

CURRICULUM 2021 - 2022



SCRIPTURE THERAPY COLLEGE & SEMINARY
A Division of Scripture Therapy® Center, Inc.

2 Timothy 3:16-17

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CURRICULUM

Biblical Cognitive And Affective Studies

Course Description: Skills and attitude learned associated with higher level learning objectives are implemented in a small group, upon the instructor's direction, allowing the students to demonstrate their *cognitive* (lecture) and *affective* (practical application) understanding of learning objectives. In the small group, instructors will provide information that will assist students to understanding lesson content and how to apply their experiences.

Undergrads select, study, and write a 10-Page Paper for each six (6) of the below selected topics to earn *18 units (6-topics)* of Professional Studies. Relating the materials to: 1) What God want them to have from a SEEAL (Spiritual, Educational, Economical Administrative and Leadership) perspective; 2) Evaluate what you are doing to get what God wants you to have regarding these matters; 3) Evaluation the effectiveness of your efforts to pursue getting what God wants you to have; and 4) Devise a plan to obtain the SEEAL matters God wants you to have.

Steps to success:

1. From the courses below select 6-courses that you will include in your Biblical Cognitive and Affective Studies and email your course selection to:
RoxAnne@ScriptureTherapyCenter.com.
2. We will provide you with the course materials and/or the syllabus for the courses you selected.
3. You will conduct your own research on the topics included in the syllabus and use that research to build your six 10-page papers.
4. Each of the six 10-page papers should include a reference page that cites all sources referenced.
5. Papers should cite specific examples of how the course content enhance your *counseling, coaching, and leadership*.
6. **Note:** One ten-page paper is due for **each** of the 6 courses selected. Course completion requires submission of 6 10-page papers, one paper for each course selected.

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|---|---------|
| ○ RLGS 200, Defining Mental Health as a Public Health Issue | 3 Units |
| ○ RLGS 201, Evidence for the Resurrection | 3 Units |
| ○ RLGS 202, Fruit of Spirit | 3 Units |
| ○ RLGS 203, Knowing God's Will | 3 Units |
| ○ RLGS 204, Minor Prophets | 3 Units |
| ○ RLGS 205, Pastors Beware | 3 Units |
| ○ RLGS 206, Names of God | 3 Units |
| ○ RLGS 207, Names of The Holy Spirit | 3 Units |
| ○ RLGS 208, Names of Jesus | 3 Units |
| ○ RLGS 209, The Armor of God | 3 Units |
| ○ RLGS 210, The Twelve Disciples | 3 Units |
| ○ RLGS 211, When Their World Stops—Grief | 3 Units |
| ○ RLGS 212, Who I am in Christ? | 3 Units |

CERTIFIED

RLGN 300, *Sixty-Six Books of the Bible*

12 Units

Course Description: As unknown as it is for many people, the Bible is a “Book of Books,” it is a collection of God’s inspired words to men and women anointed to yield to the Holy Spirit, as He wrote through them-The writers were vessels of God, called to receive what God placed in them to be revealed to humankind, forever; His Word, The Bible.

The Word “Bible” derived its meaning from the Latin and Greek words for “book” (Biblia & Biblos), respectively. In an effort to expand student’s relationship, behavior, choice, and self-trust in God, we require them to study the 66-Books (Old Testament 39 Books, and the New Testament 29) of the Bible). You are required to read, study, and write about key persons, themes, and application of *each* of the books of the Bible; producing 5-12 pages of each Bible book to meet requirements for this course, the number of pages depends on the degree student is perusing.

Course Objective:

By the end of this class students will be able to:

1. Identify theme facts and key verses of 66 Books of the Bible and their categories: 1) Pentateuch; 2) Historical Books; 3) Poetry & Wisdom; 4) Major Prophets; 5) Minor Prophets; 6) Gospels & Acts; 7) Paul’s Epistles (Letters); 8) General Epistles & Revelation.
2. Write about key components of each book of the Bible (Who, What, When, Where, Why, and Key Verse), and how the key verse relates to them, their family, or ministry.
3. Write a five to twelve-page paper, per each book of the Bible, depending upon their degree pursued.
4. Students will develop a three-ring binder, tabbing each book of the Bible.
5. Discuss their findings regarding the above.

Course Objective:

Genesis	Exodus	Leviticus	Numbers	Deuteronomy
Joshua	Judges	Ruth	1 Samuel	2 Samuel
1 Kings	2 Kings	1 Chronicles	2 Chronicles	Ezra
Nehemiah	Esther	Job	Psalms	Proverbs
Ecclesiastes	Song of Songs	Isaiah	Jeremiah	Lamentations
Ezekiel	Daniel	Hosea	Joel	Amos
Obadiah	Jonah	Micah	Nahum	Habakkuk
Zephaniah	Haggai	Zechariah	Malachi	Matthew
Mark	Luke	John	Acts	Romans
1 Corinthians	2 Corinthians	Galatians	Ephesians	Philippians
Colossians	1 Thessalonians	2 Thessalonians	1 Timothy	2 Timothy
Titus	Philemon	Hebrews	James	1 Peter
2 Peter	1 John	2 John	3 John	Jude
Revelation				

Course Description: What's the key to receiving God's blessings? Faith! In this rich 24-session study, Kenneth E. Hagin explores the necessity, operation, and power of faith to help you walk in the realms of victory. Discover how to trust with the heart, distinguish between seven positive steps and six hindrances to belief, and more.

Course Objective:

By the end of this class students will be able to:

1. Judge what faith is, where it comes from, what it means to them
2. Evaluate how apply their faith
3. Know, understand and analyze the seven-steps to the Highest kind of faith
4. Evaluate the six big hinderances to faith
5. Develop the God kind of faith and demonstrate it in their life
6. Describe, biblically, how confessions brings confession
7. Determine, compare and adjust their faith to corresponds to the Word of God
8. Analyze how doubt is “The Thief” of God’s greater blessings
6. Biblically apply what they are learned about faith to life, family, and ministry.
7. Create a plan to train their human spirit to align with the Word of God
8. Write a 5-page paper on being a people person from their perspective using information from the text and supporting Scripture.

Course Outline:

How Faith Comes – <i>Part 1</i>	What it means to Believe with the Heart— <i>Part 1</i>	Seven Steps to the Highest Kind of Faith— <i>Part 1</i>	Confessions Brings Possession
How Faith Comes— <i>Part 2</i>	What it means to Believe with the Heart— <i>Part 2</i>	Seven Steps to the Highest Kind of Faith— <i>Part 2</i>	Actions That Correspond with Faith
What Faith Is— <i>Part 1</i>	How to Turn your Faith Loose— <i>Part 1</i>	Seven Steps to the Highest Kind of Faith— <i>Part 3</i>	How to Write Your Own Ticket with God
What Faith Is— <i>Part 2</i>	How to Turn your Faith Loose— <i>Part 2</i>	Seven Steps to the Highest Kind of Faith— <i>Part 4</i>	Doubt, the Thief of God’s Greater Blessings
What Faith Is— <i>Part 3</i>	How to Turn your Faith Loose— <i>Part 3</i>	Six Big Hinderances to Faith	You Can Have What You Say
What Faith Is— <i>Part 4</i>	How to Turn your Faith Loose— <i>Part 4</i>	The God Kind of Faith	How to Train the Human Spirit
			Exam to follow

- o Optional Textbook: *Bible Faith Study Course*, Kenneth E. Hagin, 1991

Course Description: This study is illustrated with photos, charts and maps; and written in an essay, informal style. It is enjoyed by Christians who want to enrich their understanding of Old Testament people and events. Along with the culture and historical background of each Old Testament book, the themes of the various groups of Old Testament are discussed. This study is a solid evangelical, and uniquely Christ-centered survey.

Course Objective:

By the end of this class students will be able to:

1. Identify, analyze and apply the inspiration, Canonization and interpretation of the Bible
2. Contrast the relationships between the Book of the Law; Origination of the Nations; Election of the Jewish Nation; Redemption of the Nation; Sanctification of the Nation; Direction of the Nation; and Instruction of the nations.
3. Analyze and explain from a historical perspective the: Possession and Oppression; Stabilization, Expansion, Glorification and Division of the Nation;
4. Analyze and explain from a historical perspective the: Deterioration and Deportation of the Tribes; Preparation, Destruction and Reconstruction of the temple; Reconstruction of the City; and Protection of the people.
5. Determine the relationship between: Aspiration, Mediation, Communion, Wisdom, Satisfaction and Union in Christ; Expectations, Covenant, and Restoration Christ and the nation.
6. Write a 5-page paper and discuss key components of the Old Testament Survey and its applicability today.

Course Outline:

<i>Part One</i>	The Stabilization of the Nation	The Aspiration for Wisdom in Christ
Christ: The Key to the Inspiration and Canonization of The Bible	Expansion of the Nation	Introduction to the Book of Prophecy
Christ: The Key to the Interpretation of The Bible	The Glorification of the Nation	The Aspiration for Satisfaction in Christ
<i>Part Two</i>	The Division of the Nation	The Aspiration for Union with Christ
Introduction to the Book of the Law	Deterioration of the Northern Tribes	<i>Part Five</i>
The Origination of the Nations	Deportation of the Southern Tribes	The Expectation of National Restoration by Christ
The Election of the Jewish Nation	The Preparation of the Temple	Expectation of International Salvation Through Christ
The Redemption of the Nation	The Destruction of the Temple	Expectation of Retribution on the Surrounding Nations
The Sanctification of the Nation	The Reconstruction of the Temple	Retribution on Judah and the Nations
The Direction of the Nation	The Reconstruction of the City	The Expectation of Covenantal Reaffirmation in Christ

The Instruction of the Nation	The Protection of the People	The Expectation of Nation's Religious Restoration by Christ
<i>Part Three</i>	<i>Part Four</i>	The Expectation of Nation's Political Restoration by Christ
Introduction to the Book of History	Introduction to the Book of Poetry	The Spiritual and Moral Reconstruction of The Nation
The Possession of the Nation	The Aspiration for Mediation by Christ	Exam to follow
The Oppression of the Nation	The Aspiration for The Communion with Christ	

- Optional Textbook: *A Popular Survey of The Old Testament*, Norman L. Geisler, 1977

RLGN 303, Survey Overview of New Testament

6 Units

Course Description: This study is an understanding of the New Testament, in a daunting and exciting way. Our world is so different from that of the first century. The dress, travel, location, the customer biblical characters are all foreign to us. The study offers opportunities to understand contacts and content of the New Testament, as a means to be faithful followers of Jesus Christ.

