course will survey the interrelationship of author, text, and reader in the interpretative process with the goal of determining the nature and content of divine revelation. The student will acquire a vocabulary and conceptual framework for the interpretation of Scripture. No prerequisite. Three hours.

COURSE OBJECTIVES/LEARNING OUTCOMES:

By the end of the course students will be able to:

- Summarize the nature of biblical interpretation and the story of how the canon of Scripture came to us.
- Explicate clearly the goals and methods of an evangelical hermeneutic.
- Analyze biblical texts with reference to genre, historical context, and literary context to order to determine the author's intended meaning with a high degree of accuracy.
- Appropriately apply biblical texts to diverse contemporary contexts, taking account of their contextual and historically-conditioned nature.
- Use a variety of biblical study tools with confidence and appropriate caution.

RELEVANCE FOR MINISTRY:

This course provides students with the skills to read and study the Bible for theological reflection, for effective teaching in ministry contexts, for personal spiritual growth, and for discipleship.

COURSE FORMAT:

Course time will be comprised of lectures, quizzes, in-class discussions, in-class projects. Assessment will be based on outside readings, class participation quizzes, exams, and a research paper.

REQUIRED READING:

- Select readings from the Bible. You will need at least two good English translations of the Bible.
- Gordon D. Fee and Douglas Stuart, *How to Read the Bible for All Its Worth* (Grand Rapids: Zondervan, 2014, fourth edition). 978-0310517825
- Jeannine K. Brown, *Scripture as Communication. Introducing Biblical Hermeneutics* (Grand Rapids: Baker, 2007). 978-0801027888
- Mark L. Strauss, *How to Read the Bible in Changing Times* (Grand Rapids: Baker, 2011). 978-0801072833
- Gordon D. Fee and Mark L. Strauss, *How to Choose a Translation for All Its Worth* (Grand Rapids: Zondervan, 2007). 978-0310278764
- *Course Notes for BI 501, Hermeneutics* (will be available on Moodle).

ASSIGNMENTS:

1. Select readings from the textbooks & weekly quizzes on these readings (30%)

2. Four Hermeneutic Projects (worth 5%, 10%, 10%; [15% research paper; see below])
3. Class attendance and in-class project participation (10%)
4. Final exam (15%)
5. One 8-10 page research paper (15%)
6. Attendance at Research Seminar (5%)

PREREQUISITES: None

RELATION TO CURRICULUM: Required course for MA and MDiv programs (except MFT and MHC).

FINAL EXAM: Yes

Last Date Edited: April. 21, 2017

BT510DE: HERMENEUTICS (Distance)

Professor: Dr. Jeannine Brown

****Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ****

BT510DE: HERMENEUTICS (Distance)

Professor: Dr. Timothy Henderson

****Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ****

CP510: INTRODUCTION TO PREACHING

Professor: Stephen Sammons, D.Min., CPLC/Chris Brown, Adjunct

DESCRIPTION:

A basic course on biblical preaching to prepare students for a preaching and teaching ministry. This course assumes that students already have an understanding of biblical interpretation and exegetical methods.

CP 510 will employ experiential learning to discover the principles of biblical preaching and sermon construction and to introduce students to the purpose, types and techniques of preaching God's Word, and how to relate with relevancy to contemporary audiences.

PRIMARY LEARNING OUTCOMES:

That upon completion of the course, the student will be able to:

1. Apply the principles of hermeneutics to sermon preparation.
2. Develop a method of expository preaching that informs all styles of preaching.
3. Develop topical, narrative and expository sermons.
4. Use a style of preaching that fits one's personality and ability to communicate.
5. Demonstrate a passion for teaching God's Word so that it calls for life change.

REQUIRED TEXTS:

Preaching for Life Change

A. Motz

Christ-Centered Preaching

B. Chapell

Supplemental Reading: (complete 400 pages from any of the following)

Communicating for a Change

Andy Stanley & Lane Jones

Preaching with Variety

Jeffrey Arthurs

Biblical Preaching

H. Robinson

Making a Difference in Preaching

H. Robinson

Invitation to Biblical Preaching

D. Sunukjian

Excellence in Preaching

S. Vibert

The Preacher and Preaching

S. Logan (ed.)

Between Two Worlds

J. Stott

The Witness of Preaching

T. Long

The Sacred Anointing (first couple chapters)

T. Sargent

Preaching that Connects

Galley & Larson

Black Preaching

H. Mitchell

Reclaiming the Old Testament in Christian...

(ed) G. Kent, P. Kissling, L. Turner

How to Preach and Teach the O.T for all Its Worth

Christopher J. H. Wright

You are the Message: Getting what you want by being who you are

Roger Ailes, Jon Kraushar

Secrets of Dynamic Communications: Prepare with

Focus, Deliver with Clarity, Speak with Power Ken Davis

RELEVANCE FOR MINISTRY:

This course equips for the skills of communicating God's Word in culturally appropriate ways, with faithfulness to the text, and relevancy to the listener.

COURSE FORMAT:

Classroom lecture and discussion on the process of sermon building plus sermon presentation with group feedback and evaluation

ASSIGNMENTS:

1. Clarity Building Exercises (10%)
2. Sermon evaluations of recommended preachers (15%)
3. Integrative reading project (25%)
4. Evaluation & feedback of peer sermons (10%)
5. Sermon & devotional (40%)

PREREQUISITES: None (Hermeneutics recommended)

RELATION TO CURRICULUM: Core requirement for MDiv degree programs.

FINAL EXAM: No

Last Date Edited: May 28, 2017

CP510DE: INTRODUCTION TO PREACHING (Distance)

Professor: Dr. Arnell Motz

****Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ****

GC512DE: GLOBAL, CULTURAL, & CONTEXTUAL MINISTRY

Professor: Dr. Ramon A. Pastrano

COURSE DESCRIPTION:

This course offers a biblically grounded examination of culture as the context of all ministries. This course applies understanding of culture to the global mission mandate of the church, and examines how one's cultural identity influences spiritual and personal growth as well as leadership potential. The course provides opportunity for acquisition of skills for understanding other cultures. It explores in depth historical and contemporary structural impediments to the church's mission, including power differentials, racism, sexism, and classism. The reconciling power of the gospel to transform the church into a new and just community will permeate the course.

COURSE OBJECTIVES:

- Students will gain an awareness of their current level of multicultural and cross-cultural awareness and sensitivity, as measured by the Intercultural Development Inventory (IDI).
- Analyze and evaluate one's own cultural framework and assumptions
- Explain and differentiate major dimensions of various culture and worldview
- Students will be exposed to a variety of literature from various disciplines related to ministry in a cross-cultural context including cultural and social anthropology, missiology, cross-cultural communication, global contextual leadership, theology, ethics, and more.
- Students will reflect on and dialogue with one another on the dynamics involved in effective cross-cultural ministry.
- Students will interact and dialogue with other leaders in a cross-cultural and contextual setting to gain understanding of the importance and challenges of effective cross-cultural communication.
- Students will interact with one another regarding current trends and tensions, which are having a direct impact on Christian ministry in the global/local context.
- Students will work at theologizing and developing a working strategy for enhancing the effectiveness of their personal involvements in a cross-cultural ministry context. This includes contextualizing the gospel in ways that respectively engage with the reality of human diversity (e.g., culture, economy, gender).
- Evaluate the effectiveness of organizational structures to promote social justice built upon Scriptural truth (e.g., structural barriers, systems limitations and disconnects)

RELEVANCE FOR MINISTRY:

This course will examine various factors related to effective ministry in a cross-cultural context [includes both overseas ministry as well as ministry to the growing international community in the United States] including the use of insights and tools related to the behavioral sciences, particularly socio-cultural anthropology, neurobiology and psychology.

It seeks to acquaint students with some basic tools for understanding themselves, for understanding other cultures, and for better communicating the Christian message across cultures. The course will also examine current trends and tensions in the global/local context, which are impacting the task of Christian outreach and their significance to effective cross-cultural ministry.

COURSE FORMAT:

The course will be conducted on a 14-week schedule aligned with Bethel Seminary's academic calendar. The course requires reading, writing, watching videos of master therapists, role-plays, use of libraries and use of online resources. Each week students will interact with each other and with the instructor through threaded discussions and other assignments that promote active learning.

REQUIRED TEXTBOOKS:

- Muck, Terry & Adeney, Frances S. *Christianity Encountering World Missions*. Grand Rapids: Baker Academic, 2009. ISBN 9780801026607.
- Plueddemann, James. *Leading Across Cultures: Effective Ministry and Mission in the Global Church*. Downers Grove, IL: IVP Academic, 2009. ISBN 9780830825783.
- Paul G. Hiebert, *Transforming Worldviews: An Anthropological Understanding of How People Change*. Grand Rapids: Baker Academic, 2008.

REQUIRED BOOKLETS AND ARTICLES:

1. Milton Bennett, "Becoming Intercultural Competent."
2. Dr. Timothy Keller, "Being The Church in Our Culture."
3. Dr. Timothy Keller, "The Supremacy of Christ in a Postmodern Society."
4. David Livermore, Ph.D., "Cultural Intelligence and Short Term Mission."
5. Dye, T. Wayne. "Toward a Cross-Cultural Definition of Sin" in *Missiology* 4:1, January 1976, pp. 27-41.
6. Priest, Robert J. "Missionary Elencitics: Conscience and Culture" in *Missiology* 22:3, July 1994, pp. 291-315.
7. A list of movies and documentaries will be provided

COURSE DOCUMENTS:

1. **Interaction Form:** This form is to help you guide your reading and class discussion, and not meant to be lengthy, but it does require excellent reading and reflective skills to do it well.

2. **Handouts:** There will also be a collection of handouts that will be provided for use during this course. Copies of these materials will be provided as appropriate. These handouts are meant to ease your burden of taking notes as well as to allow for more materials to be covered in the time allotted for this course. These materials will necessarily need to be brought to each class period.

