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*This ECD is a reliable guide to the course design but is subject to modification*
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BI510: HERMENEUTICS

Professor: Dr. 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
• 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

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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 all programs.

FINAL EXAM: Yes

Last Date Edited: Sept. 22, 2016

*This ECD is a reliable guide to the course design but is subject to modification*
CM606: NON-PROFIT MANAGEMENT

Professor: Douglas E. Luffborough, III, Ed.M.

DESCRIPTION:
This is an introduction course that is intended to prepare students for leadership and management roles in nonprofit organizations and to provide an understanding of key management functions. This course provides a foundation for understanding nonprofit organizations within the greater context of the nonprofit sector and society as a whole. Topics will include but not limited to: history of nonprofits, current “nonprofit nation,” management theory, operating strategies, board roles and responsibilities, program design and development, program evaluations and effectiveness, human resource management, fund development, and advocacy.

This course is focused on the integration of theory and practice. All students must affiliate themselves with a nonprofit organization (congregation or community based) throughout the semester; students are required to work in pairs or teams of three (up to five is permitted for projects involving larger more complex organizations) for a single client group. Teams of four or more must have approval from the faculty.

COURSE OBJECTIVES/LEARNING OUTCOMES:
Upon successfully completing this course, students will be able to:

- To increase awareness of the role of nonprofits in political and social change
- To increase understanding of the role of nonprofits in the United States and the challenges of nonprofits across different subsectors
- To increase understanding of nonprofit governance models as well as the unique forms congregations have adopted both inside and outside of the church
- To expose students to basic concepts, models, and theories of nonprofit management and leadership such that students can articulate those and understand their implications
- To write logically organized, clearly written and grammatically correct professional assignment
- To build skills for creative problem solving
- To build analytic skills for assessing the efficacy of nonprofit organizations

*This ECD is a reliable guide to the course design but is subject to modification
RELEVANCE FOR MINISTRY:
This course will provide students with both a theoretical and practical framework for building, leading, and running a Christian-based or community-based non-profit organization. This course is developed for students who want to minister to others within a community context by serving those who need it most. If you serve in a nonprofit, seek to set up your own nonprofit, or lead others in the nonprofit sector this course is for you.

COURSE FORMAT:
Class Schedule: Class will meet on Mondays at 4:15pm to 7:00pm, from February 6\textsuperscript{th} through May 26\textsuperscript{th}, 2017.

REQUIRED READING:

RECOMMENDED READING:

ASSIGNMENTS/SCHEDULE
Weekly detailed assignments and homework schedule will be distributed and reviewed during the first day of class.

COURSE REQUIREMENTS AND GRADING:
Class Attendance & Participation: 30%
Homework Assignments: 30%
Group Work with Classmates: 10%
Group/Individual Presentations: 30%

*This ECD is a reliable guide to the course design but is subject to modification*
CM659DE: IMPLEMENTING CHANGE
Professor: David Diener, M.Div., Ph.D.

DESCRIPTION:
To understand how change occurs within the social dynamics of an organization or a culture, the variables that affect change and appropriate strategies for introducing change to organizational structures in the church or community.

OBJECTIVES:
At the conclusion of this course, learners will be able to...

1. Understand the preponderance and perpetuity of change in our [Western] world today
   a. Recognize secular changes in day-to-day life in the last 40 years
   b. Identify the impact of change on churches in America over the past 40 years
2. Formulate how to effectively introduce change into an organization or community—without destroying it
   a. Differentiate the roles within Gladwell’s “Law of the Few”
   b. Construct principles from Sullivan’s study of church revitalization that would apply to revitalizing a ministry/mission organization
   c. Evaluate the application of “social media” to inspire adoption of a “change”
3. Critically appraise an attempt to initiate change— or develop a plan to do so

RELEVANCE FOR MINISTRY:
At some point in time, a leader will encounter a situation where change is needed (older church needing to be revitalized, an organization or mission that may need a new direction, a community where the church is trying to affect social change). What are the dynamics of change that need to be navigated; how does a leader view him/herself as an agent of change in an environment where there is resistance to change; what are the spheres of change that Jesus calls us to?

COURSE FORMAT:
This is a Distance Education course designed on bi-weekly modules beginning on a Tuesday and ending on the 2nd following Monday evening at midnight Central Time Zone. There are 3.5 modules. Students will be required to enter material on Moodle weekly as well as complete written assignments and projects.

REQUIRED READING:
TENTATIVE:

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**RECOMMENDED READING**

**ASSIGNMENTS:**
Weekly interaction and/or reaction on Moodle to assigned readings. Case Study project will be presented by student in the last week of class.

**PREREQUISITES:** None.

**RELATION TO THE CURRICULUM:** Required course for In-Ministry program.

**FINAL EXAM:** None.

**EDITED:** October 15, 2017

*This ECD is a reliable guide to the course design but is subject to modification*
GC512: GLOBAL, CULTURAL & CONTEXTUAL MINISTRY
Professor: Arnell Motz, D.Min., Ph.D. in dissertation phase & Janice Raymond, Ph.D.

***Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ***
GC565D: CROSS-CULTURAL INTERNSHIP D
Professor: David Diener, M.Div., Ph.D.

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

*This ECD is a reliable guide to the course design but is subject to modification*
GS780: SENIOR INTEGRATIVE SEMINAR
Professor: Jeannine Brown & Jim Smith

COURSE DESCRIPTION
This senior-level seminar focuses on summative work in integrating a student’s learning in Bible, theology, and history; ministry leadership; spiritual and personal formation; and intercultural sensitivity and competence. Integration methodologies are explored theoretically and practically. Methods conducive to integrative learning (e.g., case studies, team teaching) will be utilized to explore both interdisciplinary and faith/praxis integration. 

Prerequisite: This course must be taken in student’s final year.

COURSE OBJECTIVES:
The student should be able to...
- Apply Scriptural messages appropriately to contemporary context
- Evaluate their own theology in light of the wider Christian tradition
- Demonstrate the ability to contextualize the gospel in ways that respectively engage with realities of human diversity (e.g., culture, economy, gender)
- Integrate key course concepts into personal wholeness and faith praxis
- Integrate key course concepts into professional practice
- Integrate key course concepts across disciplines
- Demonstrate a professional approach to discussion and dialogue, characterized by critical thinking, respectful assertiveness, and the capacity for integration
- Demonstrate a capacity for integrative applications to case studies

RELEVANCE FOR MINISTRY:
This course draws from all areas of the curriculum (leadership, formation, Bible/theology/history) to seek integrative connections. Readings and the case study process provide avenues from practicing of integration of these areas.

COURSE FORMAT:
Weekly meetings that focus on discussion of readings, discussion of cases, and some amount of lecture on integrative methodologies and use of the Bible in addressing case dilemmas.

REQUIRED TEXTS (additional readings will be provided in syllabus)

COURSE REQUIREMENTS
1. Participation (25%)
2. Summative Integrative Theme Paper (20%)

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3. **Integrative Project:**
   a. Final Integration Paper (40%)
   b. Integrative Presentation (15%)

**PREREQUISITES:** Should be taken in last year of seminary.

**RELATION TO CURRICULUM:** Required course for MDiv, MAMP, and MATS.

**FINAL EXAM:** No

**LAST DATE EDITED:** 10/5/16
GS780DE: SENIOR INTEGRATIVE SEMINAR
Professor: Dr. Kenneth A. Reynhout

***Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ***
DESCRIPTION:
This course tells the story of Christianity through the life experiences of selected men and women in their historical/cultural contexts. Utilizing several varieties of literature, these people are valued both as insightful mentors and as unique persons in need of God’s grace and care/therapeia in human community. Students are invited to reflect on their own spiritual journeys and caring vocations.

COURSE OBJECTIVES/ LEARNING OUTCOMES:
By the course’s end, students will...

- Be familiar with the major people, ideas, movements, events, networks, texts and objects (PIMENTO) in the Christian Story.
- Be able to engage historic figures in their key life seasons, assessing needs and formulating care/growth strategies – informing one’s own practices.
- Be conversant with classic texts and functions in Christian “pastoral” care/counsel – sustaining, healing, reconciling and guiding - clarifying personal, spiritual vocation.

RELEVANCE FOR MINISTRY:
Everything and everyone has a history. Preparation to better understand and engage these realities is a major asset in ministry, including counseling and therapeutic vocations. Biblically, we’re directed to examine an array of life’s elements, holding onto the good (Matt. 13:52, Ps. 101:6, I Thess. 5:21).

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

REQUIRED READING (complemented by Moodle):
Gonzalez, Justo, Church History: An Essential Guide (1996)

ASSIGNMENTS:
“Ministry Style” paper: identify your own practice in the nexus of the four classical care functions, and interact with a relevant historical text/exhibit (20%)
“Spiritual Formation” paper: know Nouwen’s text, detailing five “talking points” (20)

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“Life Link” paper: read a book-length biography, encountering the focal person as friend/client at a key life stage (assessment>approach) – and as a life mentor (20) “Final examination” inviting interactive discussion of persons from each era (20) Informed, constructive class participation (20)

PREREQUISITES: None

RELATION TO CURRICULUM: Required for MFT students, also elective (cr/aud)

FINAL EXAM OPTIONS: Selecting/relating the lives of Christians across generations

*This ECD is a reliable guide to the course design but is subject to modification*
MF500: PRINCIPLES OF COUNSELING  
Professor: Donna 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 2½ hours long. The primary teaching methods during this course will be lectures, discussions, role plays, and live and/or video demonstrations.

REQUIRED READING:  

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**RECOMMENDED READING:**

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:** 10.6.16

*This ECD is a reliable guide to the course design but is subject to modification*
MF626: THEORIES OF MARITAL & FAMILY THERAPY II

Professor: Chiajou Lu, MFT, AAMFT Approved Supervisor

DESCRIPTION:
Students will build on their knowledge of MFT theories from MF625 by focusing on doing theory-based assessment, treatment planning and intervention informed by the recovery model. Therapy adaptations will be explored for a variety of clinical settings and diverse clinical populations. Special emphasis will be given to AAMFT’s Core Competencies and self-of-therapist dynamics.

COURSE OBJECTIVES/LEARNING OUTCOMES:
Upon successfully completing this course, students will fulfill the following Bethel Seminary San Diego MFT Program Student Learning Outcomes (SLO) and requirements of the American Association for Marriage and Family Therapy Core Competencies Domains (CC). Students will be able to:

1. Critique family therapy theories from a theological worldview and diversity milieu, especially as they might be applied to families coping with severe mental illness and/or chronic socioeconomic poverty (SLO 3; CC 1.1.1, 1.2.1, 4.1.1, 4.3.1, & 4.4.1).
2. Assess the presenting and systemic problems of diverse families (SLO 4; CC 2.2.3 & 2.3.6-2.3.9).
3. Conceptualize cases using systemic and theoretical constructs informed by the recovery model (SLO 1.a; CC 1.1.1, 1.1.2 & 3.1.4).
4. Formulate theory-based treatment plans and prioritize related treatment goals that are contextualized to a variety of clinical settings (SLO 1.d; CC 1.1.2, 1.1.3, 1.2.2, 3.2.1 & 3.3.1-3.3.5).
5. Effectively intervene in dysfunctional family dynamics, using theory-based interventions of MFT theories adapted to various clinical contexts with individuals, couples and families representing a wide range of diversity (SLO 1 & 4; CC 4.1.1, 4.2.1, 4.3.10 & 4.4.1).
6. Write theory-based case notes (SLO 1.d; CC 1.5.2 & 3.5.3).
7. Demonstrate continued development of their preferred MFT theory that is consistent with their theology, personal formation and integrated with the recovery model (SLO 2, 3 & 4; CC 3.1.4).
8. Adequately understand and begin working with the Marriage and Family Therapy Core Competencies (AAMFT) to evaluate their developing therapy skills (SLO 5; CC 6.3.4).

