The Graduate Theological Foundation

Course Catalogue

2021-2022

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Biblical Studies (BIS)

BIS 500 Biblical and Theological Examination of the Role of Women in Ministry
This course explores the biblical and theological bases for the exercise of ministry by women in the Church. An investigation will be made of biblical texts which intimate women in ministry and a full range of theological traditions will be considered including the historical sweep of the subject as a theological issue in historical theology.

BIS 501 History of the Bible
This course offers a study of the history of the Bible revealing changes that came at significant times in history. Changes in regimes, shifts in the economy as in moving from agrarian to capitalism, moves from rural to urban life, theological battles—all of these and more have led to yet another round of biblical interpretation. Along with this, questions to be explored are: How was the Bible used? Story-telling? Singing? Performed rituals? Mythical reenactments? Memorization, reading or aural reception? Rational facts, as in logos, or stories as in mythos? Is the Bible to be interpreted by left-brain, mythical, artful means or through the rational, reasoned right-brain?

BIS 502 Biblical Myth and Pastoral Theology
The focus of this course is to look closely at categories of Bible stories--creation; journey; hero; wisdom; history; apocalyptic and others-- and how they might inform a better pastoral theology in the context of ministry.

BIS 503 A Biblical Theology for Biotechnology
This course will consider a biblical ethic for nature itself, as well as the human manipulation of nature that is at the center of many aspects of current biotechnology. Building upon a core understanding of this biblical ethic, the course will invite participants to evaluate a chosen area of biotechnology by utilizing a tool that is offered by the course. While the first several sections of response papers should be focused on the core material, the final sections should reflect the student's own choice of a particular biotechnological issue to be addressed.

BIS 504 Communicating the Gospel to a Post-Literate, Digital Culture
This course explores the patterns and models for the exegetical investigation of a biblical text and provides a method for preaching/proclamation within a multisensory environment.

BIS 505 Encountering the Resurrection Narratives
This course examines the resurrection accounts and post-resurrection appearance narratives in the canonical Gospels. The cultural, historical and theological antecedents of resurrection belief will be considered. An exegetical study of the passages will be undertaken, emphasizing the historical-critical approach to Biblical theology.

BIS 506 Help My Unbelief! Doubt, Faith, and the Gospel of Mark
This course will be controversial but necessary given the emergence of a new type of Christian churches today. There are two premises for this course. First, church as run today, is disappointing for many Christians. Evangelical triteness and mainline staleness are turning off Christians who have been loyal to the church all their lives. Second, these Christians have many questions for the church that are ignored by the church. They no longer believe in the virgin birth of Christ, do not anticipate a physical return of Jesus, and do not put their hope in many tenets of the creeds. Still, they go to church faithfully and do the work of Christ. When they express their views the Church responds with "You must not doubt, you must believe!" Their pastoral needs are totally ignored by this type of response. If scripture is alive then it should meet the needs of those who ask questions. Where do doubters in the faith go for spiritual nurture? The Gospel of Mark was written with such doubters in mind.

BIS 507 The Resurrection of Jesus
The first followers of Jesus — those who produced what came to be called the New Testament — obviously believed that God had raised him from the dead. But they asserted at the same time that his resurrection signaled that the potential of humanity as a whole had changed. Eternal life became an aspiration for the many, not a few. All the viewpoints in the New Testament (and related literature) are assessed in this course, without attempting to collapse the variants into a single, allegedly dominant perspective. The range of the disciples' experience proves remarkable, when their testimony is not forced into conformity to one normative claim or another of what the Resurrection has to have been.

BIS 508 Steps of Faith - A Bible Curriculum for Faith Development
This course proposes a faith growth model based on the educational theory of James Fowler's Stages of Faith combined with various Bible passages. The premise is that we can build a "primer" of faith for those who seek to increase their Bible knowledge and their spiritual growth. Put together in the right sequence, Bible passages can be used as stepping stones for spiritual faith development.

Buddhist Studies (BUS)

BUS 500 Buddhist Psychology
This course will explore the theory and application of the Buddhist teachings in contemporary life. It will cover specific practices of mindfulness and meditation and of how the teachings are first and foremost therapeutic.

BUS 501 Buddhist Scriptures and Sacred Writings
This course will survey the enormous canon of Buddhist scripture with particular emphasis on texts that became normative in the development of Buddhist doctrine and polity.

BUS 502 Buddhist Theology
This course will study in detail the various Buddhist theologies that evolved historically in the tradition. We will also explore how these theological doctrines are understood by various Buddhist schools today.

BUS 503 Contemporary Meditation and Mindfulness Practice in Buddhist Thought
With meditation and mindfulness becoming more popular and a part of the mainstream society, how exactly are these practices understood by Buddhists today? This course will explore the current thinking, methods and practices gleaned from ancient schools to current presentations. This will be an extremely informative course for anyone interested in understanding better the practices of meditation and mindfulness and their application in the contemporary culture.

BUS 504 History and Legends of Buddhism
This course will be a survey of the history of Buddhism and various teachers and schools that became formative in its evolution into a world religion.

BUS 505 Jesus and Buddha - a comparative study
Many contemporary Christians have begun to investigate the practices of Buddhism and are often surprised at the similarities in the narratives and the shared parabolic nature of the teachings of both Christ and Buddha. Most studies look at this scenario from a Christian point of view. This course will offer students an opportunity to see the Christ Story from the Buddhist perspective; giving a fresh view of the Gospel and a renewed understanding of the meaning of Christianity.

BUS 506 Socially Engaged Buddhism
In the twentieth century a new form of socially engaged spirituality has emerged. This course will explore the current theories, methods and practices. This will be an extremely informative course for anyone interested in understanding better the emerging 'Navayana' schools of Buddhism.

BUS 507 Understanding Mythology and the Evolutionary History of Religion
This course examines the mythological foundations of religion and the common memes and themes that have arisen in human culture; particular emphasis is placed upon the narrative of Shakyamuni Buddha and how it fits into the universal mythos.

BUS 508 Western Buddhism
This course will study contemporary movements in Buddhism and especially the challenges and innovations of Buddhist practices transformed through Western thought and science of the 21st Century.

Clinical Pastoral Psychotherapy (CPP)

CPP 500 Classical Schools of Psychotherapy
This course is designed to strengthen the student's acquaintance with the major systems of modern thought in psychotherapy. The course will consist of three components in the treatment of each system of thought, namely, the biography of the theorist, the key aspects of his or her theoretical constructs, and a major text in each particular school of thought. Because there are eight schools of thought considered in the text and only six papers required for this course, the student may select the six theorists of most personal interest and write a 500-1000-word paper on each of those six, thereby producing a final draft paper of up to six thousand words. The major systems of thought introduced in the e-tutorial are those formulated by Sigmund Freud, Alfred Adler, Carl Jung, Viktor Frankl, Abraham Maslow, Erik Erikson, Carl Rogers, and Harry Stack Sullivan.

CPP 500-2 Sigmund Freud and Psychoanalysis

This course is designed to acquaint the student with Sigmund Freud and the fundamentals of his thought. Rather than settle for merely a secondary-source summary of who he was and what he thought, this course will concentrate on Freud's life and, by using a classic text, will explore the essentials of his thought. The introductory material presented in Morgan's chapter on Freud is a way of establishing the parameters of the tutorial. The biography is an in-depth look at Freud's life. The classic text is a primary source to expose the student to Freud himself.

CPP 500-3 Alfred Adler and Individual Psychology

This course is designed to acquaint the student with Alfred Adler and the fundamentals of his thought. Rather than settle for merely a secondary-source summary of who he was and what he thought, this course will concentrate on Adler's life and, by using a classic text, will explore the essentials of his thought. The introductory material presented in Morgan's chapter on Adler is a way of establishing the parameters of the tutorial. The biography is an in-depth look at Adler's life. The classic text is a primary source to expose the student to Adler himself.

CPP 500-4 Carl Jung and Analytical Psychology

This course is designed to acquaint the student with Carl Jung and the fundamentals of his thought. Rather than settle for merely a secondary-source summary of who he was and what he thought, this course will concentrate on Jung's life and, by using a classic text, will explore the essentials of his thought. The introductory material presented in Morgan's chapter on Jung is a way of establishing the parameters of the tutorial. The biography is an in-depth look at Jung's life. The classic text is a primary source to expose the student to Jung himself.

CPP 501 Developmental Psychology

This course is designed for the professional counselor needing to either go deeper or refresh their study of developmental psychology. Professionals seeking to sit for State Board examinations are commonly required to have a developmental psychology course to qualify. The focus of this tutorial is upon six major psychologists in the field of learning theory and personality development. They are Karen Horney, Melanie Klein, Anna Freud, Maria Montessori, Jean Piaget, and Erik Erikson. Though there are many others in the field, these are recognized as the key theorists in the fields of learning and personality.

CPP 502 Clinical Psychopathology and Personality Disorders

For the professional counselor, whether in parish ministry or private practice, dealing with personality disorders constitutes the lion's share of the counseling enterprise and case load for both pastors and counselors. This course is designed as a practitioner's guide for the facilitation of a clinical and professional approach to the diagnostic assessment of the personality disorders explicated in the Diagnostic and Statistical Manual of Mental Disorders. The mental health community has suspended the use of the term "mental illness" in deference to "mental disorders" and for pastors and clinical counselors this shift has enhanced the effectiveness of the diagnostic assessment and treatment agenda. This course is specifically created for the advanced doctoral student in counseling psychology to assist these professionals in the recognition and description of personality disorders recognized by the American Psychiatric Association in the DSM source book.

CPP 503 Modern Schools of Psychotherapy

This course is designed to strengthen the student's acquaintance with the major systems of modern thought in psychotherapy. The course will consist of three components in the treatment of each system of thought, namely, the biography of the theorist, the key aspects of his or her theoretical constructs, and a major text in each particular school of thought. Because there are eight schools of thought considered in the text and only six papers required for this course, the student may select the six theorists of most personal interest and write a 500-1000 word paper on each of those six thereby producing an final draft paper of up to six thousand words.

CPP 504 Abraham Maslow and Humanistic Psychology

This course is designed to acquaint the student with Abraham Maslow and the fundamentals of his thought. Rather than settle for merely a secondary-source summary of who he was and what he thought, this course will concentrate on Maslow's life and, by using a classic text, will explore the essentials of his thought. The introductory material presented in Morgan's chapter on Maslow is a way of establishing the parameters of the tutorial. The biography is an in-depth look at Maslow's life. The classic text is a primary source to expose the student to Maslow himself.

CPP 505 Carl Rogers and Person-Centered Psychotherapy

This course is designed to acquaint the student with Carl Rogers and the fundamentals of his thought. Rather than settle for merely a secondary-source summary of who he was and what he thought, this course will concentrate on Rogers' life and, by using a classic text, will explore the essentials of his thought. The introductory material presented in Morgan's chapter on Rogers is a way of establishing the parameters of the tutorial. The biography is an in-depth look at Rogers' life. The classic text is a primary source to expose the student to Rogers himself.

CPP 506 Erik Erikson and Developmental Psychology

This course is designed to acquaint the student with Erik H. Erikson and the fundamentals of his thought. Rather than settle for merely a secondary-source summary of who he was and what he thought, this course will concentrate on Erikson's life and, by using a classic text, will explore the essentials of his thought. The introductory material presented in Morgan's chapter on Erikson is a way of establishing the parameters of the tutorial. The biography is an in-depth look at Erikson's life. The classic text is a primary source to expose the student to Erikson himself.

CPP 507 Harry Stack Sullivan and Interpersonal Psychoanalysis

This course is designed to acquaint the student with Harry Stack Sullivan and the fundamentals of his thought. Rather than settle for merely a secondary-source summary of who he was and what he thought, this course will concentrate on Sullivan's life and, by using a classic text, will explore the essentials of his thought. The introductory material presented in Morgan's chapter on Sullivan is a way of establishing the parameters of the tutorial. The biography is an in-depth look at Sullivan's life. The classic text is a primary source to expose the student to Sullivan himself.

CPP 508 Clinical Pastoral Psychotherapy

This course is designed for professional practitioners, whether ordained or a licensed practitioner, and those interested in the field of clinical psychotherapy from a pastoral perspective. The focus will be to explore more substantively the range of issues addressed and confronted in the course of a counseling venue, whether within the context of a parish, institutional setting, or private practice. The required text titled Clinical Pastoral Psychotherapy functions as a handbook for practice, a resource for information, and provides some helpful guidelines for professional counseling. The second required text titled Clinical Psychotherapy: A History of Theory and Practice constitutes the major resource for the top classical and modern schools of psychotherapy with which all practitioners should be generally acquainted. The recommended but not required text titled Psychology of Religion: A Commentary on the Classic Texts functions as a background reading to contextualize the discussion of the relationship between psychology and religion.

CPP 509 Cognitive Behavior Therapy: A Study of Aaron Beck

Cognitive Behavioral Therapy has become the leading clinical modality of psychotherapy in the 21st century and though it is practiced in a variety of variants, the formulation of CBT and its international popularity is attributed primarily to the creativity of Aaron Beck, the undisputed father of CBT as practice in clinical counseling settings. To understand the contribution Beck has made to contemporary psychotherapy is the aim of this course and it is broken up into two parts, i.e., Part One focuses upon the life and professional development of Beck himself, and Part Two focuses upon the concepts and theories which he has created in the development of CBT. At the end of the course, the expectation is that the student will understand both who Aaron Beck was and the fundamental theories and concepts he developed in the creation of Cognitive behavioral Therapy.

CPP 510 Ethical Systems in the Modern World

This course will explore the three major ethical systems operative in the modern world today, namely, Ethical Theism, Ethical Humanism, and Ethical Naturalism. Ethical theism is built upon the foundation of a divinely revealed code of ethics. Ethical humanism assumes the primacy of the human community's own needs in the development of an ethical system. Ethical Naturalism presumes the primacy of the cosmos and builds an ethic which places the importance of the universe over both divine revelation and human primacy. We will explore all three options. No faith position is required or expected as a prerequisite for the course but rather a ready willingness to engage a wide spectrum of ethical considerations with openness and understanding.

CPP 511 Existentialism and Personal Responsibility

The father of modern existentialism, Sartre is heralded as the philosopher of responsibility. He denies the existence of a guiding ethical principle outside of human experience and, therefore, every individual "is condemned to freedom." In this course, his highly acclaimed book on human emotion is complimented by Morgan's chapter which carefully explains Sartre's system of thought which has so profoundly influenced western culture.

CPP 512 Human Behavior and Moral Development
This course explores the relationship between human behavior and moral development as an evolving philosophical and historical question beginning with 19th and early 20th century thought and concluding with the late 20th and early 2lst century thinkers. The emphasis will be upon the natural history of moral behavior as explored through the work of leading thinkers over the past 150 years with special attention to theological implications.

CPP 513 Moral Development and Child Psychology
Jean Piaget is considered the greatest child psychologist of the 20th century and his expertise in the field of educational psychology and the psychology of children is unsurpassed. In this course, his classic on educational method and child psychology is complimented by Morgan's summary of Piaget's understanding of children's moral development.

CPP 514 Psychoanalysis and the Whole Person
This is an introductory course for the uninitiated student in the general field of depth psychology. From the concept of the pleasure principle to the reality principle as developed by Sigmund Freud, the student will be introduced to the fundamental ingredients in modern psychoanalytic theory. The student will read a major classic by Freud in the field within the context of a discussion of the major points in Morgan's book.

CPP 515 Psychology of Religion: Its History and Theories I
This course is designed to introduce the student or, in the case of students already familiar with some or all of the theorists discussed here, to refresh the student's memory of the major systems of modern thought in psychology. The focus of this tutorial is to build the incremental development of the discipline of the psychology of religion from its earliest inception to its current status as a recognized sub-discipline of psychology beginning with William James and going up through David Roberts. As there are ten theorists treated in the required text, the student will focus on the first five theorists in the text as the second five theorists are covered the tutorial sequel titled "Psychology of Religion: History and Theories II.".

CPP 515-2 Psychology of Religion: Its History and Theories II
This course is designed to introduce the student or, in the case of students already familiar with some or all of the theorists discussed here, to refresh the student's memory of the major systems of modern thought in psychology. The focus of this tutorial is to build the incremental development of the discipline of the psychology to its current status as a recognized sub-discipline of psychology from Gordon Allport to Abraham Maslow. As there are ten theorists treated in the required text, the student will focus on the second five theorists in the text as the first five theorists are covered the earlier course titled "Psychology of Religion: History and Theories I.".

CPP 516 Transactional Analysis: A Study of Eric Berne
Transactional Analysis is one of the major schools of clinical psychotherapy developed in the U.S. in recent times which has proven to be among the most popular types of counseling practice as an alternative to Cognitive Behavioral Therapy and psychoanalysis. Having created the popular movement known as "I'm OK, You're OK," and "Games People Play," Eric Berne has developed one of the most exciting analytical systems of psychotherapy since Freud and his following within the profession of clinical therapy is outstanding. This course follows the life and professional development of Eric Berne, the father of Transactional Analysis, and explores the major concepts and theories of TA as a modality of psychotherapeutic treatment of personality disorders.

CPP 517 Erich Fromm: Viewing the World through a Spiritual, Humanistic, and Sociocultural Lens
This course will explore the writings and thoughts of Erich Fromm, whose life spanned the twentieth century (1900-1980). Fromm was trained in sociology and psychoanalysis. An amazingly prolific writer, his books caught the eye of world leaders such as President Kennedy, who read Escape from Freedom and was much affected by Fromm's advocacy of mutual disarmament and détente during the Cold War, and Pope John Paul II, who praised his summative work, To Have or to Be?, as "a great work with humane values—not the problematic values of consumption and the market place." Fromm's The Art of Loving sold an astounding 25,000,000 copies. He was a major force in the humanistic psychology movement that included Abraham Maslow, Carl Rogers, and Rollo May.

General Islamic Studies (GIS)

GIS 500 Caregiving to Muslims: A Guide for Chaplains, Counselors, Healthcare and Social Workers
This course explores the challenges to non-Muslim caregiving professionals who provide spiritual, emotional and physical comfort to Muslims in contemporary times. The student will visit relevant principles of Al-Islam; explore possible challenges and concerns of Muslim patients and clients; review issues related Muslim family systems; and delve into the spiritual roots of terrorism and conflict from an Islamic perspective. At the conclusion of the tutorial, the student will (inshallah) be equipped to engage Muslim patients and clients in an authentic therapeutic and/or caring relationship with minimized countertransference, improved empathy, and culturally competent engagement skills.

GIS 501 Contemporary Challenges of African American Muslims
Contemporary Challenges of African American Muslims This course covers the historical and philosophical Islamic development of African American Muslims. The student will explore the African American Muslim experience beginning from those Muslims who accompanied European explorers, early attempts by enslaved and post enslavement Africans and their descendants to reclaim the religion of Islam, and issues and challenges of contemporary African American Muslims.

GIS 502 Muhammad – The Very Human Prophet

"He was one of the most remarkable human beings who ever lived." "The more one reflects on the history of Muhammad, and of early Islam, the more one is amazed at the vastness of his achievement." These are typical of the accolades that have been heaped on Muhammad, Prophet of Islam, even by non-Muslims, among whom have been his severest critics and detractors. So much more do the one billion plus Muslims throughout the globe revere the prophet, especially for his great spiritual insights, contributions and leadership. And yet, throughout his life he constantly reminded his Companions of his humanity: "I am a human being like you," "I am pleased, I lose my temper," "I [am likely] to forget like you. So if I forget, remind me." This course examines some of the human qualities of Muhammad, with an eye to learning from them the lessons that will enrich our daily lives. Specifically, it explores the topics: Muhammad – Boy to Man; Muhammad – The Husband & Father; Muhammad – The Prophet of Mecca; Muhammad – The Statesman; Muhammad – The Teacher; Muhammad – The Messenger of Allah.

GIS 503 Women and Gender in Islam

So what is the truth? Does Islam oppress women? Are you yourself unsure? After this course, you will be able to speak with some authority on the matter. In this course, we will not only address this specific question, but explore, more broadly, the role of gender as it is laid out in the primary sources of Islamic teachings – the Qur'an and the authentic hadiths. This course is equally for women who may feel discriminated against, and for men, particularly those who may assume a built-in sense of "superiority" by virtue of their gender.

Islamic Studies (Bachelor) (ISSB)

ISSB 111 The Islamic Creed

This course aims to give the students a general introduction to the foundations and pillars of Islamic Faith, it covers the following topics: the concept of the creed, its characteristics and fundamentals; the meaning of faith, its ranks, essence, and monotheism, a brief study to fate, faith evidence, prophets, Messengers, holy Books; the Hereafter, revelation, miracles, infallibility of prophets, belief in the holy Books, signs of the Hereafter, and scenes of the Hereafter; the evidences of the resurrection and refuting accusations on it.