RECOMMENDED READING:

- Bruce Bradshaw, *Change Across Cultures* (2002)
- Bennett, Milton J., "Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity."
- Clifford Geertz, *The Interpretation of Cultures* (1973)
- Paul G. Hiebert, *Anthropological Insights for Missionaries* (1985)
- Paul G. Hiebert, *Anthropological Reflections on Missiological Issues* (1994)
- _____, "Critical Contextualization" in *International Bulletin of Missionary Research* 11, no. 3, (July 1987): 104-111.
- Geert Hofstede, *Cultures Consequences* (1984)
- David T. Kollat, Roger D. Blackwell and James F. Engel, *Research in Consumer Behavior* (1970)
- Charles H. Kraft, *Christianity in Culture* (1979)
- Louis J. Luzbetak, *The Church and Cultures* (1988)
- Donald A. McGavran, *The Bridges of God* (1955)
- Donald A. McGavran, *Understanding Church Growth* (1970, 1980)
- Bruce J. Nicholls, *The Church: God's Agent for Change* (1986)
- Eugene Nida, *Customs and Cultures* (1975)
- Michael Pocock and Joseph Henriques, *Cultural Change and Your Church* (2002)
- Robert E. Quinn, *Change the World* (2000)
- Gailyn Van Rheenen, *Communicating Christ in Animistic Contexts* (1992)
- Lyle Schaller, *The Change Agent* (1972)
- Samuel Vinay, *The Church in Response to Human Need* (2003)
- John Van Willigen, *Applied Anthropology* (2002)
- Clemens Sedmak, *Doing Local Theology* (2006)
- Craig Ott and Harold A. Netland, *Globalizing Theology* (2006)
- Sigurd Bergmann, *God in Context: A Survey of Contextual Theology* (2003)
- Dean Flemming, *Contextualization in the New Testament* (2005)
- A. H. Mathias Zahniser, *Symbol and Ceremony* (1997)
- Gailyn Van Rheenen, ed., *Contextualization and Syncretism: Navigating Cultural Currents* (2006)
- David J. Hesselgrave and Edward Rommen, *Contextualization: Meanings, Methods, and Models* (1989)
- Herbert Hoefer, *Churchless Christianity*, Revised Edition. William Carey Library, 2001.
- Dayanand Bharati, *Living Water and Indian Bowl*. William Carey Library, 2004.
- Fouad Elias Accad, *Building Bridges: Christianity and Islam*. Navpress, 1997.
- E. Stanley Jones, *Christ of the Indian Road*
- Kraft, Charles H. *Anthropology for Christian Witness*. Maryknoll: Orbis Books, 1996.

ASSIGNMENTS:

(brief description of the assignments the student will be expected to produce and % of grade applied)

1. Assignment #1: Reading Assignments and Discussion (35% of final grade)

Class discussion and mutual interactive learning is essential in this course. Twenty five percent of your final grade is based on your ongoing, respectful, well-prepared contribution & interaction with classmates and course materials.

2. Assignment #2: Intercultural Development Plan (25% of final grade) TBD Completing the Intercultural Development Inventory® and reviewing your own individual IDI® profile results provides key insights into how you make sense of cultural differences. The next step is to systematically increase your intercultural competence by working through your Intercultural Development Plan™ (IDP). This Plan is specifically customized to your particular IDI Profile results. Accompanying this new IDI profile report will be another customized and different Intercultural Development Plan that can help you further increase your skills in shifting cultural perspective and adapting behavior.

3 Assignment #3: Cross-Cultural Ministry Project (40% of final grade)

Each student will develop and if possible implement a ministry project relevant to their ministry and context. This could be done as a project or research. As a Research: Write a research paper (20-25 double-spaced pages, not counting bibliography and appendices) on a cultural/ethnic group (6 will be provided in class as an option), other than your own, either within your community that could become a ministry focus for you/or your church - or - on a people group related to a short-term missions project through your church or Bethel Seminary. *You should have a minimum of 12 cited sources listed on your Bibliography.* (Be sure to include a concluding paragraph/section.)

PREREQUISITES: None

RELATION TO CURRICULUM: Required course for the M.Div & M.A.Min. program.

FINAL EXAM: No final exam. Papers, presentations and experiential assignments are required.

GS001: GRADUATE RESEARCH SEMINAR

Professor: Sandra Oslund, MLIS/Tim Senapatiratne, Ph.D.

COURSE DESCRIPTION:

In our present world, information overload is becoming a fact of life. This seminar will teach students to design their research methodologies to most effectively complete course assignments. By learning how to efficiently use library tools and services, a student will save time and effort when completing assignments. The class will also focus on evaluating, citing, and using source material properly. The Graduate Research Seminar is a 0-credit course for all students in a degree program.

LEARNING OBJECTIVES:

By the end of the course, students should be able to:

- Know how to develop an effective research strategy.
- Know the tools used to find a book in the Bethel library.
- Know the tools used to find a book outside their local Bethel library and have strategies for getting that book.
- Know the tools used for finding a journal article at the Bethel library.
- Know the tools used for finding a journal article outside their local Bethel library and have strategies for getting that journal article.
- Understand what plagiarism is and how to avoid plagiarism.
- Know how to develop a bibliography using RefWorks as a management system.

REQUIRED TEXTBOOK:

Students must purchase **one** of the following books:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010. ISBN 9781433805592
(The APA Publication Manual is required for all MFT and MHC students)

or

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago-Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013. ISBN 9780226816388

(Turabian is required for all students who are not in the MFT or MHC programs)

RECOMMENDED TEXTBOOK:

Vyhmeister, Nancy Jean. *Your Guide to Writing Quality Research Papers for Students of Religion and Theology*. 3nd ed. Grand Rapids, MI: Zondervan, 2014. ISBN 9780310514022

COURSE REQUIREMENTS:

Mastery of the course concepts: finding books, finding journal articles, understanding plagiarism, and designing your research.

COURSE SCHEDULE:

The course material is available online in Moodle. Students will have until **Monday, October 9**, to review all the material and then complete the Case Study Assessment. The Case Study Assessment must be attempted no later than **October 9, 2017**.

All course requirements must be completed by the end of the semester.

EVALUATION:

Students must successfully complete the Case Study Assessment.

GRADES:

Grades will be assigned as Satisfactory (S)/Unsatisfactory (U).

GS780DE: SENIOR INTEGRATIVE SEMINAR

Professor: Dr. Denise Kjesbo

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ******

HS510: CHURCH HISTORY SURVEY

Professor: Dr. James D. Smith III

DESCRIPTION:

This course invites the student to explore major developments in the expansion of the Christian Church (East and West) from its birth to the present day. There will be an introduction to the basic methodology and bibliographical tools used in the study of the past. The goal is for the faith and practice of these earlier Christian to enlighten and inspire our own.

COURSE OBJECTIVES/ LEARNING OUTCOMES:

By course's end, students will...

- Be familiar with major people, ideas, movements, events, networks, texts and objects (PIMENTO) in the Christian story.
- Be aware of the Church's relationship to cultures, assessing contextualization.
- Be able to research, analyze, discuss and write about selected ideas and practices.
- Be engaged with one's own Faith tradition/roots in an informed, life-giving way.
- Be equipped to connect/integrate insights with issues and ministry applications.

RELEVANCE FOR MINISTRY:

Everything and everyone has a history. Preparation to better understand and engage these realities is a major ministry asset. Biblically, we're directed to value the old and new, identify faithful ones across time, and examine all of life's story, holding onto the good (Mt 13:52, Ps 101:6, I Th 5:21).

COURSE FORMAT:

We will meet in person weekly for presentation and discussion, informed by readings in assigned books/sites and Moodle texts.

REQUIRED READING:

Christian History Time Line. Rose Publishing, 1998.

Gonzalez, Justo. *The Story of Christianity* v1, rev. San Francisco:HarperCollins, 2010. Gonzalez, Justo. *The Story of Christianity* v2, rev. San Francisco:HarperCollins, 2010.

Bettenson, Henry & Chris Maunder, eds. *Documents of the Christian Church*, 3rd ed. New York: Oxford UP, 1999.

Heath, Gordon L. *Doing Church History*. Toronto: Clements Publishing, 2008.

Christian History magazine. Online at www.christianhistoryinstitute.org. 100+ issues

WRITTEN ASSIGNMENTS:

Two in-class PIMENTO quizzes (40 points total)

Complete HEATH “best insights” essay (15 points)

Select CH MAGAZINE issue, offering “five talking points” essay (15 points)

Create FINAL PAPER - current issue informed by historic crux (30 points)

PREREQUISITES: None

RELATION TO CURRICULUM: Required for MDiv and MA programs (except MFT)

HS510DE: CHURCH HISTORY SURVEY (Distance)

Professor: Dr. Andrew Russell

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ******

HS726: HISTORY & THEOLOGY of MINISTRY

Professor: Dr. James D. Smith III

DESCRIPTION:

This course invites the student to a survey of important theological expressions and models in the history of Christian ministries from the first century through the present day. We will consider selected themes (WISHMAP), illustrated by classic and contemporary sources, within a chronological framework.

COURSE OBJECTIVES/LEARNING OUTCOMES:

By course's end, students will...

- Be familiar with historic expressions of worship, instruction, shepherding,
- hospitality, mission, administration and preaching (WISHMAP) as resources.
- Be aware of "pastoral theology" as an integrative, holistic study and discipline.
- Be equipped as these "voices" enlighten/ inspire our lives as Kingdom ministers.

RELEVANCE FOR MINISTRY:

Ministry (and ministers) frequently suffer from the "tyranny of the commonplace." The choice is often seen as novelty or nostalgia – neither of which makes a good master. Across the ages, our Lord has given his people creativity and discernment, creating a rich heritage for *theoreia* and *praxis*.

COURSE FORMAT:

We will meet in person for presentation and true to life discussion, further informed by resources in books/sites and Moodle texts.

REQUIRED READING: (Complemented by Moodle and Library Reserves):

Nouwen, Henri. *Creative Ministry* (1971).