RELEVANCE FOR MINISTRY:
Learning the content of this course is necessary for future MFTs to deliver effective and ethical relational therapy services to individuals, couples and families. MFTs must be able to adapt theory-based treatments to varieties of clinical settings and diverse populations of potential clients.

COURSE FORMAT:
This 1.5 credit course will meet once per week for seven weeks. Case study methods will form the primary learning strategies associated with Moodle-based discussion forums, spontaneous role-plays, writing assignments.

REQUIRED READING:


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REQUIRED REFERENCES:

Additional journal readings, especially primary sources, are available in the library, some on reserve.

ASSIGNMENTS:
- Moodle discussion forum (15%)
- Thoughtful and respectful class participation (10%)
- Objective exam on MFT Core Competencies (10%)
- Primary source readings and written review (20%)
- Written theory-based treatment plan (25%)
- Final Project (20%)
- TOTAL 100%

PREREQUISITES:
- MF500 Principles of Counseling (when required)
- MF625 Theories of MFT I

RELATIONSHIP TO CURRICULUM: This course is part of the required core of the program, to be taken during the first academic year (whenever possible) immediately following MF625.

FINAL PROJECT: Students will pick a target population, then apply 1-2 family therapy Theories and incorporate spirituality as intervention, and formulate treatment plan and write a final project. The final project is designed for students to apply family theory to a population they might be interested in working with in the future. Specific instructions how to write the final project paper and grading guideline will be given out in the first class.

This course description is subject to change to better accommodate students’ needs.

LAST REVISION DATE: 10/10/2016

*This ECD is a reliable guide to the course design but is subject to modification*
MF635: INDIVIDUAL, AGING & FAMILY LIFE CYCLE
Professor: Dr. Patricia Murillo

DESCRIPTION:
This course explores the grand theories and the more recent theories of individual development of persons over their life span. Students examine the nature-nurture debate; how heredity and socio-cultural environment interact in all domains of human development from conception through childhood, adolescence, adulthood, and late adulthood. Special focus will be given to the challenges and vulnerabilities of aging, including non-normative medical and mental health issues, long term care, caregiving, counseling, and pastoral care approaches. Prerequisite: MH625. San Diego only. Three hours.

COURSE OBJECTIVES/LEARNING OUTCOMES:
Upon successfully completing this course, students will fulfill the relevant educational requirements of the Council for Accreditation of Counseling and Related Educational Programs CACREP Standards (CACREP) and the Bethel Seminary San Diego MHC Program Student Learning Outcomes (SLO). The course will also fulfill the requirements of the California Board of Behavioral Science’s educational requirement and requirement for 10 hours of aging and long term care of older people. Students will be able to:

1. Explore and explain the grand theories and the emerging theories of individual developmental transitions across the life span.
2. Critique the grand theories and emerging theories of individual developmental transitions across their life span from a theological and multicultural perspectives.
3. Identify and recall theories of learning and personality development (including current understandings about neurobiological behavior) that will facilitate optimal development and wellness over the life span.
4. Assess and intervene in the developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal human behavior.
5. Assess and intervene the effects of crises, disasters, and other trauma-causing events on persons of all ages that will incorporate models of individual, cultural, couple, family, and community resilience.
6. Assess the gerontological effects of aging and long-term care, including the biopsychosocial spiritual aspects of aging and provide effective treatment for the aging and dependent persons and their caregivers.
7. Make reports of elder and dependent adult abuse and neglect to the Adult Protective Services.

RELEVANCE FOR MINISTRY:
This course equips Mental Health Counseling students to minister to the biopsychosocial spiritual needs of church members across their life span development. It will prepare church members to be optimally developed for their ministry in their local church and community.

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, presentations, 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. This ECD is a reliable guide to the course design which is subject to modification.

REQUIRED READING:

RECOMMENDED READING:

ASSIGNMENTS

<table>
<thead>
<tr>
<th>The following are the assignments and due dates.</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 22 1. Participation and attendance</td>
<td>140</td>
</tr>
<tr>
<td>Day before presentation 2. PowerPoint &amp; 3-page</td>
<td>60</td>
</tr>
<tr>
<td>Handout</td>
<td></td>
</tr>
<tr>
<td>Day of presentation 3. Research Paper (5-6 pp.)</td>
<td>100</td>
</tr>
<tr>
<td>May 22 4. Personal formation genogram (12 – 15 pp.)</td>
<td>300</td>
</tr>
<tr>
<td>May 22 5. Aging &amp; Long – Term Care Role Play</td>
<td>200</td>
</tr>
<tr>
<td>Weekly 6. Quizzes</td>
<td>200</td>
</tr>
</tbody>
</table>

*This ECD is a reliable guide to the course design but is subject to modification*
May 22 | Extra credits up to maximum of 5 events | 50
---|---|---
Maximum points for the course | 1050

**PREREQUISITES**: MF625

**RELATION TO CURRICULUM**: Required course for the MFT program.

**FINAL EXAM**: In lieu of the final exam, weekly quizzes will be given.

**LAST DATE EDITED**: September 30, 2016

*This ECD is a reliable guide to the course design but is subject to modification*
MF645: PSYCHOLOGICAL ASSESSMENT
Professor: Dr. Ben Lim

COURSE DESCRIPTION
This course familiarizes students with the psychometric characteristics and limitations of projective techniques and standardized psychological assessment tools in the context of psychotherapy. Students learn how to administer and score various instruments, interpret assessment data, and write clinical reports that assist in diagnosis and psychotherapeutic treatment. MFT students will focus on relational instruments while MHC students will primarily work with individual assessment tools. Legal, ethical, and cultural issues will receive particular focus, as well as students’ interpretation of their own assessment profiles. Prerequisite: MF625 or MH625, and MF646. San Diego only. Three hours. Bethel Seminary 2016-2017, Catalog p. 121.

COURSE OBJECTIVES/LEARNING OUTCOMES
Upon successfully completing this course, students will fulfill the relevant requirements of the American Association for Marriage and Family Therapy Core Competencies Domains (CC), the Bethel Seminary San Diego MFT Program Student Learning Outcomes (SLO), and the California Board of Behavioral Sciences educational requirements for MFT programs (BBS$4980.36(d)(2)(A)). Students will be able to:

1. Present a biopsychosocio-spiritual assessment of the human personality from a Recovery Model perspective (SLO 3).
2. Critique the psychometric characteristics and limitations of psychological assessments in individual, marital, and family relationships and diverse cultural contexts (CC 2.1.7, 2.1.9 and SLO 7).
3. Recall the legal and ethical issues involved in the use of psychological assessments in diverse populations and the need for referral (CC 2.1.9, 5.1.1, 5.1.2 and SLO 4).
4. Assess the spirituality of clients and to use spirituality as a resource (CC 2.3.4 and SLO 8).
5. Design strategies that will incorporate both objective and subjective psychological assessments as part of the ecosystemic psychotherapeutic treatment of individual clients, couples, and families (CC 1.3.1, 2.3.4, 2.4.1 and SLO 1 & 2).
6. Eliciting relevant biopsychosocio-spiritual history to understand the socio-cultural context of the client’s problems using tools such as the genogram and other projective assessments (CC 1.3.1, 2.3.2, 2.3.6, 3.2.1, and SLO 1 & 2).
7. Administer, score, and interpret assessment data for selected inventories (CC 2.1.4, 2.1.5, 2.3.4 and SLO 1 & 2).
8. Write a comprehensive psychological report of a family after administering a battery of psychological inventories to them identifying their strengths, resilience, and resources (CC 1.3.1, 2.1.4, 2.1.5, 2.2.2, 2.3.2, 2.3.4, 3.2.1, and SLO 1 & 2).
9. Write a comprehensive psychological report of themselves as clients, highlighting their strengths and growth areas, after taking a battery of psychological inventories (SLO 5 & 9).

*This ECD is a reliable guide to the course design but is subject to modification*
10. Interpret the five PREPARE-ENRICH inventories and be certified by Life Innovations to administer their inventories and communicate the diagnostic information so couples may understand its relationship to treatment goals and outcomes (CC 2.1.4, 2.3.2, 3.2.1 and SLO 1 & 2).

RELEVANCE FOR MINISTRY

This course equips students with the tools to make assessments of individuals, couples and families. Although students are not allowed to do stand-alone testing, the skills learned in this class will help students to be more effective during counseling and in working together with other mental health professionals.

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, role-plays, presentations, 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 READING

4. Students’ account will be charged for the cost of a computerized report on MCMI III ($45) and PREPARE-ENRICH manual and certification training on date TBA ($160 for students).

REQUIRED REFERENCE


RECOMMENDED READING


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1 To access an online Bethel eBook Library of Groth-Marnat (2016) Ch. 15, please follow the instructions on the MF645 Moodle.

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**ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>Quiz</td>
<td>300</td>
</tr>
<tr>
<td>Monday Feb. 27</td>
<td>MCMI Inventory Answer Sheet</td>
<td>0</td>
</tr>
<tr>
<td>Rehearsal date, Saturday, Mar. --</td>
<td>PREPARE-ENRICH Role-play Script Participation in PREPARE-ENRICH workshop</td>
<td>100</td>
</tr>
<tr>
<td>Monday May 22</td>
<td>Family Assessment Report &amp; Reflection Paper: Bring hard copy of Family Assessment Paper (5-6 pages) and Reflection paper (1-2 pages) stapled together to class. Upload electronic copy to Turnitin on MF645 Moodle.</td>
<td>300</td>
</tr>
<tr>
<td>Monday May 22</td>
<td>Attendance &amp; Participation: Bring log to class.</td>
<td>100</td>
</tr>
<tr>
<td>Whenever</td>
<td>Extra credits up to maximum of 5 events</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Maximum number of points for the course</td>
<td>1050</td>
</tr>
</tbody>
</table>

*This ECD is a reliable guide to the course design but is subject to modification*
PREREQUISITES
MF625 Theories in MFT OR MH625 Theories of Mental Health Counseling AND MF646 Individual and Family Psychopathology

RELATION TO CURRICULUM: Required course for the MA MFT program.

FINAL EXAM: In lieu of the final exam, weekly quizzes will be given.

LAST DATE EDITED: September 22, 2016

*This ECD is a reliable guide to the course design but is subject to modification
**MF647: PSYCHOPHARMOCOLOGY AND MFT**

**Professor:** Minoa Chang, Ph.D.

**DESCRIPTION:**
Students will gain a historical perspective on the use of medication in treating mental disorders within the context of social, cultural, gender, and religious issues. The central focus is on the major classifications of psychotropic drugs, specifying their psychiatric uses, benefits, side effects, toxicities, combinations, and biochemical actions. This course also explores how MFTs can best work collaboratively with families and medical practitioners to provide more comprehensive client care.