ISSB 212 Comparative Religion

The object of this course is to provide a comparative study for the revealed religions, al-Adyan al-Samawiyyah, i.e. Christianity and Judaism) and for some other religions, such as Hinduism and Buddhism). This course aims also to enable the student to know the most important issues which relate to the creed and to the private legislation of these religions in comparison with Islam. Moreover, it aims to give the student an ability to compare between the main issues of these religions.

ISSB 313 Modern Movements

Analysis of the different groups and their fundamental differences that exist under the umbrella of Islam. An analytical and historical approach is taken discussing various groups such as the Kharajites, the Shi'a, etc

ISSB 121 Qur'anic Sciences

The course aims at familiarizing the student with various aspects pertaining to Qur'anic studies such as: revelation, history of revelation reasons of revelation, translation, inimitability of the Qur'an, manuscripts, abrogation, recitations, refuting accusations against the Qur'an, and exegesis bases.

ISSB 122 Qur'anic Recitation

This course aims to enable the student to recite the Qur'an according to the recitation rules; development of recitation of the Qur'an; its importance in some assimilation rules, to gain and practice reciting; emphasis; lengthening of vowels; rules of "h" and "r"; qualities of sounds; names of sounds; sun letters and moon letters, the recitation rules so that they become skill; rules of the glottal stop; conjunctions and disjunction in words; lowering of vowels.

ISSB 223 Analytic Exegesis

This course trains the student on the art of exegesis and its books, it also teaches how to analyze Qur'anic texts from a linguistic and rhetorical point of view. The exegesis of Surat al-Nisa' is a requirement of the course in addition to the meaning of certain vocabularies of the first half of the Qur'an.

ISSB 324 Exegesis of the Legislation verses

This course discusses the explanation of the Qur'anic verses of legislation and regulation; survey of evidence provided by scholars; lawful and unlawful matters; verses from chapters: al- Baqara, al-Nisa; al-Ma'ida, al-Nur; al-Ahzab will be discussed. There are three main points to be taken into consideration, those include: the explanation of these verses, the way of producing rules from these verses and the reasons of Scholars' differences (if found) and how to deal with them.

ISSB 325 Exegetes' Manners

This course aims to give a general introduction to the sources of exegesis, methods and styles of exegetes in their books of exegesis, difference between exegesis and interpretation; types of exegesis, characteristics of every school of exegesis, the best way of explaining the Qur'an, the development of exegesis in recent time.

ISSB 426 The Thematic Exegesis of the Qur'an

This course includes the definition of thematic Qur'anic exegesis and its importance in the context of other types of exegesis of the Qur'an. It highlights the most important efforts that have been paid in this field and the methodologies of scholars in these efforts. It goes further to highlight what is believed to be the best methodology in approaching this sort or type of Tafsir (exegesis / interpretation). Finally it deals with some chosen themes as mentioned in the Qur'an.

ISSB 427 Inimitability of the Qur'an

    This course actually discusses the concept of inimitability; morale, magic challenge and its stages in Qur'an, linguistic and literary inimitability of the Qur'an; the choice of the Qur'anic words; cohesion; coherence; scientific inimitability; difference between theories and facts properties of legislation in the Qur'an, principles of ethics.

ISSB 131 Hadith Sciences

    The course includes an introduction to Hadith; efforts of Hadith Scholars; development of Hadith studies; types of Hadith; Scholarship of Hadith; scholarly works in Hadith, chain studies, the bases of accepting and refusing.

ISSB 232 Analytic Hadith

    This course aims to discuss certain accounts of the Prophet from different aspects such as: their meanings, ascriptions (chain), and words from the following books: - Sahih alBukhari with Fath al-Bari, 15 accounts from the following chapters: (Bad' al-Wahy, al-'Ilm, al-'Umrah and Khabar al-'Ahad). - Sahih Muslim with Sharh al-Nawawi, 15 accounts from the following chapters: (al-Iman, al-Jihad wa al-Imarah, al-Libas wa alZinah and Sifat al-Munafiqin). - Al-Sunan al-Arba'ah and Musnad al-Imam Ahmad, 20 selected accounts.

ISSB 333 Hadiths of Legislation

    This course includes an Introduction to deductive methods; studying and memorizing 30 Hadiths from the book of Subol Al-Salam and Nayl al-Awtar. The course also aims to train the student in using Hadiths in arguments in Fiqh .

ISSB 344 Hadith Authentication & the Study of Chains

    This course includes the concept of Al-Jarh wal-Ta'dil , its legitimacy, importance and the most eminent and distinguished scholars in this field.
    It includes the basis of rejecting and accepting the narrators in addition to studying the special terms used in this field and their influence on the final judgment on the prophetic saying whether to be accepted or not. And how to find Hadiths in these classified books; evaluating the hadiths, books of narrative, and books of Hadith; the course also deals with the definition of scientific research, its bases and procedures, and how to edit manuscripts of Hadiths.

ISSB 435 Hadith Scholars' Manners

    The course includes a study of the concept of methodology: its importance and history of writing the books of Hadith; methodology of certain Scholars of Hadith, such as: al-Bukhari, Muslim, al-Tirmidhi, al-Nasa'i, Ibn Majah, Abu Dawud, alDarimi and Malik; to know and, discuss the conditions of every one of them in his book; this includes an applied and comparative study to these books.

ISSB 141 Jurisprudence of Purification, Prayer and Fasting

Introduction to jurisprudence doctrines; their founders and their methods of deduction; definition of Fiqh; purity; ablution; washing; types of water; menses; prayers; prayer of travelers, Friday prayer, prayers of feasts; prayer of the sick; funeral prayer. Jurisprudence of Fasting; definition; pillars of fasting; its time; I'tikaf, definition and conditions.

ISSB 142 Introduction to Islamic legislation

Introduction to Islamic Fiqh; defining Islam; sources of legislation; properties of Islamic legislation; relationships between Islam and other religions; features and history of Islamic Fiqh; schools of Fiqh; introduction to some Scholars.

ISSB 243 Jurisprudence of Alms and Pilgrimage

The jurisprudence of Alms; its concept, legislation, conditions, the kinds of wealth which apply to alms, the relationship between alms, tax and ways of spending alms. The course also discusses the Jurisprudence of Hajj (pilgrimage): its concept, legislation and rules. This covers its time, kinds of Hajj, to do hajj instead of others, and the rules of Umrah.

ISSB 244 Jurisprudence of the Family

This course includes the definition of personal status rules, the marriage contract (its concept, importance, effects), and the methods of canceling the marriage contract (divorce, khul', separating by judgment because of apostasy or breastfeeding or disagreement between husbands... etc. The course also includes the influences of canceling the marriage contract, such as: 'iddah, descent, breastfeeding, nursing and payment.

ISSB 345 Jurisprudence of Inheritance

The course discusses the rules of Wills: their conditions, cancellation, different Kinds; inheritance: its kinds and distribution according to Islamic legislation.

ISSB 346 The Islamic foundations of jurisprudence 1

This course discusses the concept of the foundations of jurisprudence, the jurisprudence bases, the differences between jurisprudence and its foundations, and the linguistic fundamental bases of jurists. And the rules of Fiqh; the effects of the legal rules, the indications (their obvious or obscure words, the implicit and explicit indications, the text and the concept, the general and special indications).

ISSB 346-2 The Islamic foundations of jurisprudence 2

This course discusses the linguistic fundamental bases of jurists. And the rules of Fiqh; the effects of the legal rules, the indications (their obvious or obscure words, the implicit and explicit indications, the text and the concept, the general and special indications).

ISSB 347 Jurisdiction and Arbitration in Islam

This course deals with the definition of Arbitration, the difference between it and adjudication and reconciliation, its legitimacy, its legal position and its principles which include: arbitration contract formula, parties, their capacity, contract conditions, the implications of the decline of some conditions, subjects of the arbitration; arbitration in financial deals, arbitration in civil issues, arbitration in criminal and penal cases, the arbitrator, his capacity and qualities, his authority and limitations and the expiry of his governance, the proof value of the verdict towards the dispute parties and in the eyes of the judge and the authority of the arbitrator in implementing the verdict.

ISSB 448 Jurisprudence of Transactions and Participations

This course aims to give the student an introduction to transaction (mu'amalat or mu'awadat) in Islam; selling and its regulations and conditions; choices and their conditions; illegal selling; profit making; usury and its conditions; renting; mortgage bails. It is also discusses companies and participations in Islam, kinds of companies, contracts of irrigation and agriculture.

ISSB 449 Contemporary Jurisprudence issues

The course discusses the perception of Islamic methodology in handling contemporary issues, knowledge of legal judgment of contemporary financial treatments forms such as insurance and profitability, linking the Juristic discretion with our contemporary economic issues, supporting the Islamic economic theory in face of others, characteristics of treatment system in Islam, Islamic methodology in treating new issues, study of certain contemporary problems in the financial treatments, i.e.: moral rights such as: copyright and goodwill, commercial insurance and its Islamic alternative, profitability for purchasing commander, partnership ending possession, letters of deposits and financial papers.

ISSB 151 Arabic Syntax (Grammar)

In this course students will study the parts of speech including: the mabni, muarab, marfooat alasma' such as almubtada' walkhabar, the subject and substitute of the subject, the rules of nawasikh (superseding), conditions which cause the name to be mansoob, kinds of almafa'eel, exceptions, adverbs, distinguished, kinds of jar by addition or by jarr letters which will be identified, as well as the different uses of these letters. Also, this course teaches the scale of sarf, almujarad and almazeed, almuta'adi wallazim, the two kinds of verbs that reflect known and unknown subjects, tasgheer, nasab (lineage), ali'lal (verbs that contain vowels), and ibdal (replacement). And the students will be trained in i'rab, the rhyme of Arabic words, and will be trained in tracing the origins of Arabic words through I'rab of selected suras form the Holy Quran, prophetic hadiths, and literary texts. In order for this course to be a practical application of what has been studied in the course on Arabic Grammar, students will engage in a comprehensive study of i'rab, based

on the modern method of i'rab that is currently used.

ISSB 252 Rhetoric and statement Methods
This course includes an extensive study of rhetoric, and its three divisions: the bayan (explanation), ma'ani (the meanings), and the badi' (magnificent). Students will study comparison, borrowing, aliases and related issues, and will focus on the characteristics of styles, the secrets of original Arabic expression, and knowledge of the systems and regulations that are applicable to speech in the present time. Finally, students will study badi' enhancers such as: saja' (assonance), jinas (alliteration), tawria, and more.

ISSB 161 Legacy of the Prophet
This course includes an introduction to the study of the Prophet's biography: the sources and characteristics of the Prophet's biography. The events and episodes of the Prophet's biography from birth to death. An attempt will be made to link these events to the current reality of Muslims, so that our journey through life may be safer, as we live in the shadows of his biography (pbuh); and work to achieve our goal of being true followers of the Prophet (pbuh).

ISSB 262 The Islamic History
This course encompasses the study of the biographies of the Caliphs (may Allah be pleased with them), and their role in the sustaining the pillars of the Islamic state after the death of The Prophet (pbuh). This will include a study of: the most important conquests of their era, and their method in organizing the state's affairs, including the administrative, financial, and military branches. This course also deals with the trials and tribulations (fitna) and events of their time; and the resulting impact on the Muslim community (ummah), as well as the effects that have lived on to this today.

ISSB 271 The Foundations of Oration & Guidance
This course discusses the main issues of Islamic Call, such as: The meaning of Islamic Call, its characteristics, rules and importance. How to guide the people, the etikates of enjoining the doing of all that right, and forbidding the doing of all that is wrong.

ISSB 372 Teaching Methods of Islamic Studies
Training the students the ways to teach the main sources of Islam (Qur'an, Sunnah, the Creed, the prophet legacy) for the Islamic schools students.

ISSB 491 The Research methods in the Islamic field

This course aims to introduce students to scientific research, including: its features, divisions and types, methodology of research, and characteristics of the researcher. This course will also illustrate the most important scientific steps involved in the preparation of scientific research, including: the selection of a topic, creation of a research plan, collection of material, effective articulation, how to write the introduction and conclusion, as well as the correct usage of sources and references, and creation of the indexes.

ISSB 273 Managing the Islamic Institution in the West

Introduction to the principle of management, how to manage the Islamic institutions; like schools, Masajed, community centers, and others.

ISSB 273-1 The Arts of Public Speech

This includes: The Caller and his role, the rights of those whom are called, how to assure their faith and morals, an applied study to the main styles of the Call, such as delivering the speech of Jumu'ah, and other circles and lectures which eventually form the best preachers and callers.

ISSB 273-2 Raising Children in the American Society

The ways to raise the children in the American society and the challenges facing the parents and how to solve it.

ISSB 274 Islamic Morals and Decorum

The course aims to teach the student the Islamic manners and decorum.

ISSB 348 Islamic Economy

Definition of Islamic economics; significance, objectives, sources, characteristics of Islamic economy, economic problem and how to be handled, economic doctrine in Islam, possession in Islam (types, system), possession restriction, possession duties, financial system and sources, protection of Islamic economy and protection of Islamic economy systems (hiba, weights and measures control judiciary and police).

ISSB 363 Islam in USA (History and present)

Including the history of the Islam in USA, and the current situation of them, their institutions and organizations, their duties, the challenges facing them and the future of them.

ISSB 381 The Islamic Government System

> *This course explains the concept of state, its modern pillars, people who are liable to be consulted, loyalty, election, constitution reforming, loyal state, political liability, legislative policy, the supremacy of Islamic legislation, the styles of authority, the restrictions on the state, the constitutional punishment regarding those who rule the state.*

ISSB 482 International Relations in Islam

> *This course shows the development of the political society from past to present, the schools of understanding international relations, the aims of war, the different jurist schools regarding how to deal with state authority, the division of the world into Islam home and call home or Islam home and war home, rules of killing and fighting, civilians' rules and rights, war effects, withdraw rules and conditions, contracts in Islam and their kinds and influences.*

ISSB 228 Quranic Narratives

> *The course discusses the concept of the (story) in Qur'an; the characteristics and goals of Qur'anic narratives; methods of research in Qur'anic stories; al- Isra'iliyat (The accounts narrated by Israelites).The course also concentrates on how the Qur'anic Story assists in understanding the Divine bases of change, in life, soul and society. An applied discussion is required on some narratives of certain Prophets.*

Islamic Studies (Master) (ISSM)

ISSM 710 Islamic Creed

ISSM 711 Responses on the Misconceptions about the creed

ISSM 712 Sects and Faith Schools of Thought

ISSM 713 Contemporary Schools of Thought

ISSM 714 The Science of Ethics and Sufism

ISSM 715 Islam and interfaith dialogue

ISSM 716 Textual Studies from The Creed books

ISSM 717 Studies in Judaism

ISSM 718 Studies in the Christianity

ISSM 719 The Non-Heavenly Religions

ISSM 720 Studies for Qur'anic Sciences

ISSM 721 Textual Studies on Exegesis Books

ISSM 723 The Inimitability of The Holy Qur'an

ISSM 724 Language and Rhetoric in the Qur'an

ISSM 725 Legislation Verses

ISSM 726 Commentators' Categories and their Approaches

ISSM 727 Misconceptions about the Quran

ISSM 728 The Obscure and Ambiguous in the Qur'an

ISSM 729 Modern Trends of Exegesis

ISSM 730 Advanced Studies in Hadeeth Science

ISSM 731 Hadeeths of Legislation

ISSM 732 Methodologies of Scholars of Hadeeth

ISSM 733 Rules of the Judgment on Hadeeth

ISSM 734 Studies in the purpose of Hadeeth

ISSM 735 The Sunnah in Contemporary Studies

ISSM 736   Hadith Authentication

ISSM 737   Misconception About Sunnah

ISSM 738 Thematic Hadeeth

ISSM 739   Analytic Hadeeth

ISSM 740 The Islamic Jurisprudence schools, sources

ISSM 741 Islamic foundations of jurisprudence 1

ISSM 742 Islamic foundations of jurisprudence 2

ISSM 743 The Impact of the Legal Maxims on Jurists' Dispute

ISSM 744 Objectives of Islamic Shari'a

ISSM 745 Juristically Bases

ISSM 746 Jurisprudence of Punishments

ISSM 747 Jurisprudence of Transactions and Participations

ISSM 748 Jurisprudence of Marriage Divorce, & Inheritance

ISSM 781 Legislative Policy and its Applications

Islamic Studies (Ph.D) (ISSD)

ISSD 910 The Islamic Creed

ISSD 911 Islamic Sects and the extremist movements past and present

ISSD 912 Textual studies in Creed books

ISSD 913 Studies in Heavenly Religions

ISSD 914 Studies in Man-made Law and Doctrines

ISSD 915 Studies in Sufism and its Methodologies

ISSD 916 Modern challenges for Islamic Thoughts

ISSD 917 Orientalist Studies for Islam

ISSD 921 Principles and Sources of Qur'anic Exegesis

ISSD 922 Analytical Studies of Qur'anic Verses

ISSD 923 Studies of the Inimitability of the Qur'an

ISSD 924 Lexical Indication in Qur'anic Exegesis

ISSD 925 Orientalist Studies in Qur'anic Sciences

ISSD 926 Objectives Exegesis of the Qur'an

ISSD 927 The Thematic Exegesis of the Qur'an

ISSD 928 Islamic foundations of jurisprudence and Qur'anic Sciences and the relation with Exegesis

ISSD 930 Studies in the foundations of Hadeeth

ISSD 931 AlJarh wa alTa'dil (Declaring Unreliable and improvement)

ISSD 932 Studies in Ilal Al- Hadeeth

ISSD 933 Hadeeth Manners and Hadeeth schools

ISSD 934 Hadeeth and the Rational School

ISSD 935 Hadeeth sciences amongst Muslim sects

ISSD 936 Abrogation in Hadeeth (Nasekh walMansoukh)

ISSD 937 Hadeeth Jurisprudence

ISSD 940 Juristic & Fundamental Differences

ISSD 941 Jurisprudence of Balance and Contradiction and Prevalence

ISSD 942 Juristic & Fundamental Theories

ISSD 943 Jurisdiction and Arbitration in Islam

ISSD 944 Objectives of Islamic Shari'a In the Qur'an

ISSD 945 Contemporary Jurisprudence issues

ISSD 946 The Main principles in the Islamic Jurisprudence

ISSD 948 Islamic foundations of jurisprudence and Qur'anic Sciences and the relation with Exegesis

Jewish Spirituality (JES)

JES 500 Journeys in Jewish Spirituality
"It is our duty to revitalize the spirit of God …and gain respect for Torah ... We must take whatever is good from any source where we find it... We shall infuse the living creative spirit that knows our generation and is capable of influencing it, toward the love of all things holy" -- (Rabbi Abraham Isaac Kook (d. 1935) Chief Rabbi of Pre-State Israel). For those who would offer Jewish Leadership, in any of its Spiritual, Religious or Social forms, Rav Kook's challenge remains as compelling today as when it was first sounded. Like those he was addressing in his time, ours is the task of influencing those whom we serve towards love of the Holy and the realization that all situations and encounters can reveal that which is "beloved of God." As the point of embarkation on the D.Min. Program in Jewish Spirituality, this course has three goals: 1)To further acquaint you, the student, with past and current sources and themes in Jewish Spirituality; 2)To stimulate reflection upon the state of your own spiritual journey as well as the vistas and perspectives that the readings and exercises might open for you; 3)To help clarify, both cognitively and affectively, how your own spiritual leadership, including your doctoral project, should embody the knowledge, insight and experience gained along your continuing Jewish Spiritual Journey.

JES 501 Afterlife and Eschatology in Judaism and World Religions
This course shall weave together an exploration of teachings on death and immortality in Judaism, and other great traditions of the world. As historians of religion we shall trace the evolution of Jewish ideas on dying and the deathbed, and the postmortem survival of the soul from earliest roots in Biblical tradition through to the contemporary era. Traversing continents and traveling through time we shall encounter an ever-changing panorama of Jewish texts – Torah, Apocryphal literature, Talmud, medieval Midrash, Kabbalah and Hasidism - documenting how scholars and sages of the past reflected upon their own encounters with human mortality. At the same time, within the varied cultural environments in which Jewish life evolved we also find teachings on death and immortality. We shall investigate these death traditions – of ancient Egypt; the ancient Near East; the Greco-Roman world; early and medieval Christianity; Islamic civilization; and medieval Tibet - exploring the inter-relationship between these traditions and Jewish belief and practice. We shall endeavor to discover how these varied traditions illuminate our perspective on Jewish views of death, dying and the afterlife. Throughout the course, class presentations will be augmented with visual images of death practices from religious art or archaeological and anthropological evidence, to help students appreciate the diversity of death rituals and beliefs.

JES 502 Chapters of the Heart: The Power and Perils of Spiritual Autobiography

Autobiography and memoir can be rich resources for sharing one's journey towards, through, or away from a faith tradition or community. These forms also can serve as a powerful prism through which to view classical Jewish texts. In this course, we will meet a range of Jewish writers and thinkers who have used their own life stories to illuminate Torah and construct a meaningful personal engagement with Jewish textual tradition, while creating an entry point for others' spiritual exploration. We will explore how, as teachers and guides living in a memoir-obsessed culture, exploring our own stories can enhance our spiritual journeys and open spiritual paths for others.