Oden, Thomas. *Pastoral Theology* (1983)

Willimon, William. *Pastor: A Reader for Ordained Ministry* (2002)

ASSIGNMENTS:

- Complete **readings** for informed, "grace & truth" class **discussion** (20 pts)
- Response to "**Beyond Professionalism**" in *Creative Ministry*, expressing student's integration (conceptual/experiential) of gift, vocation, spirituality (2pp, ss, 20pts)
- Select one each from historic **images of *Christ and the *Church**, connect them with a present role, and affirm/alter these in envisioning your future (2pp,ss, 20pts)

- Select an **historic mentor** and their WISHMAP focus, engaging life story, distinctive approaches to ministry, and relevance for your service (2pp, ss, 20pts)
- Select a **WISHMAP area** of ministry and reference four “talking point” insights of value to you in personal and professional growth (2pp, ss, 20pts)

PREREQUISITES: None

RELATION TO CURRICULUM: Elective for M.Div. and MA students

MF500: PRINCIPLES OF COUNSELING

Professor: Donna S. Scott

DESCRIPTION:

This course is designed to provide a foundation of basic skills for persons who would like to enhance their therapy and pastoral care abilities. It combines theoretical understanding and hands-on practice of essential counseling skills.

COURSE OBJECTIVES/LEARNING OUTCOMES:

By the end of the course students will be able to:

1. Identify and discuss the primary historical and current theories of psychotherapy.
2. Identify three stages in the therapy process (exploration, insight and action) and know which techniques and interventions are especially effective in each stage.
3. Comfortably use core therapy techniques at a level of competence appropriate for beginning graduate students.
4. Determine the appropriate and ethical applications of the Christian disciplines in psychotherapy while identifying potential risk factors.
5. Critique and evaluate therapy skills demonstrated in role plays by themselves and their peers.

RELEVANCE FOR MINISTRY:

This course encourages and equips students to immediately apply their developing skills in their current work and ministry environments. Students typically experience notable growth in their effectiveness as helpers during the course and beyond.

COURSE FORMAT:

There will be 14 class sessions, each session 2¾ hours long. The primary teaching methods during this course will be lectures, discussions, role plays, and live and/or video demonstrations.

REQUIRED READING:

1. Corey, G. (2016). *Theory and practice in counseling and psychotherapy* (10th ed.). Belmont, CA: Thomson Brooks/Cole. ISBN-13: 9781305263727; chapters 1-4, 6-10)
2. Hill, C. E. (2009). *Helping skills: Facilitating exploration, insight, and action* (4th ed.). Washington, D.C.: American Psychological Association. (ISBN: 978-1433804519)
3. McMinn, M. (1996). *Psychology, theology, and spirituality in Christian counseling*. Wheaton, IL: Tyndale. (ISBN: 978-0842235259)

RECOMMENDED READING:

1. American Psychological Association. (2009). *Concise rules of APA style* (6th ed.). Washington, D.C.: Author.
2. American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author (ISBN: 978-1433805615). Spring 2016

ASSIGNMENTS:

Students will write a 5 – 7 page **Reflection Paper** about their developing therapeutic skills based on their experience as a “helper” with 3 volunteer “clients. (30% of grade)

Students will be asked to **Role Play** during a class session to demonstrate therapeutic techniques or interventions. (10% of the grade)

Students will participant in smalls groups to create an **Integration Presentation**, which will offer their perspectives and strategies for appropriate and sensitive integration of theological concepts and spiritual practices in counseling sessions. (20% of grade)

Two **Exams** will be taken during the 7th and 14th class sessions. These will include both objective and essay response formats. (40% of grade)

RELATION TO CURRICULUM: This course can serve as the prerequisite counseling course for persons enrolling in or transferring to the M.A. in Marriage and Family Therapy. *Four hours*

Last Date Edited: 5.10.17

MF625: THEORIES OF MARITAL & FAMILY THERAPY I

Professor: Dr. Ben Kim

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ******

MF627: RESEARCH DESIGN & EVALUATION

Professor: Dr. Karen Quek

****Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ****

MF633: COUNSELING CHILDREN/ADOLESCENTS/FAMILIES

Professor: Dr. Kathryn deBruin

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ******

MF646: INDIVIDUAL & FAMILY PSYCHOPATHOLOGY

Professor: Dr. Minoa Chang

DESCRIPTION:

This course helps students understand and identify individual and relational problems, and gain awareness of abnormal and/or unhealthy psychological and relational functioning. Students will learn how to think critically about the concept of mental disorder informed by the recovery model. The appropriate use of the DSM-5 and its diagnostic categories with diverse populations in various clinical settings will be emphasized. *3 hours.*

COURSE OBJECTIVES/LEARNING OUTCOMES:

By the end of the course students will be able to ...

- recognize the difference between psychological symptom and a mental disorder;
- identify implications of individual perspectives on defining pathological development and functioning;
- examine the interaction of individual and relational pathology;
- become familiar with the DSM-5, its diagnostic categories, its strengths and weaknesses, and its use in psychotherapy;
- take into account diversity issues (including gender, SES, social context, ethnicity, and cultural variables) in relation to various aspects of individual and relational pathology;
- consider psychopathology within a Christian worldview.

RELEVANCE FOR PROVIDERS OF MENTAL HEALTH SERVICES:

This course has relevance to professional counseling and psychotherapy in that assessment and diagnosis lead to appropriate treatment planning. Students will be prepared to distinguish dysfunction from psychopathology, be familiar with an overview of the current diagnostic system, and identify pathologies that require special professional referrals (for example, to psychiatric consultations).

COURSE FORMAT:

This course will meet weekly for 2h 45 min, during one semester. Teaching methods include lectures, audio/video materials, in-class role-plays, reading assignments, clinical case discussions, diagnostic exercises, and a final paper. It is possible to also have a guest speaker who has benefitted from mental health services, or is a provider of mental health services.

REQUIRED READING:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders*. (5th ed., DMS-5).

Washington, D.C.: author. ISBN: 978-0-89042-554-1 (hardcover), ISBN: 978-0-89042-555-8 (paperback).

Morrison, J. (2014). *Diagnosis made easier: Principles and techniques for mental health clinicians*. (2nd ed.). New

York, NY: Guilford Press.

Sperry, L. (2016). *Handbook of diagnosis and treatment of the DSM-5 personality disorders: Assessment, case*

conceptualization, and treatment. (3rd ed.) New York, NY: Routledge. (ISBN: 978-0-415-84190-0,

hardcover; ISBN 978-0-415-84191-7, paperback; ISBN: 978-0-203-76372-8, e-book).

Journal articles and/or additional book chapters may be assigned as required reading during the semester.

RECOMMENDED READING:

1. A current text in Abnormal Psychology, that introduces how the DSM-5 views and classifies mental illnesses, for example, one by Barlow, D. & Durand. V. M. (2012). *Abnormal psychology: An integrated approach*. (6th ed.) Wadsworth/Cengage Learning (ISBN: 978-1-111-34362-0).
2. Any of a number of books that address how families and the close social circle are affected by, learn about, and cope with mental illness, or how we can be of help to them. Examples: Carter, R. & Golant, S. (1999). *Helping someone with mental illness: A compassionate guide for family, friends and caregivers*. New York, NY: Random House, Inc.; Karp, D. A. (2001). *The burden of sympathy: How families cope with mental illness*. New York, NY: Oxford University Press; Albers, R. H., Meller, W. H. & Thurber, S. D. (Eds.) (2012). *Ministry with persons with mental illness and their families*. Minneapolis, MN: Fortress Press; Sederer, L. I (2013). *The family guide to mental health care: Advice on helping your loved ones*. New York, NY: W. W. Norton & Company.
3. Any number of books about sexual addiction and about online addiction, which are not diagnostic categories in the DSM-5, but are problems affecting large numbers of individuals. Examples of books on this (and related topics) are those authored or co-authored by Patrick Carnes, such as *Out of the shadows: Understanding sexual addiction*; *Don't call it love: Recovery from sexual addiction*; *Facing heartbreak: Steps to recovery for partners of sex addicts*; *In the shadows of the Net: Breaking free from compulsive online sexual behavior*. Of interest: M. K. Swingle's (2016) *i-Minds: How cell phones, computers, gaming, and social media are changing our brains, our behavior, and the evolution of our species*.

ASSIGNMENTS:

Attendance and completion of reading for each week are assumed. Assignments are awarded points as follows:

1. In-class participation (activities, discussions): 14 weeks x 3 points = 42 points = 13% of grade
2. Psychopathology role-play = 40 points = 12% of grade
3. Exams: 4 exams x 25 points = 100 points = 30 % of grade
4. Literature search = 50 points = 15% of grade
5. Final paper = 100 points = 30%
6. One extra-credit is allowed in this course, for a maximum of 10 points, which can increase the final course grade by up to 3%.

PREREQUISITES:

MF625 (Theories of Marital and Family Therapy I) or MH625 (Theories of Mental Health Counseling),
AND

Fall 2017

MF635 (Individual Development, Aging and Family Life Cycle) or MH635 (Life Span Development and Aging).

RELATION TO CURRICULUM: Required course for the MFT and the MHC degree programs.

FINAL EXAM: Four in-class, non-cumulative exams. There will be no mid-term or final exam in this course.

Last Date Edited: 18 May 2017.

MF716: MFT PRACTICUM

Professor: Dr. Karen Quek/Terri Hightower, LMFT

****Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ****

MH625: THEORIES OF MENTAL HEALTH COUNSELING

Professor: Dr. Karen Quek

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ******

MH627: GROUP PSYCHOTHERAPY

Professor: Dr. Heather A. Hoshiko

DESCRIPTION:

Major approaches to group therapy are presented which emphasize process groups and the use of experiential and didactic strategies within multiple settings common to the practice of therapy. Highlighted within this course are historical developments and the evolution of group therapy, the advanced theoretical underpinnings, the creation and importance of group work, as well as therapeutic factors with practical implications of group dynamics. Participants will be exposed to designing, implementing, and evaluating therapy group programs contextualized to diverse populations. Students will not only learn how to lead a group in mental health settings, but will also have rare and exhilarating opportunity to be part of a small group themselves. This has been a life changing experience reported by former participants, and is a valuable emotional growth experience toward a more comprehensive knowledge of the "self of the therapist." *Three Hours.*

COURSE OBJECTIVES/LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Discuss the historical development of group therapy, as it relates to MHC and MFT theory and practice.
- Identify different types of group therapy and differentiate group therapy from other forms of group experience.
- Critique group therapy theories from a theological worldview and diversity milieu, especially as they might be applied to individuals, couples and families coping with severe mental illness and/or chronic socio-economic poverty.
- Identify qualities of effective group leaders and personally engage those qualities while leading therapy groups or participating in therapy groups.
- Effectively use appropriate procedures for screening and selecting members for various therapy groups.
- Write treatment plans including group therapy as an important part of mental health counseling and marriage and family therapy, contextualized to various clinical settings.
- Write group therapy case notes and other case documentation.
- Provide group therapy to diverse populations of individuals, couples and families, appropriately using strategies and techniques in a manner that is informed by the recovery model.