This study is designed to help ordinary people enrich their understanding of New Testament people and events. It addresses many questions that you, a reader of the Bible may have.

Course Objective:

By the end of this class students will be able to:

1. List examples and discuss the Gospel record-history of mythology of the Gospels
2. Evaluate and explain the Book of Acts through Revelation and how they apply to Christianity today
3. Describe the books of the New Testament, its truth, and how Jesus confirmed its author's writings and how they relate to us today
4. Identify and explain who and why the books of the New Testament were written
5. Analyze and explain how warnings from the first-century Gnostic helps Christians today
6. Compare and contrast difficult passages in the New Testament
7. Write a 5-page paper and discuss key components of the New Testament Survey and its applicability today.

Course Outline:

A Christ-Centered Introduction to The Bible	1 Corinthians	2 Timothy
The Gospel Record-History or Mythology?	2 Corinthians	Hebrews
Introduction to The Gospels	Galatians	James
The Gospel of Matthew	Ephesians	1 Peter
The Gospel of Mark	Philippians	2 Peter
The Gospel of Luke	Colossians & Philemon	1 John
The Gospel of John	1 Thessalonians	2 John; 3 John; Jude
The Book of Acts	2 Thessalonians	Revelation
Introduction to The Epistles	1 Timothy	Exam to follow
Romans	Titus	

- Optional Textbook: *A Popular Survey of The New Testament*, Norman L. Geisler, 2007

RLGN 304, *Jesus' Disciple*

6 Units

Course Description: Being Jesus's disciple means being a student of the greatest Teacher who ever walked the earth. It is the lifelong process of exchanging our sinful habits for ways that honor God. This study is a practical guidance for how to get started on the journey to discipleship, to follow in the footsteps of the Master in all you say and do.

Course Objective:

By the end of this class students will be able to:

1. Describe the will of God will and its application for their life
2. Associate how spiritual disciples relate to individuals, ministries, and communities
3. Analyze how to discern the truth and steer clear of false teachings
4. Define, personalize, and determine challenges in being a faithful steward of finances
5. Determine the most effective way to explain the "Good News" of Jesus the Christ!
6. Explain inspiring stories of modern-day disciples who stood strong through persecution
7. Write a 5-page paper on being a people person from their perspective using information from the text and supporting Scripture.

Course Outline:

Who I am in Christ	Why Truth Matters	Strong in the Storm
Knowing God's Will	What the Bible Says about Money	Exam to follow
Spiritual Disciplines	24 Ways to Explain the Gospel	

- o Optional Textbook: *Being Jesus' Disciple*, Rose Publishing, 2010

RLGN 305, *Be A People Person*

6 Units

Course Description: This study is an intensive dialogue between students and professor; applying the teaching materials to self and others; and "Being my brother/sister's helper." Being a leader means working with people, and that's not always easy! Whether in your office, church, neighborhood, or elsewhere, your interpersonal relationships can make or break you as a leader. That's why it's so important to be a "people person" and develop your skills in tapping the most precious resources: people.

Course Objective:

By the end of this class students will be able to:

1. Effectively cite (write) three Scriptures to support or oppose the information in each chapter of the text.
2. Evaluate and discuss how to discover and develop the quality of an effective person.
3. Create a plan to improve relationships in areas of their lives based on their study.
4. Learn and determine how to understand and help "difficult people."
5. Become familiar with and devise a plan for helping individuals overcome differences and personality traits that can cause friction.
6. Compose a process to inspire others to excellence and success
7. Write a 5-page paper on being a people person from their perspective using information from the text.

Course Outline:

What Draws Me to People?	Motivating People for their Benefit	How to be a Person Who Can Handle Criticism
What Draws People to Me?	How to be a People Person People Respect	Being a Person People Trust
How to be Confident with People	You Can be an Encourager	Developing A Winning Team
Becoming a Person People what to Follow	Loving Difficult People	Exam to follow

- Optional Textbook: *Be A People Person*, John C. Maxwell, 2007

LDRS 300, Leadership

3 Units

Course Description: Leadership is more than the sum of someone’s personality traits, abilities, and talents. Leadership is also more than following a “How to” manual or an organizational structure of tasks and strategies. Leadership is something God specifically calls people to...and God doesn’t look for leaders the way the world looks for leaders. The person God trusts with leadership is the person He trusts to implement and fulfill *His* assignments.

Course Objective:

By the end of this class students will be able to:

1. Effectively cite (write) three Scriptures to support or oppose the information in each chapter of the text.
2. Review and evaluate and discuss how God’s cause and purpose in human history is advanced through faith, and focused leadership.
3. Review and evaluate and discuss how God trust people with leadership to fulfil His assignments.
4. Determine the “common thread” with persons whom God trusts with leadership and with His assignments.
5. Identify aspects of diversity in educational experience, family background, and position in society, from a leadership perspective; and particular personality types that God singles out for leadership.
6. Review, analyze and discuss the four consistent characteristics that marks the lives of leadership that Christian leaders lead from and lead and how these characteristics personally relate to the student, today.
7. Write a 5-page paper on leadership from their perspective using information from the text.

Course Outline:

On Assignment from God	Seasons of Brokenness	The Dignity of Serving
A Desperate Need for God	His Resources	The Power of Sacrifice
Surrendering to God	His Presence	Staying in the Game
Falling into Sin	His Direction	Enduring the Challenge
The Strength of Weakness	Authentic Humility	The Legacy of Faithfulness
		Exam to follow

- Optional Textbook: *Leadership as an Identity*, Crawford W. Loritts, Jr., 2009

LDRS 301, Organizing the Church/Ministry/Mission

3 Units

Course Description: God makes it scripturally clear that individuals, churches, ministries, and mission shave a head, a heart, limbs and blood. So, if they are to function as a complete, dynamic organism, it must have an organization. This study involves analyzing the basic of church, ministries, and mission structures, and gives example of how that structure might be established. It also examines the role of Board of Directors in the efficient functioning of the church.

Course Objective:

By the end of this class students will be able to:

1. Effectively cite (write) three Scriptures to support or oppose the information in each chapter of the text.
2. Review, analyze and create a plan to rebuild “the church, ministry, or mission,” administratively.
3. Develop a climate survey to assess the perceptions of members a ministry organization, analyzing the condition of a church, ministry or mission.
4. Develop a hiring process for paid and volunteer workers.
5. Develop relevant job descriptions for paid and volunteer workers.
6. Develop an organizational structure and outline, including policies and procedures for ministry organization oversight.
7. Develop a 5-page paper on this learning experience and how it relates to the Word of God.

Course Outline:

Rebuilding The Church, Ministry Or Mission Administratively	Does The Church, Ministry Or Mission Need To Be Rebuilt?	Why Must The Church, Ministry Or Mission Be Rebuilt Administratively?
Case And Point	How Do You Rebuild The Church, Ministry Or Mission Administratively?	Nexus Between Church, Ministry, Mission’s Vision, Purpose, Goals And Objectives.
Key Points	Avoiding Dead Dreams And Stagnant Visions.	God Said We Would Have Dreams And Visions.
How Do We Avoid Dead Dreams And Stagnant Visions?	Jump-Start Our Vision Our Heart.	Case And Point
Ensure Our Vision Stays Alive.	Incorporate “Wait” Actions Into Our Vision.	Ensure Our Vision Involves Our Concerns.
Honor The Who And What Of Our Vision.	Ensure Our Vision Is “Mission Driven”	Case In Point.
Avoid Fear In Implementing Our Vision.	Write The Vision And Make It Plain, That “He May Run, Who Reads It.”	Case In Point.
Vision Must Be Designed To Be On The Move.	Turning Points.	Exam to follow

Course Description: To secure exemption, an organization should meet the requirements set by the Internal Revenue Service (IRS). As non-profit organizations are coming under more scrutiny by the IRS. It is important to be careful, succinct and clear, on how a church, ministries, missions and non-profit organizations begin or continue to operate under the guidelines of the IRS, while not being subject to their control. This study provides examples of documents and requirements for nonprofit organizations. It sets forth examples of forms and methods to complete required documents; maintain tax-exempt status; and provide answers to critical questions to avoid pitfalls associated with tax-exempt status.

Course Objective:

By the end of this class students will be able to:

1. Effectively cite (write) three Scriptures to support or oppose the information in each chapter of the text.
2. Write a vision for a church, ministry, mission or faith-based organization, including goals and objectives.
3. Complete sample Secretary of State incorporation documents for a non-profit organization.
4. Complete an IRS 501(c)(3) packet relating to the vision, including vision, bylaws, conflict of interest statement and other required information for tax exempt consideration.
5. Develop job description for Board of Directors/Trustees
6. Develop a 5-page paper on this learning experience and how it relates to the Word of God.

Course Outline:

Calling from God	Vision, Purpose and Goals	Articles of Incorporation (SOS)
Bylaws	Identify or Select Board of Directors	3-Year Estimated Budget
Marketing Brochure	IRS Form 1023	IRS Form 2848 (POA)
501(c)(3) Cost	Church, Ministry, or Mission Vision	Non-Profit Name Search
Develop Board Job Descriptions	Board of Directors Liability Insurance	Salary And Benefits
Spiritual Covering	Exam to Follow	

RLGN 400, *Christian Ethics and Standards*

6 Units

Course Description: Ethics deals with what is morally right and wrong for a Christian. Christian ethics base it’s beliefs on God’s revelation in Scripture. God also has a general revelation in nature (Rom. 1:19-20; 2:12-14). Since God’s moral character does not change, it is expected that there will be similarities and overlaps between God’s natural and supernatural revelations.

However, this course is not God’s natural law for all people, but His divine law for believers. This study is a classic evaluation of contemporary ethical options and pressing issues of the day from biblical perspective. It includes animal rights, sexual ethics, and the biblical basis for ethical decisions, drugs, gambling, pornography, and birth control.

Course Objective:

By the end of this class students will be able to:

1. Review, analyze, discuss and write a one-page personal view on each of the eight “Ethical Options,” Scripturally, discussing what the Word of God says about these Ethical Options.
2. Review, analyze, discuss and write a one-page personal view on each of the eight “Ethical Issues,” Scripturally, discussing what the Word of God says about these Ethical Issues
3. Write a 2-page summarization of what they learned from the exercises, and identifying the number one ethical issue for churches, ministries, or mission, and stating the reason for their selected issue.