JES 503 Contemporary Psychological Approaches to Bereavement

Death is an inevitable dimension of life, often laden with deep and confusing human emotions. Yet by encountering the reality of death with humility, honesty and integrity, it is possible to develop a much deeper appreciation of the meaning of life itself.This course will explore contemporary psychological approaches to death, dying, and bereavement from a spiritual perspective. Through a variety of learning modalities including lecture, discussion, videos, journal writing, meditation and other self-awareness exercises, this course will focus on four inter-related areas:

> *1) Personal Grief Journey*
> *2) The Psychology of Death and Bereavement*
> *3) Specific Skills in Ministering to the Dying and Bereaved, and;*
> *4) Human Mortality, Life After Death and Questions of "Ultimate Concern"*

Through this course students will be given the opportunity to clarify their own psychological perspectives on dealing with dying, death and philosophical views of afterlife and immortality.

JES 504 Death, Burial and Mourning in the Hebrew Bible

Within the Hebrew Bible are to be found a variety of teachings and perspectives on death and dying, burial and mourning, and views of afterlife and immortality. This course shall investigate a tapestry of Biblical texts on death and dying with a dual perspective -- looking historically at how death was understood in the Ancient Near East of the 1st and 2nd millennia BCE, and looking with a contemporary lens at what we can learn from ancient Hebrew and Israelite civilization for responding to the reality of death today. The intention of this course will be to help students harvest from Biblical tradition philosophical wisdom and practical guidelines for dealing with all facets of the human encounter with death in our times.

JES 505 Eco-Judaism: The Theology & Practice of Jewish Responses to Ecological Crises, Past & Present

This course will cover three areas of focus with a practicum included. Part 1: "The dance of control and community" will cover the present ecological crisis and analogous crises in Jewish history; socio-ecological analysis; Eisenberg's Ecology of Eden; the emergence of Rabbinic Judaism; Zalman S-S theory of new paradigms; the relationship of human history to evolutionary history through which eco-systems emerge; Martin Buber, I and Thou; Teilhard de Chardin (The Phenomenon of Man); Evan Eisenberg (The Ecology of Eden); and evolution as "Divine unfolding," among other related topics. Part 2: "Responding to the crisis will cover new forms of community" will cover topics such as cultural ecology and Adam/adamah inerwovenness; new paradigms of Judaism? (Schachter-Shalomi, Waskow); sexual ethics, work ethics, the nature of Shabbat; Earth-oriented strands of Jewish teaching, and related topics. Part 3: "Life-practice in

an eco-Jewish life-path for our day" will cover eco-Kashrut; re-energizing earth and intergenerational aspects of life-cycle markers; renewing Shabbat and other prayer-liturgy and "Prayer as if the Earth really mattered"; re-weaving Torah as intellect with earth-experience; eco-Zionism; advocacy for policy change and forms of Jewish organizing for eco-Judaism, among other related topics. Part 4: Practicum. Each student is required not only to read, etc., but also to prepare a hands-on project in creating actual events for congregations, etc. (e. g. eco-centered celebration of festivals, Shabbat Noach, Shabbat B'Har, Brit Milah, B'nei Mitzvah, etc.).

JES 506 End-of-Life Counseling and Hospice Care
> *An in-depth exploration of Jewish perspectives on dying and the deathbed, and issues related to end-of-life and hospice care. Among the issues to be explored in this course included a pastoral psychology of dying; Jewish approaches to hospice; biomedical and traditional halachic perspectives around physician assisted death; ethical wills; living wills, etc. Students will be encouraged to integrate pastoral case studies with their learning process.*

JES 507 Feminist Transformations of Judaism: A Twenty-first Century Perspective
> *In this course, students will read primary works of contemporary Jewish feminist theology and explore how these theories and philosophies have challenged and influenced contemporary Jewish practice, liturgy, and ritual. We will also pay attention to the role of feminists and LGBTQ+ individuals and culture in the transformation of Judaism and Jewish practice.*

JES 508 Jewish Rituals of Death and Dying
> *Judaism has an extensive set of rituals and practices to guide people through the vast array of experiences which emerge in dealing with dying and death, funeral and burial and mourning and memorialization. This course shall provide an in-depth exploration of Judaism's rituals of death and dying. The course will combine the study of traditional halachic views on death and burial and mourning, with modern psychological perspectives on the human encounter with death and loss. Through textual study, lecture, journal exercises, and personal exploration, this course will assist students in forming their own understanding of Judaism's system for dealing with all facets of the encounter with death.*

JES 509 Jewish Views of the Afterlife I: Immortality and Eschatology in Biblical and Rabbinic Tradition
> *Teachings on life after death are found in religious traditions throughout the world. Yet often, many are unaware of the vast legacy of Judaism's teachings on the afterlife journey of the soul. This course shall investigate teachings on life after death and post-mortem as found in the earliest layers of Jewish texts. We shall examine the development of a notion of individual immortality as found int he Hebrew Bible, texts of the Apocrypha and in Rabbinic literature. In particular, we shall look at the tension between the notion of individual survival as opposed to collective eschatology -- the end-of-time destiny in the collective of the Israelite people. Students are encouraged to use the texts explored in this course to help develop their own contemporary philosophy of death and the afterlife.*

JES 509-2 Jewish Views of the Afterlife II: Mythic and Mystical Teachings on the Post-Mortem Journey of the Soul

This course is a continuation of Jewish Views of the Afterlife I and investigates diverse textual traditions of Judaism's teachings on the afterlife journey of the soul. We explore the various stages and phases of the post-mortem journey of the soul, in particular the medieval Midrash, Kabbalah and Hasidism. We also begin to explore the practical applications of teachings on the afterlife journey of the soul in pastoral work with the dying and bereaved. Students are encouraged to use the texts explored in this course to help develop their own contemporary philosophy of death and the afterlife.

JES 510 Prayer as if the Earth Really Matters

More and more often, religious communities are bringing their prayer and practice to bear on a profound religious and spiritual question: radical dangers posed by the climate crisis to the web of human of more-than-human life forms of Planet Earth. There are two aspects of what is beginning to happen in relating prayer to the present crisis of our planet. One is exploring how Earth-awareness can enter more deeply into our formal prayer services. The other is exploring how public action intended to affect public and corporate policy toward the Earth can become prayerful. This course will deal with two main themes of "Earth-awareness in formal prayer" and "Making public advocacy actions prayerful.".

JES 511 The Psalms and Jewish Spirituality

The Book of Psalms, the prayer book of ancient Israel, continues to be foundational to Jewish spirituality. This e-tutorial will focus on how the Psalms can work for individuals in the context of spiritual counseling and daily spiritual practice.

JES 512 The Spirituality of the Twelve Steps

This course is designed to prepare clergy and spiritual directors to grow in their understanding of the spiritual concepts underlying 12-Step recovery programs, which have been a major force for spiritual renewal around the world. The readings will be drawn from a variety of faith and philosophical traditions, but each student may choose to examine one in more detail.

Leadership Studies (LDS)

LDS 500 Advocacy: Helping Individuals Navigate Personal & Professional Resolutions

This course explores the skills and concepts needed to understand and become an advocate. Advocacy involves the work completed by an individual or entity on behalf of one "side" in a conflict situation. The problems brought to an advocate impact the life or lives of the individual, family members, or other members of the organization he/she represents. Common examples include domestic abuse victims, orphaned or estranged children, elder abuse victims. Other profession organizations provide advocacy; these include community counseling organizations and policy victims' advocacy programs. Taking this course would be a good preparation for a more advanced training as a professional advocate or victims' advocate in any capacity (privately or professionally).

LDS 501 Building Intercultural Competence

This course explores the skills and concepts needed to work with people of diverse backgrounds in ministry. This course can further benefit the individual seeking practices that will meet the challenges of how to minister with those from different backgrounds. During the course, "best practices" will be looked at and the student will have the opportunity to reflect on their own ministry setting. Although the document is from a Catholic perspective, each student is encouraged to adapt the reading to their own faith tradition.

LDS 502 Effective Youth and Young Adult Ministry

This course explores the skills and concepts needed to work with youth and young adults in today's society. This course can further benefit the individual seeking practices that will meet the challenges of the changing dynamic of the field of youth and young adult ministry. During the course, "best practices" will be looked at and the student will have the opportunity to reflect on their own ministry setting. Although the readings mostly focus on youth ministry (Jr. High & High School), the lessons can also be transferred over to young adult ministry (ages 18 – 40 years old).

LDS 503 Facilitation: Professional Problem-Solving with Churches and Professional Organizations

This course explores the skills and concepts needed to complete a successful professional facilitation. Facilitation involves the established practice of facilitation techniques to assist groups, businesses, and professional organizations to resolve problems. The problems brought to a facilitator impact all that are a part of the group, business, or organization. Common examples include disputes faced by community & civic organizations such as school boards, city councils, or county governing entities. Other groups who seek a professional facilitator include churches, businesses, clubs or unions. The course provides an overview of professional facilitation techniques with a single role-play at the end. Taking this course would be a good preparation for more advanced training as a professional facilitator.

LDS 504 How Can We Help? The Nature of Conscious Service

Are you someone who intends or already ministers to at risk or suffering populations? Often when we set out to do this type of ministry, we go with the best of intentions, hoping to help or save someone from their despair. But, more often than we realize, these people (the homeless, the dying, the poor, people with disabilities, et. al) who live with extreme challenges, end up being our teachers. They invite us to deep inner work including transparently assessing our perceptions, how we relate to suffering, and noticing how our egos may become ensnared in the role of "helper." This tutorial explores the nature of conscious service by looking more deeply into how we can really help.

LDS 505 Ministry with the Margins

This course explores the skills and concepts needed to work with those that are "overlooked" by traditional church ministry. This course can further benefit the individual seeking practices that will meet the challenges of how to minister to those on the margins of society (prisoners, gangs, those that don't fit the "polished" stereotype of regular church attendees, etc). During the course, "best practices" will be looked at and the student will have the opportunity to reflect on their own ministry setting.

LDS 506 Moral Leadership

Today's leaders face challenges not only to their skill, but to their personal character as well. Authenticity in spirit as well as actions - being able to "walk the talk" - is a critical component in leadership that helps others become empowered leaders themselves. In this course, you will learn about the moral dimensions and ethical challenges surrounding the practice of values-based leadership by exploring such topics as the moral challenges of power and self-interest; public and private morality of leaders; leadership and the common good; and moral leadership and culture. You will share your reflections in a weekly 500 word essay, and conclude with a summary paper of about 3000 words synthesizing course readings with a self-analysis on your own identity as moral leader.

LDS 507 Prophetic Leadership

The poet Elizabeth Barrett Browning wrote,

"But poets should exert a double vision; should have eyes to see near things
As comprehensively as if afar they took their point of sight,
And distant things as intimately deep as if they touched them."

Like the poet, the prophet sees: the injustice inherent in the dominant culture, its effects on those who suffer under it, and the vision to "nurture, nourish, and evoke a consciousness and perception alternative to the consciousness and perception of the dominant culture around us" (Brueggeman). Characteristic of prophetic leadership is the passion for possibility: a hope born of compassion that enables the realization of our deepest selves to become free and full participants in the world. In this course, students will explore the tasks of prophetic leadership by reading about the words and actions of selected prophets and reflect on their call to practice it in their ministry settings.

LDS 508 Public Witness and Community Partnership

This course provides an examination of different forms of religious engagement in the public square, different pathways of religious institutions' (churches, synagogues, mosques, etc.) influence in public, political and community life, and different partnerships forged creatively that cross "sacred/secular" divisions in order to address social problems, foster societal transformation, and strengthen the common good. Through exposure to historical and current examples of religious institutions engaging with social challenges in settings around the world, the course equips students with theological frameworks and effective strategies for public witness and community partnerships for the sake of societal transformation.

LDS 509 Spiritual Transformation and Social Change

In his preface to the text for this course, Robert Egan asks the question, what is the relationship between the mystical and the political dimensions of religious existence? In this course, you will explore theoretical and practical perspectives on the subject through the lens of St. Teresa of Avila, Ignatian spirituality of service, the religious tradition of African-American women, and contemporary social justice figures

LDS 510 Social Entrepreneurship as a "Gospel Compatible" Business Model

The processes of globalization have resulted in both positive and negative outcomes for human beings and for the environment. Social entrepreneurship, as a constructive outcome of

globalization, has its own particular niche within the global market economy. Social entrepreneurship is a phenomenon that has been steadily gaining ground in the past two decades. It is a dimension of entrepreneurial activity aimed at generating social value and creating sustainable change rather than focusing on producing monetary profit as its primary goal. Social entrepreneurship, at its heart, is highly compatible with the values, beliefs, and goals of the Christian Church in its mission to achieve social, economic, and environmental justice. It has tremendous potential to be an inspiring exemplar of what it means to live out the Gospels.

LDS 511 Special Topics in Transformational Leadership

We live in challenging times. Deep divisions based on differences in the common human experience have been the rationale of those in every sphere of power to deny civil and human rights of those at every level of society. Decisions are made, laws enacted and prejudices embraced that are unequal in distribution of wealth and material goods, exclusionary in their criteria for robust civic participation, and disregard for a commonwealth founded on higher values, a commitment to the greater good and concern for the least among us.

We also live in hopeful times. A collective shift in consciousness, a thirst for justice, and a desire for human flourishing has birthed new models of leadership – e.g. leadership that is not only technical, but adaptive, not only transactional but transformational. Grounded in universal values of dignity and autonomy, justice and fairness, respect for differences and a commitment to the right of every person to flourish, individuals and communities are collaborating to effect individual, structural and social transformation in the personal, institutional, national and international realms.

LDS 512 Transcending Cycles of Violence: A Macro-Analysis of Change

This Course explores the skills needed to break cycles of violence and promote peace. The group behavior patterns that lead to social conflict are explored with an emphasis on methods to break long standing cycles of violence and transcend patterns of ineffective functioning that has perpetuated conflict. Dr. John Paul Lederach's groundbreaking writings lead the field in creating the stimulus for changes that will stimulate peace.

Individuals promoting peace are uniquely posed (within every type of cultural community) to lead and inspire social groups to transcend cycles of violence. Strong leadership is what is needed to enable congregates and communities to begin new pathways of peaceful interaction. In today's world of rising crime, gang membership, and terrorist threats, - the skill to break and transcend "cycles of violence" is sorely needed. This course will provide students with the techniques needed to lead communities away from conflict cycles and toward the light of a more healthy and positive peace, where once there existed only violence.

LDS 513 Transformational Servant Leadership

Robert Greenleaf noted that the servant-leader is servant first. His or her desire to lead comes from a desire to serve, and is manifested in the care s/he takes in ensuring that others grow into greater freedom, wisdom, health, and empowered leadership. Transformational leadership invites the leader to engage in a process of service that lifts leader and those they serve to a higher level of being and acting that are the bases for personal conversion and social

transformation. Both nurture the seeds of a vision that leaders and our society not only long for, but can realize.

Each week, you'll read essays from various thought leaders and practitioners in the field of transformational and servant leadership practices. You'll then have an opportunity to reflect on how these can inform and inspire your own leadership practice by writing a 500 – 750 word essay each week. The tutorial concludes with a 3000 word paper synthesizing course ideas with your personal experience as servant leader.

LDS 514 Vocation and Call

"The grammar of transformational change is the invitational question, not the declarative answer." These words from the Fetzer Institute form the structure for our exploration into the connection between the experience of personal transformation and its relationship to the practice of transformational leadership: What would it mean for you as a leader to cultivate the inner life? What would your leadership arising from your core of spiritual groundedness look like?

You'll reflect on these questions by writing a weekly 600 – 1000 word essay, relating the readings to prompts inviting you to explore various aspects of your interior experience of spiritual conversion and leadership praxis. The tutorial will culminate with a substantive final essay that consists of, and builds on, your weekly reflections – informed by your learning and my comments on these - on the relationship between your personal spirituality and your leadership practice.

LDS 515 Preventing Church Conflict: Promoting Church Growth

This course explores the skills and concepts needed to assist a pastor or evangelical leader prevent church conflict and promote church growth. This course can further benefit the individual seeking practices that will meet the challenges of a current church conflict. The congregational behavior patterns that lead to church conflict are explored with an emphasis on methods to both decrease destructive behavior and prevention methods for further conflict. The five practices that lead to church growth (from Robert Schnase's work – listed below) are explored as a holistic approach to the long-term prevention of church conflict.

Mediation (MED)

MED 500 Creative Persuasion

The world is full of arguments these days, and many persuasion techniques, such as provoking cognitive dissonance, are overused and ineffective. Because everyone has online access to the full spectrum of information for and against every subject every day, everyone is empowered to be an expert on everything. Credentials, titles, years of experience carry little weight in an argument now, which presents a uniquely modern challenge to fields of endeavor which rely upon persuasion. This course aims to equip pastors, mediators, counselors, therapists, attorneys, parents, managers, teachers, healthcare practitioners and "regular people" with tools to recognize basic strategies of an argument, to avoid traps set by others in heated exchanges, and to break out of the ordinary pattern of back-and-forth contradiction. Students will learn several processes to explore new ways of looking at old disagreements to find new resolution options.

MED 501 Eldercare Mediation

As the American baby boomer population ages, their families, friends, and clergy will be called upon to assist in decision making. Conflicts will arise, many based on decades of relationships, and some based on new relationships. Care facilities, banks, investment firms, churches, neighborhood associations, circles of friends and sibling groups will be tested by the many care options, financial constraints, and self-serving interests of some involved parties, to assist in elder decision making. This course aims to equip mediators with the specific understanding of an eldercare-optimized mediation process, awareness of how longstanding relationship dynamics manifest in present-day conflicts, how to bring the idea of legacy into the resolution process, and when to engage proper authorities if elder abuse or fraud is indicated.

MED 502 Inherited Conflict & Intentional Peace

The emerging field of epigenetics is showing us how conflicts, struggles and challenges faced by our grandparents can result in genetic modifications for multiple generations of descendants, leading to a variety of conditions and behaviors that can cause conflict in the lives of the grandchildren. For example, stubborn weight gain, depression, aggressive behavior, learning disabilities, phobias and a variety of other diseases and dysfunctions can be linked back through one's genetic family tree to grandparents' struggles. Breakthroughs in brain scan technology, data mining of genetics, and university research on the benefits of contemplative prayer and meditation are showing promise of new ways to interrupt the multi-generational pattern of conflict behaviors and illnesses. Biochemical benefits of pharmaceuticals in development, as well as certain diets and contemplative prayer, meditation are now known and understood. This course aims to equip mediators, pastors, counselors, therapists, teachers, judges, law enforcement professionals, and "regular people" with a historical understanding of epigenetics as it pertains to social and personal conflict, how to recognize the signs of possible epigenetically-implicated behaviors, and available resources and solutions to reverse and stop inter-generational propagation of these sources of behavioral, biological, social and spiritual struggles.

MED 503 International Mediation: Fundamental Building Blocks of International Resolutions

This course explores the skills and concepts needed to complete a successful international mediation. The four major components of conflict resolution for international mediation are established by the tutor (conflict management, conflict prevention, crisis intervention, and conflict transformation) to assist the student to understand international conflicts. Basic cultural norms, traditions, and language barriers are discussed to assist the student in understanding the most salient challenges that face a professional completing an international mediation.

MED 504 Mediation I: Basic Techniques & Practice

This Course explores the skills and concepts needed to understand basic mediation skill, common practices and techniques used by mediation professionals. Students and professionals taking this course will be introduced to the field of mediation and provided an orientation to the most commonly accepted techniques, skills, and methods of mediation practice. Upon completion of this course, the student will be able to observe credentialed mediators with an understanding of mediation process. The goal of this course is to begin the professional student's journey of mediation training or provide understanding of the objectives of mediation. Professionals who may work alongside credentialed mediators will find this course quite informative as this training will provide the means for understanding how both clients and professionals can utilize the techniques of mediation well to better resolve conflicts. It is recommended that the student professional who wishes to take this course as a means of training complete the Mediation II

Tutorial as well, which expounds upon the mastery of skills required to implement positive and balanced resolutions that last, promote healing, and more thorough resolution.

MED 504-2 Mediation II: Mastering Skill & Delivery
This course continues to develop the skills and concepts needed to master mediation techniques used by mediation professionals. A pre-requisite for this course Is Mediation I: Basic Techniques & Practice. Students and professionals taking this course will continue to develop the most commonly accepted techniques, skills, and methods of mediation practice. Upon completion of this course (along with its prerequisite), the student will be able to become a "mentee" to a credentialed mediator with the objective of becoming a mediation professional or attaining a deeper understanding of the mediation process. The goal of this tutorial is to continue the professional student's journey of mediation training or provide a more thorough understanding of the objectives of mediation. Professionals who may work alongside credentialed mediators will find this course quite informative as this training will provide the means for understanding how both clients and professionals can utilize the techniques of mediation well to better resolve conflicts. It is recommended that the student professional who wishes to take this course as a means of training complete additional mediation training which focusing on mentorship with an experienced professional and credentialing appropriate to the state or country in which each individual may provide mediation.