RELEVANCE FOR PRACTICE:

This course is an exceptional way to use both lecture and practical experience in demonstrating and refining the skills necessary to work with the complex nature of group dynamics. During the course, students will learn the multifaceted undercurrents of communication through practice both leading and following as a member in a group setting. This is not only helpful in establishing cohesiveness among cohorts and finding support through graduate schooling with peers, but also is critical to entering

therapeutic settings where groups are prevalent. Whether students choose to work in private practice, ministry, community, or specialized sites, group therapy experience is an essential skill that companies and organizations have interest. Many are employing those with direct experience and education with group facilitation.

COURSE FORMAT:

The course will be conducted on a 15-week schedule aligned with Bethel Seminary's academic calendar for the fall semester. The course requires reading, weekly writing of personal reflections, weekly quizzes, two critical thinking papers, and participation as both leader and group member. Each week students will interact with each other and with the instructor through lecture the first hour of the course, and then will do group work (typically six to seven participants in each group) the second hour of the course.

REQUIRED READING:

1. Corey, M.S. & Corey, G. (2010). *Groups: Process and practice* (10th ed.). Belmont, CA: Brooks/Cole.
2. Jongsma, A. & Paleg, K. (2015). *The group treatment planner with DSM-5 updates* (3rd ed.). Hoboken, NJ: John Wiley & Sons, Inc.
3. Yalom, I.D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books.

RECOMMENDED READING:

1. American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

ASSIGNMENTS: August 28-December 11, 2017 (15 Weeks)

Due Date	Assignment	Points
December 11, 2017	Participation in Lecture and Group	150 Points
September 25, 2017	Proposal for a Specialized Group Paper	200 Points
November 13, 2017	Original Intervention for Group Therapy Paper	200 Points
Weekly Assignment	Weekly Journal Reflections	10 Points Each (Totaling 150 Points)
Weekly Assignment	Weekly Quizzes	20 Points Each (Totaling 300 Points)
December 11, 2017	Extra Credit (Maximum 5 Events)	50 Points
Maximum Points Attainable: 1050 Points		

PREREQUISITES: MF625 or MH625.

RELATION TO CURRICULUM: MH627 is a degree specific requirement for the Masters of Marriage and Family Therapy (MFT) students, as well as for the Master of Arts in Mental Health (MHC) program.

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FINAL EXAM: Daily quizzes will be given in lieu of a final examination.

Last Date Edited: April 29, 2017.

MH638 COUNSELING CHILDREN/ADOLESCENTS/FAMILIES

Professor: Dr. Kathryn deBruin

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ******

MH715: MHC PRACTICUM I

Professor: Dr. Ben Kim

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ******

ML523: TRANSFORMATIONAL LEADERSHIP (Traditional)

Professor: Curtis Gruber

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ******

ML523DE: TRANSFORMATIONAL LEADERSHIP (Distance)

Professor: Dr. Mark McCloskey

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ******

ML527DE: LEADING WORSHIP CELEBRATIONS IN THE CHRISTIAN LIFE CYCLE (Distance)

Professor: Dr. Andy Rowell

DESCRIPTION:

This course offers biblical-theological foundations, and practical skills, for marking special celebration/worship moments in Christian life and community. Ceremonies such as dedication, baptism, communion, wedding, memorial/funeral and holy day will be explored. Students will be equipped to plan and lead in Spirit-led and resourceful ways, connecting and integrating theological insight with pastoral practice and care.

COURSE OBJECTIVES/ LEARNING OUTCOMES:

By the course's end, students will...

- *Consider objections to ritual and art and appreciate the role of story, practice, habit, formation, and expression.

- *Develop biblical, theological, and historical understanding of worship, weddings, funerals, baptism, the Lord's Supper, Christmas, and Easter.

- *Craft drafts for these practices.

RELEVANCE FOR MINISTRY:

Students will have the opportunity to process their doubts about traditional ritual, to explore the possible benefits of these practices, and to prepare creative, rich plans for facilitating these practices.

COURSE FORMAT:

This is an online course that can be taken without attending any of the 1 hour live tapings of the online synchronous sessions. However, students will be surveyed at the beginning of the class regarding the timing of the live taping so they can participate if they would like. If students miss the live sessions, they will need to watch and write a brief written response to the recordings. Student work is spread out throughout the term evenly in smaller assignments.

REQUIRED READING: TBD

ASSIGNMENTS:

Likely five 2-3 page papers

PREREQUISITES: None

Fall 2017

RELATION TO CURRICULUM: Required for M.Div. and MAM students.

FINAL EXAM: None

ML531DE: CHURCH PLANTING VISION AND PREPARATION (DISTANCE)

Professor: Dr. Paul Johnson

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ******

ML593DE: MENTORED LEADERSHIP III (DISTANCE)

Professor: David Diener, MDiv, Ph.D

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ******

**ML615DE: ORGANIZATION LEADERSHIP & CHURCH GOVERNANCE
(DISTANCE)**

Professor: Dr. Jeffrey Matteson

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ******

NT508: INTRODUCTION TO THE NEW TESTAMENT: SCRIPTURE & SURVEY

Professor: Dr. Mark Strauss

DESCRIPTION:

A study of New Testament books, focusing on themes, theology, and interpretive methodologies, coupled with consideration of role of the interpreter

COURSE OBJECTIVES/LEARNING OUTCOMES:

By the end of the course students will be able to:

- Explain the nature of various genres of the New Testament and how they ought to be interpreted and recontextualized.
- Analyze individual New Testament books within their historical and cultural contexts.
- Explicate the distinct theological perspectives of various New Testament authors.
- Describe the nature of New Testament narrative literature as both historically grounded and theologically motivated. Describe the New Testament epistles as both first century occasional documents and the Word of God for today.
- Grow spiritually through a better understanding of the New Testament testimony concerning the person and work of Jesus Christ.

RELEVANCE FOR MINISTRY:

This course provides MFT/MHC students with the skills to interpret and apply the New Testament for effective counseling, Christian ministry, and personal spiritual growth.

COURSE FORMAT:

Course time will be comprised of lectures, quizzes, in-class discussions, in-class projects, and occasional videos. Assessment will be based on outside reading, class participation, quizzes, exams, and a research paper.

REQUIRED READING:

- Select New Testament books
- Mark Allan Powell, *Introducing the New Testament* (Baker Publishing 2009) ISBN 9780801028687
- Gary Burge, *A Week in the Life of a Roman Centurion* (InterVarsity Press) ISBN 978-0830824625

RECOMMENDED READING:

- *Dictionary of Paul and His Letters*. Eds. Gerald F Hawthorne, Ralph P Martin; Daniel G Reid. Downers Grove, Ill. InterVarsity Press, 1993

- *Dictionary of Jesus and the Gospels*. Eds., Joel B. Green, Jeannine Brown, Nicholas Perrin; Downers Grove, Ill.: InterVarsity, 2nd ed. 2013.
- *Dictionary of the later New Testament & Its Developments*. Eds. Ralph P Martin; Peter H Davids. Downers Grove, Ill. : InterVarsity Press, ©1997 9780830817795

ASSIGNMENTS:

1. Select readings from biblical text with reading reports (10%)
2. Select readings from the textbooks & weekly quizzes on these readings (30%)
3. Guided Reading Projects on various NT books (10%)
4. Final exam (20%)
5. One 5-7 page research paper (20%)
6. Class attendance and in-class participation (10%)

PREREQUISITES: BT508 Hermeneutics (recommended).

RELATION TO CURRICULUM: Required course for MFT/MHC students.

FINAL EXAM: Yes

Last Date Edited: April 21, 2017

NT516: NEW TESTAMENT SURVEY

Professor: Dr. Mark Strauss

DESCRIPTION:

NT516 New Testament Survey: Narratives, Letters, and Revelation. An introduction to the New Testament, focused on the genre of NT books, their first century historical and literary contexts, and their theological purposes, with the goal of recontextualizing their messages in ministry contexts today. Prerequisite: BT/BI510 (may be concurrent). Three hours.

COURSE OBJECTIVES/LEARNING OUTCOMES:

By the end of the course students will be able to:

- Explain the nature of various genres of the New Testament and how they ought to be interpreted and recontextualized.
- Analyze individual New Testament books within their historical and cultural contexts.
- Explicate the distinct theological perspectives of each of the New Testament authors.
- Describe the nature of New Testament narrative literature as both historically grounded and theologically motivated. Describe the New Testament epistles as both first century occasional documents and the Word of God for today.
- Grow more like their Lord and Savior Jesus Christ through a better understanding of the New Testament testimony to him.

RELEVANCE FOR MINISTRY:

This course provides students with the skills to read and study the New Testament for effective teaching in ministry contexts, for personal spiritual growth, and for discipleship.

COURSE FORMAT:

Course time will be comprised of lectures, quizzes, in-class discussions, in-class projects, and occasional videos. Assessment will be based on outside readings, class participation, quizzes, exams, and a research paper.

REQUIRED READING:

- Select New Testament books
- Strauss, Mark, *Four Portraits, One Jesus. In Introduction to Jesus and the Gospels*. Grand Rapids, MI: Zondervan, 2007. 978-0310226970
- Capes, Reeves and Richards, *Rediscovering Paul. An Introduction to His World, Letters and Theology*. Downers Grove, IL: InterVarsity, 2011.
- J. Scott Duvall, *The Heart of Revelation*. Grand Rapids: Baker, 2016.