Course Outline:

All the Options	Conflicting Absolutism	Biomedical issues	Homosexuality
Antinomianism	Graded Absolutism	Capital Punishment	Marriage and Divorce
Situationism	The Basis for Ethical Decisions	War	Ecology
Generalist	Abortion	Civil Disobedience	Animal Rights
Unqualified Absolutism	Infanticide and Euthanasia	Sexual Issues	Exam to follow

- o Optional Textbook: *Christian Ethics*, Norman L. Geisler, 2010

RLGN 401, Evangelism Policies and Policy Analysis

6 Units

Course Description: This study involves evangelism and an analysis of its application. Evangelism should be at the center of every Christian’s life, and the mark of a healthy church, ministry, mission and faith-based organization. It should include Christians passionate to win the lost. Evangelism sets out the Scriptural motivation for outreach-The Church can be at the center of what God is doing in this world. This study lays the theological foundation for evangelism, and helps you build on it from the “Pulpit to the Pew,” and throughout churches, ministries, missions, and into individuals lives. [Exam to follow]

Course Objective:

By the end of this class students will be able to:

1. Compare and contrast at least two methods of evangelism cited by the author and discuss findings.
2. Review and analyze barriers to evangelism policies/methods cited by the author; determine which is the most effective and why; using Scripture to support their view.
3. Write a 5-page paper on evangelism, the role of the church, members, and the mission field.

Course Outline:

Theology of Sleep: Evangelism According to Jesus	Sunday Morning: Evangelism's Role Within the Service	The Youth Pastor as Evangelist: The Church's Most Fruitful Evangelism
God's Global Goal: The Power of the Great Commission	Equipping the Saints: Training Believers to Win the Lost	Compel Them to Come In: Witnessing to Those with Special Needs
The Common Case of Unbelief: A Biblical Perspective of Unbelievers	False Assurance: A Biblical Look at the Sinner's Prayer	Reaching Addicts: Evangelizing Those with Addictions
The Word of Truth in a World of Errors	Jesus as Lord: Essential Components of the Gospel Message	When the Nations Come to Us: A Mandate from Immigrant Outreach
Christ, the Savior: Evangelism as a Person, Not a Plan	Starting the Conversation: A Practical Approach	To the Least of These: Ministry to the Social Outcast
Giving Up to Gain: All Things to All People	The Call of Repentance: Delivering the Message to the Conscience	International Missions: The Selection, Sending and Shepherding of Missionaries
Evangelism in the Hands of Sinners: Lessons from the Book of Acts	Acorns to Oaks: Farming the Field of Your Child's Heart	Short-Term Mission: Supporting Those We Sent

- Optional Textbook: *Evangelism*, John MacArthur, 2011.

ADMJ 300: *Reality Therapy & Choice Theory*® Overview

3 Units

Course Description:

This course involves choices, decisions, alternatives, options, preferences...each of us face every day. We consider what will help us to meet our needs and objectives, and we make the best decision, at that time, to best satisfy those needs. But what's influencing us?

This course utilizes the theoretical application of Reality Therapy & Choice Theory® from a Scripture perspective in the context of psychotherapy, positive learning environments, and externally controlled institutional environments, the workplace, and families. It uses self-evaluation, critical thinking skills, and an exploration of the individual's imagination through photographic interpretation, self-assessment exercises, as well as the development of short artistic oral and written presentations. Students engage in ethical discussions as they seek to define the belief systems in their Quality World, while respecting individual integrity.

Course Objectives:

By the end of this class students will be able to:

1. Learn and demonstrate the various parts of Internal Empowerment Coaching's program, services and activities, from viewing the *Introduction to Internal Empowerment Coaching* video.
2. Learn and demonstrate that Choice Theory®-Internal Empowerment Coaching is a model of psychology that is based on making effective choices that lead to happiness.
3. Evaluate their live in each area of the SEEAL model.

4. Identify and explain each five basic needs, defined by the renowned William Glasser, M.D. and assess their need, utilizing the Strength Profile.
5. Demonstrate understand that all behavior is an attempt to satisfy one of five basic needs.
6. List and explain their quality world pictures; examine the interaction between needs and wants and use the Eight Key Questions to formulate a plan for change.
7. Effectively and responsibly complete all assigned exercises and define the below terms, (in the order of appearance):

Spiritual	Educational	Economic	Administrative
Legal	Want	Basic Need	Survival
Love & Belonging	Power	Freedom	Fun
Quality World	Empowerment	Internal	Control
Effective	Strengths	Exam to follow	

Course Outline:

<i>Secrets of Internal Empowerment</i> <ul style="list-style-type: none"> • Overview • Foundation of Internal Empowerment • Today’s World ruled by Psychology • Choice Theory© is That Change in Psychology • Five Basic Needs: 1) Survival; 2) Love and Belonging; 3) Power; 4) Freedom; 5) Fun 	EXERCISE 1: <ul style="list-style-type: none"> • Needs Strength Profile Exercise 	EXERCISE 2: <ul style="list-style-type: none"> • Quality World • Your Personal Board of Directors • Review 	EXERCISE 3: <ul style="list-style-type: none"> • Reflection paper
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ADMJ 301: Basic Coaching in the Treatment of 9 Areas of Addictions

3 Units

Course Description: This course involves using Choice Theory to Scripturally Resolve Conflicts, Introduce “How the Brain Works” chart, the Cycle of Motivation, Daily Self-Assessment, Introduction to Reality Therapy, provide students with the opportunity to choose and learn to be above proficient in the following areas:

1. Need Assessment for Addiction Coaching
2. Communicating through Choice Theory, to other individuals
3. Choice Theory Preventative measures
4. Coaching with Reality Therapy and Choice Theory
5. Exhibiting Choice Theory knowledge, understanding and coaching skills
6. Choosing to rebuild that which was torn down by addiction related matters
7. Techniques for helping others address their addiction coaching needs

Instructor prepares students to become proficient in conducting Basic Coaching in nine (9) highly specialized areas: Alcohol & Drug, Anger Management, Co-dependency, Depression, Guilt, Habits, Lying, Manipulation, and Prejudice

Course Objectives:

By the end of this class students will be able to:

1. Develop a further understanding of application of Choice Theory philosophy, the Five Basic Needs, and using Choice Theory to resolve conflicts.
2. Demonstrate their understanding of their Quality World, and the application to their present Relationships, Behavior, Choices and Self-Trust.
3. Learn and demonstrate, via assessment instruments, their understanding of various types of addiction and coaching needs.
4. Develop an awareness of the various components of “How the Brain Works” chart and illustrate their understanding of the chart by applying Choice Theory principles and practices in the application of the stated chart.
5. Respond positively, effectively and responsibly to a “Field Observation,” utilizing skills, knowledge, abilities and self-trust to identify Relationships, Behavior, Choices and Self-Trust issues exhibited by others, and submit a written report regarding their observation.

Course Outline:

Addiction Types	Group Exercise	Brainstorming
Coaching Needs	Group Exercise	Group Coaching Needs in 9 areas of specialization
Questioning Techniques	Role Play	Develop and conduct relevant Role Play
<i>How The Brain Works</i> chart	Individual Exercise	Teach segments of the Chart and relate to a personal scenario
Behavior, Relationships, Choices and Self-Trust	Field Observation	7-10-minute, Presentation with visual aids
Choice Theory & Addiction Counseling	Respond to series of written questions	3-5-page typed Response Paper
Using the “How the Brain Works” chart	Prepare a personal situation to walk through the chart	Walk a personal issue through the “How The Brain Works” chart.

ADMJ 302: Understanding Behavior, Human Relations and Performance**3 Units****Course Description:**

This course provides greater understanding of Scripture, the physiological and psychological basis for human behavior, and it furthers the student’s ability to apply Choice Theory to create positive relationships in all aspects of their lives.

This course provides an augmentation to previous overview training in Reality Therapy & Choice Theory by exploring an in depth, analysis of “How And Why We Behave” through an understanding of the *How The Brain Works* chart developed by Dr. William Glasser coupled with organization behavior. Students are exposed to discussions, activities and assigned projects relevant to diversity in personality, intelligence and perceptions utilizing Perceived World concepts, Total Behavior, Behavioral System and the Perceptual System. Topics covered include, but are not limited to; leadership, time and career management, decision making, team and creative problem solving and team dynamics/leadership.

As a survey course, students will be guided through the inner workings of the brain to broaden their understanding of human behavior and the concepts of Choice Theory Scripturally.

Course Objectives:

By the end of this class students will be able to:

1. Identify the differences between the Five Basic Needs.
2. Eradicate destructive behavioral patterns of External Control Psychology and illustrate how the Behavioral System can help improve relationships.
3. Apply interpersonal strategies in life utilizing the various pieces of the *How the Brain Works* chart (Needs, Behavioral System, Total Behavior Car, Real World, Sensory System, Total Knowledge Filter, Valuing Filter, Perceived World, Quality World, Comparing Place, Frustration Signal).
4. Demonstrate how to promote healthier relationships by teaching people how to get along better through negotiated choices.
5. Describe the relationship between behavior, human relations, and performance.
6. Identify personal low and high human relations ability/skills levels.
7. Identify five personal human relations goals for themselves.
8. Explain nine guidelines for effective human relations.
9. Define ten key terms directly related to Scripture Choice Theory and/or human relations.
10. Write a 5-page paper on course outline

Course Outline:

Ground Phase: Profile – Pathways Ground Phase: Signs of Direction	Profile & Pathways writing assignment
Ground Phase: SEEAL Self-Assessment	Total Behavior writing assignment SEEAL writing assignment
Airborne Phase: R7 Goals	R7 writing assignment
Airborne Phase: PRITTT Plan	PRITTT writing assignment
Parachute Phase: The NU-U Choice Theory In Motion (DVD)	Post Assessment Surveys
Exam to follow	

ADMJ 303: *Effective and Responsible Role Play*

3 Units

Course Description:

This course is a road map and a compass for enabling students to develop a restorative educational behavioral pattern that focuses on the *entire* person, enabling the students to break-free from their previous poor choices, relationships and behavior that hurt rather than enhance rehabilitation, and cause distress and life-threatening situations.

Students learn to RISE ABOVE their Challenges, Obstacles, Circumstances, Self-Inflicted Guilt, Low Self-Esteem, and Lack of Belief that they can play a valuable role in their own reformation. This course teaches students how to “self-assess,” devise a vision and build a systematic plan of action to better understand implementation of their vision through role play.

Course Objectives:

By the end of this class students will be able to:

1. Explain the importance of Choice Theory and its relationship to Scripture, and interpersonal relationships through Role Play.
2. Discuss the purpose and application of the five basic needs, as described by Dr. William Glasser, and relate these needs to their current living, recreational, educational, and employment environments.
3. Use needs to set goals for future successes and illustrate their Basic Needs through Role Play.