MED 505 Mediation in the Workplace
This course continues to develop the skills and concepts needed to master mediating conflicts and disputes in a business setting. The goal of this course is to introduce an existing professional to effective techniques and practices for preparing employees, trainers, human resource professionals, supervisors, managers and other business liaisons to handle work place conflicts and disputes. It is recommended that the student professional who wishes to take this course as a means of training complete additional mediation training which focusing on mentorship with an experienced professional. This course is not designed to train any person to mediate regular conflicts or disputes or serve in any capacity as a substitute for required mediation training for credentialing purposes. For mediation credentialing information, please check the state or country in which you may intend on seek to provide mediation for additional training information.

MED 506 Middle East: Inspiring Change
This Course explores the challenges that face both secular and evangelical leaders in the United States – regarding the conflicts in Iraq and the Middle East. The pursuit of professional mediation and conflict resolution dialogue about innovative solutions for the conflict in Iraq is the objective of this book and tutorial. The author's objective in writing the book (& creating this tutorial) was to stimulate a more learned discussion of innovative practice in the fields of mediation and conflict resolution about what the United States can do differently in Iraq. The mediation and conflict resolution practices that are needed to stimulate a more positive outcome to this international challenge will be discussed throughout the course.

MED 507 Negotiation: Assisting Individuals and Organizations to Reach the Best Agreements
This course explores the skills and concepts needed to complete a successful negotiation. Negotiation involves the established practice of negotiation techniques to individuals, businesses, and professional organizations to reach the resolution they seek. Entities that seek a

negotiator desire help in obtaining their own objectives in a dispute that most often involves money or property issues. Exceptions include police and international negotiations. This tutorial does not provide training specifically focused toward either police negotiations or international negotiations but does provide a foundation understanding of the most basic techniques used by professional negotiators. Common situations brought to a negotiator include salary negotiations, property negotiations, building contract negotiations, and business negotiations. Taking this course would be a good preparation for more advanced training as a professional negotiator.

MED 508 Pastoral Mediation: A Transformative Practice
This course explores the skills and concepts needed to become a pastoral mediator. The most common aspects of secular mediation are reviewed by the tutor to assist the student to build upon these skills to become a pastoral mediator. The importance of pastoral influence and faith are accented to highlight the benefit of seeking pastoral intervention in everyday disputes.

Music and Liturgy (MUS)

MUS 500 The Bach Cantatas
The Cantatas of Johann Sebastian Bach, most of which were intended for worship in the German Lutheran Church, comprise a large segment of choral literature handed down to us from one of the greatest composers of all time. Following in the tradition of Martin Luther, Bach's Cantatas are the best examples of Baroque Protestant Church Music in the vernacular rather than Latin. This course will examine the context, music, librettos, and relevance for both "then" and "now" of these musical works.

MUS 501 Church Musicians: Get Your Music Published!
Some of the most prolific composers today are church musicians who are constantly composing and arranging music for their church choir, handbell choir, organ service music, instrumental descants, and more. Only a few of this number have gone through the process of preparing and submitting their work for publication. While this course is not intended as a composition course, it will give the already skilled composer/arranger the tools necessary to prepare for publication.

MUS 502 The Complete Children's Choir
In the course, the student will develop skills in organizing and directing children's choirs. It is designed for students who are already working with children's choirs or who plan to direct one in the future. It is not a substitute for practical experience but should be taken as a supplement.

MUS 503 Conflict management Skills for the Pastoral Musician
This course explores and integrates principles of conflict management, formative spirituality and the theory of Adrian Van Kaam with needs of a professional pastoral musician to give and receive feedback and resolve conflicts with church leadership, choir members and the self.. The course will benefit and can be adapted to those who want to develop a plan for personal and group growth as a team or leader in a pastoral setting.

MUS 504 Contemporary Trends in Church Music
The issue of contemporary vs. traditional music for worship has never been more controversial than it is today. This coursel is designed for those who want to examine contemporary,

traditional, and blended styles of church music, with the goal of forming some conclusions and philosophies for their own church situation.

MUS 505 Foundations in Liturgy

In this course, the student will explore liturgy not only as a form but as living prayer within particular faith traditions. The following elements will be discussed: the origin and development of Christian liturgy, reformed traditions, cultural implications, liturgy over time, and other elements. (This course serves as an elective option for all Sacred Music students.)

MUS 506 Gregorian Chant: The Proper Chants of The Mass

This course is designed as an overview of the repertoire of the variable Mass chants. A basic knowledge of the liturgy and the liturgical year is required. Students not familiar with square notation of chant will find the optional book, which is easy reading, extremely helpful.
If a student wishes to take "Gregorian Chant: The Proper Chants Of The Mass" and "Processional Chants: A Pilgrim People Sings," care must be taken that the material is sufficiently different and that the musical examples used in each paper is distinct from the other course.

MUS 507 Hymnology: Past and Present

In this course the student will gain an understanding of the history of hymnology, those components that make up good hymns, and tools for effective use of congregational hymn-singing in the present-day worship service.

MUS 508 Liturgical Arts and Sacred Languages

This course examines the way in which liturgy plays a primary role in the Buddhist Tradition. From the pre-canonical community and its Pujas at venerated Stupas, to the Cathedrals of Japan, liturgy continues to shape the Sangha. (This course serves as an elective option for all Sacred Music students.)

Premise: Liturgy is a major part of the Buddhist faith. This course will explore the history and practice of Zen liturgy and will explore current thinking, methods and practices gleaned from ancient schools to current presentations. This will be an extremely informative course for anyone interested in understanding better the practice liturgy and its application in the contemporary culture.

Objectives: To help the student understand the meaning of liturgy in the Buddhist faith with particular emphasis on the Zen tradition and the way in which the Buddhist Liturgy explicates universal doctrines. It will also explore how it may be applied in contemporary ministry.

MUS 509 Masterworks for the Smaller Church Choir

Students are not required to have previous music theory knowledge but should be somewhat familiar with general musical terms and composers. The text provides a good introduction to the forms and styles of the musical eras.

Description: Choral singing is vital for any church music ministry. With the average church choir getting smaller and smaller, it is becoming difficult to find quality music for worship. In addition, it is difficult to find extended music that the average church choir can perform well with limited

numbers. This course will introduce students to forms and repertoire, in the context of music history eras, which can be performed by the smaller church choir.

MUS 510 Methods of Musical Archaeology: The Origins of the Proper Chants of the Roman Mass
James McKinnon and Christoph Tietze researched a cross-section of the same sources and came to some divergent conclusions. The student will study the methods behind each text and develop skills for further study.

MUS 511 Music: Congregational Singing Fostering Spiritual Growth
Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts.

Colossians 3:16

Course Description:
After a grounding in Human Formative spirituality, the lectures via ZOOM if desired and readings/experiences focus the principles of discernment for a pastoral musician who chooses music for congregational singing. Analyzing hymn texts and how they serve the music while also addressing congregational needs of range, key, style and spiritual development will provide practical reflection time for a practicing pastoral musician.

MUS 512 Processional Chants: A Pilgrim People Sings
This course will explore the processional chants of the Mass (introit, gospel acclamation, offertory, and communion) and other liturgical and devotional services (e.g. Easter Vigil, Palm Sunday, and Holy Thursday processions, Stations of the Cross, etc). During this course, the student will examine the texts associated with each procession, the musical form of the associated chant, the historical context in which these processions were and are used, and some contemporary applications.

If a student wishes to take "Gregorian Chant: The Proper Chants Of The Mass" and "Processional Chants: A Pilgrim People Sings," care must be taken that the material is sufficiently different and that the musical examples used in each paper is distinct from the other course.

MUS 513 Sacred Music in the Church: A History and Philosophy
This course is designed to give the student a thorough grounding in the history of Christian sacred music with an emphasis on the theological and cultural influences which affected its development. This history will deal primarily with the dominant European tradition, but it will also look at non-Western traditions, both in terms of their own integrity and in terms of their interplay with the European tradition. In addition, it will examine a number of parallel developments from the last 200 years. From this study the student will gain an understanding of the different philosophies that led to the great diversity of styles and performance practices in Christian sacred music. As the student encounters these different philosophies the student can develop or refine his/her own philosophy of sacred music in the Church.

MUS 514 Spirituality for the Pastoral Musician
> *This course explores and integrates principles of formative spirituality and the theory of Adrian Van Kaam with personal living of a spiritual life as a pastoral musician. The course will benefit and can be adapted to those who want to develop a personal rule of life, engage in meaning making of their life experiences, awaken the mystical core of organized religion and explore their phasic development as a spiritual person practicing art and discipline of music. Using the paradigm of the formation field, including the dimensions of the self, the participants will be led to reflect on consonant practice and balance needed as a pastoral musician*

Pastoral Care and Counseling Psychology (PCC)

PCC 500 Al-Anon Family Groups: A 12 –Step Program for Friends and Families of Problem Drinkers
> *The purpose of this course is to educate about and familiarize students with the 12- Step Program known as Al-Anon Family Groups (Al-Anon). Members of the clergy, such as pastors and chaplains, mental health counselors and others who are simply interested in learning more about this self-help recovery program will benefit from the e-course as they will likely encounter individuals who may be in need of such a program or who may already be attending meetings. Al-Anon's primary purpose is to offer support to family and friends of people with alcohol problems; however, families and friends of individuals who are struggling with another type of addiction, mental illness, or problematic behavior may also attend these meetings. Its aim is to help spouses, parents, children, friends, and co-workers begin to focus on their own lives whether or not they continue in a relationship with their loved ones. The term "self-help" is misleading as Al-Anon's success lies in the group support and shared experiences of its members.*
>
> *Al-Anon unofficially began when early members of Alcoholics Anonymous (AA), attended meetings in the co-founder, Dr. Bob Smith's home in Akron Ohio. Dr. Bob's wife, Ann noticed that wives were sitting outside in cars waiting for their husbands. She began inviting them into her kitchen for tea and conversation. While Ann Smith did not live to see the birth of the official program known as Al-Anon; nevertheless, it was her thoughtfulness towards these women that was the catalyst for its inception. Lois Wilson, the wife of Bill Wilson, the other co-founder of AA, and other wives of the early members of AA were the early members of what is today known as Al-Anon Family Groups. This 12-Step Program continues to offer support, guidance and hope to countless thousands of individuals all over the world; however, this e-course is in no way an attempt to advocate for Al-Anon as a place for family and friends to seek help. It is a description of the program, its historical beginnings, how it works, and some of the reasons for its huge success and continued existence.*

PCC 501 Alcoholics Anonymous: A Spiritual Program of Recovery
> *The primary purpose of this course is to familiarize students with the principles and methods of Alcoholics Anonymous (AA) so that they can give accurate information to those they serve. Mental health therapists, psychologists, psychiatrists, chaplains, rabbis, priests and ministers from all religious denominations will at some point in their professional lives encounter individuals who suffer from alcoholism or other addictions. Many of these people have found sobriety through active participation in 12 –Step Recovery Programs such as Alcoholics Anonymous (AA). Others may be considering whether to attend AA meetings and will ask their pastor, spiritual advisor or therapist what they know about these programs.*

There is often misunderstanding about AA and how it works; therefore, this course is intended to introduce students to the underlying principles of the program as well as offer some reasons for its enormous success throughout the world. This e-course is in no way an attempt to advocate for Alcoholics Anonymous (AA) as a self-help group; rather, it is a description of the program, its historical beginnings, how it works, and some of the reasons for its huge success and continued existence. AA has two important components- Group Meetings known as "The Fellowship" where members connect with others who have a desire to stop drinking and/or to stay sober; and "The Spiritual Program" which is based on following AA's 12 –Steps of Recovery. These steps are a group of principles, spiritual in nature, which have helped many victims of alcoholism maintain sobriety and stay away from their addiction, and also guide them in service to others that they may find a happy and fulfilled life once again. Since AA began in June of 1935, it has had unsurpassed success in helping people maintain sobriety. In addition, other similar 12 Step programs such as Narcotics Anonymous, Overeaters Anonymous, Gamblers Anonymous and Al-Anon (for family and friends) have their roots in Alcoholics Anonymous.

PCC 502 Avoiding Burnout as a Professional Pastoral Minister

"Come to Me, all who are weary and heavy-laden, and I will give you rest. Take My yoke upon you and learn from Me, for I am gentle and humble in heart, and you will find rest for your souls. For My yoke is easy and My burden is light."
<div align="right">

Matthew 11:28-30
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After a grounding in Human Formative spirituality, the lectures via ZOOM if desired and readings/experiences focus on dispositions a pastoral minister develops to establish boundaries with the pastoral team and congregations, to discern wisely job descriptions and to monitor personal stress levels. This course benefits midlife learners and type A personalities in challenging ministerial situations and/or rural areas.

PCC 503 Disasters & Community Trauma: Mental health issues of Survivors & First Responders
It seems like almost every day we are continually faced with the aftermath of natural or technological disasters, acts of terrorism and other community trauma. It is impossible to turn on the news or browse the Internet without hearing of another earthquake, typhoon, tsunami, plane crash, act of terror or other tragic event. As a Mental Health Specialist with the American Red Cross, I had firsthand experience with counseling survivors of natural disasters as well as being of help to the volunteers and first responders. Survivors of these tragic events have immediate needs that are physical, emotional and psychological in nature. First responders such as local mental health professionals, firefighters, police officers and clergy often experience fatigue, emotional distress and exhaustion. Whether first responders are lay volunteers or come from professional agencies such as the local police force, the National Guard, FEMA, local fire departments, from volunteer agencies such as the Red Cross or the Salvation Army or from volunteer local clergy, medical or mental health professionals, just like the victims (or survivors as I prefer to call them), they will also need support both during and after the event.

The main purpose of this course is to familiarize students with the unique characteristics of natural and technological disasters, acts of terrorism, phases of disasters, the special needs of

survivors and first responders as well as appropriate intervention techniques for both these groups. The importance of collaborative efforts among professionals such as clergy, chaplains, mental health professionals and others will be explored. While this is an introductory course and is not meant to provide in-depth training or education; it will hopefully encourage students to learn more and to implement the suggestions found in the readings and discussions.

PCC 504 Disasters & Community Trauma: In Depth look at First Responders, Children, College Students, & Elderly

This course examines the unique challenges facing first responders, children, college students, and the elderly. First responders are usually medical or mental health professionals, local clergy, local and out of town lay volunteers, members of professional agencies such as the local police force, the National Guard, FEMA, local fire departments, or volunteer agencies such as the Red Cross and the Salvation Army. Like the victims (or survivors as I prefer to call them), first responders will need support both during and after the event. This support will help assure that they will be able to provide the best care possible during both the immediate event and during any future ones. They will also be better able to go back to their daily lives without suffering ill effects from their service to the community. Hopefully, they will be less vulnerable to vicarious trauma. In addition to discussing the role of first responders, since the unique characteristics of children, adolescents, college students and the elderly were only briefly covered in the other e-tutorial, this course will explore issues facing these populations in more depth. There also will be readings on vicarious trauma and vicarious resilience.

PCC 505 Discernment

The human brain is hard-wired to entertain a multitude of desires and ego hungers that pull us in many directions. How do we know the more sublime dimensions of desire – i.e. What do I most deeply desire? Where is my heart? My freedom? What moves me toward peace, joy, love? What pulls me away from, or obscure, choosing freely? Our faculties of sound judgment and freedom of choice enable us to make the decisions that point us in the most life-giving direction. As a process and practice of critical observation and wise decision-making then, discernment involves making choices that correspond as closely as possible to objective reality, that are as free as possible from our inner compulsions, and that are congruent with our values system.

Using the tools of discernment and your gifts of intellect, affect and will, you'll learn how to resolve values conflicts: judging rightly and following the soundest course of action based on desire, understanding and experience.

PCC 506 Ethics of Life and Morality 1

Describe the moral implication of being a Minister of the Word [of God]? 2. Conscience is to the human heart what morality is to life. Expatiate? 3. How does morality resemble ethics? 4. To what extent do you agree that brute animals are morally bound? 5. Bioethics is primarily the application of natural sciences to modern medicine. How does it relate to or different from religion and morality? 6. To be moral is to be religious. Explicate? 7. Every human action is moral, contextually or otherwise. Comment with examples? 8. Conscience plays the role of midwife in moral actions. How? 9. "Virtus in medium stat" [Virtue stands in the middle] – Aristotle. Examine the above statement in the light of today's materialistic tendencies? 10. To have religion or worship God is a moral obligation. Discuss? 11. What is the meeting point of morality, religion, and conscience? 12. Who is a Moralist? How is he different from and related

to a hypocrite? 13. "Everybody has his own life to live." What is the moral implication of that statement? 14. Explain what constitutes a moral act or makes an act moral?

PCC 506-2 Ethics of Life and Morality 2

Part II: Describe the moral implication of being a Minister of the Word [of God]? 2. Conscience is to the human heart what morality is to life. Expatiate? 3. How does morality resemble ethics? 4. To what extent do you agree that brute animals are morally bound? 5. Bioethics is primarily the application of natural sciences to modern medicine. How does it relate to or different from religion and morality? 6. To be moral is to be religious. Explicate? 7. Every human action is moral, contextually or otherwise. Comment with examples? 8. Conscience plays the role of midwife in moral actions. How? 9. "Virtus in medium stat" [Virtue stands in the middle] – Aristotle. Examine the above statement in the light of today's materialistic tendencies? 10. To have religion or worship God is a moral obligation. Discuss? 11. What is the meeting point of morality, religion, and conscience? 12. Who is a Moralist? How is he different from and related to a hypocrite? 13. "Everybody has his own life to live." What is the moral implication of that statement? 14. Explain what constitutes a moral act or makes an act moral?

PCC 507 Geriatric Psychotherapy: Pastoral Care and Nurture of The Elderly

This course is designed for clergy and ministry professionals, both ordained and laity, who are interested in and/or involved in ministry to the post-retirement community including the elderly. The course will explore the wide range of issues in the field of geriatrics as relates to the relevance and scope of pastoral care and counseling.

PCC 508 Child Psychopathology in Clinical Practice

This course deals with the scope of child psychopathology within the framework of clinical practice (for pastors, counselors, psychotherapists). The focus is upon the nature and function of child psychopathology as has been developed in the work of Karen Horney, Melanie Klein, and Anna Freud, each considered in their own right an original thinker and neo-Freudian. We will pay particular attention to the psychoanalytic theories and their applications in clinical practice developed by each of these three major contributors to modern psychotherapy.

PCC 509 The "Mature" Personality Theory of Karen Horney, M.D.

Dr. Karen Horney (pronounced Horn-eye) is one of the most prominent and well-respected psychiatrists, psychoanalytic therapists and personality theorists of the twentieth century. She is best known as one of the first psychoanalytic personality theorists to challenge the traditional (Freudian) psychoanalytic explanation for female personality development. In addition, Dr. Horney was a pioneer in the recognition that cultural influences are significant factors in understanding human development as well as subsequent behavior and motivation. She also differed from traditional psychoanalytic therapists in her emphasis on present day circumstances rather than childhood. Finally, Dr. Horney developed what has become known as her "Mature Theory," in which she sought to explain and understand the origin of and treatment for what she called "basic anxiety," a condition that she theorized originated in childhood and resulted in adult dysfunctional or neurotic behaviors. During her lifetime, psychoanalysts thought that neurosis was caused by repressed and unconscious memories. Today, the term "neurosis" is not used in psychiatric diagnosis. In today's classification system, which is theory-free, neuroses are classified as Anxiety Disorders. Examples include Generalized Anxiety Disorder, Obsessive Compulsive Disorder or Panic Disorder. It is also possible to see similarities between Karen

Horney's descriptions of neuroses and what are today known as Personality Disorders. This e-course will cover the basic concepts of Dr. Horney's Mature Theory which has been called her most significant and unique contribution to psychoanalytic personality theory.

PCC 510 On Grief and Bereavement

When we lose someone we love or experience a loss of something that we hold very dear, we tend to fall into a state of grief. Grief can be felt as mental anguish, sorrow or profound sadness. Grief is a normal response to a deeply felt loss. Bereavement is the process of grieving and mourning such losses. Grief is a singular, often lonely experience for each person. No two people grieve alike. Their uniquely individual grieving process must be respected to foster healing after their loss.

PCC 511 Pastoral Issues in Clinical Psychology

This course is designed for professional practitioners, whether ordained or a licensed practitioner, and those interested in the field of pastoral care and counseling. Clinical Pastoral Psychology is the study and treatment of dysfunctions in interpersonal relationships within the context of a spiritual worldview and ethos which provides a values-based framework for analysis and therapy and consists of three components, i.e., the clinical which involves case studies, the pastoral which embraces a spiritual worldview and ethos, and psychology which employs behavioral science assessment and treatment modalities in professional practice. As a professional field, Clinical Pastoral Psychology is the study of emotional distress and mental illness employing behavioral science assessment tools informed by a spiritual worldview and ethos within a values-based framework for therapeutic treatment.