Prerequisites: MF625, MF635, and MF 646. Two hours.

**COURSE OBJECTIVES/LEARNING OUTCOMES:**
By the end of the course students will:
1. Gain perspective on the biological vector of health within the bio-psycho-socio-spiritual framework. *(CC Domain 2.2.6)*
2. Be familiar with fundamental concepts in neurobiology and basic principles of drug action (pharmacodynamics) and drug metabolism (pharmacokinetics).
3. Have an introductory grasp of the emerging field of ethnopsychopharmacology *(SLO 8).*
4. Be able to identify the presence and type of mental disorder, and integrate the effective medication treatments available. *(CC Domains 2.1.2; 2.1.3; & 3.2.1)*
5. Be familiar with major categories of psychotropic drugs, common side effects associated with them, and drug interactions. *(CC Domains 3.1.1 & 3.4.5)*
6. Recognize when there is an indication for referral of a counseling client for medication evaluation or re-evaluation. *(CC Domains 1.3.10; 2.2.5; 2.3.12; 3.3.7; & 4.4.4; SLO 6)*
7. Be able to provide psychoeducation to the client and his/her family regarding the psychotropic medication(s) being prescribed. *(CC Domains 1.3.8; 1.5.2; 2.5.1; 3.3.7; & 4.5.1; SLO 5, 6 & 9)*
8. Know how to work collaboratively with the client’s family and with medical professionals for a more comprehensive plan for client care. *(CC Domains 1.3.8; 1.5.2; 2.5.1; 3.3.7; & 4.5.1; SLO 5, 6 & 9)*
9. Research and discuss controversial topics in the current psychopharmacological treatment of mental health patients *(CC Domains 6.3.1; 6.3.2; & 6.3.3; SLO 7 & 9)*

**RELEVANCE FOR MINISTRY:**
This course is required by BBS for a license-eligible degree in MFT. It gives basic information about medications clients may be taking, and allows for informed decision of when to refer a client for medication evaluation as part of current standards of practice.

**COURSE FORMAT:**
Class meets weekly for 2 ¾ hours, during 11 weeks, on Wednesdays, from 7:15 to 10 p.m.. Instructional methods include assigned readings, lecture, audiovisual aids, in-class discussions, and student presentations of current, relevant research.

**REQUIRED TEXTBOOK:**

*This ECD is a reliable guide to the course design but is subject to modification*
Additional articles and chapters may be assigned for reading throughout the term.

**RECOMMENDED TEXTBOOK:**
For anyone with special interest in this course content, or has an interested in working with the mentally ill population, it may be useful to have access to any one volume that lists prescription medications, including those used in mental health, and that provides pharmacological information. Most are updated annually, and it is acceptable, for our class purposes, to obtain a used edition from a recent year (updated in 2015 or 2016). For example, but not limited to: Guide to prescription & nonprescription drugs, by Winter Griffith, M.D., revised and updated by Stephen Moore, M. D., New York, NY: Bantam Books; /or/ The pill book: The illustrated guide to the most-prescribed drugs in the United States. Harold Silverman, Editor in Chief, New York, NY: Bantam Books; /or/ The PDR pocket guide to prescription drugs, by the PDR Staff, New York, NY: Pocket Books, a Division of Simon & Schuster; /or/ The PDR drug guide for mental health professionals, Montvale, NJ: Thomson Healthcare Inc.

**ADDITIONAL READING RESOURCES:**


*This ECD is a reliable guide to the course design but is subject to modification
ASSIGNMENTS:
Attendance (according to Bethel University catalog requirements) and completion of required reading assignments (according to course schedule) are assumed.

1. In-class participation with Discussions Questions (up to 18 pts = 9% of course grade)
2. Four non-cumulative, in-class exams using multiple choice, true/false, matching columns, and/or short answers (4 exams x 20 points each = 80 pts = 40% of course grade)
3. One 7- to 10-page research paper on a current controversial topic in psychopharmacology (= 60 pts = 30% of course grade)
4. Student in-class presentation of the topic researched for the paper (= 40 pts = 20% of course grade)

PREREQUISITES: MF 625, MF 635 and MF 646

RELATION TO CURRICULUM: This is a 2 semester-unit, required course in the MFT degree program.

FINAL EXAM: No.

Last Date Edited: 03 Oct 2016

*This ECD is a reliable guide to the course design but is subject to modification*
MF675: PROFESSIONAL & LEGAL ISSUES IN MFT

Professor: Prof. Leatherberry

***Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ***
**MF717: MFT PRACTICUM III**

**Professors:** Dr. Ben K. Lim/Terri M. Hightower, LMFT/Dr. Karen Quek

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### COURSE DESCRIPTION

**MF715, 716, 717 MFT Practicum.** These three units constitute a 12-month practicum including 500 hours of clinical contact and a minimum of 100 hours of supervision by a qualified California Licensed Marriage and Family Therapist, who is an AAMFT approved supervisor and/or a CAMFT certified supervisor, and/or other approved supervisor. The practicum fulfills the requirements of the BBS for face-to-face experience counseling individuals, couples, families, or groups. A continuation fee of $357 is assessed for any semester of participation in group supervision beyond the third S.C.E. unit for M.F.T. students. Prerequisite: Passing the practicum qualifying exam, and permission of the M.F.T. program director. Audit unavailable. Prerequisite: MF625. San Diego only. (Bethel Seminary 2016-2017 Catalog, p. 122).

### COURSE OBJECTIVES/LEARNING OUTCOMES

Upon successfully completing this course, students will have completed the final of three terms in required nine credit hours of supervised clinical experience and will be able to perform the following course objectives in accordance to the educational requirements of the California Board of Behavioral Science’s educational requirement (BBS§4980.36), the American Association for Marriage and Family Therapy Core Competencies Domains (CC) and the Bethel Seminary San Diego MFT Program Student Learning Outcomes (SLO).

1. Articulate theoretical understanding in the formulation of hypothesis, assessment, treatment focus, therapeutic goals, and prognosis (BBS§4980.36(d)(B)(iv)(I-III); CC Domain 3; SLO 1 as demonstrated in CR 1 & 2).
2. Recall the therapeutic process involved in assessing and intervening in the problems presented by individuals and families from a systems perspective and from specific family therapy theories (BBS§4980.36(d)(B)(iv)(II); CC Domain 2; SLO 2 as demonstrated in CR1 & 2).
3. Maintain case documentation of services, treatment plans, and theory specific progress notes (BBS§4980.36(d)(B)(iv)(IV.); CC 1.5.5 & 3.5.3 as demonstrated in CR1 & 2).
4. Solicit and use clients’ feedback through the therapeutic process (CC 1.3.7; SLO 6 as demonstrated in CR2).
5. Understand, articulate, identify, and appropriately use the more commonly accepted evidence-based systemic interventions differentially with individuals, couples and families of diverse populations and special groups (CC 4.1.1, 4.2.1, 4.3.2 as demonstrated in CR2).
6. Work competently with multicultural populations and low income families in multidisciplinary mental health settings and connecting them with resources in the communities (BBS§4980.36(d)(B)(iv)(V), (v); CC Domain 1.2.1, 2.3.2, 4.3.2 as demonstrated in CR2).
7. Formulate and adapt theory-specific treatment plans and treatment goals that are responsive to the characteristics and needs of diverse clinical settings, diverse client populations and groups (CC 3.1.1, 3.1.4, 3.2.1-3.3.5; SLO 8 as demonstrated in CR2).

*This ECD is a reliable guide to the course design but is subject to modification*
17. Receive and provide constructive formal and informal feedback of their clinical work and their work on the self of the therapist from peers and supervisors (CC 2.5.1, 4.4.5, 4.5.1, & 5.5.1 as demonstrated in CR2 & 3).
18. Obtain greater insight on self and development of the therapist (CC Domain 3.4.5, 5.3.10, 5.4.2, 5.5.3 as demonstrated in CR3).
19. Determine their progress as MFT trainees from the professor’s evaluation report in response to their three videotape presentations and their participation in the practicum group (CC 4.3.12 as demonstrated in CR1-3).
20. Develop further integration between the theoretical and professional issues on one hand, and one’s theological position and understanding on the other (SLO 3 as demonstrated in CR2). Develop termination and aftercare plan when treatment goals have been accomplished. (CC Domain 3.3.9, 4.3.11 as demonstrated in CR2).

**RELEVANCE FOR MINISTRY**

Students will develop hands-on skills in assessing and working with multicultural clients from intake to termination.

**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 students’ clinical work, role-plays, use of libraries, use of online resources, and presentation of the self of the therapist. Each week students will interact with each other and with the instructor through threaded discussions and other assignments that promote active learning. A farewell commissioning service will be held on week 14.

**REQUIRED READING**


**RECOMMENDED RESOURCES**


ISBN: 0470403748


*This ECD is a reliable guide to the course design but is subject to modification*

**ASSIGNMENTS**
1. Attendance and Participation
2. Case Write-ups and Video Vignettes
3. Self of the Therapist Presentation
4. Site Supervisor Evaluation

**PREREQUISITES**
MF625 Theories in MFT, Passing the practicum qualifying exam, and permission of the M.F.T. program director, MF715 & MF716 MFT Practicum

**RELATION TO CURRICULUM**
Required course for the MA MFT program.

**FINAL EXAM**
There will be no examination. Students will be awarded credit or no credit with the successful completion of the course.

**LAST DATE EDITED**
September 22, 2016
**DESCRIPTION**

MF785A-C **MFT Senior Integrative Seminar A-C.** This capstone course is designed to be concurrent with, yet separate from, students’ supervised clinical experience. Students’ theology (biblical and theological formation), spirituality (personal and spiritual formation as a therapist), and clinical theory with clinical practice (professional formation) are expressed in a culminating master’s level project that integrates their academic, interpersonal and practice experiences in the program. Prerequisite: Admission to MFT Practicum. San Diego only. *One and a half hours; one-half hour each* (2016-2017 Catalog, p. 123).

**COURSE OBJECTIVES/LEARNING OUTCOMES**

Bethel’s marital and family therapy program is designed to be an integrative educational experience that merges biblical and theological worldview, personal and spiritual formation, and the professional competence of the therapist. The program seeks to train Christian therapists who will be well equipped to work with individuals, couples, and families in a manner that recognizes and celebrates the wholeness of God’s creation and redemption. The MFT Senior Integrative Project provides students with the opportunity to think through their faith in a manner that has direct application and involvement with their personal and professional sense of self and clinical work with clients within a relational and systemic perspective. Students will choose a marital and family therapy theory to illustrate their ability to language the following course outcomes.