Course Outline:

Introduction to Role Play DVD – Practicum Scenario 1 Evaluation/Discussion Communication defined	Role Play writing assignment
3 major goals of communication The communication process How to develop rapport Paraphrasing Role Play Practice #1 Role Play Practice #2	Role Play writing assignment
Listening skills Role play through effective communication DVD – Practicum Scenario #2 Evaluation/Discussion Role Play Practice #3 Role Play Practice #4	Role Play writing assignment
DVD – Practicum Scenario #3 Evaluation/Discussion Role Play Practice #5 Role Play Practice #6	Role Play writing assignment
DVD – Practicum Scenario #4 Role Play Practice #7 Role Play Practice #8 Role Play Practice #9 Role Play Practice #10	Post Assessment Surveys

ADMJ 304: *Old Plight, New Flight-Vision Building***3 Units**

Course Description: This course is designed to challenge students to Scripturally use *Choice Theory: "Old Plight, New Flight"* to enable themselves to develop a reformative educational behavior pattern; enabling the student to break free from their previous ineffective choices; relationships and behavior that hurt them, rather than helped them; embrace their reformation efforts; and caused them distress and life threatening situations. Students are challenged to "Build A Vision" for implementation, utilizing principles and practices taught in the Internal Empowerment Coaching Program. [Exam to follow]

Course Objectives:

By the end of this class students will be able to:

1. Describe the relationship of self-assessments, exercises and homework, relative to the “Old Plight, New Flight” Model
2. Define the following terms and relate them to charts, exercises, homework and personal journaling activities: Choice Theory, Survival, Fun, Profile, Gender Responsive Strategies, Choice Theory Connection Program, Love & Belonging, Plight, Pathway, WDEP, R⁷ Goals, Educational, Role Play, Economic, PRITTT, Administrative, Victories, Skit, Play, Games, Legal, “NU-U”, Recidivism
3. Identify their challenges, obstacles, circumstances, self- inflicted guilt, low self-esteem, and lack of belief that they can play a valuable role in their own reformation.
4. Conduct a self- assessment, devise a vision, and build a systematic plan of action, utilizing the “Old Plight, New Flight” model, and demonstrate their understanding of teaching by effectively participating in role play exercises.

Course Outline:

Define key terms and relevancy to models and visions	Define and articulate understanding of key terms
Learn, understand and apply” Old Plight, New Flight” model	Apply the “Old Plight, New Flight” model to current vision
How to break free from poor choices, relationships, distress and life-threatening situations	Design a strategic plan to eradicate poor choices, relationships, distress and life-threatening situations
Build your vision	Write a detailed vision plan
Presentation of Response to “Old Plight, New Flight” Model	Prepare a 7-10-minute, presentation of student’s vision

ADMJ 305: *Re-Entry Studies Transition (REST)***12 Units****Course Description:**

Re-Entry Studies Transition (REST) is a unique program, designed to address the long over-due needs of persons incarcerated or paroled, and students who are seeking to understand “Why and How They Behave.” Students learn skills, knowledge, abilities and character, coupled with an in-depth exploration of cognitive and affective behavior studies, to learn how to “Self-Rehabilitate.”

This course is an in-depth personal assessments and development of empowerment strategies to overcome personal challenges, choose “Internal Psychology” methods and application processes to control their Relationships, Behavior and Choices.

It is based upon principles of Choice Theory[®], and Cognitive & Affective Behavior Therapy Education; and incorporates research and assessments. Instrument, designed by Dr. Cheryl Grills and others from LMU; The “Quality of Life Survey” by Michael B. Frisch, Ph.D., to help them understand Depression, Anxiety, Hopelessness, Happiness; develop objective ways of progressing. The course includes journaling, group projects, field observations, class projects, and practical application.

Course Objectives:

By the end of this class students will be able to:

1. Demonstrate competency in designated areas.
2. Read, understand and apply principles/practices leading to an effective & responsible life.
3. Demonstrate how to “Love themselves, partner, and life, utilizing case studies of “Happy
4. Examine, the importance of “commitment,” and its in-depth definitions.
5. Analyze and “walk” personal situations through the “How the Brain Works” Chart
6. Demonstrate skills, knowledge, abilities and character to competently teach and/or facilitate teaching of CT-REST
7. Identify, analyze and develop principles and practices to reduce prison recidivism.
8. Identify, assess and administer personal efforts to access and Self-Rehabilitation efforts.
9. Assess themselves, enhancing their ability to make more effective choices
10. Recognize behavioral “creative systems” and inventive approaches to problem solving

Course Outline:

“How the Brain Works” Chart, and Dr. Les Johnson’s Forensic Personal Empowerment Model.	The way they perceive situations influences how they think, act, feel, and how their body reacts to the information it perceives, as well as their emotions.
Focused on the “...here and now...”	Answers to Relationships, Behavior, Choices and Trust issues, and to teach themselves and others, how to synchronize their Thinking, Acting, Feeling & Physiology to their Five Basic Needs
Study “Why & How They Behave,”	Using “Internal Psychology,” as opposed to “External Control Psychology,”
Identify their distressing thoughts and actions	Realistically evaluate and identify ways and means to access practical information
Change distorted thinking	Self-Rehabilitated

ADMJ 306: *Relevant Issues and Ethics for Coaches***3 Units****Course Description:**

This course explores legal standards utilized in Addiction Coaching. It addresses ethical considerations, client rights, regulatory restrictions, affiliated discrimination laws, ethical issues around harm reduction, and code of conduct regarding suicide prevention and pertinent laws governing the issue. Mandated reported guidelines and duty to warn are reviewed.

Course Objectives:

At the conclusion of the course, each student should be able to:

1. Demonstrate an understanding and application of legal standards utilized for Addiction Coaches
2. Read, understand and appropriately apply course material to relevant issues and ethics required for “Coaching” others
3. Discuss in an effective and responsible manner, rights, laws, regulations and restrictions regarding clients
4. Demonstrate above average competency in subject matter areas
5. Write a 5-page pager on the course outline

Course Outline:

Introduction and overview	Read, understand and illustrate how to implement information taught
Ethical considerations	Read, understand and illustrate how to implement information taught
Client rights, regulation restrictions and affiliated discrimination laws	Read, understand and illustrate how to implement information taught
Ethical issues around harm reduction	Read, understand and illustrate how to implement information taught
Code of Conduct regarding suicide prevention and pertinent laws governing the issue of mandatory reporting	Read, understand and illustrate how to implement information taught
Exam to follow	

ADMJ 307: Supervised Practicum/Intensive Internship**12 Units****Course Description:**

This course is 50-hour internship built upon the entire previously taught curriculum and continuing to address the process of change from a “Forensic Personal Empowerment[®]” perspective (students’ in-depth personal assessments and development of empowerment strategies to overcome personal challenges).

In addition, the Core Functions of Counseling will be incorporated, including screening, intake, orientation, assessment, treatment planning, counseling, case management, crisis intervention, client education, reports, record keeping, referrals, and consultation.

Course Objectives:

After completing this course, students will be able to:

1. Illustrate effectively how to apply principles and practices learned from classes
2. Actively participate in supervised practice, practicing learned skills, knowledge, abilities and character at a level determined by the instructor to be above average competency
3. Develop a “Course-End” 10-page, project designed to teach other’s contents of the course
4. Respond positively and appropriately to assignments, activities, projects and testing knowledge instruments as developed by the instructor

Course Outline:

<p>Effective & Responsible Ways to Change</p> <ul style="list-style-type: none"> • Co-Dependency, Depression, Guilt • Lying, Manipulation, Prejudice 	<p>Social Justice Models</p> <ul style="list-style-type: none"> • Harm Reduction Model • Restorative Justice Model • Transformative Justice Model • Retribution & Punishment Model 	<p>Basic Counseling Technique</p> <ul style="list-style-type: none"> • Individual counseling skills • Group counseling introduction • Crisis Intervention techniques 	<p>Substance Abuse Treatment Models</p> <ul style="list-style-type: none"> • Substance Abuse Training • Physiology and Pharmacology of commonly abused drugs • Co-dependency concerns • Denial process
<p>Theories of Family Systems</p> <ul style="list-style-type: none"> • Family Dynamics • Theories of human needs • Recognition of family roles 	<p>Pre-Employment Transition, Application & Confirmation</p>	<p>Humanism; Communication styles; Family Dynamics</p>	<p>Job Readiness Skills & One Stop Career Center links</p>
<p>Criminogenic Treatment Needs</p>	<p>Critical Thinking skills</p>	<p>Conflict Resolution skills</p>	<p>Anger Identification, Facilitation and Diversion</p>
<p>Changing Relationships, Behavior & Choices</p>	<p>Ethical and legal Issues in Addiction Counseling</p>	<p>Anger Identification, Facilitation & Diversion</p>	<p>Exam to follow</p>

THEO 500, *Systematic Theology (Part 1, 3-Units; Part 2, 3-Units; and Part 3, 3-Units)* 9 Units

Course Description: “Systematic Theology is any study that answers the question, “What does the Bible teach us today” about any given topic? Systematic Theology involves collecting and understanding all the relevant passages in the Bible on various topics and then summarizing their teachings clearly, so that we know what to believe about each topic. [Exam to follow].

Course Objective:

By the end of this class students will be able to:

1. Review and prepare to discuss the various definitions of Systematic Theology, and the role of the church, members, and the mission field.
2. Review and analyze seven different doctrines cited by the author, and determine their applicability to today’s church, ministry, or mission.
3. Answer each “Personal Application” question listed at the end of each chapter of the Systematic Theology text.
4. Write a 2-page paper on each doctrine explaining what they are; why they exist; what are the benefits or downside for ministry organizations.

Course Outline:

Part 1: Systematic Theology	The Doctrine of the Word of God The Doctrine of God
Part 2: Systematic Theology	The Doctrine of Man The Doctrines of Christ and The Holy Spirit The Doctrine of the Application of Redemption
Part 3: Systematic Theology	The Doctrine of the Church The Doctrine of the Future

- o Optional Textbook: *Systematic Theology: An Introduction to Biblical Doctrine*, Dr. Wayne Grudem, 1994.

THEO 501, Christian Apologetics

6 Units

Course Description: This is an introductory course in the principles of Christian Apologetics. The basic movement in this apologetic has its roots from the apostles in the New Testament, was developed by Augustine, and comes to fruition in later Christians such as Thomas Aquinas.

The heart of this apologetic approach is that the Christian is interested in defending the truths that Christ is the Son of God and the Bible is the Word of God. It makes no sense to speak about an act of God (i.e., a miracle) confirming that Christ is the Son of God and the Bible is the Word of God unless, of course, there is a God who can have a Son and who can speak a Word. Theism, then, is a logical prerequisite to Christianity. What is more, an adequate test for truth is a methodological prerequisite to establishing theism.