PCC 512 Rebuilding a Meaningful Marriage

Couples who struggle in their marriage will hopefully find themselves consulting with clergy or a counselor at some point in their relationship. In our times, as individuals from very diverse backgrounds and families of origin come together to build families, they face a world with disappearing traditions and values, making the maintenance of trust in a marriage very difficult. This course will review the Logotherapeutic work of Dr. Elizabeth Lukas alongside the marriage and family theories of Dr. John Gottman and the Gottman Institute. Students who complete the course will have a better understanding of foundations of trust and meaning in a marriage, how to guide a couple to avoid betrayal, and how to rebuild trust and mend a broken marriage should a crisis or betrayal occur. The overall goal of this course is to help practitioners to be comfortable in helping couples process betrayal and other relationship-based suffering, and to provide effective methods to help a couple rebuild from crisis.

PCC 513 The Art of Counseling I

For all of us in ministry, clerical or laical, a familiarity with the fundamentals of counseling—the how of counseling—is essential. Those working directly in the field as licensed professional counselors, marriage and family therapists, licensed clinical social workers, clinical psychologists, et. al., know that counseling is an art, an interpersonal art, one that, thankfully far more often than not, inspires both personal and interpersonal growth. Even more thankfully, it can result in spiritual growth.

The good news for all of us, trained therapists or otherwise, is that the how of counseling has been studied extensively and that it can be learned—and that how is the foundation of this course. In the selected readings, the student will learn the essential ingredients of effective counseling—not tricks and gimmicks, but the true foundations as laid out by the two

practitioners who invented and perfected the art, Carl Rogers and Rollo May. In a reference to the counseling approach developed by Rogers, the eminent existentialist psychiatrist Irvin Yalom has written that it is "so right, so self-evident, and so buttressed by decades of psychological research" and that, together with that of May, it is destined "to play a significant role in the birth of clinical psychology." (From the introduction to Rogers' A Way of Being.)

PCC 513-2 The Art of Counseling II

For all of us in ministry, clerical or laical, a familiarity with the fundamentals of counseling is essential. Our best intentions in clinical or pastoral counseling fall flat if we're clumsy about the how of basic counseling. And we're all clumsy at times, even the most seasoned among us.

In The Art of Counseling I, we study two theorists, Carl Rogers and Rollo May, who are credited with "inventing" counseling as we know it today. In this e-tutorial, The Art of Counseling II, we look at men and women who honored and/or were inspired by Rogers' and May's work and went on to chart approaches of their own. Students will read a classic work on therapy by the renowned existentialist Irvin Yalom and one other book of their choice from a list of four writers.

PCC 514 Violence against Women and Children I

1. Violence is a universal issue. Discuss? 2. Explicate the nature of violence you have encountered in your country as such? 3. Is any form of violence justifiable? 4. Women and children are vulnerable in society. Why? 5. Comment on the possible factors that bring about violence in society? 6. There are some measures that can be taken to stop violence against women and children. Do you agree?

PCC 514-2 Violence against Women and Children II

1. Has your local church or government played any major role to stop violence against women and children? 2. Give a dimensional approach to this issue and why do you feel that way? 3. The biblical position on violence against humanity is a matter of great concern. Explain?4. "Man is a wolf to man" - Thomas Hobbes. To what extent can one justify the above statement with particular reference to the issue at hand? 5. Violence seems to be against women and children and not men. In your own opinion, why are they excluded in this discussion or debate today? 6. Can the Ministers of the Gospel Message be involved in any form of violence?

Pastoral Planning and Church Management (PCM)

PCM 500 The Church Unconscious: Discerning the Hidden Motives and Expectations of Congregations

Pastoral planning often struggles or fails because congregational leaders fail to assess and work through the "non-rational" side of religious institutions. This course will introduce students to the field of socio-analysis, the discipline of organizational development that studies the unconscious processes, hidden conflicts, irrational behavior, and defenses against anxiety that trouble all institutions, including religious ones.

PCM 501 Financial Decision-Making and Risk Management

This course provides an introduction to financial management and fiscal decision-making in parishes today. The areas of study include an introduction to the administration of church financial resources, the work of finance advisory councils or boards, the steps in a budget

process, internal controls and financial reporting requirements. Examples of church manuals of tested financial management procedures will illustrate best practices in sound financial decision-making.

PCM 502 Fundamentals of Pastoral Administration
This course provides an introduction to the fundamentals of administration and management in pastoral organizations, with special attention to the pastoral dynamics of modern parishes. Students will come to a basic understanding of the principles of organizational development and change, identifying key issues and tasks related to the various systems that make up a modern pastoral organization. This course will introduce students to four inter-related administrative tasks: how to manage congregational systems, personnel, finances, and facilities.

PCM 503 Fundamentals of Strategic Pastoral Planning
Strategic pastoral planning enables a religious organization to shape and guide its overall pastoral objectives to achieve its desired pastoral mission. Through effective planning, an organization creates a framework for developing, adapting and aligning its pastoral vision, mission, beliefs, and goals to effective action plans. This course will help students understand the skills required to facilitate, formulate, implement and monitor pastoral planning in their religious organizations.

PCM 504 Human Resource Management
Ministry-based organizations should employ personnel only after a careful study of how to choose and lead staff and volunteers effectively. This course provides an overview of the fundamentals of human resource management in parishes and ministry-based institutions. It will review the basics of employment law and offer students a review of human resource management practices as these apply to the ministerial setting.

PCM 505 Leadership, Collaboration and Staff Development
A key function of good management is working effectively with the staff you have. This course looks at various theories of leadership and describes how collaboration provides a powerful way to unite all the gifts of a church toward mission. Special attention will be given to the critical distinction between church management and church leadership, especially in difficult pastoral circumstances.

PCM 506 Multiple Parish Pastoring, Clustering and Reorganizing Churches: Planning Implications
As church populations shift and the demographics of our neighborhoods change, congregations must reassess and reprioritize their strategies and action plans. This course will help students analyze their particular church demographics and study the various models of church reorganization presently in use across the country. Special attention will be given to the psychological dynamics of these new pastoral planning initiatives.

PCM 507 Pastoral Diagnostics: Understanding and Evaluating Pastoral Systems Church Dynamics
Effective pastoral planning begins with a proper understanding of the pastoral "system" under analysis. This course will provide students with the skills and tools for a proper "environmental scan" of the forces, both internal and external, that are affecting the church's potential for

growth and change. Students will be introduced to effective ways to identify, collect, analyze and use relevant data for church growth, including contemporary church demographics.

PCM 508 Pastoral Leadership and Pastoral Management in Church Governance and Planning
This course explores the challenges and possibilities of effective pastoral leadership and management in the Church today. Students will examine the theoretical and practical differences between management and leadership and learn when and under what circumstances the skills of each are needed. This course is designed to help students articulate their own pastoral leadership vision and skills and translate them into effective management strategies for use in their local pastoral situation. Students will be encouraged to construct a plan that includes vision and mission statements, goals, action steps and evaluative processes as a way to specify their leadership potential. Focus will be placed on helping students articulate a spirituality of leadership and management that emerges from their religious tradition and life experience.

PCM 509 Strategic Planning and Change Management
Ronald Heifetz of the Harvard Kennedy School has said that leaders and managers now enter their organizations in a time of permanent crisis that will be ever characterized by urgency, high stakes and uncertainty. Leaders will need to think beyond the immediate and be able to focus on the accessible horizon of their institution's potentials. This course will focus on the art of strategic planning and how leaders go about the process of transformational change.

PCM 510 Task, Role and Authority: The Building Blocks of Effective Church Governance and Planning
This course will introduce church leaders, staff and council members to the three fundamental building blocks of church governance and pastoral planning: task, role and authority. Students will learn how pastoral systems determine their "primary task" and must come to grips with their "primary risk," as well. They will also learn the roles of pastoral life and what happens to pastoral systems when individuals fail to take up their roles. And, finally, students will study the ways that mission in a church is undermined when individuals and groups are not "authorized" to do the task and take up the roles assigned to them.

PCM 511 Clergy Options to Parish Ministry
To leave the parish ministry is a major decision clergy find themselves periodically faced with owing to a variety of factors, often spawned by stress over parish relations, economics exigencies, domestic considerations, etc., but, whatever the precipitating cause, facing that possibility is a grave challenge and responsibility. Over the past fifty years and more, the GTF has seen hundreds of clergy come through our training programs and not infrequently some of them eventually leave their parish ministry to enter other forms of ministry. This course is designed to (1) explore the reasons why clergy leave and to (2) explore those other fields of ministry to which these individuals have felt themselves called.

The reasons why clergy choose to leave the parish ministry will be explored particularly as relates to stress resulting from parish relations and their cognates including economic and domestic considerations.   Those fields to which clergy leaving the parish choose to pursue will include the chaplaincy, counseling, teaching, business, spiritual direction, and canon laws and mediation.

PCM 512 Ministry As Profession In A Changing World

In a carefully constructed analysis of what makes ministry a profession, this tutorial explores the range of definitions and their practices within the broader framework of the Church in the world. A structural and functional analysis of the profession of ministry "after the call" will constitute the primary focus of this tutorial. Components of this profession such as status, education, training, regulations and protocol, privilege, power, and stability will be carefully analyzed. It must be emphasized that this tutorial focuses upon the concept and practice of ministry "after the call," thereby avoiding theological controversy in deference to the social and professional character of ministry.

PCM 513 Web Empowered Ministry

This course explores the advantages of expanding the existing church's ministry to include the Internet and World Wide Web to reach new membership and stimulate existing members to become more involved in the church's mission. The importance of using the Internet in the church is emphasized to help the church remain a vital part of the contemporary community.

Pastoral Logotherapy (PLO)

PLO 500 Pastoral Logotherapy I: Introduction

Beginning with an historical introduction, the course presents the underlying philosophy, personality theory, and psychotherapy formulated by Viktor E. Frankl, MD, PhD. Dr. Frankl's logotherapy emphasizes the significance of the human spirit, the uniqueness and dignity of the human being, and meaning in life as the primary motivation for living. Logotherapy's relevance to pastoral counseling will be highlighted in this course.

PLO 500-2 Pastoral Logotherapy ll: General Applications of Pastoral Logotherapy

This course will cover general applications of the principles and techniques of Logotherapy: self-distancing, de-reflection, Socratic dialogue, paradoxical intention, and phenomenological existential methods used to facilitate change in attitude, personal growth, and gaining greater self-knowledge through life-review and life pre-view exercises. Logotherapy's relevance to pastoral counseling will be highlighted in this course.

PLO 500-3 Pastoral Logotherapy III: Reflection on Fundamental Areas of Life

This course will focus on vital areas of interest to pastoral care givers and invite reflection on these fundamentals of human existence: The meaning of Life, Death, Suffering, Work, and Love. Further exploration of the medicine chest of logotherapy with wholeness and self-transcending growth as therapeutic goals, as well as application of logotherapy in crisis intervention will be covered.

PLO 500-4 Pastoral Logotherapy IV: Assist in Man's Search for Ultimate Meaning

Further logotherapeutic approaches to facilitate growth and transformation through activation of creative, experiential and attitudinal values will be presented. Overcoming meaninglessness, despondency and despair in the unavoidable vicissitudes of life will be addressed. The focus will be on activating client's inner strengths, choosing life with meaning that leads to psycho-spiritual well-being and reaches toward ultimate meaning – God.

PLO 501 Life Review and Life Preview the Meaning-Centered Researcher in the World

The meaning-centered researcher is open to the world and open to human experience in its fullness. He or she incorporates the dimension of the spirit as a lens though which a three-dimensional view of the self, others, and the world emerges, and a dynamic meaning-oriented encounter can take place. This course offers an overview of Viktor Frankl's life dovetailing the development and evolution of Logotherapy and Existential Analysis. This meaning-centered view of the world and helping others to find purposeful goals is based on skills that can be honed, and principles that can be lived and practiced. Through attentive reflection, students are invited to participate in a meaning-centered self-discovery aimed at fostering growth and development. The "Mountain Range Exercise," as a biographical method for collecting historical sources of meaning will be introduced through the reflective questions for each Module. Students are invited to reflect on the "peaks and valleys" of their lives. The questions will facilitate pondering (1) life received as a gift; (2) the life that they wish to live; and (3) the life that they wish to leave as their legacy. A phenomenological-hermeneutic exploration of students' self-experience, self-awareness and self-reflection will be complemented with activating the capacities of the human spirit for self-distancing and self-transcendence in the process of self-discovery.

PLO *502* Discovering Meaning in Marriage

This course will equip students to use the logotherapeutic premarital counseling protocol, Discovering Meaning in Marriage. "Marriage offers an ideal arena in which to discover meaning… A logotherapeutic approach to marital preparation may serve to strengthen this fragile institution by preparing couples to discover meaning in and through it" (from the introduction to Discovering Meaning in Marriage: A Logotherapeutic Approach to Premarital Counseling, by Andrew P. Spore). Students will explore important relationship concepts from a specifically Franklian perspective. In particular, they will reflect on the role of meaning discovery in love and intimacy, and they will learn to communicate to couples the importance of living responsibly in the marriage relationship. Additionally, the foundation laid by this tutorial will provide counselors with valuable resources for working with couples who are already married.

PLO 503 Franklian Psychology and Christian Spiritual Formation

The purpose of this course is to acquaint the student with the ways in which Viktor Frankl's Logotherapy and Logo philosophy interact with Christian Spiritual Formation. The student will learn how Franklian psychology provides one axis of a meaning matrix that helps pastors and educators better understand Christian spiritual maturity. The primary texts expose Dr. Frankl's mature thinking on the subjects of ultimate meaning and how his life and work continue to benefit a meaningful understanding of the human spirit. Dr. Scraper's book defines and describes the origination and use of a meaning matrix that includes Franklian psychology in better understanding Christian spiritual maturity.

PLO 504 Meaningful Living for a Healthier Life

The purpose of this course is to acquaint the student with Frankl's thought pertaining to the discovery of meaning in life and the ability to apply that meaning to life in a way that promotes greater health. The application is presented by Dr. Frankl's protégé, Elisabeth Lukas.

PLO 505 Meaningful Prayer I – A Logotherapeutic Approach to Prayer for Guidance, Direction, and Purpose in Life

The purpose of this course is to help the student gain a working understanding of meaningful prayer as a viable Logotherapeutic approach to guidance and direction through prayer and Christian spiritual maturity. The course will examine the fundamental understanding of Logotherapy, the theological understanding of "the three ways" of Christian spiritual development and their relationship to the meaning matrix that flows from the combination of these two understandings of the human spirit and the Christian spiritual life of meaningful prayer. The student will gain an understanding of the theory and practice of meaningful prayer as a Logotherapeutic approach to guidance and direction for finding purpose in life.

PLO 505-2 Meaningful Prayer II – A Logotherapeutic Approach to Healing Prayer

The purpose of this course is to help the student gain a working understanding of meaningful prayer as a viable Logotherapeutic approach to healing prayer and Christian spiritual maturity. (Familiarity with a fundamental understanding of Logotherapy, the theological understanding of "the three ways" of Christian spiritual development and their relationship to the meaning matrix that flows from the combination of these two understandings of the human spirit and the Christian spiritual life of meaningful prayer will be most helpful. Meaningful Prayer I or Spiritual Shepherding would be helpful prerequisite courses although any course on Viktor Frankl's Logotherapy would be helpful.)

PLO 506 Near Death Experiences and their Life-Transforming Impact

The primary objective of this course is to help lessen the fear of death and dying. To that end, we will look at research conducted on Near Death Experiences (NDEs) and related phenomena and the interface of science and spirituality that is immerging. We will listen to some near-death experiences described by various individuals and the transformation of consciousness that often follows such experiences. Of particular interest will be how to prepare oneself for a peaceful transition and how to be present to others as they approach the end of life – not with trepidation, but with better understanding of the journey home.

PLO 507 Spiritual Shepherding - A Logotherapeutic Approach to Pastoral Care

The purpose of this course is to help the student gain a working understanding of spiritual shepherding as a viable Logotherapeutic approach to pastoral care. The course will examine the fundamental understanding of Logotherapy, the origination and use of "the three ways" of Christian spiritual development and the development of a meaning matrix that flows from the combination of these two understandings of the human spirit and the Christian spiritual life.

PLO 508 Theories in Logotherapeutic & Meaning-Based Addiction Recovery

Dr. Frankl did not consider himself to be an expert in substance abuse, however his theories have long proved helpful in the treatment of addictions and substance use. Current research indicates that we still do not have a clear-cut understanding of addiction or it's treatment. Twelve-step programs, Cognitive Behavior treatment, Behavioral Economics, and Stages of Change theory have all proved helpful in addictions treatment. This course will discuss the latest research in Positive Psychology and Meaning-Based approaches to the treatment of substance abuse and addiction - whether addiction to alcohol, pills, sex, spending, or the internet. Students will gain an understanding of the modern existential vacuum of addiction, and will complete the course

with a better understanding of how to help sufferers of addiction discover a meaningful recovery.

PLO 509 The Unconscious God

The purpose of this course is to acquaint the student with Frankl's thought pertaining to the relationship between psychotherapy and theology. The student will examine 1) the essence of existential analysis; 2) the spiritual unconscious; 3) the existential analysis of conscience; 4) the existential analysis of dreams; 5) the transcendent quality of conscience; 6) unconscious religiousness; 7) psychotherapy and theology; 8) the growth of this research during the growth of Logotherapy in the latter part of the twentieth century.

PLO 510 The Unheard Cry for Meaning

The purpose of this course is to acquaint the student with Frankl's thought pertaining to the relationship between psychotherapy and humanism. The student will examine the tenets of Logotherapy and their relationships with one another and with the tenets of humanism. This will include: 1) the will to meaning; 2) a meaningful life; 3) determinism and humanism; 4) pure encounter; 5) the dehumanization of sex; 6) sports as the asceticism of today; 7) temporality and mortality; and 8) paradoxical intention and dereflection. By the conclusion of this course the student will have a working knowledge of the relationship between Logotherapy and humanism.

PLO 511 Viktor Frankl and Logotherapy

This course is designed to acquaint the student with Viktor Frankl and the fundamentals of his thought. Rather than settle for merely a secondary-source summary of who he was and what he thought, this course will concentrate on Frankl's life and, by using a classic text, will explore the essentials of his thought. The introductory material presented in Morgan's chapter on Frankl is a way of establishing the parameters of the tutorial. The biography is an in-depth look at Frankl's life. The classic text is a primary source to expose the student to Frankl himself.

PLO 512 Viktor Frankl's Logotherapy and Twelve Step Programs of Recovery

The purpose of this course is to show the similarities and differences in the philosophies inherent in Logotherapy and the 12 Steps Programs of recovery from alcohol or other addictions. Students who enroll would benefit from having had some background in Franklian Psychology either through our Pastoral Logotherapy Program or other e-tutorials offered by GTF faculty or through their own study and readings. Knowledge of 12 Step programs would be an asset but is not a requirement. Students will not only read and study these two programs; they will also read a two act play which is a fictionalized account of a meeting in the Afterlife between the founders of Alcoholics Anonymous and Dr. Viktor Frankl.

PLO 513 The Will to Meaning

The purpose of this course is to acquaint the student with the foundations and applications of Logotherapy. The student will learn how Frankl's Logotherapy rests on a three-part foundation: 1) the freedom of the will; 2) the will to meaning; and 3) the meaning of life. Freedom of the will discusses issues of determinism and pan-determinism. The will to meaning is examined in relationship to the will to pleasure and the will to power. Finally, the meaning of life is examined in relationship to relativism and subjectivism. Upon conclusion of this course, the student will have a working understanding of the foundations and applications of Logotherapy.

PLO 514 The Meaning of Love in Relationships

This course explores the life and work of Viktor E. Frankl as it relates to meaningful relationships. It reviews the anthropological foundations of logotherapy and the human ability to personally relate to oneself, others, the world (nature) and the transcendent.

Through reflective questions, the student is invited to participate in a discovery of the relational aspects of logotherapy and existential analysis. Love opens the paths to kindness, attention, valuing, respect, tolerance, and support as the heartbeat of meaningful relationships.

PLO 515 Well-being through Meaning

With a focus on the phenomenological experience of the helping professional, this course offers an overview of the factors related to the experience of burnout and reviews relevant issues related to the prevalence, identification, and assessment of burnout. Factors related to fostering resilience and the prevention of burnout are discussed with special emphasis on the relevance of finding meaning to enhance coping and well-being. Practical meaning centered interventions are presented and discussed.

PLO 516 Logotherapy and Existential Analysis for Moral Injury

This course offers an overview of Moral Injury, a multi-dimensional syndrome. Moral Injury was first described in the military context, and it is now understood to affect people in other occupations such as healthcare, pastoral care, chaplaincy, education, law enforcement, legal professions, disaster relief, international aid, social justice, and those in the helping professions. Viktor E. Frankl's Logotherapy and Existential Analysis (LTEA) is an evidence-based meaning-centered approach to psychotherapy and pastoral counseling that has been successfully applied in the treatment of conditions involving existential issues. This course examines the contribution of LTEA to the conceptual understanding of Moral Injury and to its related symptomatology. It reviews the application of LTEA principles and structured meaning-centered interventions for the management of Moral Injury.