Upon successfully completing this yearlong course, students will fulfill the requirements of the American Association for Marriage and Family Therapy Core Competencies (CC), the Bethel MFT Student Learning Outcomes (SLO), and the California Board of Behavioral Sciences MFT educational requirements found in Business and Professions Code Section 4980.36. Students will be able to:

1. Narrate their process of spiritual and personal formation and holistic development as MFT trainees from a biopsychosociospiritual framework [BBS§4980.36(c) (1, 3, 4, 6); CC 1.1.1-2; 3.4.5; SLO 1.b, 2].
2. Compare and contrast the uniqueness of marital and family therapy from other mental health professions in California [BBS§4980.36(c)(1)]; CC 1.1.3, 1.3.8, 3.3.7-8, 4.5.1-2; SLO 1.c
3. Illustrate how MFTs can work with community mental health agencies and faith communities, using the recovery model [BBS§4980.36(c)(1) (c)(2); CC 1.1.3, 1.3.8, 3.3.7-8, 4.5.1-2; SLO 1, 1.a, 4].
4. Integrate their theological beliefs with their clinical theory and practice using scholarly and evidenced based research [BBS§4980.36(c)(1)(c)(2); CC 1.1.1-2, Domain 6; SLO 3, 5]
5. Demonstrate their professional competence with a relational clinical case from a specific family therapy theory and evidence based practices [BBS§4980.36(c:1-7), (d: 1-12) ; CC Domains 1-6; SLO 1.d].

*This ECD is a reliable guide to the course design but is subject to modification*
RELEVANCE FOR MINISTRY

Students will collaborate with their professors to work through different levels of integrative thinking and practice as MFT trainees. They will strive to be holistic biopsychosocial spiritual ministers who understand both their faith and their ministry within and outside the church in the community.

COURSE FORMAT

Students will meet with their professors at the beginning of the spring semester. Subsequently, students will write Part I of the MFT Senior Integrative Project in consultation with their advisors and peers. The MFT Senior Integrative Project provides students with the opportunity to think through their faith in a relational and systemic manner that has direct application and involvement with their personal and professional sense of self and clinical work with clients. It requires students to conduct appropriate scholarly research in biblical, primary theological, and primary clinical sources. Biblical references along with quotes from scholarly clinical and theological sources will be used to support students’ opinions and conclusions in all the four sections. Each part will be read and evaluated by two professors with the student’s advisor usually giving the final feedback and evaluation.

REQUIRED READING


RECOMMENDED READING

The recommended reading will be appended to the MF785 syllabus.

ASSIGNMENTS

The following are the deadlines for the Senior Integrative Project.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 10, 2016 by 4 pm</td>
<td>1. Part I, Personal Wholeness and Faith Praxis Integration.</td>
</tr>
<tr>
<td>September 28, 2016 by 4 pm</td>
<td>2. Part II, Intradisciplinary Integration along with a revised copy of Part I, Personal Wholeness and Faith Praxis Integration</td>
</tr>
<tr>
<td>December 7, 2016 by 4 pm</td>
<td>3. Part III, Theological-MFT Integration along with revised copies of Part I, Personal Wholeness and Faith Praxis Integration and Part II, Intradisciplinary Integration</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 8, 2017 by 4 pm</td>
<td>4. Part IV, Professional Practice &amp; Clinical Case Study along with revised copies of Part I, Personal Wholeness and Faith Praxis Integration, Part II, Intradisciplinary Integration and Part III, Theological-MFT Integration</td>
</tr>
<tr>
<td>May 3, 2017 by 4 pm</td>
<td>Submit one final copy of the complete MFT Senior Integrative Project</td>
</tr>
</tbody>
</table>

**PREREQUISITES**

Admission to MF715 MFT Practicum-I

**RELATION TO CURRICULUM**

Required course for the MAMFT program.

**FINAL EXAM**

No final exam. Papers will have to be submitted in a timely manner, hard copy to MFT Administrative Office, and uploaded to MF785 Moodle.

**LAST DATE EDITED:** September 29, 2016

*This ECD is a reliable guide to the course design but is subject to modification*
MH627A&B: GROUP PSYCHOTHERAPY A&B

Professors: Heather A. Hoshiko

DESCRIPTION:
MH627A: 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. 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. Highlighted within this course are historical developments and the evolution of group therapy, the creation and importance of group work, as well as therapeutic factors. These are explored in conjunction with patterns in group dynamics, roles and characteristics of effective leaders, and the practice of basic leadership and facilitation skills in pastoral care, LPCC, MHC, clinical psychology, and MFT practice.

MH6287B: Students will learn the advanced theoretical underpinnings and practical implications of group dynamics in work, church, and other social settings. They will exercise advanced group therapy leadership and facilitation skills by having the amazing chance to become a cohesive small group led by the professor. 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.” Students will be exposed to designing, implementing, and evaluating therapy group programs contextualized to diverse populations and varying clinical and community settings informed by an understanding of cultural diversity and socio-economic issues.

COURSE OBJECTIVES/LEARNING OUTCOMES:
• 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 as a therapist 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. 1.5 credits for each section.

COURSE FORMAT:
Each course (A and B) will be conducted on a 7-week schedule aligned with Bethel Seminary’s academic calendar for the spring semester. Students in the MFT cohort will participate in the first seven weeks, and are welcome to audit the B section (though this is certainly not required). Students in the MHC cohort will continue an additional 7-weeks for the B section of the course. The course requires reading, writing personal reflections, a critical thinking

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paper, and participation as both therapist 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:**

**RECOMMENDED READING:**

**ASSIGNMENTS:**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 23, May 25, 2017</td>
<td>Participation in Lecture and Group</td>
<td>15 Points</td>
</tr>
<tr>
<td>Varies (Week Following as Acting Therapist)</td>
<td>Therapist Session Notes (x1)</td>
<td>15 Points</td>
</tr>
<tr>
<td>March 9, 2017</td>
<td>Proposal for a Specialized Group (A &amp; B Sections)</td>
<td>25 Points</td>
</tr>
<tr>
<td>May 11, 2017</td>
<td>Original Intervention for Group Therapy (B Section Only)</td>
<td>25 Points</td>
</tr>
<tr>
<td>Weekly</td>
<td>Weekly Journal Reflections (x6)</td>
<td>15 Points Each (Totaling 90 Points)</td>
</tr>
<tr>
<td>Weekly</td>
<td>Quizzes (x6)</td>
<td>5 Points Each (Totaling 30 Points)</td>
</tr>
<tr>
<td>March 23, May 25, 2017</td>
<td>Final Exam</td>
<td>25 Points</td>
</tr>
<tr>
<td>March 23, May 25, 2017</td>
<td>Extra Credit</td>
<td>Up to 5 Points</td>
</tr>
</tbody>
</table>

*Maximum Points Attainable: 230 Points*

**PREREQUISITES:** MF625 or MH625 for Section A, MH627A for Section B

**RELATION TO CURRICULUM:** MH627A is a degree specific requirement for the Masters of Marriage and Family Therapy (MFT) students, and MH627A&B are degree specific requirements for the Master of Arts in Mental Health (MHC) program.

**FINAL EXAM:** Cumulative final exam. Reflection papers, quizzes (students are able to use notes taken in class), and application assignments are also assigned and required. This course’s main focus is on emotional and experiential processing.

**LAST DATE EDITED:** September 19, 2016

*This ECD is a reliable guide to the course design but is subject to modification*
**MH635: LIFE SPAN DEVELOPMENT & AGING**

**Professors:** Dr. Ben K. Lim

**COURSE DESCRIPTION**

This course explores the grand theories and the more recent theories of individual development of persons over their life span. Students examine the nature-nurture debate; how heredity and socio-cultural environment interact in all domains of human development from conception through childhood, adolescence, adulthood, and late adulthood. Special focus will be given to the challenges and vulnerabilities of aging, including non-normative medical and mental health issues, long term care, caregiving, counseling, and pastoral care approaches. **Prerequisite:** MH625. San Diego only. **Three hours.** (Bethel Seminary Catalog 2016-2017, p. 123).

**COURSE OBJECTIVES/LEARNING OUTCOMES**

Upon successfully completing this course, students will fulfill the relevant educational requirements of the Council for Accreditation of Counseling and Related Educational Programs CACREP Standards (CACREP) and the Bethel Seminary San Diego MHC Program Student Learning Outcomes (SLO). The course will also fulfill the requirements of the California Board of Behavioral Science’s educational requirement (BBS§4980.36) and requirement for 10 hours of aging and long term care of older people (BBS §4980.39a). Students will be able to:

1. **Explore and explain the grand theories and the emerging theories of individual developmental transitions across the life span.** (BBS§4999.33(c)(1)(B); CACREP 11.G.3.a; SLO2 as demonstrated in CR1, 2, 3 & 5)
2. **Critique the grand theories and emerging theories of individual developmental transitions across their life span from a theological and multicultural perspectives.** (BBS§4999.33(c)(1)(B); CACREP 11.G.3; SLO 3, 5, 7 as demonstrated in CR1, 2, 3 & 5)
3. **Identify and recall theories of learning and personality development (including current understandings about neurobiological behavior) that will facilitate optimal development and wellness over the life span.** (BBS§4999.33(c)(1)(B); CACREP 11.G.3.b, h; SLO2 as demonstrated in CR1, 2, 3 & 5)
4. **Assess and intervene in the developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal human behavior.** (BBS§4999.33(c)(1)(B); CACREP 11.G.3.f; SLO2, 3 as demonstrated in CR1, 2, 4 & 5)
5. **Assess and intervene the effects of crises, disasters, and other trauma-causing events on persons of all ages that will incorporate models of individual, cultural, couple, family, and community resilience.** (BBS§4999.33(c)(1)(B); CACREP 11.G.3.c, e; SLO2, 3 as demonstrated in CR1, 2, 4 & 5)
6. **Assess the gerontological effects of aging and long-term care, including the biopsychosocial spiritual aspects of aging and provide effective treatment for the aging and dependent persons and their caregivers.** (BBS§4999.33 (d)(10); CACREP 11.G.3; SLO2, 3 as demonstrated in CR1, 2, 4 & 5)

*This ECD is a reliable guide to the course design but is subject to modification*
7. Make reports of elder and dependent adult abuse and neglect to the Adult Protective Services. (BBS§4999.33 (d)(10) CACREP 11.G.3.f; SLO2 as demonstrated in CR1, 2, 4 & 5)

RELEVANCE FOR MINISTRY
This course equips Mental Health Counseling students to minister to the biopsychosocial spiritual needs of church members across their life span development. It will prepare church members to be optimally developed for their ministry in their local church and community.

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, presentations, 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 READING

RECOMMENDED READING

*This ECD is a reliable guide to the course design but is subject to modification*

**ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>May 23</td>
<td>1. Participation and attendance</td>
<td>100</td>
</tr>
<tr>
<td>Day before presentation</td>
<td>2. PowerPoint &amp; 3-page Handout</td>
<td>200</td>
</tr>
<tr>
<td>Day of presentation</td>
<td>3. Research paper (5-6 pp.)</td>
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<tr>
<td>May 23</td>
<td>4. Personal formation genogram (12-15 pp.)</td>
<td>300</td>
</tr>
<tr>
<td>May 16</td>
<td>5. Aging &amp; Long-Term Care Role-play</td>
<td>200</td>
</tr>
<tr>
<td>Weekly</td>
<td>6. Quizzes</td>
<td>200</td>
</tr>
<tr>
<td>May 23</td>
<td>Extra credits up to maximum of 5 events</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Maximum points for the course</td>
<td>1050</td>
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**PREREQUISITES**

MH625 Theories of MHC

**RELATION TO CURRICULUM**

Required course for the MA MHC program.

**FINAL EXAM**

In lieu of the final exam, weekly quizzes will be given.