For unless the Christian apologist has a test by which we can show other systems to be false and theism to be true, there is no way to adjudicate the conflicting claims of various religions and worldviews. In view of this important problem, we unapologetically commit (part 1) to the proper question of truth tests before attempting to defend theism (part 2) and the uniqueness of Christianity (part 3). [Exam to follow]

Course Objective:

By the end of this class students will be able to:

1. Compare and contrast the difference between Modernism and Postmodernism
2. Identity two kinds of Agnosticism
3. Evaluate and Rationalism how it’s practiced, determine the role of logic and its process.
4. Review, analyze, and discuss the major Fideistic views as presented; the way to truth through faith; and discuss the five major central Fideistic premises
5. Review, analyze, and write a 5-page paper on the course outline.

Course Outline:

Part 1: Methodology <ul style="list-style-type: none"> • Agnosticism • Rationalism • Fideism • Experientialism • Evidentialism • Pragmatism 	Part 2: Theistic Apologetics <ul style="list-style-type: none"> • Deism • Finite Godism • Pantheism • Panentheism • Polytheism 	Part 3: Christian Apologetics <ul style="list-style-type: none"> • Naturalism and the Supernatural • Objectivism and History • The Historical Reliability of the New Testament
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<ul style="list-style-type: none"> • Combinationalism • Formulating an Adequate Test for Truth 	<ul style="list-style-type: none"> • Atheism • Theism 	<ul style="list-style-type: none"> • The Claim for the Deity and Authority of Jesus Christ • The Evidence for the Deity and Authority of Jesus Christ • The Inspiration and Authority of the Bible
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- Optional Textbook: *Christian Apologetics*, Norman L. Geisler, 2013

THEO 502, *Evangelical Hermeneutics*

6 Units

Course Description: This course involves learning how to interpret, understand and apply the Bible. In addition to interpreting verses and/or passages historically, grammatically, and contextually, which will provide the true meaning and application of Scripture. [Exam to follow]

Course Objective:

By the end of this class students will be able to:

1. Know, understand and discuss recent significant changes in evangelical hermeneutics
2. Identify new meanings being attached to “grammatical-historical interpretations”
3. Compare and contract traditional grammatical-historical interpretation with new evangelical hermeneutics.
4. Review, analyze, and discuss the dominantly subjective nature of new evangelical hermeneutics
5. Develop a 5-page paper on the course outline.

Course Outline:

<p>Part 1: The Role of Revisionist Hermeneutics in Altering Interpretive Principles</p> <ul style="list-style-type: none"> • The Hermeneutical Landscape • The Origin of Preunderstanding: From Explanation to Obfuscation • A Hermeneutical Ambiguity of Eschatology: The Analogy of Faith • Dynamic Equivalence: A Method of Translation or a System of Hermeneutics? • General Revelation and Biblical Hermeneutics. • The Principle of Single Meaning • Redrawing the Line Between Hermeneutics and Application • Modern Linguistics and Hermeneutics • The New Testament Use of the Old Testament • Genre Override in the Gospels • Genre Override in Revelation 	<p>Part 2: The Role of Revisionist Hermeneutics in Fostering New Doctrines</p> <ul style="list-style-type: none"> • The Hermeneutics of Progressive Dispensationalism • The Hermeneutics of Evangelical Feminism • The Hermeneutics of Evangelical Missionology • Theonomy and the Dating of Revelation • The Hermeneutics of Open Theism • Where Do Evangelicals Go from Here?
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- Optional Textbook: *Evangelism Hermeneutics*, Robert L. Thomas, 2012

Course Description:

“Christian Counseling: This study is to assist Christians in their counseling, be it personal or professional. The study is divided into nine sections. The first section, consisting of seven chapters, gives an overview of counseling principles that can apply to most of the problems issues that counselors are likely to encounter in their work, ministry, and place of socialization.

The study introduces comprehensive analyses of challenges, circumstances, life obstacles counselors and counselees; problem solving techniques; ethnics and standards for Christian Counseling. [Exam to follow]

Course Objective:

By the end of this class students will be able to:

1. Review, analyze and discuss, an overview of the counseling principles that can apply to most problem issues counselors encounter in their work.
2. Compare and contrast possible future of counseling built on what is happening in the present, and how it relates to you, your clients, or others in need of counseling.
3. Know, understand and discuss, problem issues and Scripture support for counseling
4. Survey the causes, effects, counseling recommendation, and suggestions for preventing each problem.
5. Demonstrate an understanding of how to use author Gary R. Collings PhD, Comprehensive for Christian Counseling.
6. Develop a 5-page paper on Christian Counseling, needs in a church, ministry, or mission field; provide Scripture support for addressing these needs.

Course Outline:

<p>Part 1: Introductory Issues</p> <ul style="list-style-type: none"> • Changes in Counseling • Counselor and Counseling • Church and Counseling • Core of Counseling • Legal, Ethical, and Moral issues in Christian Counseling • Multicultural Issues in Christian Counseling 	<p>Part 2: Prominent Issues</p> <ul style="list-style-type: none"> • Depression • Anxiety • Anger • Guilt and Forgiveness • Loneliness 	<p>Part 3: Developmental Issues</p> <ul style="list-style-type: none"> • Childhood • Adolescence • Twenties and Thirties • Forties and Fifties • The Later Years
<p>Part 4: Interpersonal Issues</p> <ul style="list-style-type: none"> • Conflict and Relationships • Sex Apart from Marriage • Sex Withing Marriage • Homosexuality • Abuse and Neglect 	<p>Part 5: Identity Issues</p> <ul style="list-style-type: none"> • Inferiority and Self-Esteem • Physical Illness • Grief • Singleness • Choosing a Marriage Partner 	<p>Part 6: Family Issues</p> <ul style="list-style-type: none"> • Premarital Counseling • Marriage Issues • Pregnancy Issues • Family Issues • Divorce and Remarriage
<p>Part 7: Control Issues</p>	<p>Part 8: Concluding Issues</p>	<p>Part 9: Future Issues</p>

<ul style="list-style-type: none"> • Mental Disorders • Alcohol-Related problems • Addictions • Financial Counseling • Vocational Counseling 	<ul style="list-style-type: none"> • Crises • Trauma, Terror, and Terrorism • Other Issues • Spiritual issues • Counseling the Counselor 	<ul style="list-style-type: none"> • Counseling the Counselor
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- Optional Textbook: *Christian Counseling: Comprehensive Guide*, Gary R. Collins, 2007.

COUN 501, *Self-Assessment, Scripture Secrets of Internal Empowerment/Choice Theory* 3 Units

Course Description: This course introduces key concepts related to: The Foundations of Scripture Therapy, Choice Theory and Internal Empowerment; Basic Needs; Needs Strength Profile; Quality World and other subjects that set the foundation, leading to Scripture Therapy’s certification, endorsement and/or ordination.

It includes the competency standards for Choice Theory’s Basic Intensive Training, established by the late, renown psychiatrist, William Glasser, M.D.; William Glasser International; and approved curriculum used in various programs at Loyola Marymount University Extension.

Course Objective:

By the end of this class students will be able to:

1. Effectively cite (write) three Scriptures to support or oppose the information in each chapter of the text.
2. Identify who they are through four personal assessments:
 - a. Define who they are through the Name Exercise, using behavioral terms
 - b. Identify the importance of details for the purpose of counseling
 - c. Review, analyze and determine their SEEAL's (Spiritual, Education, Economic, Administrative and Leadership) needs.
 - d. Define, personalize and determine challenges associated in establishing a Personal Board of Directors
3. Identify key components of William Glasser, M.D.'s legacy
4. Know and demonstrate an understanding of the introduction of Choice Theory, Reality Theory and Internal Empowerment, and how they relate to themselves and others
5. Demonstrate competency and the benefits of self-evaluation through exercises
6. Write Summarization Thoughts, reflecting information learned from teachings and usability for life, work, and socialization.
7. Develop a 5-page paper based on the course outline.

Course Outline:

Your SEEAL Assessment	Personal Board of Directors	Scripture Therapy and Choice Theory	Internal Empowerment	Choice Theory & Internal Empowerment
Legacy Video		Contributing Author’s Legacy	A Decade of Behind-the-Scenes	Knowledge Reflection
	Authors’ Comments	Behind-the-Scenes#1	Behind-the-Scenes#2	Exam to follow

- Optional Textbook: *Scripture Secrets of Internal Empowerment/Choice Theory*, online materials included, Les Triché and RoxAnne Triché, 2020
 - *Secrets of Internal Empowerment*, Les Triché and RoxAnne Triché
 - *Defining Mental health As a Public Health Issue: A New Leadership Role for The Helping and Teaching Professions*, William Glasser, M.D.

COUN 502, *Scripture Therapy® and Choice Theory*

3 Units

Course Description: Scripture Therapy and Choice Theory offers solutions to challenges clergies, counselors, leaders and individuals face every day. It connects careful teaching of the Bible with proven strategies from Scripture Therapy, Reality Therapy and Choice Theory to empower individuals to yield to God; follow His calling; and live a happy and meaningful life. STC&S combines Scripture Therapy, Choice Theory, Psychology, Life Experiences, faith and application to reach those seeking more effective and responsible application of:

- The Word of God.
- Their daily walks with God, and the impact they have on reaching others
- Their daily walks with God, and the impact they have on the world around them.

Course Objective:

By the end of this class students will be able to:

1. Explain why Scripture Therapy and Choice Theory were developed; complete self-assessment exercises; identify how to become less reactive to peer pressure.
2. Review, analyze, and determine how to restore, reframe and reallocate resources to get what you want and need, biblically.
3. Learn and demonstrate understanding of how to enhance positive relationships; develop effective goals; make responsible decisions; and evaluate obedience to God’s instruction.
4. Develop a Godly plan of action to fulfill God’s purpose for your life; and devise a plan to share your knowledge of *Scripture Therapy* with others.
5. Develop a 5-page paper on the course outline.