Religious Education (RDU)

RDU 500 Leadership in Religious Education

Leadership is a critical component in various religious education settings. This course explores issues related to leadership in religious education for both clergy and laity. By focusing on the historical and contemporary implications and applications of leadership, particularly as it relates to religious education settings, participants will gain an appreciation of leadership dynamics within the context of particular leadership styles, methods, and organizational structures/systems incumbent in 21st century churches, schools and other religious settings. A focus will be placed on identifying best practices, and developing comprehensive theoretical and practical frameworks for providing leadership that fosters vitality, effectiveness and growth in religious education settings.

RDU 501 Designing Sunday School Curriculums in a Post Pandemic World   (Part 1)

This Course explores the methods and techniques for updating Sunday School Curriculums for entire Elementary, Middle & High School age participants. Methods for Innovative Sunday School delivery, utilizing online interactive objectives and activities are provided. The course is

designed to engage young learners to understand Biblical writings and lessons in small, well synthesized points and concepts to maximize content delivery while inspiring attendees' imaginations.

RDU 501-2 Designing Sunday School Curriculums in a Post Pandemic World   (Part 2)
This Course provides new teaching techniques for Sunday School teachers of Adult Learners. Methods for inspiring adults to more deeply consider and integrate the subjects explored into their daily lives stimulate transformative concepts and discussions. Discourse is designed to stimulate adult learners to take positive steps on their own and collectively to make positive transformational change in themselves and their communities.

RDU 501-3 Designing Sunday School Curriculums in a Post Pandemic World   (Part 3)
This Course explores the methods and techniques for inspiring new and existing Sunday School Teachers and Vacation Bible School (VBS) Teachers to attain the skills necessary for more innovative and interactive teaching practices. Questions stimulate the professional to guide a church to train teachers in methods that will stimulate their ability to guide participants with newer, simpler hands on activities designed to help participants to LIVE the essentials of these benevolent lessons outside the church building.

Research Methodology (RM)

RM 500 Research Methodology
This course in research methodology is designed for all graduate students at the Graduate Theological Foundation, whether in professional or academic degree programs. All graduate degrees, whether praxis-oriented or research-oriented, require a capacity to engage in research and all research requires specific methodological skills in its execution. This course is designed to facilitate a practical understanding of research methodology and the writing of graduate-level papers, with particular attention to precision in research practices and publication. Based on the required text written by members of the GTF faculty, the course should be taken as the final course of the degree program, before commencing the research and writing of a thesis or exit project. The course requirements consist of the components necessary for completion of the research thesis or project. Performance expectations are different depending on whether the student is pursuing a professional degree or an academic degree.

Sociology of Education (SOE)

SOE 500 Civic Identity and Religious Differences for New Immigrants
This course is an exploration of topics related to Civic Identity, Religious and Immigrant dilemmas. The goal of the course is to develop and focus on Civic Identity practices for multiethnic communities.

SOE 501 Cultural Intelligence
This course is an exploration of strategies, skills and research needed to be effective in our globalized and interconnected world. The course aims to equip students to develop essential

skills that go beyond cultural differences and to positively impact the ability to communicate, teach, work and network in our culturally diverse world.

SOE 502 Cultural Groups and Socioeconomic Factors
This course takes a deep analysis of factors, constraints and believes that could bring success or hardship to different cultural, ethnic and immigrant groups. We will explore the concepts of American exceptionalism, upward mobility, the American dream and socioeconomic inequality.

 SOE 503 Cultures and Critical Perspectives in Literature by Women of Color
This course is about the cultural perspectives of women of color. It is designed as an instructional and research course. It is intended to foster a diverse curriculum for a diverse student body, as well as to teach multicultural women's literature by combining theory and practice.

SOE 504 The Evolving Culture of Education
This course explores the history of education as an evolving cultural manifestation constantly affected by economic, political, and social practices. The course objective is to equip students to develop and implement effective educational programs in a rapidly changing world.

SOE 505 Holistic Education in American Culture
This course studies the educational philosophy and the spiritual, ecological and global purpose and meaning of schools. The course seeks to equip students to analyze and implement the values of equality, justice, compassion and peace in the schools through the holistic/humanistic paradigm of education by refocusing on meeting the needs of the student rather than the needs of society.

SOE 506 Human Diversity in Education
This course is an exploration of different topics related to teaching, mentoring, counseling and working with an ever-changing diverse, immigrant and multi-ethnic society. The course seeks to equip students to develop appropriate practices for cultural competency for diverse communities, incorporate best practices and gain skills in intercultural communication and interaction in order to reach out to diverse, multi-ethnic and immigrant communities.

SOE 507 Regional Cultures of North America
This course is an exploration into researching and understanding the regional cultures of North America, enabling students to develop a deep understanding of why ethno/cultural differences have historical roots in order to work and teach in a global society.

SOE 508 The Role of Culture & Poverty in the Classroom
This course uses instructional research practices that can lead people of poverty and diverse cultures to success. This course will enable students to develop an important collection of research and instructional strategies to aid in understanding and implementing programs regarding the culture of poverty that encompasses the key intersections of people in poverty with those who serve them.

SOE 509 The Role of Language, Integration, Acculturation and Assimilation in Academics
This course will examine how school practices can facilitate student integration in the classrooms. An analysis will be made about what it takes for new immigrant and minority students' to succeed in an inner city school culture.

SOE 510 Strategies to Build Resilient Students in Minority Communities
This course explores the concept of academic resilience by examining the context of research through the perspectives of high achieving minority authors as well as specific programs and initiatives. The course aims to equip students to develop a comprehensive and multidimensional process that will help identify key components of academic resilience and ways to encourage initiatives to bolster educational quality for students in multicultural schools.

SOE 511 Transforming Leadership for Social Change: Social Analysis for the 21St Century
What does the Lord require of you but to do justice,
 to love kindness and to walk humbly with your God.
                                        Micah 6:8

This prescription sums up life in the Spirit: A faithful disposition of heart, a practice of right relating, and an orientation toward the Holy One.   In this context, justice and compassion are cornerstones of the spiritual life and the foundations of social transformation. As spiritual values, these are understood in the context of covenants of mutuality, inclusion and egalitarianism that foster right ordering of relationships. As transformative practices, they encompass a dialectical relationship between individuals and society, within which is an awareness of ways in which the dominant culture could be reordered to reflect life-enhancing values and just social systems. In this course, we will explore how these virtues cooperate in an engaged spirituality by performing a social analysis of a situation of oppression and injustice with a critical and compassionate eye, proposing solutions which are transformative, life-giving and just.

SOE 512 Identity, Immigration, and Citizenship
This course explores the abundance of new scholarship on the evolution of citizenship in the United States. Ethnographers, anthropologists, sociologists, historians and other scholars have studied the ever-changing criteria (race, identity, class, culture, religion) that have produced such categories as "citizen," "resident aliens," "nationals," and "illegal aliens." One of the purposes of these readings is to encourage us to understand the Latino/a identity and citizenship in a comparative frame work. The emphasis would be related to identity, citizenship, race, and human experience in the context of cultural migration.

SOE 513 Immigration – Coming to America
This course will examine the different waves of immigration coming to America. How they came, why they came, what did they bring, what were the consequences, how were they treated, how do they continue to effect the changing face of the country? Second, we will take a deeper look at what is happening today because of "Black Lives Matter" which is not only affecting the US, but has worldwide repercussions.

Spirituality (SPI)

SPI 500 Big Bang Spirituality: Creation, Evolution, the Cosmos and Rational Faith
This course explores the basic relationship between the origin of the universe, creation, evolution, and the final consummation of creation. It considers theological and scientific perspectives, and leads the student to discover new links between science and spirituality.

SPI 501 The Christian Ministry of Spiritual Direction
This course will examine from a variety of perspectives the complex factors involved in Christian ministry of spiritual direction. It will do so by looking at the ministry's context, identity, interaction with psychology, beginnings, and process. Special emphasis will be given to the role of experience, prayer, discernment, dialogue, and concerns such as supervision and group direction. The aim is to give students a sound introduction to spiritual direction in the Church today and to encourage them to deepen their interest, learning, and skills in this important ministry.

SPI 502 Christian Spirituality
A study of the basic theological foundations of Christian Spirituality, considering its biblical images and its historical expressions in the Church. The course will explore the types of Christian spiritualities, some denominational considerations in Catholicism, Orthodoxy and Protestantism, and will study the link between the basic Christian mysteries and spirituality, such as creation, the Trinity, the incarnation, redemption and resurrection. It will also study some examples of classic texts of major spiritual masters.

SPI 503 Creativity and the Inner Life
A Western understanding of creativity tends to focus on novelty and usefulness, while an Eastern understanding emphasizes essence and intuition. We will begin this course with a study of Creativity from the West and East, the creative process, and creative problem solving styles. We will consider several contemplative practices that foster our creative lives and help us overcome resistance that may get in the way of pursuing creative endeavors in ministry and educational settings. We will explore the interrelationship of creativity and contemplation and the implications for our vocations.

SPI 504 The Enneagram: Nourishing Inter and Intrapersonal Relationships
A tool for anyone in a helping/serving profession, the Enneagram serves to illuminate our personality for self-discovery, highlight our motives for doing what we do, and clarify our emotions and thoughts so that we may become aware of the present moment. This course will begin with a historical and mathematical context of the Enneagram and consider its interfaith context. We will discuss the three basic components of the human psyche (instinct, thinking, feeling) that reveal our defenses of the ego self; we will learn how to "observe and let go" of troublesome habits and reactions; and we will consider how the Enneagram fosters mindfulness in daily life.

SPI 505 Integrating the Dynamics of Ignatian exercises with Formative Spirituality
Come, make your home in me

> *Consonance expressed as compatibility and compassion always leads us deeper into the Mystery (VK, Vol 3)*

After a grounding in van Kaam's Formative spirituality, reading, discussions and course experiences focus on dispositions of the human heart.   Students are invited to reflect on their personal experience of receiving and providing spiritual direction using the dynamics of the exercises of St. Ignatius. If a student is unfamiliar, additional exercises will be provided to facilitate learning.   Weekly ZOOM, Skype or Facetime conversation will help to concretize the learnings and integration.

SPI 506 Interspirituality: A Growing Movement in Today's Spiritual Landscape
Br. Wayne Teasdale (1945-2004), on whose groundbreaking work this course is based, is considered by many to be the founding father and voice of the modern interspirituality movement. Schooled in Eastern and Western philosophy as well as its practices, he invited modern seekers to explore their inner lives in a similar fashion. He wrote, "The real religion of humankind can be said to be spirituality itself, because mystical spirituality is the origin of all the world religions. If this is so, and I believe it is, we might also say that interspirituality—the sharing of ultimate experience across traditions—is the religion of the third millennium" (Teasdale, Wayne. The Mystic Heart, 26).

In this course we will explore what it means for today's seeker to have an interspiritual approach to life. With the help of Rabbi Rami Shapiro, another contemporary interspiritual thinker, we will look at five of the most significant questions a spiritual seeker may ask while discerning a personal theology. To do so, he invites us to "live into" select sacred scriptures of the world's major religions, those that affirm the unitive nature of religious experience. As a requirement of this course, you will be asked to intimately explore interspirituality for yourself by adding selections from these sacred texts into your own prayer or meditation practice, and reflect on what you notice as a result. Doing so, helps us align with "the mystic heart," as Teasdale calls it, guiding us toward one of the foundational precepts of interspirituality itself: solidarity with and compassion for all beings.

SPI 507 Journeys of Faith: Religion, Spirituality and Humanistic Psychology
Humanistic psychology rose to prominence in America during the post-World War II years, reaching its zenith in the 1950s and 1960s and continuing to influence the national conversation—psychologically, spiritually, politically, and culturally—throughout the remaining decades of the twentieth century. During those years, it attracted a wide and diverse following, becoming a cultural phenomenon that affected everything from counseling (where it is often referred to as "person-centered therapy") to education, parenting, religion, and business management. Its influence continues to be felt today, particularly in counseling—though often unrecognized and uncredited.

This course examines the role and contributions of the leading figures of the humanistic psychology movement with particular attention to their spiritual journeys, which developed alongside their newly emerging psychology in a unique, symbiotic relationship. The key players— Abraham Maslow, Carl Rogers, Erich Fromm, and Rollo May—hailed from different sociocultural

and religious backgrounds and followed dissimilar, though interconnecting, professional paths. They all rejected the orthodoxy of their religious inheritance in favor of a more humanistic approach and in the process discovered a renewed spirituality that, they hoped, would address the concerns of a world yearning for something to believe in. It was a spirituality that focused initially on the person, broadened to address both the interpersonal and the communal, and eventually provided the movement with a universal message that attracted the attention of religious and political figures at the highest levels.

While Maslow, Rogers, Fromm, and May were confronting the world's problems through the lens of psychology and psychotherapy, other thinkers were approaching them from different, though equally humanistic, perspectives. Among those others, the evolutionary biologist Julian Huxley will receive special attention as one with particularly useful insights into the intersection of science and spirituality.

SPI 508 The Language of Oneness: A Mindful Resource for Interfaith Dialogue and Spiritual Direction
Starting from his widely acclaimed presentation at the World Congress of Religion in 2012, Dr. Stultz outlines a new and dynamic way to create a common language for dialogue, direction and integration among Buddhists, Christians, Jews and Muslims. Learn how to integrate this exciting approach into your personal faith tradition and pastoral presentation.

SPI 509 Meditation for Christians- integration and transformation
Premise : As the myriad health benefits continue to be espoused for meditation more Christians are looking for practices that will give them those benefits while at the same time allowing them to have integrity within their own faith tradition. This course will explore the historical and scientific basis for meditation and how it can be integrated in anyone's life.

SPI 510 The Passive Night of the Senses, St. John of the Cross, Dark Night Book I
The first eight chapters of the Dark Night, Book I, by St. John of the Cross focus on the seven capital sins. The remaining six chapters consider other aspects of the Passive Night of the Senses. This course will guide the student in reading the fourteen chapters of Book I. Following scholarly writings on St. John of the Cross, the course will also focus on the life and spiritual journey of this great mystic and doctor of the Church, and will consider aspects of his mysticism.

SPI 510-2 The Passive Night of the Senses, St. John of the Cross, Dark Night Book II
In The Dark Night, Book II, chapters 1-8, St. John of the Cross deals with the Passive Night of the Spirit, whereas chapters 9-25 constitute, properly, a treatise on the Passive Night of the Spirit. This course will guide the student in reading the 25 chapters of Book II. Following scholarly writings about St. John of the Cross, the course will focus on the mystic's transformation through the experience of the dark night of the spirit.

SPI 511 Praying the Spiritual Exercises of St. Ignatius: A Retreat on Inner Peace in Divine Love
Your whole life is your spiritual life; God is in every part of it. In this online retreat format, and under the guidance of a certified spiritual director, you will reflect on the principles and practices of the Spiritual Exercises of St. Ignatius, a wise guide for those who seek greater freedom and authenticity, a clearer sense of God's presence in your life, a closer discernment of your deepest desires, and sacred union with God and the whole Cosmos. The purpose of this retreat-style

course, then, is to remember, experience and express love: to remember how one has been loved by God and others in their lives, to experience Divine Love in intimacy with the Trinity, and to respond to that love with a generous and giving Spirit to God, self and others in word and deed.

It is structured into six weeks of seven days of prayer each week, that engages you in a structured daily exercise of prayer, practice and reflection about some aspect of your ordinary life rhythms in order to bring you more deeply into relationship with God. (see readings in week one for specifics). Each week you'll do the exercises, write your prayer experiences for each day in your listening book, and use these as the basis of your weekly reflection. each day you will do the prayer practice called the Examen, which is a reflection on the day. (pp.75-77) and write that in your journal as well.

SPI 512 Pure Presence: An Interreligious Approach to Sacred Listening

"Pure Presence" is a unique protocol for sacred listening that can enhance and deepen one's ability to offer presence to clients and seekers of any tradition. It is uniquely designed for caring professionals to be used in a myriad of settings, ministry formats and private practice. Pure Presence allows an individual to listen deeply; to offer the deepest empathy and spiritual care to whomever they are with. It serves and benefits the spiritual guide as well as the seeker (or client) simultaneously. Developed by Dr. Janice Lundy, Pure Presence is sourced in both the Eastern and Western traditions of body-mind science and contemplative spirituality.In this course, you will learn the practice of Pure Presence by cultivating non-judgmental awareness and compassionate presence for yourself and others; attend to inner bias, bypass guilt and shame through self-compassion exercises, and foster openheartedness to people of all spiritual persuasions. This interreligious approach to formal presence training can deepen and advance spiritual understanding and care in our homes, neighborhoods, workplaces and religious communities.

This course is practice based. Each week's lesson provides useful tools for you to learn non-judgmental, compassionate listening. This is done through the texts, as well as downloadable mp3s for repeated listening and ongoing practice. You will be expected to have "gentle conversations" with others throughout the course (at least one per week) to put these tools to work; to incline your efforts toward masterful listening and open-hearted presence. Self-assessment opportunities are provided within each lesson to assist this process, including the use of the "Pure Presence Log" and short journal pages (found within the Pure Presence text). The weekly response papers are based on your reading, practiced conversations with others, and your reflection process.

SPI 513 Spirituality and Dreams

The prophet Joel foresaw a time when God's spirit would be manifest among us, when men and women, young and old would dream dreams and see visions (Joel 2:28). Yet, despite being heirs to rich traditions of dream work, our modern denominations give but little credence to the role dreams can play in our spiritual development. Drawing upon the insights of world religious traditions, modern psychology and contemporary neuroscience, this course will investigate how dreams can help reveal the movement of the Spirit within us. Through practical dream work techniques we will explore to how illogical or even frightening dream images can lead us and those whom we serve to greater wholeness.

SPI 514 Spirituality and Psychology 1

There is a big connection between spirituality and psychology. Prayer could be a spiritual exercise if demonstrated in action. Most people think that spirituality is based on the number of hours spent in a Church or the hood of a monk. Spirituality has nothing to do with all that except when intrinsically evaluated within the context of decision and behavior. On the other hand, it takes into account all the minutest details of what we do, the way we do it, the intention for it etc cetera. In this sense, psychology becomes a vehicle through which spirituality becomes feasible and attainable. There can be psychology without spirituality or religion, but there can be no religion or spirituality without psychology. Besides, spirituality is not the same thing as religion per se.

SPI 514-2 Spirituality and Psychology 2

Part II: There is a big connection between spirituality and psychology. Prayer could be a spiritual exercise if demonstrated in action. Most people think that spirituality is based on the number of hours spent in a Church or the hood of a monk. Spirituality has nothing to do with all that except when intrinsically evaluated within the context of decision and behavior. On the other hand, it takes into account all the minutest details of what we do, the way we do it, the intention for it etc cetera. In this sense, psychology becomes a vehicle through which spirituality becomes feasible and attainable. There can be psychology without spirituality or religion, but there can be no religion or spirituality without psychology. Besides, spirituality is not the same thing as religion per se.

SPI 515 Traditional Representative Characters of Christian Spirituality

Since early Christian times, men and women have responded to God's call for an intimate relationship with him. They have responded in prayer and action, and have explored the heights of asceticism and contemplation. At the same time, they had a great impact on society and culture, as they responded to Jesus' call to discipleship. This course will explore some of the main writings and characters of Christian Spirituality, especially from the time of the Fathers to the Renaissance.

SPI 516 Beyond the Traditional: Ministry with Unaffiliated, Spiritually Independent People

The Pew Religious Landscape Survey of 2014 opened our eyes to the world's rapidly changing religious landscape. It informed us that a growing number of individuals were choosing to opt out of traditional religious forms and expressions, 23% of people surveyed, in fact. Today the number of those who claim to be religiously unaffiliated has grown to 28%. As numbers continue to climb, not just in the U.S., but worldwide, individuals are finding new ways and forms through which to live out their deepest beliefs and values.

This course will explore the world's changing religious landscape through an interfaith lens, deciphering what these changes mean to all of us, and to you specifically as a ministry professional. We will see how these developments are cross-cultural and inter-religious. With the help of current ethnographic research, including that of Elizabeth Drescher (Choosing Our Religion, 2016), Duane Bidwell (When One Religion Isn't Enough, 2019), the Pew Forum on Religion and Public Life, and the Fetzer Foundation, we will gain insights into the minds and hearts of those who identify themselves in new ways. We will go beyond the initial identification of such individuals by the Pew Survey as "Spiritual but Not Religious", "None" or "Unaffiliated" to

acknowledge more current and expanded expressions used today, including being "Spiritually Independent", "Multiply Religious" and "Spiritually Fluid." We will explore what it means to have "complex religious bonds" and "multiple belonging" in an era of globalism. Most importantly, we will be invited to assess any biases we may have toward others who are choosing to identify themselves in new ways, thereby honoring their unique call to live well and on purpose.