**LAST DATE EDITED**

September 21, 2016

*This ECD is a reliable guide to the course design but is subject to modification*
MH645: PSYCHOPHARMOCOLOGY & PSYCHOBIOLOGY
Professors: Dr. Minoa Chang

DESCRIPTION:
Students are introduced to the biological basis of behavior and psychopathology, and gain a historical perspective of treatment uses of medication for mental disorders within the context of biological, social, cultural, gender, and religious issues. Focus is on major classifications of psychotropic drugs, specifying their psychiatric uses, benefits, side effects, toxicities, combinations, and biochemical actions. Students explore how LPCCs can best work with collaboratively with families, medical and other mental health practitioners to provide a more comprehensive, coordinated, recovery-oriented plan of care for clients/patients. Prerequisites: MH 625 and MF 646. Three hours.

COURSE OBJECTIVES/LEARNING OUTCOMES:
By the end of the course students will:
1. Gain perspective on the biological vector of health within the bio-psycho-socio-spiritual framework.
2. Be familiar with fundamental concepts in neurobiology and basic principles of drug action (pharmacodynamics) and drug metabolism (pharmacokinetics).
3. Have an introductory grasp of the importance and controversy of the emerging field of ethnopsychopharmacology (SLO 8).
4. Be able to identify the presence and type of mental disorder, and integrate the effective medication treatments available.
5. Be familiar with major categories of psychotropic drugs, common side effects associated with them, and drug interactions.
6. Recognize when it is appropriate to refer a counseling client for a medication evaluation or re-evaluation.
7. Be able to provide psychoeducation to the client and his/her family regarding the psychotropic medication(s) being prescribed. (SLO 6)
8. Know how to work collaboratively with the client’s family and with medical professionals for a more comprehensive plan for client care. (SLO 5, 6 & 9)
9. Be conversant about controversial topics in the current psychopharmacological treatment of mental health patients. (SLO 7 & 9)

RELEVANCE FOR MINISTRY:
This course is required by BBS for licensure as an LPCC in California. It gives basic information about medications clients may be taking, in order to assist in treatment, and allows for informed decision of when to refer a client for medication evaluation as part of current standards of practice.

COURSE FORMAT:
Class meets weekly for 2 ¾ hours, during 14 weeks, on Wednesdays, from 7:15 to 10 p.m.. Instructional methods include assigned readings, lecture, audiovisual aids, in-class discussions, and student presentations of current, relevant research.

REQUIRED TEXTBOOK:

Additional articles and chapters may be assigned for reading throughout the term.

RECOMMENDED TEXTBOOK:
For anyone with special interest in this course content, or has an interested in working with the mentally ill population, it may be useful to have access to any one volume that lists prescription medications, including those used in mental health, and that provides pharmacological information. Most are updated annually, and it is

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acceptable, for our class purposes, to obtain a used edition from a recent year (updated in 2015 or 2016). For example, but not limited to: Guide to prescription & nonprescription drugs, by Winter Griffith, M.D., revised and updated by Stephen Moore, M. D., New York, NY: Bantam Books; /or/ The pill book: The illustrated guide to the most-prescribed drugs in the United States. Harold Silverman, Editor in Chief, New York, NY: Bantam Books; /or/ The PDR pocket guide to prescription drugs, by the PDR Staff, New York, NY: Pocket Books, a Division of Simon & Schuster; /or/ The PDR drug guide for mental health professionals, Montvale, NJ: Thomson Healthcare Inc.

**ADDITIONAL READING RESOURCES:**

**ASSIGNMENTS:**
Attendance (according to Bethel University catalog requirements) and completion of required reading assignments (according to course schedule) are assumed.

1. Two short presentations on topics in Psychobiology, 20 pts each (= 40 pts = 16% of course grade)
2. Five non-cumulative, in-class exams using multiple choice, true/false, matching columns, and/or short answers (5 exams x 20 points each = 100 pts = 40% of course grade)
3. One 7- to 10-page research paper on a current controversial topic in psychopharmacology (= 70 pts = 28% of course grade)
4. Student in-class presentation of the topic researched for the paper (= 40 pts = 16% of course grade)

**PREREQUISITES:** MH 625 and MF 646

**RELATION TO CURRICULUM:** This is a 3 semester-unit, required course in the MHC degree program.

**FINAL EXAM:** No.

**LAST DATE EDITED:** 03 Oct 2016

*This ECD is a reliable guide to the course design but is subject to modification*
MH655: ADDICTIONS & CO-OCCURRING DISORDERS
Professor: Mary Rankin Helms, Psy.D., LMFT

***Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ***
MH656B: CRISIS INTERVENTION/TRAUMA RESPONSE B

Professor: Dr. Ben K. Lim

COURSE DESCRIPTION

Students will survey Critical Incident Stress Management (CISM) protocols for response to psychological trauma associated with natural and human-caused disasters. Neuroscience research will inform the assessments and interventions related to mental health disorders such as ASD, PTSD, and TBI. Strategies to lessen the negative impact of crises on the family system, prevention of post-trauma syndromes for primary and secondary trauma victims, compassion fatigue, burnout, and self-care strategies will be explored. Government and faith-based resources and referrals are identified. Prerequisites: MH625 or MF625 or PC512, and MH656A for MHC students. San Diego only. One and a half hours. (2016-2017 Bethel Seminary Catalog, p. 123)

COURSE OBJECTIVES/LEARNING OUTCOMES

Upon successfully completing this course, MHC and MFT students will fulfill the requirements of Council for Accreditation of Counseling and Related Educational Programs (CACREP), the American Association for Marriage and Family Therapy Core Competencies (CC), the Bethel MHC/MFT Student Learning Outcomes (SLO), and the California Board of Behavioral Sciences MHC/MFT educational requirements found in Business and Professions Code Section 4980.36. (d)4.K and (e)5. All students will be able to:

1. Articulate a theological framework for the role of the therapist and counselor in trauma response to the big T and the small t of life. (SLO 3 as demonstrated in CR 1)
2. Describe the psychological and physiological reactions to a critical incident. (CACREP 2009 standard G 3 as demonstrated in CR 2)
3. Use appropriate assessment tools for effective response to trauma. (CACREP 2009 standard G 3; CC 3.3.6, 5.3.3, 5.3.5 as demonstrated in CR 1-3)
4. Identify “crisis of faith” in religious clients and help them process the phenomenon and utilize spiritual resources. (SLO 3 as demonstrated in CR 2)
5. Strategize different modalities for trauma response such as TFT, EMDR, CBT, and Somatic Experiencing and other somatic therapies. (CACREP 2009 standard G 3; CC 3.4.3 as demonstrated in CR 1-3)
6. Identify stressors (with special reference to PTSD and TBI) experienced by military returnees in their readjustment to family and community in San Diego. (CACREP 2009 standard G 3 as demonstrated in CR 2-3)
7. Explain the principles of Critical Incident Stress Management and its approach to crisis intervention. (CACREP 2009 Standard G 3 as demonstrated in CR 2-3)
8. Recognize legal and ethical issues involved in trauma response. (CACREP 2009 Standard G 3; CC 5.3.6, 5.3.7 as demonstrated in CR 2).

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9. List the signs of compassion fatigue and secondary trauma, and steps necessary to promote personal well-being and self-care of the therapists, counselors and other first responders. (CACREP 2009 Standard G 3 as demonstrated in CR 1)

RELEVANCE FOR MINISTRY

This course will help students in the helping profession including MHCs, MFTs, chaplains, and pastoral counselors to minister to people are caught in the throes of natural and human-made disasters and traumas. It would also increase students’ effectiveness in intervening and ministering to those who have been traumatized in the past or present.

COURSE FORMAT

The course will be conducted on a 7 weeks schedule aligned with Bethel Seminary’s academic calendar. The course requires reading, writing, watching videos crisis and trauma interventions, role-plays, use of libraries and use of online resources. Each day, students will interact with each other and with the instructor through discussions, presentations and other assignments that promote active learning.

REQUIRED READING

RECOMMENDED READING
ASSIGNMENTS

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be assigned</td>
<td>Trauma Response Role Play and Presentation</td>
<td>300</td>
</tr>
<tr>
<td>Day before Presentation</td>
<td>Submission of PowerPoint presentation</td>
<td>0</td>
</tr>
<tr>
<td>Day of Presentation</td>
<td>Trauma Response Paper</td>
<td>300</td>
</tr>
<tr>
<td>March 21</td>
<td>Participation &amp; Attendance</td>
<td>100</td>
</tr>
<tr>
<td>Weekly</td>
<td>Quiz</td>
<td>300</td>
</tr>
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<td></td>
<td>Extra Credit</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Maximum number of points for the course</td>
<td>1000</td>
</tr>
</tbody>
</table>

PREREQUISITES: MH625 or MF625 or PC512, and MH656A for MHC students.

RELATION TO CURRICULUM: Required course for the MA MHC Program (Mental Health Counseling) & MFT program.

FINAL EXAM: A daily quiz will be given in lieu of the final exam.

LAST DATE EDITED: September 22, 2016

*This ECD is a reliable guide to the course design but is subject to modification*
MH716: MHC PRACTICUM II
Professor: Dr. Karen Quek

***Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ***
MH785B: MHC SENIOR INTEGRATIVE SEMINAR B
Professor: Dr. Minoa Chang

DESCRIPTION:
These two seminar courses (MH785A and MH785B) are designed to be taken concurrent with, yet separate from, students’ practicum experience. The seminar supports students writing a master’s level capstone project consisting of their theology (biblical and theological formation), spirituality (personal and spiritual formation as a therapist), clinical theory, and clinical practice (professional formation). This MHC Senior Integrative Project integrates students’ academic, interpersonal, and practice experiences in the program. Pre-requisite: admission to MHC Practicum. One-half credit each.

COURSE OBJECTIVES/LEARNING OUTCOMES:
By the end of the course students will be able to:
1. Narrate their process of spiritual and personal formation and holistic development as MHC trainees from a biopsychosocialspiritual framework.
2. Compare and contrast the uniqueness of the Licensed Professional Clinical Counselor in relation to other mental health professions in California.
3. Illustrate how PCCs can work with community mental health agencies and health agencies and faith communicates, using the recovery model.
4. Integrate their theological beliefs with their clinical theory and practice using scholarly and evidence-based research.
5. Demonstrate their professional competence with a clinical case from a specific psychological theory and evidence-based practices.

RELEVANCE FOR MINISTRY:
This course is a requirement of the MHC program at Bethel Seminary San Diego, as a culmination of the work of each student has done throughout the degree program, on integrating academic competence, biblical and theological education, personal formation, and professional development.

COURSE FORMAT:
The student will write and edit drafts of the Senior Integrative Project which are read by two MHC faculty, toward completing the paper, which demonstrates one’s professional and personal growth. The student meets with the instructor as needed throughout the semester. There are no exams in this course.

REQUIRED READING:

RECOMMENDED READING:  (Please see course syllabus)

ASSIGNMENTS: Writing of a master level integrative paper that demonstrates the student’s ability to conduct appropriate scholarly research in biblical, primary theological, and primary clinical sources. This

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Spring 2017

35- to 55-page academic paper must be written in APA style (6th ed.). Please refer to the course syllabus for detailed guidelines for this paper.

**PREREQUISITES:** Acceptance into MHC Practicum.

**RELATION TO CURRICULUM:** Required for completion of MHC degree program requirements.

**LAST DATE EDITED:** 03 Oct 2016
ML592DE: MENTORED LEADERSHIP

Professors: David Diener, M.Div., Ph.D.