RECOMMENDED READING:

- *Dictionary of Paul and His Letters*. Eds. Gerald F Hawthorne, Ralph P Martin; Daniel G Reid. Downers Grove, Ill. InterVarsity Press, 1993
- *Dictionary of Jesus and the Gospels*. Eds., Joel B. Green, Jeannine Brown, Nicholas Perrin; Downers Grove, Ill.: InterVarsity, 2nd ed. 2013.
- *Dictionary of the later New Testament & Its Developments*. Eds. Ralph P Martin; Peter H Davids. Downers Grove, Ill. : InterVarsity Press, ©1997 9780830817795

ASSIGNMENTS:

1. Select readings from biblical text with reading reports (10%)
2. Select readings from the textbooks & weekly quizzes on these readings (35%)
3. Class attendance and in-class project participation (10%)
4. Mid-term and final exam (25%)
5. One 8-10 page research paper (20%)

PREREQUISITES: BI510 Hermeneutics (may be taken concurrently).

RELATION TO CURRICULUM: Required course for all MA and MDiv (except MFT and MHC).

FINAL EXAM: Yes

Last Date Edited: April 21, 2017

NT516DE: NEW TESTAMENT SURVEY (Distance)

Professor: Dr. Jeannine Brown

COURSE DESCRIPTION:

An introduction to the New Testament, focused on the genre of NT books, their first century historical and literary contexts, and their theological purposes, with the goal of recontextualizing their messages in ministry contexts today.

COURSE OUTCOMES:

By the end of the course students will be able to:

1. Express the content of a range of New Testament books and be able to speak about their theological and contextual distinctives.
2. Explain the nature of various genres of the New Testament and how they ought to be interpreted and recontextualized.
3. Analyze individual New Testament books within their historical and cultural contexts.
4. Analyze and evaluate their own cultural framework and assumptions as they interpret the New Testament.

RELEVANCE FOR MINISTRY:

This course introduces the New Testament—its history, literature, and theology. It prepares students for responsible biblical interpretation and for developing a more robust New Testament theology.

COURSE FORMAT:

This course has no face-to-face components but will use media lessons, readings, Moodle discussions, and other interactive (non-synchronous) activities throughout the term. Students should plan on spending an average of 7-8 hours/week on the course.

REQUIRED TEXTBOOKS:

--Koester, Craig R. *Revelation and the End of All Things*. Grand Rapids: Eerdmans, 2001.
#978-0-8028-4660-0

--Longenecker, Bruce W. and Ben Witherington. *The Lost Letters of Pergamum: A Story from the New Testament World*. Grand Rapids: Baker Academic, 2003.
#9780801026072

--Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Grand Rapids: Baker Academic, 2009. #9780801028687

--Wright, N. T. *Paul: In Fresh Perspective*. Minneapolis: Fortress Press, 2009.
#9780800663575

RECOMMENDED TEXTBOOKS [not required] (see also bibliographies in Powell textbook)

--Strauss, Mark, *Four Portraits, One Jesus*. In *Introduction to Jesus and the Gospels*. Grand Rapids, MI: Zondervan, 2007.

--*Dictionary of Jesus and the Gospels*. Eds., Green, Joel B., Scot McKnight, I. Howard Marshall, eds. Downers Grove, Ill.: InterVarsity, 1992. UPDATE: 2013

--*Dictionary of Paul and His Letters*. Eds. Gerald F Hawthorne, Ralph P Martin; Daniel G Reid. Downers Grove, Ill. InterVarsity Press, 1993

--*Dictionary of the Later New Testament & Its Developments*. Eds. Ralph P Martin; Peter H Davids. Downers Grove, Ill. : InterVarsity Press, 1997. ISBN: 9780830817795

OTHER READINGS (provided in Moodle):

--Brown, Jeannine K. "Creation's Renewal in the Gospel of John." *Catholic Biblical Quarterly* 72 (April, 2010) 275-90. Full text available in Moodle.

--Gaventa, Beverly Roberts. "The Cosmic Power of Sin in Paul's Letter to the Romans: Toward a Widescreen Edition." *Interpretation* 58 (2004): 229-240.

--Karris, Robert J. "Luke's Soteriology of With-ness." *Currents in Theology and Mission* 12 (1985): 346-352.

--Volf, Miroslav. "Soft Difference : Theological Reflections on the Relation Between Church and Culture in 1 Peter." *Ex Auditu* 10, (January 1, 1994): 15-30.

COURSE ASSIGNMENTS

A. Quizzes (3 @ 15%)

Students will take three closed-book quizzes on class discussions and course readings.

B. Gospel Plot/Theme Diagram (15%)

Students will complete a plot/theme diagram of Luke 9:51-19:27. Instructions included in syllabus below.

C. Epistle Logical Analysis (15%)

Students will complete an epistle map (logical analysis of Paul's argument) of a select Pauline passage (either Romans 14:1-23; 1 Corinthians 15:12-34; or Philippians 3:1-4:1). Instructions included in syllabus below.

D. Final Paper (25%)

Students will write a final paper that compares three NT books in terms of their themes and messages, assesses the contribution of each to a NT theology, and reflects on one of them for their own personal wholeness and faith praxis. Instructions included in syllabus below.

PREREQUISITES: BI510

RELATION TO THE CURRICULUM: This is a required for all programs.

FINAL EXAM: No

LAST DATE EDITED: 4/19/17

NT518DE: NEW TESTAMENT EXEGETICAL EXPLORATIONS

Professor: Dr. Jeannine Brown

******Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ******

NT541: BEGINNING GREEK

Professor: Dr. Mark Strauss

DESCRIPTION: A study of the fundamentals of New Testament Greek with respect to forms (morphology) and simple relationships (syntax). Special emphasis will be placed on preparing the student for the subsequent exegesis of the New Testament. The course will also introduce students to basics of linguistic theory with respect to the potentialities and the limitations of human language to convey meaning. No prerequisite. Three hours.

COURSE OBJECTIVES/LEARNING OUTCOMES:

By the end of the course students will be able to:

- Describe the basic forms and functions of Greek syntax.
- Identify definitions of a basic introductory Greek vocabulary of approximately 200 words.
- Avoid the kind of word-study abuse so common in past interpretation.
- Utilize Greek study tools (commentaries, lexicons, etc.) for the purpose of sound exegesis.
- Begin a life-long adventure of learning and using New Testament Greek in your preaching and teaching of the Word of God.

RELEVANCE FOR MINISTRY:

This course provides students with the skills to utilize Greek for basic exegesis of the word and for access to the best exegetical tools available.

COURSE FORMAT:

Course time will be comprised of lectures, translation, and exams.

REQUIRED READING:

- William D. Mounce, *Basics of Biblical Greek* (Grand Rapids: Zondervan, 2009) 978-0310287681
- William D. Mounce, *Basics of Biblical Greek Workbook* (Grand Rapids: Zondervan, 2009) 978-0310287674

ASSIGNMENTS:

1. Readings from the text, workbook exercises, and quizzes (20%)
2. Four exams (80%)

PREREQUISITES: None

RELATION TO CURRICULUM: Required for Greek track and Greek/Hebrew track of the MDiv. May be used as elective credit for MATS degree.

FINAL EXAM: Yes

Last Date Edited: April 21, 2017

NT541DE: BEGINNING GREEK (Distance)

Professor: Dr. Lyn Nixon

DESCRIPTION: A study of the fundamentals of New Testament Greek with respect to forms (morphology) and simple relationships (syntax). Special emphasis will be placed on preparing the student for the subsequent exegesis of the New Testament. No prerequisite. Three hours.

COURSE OBJECTIVES/LEARNING OUTCOMES: By the end of the course students will be able to:

1. Describe the basic forms and functions of Greek syntax.
2. Identify definitions of a basic introductory Greek vocabulary of approximately 200 words.
3. Avoid the kind of word-study abuse so common in past interpretation.
4. Utilize Greek study tools (commentaries, lexicons, etc.) for the purpose of sound exegesis.
5. Begin a life-long adventure of learning and using New Testament Greek in preaching and teaching of the Word of God.

RELEVANCE FOR MINISTRY:

This course provides students with the skills to utilize Greek for basic exegesis of the Word and to access the best exegetical tools available.

COURSE FORMAT:

The course will use reading, media lessons, workbook exercises, other translation work, quizzes and a final exam. Students will also meet in most weeks with a Greek coach via an online medium.

REQUIRED READING:

Mounce, William D. *Basics of Biblical Greek Grammar*, 3rd ed. Grand Rapids: Zondervan, 2009. ISBN: 978-0-310-28768-1.

Mounce, William D. *Basics of Biblical Greek Workbook*, 3rd ed. Grand Rapids: Zondervan, 2009. ISBN: 978-0-310-28767-4.

Strauss, Mark L. *The Biblical Greek Companion*. Grand Rapids: Zondervan, 2016. ISBN: 978-0-310-52134-1.

RECOMMENDED READING AND MATERIALS:

Aland, Barbara, et al., eds. *The Greek New Testament*, 5th rev. ed. with dictionary. Stuttgart: United Bible Societies, 2014. ISBN: 978-1-619-70139-7. (UBS5 is available in other ISBN numbers. This is the number for the version containing the Greek-English dictionary. UBS5—with or without the dictionary—will be a required text for NT542).

Mounce, William D. *Basics of Biblical Greek Vocabulary Cards*. ISBN: 978-0-310-25987-9. (You also can get the Vocabulary Cards + several other study aids in the *Biblical Greek Survival Kit*. ISBN: 978-0-310-27582-4). These vocabulary cards are arranged in box by Mounce chapter which is more helpful than other NT Greek vocabulary cards which are alphabetical.

Visual Education (Vis-Ed) Blank Cards. 300 blank cards size 3 ½" x 1 ½" (same size as Mounce cards) is ISBN: 1-55637-080-6. Box of 1,000 blank cards also available.