SPI 517 Meaning and Healing from Trauma

This course explores the ways in which the three dimensions of a human being (body, mind, and spirit) are affected by traumatic experiences and how interventions in these three dimensions can help to overcome and to heal from the consequences of trauma. The course presents a meaning-centered approach and a somatic-psychological approach. The readings and the reflective questions are aimed to help students produce a synthesis of both approaches for the benefit of those negatively affected by trauma. It explores the reasons why a healthy brain is necessary to access historical sources of meaning; how meaning centered interventions can include body expressions and aid healthy human development. A meaningful response to the tragic triad of human existence considers the full person, body, mind, and spirit. Recovering a sense of agency and the experience of the freedom of will are necessary to develop a relationship with oneself, others, nature, and the transcendent. Relating meaningfully to oneself, others, the world, and the transcendent can help to complete the healing process.

SPI 518 Secular Spirituality: Post-Biblical Religion in a Post-Modern World

This course is designed for the ministry professional interested in the rise of what is commonly called "secular spirituality," that is, a spiritual sensibility devoid of religious overtones or attachments. The rise of secularism has spawned an interest in spirituality separate from institutional religion and defines itself in terms of the experience of awe, wonder, and mystery in the absence of a belief in transcendent reality. This course explores the increasing popularity of this experiential concept in the secular world and its implications for traditional religion.

SPI 519 A Spirituality for the Everyday

This course takes a deep look at the moral and spiritual life. All is relationship. Relationship with God, the self, others, and all of creation. We will search deeply on how conscience is formed, all its components. Then we will look at our everyday lives and how we can live those relationships more deeply. It will be reflective and contemplative as we describe the mysteries of our everyday lives which are more spectacular than we now believe because we don't reflect on the everyday in which we live those relationships. This is not mundane, but simple and deep. As we examine our everyday lives we will see how the practices of our daily lives form those relationships and enhance our lives as deeply human.

SPI 520   Faith and Fear

Fear has become a major part of our experience, especially in the media age. What causes fear, And how can faith overcome it? In this course, Dr. Paul Kirbas leads us through philosophy, science, and different faith traditions, to demonstrate a common spiritual path to overcoming fear. This course is based on a video series rather than a text. Each assignment invites the student to view a 30 minute online video, and respond to questions in a companion workbook.

Theology and Church History (TCH)

TCH 500 Abraham Heschel: Prophetic Witness in the Twentieth Century
This course explores applications of ethical prophecy for ministry in the 20th Century. Our work here explores Heschel's classic text The Prophets. Students will also reflect on the role and practice of prophetic ethical witness in their ministry settings with particular attention to preaching and theology. Heschel's work, although published in two volumes, is extremely engaging and readable. Students will likely find something in either of the week's readings that sparks their soul and inspires their writing.

TCH 501 Eastern Orthodox Spirituality: An Introduction
This course views Eastern Orthodox spirituality not only as the systematic presentation of certain ascetic teachings or the cultivation of certain techniques of prayer, but as new life in Christ, the incarnate Logos of God. Eastern Orthodox spirituality's final goal is the theosis (deification) of man/woman and his/her union with God by grace.

TCH 502 The Road to Unity between the Roman Catholic and the Eastern Orthodox Church
The Roman Catholic and the Eastern Orthodox Church have recognized each other as "Sister Churches, responsible together for maintaining the Church of God in fidelity to the divine purpose, most especially in what concerns unity" (Balamand Statement, Lebanon, June, 1993). This course will present "the Road to Unity between the Roman Catholic and the Eastern Orthodox Church," examining the ecclesiological principles of the two churches, especially after the Second Vatican Council and the Pan-Orthodox Conferences.

TCH 503 Christian Implications of Globalization
What is the imperative for the worldwide Christian community to be aware of the processes of globalization in order to take action that is informed, intelligent, and intentional?

What ethical responsibilities do Christians - both clergy and laity - have to bring their faith values to bear as consumers in a globalized market economy?

Using a combination of readings and the viewing of licensed copies of two films (Flow and Food Inc.), participants reflect on globalization as a reality of our contemporary world and of our global culture. On one hand, it has created many opportunities for business in local, national, and international markets, effectively allowing them to operate in countries where laws and cultural norms may be less stringent and wages lower than in Western nations. It has also created opportunities for positive change in the area of social justice. On the other hand, globalization poses challenges to business in relation to the ethical and nonexploitive uses of the natural environment, the Earth's resources, working conditions, and the distribution of wealth. Unfortunately, these challenges have not always been met and the results for the environment and for human beings have at times been very negative, even disastrous. Thus, from a Christian standpoint, we are left to question the ethical legitimacy of some of the processes of globalization and our individual and collective responsibilities as consumers in a globalized market economy.

TCH 504 Christology and Existentialism

This course provides the opportunity to examine the intersection of existentialist thought and its implications for Christology. Beginning with Sartre's work, Existentialism and Human Emotions, we seek the ground of re-presentative Christology as developed by Ogden in his work. Then we focus on The Point of Christology as the center of our exploration of what it might mean to assert "Jesus is the Christ of God" in the context of a Christology of Liberation and its existentialist foundations.

TCH 505 Christian Initiation of Adults in the Catholic Church

The Rite of Initiation or Passage is fundamental in most religions of the world. It is an incorporation of religious beliefs and practice, born out of the former. Thus, the Rite of Christian Initiation of Adults [RCIA] is central to the Liturgical Life of the Catholic Church. It is a process by which an adult fully gets initiated in the Catholic faith, based on theological principles.

TCH 506 Comparative World Religions

Comparative World Religions provides an overview of the major religions of the world, the way they have come to be studied and understood today, and a comparison of rituals, sacred texts, beliefs and practices incumbent in the world's religions. The course is designed to give the tools to embark on the continued study and comparison of world religions. Students will be challenged to look at both the 'insider' and 'outsider' perspectives and why even the title 'world religions' might be controversial. It looks at the way religions adapt and change from their historical roots into the dynamic and fascinating forms we see today and how they interact with each other and the modern, secular world.

TCH 507 Eucharistic Theology: Word and Sacrament

Objectives: To guide the student in studying contemporary Eucharistic theology, especially as it deals with the relationship between Word and Sacrament.

TCH 508 Fundamental Christology

Objectives: A study of the Christological doctrine of the Church, beginning with Scriptural data, the theological reflection of the Fathers of the Church, the teaching of the Christological councils and a reflection on the mystery of Christ down to our own day. We will follow the different stages of heresies and Christological errors of the past. The student will know how to express the official doctrine of the Church.

TCH 509 Fundamental Moral Theology

This course will examine the Scriptural, philosophical, and theological bases of Catholic moral teaching. It will trace the historical development of the basic principles of Catholic moral teaching from the New Testament Church to the post-Vatican II era. Particular emphasis will be given to the Church's use of Scripture and natural law as fundamental sources of Christian morality. The course will also include a detailed analysis of the structure of the human act and a treatment of some of the major moral controversies of the post-Vatican II era.

TCH 510 God, Nature, and Us: An Interdisciplinary Approach to a new Paradigm for the Human Place in Nature

This course explores the basic and important question of whether nature is sacred in and of its own right, and if so, what is a proper understanding of our human place within it. The study offers insightful perspectives from an interdisciplinary panel including leading scientists, theologians, and philosophers. The authors also represent diverse religious perspectives, including Evangelical Christian, Roman Catholic, Jewish and Muslim. Beginning with a brief tour of the universe led by NASA astronomer Jennifer Wiseman, the course proceeds to lay important foundations of building bridges between science and religion. Once this bridge is provided, theologians step in to reflect on the meaning of the sanctity of nature, and of what it means to be human. The current model of seeing humans as the stewards of nature, with all its good intentions, is seriously questioned. New models are proposed, leading students to fresh considerations of our use of, and care for nature.

TCH 511 Hermeneutics and the Other: A Post-Modern Protestant Perspective

This course of study is an introduction to and exploration of post-modern hermeneutics and its usefulness to the church. Paul Ricoeur's work is difficult; let us be honest about that fact. However, we are at a moment in theology and ecclesiology when we must pay attention to the changing dynamics of our understanding of the self and the other. Particularly as we try to find authentic ways to express biblical insight into God's love for the other, we must re-orient ourselves to the self—our own and others'. Thus, we study theology. This course is designed to immerse the student in language and hermeneutics that will temporarily disorient and then re-orient one to primary ideas of the self as subject, the other as subject, God as subject and the integration of faith and ministry in a post-modern world. In this sense, post-modern theology is much like modern and post-modern art. There is tension and challenge; fragmentation and wholeness. The application of Ricoeur's hermeneutics to psychoanalysis and counseling is intriguing. Both the minister and the pastoral psychotherapist will appreciate the insight of Ricoeur.

TCH 512 The Jewish Background of the Christian Eucharist

Exploration of the Jewish context surrounding the Christian Eucharist. Jesus lived in an ancient Jewish context. One must remember this Jewish background when dealing with the meaning and message of the Christian Eucharist. The Bread of the Presence in the Old Testament opens up a whole new perspective on the real presence in the Christian Eucharistic message.

TCH 513 The Life and Writings of Howard Thurman

Howard Thurman was one of the leading American theologians, philosophers and church leaders of the 20th century. This course offers an analysis of the life and writings of Howard Thurman, with particular focus on the implications of Thurman's work on the contemporary church and society. The course will provide a foundation for the academic study of Howard Thurman, with particular focus on the historical and contemporary implications of his work and ministry within the context of spiritual theology, social justice, community-building and congregational leadership.

TCH 514 The Life and Writings of Martin Luther King, Jr.

Martin Luther King, Jr. was one of the leading theologians and church leaders of the 20th century. This course offers an historical, theological and socio-cultural analysis of the life and writings of Martin Luther King, Jr., with particular focus on the implications of King's work on the contemporary church and society The course will provide a foundation for the academic study of Martin Luther King, Jr. with particular focus on the historical and contemporary implications of his work and ministry within the context of congregational leadership, social justice and community building.

TCH 515 Mohandas Gandhi and Nonviolence for the 21st Century

Mohandas K. Gandhi was one of the leading international political and religious leaders of the 20th century. He was one of the few persons in modern history to lead in the struggle for human progress simultaneously on moral, religious, political, and cultural fronts. His life and praxis of non-violence impacted many persons in India and across the world in the promotion of peace and love with justice, and continues to impact persons and institutions today. This course offers an analysis of the life and writings of Mohandas K. Gandhi, with particular focus on the implications of Gandhi's work on the contemporary society. The course will provide a foundation for the academic study of Mohandas K. Gandhi, with particular focus on the historical and contemporary implications of how his philosophy and praxis could be helpful in the discovery of non-violent approaches to social justice, community-building, conflict resolution and political, social and religious transformation in the 21st century.

TCH 516 Mystical Theology

This course will look at Christian mystical experience as a way of knowing and unknowing. It will not only examine the historical background, philosophical underpinnings, theological presuppositions, major expressions, and overall relevance of Christian mysticism for the believer, but also emphasize the role it plays in a person's journey of faith along the purgative, illuminative, and unitive ways. The course will also address the question of the extent to which mystical experience can be the basis for social action, cross-cultural understanding, and interreligious dialogue.

TCH 517 Myth, Theology, and Pastoral Ministry

The Church as seen today in its ministerial functions relies too much upon rational, scientific theologies for its explanations of pastoral phenomena. A specific example is the use of God-talk. Whereas many caregivers and theologians dismiss such language as theologically sound, when examined in the category of myth it can be seen to have a meaningful pastoral purpose. Myth helps explain the unexplainable and provides support in times when the current "acceptable" theologies fail to adequately explain the event. This course demonstrates the importance and use of myth as a meaningful interpretative tool for pastoral ministry and theological explanations of religious phenomena.

TCH 518 The Writings of Henri Nouwen

Henri J. M. Nouwen was one of the leading spiritual theologians of the 20th century. This course offers an analysis of the writings of Nouwen, with particular focus on the implications of his work on the contemporary church and society. The course will provide a foundation for the academic study of Henri Nouwen, with particular focus on the historical and contemporary implications of his work and ministry within the context of spiritual theology, social justice, community-building and congregational leadership.

TCH 519 Philosophical Foundations

Today, even as our knowledge continually expands, philosophical questions asked since the time of the Ancient Greek philosophers continue to perplex us. This course offers you the opportunity to explore four major areas of philosophy – epistemology, metaphysics, ethics, and philosophy of religion. Through a series of guided readings, students will not only learn how philosophers have tackled these topics, but learn how to tackle them for themselves.

TCH 520 Process Theology: Perspectives for Ministry

This course will explore the perspective of process theology for ministry. We begin with the systematic theological discussion of process theology in Cobb and Griffin's work. We then survey a wide array of applications of process theology in ministry and pastoral practice.

TCH 521 "Right" Worship in the Post-Modern World

There is much tension in the Christian community over the definition of "right" worship. This tension has risen to the point where persons and congregations find themselves arguing and accusing the other of not doing worship correctly. How does one arrive at a definition of "right" worship? One way is to trace the history and formation of Christian worship from its earliest development and follow it through to this Post-Modern era. This course begins exploring worship before it was organized. Starting with the concepts of worship in Genesis, this course will follow the development of worship from its earliest roots as it progresses through the Tabernacle, Temple, Synagogue, and on through its change and diversity in the Christian Community.

TCH 522 The Sacrament of the Eucharist

Description: To guide the student to the knowledge of the theological meaning of the Sacrament of the Eucharist. To examine the validity of theological reflection on the sacraments in the light of the Magisterium of the Catholic Church.

TCH 523 Systematic Theology: A Protestant Perspective

This course examines a range of Protestant theological perspectives. Paul Tillich, one of the essential voices of Protestant theology provides us with a tour through Protestant theological thought. Dorothee Sölle's work continues that tour with important modern theological voices and perspectives in Protestant Liberation Theology.

TCH 524 Theological Anthropology: Creation and Sin

Objectives: To guide the student to the knowledge of the theological meaning of fundamental Theological Anthropology regarding creation and sin. To research the biblical doctrines related to the doctrine of creation, sin in general, and original sin according to Sacred Scripture, Tradition and the Magisterium of the Church, such as the biblical notion of creation, the fall, sin in the Old and New Testament, the origin of the universality of sin. To present a brief history of the doctrine of creation and original sin before St. Augustine and after him. The Protestant Reformation and Trent. To qualify the meaning of originating original sin and of originated original sin.

TCH 525 The Theology of Deitrich Bonhoeffer

Deitrich Bonhoeffer was one of the leading theologians and church leaders of the 20th century. This coursel offers an historical, theological, and socio-cultural analysis of the life and writings of Dietrich Bonhoeffer with particular focus on the implications of Bonhoeffer's work on the contemporary church and society. The course provides a foundation for the academic study of Dietrich Bonhoeffer with particular focus on the historical and contemporary implications of his work and ministry within the context of congregational leadership, social justice and community-building. On completion of this course, students will (1) have a foundational understanding of the major cultural and intellectual influences on Bonhoeffer's life and ministry; (2) be able to identify the major historical events of Bonhoeffer's life, and his impact upon the Christian church and theology; (3) be familiar with Bonhoeffer's major writings and their historical significance within the context of the academy and the broader society; and (4) be able to assess Bonhoeffer's significance in contemporary and global perspective.

TCH 526 Theology of Grace

Description: To help the student to know the ontological reality of grace. To research the controversies and doctrinal errors that have occurred in the history of dogma. To appreciate the lived experience of grace and of the filial relationship with God that springs from it. To see the supernatural order of human and temporal realities. To examine the present ecumenical dialogue on justification.

TCH 527 The Theology of Karl Rahner

This course examines the thought of Jesuit theologian, Karl Rahner (1904-1984), one of the great Catholic thinkers of the 20th century. It will explore Rahner's spiritual, philosophical and theological roots, his theological investigations, conversations with his thought, Rahner's experience as a theologian, and the prospects of his theology for the future. The goal is to give the student the opportunity to read and reflect on some of the key themes of Rahner's thought.

TCH 528 Thinking about Peace: John Macquarrie

John Macquarrie's exposition of the issues regarding peace is quite relevant to today's world and church. Macquarrie's book The Concept of Peace provides an intellectual and spiritual "springboard" for exposing and critiquing the issues of peace in a variety of ministry settings. How are we to think about and preach peace? How can we develop a "praxis of peace" for our ministry settings? What can critical theology contribute to the praxis of peace?

TCH 529 The Trinity: Education in Catholic Doctrine

Objectives: To guide the student through the Catholic doctrine on the Trinity, especially as it should be presented in religious education courses. The course examines the contents of Catholic doctrine on the mystery of the Triune God from an educational perspective, to serve as a model for catechists, teachers, preachers and adult education courses.

TCH 530 The Eastern Orthodox Theology of Georges V. Florovsky

Fr. Georges Florovsky is considered by some to be one of the most outstanding Eastern Orthodox theologian of the twentieth century. This course will offer an introduction to his theology. It is

designed to cultivate in students an understanding of his thought and familiarize them with some of the key themes in Fr. Florovsky's theology.

Tribunal Studies/Canon Law (TSC)

TSC 500 Introduction to Using the Code of Canon Law

> *This course is designed to acquaint (or re-acquaint) the student with the 1983 Code of Canon Law. Sacrae Disciplinae Leges answers many questions: 1) Why was the law revised? 2) Was the development of the new law collegial? 3) Is there a papal proclamation? 4) Is there a biblical precedent to the law? 5) Does law substitute for grace, charisms and charity? 6) Does the law correspond to the will of the Second Vatican Council? 7) Why may the law be called new? The ultimate goal of this tutorial is to learn familiarity with the Code by actual use.*

TSC 501 Personal Rights in the Code of Canon Law

> *This course is designed to acquaint the student with the personal relevance of 1983 Code of Canon Law, in its fundamental aspects, rights. Students may opine that the recent Code of Canon law has little relation to rights and duties "in my life." Exploration of the law on a personal level proves enlightening. What rights and duties does the 1983 Code of Canon Law give to your status and activity in the Church? Is there any relation between these rights (and duties) in the Code and in the Second Vatican Council? The ultimate goal is to learn about legal rights, and new legal views from the Second Vatican Council. The Index in the New Commentary on the Code of Canon Law by Beal, et al., will be very helpful in the writing assignments.*

TSC 502 The Same Duty Treated in Different Parts of the Code of Canon Law

> *The ultimate goal of this course is to alert the student that the same issue is treated in different parts of the Code. This tutorial is designed to acquaint the student with the 1983 Code of Canon Law, in its fundamental aspects, duties. What duties does the Code of Canon Law legislate for priestly status and activity in the Church? Is there any relation between duties, such as celibacy, in the Code and in the Second Vatican Council? The Code was inspired by new legal views from different documents of the Second Vatican Council, even in treating classical obligations. The Code of Canon Law mandates duties, which are legal obligations, and treats the same duty in different parts of the Code..*

TSC 503 Uniqueness of the 1983 Code of Canon Law

> *The ultimate goal of this tutorial is to alert the student that the codified law of the 1983 Code of Canon Law is different from Anglo-American law. This tutorial is designed to acquaint the student with the 1983 Code of Canon Law, in its fundamental differences from other legal systems.*

TSC 504 Canon Law and the Theology of Lay Volunteers

> *This course is designed to acquaint the student with the 1983 Code of Canon Law relative to cutting-edge theology. The theology is taken from recent papal documents available on the Internet. The laity is treated in a new and important way in the 1983 Code of Canon Law due to the influence of the Second Vatican Council, especially the document on the laity, Aposotlicam*

Actuositatem. The ultimate goal here is to learn the actual use of canon law as a department of theology.

TSC 505 Marriage Nullity: Intention Against Children – Canon 1101
The ultimate goal of this course is to prepare the student to approach and systemize the scattered information in a marriage nullity case in a concise and logical manner. This tutorial is designed to acquaint the student with the 1983 Code of Canon Law, and other juridical material, to understand the fumus boni iuris and how the nullity of a marriage can be proven on the given ground.

TSC 506 Marriage Nullity: Intention Against Fidelity – Canon 1101
The ultimate goal of this course is to prepare the student to approach and systemize the scattered information in a marriage nullity case in a concise and logical manner. This tutorial is designed to acquaint the student with the 1983 Code of Canon Law, and other juridical material, to understand the fumus boni iuris and how the nullity of a marriage can be proven on the given ground.

TSC 507 Marriage Nullity: Intention Against Indissolubility – Canon 1101
The ultimate goal of this course is to prepare the student to approach and systemize the scattered information in a marriage nullity case in a concise and logical manner. This tutorial is designed to acquaint the student with the 1983 Code of Canon Law, and other juridical material, to understand the fumus boni iuris and how the nullity of a marriage can be proven on the given ground.

TSC 508 Marriage Nullity: Lack of Due Discretion
The grave Lack of Due Discretion is currently the most common case in Matrimonial Tribunals. The ultimate tutorial goal is to understand and argue this case.