Course Outline:

Where We Begin	Who Are You?	The Foundation	Choice Theory and Internal Empowerment	Basic Needs (<i>Introduction</i>)
Self ⁴ Assessment	Your Quality World	Aligning Your Quality World	Total Behavior	PRITTT+Cost Model
Giving Back/ Mentoring	Self-Change Through Self-Evaluation	Reflection and Summary	Knowledge Reflection	Exam to follow

- Optional Textbook: *Scripture Therapy and Choice Theory*, Les Triché and RoxAnne Triché, 2018

COUN 503, *Self-Counseling with STACT: Getting What God Wants You To Have* **6 Units**

Course Description: Faith and organizational leaders, need real, usable strategies for counseling themselves and those they lead. Scripture Therapy provides these strategies by using the Spirit Alignment Systems for Getting What God Wants You to Have. Anyone who approaches their leaders for help or counseling, do so because their perceived needs are not being met. These

unmet needs lead to every problem they are facing today, specifically, relationships, behaviors, choices and trust matters.

Scripture Therapy addresses these needs in a compassionate, patient manner, and empowers students to make the choices that create healthy meaningful lives. These principles can be learned by everyone without requiring years of intense counseling or intervention.

Course Objective:

By the end of this class students will be able to:

1. Review, understand, and complete exercises to help you navigate through life’s challenges that impact them; wisdom and knowledge from life experience; and the Holy Spirit and Bible to address counseling concerns and relationship issues.
2. Review, understand, and complete exercises to determine how the Bible addresses everything ministries, businesses, individuals, and organizations need to know about counseling.
3. Self-assessment: are you in the faith; rank your state of mind regarding 22 areas of counseling.
4. Explain the STACT’s SOS for self-evaluating needs, wants, behavior and other areas, from a Biblical perspective.
5. Determine how to apply the SOS system to ministries, businesses, individuals, and organizations to address their needs and wants in healthy and effective ways.
6. Changing choices and behavior to align to God’s expectations.
7. Develop a 5-page paper on course outline.

Course Outline:

Part 1	Part 2	Part 3	Part 4	Part 5
Counseling Needs and Help Christian Counseling	Scripture Therapy and Choice Theory Foundations	Scripture Therapy Core Values	Building Healthy Relationships	Changing Choices and Behaviors
Changing Responsibilities	Internal Empowerment	Unlimited Trust	How to Handle Emotions	Knowledge Reflection
Hope is Near		WDEP-911	Your Solving Circle	Exam to follow
MC-IEACT		Your Unique Story		
Basic Principles of Effective and Responsible Counseling				

- o Optional Textbook: *Self-Counseling With STACT: Getting What God Wants You to Have!* Les Triché and RoxAnne Triché, 2019

COUN 504, Reality Therapy® & Choice Theory (BIT)

3 Units

Course Description: This course involves the history, evolution and teaching of Reality and Therapy and Choice Theory, combined with Scripture; “experimental learning (*learn by doing*);” universal explanation for human behavior, by applying them, first to yourself (self-reflection and self-evaluation), as experienced through Scripture Therapy, and learning:

Course Objective:

By the end of this class students will be able to:

1. Effectively cite (write) three Scriptures to support or oppose the information in each chapter of the text.
2. Demonstrate competency of How the Brain Works Chart (how decisions are made): Basic Needs, Quality World, Comparing Place, Behavioral System, Total Behavior, Perceptual System and their personal applications.
3. Separate their needs from their wants: identify the influence of their Quality World pictures in reference to achieving the relationships they want.
4. Define what they want in their Quality World; be aware of how behavior affects others and the world around them and develop several approaches to changing behavior.
5. Know and explain the effects of Boss Management vs Lead Management and their personal applications.
6. Demonstrate competency in responding to Role Play or vignettes, effectively and responsibility utilizing Choice Theory and Reality Therapy principles and practices.
7. Develop a 5-page paper on course outline.

Course Outline:

Legacy of Dr. Glasser	10-Axioms	Internal vs. External Control	Connecting and Disconnecting Habits
Knowledge Reflection			

Seek in-depth understanding of behavior as explained by Choice Theory; evaluate if our behavior is moving us closer to or farther away from our expectations and needs; and learn to change behavior by changing thoughts and actions; with the application of:

5-Basic Needs	Signals	Sensory System	Role Play or Vignette
Perceived World	Real World	Knowledge reflection	Reality Therapy
Control System Loop	Valuing Filter	Involuntary Behaviors	Boss Mgt vs Lead Mgt
Total Knowledge Filter	Comparing Place	Total Behavior	Exam to follow
Quality World	Behavioral System	Perceptual System	

- Optional Textbook: Les Triché and RoxAnne Triché, 2020

COUN 505, Scripturally, Take Charge of Your Life

3 Units

Course Description: This course involves Spiritual, a *personal journey* through the principles of Scripture Therapy; and answering questions that give insight and understanding to your own thoughts, words, and actions.

Course Objective:

By the end of this class students will be able to:

1. Determine and discuss how self-acceptance, hope, and a genuine belief in their ability to take the leadership role to administer their own life. And also, how self-engaging and evaluating processes reflect on their needs, wants, quality world and processes for self-fulfillment.
2. Discuss how to use “Internal Control Psychology” rather than “External Control Psychology;” demonstrate how to listen to their own voice as they answer life-reorganizing questions that will lead them to gaining more effective control of their life.
3. Identify and discuss non-controlling, non-blaming techniques to foster greater self-acceptance of self, their processes for getting what they want and need, and helping others understand the positive effect of choice theory and internal empowerment application.
4. Identify distressing thoughts and actions; ways and means to access practical information that will encourage them to change disordered thinking and acting, become self-reformed, and initiate positive changes
5. Self-reflection exercises and case in points materials to self-evaluate acquired knowledge to understand the “Negativity Feedback Loop,” its purpose, and applications; devise a plan to grow in their personal faith and apply Scripture to internal control practices.
6. Compare and contrast the meaning of “Old Plight, New Flight,” its “Eight Key Questions” and the need to “Take Charge of Your Life” through examining Glasser’s, perceptions about “long-term marriages.”
7. Develop a 5-page paper on course outline.

Course Outline:

Negative Feedback Loop	Replacing External Control with the New Choice Theory Psychology	Craziness, Creativity, and Responsibility	Criticism
Example: Lemonade	The Pictures in Our Head	Psychosomatic Illness as a Creative Process	Taking Charge of Your Life
Old Plight, New Flight Case in Point: Kyra	Our Values-Driven Behavior	Addicting Drugs: Chemical Control of Our Lives	Choice Theory Psychology and Raising Children
Relationships	Why We Behave	Common Drugs, Legal and Illegal	Controlling Ourselves or Others with Pain or Misery
Everything We Think, Do, and Feel Is Generated by What Happens Inside Us	Creativity and Reorganization	Conflict	Choosing to be Healthy
			Exam to follow

- Optional Textbook: Les Triché and RoxAnne Triché, 2020

COUN 506, Reality Therapy and Self-Evaluation: The Key to Client Change **6 Units**

Course Description: The course discusses the core concepts of self-evaluation and the WDEP system of reality therapy; and answers the commonly asked question: “How do I intervene with clients who appear to be unmotivated to make changes in their behavior?” Choice theory/reality therapy expert Dr. Robert Wubbolding provides mental health professionals and others with skill-building strategies for helping clients better self-evaluate; embrace the change process; and make more effective life choices.

This study details interventions dealing with posttraumatic stress; anger issues, grieving and loss; self-injury, antisocial behavior, career concerns, relationships problems, and more. Dr. Wubbolding’s techniques are readily applicable to ministries, mental health and education’s settings, with cross-cultural application to clients of various ages.

Course Objective:

By the end of this class students will be able to:

1. Effectively cite (write) three Scriptures to support or oppose the information in each chapter of the text.
2. Identify and discuss human motivation: Why People do what They do.
3. Analyze specific interventions made by practitioners of Reality Therapy for the purpose of establishing a safe, warm and empathetic relationship.
4. Determine what constitutes the heart and soul of Reality Therapy: The WDEP System
5. Review and analyze application of Realty Therapy with adults, troubled adolescent students, and adult couple experiencing tension in their relationships.
6. Analyze and discuss the spirituality value of Reality Therapy as the WDEP System, the place of feelings and emotions, connection between reality therapy and ethic principles
7. Determine the central place of self-evaluation, kinds of implicit and indirect self-evaluation.
8. Develop a 5-page paper on the course outline.

Course Outline:

Human Motivation: “In General Why Do People Do What They Do?”	Cross-Cultural Applications
Human Motivation: “Specifically Why Do People Do What They Do?”	Dealing with Loss, Posttraumatic Stress, Self-Injury, Conflict, and Anger
The Counseling Environment: “How Do I Set the Stage for Self-Evaluation?”	Reality Therapy FAQs
What is the WDEP System?	Conclusion
Career Concerns	Exam to follow

- o Optional Textbook: *Reality Therapy and Self-Evaluation: The Key to Client Change*, Dr. Robert E. Wubbolding, 2017.

COUN 507, *Filter of God Counseling: Scripture Alignment System. 6 Units*

Course Description: This study represents the beginning of the Filter of God: Scripture Alignment System, Thinking Through the Spirit of God which God gave Les Triché as an assignment nearly 10-years ago. Now, Les and his wife, RoxAnne Triché to use as a system for teaching the Word of God, spreading the Gospel of Jesus Christ internationally to over 108 countries. To fulfill this assignment, God gave us a beautiful gift according to Genesis 2:24, “...and they shall become one flesh,” the opportunity to write and teach His Word, together— Praise God! The Filter of God is designed to help you spiritually profit, become familiar with His doctrine, make life adjustments to correct thinking and actions, and help you received what God wants you to have.

Course Objectives:

By the end of this class students will be able to:

1. Further develop their personal relationship with God.
2. Learn and apply techniques and proven practices to self-counsel using Scripture Therapy Choice Theory Psychology, and life experiences.
3. Identify and apply Scripture, the Word of God, to your life in useful and meaningful ways.
4. Identify and respond to exercises regarding worldly and spiritual needs and wants that are not being met in your life.
5. Choose to empower yourself to effectively use free will; pursue a Godly vision for your life; avoid Addictive Distractions and learn from the Negative Feedback loop.
6. Evaluate where you are and compare it with where you want to be and where God wants you to be.
7. Identify the resources that you have and those you need to fulfill and maintain your God-ordained purpose, position, and place and create a plan to access these resources.
8. Develop strategies that help you to progress toward your goals and vision through ongoing productive actions, thoughtful evaluation and adjustments, and efficient use of resources.

Attendance and Participation:

Students are expected to participate in all required classes. If a student is unable to participate in our online courses due to an unforeseen emergency, contact the professor/instructor or co-facilitator/instructor immediately. While students are not expected to share confidential information about themselves, it is expected that each student fully engages in all class exercises and assignments.