ASSIGNMENTS:

1. Reading, Workbook Exercises, and Participation in Coaching Sessions and Intensive (20%)
2. Quizzes (11 at 5% each = 55% total)
3. Final Exam (25%)

PREREQUISITES: None

RELATION TO CURRICULUM: Required course for the Greek track and the Greek/Hebrew track of the MDiv program. May be used as elective credit for the MATS degree.

FINAL EXAM: Yes

Last Date Edited: April 27, 2017

OT508: INTRODUCTION TO THE OLD TESTAMENT: SCRIPTURE AND STORY

Professor: Dr. Janice Raymond

DESCRIPTION:

An introduction to the Old Testament focused on the message and proper interpretation of OT books, their ancient Near Eastern historical and literary contexts, and theological purposes, with the goal of recontextualizing their messages in ministry contexts today.

COURSE OBJECTIVES/LEARNING OUTCOMES:

Students completing this course will be able to:

- 1) Analyze Old Testament books within their original cultural contexts.
- 2) Synthesize themes and messages of Old Testament books.
- 3) Summarize the overarching Old Testament story.
- 4) Explain and differentiate major dimensions of various cultures and worldview.
- 5) Integrate key course concepts into personal wholeness and faith praxis.

RELEVANCE FOR MINISTRY:

This course seeks to help the student cultivate an appreciation for the books of the Old Testament and learn how to appropriate the messages and theological themes of each book to his/her own life and ministry context.

COURSE FORMAT:

Class will meet every week for 7 weeks. There will be lectures and small group discussions.

REQUIRED READING: These texts are tentative

Arnold, Bill T. and Bryan E. Beyers. 2015. *Encountering the Old Testament*. Grand Rapids: Baker Academic.

RECOMMENDED READING: To be added at a later date.

ASSIGNMENTS: To be added at a later date

PREREQUISITES: None.

RELATION TO CURRICULUM: Required course for the MHC and MFT programs.

FINAL EXAM: Has not been decided yet.

Last Date Edited: April 21, 2017

OT516: OLD TESTAMENT SURVEY: LAW, PROPHETS, AND WRITINGS (TRADITIONAL)

Professor: Norah W. Caudill

DESCRIPTION: An introduction to the Old Testament focused on the message and proper interpretation of OT books, their ancient Near Eastern historical and literary contexts, and theological purposes, with the goal of recontextualizing their messages in ministry contexts today.

COURSE OBJECTIVES/LEARNING OUTCOMES: Students completing this course will be able to:

- 1) Analyze Old Testament books within their original cultural contexts.
- 2) Synthesize themes and messages of Old Testament books.
- 3) Summarize the overarching Old Testament story.
- 4) Explain and differentiate major dimensions of various cultures and worldview.
- 5) Integrate key course concepts into personal wholeness and faith praxis.

SIGNIFICANCE FOR LIFE AND MINISTRY: This course seeks to help the student cultivate an appreciation for the books of the Old Testament and learn how to appropriate the messages and theological themes of each book to his/her own life and ministry context.

COURSE FORMAT: This class will meet one night a week for 3 hours. Class sessions will include lecture, discussion, and engagement in small group activities. *Attendance at all class sessions is vital, and students should expect to spend at least two to three hours of outside preparation for every hour in class.*

REQUIRED READING:

The Bible (Use a standard translation such as NIV, NRSV, NASB, NKJ, etc.)

Anderson, Bernhard W. *Out of the Depths: The Psalms Speak for Us Today*, 3rd ed. revised and expanded. Louisville, KY: Westminster John Knox, 2000. ISBN 978-0664258320

Hamilton, Victor P. *Handbook on the Historical Books*. Grand Rapids: Baker Academic, 2001. ISBN 978-0801036149

Hamilton, Victor P. *Handbook on the Pentateuch*. 2nd edition. Grand Rapids: Baker Academic, 2005. ISBN 978-0801027161

LaSor, William S., David A. Hubbard and Frederic W. Bush. *Old Testament Survey: The Message, Form, and Background of the Old Testament*. 2nd edition. Grand Rapids: Eerdmans, 1996. ISBN 978-0802837882

*Required E-Reading: A selection of dictionary and journal articles will be available in Moodle. Students should expect an approximate charge of \$15.00 for these materials.

***Choose ONE of the Required Starred Texts (below) for the Book Review Assignment**

- *Billman, Kathleen D. and Daniel L. Migliore. *Rachel's Cry: Prayer of Lament and Rebirth of Hope*. Eugene: Wipf & Stock, 1999. ISBN: 978-1556356292
- *Gutiérrez, Gustavo. *On Job: God-Talk and the Suffering of the Innocent*. Trans. Matthew J. O'Connell. Maryknoll, New York: Orbis Books: 1987. ISBN 978-0883445525
- *Janzen, J. Gerald. *At the Scent of Water: The Ground of Hope in the Book of Job*. Grand Rapids: Eerdmans Publishing Co., 2009. ISBN 978-0802848291
- *Peterson, Eugene H. *Five Smooth Stones for Pastoral Work*. Grand Rapids: Eerdmans Publishing Co., 1980, 1992. ISBN 978-0802806604
- *Sakenfeld, Katharine Doob. *Just Wives? Stories of Power & Survival in the Old Testament and Today*. Louisville: Westminster John Knox, 2003. ISBN: 978-0664226602

RECOMMENDED READING:

- Alexander, T. Desmond and David W. Baker. *Dictionary of the Old Testament: Pentateuch*. Downer's Grove, IL.: InterVarsity Press, 2003. ISBN 978-0830817818
- Arnold, Bill T. and H. G. M. Williamson, eds. *Dictionary of the Old Testament: Historical Books*. Downer's Grove, IL.: InterVarsity Press, 2005. ISBN 978-0830817825
- Boda, Mark J. and J. Gordon McConville, eds. *Dictionary of the Old Testament: Prophets*. Downer's Grove, Ill.: IVP Academic, 2012. ISBN 978-0830817849
- Longman III, Tremper and Peter Enns. *Dictionary of the Old Testament: Wisdom, Poetry & Writings*. Downer's Grove, IL.: InterVarsity Press, 2008. ISBN 978-0830817832

ASSIGNMENTS:

- 1) Attendance/Participation/Course Evaluation (5%)
- 2) Reading Reports (15%)
- 3) Discussion Questions (10%)
- 4) Book Review (10%)
- 5) Exegetical Project(s) (30%) (trans-regional requirement)
- 6) Integrative Summary Project (15%) (trans-regional requirement)
- 7) Bible Content Exam (15%) (trans-regional requirement)

PREREQUISITES (OR CONCURRENT ENROLLMENT): BT510/BI510.

RELATIONSHIP TO CURRICULUM: Required for all degree programs.

FINAL EXAMINATION: Yes.

LAST DATE EDITED: July 25, 2017

OT516DE: OLD TESTAMENT SURVEY (Distance)

Professor: Dr. David Howard

DESCRIPTION:

An introduction to the Old Testament focused on the message and proper interpretation of Old Testament books, their ancient Near Eastern historical and literary contexts, and theological purposes, with the goal of recontextualizing their messages in ministry contexts today

COURSE OBJECTIVES/LEARNING OUTCOMES:

Cognitive Goals: Upon successful completion of this course, students should be able to

- Analyze the Old Testament books within their original cultural contexts
- Synthesize themes and messages of each Old Testament book
- Summarize the overarching biblical story
- Apply Scriptural messages appropriately to contemporary contexts
- Explain and differentiate major dimensions of various cultures and worldview
- Integrate key course concepts into personal wholeness and faith praxis

Affective Goals: Beyond the cognitive (measurable) goals above, several affective goals are integral to this course:

- That each student will hear God speaking today through the study of this portion of the Old Testament and be transformed in significant ways.
- That each student will develop a love and appreciation for these Old Testament books and gain confidence for using them in Christian ministry.

RELEVANCE FOR MINISTRY:

This course will provide students preparing for ministry with the basic understandings of the Old Testament that should serve as the foundations for understanding the New Testament and also serve as a resource for all manner of ministries. A special focus will be on showing how the Bible itself values the Old Testament and how it is relevant for Christians living in the New Covenant as New Testament Christians.

COURSE FORMAT:

The course is fully online. It consists of reading assignments and video lectures each week. Some interactive online forums in Moodle are part of the course, as well as exegetical projects, though not

every week. The Bible is the primary reading source and students should expect to spend large blocks of time reading through the entire Old Testament.

REQUIRED READING:

- *The Bible. Any modern version is acceptable.*
- Richard S. Hess, *The Old Testament: A Historical, Theological, and Critical Introduction*. Baker Academic, 2016. ISBN: 978-0-801-03714-6.
- P. Wegner, "Ministry Foundations in the Old Testament," in J. Iorg, ed., *Ministry in the New Marriage Culture* (Nashville: B&H Publishing Group, 2015), pp. 13-28. [Provided.]
- S. Carney, "God Damn God: A Reflection on Expressing Anger in Prayer," *Biblical Theology Bulletin* (Oct 1983), 116-20. [Provided.]
- D. Howard, "Praising God in the Bad Times" [Provided.]
- D. Howard, "In Our Selfishness, We Weep" [Provided.]
- Other resources: TBA

RECOMMENDED READING: None.

ASSIGNMENTS:

(1) Reading (25%):

- Bible Reading: Genesis to Malachi
- Textbook skimming

(2) Worksheets (30%):

Five worksheets are to be completed and submitted by class time on the dates indicated. These will vary in nature, covering different matters relating to the Old Testament. Each will require 4-6 hours of work.

(3) Forums (20%):

Five discussion forums (not counting the first week's forum introducing yourself). Instructions for forum postings are found under each forum and are also posted in Moodle.

(4) Learning Interaction Papers (15%):

Three Learning Interaction Papers will be completed that will show your engagement with the course material to that point. You will engage with three questions each time in 400-500 words each.

(5) Content Exam (10%):

A 100-point, objective exam designed to test knowledge of the basics of the Old Testament, including names, places, dates, each book's theme, and overall Old Testament themes.

PREREQUISITES: BT510 Hermeneutics.

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RELATION TO CURRICULUM: Required course for the M.Div. and MAMin. programs.

FINAL EXAM: Yes. A 100-point objective exam and a 100-point reflective essay exam.