TSC 509 Marriage Nullity: Lack of Due Competence
The ultimate goal of this course is to prepare the student to understand and argue this second most common case in American Matrimonial Tribunals.

TSC 510 Latin Language: Issues and Access for Marriage Tribunals
Original documents in Canon Law and the law itself are written in the Latin language. In Latin, technical legal terms preserve their exact meaning. In Latin, the same essential meaning of the law is preserved even if the Code of Canon Law is translated into many languages. The Holy See promotes the use of vernacular translations so that everyone has access to the law in a convenient way. The ultimate goal of this tutorial is uncover problematic issues due to the Latin language, and to promote the experience of good access to papal legal documents, the history of the law, and the law itself.

TSC 511 The Eastern Code of Canon Law and Latin Tribunal Personnel
Canon 1102 §1 of the Code of Canons of the Eastern Churches [CCEO] foresees that Eastern Catholic Bishops or major superiors can employ judges and tribunal personnel from other Churches sui iuris—including the Latin Church—in addressing the judicial needs of their faithful. Therefore, a working knowledge of the similarities and differences between the Oriental and Latin codes may prove to be essential for canonists who minister in both Latin and Eastern

tribunals. The ultimate goal of this tutorial is to familiarize the canonist with the Code of Canons of the Eastern Churches, promulgated by Pope John Paul II on 18 October 1990.

TSC 512 Invalidity of Marriage: Ligamen (Prior Bond), Canon 1085

The Ligamen case appears in the Documentary Department more often than any other Impediment. The first marriage (which is the prior bond) is shown to be a valid marriage. Therefore, the second marriage is invalid (c. 1085 §1), but must be adjudicated as null (c. 1085 §2). The party with no prior valid marriage bond, who has not been a party to the first marriage, can then marry again. Other typical tribunal cases attempt to show that a given marriage is legally bad. The ultimate goal of this tutorial is to explain the unique situation in which the canonist argues that the first marriage is legally good.

TSC 513 Invalidity of Marriage: Lack of Form, Canon 1686

Lack of Form is without a doubt the most frequent of all marriage nullity cases, with one Midwest diocese doing 2,000 cases in one year. Canonical "form" for marriage provides that "only those marriages are valid which are contracted in the presence of the local ordinary or the pastor or a priest or deacon delegated by either of them, who assist, and in the presence of two witnesses, according to the rules expressed in the following canons, with due regard for the exceptions mentioned…" (c. 1108).   The ultimate goal of this tutorial is to explain the unique nature of the Lack of Form case.

TSC 514 Tribunal Personnel in Matrimonial Trials

Tribunals deal almost exclusively with matrimonial cases. Matrimonial procedures are not listed under contentious trials, but have their own section entitled "Certain Special Procedures". Yet, the canons on "Trials in General" and "The Ordinary Contentious Trial" also apply to marriage nullity cases (cc. 1691, 1424 §1, 1°). The ultimate goal of this tutorial is to describe tribunal personnel dealing with complex marriage trials, especially necessary personnel qualities, appointment, and duties.

TSC 515 Sacramental Theology of Matrimonial Trials

Valid (c. 1061) marriage (c. 1055) is a Sacrament (c. 840). The Church is concerned with the protection of Sacraments, and surrounds the Sacrament with laws for that protection (c. 1059). The Church is a party to the matrimonial trial to make sure that the Sacrament of Marriage is defended (c. 1060).   The ultimate goal of this tutorial is to describe the sacramental theology involved in the work of the Matrimonial Tribunal.

TSC 516 History of Institutions of Canon Law

A juridical institution is a set of norms coordinated among themselves, which regulate a determined group of juridical relations (part of positive law). A social institution (such as the Catholic Church) is defined and regulated by positive law (its institutions). This study is not about the history of the Church in general, nor about the history of canon law in general, but about the history legal institutions in the Church. The ultimate goal of this tutorial is to explain one aspect of the mystery of the Church, the development of juridical and canonical institutions with special concentration on the relationship between these works and the "work" of the living organism, the Church.

TSC 517 Philosophy of Canon Law
Aquinas observes that men in society live under law. Aquinas also observes that law achieves its results by imposing moral obligation rather than by force. The almost exclusive concern of Aquinas is on one problem, the roots of obligation. If the human legislator binds the consciences of men, does he not exercise a power that belongs to God alone? If men possess such a power, what are the limits within which man can exercise that power? The ultimate goal of this tutorial is to explore the roots of the moral obligation that law imposes, the warrant by which the human legislator can bind consciences, and the limit within which man may exercise their power.

TSC 518 Theology of Canon Law
The Second Vatican Council rejected legalistic and positivistic views of law. The Council demanded Canon Law be reconnected to theology and the great mysteries of the Church. The ultimate goal of this tutorial is to understand that Canon Law is a theological-juridical expression of the mystery of the Church.

TSC 519 New Theological Unification Theory: Science and Art Together
The Church is a living organism. Theology, in large part, was its science: knowledge for the sake of knowledge (scientia est cognitio cognitionis causa). Church Canon Law, in large part, was its art: knowledge for the sake of action (ars est cognitio actionis causa). However, Church leaders have always known that theology and Church law have both rational and dynamic aspects. Until the Second Vatican Council there did not appear to be a unification theory for religion, ministry, belief, and brotherhood. In 1990, Gianfranco Ghirlanda (1942-), rector of the Gregorian University in Rome, applied his doctoral dissertation Hierarchica Communio to a compendium of Canon Law. Ghirlanda conceived this unifying idea of "communion" from a study of the Vatican Council Constitution on the Church: Lumen Gentium. The ultimate goal of this tutorial is to show the roots of this radical and new unifying concept in the Second Vatican Council.

TSC 520 The Future of the Code of Canon Law
After the Second Vatican Council, the 1917 Code of Canon Law had to be revised according to a "new mentality," a "new consciousness" at work in the Church (Pope Paul VI, 18 November 1965). Proposals for the future Code included a Bill of Rights (Lex Ecclesiae Fundamentalis) and a desire for subsidiarity. The new Code of Canon Law was published in 1983. This new codification of Canon Law reflects the pilgrim, historical, contingent aspect that the Church possesses in the midst of its un-changing condition. The ultimate goal of this tutorial is to examine innovations in the 1983 Code with an expectation of continued development by principles contained in a Bill of Rights and subsidiarity. Past principles are powerful predictors in future change.

TSC 521 Tribunals for Religious Order Controversies
In the 1983 Code of Canon Law, Canon 1427 §3 mandates that "the diocesan tribunal judges in first instance" certain kinds of controversies involving Religious. The Second Vatican Council and the 1983 Code of Canon Law treat Religious Orders both as one with the People of God, and also as separate institutions in the Church. Conflicts are to be resolved by different tribunals. The ultimate goal of this tutorial is to understand Religious Order renewal in the present Code of

Canon Law to determine which controversies can be legitimately presented to the diocesan tribunal.

TSC 522 Vatican Library: Faster and Easier Search Results

A pope recently changed some parts of the Code of Canon Law, but how can I find the changes? Some papal documents are extremely long, so how do I find all and every citation needed for my theme? The ultimate goal of this tutorial is to experience faster and easier ways to access and use the Vatican Library for tribunal issues and academic needs.

TSC 523 Tribunal and Church Privacy Issues

The issue of privacy in Ecclesiastical Tribunals is more complex that it first seems. The petitioner, the witnesses, and any experts consulted may seek privacy for their statements to the tribunal to prevent retaliation and even civil involvement. The respondent and the advocate need to see the acts of the case to insure their "right of defense." Civil authorities may become involved. The Code of Canon Law provides that the parties can inspect the case at "Publication". The Code allows the parties to inspect the Definitive Sentence, under pain of nullity. The ultimate goal of this tutorial is to understand how the "right to privacy" and the "right to defense" interact in Church law.

TSC 524 Tribunal Penal Trials

Penal law must exist in a legal system to enforce legislation. The exercise of Catholic penal law is limited by imputability and the hope of reform. Some penalties are latae sententiae (automatic). Other penalities are by decree. Still other penalties are imposed ferendae sententiae (by the judge); and special norms have been legislated for pedophiles. The ultimate goal of this tutorial is to understand the Code of Canon Law penal process, and the special issues of the penal trial of the pedophile cleric.

TSC 525 Tribunals and Liturgical Law

"For the most part the Code does not define the rites which must be observed in the celebration of liturgical actions" (c. 2). This same norm is repeated in the Oriental Code, canon 3. However, Rev. Bill Rowe of Belleville, Illinois, was removed as pastor by his Bishop on 25 June 2012 for "improvising liturgy." Authority over liturgy depends on "the Apostolic See, and, according to the norm of law, the diocesan bishop" (c. 838). The ultimate goal of this tutorial is to understand liturgical law in the present Code of Canon Law to determine which controversies may be legitimately presented to the diocesan tribunal.

TSC 526 The Personal Ordinariate for Former Anglicans and American Tribunals

The Congregation for the Doctrine of Faith issued a Decree of Erection of the Personal Ordinariate of the Chair of St. Peter (1/1/2012) which Ordinariate covers the entire United States. This provides a special "diocese" for former Anglicans who wish to enter into full communion with the Catholic Church in the United States. The Report of Donald Cardinal Wuerl to the United States Conference of Catholic Bishops (15/6/2011) states: "Fourth, I suggest that we make available the resources of our tribunals to those Anglicans, both clergy and lay, who will need to secure an annulment before being received into an Ordinariate." The ultimate goal of this tutorial is to familiarize the canonist with this new situation for American marriage tribunals.

TSC 527 Apostolic Constitutions of Pope John Paul II and the Tribunal

Of the many kinds of papal documents, such as Encyclicals and Letters, the most important are Apostolic Constitutions, since these touch legislative matters. Pope John Paul II issued five important Apostolic Constitutions. The study of these relatively few documents helps to understand how modern Church law arises, and the continued significant legal concerns of the papacy. The ultimate goal of this tutorial is to familiarize the canonist with the Apostolic Constitutions promulgated by Pope John Paul II and their influence Church law and on tribunals.

TSC 528 Tribunal Cultural Flexibility

Seldom studied, the Tribunal system over the last century has been highly adaptable to evolving cultural needs. Before 1900, 97% of Americans lived in rural areas, while today only some 3% do. Up to 1963, the pastor did marriage counseling or sent couples to Catholic Charities even prior to the intervention of the Separation Court. Annulment cases began to increase after the Second Vatican Council in 1965. In 1981, the Chicago Tribunal began to incorporate Serrano's ideas on interpersonal communication into an outline of marital history, which plays a very important part in psychological assessment in annulment cases. Psychological Experts began to work inside Tribunal offices. Advocate help was provided in 50 parishes. In 1991, Administrative Tribunals helped for Conciliation and Arbitration. After AD 2000, Tribunals gradually expanded judging of delinquent pastors, clerical pedophiles, and even laity. The ultimate goal of this tutorial is to familiarize the canonist with the successful adaptation of the Tribunal ministry to evolving cultural needs over the last century.

TSC 529 External and Internal Forum for Marriage and Tribunal Issues

Legal forum (court type) is necessary in every Tribunal case (cc. 1407, 1673). The ultimate goal of this tutorial is to familiarize the canonist with the notion of forum, and where to find the proper forum for trials, dispensations, and special processes.

TSC 530 International Law and Tribunals

Before the global centralization of international law by the 1945 foundation of the United Nations, Popes were urging international moral law. Pope Pius XII did so in Mit Brennender Sorge: The Church and German Reich (14 March 1937), article 30; and also Summi Pontificatus: On the Unity of the Human Race (20 October 1939), article 74. The ultimate goal of this tutorial is to familiarize the canonist with the nature and goals of international law, such as the Declaration of Human Rights, which has parallels with the rights and obligations of faithful in the 1983 Code.

TSC 531 Churchmen and Tribunals

Churchmen are judged and are judges in various Tribunals. The study of these relations gives an understanding of ecclesiastical hierarchy and the Tribunal system. The ultimate goal of this tutorial is to familiarize the canonist with rights and obligations within the Tribunal system.

TSC 532 The Ages of Man and the Tribunal
In the Apostolic Exhortation Christifideles Laici Pope John Paul II calls on children, the young, adults, older people, and even the sick to contribute to the mission of communion in the Church. The Church has a pastoral ministry for every age of man. These ages of man are also noted by William Shakespeare in the play As You Like It (Act 2, Scene 7). The ultimate goal of this tutorial is to familiarize the canonist with the Tribunal as a pastoral ministry for persons of every age.

TSC 533 Engagement to Marry and the Tribunal
In the 1983 Code of Canon Law, canon 1062 on Engagement to Marry may no longer be an effective contract before the Tribunal to force a marriage. Nevertheless, the history of the concept of Engagement shows the development of Canon Law, and highlights a number of important principles in marriage law, especially free consent. The ultimate goal of this tutorial is to familiarize the canonist with the need for free consent at the time of the Canonical Form of marriage.

TSC 534 New Evangelization and the Marriage Tribunal
Pope Paul VI noted "frequent situations of dechristianization in our day" (Evangelii Nuntiandi, 52). Civil divorces seem to increase, while the number of Church marriage annulments appears to be decreasing. The number of Lack of Form cases in which couples had married before civil magistrates remains high. Pope Benedict XVI has noted that the evangelizing mission of the Church today "has been particularly challenged by an abandonment of faith" (Ubique et Semper, par. 2). The ultimate goal of this tutorial is to familiarize the canonist with the aspects of canon law and Tribunal practice which might aid in the "New Evangelization."

TSC 535 Legitimate Tribunal Expenses
"Judicial Expenses and Gratuitous Legal Assistance" is treated in Book VII of the 1983 Code of Canon Law. This regulates local support of the Tribunal system. The Code also has legislation against bribery and falsification of documents. The Defender of the Bond in marriage cases is empowered to review and appeal any laxity in these matters. Matrimonial trials are reviewed by the Court of Appeals (cc.1682, 1687). The 1990 Code of Canons of the Eastern Church has similar legislation. The ultimate goal of this tutorial is to familiarize the canonist with the issue of judicial expenses and legal aid in matrimonial cases.

Women's Studies (WOS)

WOS 500 Administrative Leadership for Women: Changing Minds Changing Trends PART 1
This course examines female administrative leadership and begins the process of defining contemporary beliefs and pre-conceptions. Basic cultural norms, traditions, and barriers to female leadership are discussed to assist the student in understanding the most salient challenges that face professional women in roles of administrative leadership. Students will be encouraged to examine their own personal histories and norms with regard to the specific challenges that face females in administrative leadership positions.

WOS 500-2 Administrative Leadership for Women: Changing Minds Changing Trends PART 2
This course explores the skills and concepts needed to develop female administrative leadership in a mainstream culture unaccustomed to women in decision-making positions. Contemporary beliefs, pre-conceptions, and obstacles are defined and expounded upon and methods for response and address will be explored. Basic cultural norms, traditions, and barriers to female leadership are discussed to assist the student in understanding the most salient challenges that face professional women in roles of administrative leadership. Techniques for meeting these challenges with hands on options are outlined to encourage open minds and open hearts to the potential that female guidance and partnership will provide to the church environment.

WOS 501 Feminist Perspectives on Spiritual Direction
Spiritual direction is a process of looking at one's own life and journey in the context of one's values, agency and selfhood, and relationships to self, others, God and the world.
In this tutorial, students will gain an understanding of how dominant theological and cultural worldviews impact women's spiritual experience: - e.g. patriarchal and androcentric views of God, the person and human relationships; traditional understandings of sin that distort and diminish women's self-understanding and relationships; - and reinterpret these in light of feminist theological reflection that yields models that redeem and affirm women's experience as the locus for knowing and being in the world.

WOS 502 Feminist Perspectives on Suffering and Divine Compassion
Do we have a moral obligation to resist suffering? If so, what grounds it? Suggesting that "tragic suffering cannot be atoned for; it must be defied," feminist theologian Wendy Farley offers compassion as the moral response which resists (it), and proposes a new paradigm that challenges classic Christian theodicy (justifications of God's goodness and omnipotence in view of the existence of evil): namely, that suffering rather than sin is the locus of redemption and resistance, and compassion rather than punishment is the governing paradigm of God's relationship to the world. Students in this course will explore Farley's vision of evil and radical suffering, assess her proposal of a theology of resistance and redemption in light of traditional biblical and theological meanings, and develop their own position on the issue in their final paper.

WOS 503 Helping Women Heal After Domestic Violence
This Course explores the methods and techniques for helping women heal who have been the victim of domestic violence. The concept of Post Traumatic Stress Disorder (PTSD) is clearly defined in terms of domestic violence with an emphasis on how an understanding and identification of the symptoms of PTSD can assist women to define their behavior and specify new patterns of thinking and living. Methods for dealing with the emotional pain and suffering of domestic violence are explored with an emphasis on letting go of faulty socialization patterns. The course is designed to teach professionals how to stimulate this clientele to embrace healthy relationships and positive assertive behavior and identity. Also new ways of integrating a healthy lifestyle within the support of Christ's love are encouraged through techniques designed to build and maintain good self-esteem and positive relationships in the church.

WOS 504 The Paradox of Power: From Control to Compassion
This course focuses on two essential questions:

What is the imperative for those in positions of pastoral and spiritual leadership to understand paradox as a facet of the human condition?

How does our understanding of power help to shape our work as pastoral and spiritual leaders? What responsibilities do we have to be aware of the potential of power to create compassionate and transformative relationships?

WOS 505 The Psychoanalytic Feminine Psychology Of Karen Horney, MD

Dr. Karen Horney (pronounced Horn-eye) was one of the most prominent and well-respected psychiatrists, psychoanalytic therapists and personality theorists of the twentieth century. She was one of the first female psychoanalytic personality theorists to publically challenge the traditional (Freudian) psychoanalytic explanation for female personality development. In addition, Dr. Horney was a pioneer in the recognition that cultural influences are significant factors in understanding early human development as well as subsequent behavior and motivation. She also differed from traditional psychoanalytic theorists in her emphasis on present day circumstances rather than childhood. Karen Horney's significant Mature Theory of Personality which examines the importance of self in relation to others is covered in the e-course: The Mature Personality Theory of Karen Horney, MD.

This course will focus on Dr. Horney's disagreement with Sigmund Freud and the leading psychoanalysts of her era regarding female personality development. In addition, students will have the opportunity to read her thoughts on the role of culture in determining personality development as well as neurosis in adult women. Her book New Ways in Psychoanalysis published in 1939 was not well received by traditional Freudian personality theorists in her professional circle. In fact, in 1941, as a direct result of the publication of this controversial book, Dr. Horney was asked to leave the New York Psychoanalytic Institute where she was a respected trainer, mentor and therapist. Despite her differences with Sigmund Freud, she remained an advocate of psychoanalytic personality theory and traditional psychoanalysis. Some of Dr. Horney's writings may seem out-dated to present day readers; nevertheless, they were both innovative and challenging at the time and had significant impact on the development of modern day understanding of female personality development. Remember that the required readings for this course were written from 1922 through 1939; therefore, if you are interested in the history of modern feminist theory and are willing to "suspend your disbelief" about traditional psychoanalytic explanations for female development, I believe you will find them fascinating, challenging and historically significant.

WOS 506 Women in American Church History

Women have played a vital role in the birth and development of Christianity since, and even before, the birth narratives of the Gospels. However, many church histories poorly or hardly acknowledge this fact. At least one aspect of feminist theology is its struggle to correct this oversight by attempting to prove and/or validate the essentiality of women in church history, particularly by pointing out the ways in which women have been oppressed by the church throughout its history. By contrast this course seeks primarily to examine the importance of women and the roles women have played in the development of the Church, particularly in the United States, from the seventeenth through the nineteenth centuries.

WOS 507 Women's Journey into Alcohol Abuse or Addiction

Alcohol is a socially acceptable drug in our modern society. This fact does not detract from alcohol's popularity. Nor is this fact a criticism of alcohol or those who consume it. However, potential and actual alcohol abuse and addiction continues to be a serious problem for women of all ages. Although the stigma attached to alcoholism is not as great for women today as it was a generation ago; nevertheless, this stigma still exists and influences how and if women seek treatment when they see that excessive alcohol consumption has become a problem in their lives. One way to understand this growing problem is through the poignant and powerful stories of two professional women (A Psychologist and a Writer/Editor) who grappled with their own alcohol addiction. This course is not just for women or for addiction counselors. The course also provides important information for chaplains, clergy, educators, friends and family members who seek to better understand and be helpful to the many women who find themselves in trouble with alcohol. The two women who share their stories discuss the many avenues that women pursue in search of sobriety. Stephanie Brown discusses Alcoholics Anonymous and Alanon Twelve Step Recovery Programs from a woman's perspective.

WOS 508 Biblical and Theological Examination of the Role of Women in Ministry

This course will explore the biblical and theological bases for the exercise of ministry by women in the Church. An investigation will be made of biblical texts which intimate women in ministry and a full range of theological traditions will be considered including the historical sweep of the subject as a theological issue in historical theology.