COURSE OUTLINE AND SCHEDULE:

Week	Topics	Class/Self-Study	Assignment
1	Acknowledgements Opening Prayer Introduction Ch. 1: Introduction Ch. 2: Case Study		
2	Ch. 3: Filter of God: Scripture Alignment System Ch 4: SAS 1: God identifies His vision	In class discussion on Knowledge Reflection Chapter 1: Journeys 1-3 Chapter 2: Case Study	Complete module exercises, Chapters 1 & 2.
3	Ch 5: SAS 2: Moved over His vision Ch 6: SAS 3: BLESSED approach	In class discussion on Knowledge Reflection Chapter 3: Filter for God: Pursue, Word, Scripture Alignment System, Bridge between worldly and spiritual needs Chapter 4: SAS 1	Complete module exercises, Chapters 3, &4
4	Ch 7: SAS 4 Ch 8: SAS 8: Judged the Application of His vision	In class discussion on Knowledge Reflection Chapter 5: SAS 2 Chapter 6: SAS 3	Complete module exercises, Chapters 5 & 6
5	Ch 9: Review: Scripture Alignment System	In class discussion on Knowledge Reflection Chapter 7: SAS 4-7 Chapter 8: SAS 8	Complete module exercises, Chapters 7 and 8
6	Ch 10: Scripture Therapy and Racial Justice Awareness & Solutions Ch 11: Scripture Therapy to Recalibrate to God	In class discussion on Knowledge Reflection Chapter 9	Complete module exercises, Chapters 9
7	Chapter 12: Dependable Thoughts	In class discussion on Knowledge Reflection Chapter 10-11	Complete module exercises, Chapters 10 and 11

8	Overview and wrap up	In class discussion on Knowledge Reflection Chapter 12	Complete module exercises, Chapter 12
	Final	Final Exam: Write a 10-Page paper related to course content Due 06-05-2021	Complete module exercises, Chapters 12.

Optional Textbook: All materials included in course.

CFSP 500, *Getting Together, Staying Together*

3 Units

Course Description: The facts are nothing short of startling—no matter how many people seem to walk down the aisle, the divorce rate in America is at a record high. What’s the secret to getting into a happy marriage and, even more important, staying in one? Now world-renowned psychiatrist Dr. William Glasser and his wife, Carleen Glasser, provide a classic guide to successful marriages, *Staying Together*, for couples young and old. As they examine the questions of why some marriages work and others fail, the Glassers advise readers on how to create loving and happy relationships by applying Dr. Glasser’s trademark “Choice Theory.” The result is a wealth of new information about who would make a compatible partner and how to improve any relationships.

Course Objective:

By the end of this class students will be able to:

1. Effectively cite (write) three Scriptures to support or oppose the information in each chapter of the text.
2. Demonstrate how personal power improve relationships; self-assessment; personal power style; external control; disconnecting habits; internal control; connecting habits effect relationships.
3. How to improve communication in relationships
4. Develop a 5-page paper on course outline.

Course Outline:

My Marriage is a Mystery	Sex After Marriage	Total Behavior
Larry’s Dilemma	Feedback	More Feedback
Getting Rid of External Control Psychology, the Marriage Killer	Our Quality World Confirms Our Love	Creativity, the Final Component of Choice Theory
Carleen’s Story	The Genetic Core of Our Personality: The Strength of Our Needs	A Happy, Creative Marriage
The Basic Needs: How They Relate to Marital Happiness	The Only Person’s Behavior We Can Control is Our Own	Exam to follow

- o Optional Textbook: *Getting Together and Staying Together: Solving the Mystery of Marriage*, William Glasser, M.D. & Carleen Glasser, 2000.

CFSP 501, *Marriage Ministry*

3 Units

Course Description: This course involves applying methods and ideas expounded on by world-renown psychiatrist and relationship expert Dr. William Glasser, along with his wife, Carleen, offers a practical guide to an enduring, satisfying, successful marriage through showcasing eight real-life histories of trouble couples and presents simple, practical solutions to overcome the pitfalls illustrate therein in-- Keeping love alive and strong is not as difficult as you think.

Course Objective:

By the end of this class students will be able to:

1. Effectively cite (write) three Scriptures to support or oppose the information in each chapter of the text.
2. Learn, analyze, and apply fundamental truth of eight lessons for a happier marriage to you, your marriage or other marriages for which you are familiar.
3. You cannot make your spouse change the more you try the more unhappiness you create
4. Elements of successful marriages; the elements of failed marriages; and the insight to recognize the differences.
5. Review and analyze illustrations provided and determine what the Word of God says about them
6. Develop a 5-page paper on the course outline

Course Outline:

Lesson 1: External Control Kill A Marriage	Lesson 4: Get Acquainted With Each Other's Quality World	Lesson 7: At Your Discretion, Share What You're Doing For Your Marriage With Your Children
Lesson 2: We Choose All Our Behavior	Lesson 5: Understand Total Behavior	Lesson 8: Try New Ways To Improve Your Sexual Intimacy
Lesson 3: Never Use The Seven Deadly Habits	Lesson 6: A Little Creativity Can Save Your Marriage	A Final Word 101 Exam to follow

- o Required text: *Eight Lessons for a Happier Marriage*, William Glasser, M.D. 2007.

CFSP 502, *Parents and Teens*

3 Units

Course Description: This course includes Dr. William Glasser, M.D.--a world renowned psychiatrist who has healed shattered families and change live with his advice-- urges parents and teachers to reject the "common sense" that tells them to "lay down the law" by grounding team, or to try to coerce teens into changing their behavior. These strategies have never worked, assert Dr. Glasser, and never will.

Dr. Glasser spells out the seven deadly habits parents' practice, and then shows them how to accomplish goals by changing their own behavior. Most important, however, is a groundbreaking method that all parents and teachers can use with confidence to maintain strong and loving relationship with today's teenagers.

Course Objective:

By the end of this class students will be able to:

1. Effectively cite (write) three Scriptures to support or oppose the information in each chapter of the text.
2. Determine how to answer real problems teens face; learn, analyze, and discuss the 7- Deadly Habits parent's practice and their impact on you or others
3. Demonstrate how to accomplish goals by changing your behavior; and develop competent, strong, and loving relationship with today's teen and dissolve barriers with teens.
4. Develop a 5-page paper on course outline.

Course Outline:

When You Stop Controlling, You Gain Control	Roger, Susan, and Teri	If They'd Teach Us Like That, We'd All Learn
Choice Theory and External Control Don't Mix	Jackie and Joan	Fred
Kim And Jody	More Choice Theory- Starr, Sara, and Ed	The School Counselor as a Surrogate Parent
Ken and Jon	Teenage Drug Addiction That Sacrifice Happiness For Pleasure	Terry and Starr Revisited
Donald, Robert, Curtis, and Bob	Dealing with a Teen Who's Been Labeled Schizophrenic	Fred's Big Meeting Exam to follow

- o Optional Textbook: *For Parents and Teenagers: Dissolving the Barrier Between You and Your Teen*, William Glasser, M.D. 2003.

SWOK 502, Peer Counseling**9 Units**

Course Description: LCSW, CDVC-III, Alcohol & Drug Counselor, Toni White, teaches peer support, for veterans their family members, and others. Her teaching is designed to provide applied knowledge. It covers a variety of relevant topics, utilize various teaching instructional modalities presented in lecture form accompanied by various handouts, recommended books/reading for review, problem-solving activity, skill exercise, small group exercise, and open guided discussion. [Exam to follow]

Course Objective:

By the end of this class students will be able to:

1. Effectively cite (write) three Scriptures to support or oppose the information in each chapter of the text.
2. Demonstrate an understanding of the Role of a Peer Support Specialist; apply counseling requirements in the area of confidentiality and informed consent; and apply Trauma Informed Care.
3. Demonstrate the awareness legal and ethical principle in the field of being a Peer support.
4. Summarize how to identify factors/measures of lethality of suicide assessment; explain awareness of client grief/loss and relapse prevention; and familiarity with the transition between the Civilian life and Military

5. Demonstrate an awareness of Wellness and Recovery Models; and readiness to support the recovery of others through lived perspective and successful transition to the community.
6. Demonstrate the ability to effectively use Motivational Interviewing to communicate effectively with clients and understand their needs and concerns; and familiarity with resources for effective case management

Course Outline:

Introduction to Peer Specialist and Unique Needs of Veterans	Cultural Competency	Conflict Resolution
Transitioning to Civilian Life	Recovery and Stages of Change	Crisis Intervention and Suicidality
Law and Ethics	Motivational Interviewing and Awareness Building	Case Management
Trauma Informed Care	Wellness Planning	Recordkeeping, Referrals and Follow Through

- Optional Textbook: Online materials included Peer Specialist for Veterans, Toni White, LCSW, CDVC-III, Alcohol & Drug Counselor, 2020.

SJUS 500, *The Bible & Racial Justice #1*

3 Units

Course Description: Post Traumatic Slavery Syndrome helps to lay the necessary foundation to ensure the well-being and sustained health of future generations and provides a rare glimpse into the evolution of society’s beliefs, feelings and behavior concerning race in America.

Course Objective:

By the end of this class students will be able to:

1. Confirm or deny Dr. DeGruy’s essential thesis that slavery is the most brutal and lucrative of American institutions.
2. Explain how American slavery, was the economic cornerstone of, which American wealth and power were built—wealth, and power which lasts to this day.
3. Explain how the psychosocial consequences of American slavery, both of the descendants of the enslaved as well as the descendants of the enslavers.
4. Explain how knowing and embracing our past in all its fullness, for therein lies our only hope for a healthy, self-affirming present—and future.
5. Develop a 5-page paper on course outline.

Course Outline:

Introduction	Crimes Against Humanity	Healing
“I Don’t Even Notice Race”	Post Traumatic Slave Syndrome	Exam to follow
Whole to Three-Fifths Dehumanization	Slavery’s Children	

- Optional Textbook: *Post Traumatic Slave Syndrome: America’s Legacy of Enduring Injury and Healing*, Dr. Joy DeGury, 2017.

SJUS 501, *The Bible & Racial Justice #2*

3 Units

Course Description: Paraphrased from Dr. Antipas L. Harris’ book, *Is Christianity the White Man's Religion? How the Bible Is Good News for People of Color*. This course examines ways in which American evangelicalism may have incubated the race problem. It is taught using Scripture as the ultimate authority for answering critical questions.