Last Date Edited: July 12, 2017

OT518: OLD TESTAMENT EXEGETICAL EXPLORATIONS
(Intensives: 10/13-10/18)

Professor: Dr. Steve Vogt

****Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ****

OT541: BEGINNING HEBREW

Professor: Norah W. Caudill

DESCRIPTION: A study of the fundamentals of biblical Hebrew with respect to forms (morphology) and simple relationships (syntax). Special emphasis will be placed on preparing the student for the subsequent exegesis of the Old Testament.

COURSE OBJECTIVES/ LEARNING OUTCOMES: A student completing this course will be able to demonstrate skills in Hebrew for purposes of interpreting Scripture. These skills include the ability (1) to read the Hebrew text aloud; (2) to translate by memory the most frequently occurring vocabulary; (3) to recognize and parse "strong" and "weak" verb forms; (4) to understand enough grammar to read a basic narrative text.

SIGNIFICANCE FOR LIFE AND MINISTRY: The ability to exegete and interpret the Bible is a necessary ingredient of any preaching or teaching ministry. A working knowledge of Hebrew will enhance the minister's skill in exegesis, will provide the critical skills necessary to evaluate various translations, and will broaden access to advanced study tools and commentaries. In addition, the minister will gain an appreciation for the rhythms and artistry of the Hebrew text.

COURSE FORMAT: The class will meet one night a week for three hours. The course will be based on the material in *The First Hebrew Primer*, with the frequent introduction of supplemental information. Class sessions will include lecture, review of assignments, oral reading and translation, and frequent quizzes designed to reinforce learning and to provide students with feedback about their progress. *Attendance at all class sessions is vital, and students should expect to spend at least two to three hours of outside preparation for every hour in class.*

****This course will meet on Oct. 19 during Reading Week 1 to make up for the Thanksgiving Holiday.***

REQUIRED READING:

Simon, Ethelyn and Dorey Brandt-Finell. *Answer Book for the First Hebrew Primer* (3rd ed.). Berkeley, CA: EKS Publishing Co., 2002. ISBN 978-0939144167.

Simon, Ethelyn, Irene Resnikoff, and Linda Motzkin. *The First Hebrew Primer*. 3rd ed, revised with new explanatory notes. Berkeley: EKS Publishing, 1992. ISBN 978-0939144150.

RECOMMENDED READING:

"Master Set of Bible Flashcards," keyed to *The First Hebrew Primer*. Berkeley: EKS Publishing, 1997. These flashcards are also available as an iPhone application.

Fall 2017

Seow, C. L. *A Grammar for Biblical Hebrew*. Rev. ed. Nashville: Abingdon, 1995. ISBN 978-1426789076.

ASSIGNMENTS:

1. Attendance/Class participation/Course Evaluation (5%)
2. Quizzes/Homework (25%)
3. 2 Midterm Exams (40%)
4. Final Exam (30%)

PREREQUISITES: None.

RELATIONSHIP TO CURRICULUM: Required for all dual-language track MDivs; all Hebrew language track MDivs; and can be a concentration option for MATS/Biblical Studies concentration.

FINAL EXAMINATION: Yes.

LAST DATE EDITED: April 20, 2017

PC729DE: CHAPLAINCY IN CONTEMPORARY SOCIETY

Professor: Dr. Mickey Stonier

COURSE DESCRIPTION:

This course is designed to introduce the student to the roles and responsibilities of the Professional Chaplain. The professional chaplain offers spiritual care in a multi-cultural and multi-faith context and is called upon to work with individuals as well as family, friends and staff to bring the healing, sustaining, guiding and reconciling power of faith.

LEARNING OBJECTIVES:

1. Understand and explain the role of chaplaincy in a variety of institutional and public settings.
2. Demonstrate an understanding of the theological and practical issues related to community ministry within the arena of chaplaincy service.
3. Recognize the strategies available to integrate one's faith within a diverse culture and religiously neutral environment.
4. Develop an understanding of maintaining accountability to one's own faith community while meeting the spiritual needs of people of diverse faiths and worldviews.

RELEVANCE FOR MINISTRY:

Research strongly affirms that people experience deep times of reflection and faith challenge during a season of crisis or trauma. During these potential crises of faith, the role and ministry of a chaplain often provides the empathetic compassionate support that assists people for their pastoral care and potential faith transformation.

COURSE FORMAT:

Online Distance Learning course involving readings, research, online forums, online presentations.

REQUIRED READING:

1. Paget, Naomi K, & Janet McCormack. *The Work of the Chaplain*. Judson Press, 2006. ISBN: 081714993.
2. Military Chaplains Association. *Voices of Chaplaincy: Ministry Roles and Functions*. The Military Chaplaincy Association, 2002. ISBN: 978-0-9886546-0-0.
3. Kirkwood, Neville. *Pastoral Care in Hospitals*. Moorehouse Publishing, 2005. ISBN: 0819221919.
4. Benner, David G. *Care of Souls: Revisioning Christian Nurture and Counsel*. Baker Books, 1998. ISBN: 978-0-8010-9063-9.
5. Stonier, M. (2016). *GODISNOWHERE: Where is God in the Midst of Your Pain*. Lamp Post Inc. ISBN: 978-1-60039-234-4.

6. Leaf, Caroline (2015). *Switch on Your Brain: The Key to Peak Happiness, Thinking, and Health*. Baker Books. ISBN 978-0-8010-1839-8.
7. Herman, Judith, M.D. (2015). *Trauma and Recovery: The Aftermath of Violence-from Domestic Abuse to Political Terror*, Basic Books, Perseus Books Group. ISBN 978-0-465-06171-6.
8. Wright, H. N. *The Complete Guide to Crisis & Trauma Counseling: What to Do and Say When It matters Most!* Regal Books, 2011. ISBN 978-0-8307-58-40-1.

RECOMMENDED READINGS:

1. Binkewicz, Matthew P. *Peaceful Journey: A Hospice Chaplain's Guide to End-of-Life*. Paramount Market Publishing, 2005. ISBN: 0976697300.
2. Nouwen, Henri (1972). *The Wounded Healer*. New York, NY. Doubleday. ISBN 0-385-14803-8
3. Baxter, Richard. *The Reformed Pastor*. 1656. Edited by William Brown, 1829. Reprint, Edinburgh, Scotland and Carlisle, Pennsylvania: The Banner of Truth Trust, 1974.
4. Hauck, Kenneth, C, *Don't Sing Songs to a Heavy Heart*, Stephen Ministries, St Louis, MO, 2004
5. Nouwen, H. *The Return of the Prodigal Son*. London: Darton, Longman & Todd, 1994.

METHODOLOGY:

Study will involve a combination of online forums, online lectures, case studies, writing exercises, reading, research and deliberate theological reflection and integrative theory from a theological base.

ASSESSMENTS:

1. Readings Book Critiques
2. Research Paper
3. Forums

PREREQUISITES: None

RELATION TO CURRICULUM: This course is part of Bethel's chaplaincy concentration and is also a possible elective for any interested student.

FINAL EXAM: None

SP510DE: INTRODUCTION TO SPIRITUAL & PERSONAL FORMATION

Professor: Dr. Jeffrey Sanders

****Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ****

TL566A: PROFESSIONAL INTERNSHIP A

Professor: Natalie Hendrickson

******Contact the instructor for approval to register for the first section of this two-semester internship course. Once approved, students will receive the course syllabus from the instructor.******

TS512: SYSTEMATIC THEOLOGY I

Professor: Glen G. Scorgie, Ph.D.

DESCRIPTION: God as Creator: A discussion of the integrative nature and methods of systematic theology; a study of the character of God's self-disclosure in nature and the Bible; an investigation of the being and foundational works of the Triune God; and an analysis of human nature both as it was created by God and as it exists in its present sinful state.

PRIMARY LEARNING OUTCOMES: That upon completion of this course the student will have:

1. A disposition of diligent inquiry, reverence and delight about the things of God
2. A commitment to a life-long pursuit of an overall grasp of biblical truth and its application to life
3. An understanding of the character of Scripture, a confidence in its trustworthiness and intrinsic power, and a conception of how it can and should function as the Word of God to the church
4. A foundational and biblically informed vision of the glory, character and gracious activities of the one true and triune God
5. A clear understanding of humanity and its need
6. An ability to demonstrate how his or her personal convictions on these matters are rooted in, and defensible from, Scripture, and
7. Enhanced skills for contextual reflection, self-directed theological research, and effective written and oral communication.

PROGRAM LEARNING OUTCOMES: That upon completion of the course the student will:

1. Evaluate his or her theology in light of the wider Christian tradition
2. Analyze emerging theologies in conversation with historical Christianity
3. Integrate key course concepts into personal wholeness and faith praxis, and
4. Demonstrate the ability to contextualize the gospel in ways that respectfully engage with realities of human diversity (e.g., culture, economy, gender)

RELEVANCE FOR MINISTRY: This is the first of a pair of courses that introduce students to the substance of the Christian faith—as grounded in Scripture and informed by historic Christian wisdom—and its application to life. If Christians are going to get the message out, we need to get the message right.

COURSE FORMAT: This course will be taught on the San Diego campus over fourteen weeks of the Fall semester. The course requires reading, writing, and use of library and online resources. Each week students will interact with one other and the instructor, both online and in the classroom.

REQUIRED READING:

The Bible

e-Reserve Articles in Moodle

Erickson, M. 2013. *Christian theology*. 3d ed. Grand Rapids: Baker.

Thielicke, H. 1962. *A little exercise for young theologians*. Grand Rapids: Eerdmans.

RECOMMENDED RESOURCES:

Dyrness, William, & Veli-Matti Kärkkäinen, eds. 2008. *Global dictionary of theology*. Downers Grove: IVP.

Elwell, Walter, ed. 2001. *Evangelical dictionary of theology*. 2d ed. Grand Rapids: Baker.

Fraser, Elouise Renich. 1998. *Confessions of a beginning theologian*. Downers Grove: IVP.

Kapic, Kelly. 2012. *A little book for new theologians*. Downers Grove: IVP.