DESCRIPTION:
Through the use of psychometric and developmental testing, self-reflection, and mentor and group feedback, Mentored Leadership Development courses help students identify and progressively clarify life purpose, mission, and vision. ML592 is the second of four Mentored Leadership Development courses. We will focus primarily on understanding our “dark” or “shadow” side: personal characteristics that drive us to success but also can cripple us and lead to significant failure. Some activities that began in ML591 are continued.

OBJECTIVES:
The sponsoring organization, or ministry venue, is asked to use these courses to provide for the student a number of ingredients crucial to a dynamic, contextual educational experience. These include but are not limited to the following:
1. A healthy understanding of each student’s unique identity including their gifts, strengths, and vulnerabilities.
2. Practical experience in a wide range of ministry situations, emphasizing the personal qualities of flexibility and creativity.
3. A healthy and reliable relational network of resource people, including peers, mentors and others who will assist and sustain the student in ministry preparation, processing leadership insights, and application of the coursework in a local ministry context.

RELEVANCE FOR MINISTRY:
MLD courses assist in identifying unique personal needs that require intentional focus in order to develop as whole and holy transformational leaders.

COURSE FORMAT:
All MLD courses will be conducted through locally supervised ministry locations that receive prior approval. The material and assessments for these courses will be processed through several forms of media, such as self-leadership reflection assignments, ministry leadership practice, and mentored leadership sessions with the student's supervisor(s)/mentor(s) and through group interaction.

REQUIRED READING:

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**ASSIGNMENTS:**
Exercises are assigned based on the required text. Students will meet with their mentor/supervisor monthly this semester, completing an *Experience in Ministry* (EIM) paper before each meeting, with mentors adding their comments after discussion. EIM reports are then reviewed with the instructor.

**PREREQUISITES:** None.

**RELATION TO THE CURRICULUM:** Required course for In-Ministry program.

**FINAL EXAM:** None.

**EDITED:** October 16, 2017

*[This ECD is a reliable guide to the course design but is subject to modification]*
ML594DE: MENTORED LEADERSHIP
Professors: David Diener, M.Div., Ph.D.

DESCRIPTION:
Through the use of psychometric and developmental testing, self-reflection, and mentor and group feedback, Mentored Leadership Development courses help students identify and progressively clarify life purpose, mission, and vision. ML594 is the last of the 4-course Mentored Leadership Development series. This course continues to help students hone their leadership skills as they prepare to serve the Kingdom of God.

OBJECTIVES:
The sponsoring organization, or ministry venue, is asked to use these courses to provide for the student a number of ingredients crucial to a dynamic, contextual educational experience. These include but are not limited to the following:
1. A healthy understanding of each student’s unique identity including their gifts, strengths, and vulnerabilities.
2. Practical experience in a wide range of ministry situations, emphasizing the personal qualities of flexibility and creativity.
3. A healthy and reliable relational network of resource people, including peers, mentors and others who will assist and sustain the student in ministry preparation, processing leadership insights, and application of the coursework in a local ministry context.

RELEVANCE FOR MINISTRY:
MLD courses assist in identifying unique personal needs that require intentional focus in order to develop as whole and holy transformational leaders.

COURSE FORMAT:
All MLD courses will be conducted through locally supervised ministry locations that receive prior approval. The material and assessments for these courses will be processed through several forms of media, such as self-leadership reflection assignments, ministry leadership practice, and mentored leadership sessions with the student’s supervisor(s)/mentor(s) and through group interaction.

REQUIRED READING:
ISBN: 978-1-58134-969-6
ASSIGNMENTS:
Exercises are assigned based on the required text. Students will meet with their mentor/supervisor monthly this semester, completing an *Experience in Ministry* paper before each meeting, with mentors adding their comments after discussion. EIM reports are then reviewed with the instructor.

PREREQUISITES: None.

RELATION TO THE CURRICULUM: Required course for In-Ministry program.

FINAL EXAM: None.

EDITED: October 16, 2017

*This ECD is a reliable guide to the course design but is subject to modification*
ML615: ORGANIZATIONAL LEADERSHIP & CHURCH GOVERNANCE
Professor: Charlie Bradshaw, Ph.D. & Rev. Marilyn Williams, M.Div.

DESCRIPTION:
How is the church organized and why does it matter? This course will provide biblical and healthy organizational principles, specifically designed for the church and para-church ministry context. Attention is given to pastoral, church governance and lay leadership. Various denominational and personal styles of organizational leadership will be examined, focusing on relevant strategies for guiding congregations and ministry communities.

COURSE OBJECTIVES/LEARNING OUTCOMES:
By the end of the course students will be able to...
- Understand the Ecclesiastical Elements of Church and Para-Church Governance (Understanding The role of The Church and Para-Church organizations in the world, and their Denominational Differences)
- Understand Healthy Organizational Principles (Vision Casting, Team Building, Communication, Personal Development...)
- Identify various approaches to church and para-church administration (Context, Demand, Planning, Internal Controls, Staffing & Evaluating for Excellence)
- Integrate principles for leading through organizational conflict (Mediating, Negotiating, Mercy & Care, Reconciliation)

RELEVANCE FOR MINISTRY:
This course will focus on the leader’s role in working with a church staff and governing board, understanding diverse congregational polities, effectively communicating as a leader, fostering a healthy organizational culture, and navigating through conflict for the overall good of the organization.

COURSE FORMAT:
The instructional methodology of the course will include weekly class lectures and active discussions, small group exercises and various forms of media for effective learning.

REQUIRED READING:


Lotich, Patricia S., Smart Church Management: A Quality Guide to Church Administration, 2nd Ed.: Patricia S. Lotich, 2015.

Lotich, Patricia S., Smart Church Staff Evaluations: A Guide to Performance Appraisals that Motivate, Develop and Reward Church Employees: Create Space, 2013.

Lotich, Patricia S., Why Excellence in the Local Church is Essential for Growth: Create Space, 2014.


*This ECD is a reliable guide to the course design but is subject to modification


**RECOMMENDED READING:**


**ASSIGNMENTS:**
Assignments will be geared to produce personal growth and application of the material. There will not be a midterm or final test. Students will be expected to complete the following written assignments, which will account for a percentage towards one’s final grade:

1. Weekly quizzes will be taken at the beginning of each class to help bring reflection and understanding of the assigned reading. *(Quizzes will count toward 20% of student’s grade.)*

2. Personal Growth Action Plan- students will comprise either a “Rut-Breaker” or an “Edification” Calendar. Both types of personal growth calendars must exhibit an action plan that will contribute to a more healthy and missional leadership in one’s current context of leadership. This assignment will be turned in within the first three weeks of class and then evaluated at the end of the course by the student in written form. *(10% of one’s student’s grade)*

3. Governance of Congregational Communities- Drawing from Perspectives on Church Governance... students will discuss the four primary models of congregational governance. This paper will be comprised of three parts geared to answering the general question, “How and by whom should the church (or para-church) be run?” *(30% of student’s final grade)*

4. Church or Para Church Organizational Assessment- Based on the entire course readings, lectures and presentations, the students will engage in personal research of a church or para-church organization, preferably within the student’s own leadership context. Students will evaluate the identity and effectiveness of a the organization based on the principles discussed in this course. *(40% of student’s final grade)*

*All assignments turned in late, unless granted permission from the Professor, will be docked 10% per week late.*

*In addition to the assigned class assignments, students are expected to not miss more than two classes per semester period. Unless permission is given from the Professor, the student’s grade will be negatively affected after missing two classes.*
QUALITY OF WRITING & CONTENT
This is a graduate course. As such, the assignment of grades will reflect appropriately high standards for (a) clarity of language, (b) the development of well-informed arguments, and (c) use and documentation of evidence cited for your arguments or position. While this is not a class on writing, it is nonetheless important for you to effectively articulate, develop, and defend your ideas and conclusions.

Each of your submitted papers will be graded based around the following three areas: (a) Quality of Writing, (b) Quality of Content, and (c) Quality of Interaction with the Courses Material and Relevant Literature.

PREREQUISITES: This course follows the required course, Transformational Leadership, that is offered in the Fall, but is not required to take before taking this course.

RELATION TO CURRICULUM: Required course for the Masters of Divinity program.

FINAL EXAM: None

LAST DATE EDITED: September 28, 2016
ML674: MINISTRY WITH THE SACRAMENTS

Professor: The Rev. Canon David Montzingo, D.Min. & The Very Rev. Russell Martin

DESCRIPTION:
This course is an in-depth look at the what, the why, and the how of sacramental ministry in the Great Tradition of the Church, especially as it is understood and practiced by Anglicans around the world. We will begin with a discussion of the sacramental worldview and the development of sacramental theology. Next, the dominical sacraments of Baptism and Holy Communion will receive major attention. Then the sacramental rites of Confirmation, Absolution, Holy Matrimony, Anointing the Sick, and Burial of the Dead will be studied and practiced. Finally, we will consider the theology and practice of Ordination.

OBJECTIVES:
By the end of the course students will value pastoral ministry done through the traditional sacraments and rites of the Christian Church. They will know the scriptural basis for and historical development of each sacrament and rite, and understand the basic practice of each in Anglican churches. They will also be aware of sacramental theory and practice in other major Christian churches, taking note of similarities and differences with the Anglican tradition.

RELEVANCE FOR MINISTRY:
In his book Evangelical Is Not Enough: Worship of God in Liturgy and Sacrament, author Thomas Howard wrote these words: “Ceremony assists us to cope with the otherwise unmanageable. Far from erecting a barrier between us and the truth, it ushers us closer in to the truth. It dramatizes the truth for us. Ceremony does what words alone can never do. It carries us beyond the merely explicit, the expository, the verbal, the propositional, the cerebral, to the center where the Dance goes on.” Since these words were written in 1984, an increasing number of evangelical Christians have been drawn to a more sacramental view of worship and ministry because it is an effective way to make God’s love visible to postmodern people. This course presents a biblical and historical approach to sacramental ministry that has been developed by centuries of Anglican practice, as well as an opportunity to learn the practical aspects of ministry with the sacraments from two experienced Anglican priests.

COURSE FORMAT:
This course will meet daily from 8.30 am to 5.30 pm for the week of April 3-7, except on Friday when the class will conclude at 12.30. Each day will begin with Morning Prayer and end with Evening Prayer according to Texts for Common Prayer from the Anglican Church in North America. Each day will include a discussion of a specific sacrament or rite, followed by some hands-on practice of that rite. Each student should come prepared through assigned reading and reflection to participate in the discussions and demonstrations, and to engage in hands-on practice with sacraments and rites.
REQUIRED BOOKS


*To Be A Christian*. Newport Beach CA: Anglican House Publishers, 2013. (You may download @ [www.anglicanchurch.net/?/main/catechism](http://www.anglicanchurch.net/?/main/catechism).)