Strunk, William, Jr., & E. B. White. 2000. *The elements of style*. 4th ed. Boston: Allyn & Bacon.

ASSIGNMENTS:

1. In-class participation (10%)
2. Online forum participation (10%)
3. Contextual theology assignment (20%)
4. Distinguished Lectureship report (5%)
5. Research paper (25%)
6. Two non-cumulative exams (30%)

RECOMMENDED PREREQUISITE: BT510/BI510

RELATION TO CURRICULUM: Core requirement for all degree programs except in counseling.

EXAM: Yes

Last Date Edited: 15 April 2017

TS513DE: SYSTEMATIC THEOLOGY II

Professor: Glen G. Scorgie, Ph.D.

DESCRIPTION:

God as Redeemer. An investigation of the person of Jesus Christ and the provision of salvation through Christ's work; a study of the person of and general works associated with the Holy Spirit, and the gift of salvation to believers through the Spirit's redemptive and reconciling work; as well as reflection on God's purposes and activity in the church and God's purposes for history and the future of creation.

LEARNING OUTCOMES:

That upon completion of this course the student will have:

1. A disposition of diligent inquiry, reverence and delight about the things of God
2. A commitment to a life-long pursuit of an overall grasp of biblical truth and its application to life
3. A thorough and reverent comprehension of the person and work of Jesus Christ, the person and work of the Holy Spirit, salvation, the Christian life, the nature and mission of the Church, and the divine design for history and human destiny
4. An ability to demonstrate how his or her personal convictions on these matters are rooted in, and defensible from, Scripture, and
5. Enhanced skills for contextual reflection; self-directed theological research, and effective written and oral communication.

RELEVANCE FOR MINISTRY:

This is the second of a pair of courses that introduce students to the substance of the Christian faith—as grounded in Scripture and informed by historic Christian wisdom—and its application to life. If Christians are going to get the message out, we need to get the message right.

COURSE FORMAT:

This fully online course will be taught over fourteen weeks of the Fall semester. The course requires reading, writing, and use of library and online resources. Each week students will interact asynchronously (that is, not necessarily at the same moment in real time) in an informed manner with other classmates and with the instructor.

REQUIRED READING:

The Bible

e-Reserve Articles in Moodle

Erickson, M. 2013. *Christian theology*. 3d ed. Grand Rapids: Baker.

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RECOMMENDED RESOURCES:

Dyrness, William, and Veli-Matti Kärkkäinen, eds. 2008. *Global dictionary of theology*. Downers Grove: IVP.

Elwell, Walter, ed. 2001. *Evangelical dictionary of theology*. 2d ed. Grand Rapids: Baker.

Scorgie, Glen G., ed. 2011. *Dictionary of Christian spirituality*. Grand Rapids: Zondervan.

Strunk, William, Jr., & E. B. White. 2000. *The elements of style*. 4th ed. Boston: Allyn & Bacon.

ASSIGNMENTS:

1. Online discussion forums (30%)
2. Contextual theology assignment (20%)
3. Two non-cumulative exams (30%)
4. Research paper (20%)

PREREQUISITES: None

RELATION TO CURRICULUM: Core requirement for all degree programs except in counseling.

FINAL EXAM: Yes

Last Date Edited: 15 April 2017

TS516: CHRISTIAN SOCIAL ETHICS

Professor: Dr. Andre Ong

DESCRIPTION:

This is a study of the ethical vision of the Christian faith. The qualifier of “social” emphasizes the Christian engagement with both Christians and non-Christians in our pluralistic world. The qualifier of “Christian” indicates looking at the same ethical and materials conditions of life from a distinctively Biblical and Christian worldview. This class will briefly cover the history of ethical thought from both Christian and non-Christian sources, and then review the distinctive motivation supporting evangelical ethical concern, as well as basic ethical terms and methodology. Attention is then given to the discipline of developing biblically-faithful responses to a number of specific contemporary ethical issues that is persuasive in both the Christian and non-Christian environment.

PRIMARY LEARNING OUTCOMES:

That upon completion of this course the student will have:

1. A grasp of the ethical vision of the Christian faith
2. Appreciation of the distinctive motivation supporting evangelical ethical concern
3. A working knowledge of basic Christian ethical theory, methods and terms
4. Display a disposition of diligent inquiry, reverence and delight concerning the revealed moral will of God
5. Demonstrate an increased ability to apply biblical principles through ethical reasoning to contemporary moral issues
4. Demonstrate enhanced skills for self-directed ethical research, and effective written and oral communication.

ADDITIONAL PROGRAM LEARNING OUTCOMES:

That upon completion of the course the student will:

1. Demonstrate the ability to contextualize the ethical dimensions of the gospel in ways that respectfully engage with realities of human diversity (e.g., culture, economy, gender)
2. Develop self-identity and personal holiness in light of scriptural truth concerning ethics
3. Analyze and evaluate one’s own cultural framework and assumptions in ethical decision-making
4. Demonstrate commitment to serving inspired by the Christian ethical vision
5. Exhibit healthy, ethically informed gender relations
6. Integrate key course concepts into ethical professional practice

RELEVANCE FOR MINISTRY:

This course introduces the moral vision of the Christian faith, and the methods by which Christians may engage in responsible, contextually sensitive ethical decision-making. Christian leaders need this knowledge and these skills in order to provide moral leadership and ethical wisdom to the people of God in a challenging and pluralistic world.

COURSE FORMAT:

This course will be taught on the San Diego campus over fourteen weeks of the fall semester. The course requires reading, writing, and use of library and online resources. Every week students will interact with each other and the instructor, both online and in the classroom.

REQUIRED READING:

The Bible

e-Reserve Articles in Moodle

Clark, David and Robert Rakestraw, eds. *Readings in Christian Ethics, 2 vols.* (Vol. 1: *Theory and Method*, Vol. 2: *Issues and Applications*) Grand Rapids: Baker, 1994-1996. ISBN-13: 978-0801025815 and 978-080102-0568

Grenz, Stanley J. *The Moral Quest: Foundations of Christian Ethics*. Downer's Grove: Intervarsity Press, 1997. ISBN-13: 978-0830815685

Wright, N. T. 2010. *After You Believe: Why Christian Character Matters*. New York: HarperCollins. ISBN-13: 978-0061730542

RECOMMENDED RESOURCES:

Atkinson, David, & David Field, eds. 1995. *New dictionary of Christian ethics and pastoral theology*. Downers Grove: IVP.

Green, Joel, ed. 2011. *Dictionary of Scripture and ethics*. Grand Rapids: Baker.

Scorgie, Glen G., ed. 2011. *Dictionary of Christian spirituality*. Grand Rapids: Zondervan.

Strunk, William, Jr., & E. B. White. 2000. *The elements of style*. 4th ed. Boston: Allyn & Bacon.

Smedes, Lewis B. *Mere Morality: What God Expects from Ordinary People*. Grand Rapids: Eerdmans, 1983.

Reuschling, Wyndy Corbin. *Reviving Evangelical Ethics: The Promises and Pitfalls of Classic Models of Morality*. Grand Rapids: Brazos Press, 2008

Stassen, Glen, & David Gushee. *Kingdom Ethics: Following Jesus in Contemporary Context*. Downers Grove: IVP, 2003.

Sacks, Jonathan. *Not in God's Name: Confronting Religious Violence*. Schocken, 2015.

Volf, Miroslav. *Exclusion and Embrace: A theological Exploration of Identity, Otherness, and Reconciliation*. Abingdon Press. 1996.

ASSIGNMENTS:

1. Class attendance and participation (10%)

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3. Ethics Position Class Presentation (20%)
4. Ethics Position Paper (45%)
5. Final exam (25%)

PREREQUISITE: None

RELATION TO CURRICULUM: Core requirement for all degree programs.

FINAL EXAM: Yes

Last Date Edited: 19 April 2017

TS520: THEOLOGY & PSYCHOLOGICAL THEORY: AN INTEGRATIVE SEMINAR

Professor: Daniel Kim & Glen G. Scorgie, Ph.D.

DESCRIPTION: This course is an investigation of selected doctrines from theological and psychological perspectives. Team-taught by a theology professor and MFT/MHC program professor, it is designed to facilitate faith-therapy integration in the domains of theory, professional practice, and personal formation.

COURSE OBJECTIVES/LEARNING OUTCOMES: That upon completion of this course the student will have:

1. A disposition of diligent inquiry, reverence and delight about the things of God
2. A commitment to a life-long pursuit of an overall grasp of biblical truth and its application to life
3. A basic understanding of the Christian belief system
4. An ability to demonstrate how one's personal convictions are rooted in, and defensible from, Scripture
5. An appreciation for how MFT/psychological theories and insights can both enhance and be refined by classic Christian perspectives on these matters
6. Reflected on the application of these truths to the personal life of the Christian therapist and the challenges of the therapeutic context, and
7. Enhanced skills for contextual reflection, self-directed integrative research, and effective written and oral communication

RELEVANCE FOR MINISTRY: Training to integrate Christian theology and MFT/psychological theory is central to the program outcome of developing therapists who are Christians to provide professional psychotherapy services within and to the church, and within and to the broader community.

COURSE FORMAT: This team-taught course will be taught on the San Diego campus over fourteen weeks of the Fall semester. The course requires reading, writing, and use of library and online resources. Each week students will interact with each other and the instructors online and in the classroom.

REQUIRED READING:

Benner, D. (2004). *The gift of being yourself*. Downers Grove, IL: IVP.

The Bible

e-Reserve Articles in Moodle

Jones, Beth Felker. (2014). *Practicing Christian doctrine: An introduction to thinking and living theologically*. Grand Rapids: Baker.

Kapic, K. (2012). *A little book for new theologians*. Downers Grove, IL: IVP.

RECOMMENDED READING: Bibliographies will be available in Moodle.

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ASSIGNMENTS:

1. Class participation (20%)
2. Two non-cumulative exams (40%)
3. Integrative reflections & formation paper (40%)

PREREQUISITE: MF625 or MH625

RELATION TO CURRICULUM: Required course for the MFT & MHC programs

EXAM: Yes

Last Date Edited: 15 April 2017