ASSIGNMENTS:
Before the class begins, students will read c.650 pages in the assigned texts and prepare seven 2-page outlines for each of the sacraments and sacramental rites. These outlines will be used by the student during the intensive week in our discussions of the biblical, historical, practical, and controversial aspects of baptism, confirmation, eucharist, absolution, matrimony, anointing, burial, and ordination. The discussions will be followed by practice sessions in which students will learn how to lead or minister each sacrament or rite. Also during the week the class meets, each student will lead either Morning Prayer or Evening Prayer, and preach a 5-minute homily at one of these services. For Tuesday – Friday students will prepare a one-paragraph reflection on the major learning point for them in the day before. After the intensive week, students will write a 10-page paper on some aspect of sacramental ministry either observed at their churches or performed by them.

PREREQUISITES: There are none. Students who are not familiar with the Anglican tradition are particularly welcome in this course, as are auditors.

RELATION TO CURRICULUM: This course is required for a certificate in Anglican Studies and for those in the Anglican ordination process. Otherwise, it may be taken as an elective in any of the seminary’s degree programs.

FINAL EXAM: None.

EDITED: September 28, 2016

*This ECD is a reliable guide to the course design but is subject to modification*
NT518: NEW TESTAMENT EXEGETICAL EXPLORATIONS
Professor: Dr. Mark Strauss

DESCRIPTION:
A focused study of selected NT writings to develop further the exegetical skills of genre analysis, contextual study, and theological reflection and engagement. Prerequisite: BI510 and NT516. Three hours.

COURSE OBJECTIVES/LEARNING OUTCOMES:
By the end of the course, the student should be able to
A. Exegete individual texts in the literature of the New Testament with a goal of determining both the author’s historical message and the abiding relevance of these texts for the church of all time.
B. Explicate the general contours of the theology of various New Testament authors
C. Compare, contrast and synthesize the diverse perspectives of New Testament authors, with the goal of integrating their perspectives into the larger framework of biblical and systematic theology.
D. Practice a methodology of biblical theology that celebrates both the unity and diversity of biblical authors.
E. Grow the grace and knowledge of the Lord Jesus Christ through a deeper knowledge of his Word.

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 exams. Assessment will be based on outside readings, reading projects, class participation, quizzes, exams, and a research paper.

REQUIRED READING:
- Select New Testament books

RECOMMENDED READING:

*This ECD is a reliable guide to the course design but is subject to modification*

**ASSIGNMENTS:**
1. Select readings from biblical text with written overview projects (15%)
2. Select readings from the textbooks & periodic quizzes on these readings (25%)
3. Class attendance and in-class project participation (10%)
4. Mid-term and final exam (30%)
5. One 8-10 page research paper (20%)

**PREREQUISITES:** BI 510 Hermeneutics and NT 516 New Testament Survey.

**RELATION TO CURRICULUM:** Required course for MDiv students. One of two options (OT 518) for MATS and MAMin students

**FINAL EXAM:** Yes

**Last Date Edited:** Sept. 22, 2016

*This ECD is a reliable guide to the course design but is subject to modification*
NT542: INTERMEDIATE GREEK (Traditional)
Professor: Dr. Mark Strauss

DESCRIPTION:
Continuing study and review of the fundamentals of New Testament Greek with respect to forms and syntax. Expansion of syntactical categories, further translation, and vocabulary building. Prerequisite: Beginning Greek, NT 541.

COURSE OBJECTIVES/LEARNING OUTCOMES:
A. To help the students develop their understanding of the principles of Greek grammar and facilitate their ongoing acquisition of basic Greek vocabulary.
B. To introduce students to the science/art of Greek exegesis and to help them develop a sustainable methodology of exegesis.
C. To inspire confidence in the students in their use of the Greek language as a tool for understanding and communicating the literature of the NT as the Word of God.
D. To provide the students with an understanding of crucial, contemporary exegetical issues so they are more effective in understanding and ministering God's Word.

RELEVANCE FOR MINISTRY:
This course provides students with the skills to read and study the Greek of 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, in-class discussions, and working together in groups.

REQUIRED READING:
William D. Mounce, Basics of Biblical Greek Workbook (Grand Rapid: Zondervan, 2009) 978-0310287674

*This ECD is a reliable guide to the course design but is subject to modification
RECOMMENDED READING:

ASSIGNMENTS:
1. 2 Exams finishing Mounce (50%)
2. Quizzes on translations (30%)
3. Final Paper (20%)

PREREQUISITES: NT541: Greek 1.

RELATION TO CURRICULUM: Required for MDiv Greek or Greek and Hebrew track

FINAL EXAM: No

Last Date Edited: Sept 20, 2016

*This ECD is a reliable guide to the course design but is subject to modification*
NT542: INTERMEDIATE GREEK (InMinistry Course)

Professor: Dr. Lyn Nixon

DESCRIPTION:
A review and expansion of morphology, a survey of syntax, vocabulary building, and translation with a goal toward developing an exegetical methodology. The course will also include an introduction to textual criticism. Prerequisites: NT541 or passing of Greek Qualifying Exam. Three hours.

COURSE OBJECTIVES/LEARNING OUTCOMES:
By the end of the course students will have:
1. Developed a deeper understanding of the principles of Greek grammar and syntax and facility in identifying possible syntactical categories.
2. Acquired additional basic Greek vocabulary.
3. Been introduced to the science/art of Greek exegesis and developed a sustainable methodology of exegesis, including developing skill in textual criticism, diagramming, and lexical analysis of the Greek text.
4. Gained appreciation for the flexibility of language in its varied communicative uses and grown in confidence in the use of the Greek language as a tool for understanding and communicating the literature of the NT as the Word of God.
5. Acquired an understanding of key exegetical issues as a basis for becoming more effective in understanding and ministering God’s Word.

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

COURSE FORMAT:
The course will use reading, media lessons, workbook exercises, other translation work, class discussion, group work, quizzes and a final exegetical paper. In addition to a 5-day Intensive, students will also meet in most other weeks with a Greek coach either through an online medium or by conference call.

REQUIRED READING:
Textbooks:

*This ECD is a reliable guide to the course design but is subject to modification*

Provided Articles:

RECOMMENDED READING AND MATERIALS (NOT REQUIRED):
A grammatical/ technology aid, such as:
1. (Greek) Bible software (e.g., BibleWorks [PC]; Accordance [Mac]; Logos).

A vocabulary aid, such as:

ASSIGNMENTS:
1. Reading, Workbook Exercises, Translation, and Participation in Coaching Sessions and Intensive (15%)
2. Quizzes (5 at 5% each = 25% total)
3. Midterm Super Quiz (10%)
4. Grammatical/Syntactical and Exegetical Worksheets (6 at 5% each = 30% total)
5. Exegetical Paper (20%)

PREREQUISITES: NT541 or passing of Greek Qualifying Exam.

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: No

Last Date Edited: September 27, 2016

*This ECD is a reliable guide to the course design but is subject to modification*
OT518: OLD TESTAMENT EXEGETICAL EXPLORATIONS

Professor: Dr. Norah W. Caudill

DESCRIPTION:
A study of selected English Bible texts, themes, and theology of the Old Testament with the goal of developing greater skills in genre analysis, contextual study, and theological reflection and engagement

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) Analyzes one’s own hermeneutical assumptions and framework
5) Interprets Scripture using sound exegetical method
6) Applies Scriptural messages appropriately to contemporary contexts

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, NKJ, etc.)

*This ECD is a reliable guide to the course design but is subject to modification*

*Required e-reading: Students should expect an approximate charge of $15.00 to cover copyright costs for e-material in Moodle.*

**Recommended Texts:**


**Assignments:**

1) Attendance/Participation/Evaluation (5%)
2) Reading Reports (15%)
3) Discussion Questions (15%)
4) Journal Article Reviews (3) (10%)
5) Spiritual Reflections (3) (20%) Trans-regional requirement
6) Integrative Project (Exegesis Paper) (35%) Trans-regional requirement

**Prerequisites** (OR CONCURRENT ENROLLMENT): OT516 and BI510

**Relationship to Curriculum:** Required for MDIV; one of two course options for MATS and MAMP (must take either OT518 or NT518)

**Final Examination:** No.

**Last Date Edited:** July 21, 2016
OT542: INTERMEDIATE HEBREW
Professor: Dr. Norah W. Caudill

DESCRIPTION:
A review and expansion of Beginning Hebrew, including morphology, syntax, vocabulary building, and translation, with a goal toward developing a proper exegetical methodology. The course will also include an introduction to textual criticism.

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 (1) demonstration of a foundational understanding of issues of grammar and syntax and (2) the ability to read and translate biblical texts in Hebrew from a variety of genres. This course will also introduce the basic concepts involved in textual criticism of Old Testament texts and acquaint the student with the fundamental issues involved in the exegesis of a Hebrew 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. Class sessions will include lectures, quizzes, review of assignments, oral reading and translation 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.

REQUIRED READING:

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*Required e-reading: Students should expect an approximate charge of $15.00 to cover copyright costs for e-material in Moodle.*

**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.


**ASSIGNMENTS:**

1) Attendance/Participation (5%)
2) Quizzes (10%) (trans-regional requirement)
3) Introductory Translation Assignments (5%)
4) Graded Translation Assignments (20%)
5) Reading Reports (10%)
6) Midterm Exam (30%) (trans-regional requirement)
7) Exegesis Paper (20%)

**PREREQUISITES:** OT541.

**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:** No.

**LAST DATE EDITED:** July 21, 2016
PC512DE: INTRODUCTION TO PASTORAL CARE & COUNSELING

Professor: Chaplain Mickey Stonier, Ph.D.

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

*This ECD is a reliable guide to the course design but is subject to modification
PC 720: CROSS-CULTURAL COUNSELING  
Professor: Dr. Peter Lim

DESCRIPTION:
Explores the role of the belief system in a variety of cultures from a psycho-social-theological perspective. The processes of self-examination, inquiry, and formulating counseling paradigms will be examined to gain insights that can be generalized to other belief systems. Students will explore the psychological effects of racism as factors used in counseling of the perpetrator, benefactor, and victim.

COURSE OBJECTIVES/LEARNING OUTCOMES:
By the end of the course students will be able to:
1. Articulate a theology of culture in the context of the fall and redemption of humankind.
2. Identify the cultural divides of gender, religion, race, ethnicity, age, sexuality, economic class, and disability that exist within and between cross cultural families and state how the redemptive work of Jesus Christ reshapes these divides.
3. Optimize their awareness and sensitivity to the cultural differences between the counselors and the culturally diverse families.
4. Employ a basic therapeutic conversational modality to empower persons of different cultures.
5. Strategize pastoral and counseling assessments, goals, and interventions in working with cross-cultural families both within the United States and abroad.
6. Appraise the pervasive impact of counselors’ cultural upbringing and experience on their values, biases, and assumptions about families from other cultures.
7. Determine where they are on the Intercultural Development Inventory (IDI) and Cross-cultural Adaptability Inventory (CCAI) and what they can do to grow in their intercultural competency.

RELEVANCE FOR MINISTRY:
Cross-cultural ministry is no longer just a missionary choice. The growing cultural diversity in our cities demands that students prepare well by increasing their cultural sensitivity and awareness. Because cultural perspectives operate on a profoundly personal level, it is imperative that those training for ministries learn to understand the views and values of people from different cultural backgrounds.

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

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and with the instructor through threaded discussions and other assignments that promote active learning.

**REQUIRED READING:**
4. The Cross-cultural Adaptability Inventory (CCAI) is available for $10.00.

**RECOMMENDED READING:**

**ASSIGMENTS:**
1. Attendance & Participation: 10%
2. Cultural Plunge Paper (5-8pp): 20%
3. Cross-cultural Case Study Presentation: 25%
4. Personal Reflection and Case Notes (4-5pp) – 5%
5. Cultural Genogram (10-15pp) – 30%
6. Personal Cross-cultural Growth Plan: CCAI Assessment (3-5pp) – 10%

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7. Bonus (Cultural exposure, experience and engagement) – 5%

**PREREQUISITES:** None.

**RELATION TO CURRICULUM:** An elective of both M.Div. and MA program.

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

**Last Date Edited:** Sep, 30, 2016

*This ECD is a reliable guide to the course design but is subject to modification*
SP510: INTRODUCTION TO SPIRITUAL & PERSONAL FORMATION

Professor: Natalie Hendrickson

BETHEL SEMINARY CATALOG DESCRIPTION:
This course introduces students to the process of spiritual and personal formation. Students will explore spiritual theology, models and themes for formation and faith development, and cultural and gender dimensions of formation models and traditions. Students will examine their own spiritual journeys, spiritual disciplines, and relationships with God. Course methodology and praxis include discussion, individual and small group reflections, and video and lecture presentations. Three hours.

COURSE OBJECTIVES/LEARNING OUTCOMES:
By the end of the course, students will be able to:
1. Identify key biblical and historical approaches to Christian spiritual formation, including the foundational role of the spiritual disciplines (e.g. through individual/communal practice of spiritual disciplines).
2. Discern the gifts and challenges of engaging in spiritual formation in the context of community through participation in a spiritual formation group, and a contemplative retreat.
3. Practice some degree of attentiveness to God’s presence in daily life, and cultivate this as a means of surrendering to, and cooperating with, the movements of God, as well as a way to be more fully present in human interactions.
4. Develop and articulate a theology of Christian spiritual formation and outline a personal rule of life that will serve as a foundation for a lifetime of loving God and neighbor through obedient and fruitful service in God’s Kingdom.

RELEVANCE FOR MINISTRY:
This course seeks to create a safe Christian formation environment for students to explore questions such as, “Who is God to me at this time in my life?” “Who am I in relationship to God?” “Who am I in relationship to my faith community?” The instructor hopes to support students in the process of allowing Christ to be more deeply formed in their lives so that they are free to live out their vocational calling through the power of the Holy Spirit, to the glory of God the Father.

COURSE FORMAT:
This weekly semester course includes lectures (e.g., instructor, guest speakers, video presentations), discussions, spiritual formation groups, practice of spiritual disciplines/prayer exercises, and a required “Guided Retreat” at Mission San Luis Rey on Saturday, February 25, 2017 from 9:00 am-4:30 pm (worth 20% of the final course grade).

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REQUIRED READING:


*Note: Additional required texts include the copyrighted articles (a small copyright fee is charged to each student’s Bethel account).*

ASSIGNMENTS (see “Guided Retreat” information in “COURSE FORMAT” section above):
1. **Class Participation (20%)**:
   A) Spiritual Disciplines: i) Spiritual Formation Group/Exercises, ii) Journaling + Practice Selected Spiritual Discipline, and iii) Christian Formation Narrative
   B) Course Readings
2. **Guided Retreat (20%)**
3. **Faith Tradition Reflection Paper (40%); analyze your faith journey relative to the Christian movements from Foster’s *Streams of Living Water*; 1500 word max.**
4. **Christian Formation Integration Project (20%); project/presentation includes theology of Christian formation/Rule of Life/etc.**

PREREQUISITES: SP002 Formation Assessments

RELATION TO CURRICULUM: Required course for the M.Div., M.A.M., and M.A.T.S. degree programs

Last Date Edited: September 28, 2016

*This ECD is a reliable guide to the course design but is subject to modification*
SP610: FORMATION II: RELATIONAL SPIRITUALITY
Professor: Dr. James D. Smith III

DESCRIPTION:
This second spiritual and personal formation course explores the relational nature of Christian spirituality. Students will integrate key biblical insights, theological frameworks and concepts from the social sciences to examine ways their beliefs/experiences interact with their environments. Each will be encouraged to examine their imagery of God, self and others as part of Creation and employ spiritual disciplines nurturing a biblical connectedness and wholeness.

COURSE OBJECTIVES/ LEARNING OUTCOMES:
By the course’s end, students will...

- Deepen their sense of God as Holy Trinity, personifying essential, eternal harmony.
- Reaffirm their personal identity, rooted in the imago Dei and being God’s beloved.
- Grow in Creation-vision, redeeming key relationships: God, self, neighbor, nature

RELEVANCE FOR MINISTRY:
Following our Lord, we are blessed and called to greatness. There is a Commandment to love God with heart, soul, mind and strength – and love neighbors as ourselves (Mk 12:29-31). There is a Commission to invite kingdom discipleship throughout the earth (Mt 28:16-20). These are founded on the Lord’s original intent in Creation: male and female alike in God’s image, reflecting divine fellowship, practicing divine stewardship of the created order (Gen 1:26-31). Equipping to better understand/practice these realities is a major ministry asset.

COURSE FORMAT:
We will meet in person weekly for presentation and discussion, informed by readings in Scripture, assigned books, relevant sites, Moodle texts, etc.

REQUIRED BOOKS (complemented by Moodle):

ASSIGNMENTS:
Succinct papers stating four “talking points” from each required book (20 pts each)
Quality relational class participation: informed, Spirit-led, constructive (20 pts)

PREREQUISITES: SP 510
RELATION TO CURRICULUM: Required for M.Div. students; others’ elective (cr/aud)
NO FINAL EXAM

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“This course is a continuation of the TL565C Professional Internship therefore new students are not eligible to register for this course.”
TS512: SYSTEMIC THEOLOGY I
Professor: Dr. Aaron Smith

***Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ***
TS513: SYSTEMIC THEOLOGY III
Professor: Dr. André Ong

DESCRIPTION:
God as Redeemer: An investigation of the person of Jesus Christ and the provision of salvation through Christ’s work; a study on the nature and depth of God’s grace; 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.

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. 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.

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

1. Understand the origins of various theological traditions
2. Evaluate his or her own theology in light of the wider Christian tradition
3. Analyze emerging theologies in conversation with historical Christianity
4. Integrate key course concepts into personal wholeness and faith praxis, and
5. Demonstrate the ability to contextualize the gospel in ways that respectfully engage with realities of human diversity (e.g., culture, economy, gender)
6. Importantly, to bring wise application to the existing issues of ministry, both inside and outside the church

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 course will be taught on the San Diego campus over fourteen weeks of the spring semester. The course requires reading, writing, and use of library and online resources. Each 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

**RECOMMENDED RESOURCES:**


**ASSIGNMENTS:**

1. Class participation (10%)
2. Online discussion forums (10%)
3. Contextual theology assignment (10%)
4. Credo paper (20%)
5. Research paper (25%)
6. Final exam (25%)

**PREREQUISITE:** TS512 recommended.

**RELATION TO CURRICULUM:** Core requirement for all degree programs except the MAMFT.

**FINAL EXAM:** Yes

**Last Date Edited:** 15 September 2016

*This ECD is a reliable guide to the course design but is subject to modification*
TS516: CHRISTIAN SOCIAL ETHICS
Professor: Dr. André 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
6. 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 online over fourteen weeks of the spring semester, and during an on-campus intensive from March 30 – April 2. The course requires reading, writing, and use of library and online

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resources. Students will interact online with one other and the instructor each week, and during the on-campus intensive.

**REQUIRED READING:**
The Bible
e-Reserve Articles in Moodle

**RECOMMENDED RESOURCES:**

**ASSIGNMENTS:**
1. Class attendance and participation (10%)
2. Online discussion forums (20%)
3. Ethics Position Class Presentation (20%)
4. Ethics Position Paper (25%)
5. Final exam (25%)

**PREREQUISITE:** None

**RELATION TO CURRICULUM:** Core requirement for all degree programs.

**FINAL EXAM:** Yes

**Last Date Edited:** 16 September 2016

*This ECD is a reliable guide to the course design but is subject to modification*
TS634DE: RELIGIOUS PLURALISM
Professor: Dr. David Nah

***Expanded Course Description not yet submitted for this course. Please contact the professor for more details. ***
TS700DE: UNDERSTANDING ISLAM

Professor: Mofid Wasef, Ph.D.

DESCRIPTION:
This course, Understanding Islam, introduces students to the history, theology, culture and practice of Islam in order for them to effectively communicate the Gospel of grace of our Lord and Savior Jesus Christ to Muslims. Students will learn the fundamental aspects and beliefs of Islam, as a religion, as well as the development, history, and significance of Islamic culture to Muslims. This course will also identify and engage with Christian doctrines that may pose a challenge, and perhaps, deter Muslims from accepting the Gospel, and how to reconcile these points.

COURSE OBJECTIVES/LEARNING OUTCOMES:
By the end of the course students will be able to:
• Engage and evangelize with the Muslim Community, both locally and abroad.
• Understand the fundamental practices, pillars, ideas, writings (e.g. Qur’an, Hadith, Sunna), and teachings of the faith, including the life of Muhammad the prophet of islam, and the factors that led to the rise and growth of Islam as a religion.
• Recognize the impact of understanding Islamic culture, and the importance of Islamic culture when reaching Muslims, as well as develop an understanding of Muslims’ beliefs and doctrine in comparison to Christianity.
• Identify, engage, and examine Christian doctrines that may be considered problematic to Muslims and develop responses to these critical theological discussions.

RELEVANCE FOR MINISTRY:
This course is ideal for those in a variety of ministry praxis, including Missions, Evangelism, Preaching, Outreach and other forms of Church ministry. Islam is one of the world’s fastest growing religions and is constantly compared to Christianity in various contexts. This course will prepare students to engage with the Muslim Community in a variety of ministerial areas.

COURSE FORMAT:
This class meets once every week and incorporates a series of lectures, discussions, movies and text analysis. The course is structured to encourage open discussion and analysis of critical elements of Islamic culture and religion, as well as positioning our own beliefs in conversation.

REQUIRED READING:

*This ECD is a reliable guide to the course design but is subject to modification

**RECOMMENDED READING:**

**ASSIGNMENTS:**
1. **Reading and Weekly Reflections:** Write a reflection based on a quote or paragraph from the readings, maximum 1-page. 25%
2. **Class Participation:** Students must participate actively in class through regular attendance and involvement in class discussions. 20%
3. **Book Review:** Choose a book from the required readings and write a 2-3 page review containing a brief summary, a short analysis of the book, and a personal reflection on its content. 25%
4. **Final Paper:** In light of what you have learned from the class, write a 5-8 page paper that either 1) Is a reflection on the class visit to the mosque. Or 2) Explains one of the possible topics to present to Muslims (e.g. The Trinity, Original Sin, Deity of Christ, etc.), identifies an Islamic opinion on this, and your approach to the conversation and sharing of the gospel. 30%
   
   **NOTE:** Cultural Excursion: Class will visit a Mosque in “Islamic Center of San Diego”

**PREREQUISITES:** None

**RELATION TO CURRICULUM:** Satisfies elective credit course for any/all programs.

**FINAL EXAM:** No Final Exam (There is a Final Paper)

**Last Date Edited:** September 25, 2016

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