Course Objective:

By the end of this class students will be able to:

1. Review analyze and determine if Christianity a one race Religion. Cite Scripture to support your answer.
2. Confirm or deny, if the Good News in the Bible good for all People. Cite Scripture to support your answer.
3. Identify how and why the Bible is a book of justice, promoting equality for all people.
4. Answer the question: “Is evangelical Christianity "good news" or a tool of white supremacy?” Cite Scripture to support your answer.
5. Answer the question: “Why do most popular images of Jesus feature a man with white skin and blue eyes?” Cite Scripture to support your answer.
6. Determine if Christianity affirm ethnic diversity played a powerful role in the formation of the Old and New Testaments? Cite Scripture to support your answer.
7. Explain your God-given purpose, position and place in the Christian community?
8. Develop a 5-page paper on course outline.

Course Outline:

The Striking Question	The Christian’s Scandalous Thinking	Social Justice and The Bible
A Crisis of Faith	The Color of the Bible	A New Way to Think About Faith
The Quest for the Soul	The Genesis Curse?	Exam to follow
The Church and the Search for Identity	Reading the New Testament Through Dark Lenses	

- Optional Textbook: *Is Christianity the White Man's Religion? How the Bible Is Good News for People of Color, 2020*.

SJUS 502, *The Bible & Racial Justice #3*

3 Units

Course Description: This course offers an in-depth study of multicultural ministry and multiculturalism and diversity in the Christian Scriptures, outlining contributions from men and women of various cultures and contexts, and expanding on the definition of diversity to encompass more than race and ethnicity.

Course Objective:

By the end of this class students will be able to:

1. Determine how “coming together,” addresses diversity from a Biblical perspective.
2. Identify and discuss the wide cultural mosaic of the Bible itself through a look at the fundamental oneness of humanity (and the oneness found in Christ) and the cultural variety of this one human family.
3. Define culture and examine identity formation (as it relates to culture).

4. Examine the racial and culture background and social locations of Jesus of Nazareth and its universal presence as the risen Christ.
5. Review, analyze, and discuss the Apostle Paul’s view on women and explore Biblical based strategies for addressing three forms of injustice—racism, sexism, and classism.
6. Examine and discuss liberation as a central message of the Bible that resonates with the cry of a majority of the world’s population, as well as the Bible liberation and reconciliation.
7. Review and discuss biblical images of community and then offer some approaches for developing community in a world that is becoming increasingly fragmented.
8. Develop a 5-page paper on course outline

Course Outline:

Introduction	Read the Apostle Paul through Galatians 3:28	Community in the Midst of Diversity
One Human Family	Addressing Injustice	The Diversity Dilemma
Culture and Identity	The Sources of Liberation and Empowerment	Group Reflection Guide
Jesus Christ: Culturally Human, Inclusively Divine	Bible on the Bible, Liberation, and Reconciliation	Exam to follow

- o Optional Textbook: *Coming Together in the 21st Century: The Bible's Message in an Age of Diversity*, Curtiss Paul DeYoung, 2009.

SJUS 503, *The Bible & Racial Justice #4*

3 Units

Course Description: In today's climate, it is almost impossible to have a rational conversation about racism. The purpose of this study is to facilitate discussions of “Unity Without Bondage,” through truth. It reviews the history behind the current wall of separation between the Black and White Christian Church’s in America and examines God’s position on racial diversity by walking through the Biblical themes of Creation; the Fall, Redemption, and the Consummation of all things.

The goal is to encourage a redemptive dialog for racism and unity so that the Church can model the love of God in the world. This study explores the redemptive Good News of the Gospel story that takes us from liberation to reconciliation in Christ, as equals, in order to become the “one new man” Paul teaches about in Ephesians.

Course Objective:

By the end of this class students will be able to:

1. Explain how a survey of the Old Testament and the New Testament will help ascertain God’s disposition in creating a diverse humanity who come together for His glory: Scripture demonstrate that it is a loving God’s idea that all His children are one;
2. Explain how separatism is a result of fallen humanity under the influence of Satan and the Gospel message is the redemptive plan that is inclusive of all ethnicity.
3. Explain how we are called to be the salt of the earth and the light of the world; to preach the Message of Good News; and the church is the best way to obey Christ and bring joy to the world.

4. Explain the birth of Ethnocentrism and what God’s Word says about it; and how the Gospel is the answer.
5. Review, analyze, and discuss race in the New Testament: The Mixed Genealogy of Jesus.
6. Develop a 5-page paper on course outline

Course Outline:

Introduction	Divine Drama Act 2: Doctrine of The Fall	Divine Drama Act 4: Doctrine of Consummation
Divine Drama Act 1: Doctrine of Creation	Divine Drama Act 3: Doctrine of Redemption	Exam to follow

- o Optional Textbook: *The Good News For Racism: From Liberation To Reconciliation*, Dr. Van Gayton, 2019.

SJUS 504, Scripture Behavioral Health Practitioner

18 Units

Course Description: The Scripture Behavioral Health Practitioner (SBHP) certificate program is comprised of four courses: 1) Self-Assessment, Scripture Secrets of Internal Empowerment Choice Theory; 2) Reality Therapy® & Choice Theory (BIT); 3) Scripturally, Take Charge of Your Life; 4) Supervised Practicum/ Internship.

It provides in-depth training and skills to address and improve relationships, behaviors, and choices that negatively impact an individual’s mental and physical wellbeing. SBHP professors teach individuals to support and mentor persons struggling with issues that have both a behavioral and psychological component, including stress, depression, anxiety, grief, addictions, mood disorders, self-esteem, obesity, living with chronic illness among other challenges.

Practitioners will learn how to apply their skills in both short-term applications (e.g., nursing, social services, as well as longer-term counseling relationships (e.g., life coach, addiction and recovery counseling).

This certificate program provides a solid foundation in therapeutic skills that allow a practitioner to effect change in individuals through effective communication and problem-solving. Using the principles and practices of Scripture Therapy, certified practitioners will help clients, citizens patients, and employees improve their decision-making processes, in a non-controlling, collaborative manner, to lead healthier, more productive and satisfying lives.

Behavioral Health Practitioner certification is recommended for individuals seeking self-improvement and all public-facing professions such as social services agencies, law enforcement, professionals and those interested in pursuing careers in ministry, counseling, coaching and mental health. [Exam to follow]

Course Objective and Outline, Refer to the Following Courses:

COUN 501, <i>Self-Assessment, Scripture Secrets of Internal Empowerment/Choice Theory</i>
COUN 504, <i>Reality Therapy® & Choice Theory (BIT)</i>
COUN 505, <i>Scripturally, Take Charge of Your Life</i>
CMRE 600, <i>Supervised Practicum/ Internship in a Ministry/Organization</i>

- o Optional Textbook: Behavioral Health Practitioner, online materials included, 2019.

CFSP 505 & 506, *The Holy Spirit's Role in Social Justice*

6 Units

Course Description: This course transitions students to focus outward as they open their hearts and minds to learn about Social Justice and the role that the Holy Spirit plays in this dynamic. This is not a course to rush through. It is a course provides a foundation for student's personal efforts toward social justice. They are to take their time to think through the concepts and connect with the Scripture references. Ask questions, share your thoughts, participate in the change making.

Course Objectives:

At the conclusion of this course students will have become proficient in the following areas by evaluating course content, participating in discussions, completing learning assessments and assignments.

1. Identify several different types of social justice and the role the Holy Spirit plays in each.
2. Understand the movement of the Spirit: insistent on a deeper recognition of who we are and who we are called to be as the people of God.
3. Identify what Scripture says about how to transform our communities through social justice and racial reconciliation.
4. Recognize what contributed to social injustice and what efforts are needed personally and as a community to achieve social justice.
5. Discern and evaluate the connections between Spirit and Justice.
6. Evaluate and discuss theological principles that influence social justice movements and the practical application of pursuing social justice as a Christian.
7. Analyze, probe and calculate individual responsibility toward social justice.

COURSE OUTLINE AND SCHEDULE:

Week	Topics	Class/Self-Study	Assignment
1	Acknowledgements Opening Prayer Introduction Overview First class meeting: March 25, 2021	In class discussion: 1. Meet & Greet 2. Overview and syllabus review 3. Discussion of how the Bible promotes social justice. 4. Discussion about how CT/RT contributes to social justice.	Read and sign and submit the syllabus. Read the overview and complete exercises.

2	<p>Chapter 1: The Holy Spirit and the third person of the God-head</p> <p>Chapter 2: The baptism with the Holy Spirit</p> <p>Chapter 3: Gifts and fruits of the Holy Spirit</p>	<ol style="list-style-type: none"> 1. The Holy Spirit’s mind, will, emotions, and Godly attributes 2. Prerequisites for salvation 3. Samaria and Ephesus 4. Rooted and grounded in mature love 5. Yielded but imperfect 	Read Chapters 1-3, and complete module exercises
3	<p>Chapter 4 “What does the Bible say about racism?”</p> <p>Chapter 5 “What is Social Justice?”</p> <p>Chapter 6 “The Holy Spirit’s Role in Social Justice”</p>	<p>In class discussion:</p> <ol style="list-style-type: none"> 1. How and why does the Holy Spirit move us toward restoration of relations and social justice? 2. What is koinonia and how do we achieve this? 3. How does the Spirit celebrate created life? 	Read Chapter 4, 5 & 6, and complete module exercises.
4	<p>Chapter 7: “Thinking Pneumatology and Social Justice”</p> <p>Chapter 8: “The Spirit and Social Justice Movements”</p>	<p>In class discussion:</p> <ol style="list-style-type: none"> 1. Prophetic tradition and social justice (Habakkuk, Isaiah) 2. How the Spirit moves us to restore relationships and the importance of koinonia. 3. Experience, empowerment, and eschatology. 	Read Chapters 7 & 8 and complete module exercises
4	<p>Chapter 9: “Social Justice and the being of the Spirit”</p> <p>Chapter 10 “Elijah, architect of the Spirit; driven prophetic ministry”</p>	<p>In class discussion:</p> <ol style="list-style-type: none"> 1. Theodicy and cultures and the role both play in Social Justice. 2. The role koinonia plays in Social Justice. 3. The role of worship as it pertains to social justice. 4. The ethical requirements for acceptable worship. 	Read Chapters 9 & 10, and complete exercises.

5	<p>Chapter 11 God, the worshipping community, and the poor in Psalms</p> <p>Chapter 12 “God’s vindication of the poor”</p>	<p>In class discussion:</p> <ol style="list-style-type: none"> 1. What role does racial reconciliation play in the efforts toward social justice? 2. What is your role in racial reconciliation? 3. How does creation direct social justice? 4. How do we make space for the Holy Spirit to work? 	<p>Read Chapters 11 & 12, and complete exercises</p>
6	<p>Chapter 13 “The Gospel and racial reconciliation”</p> <p>Chapter 14 “How to have a Christian riot”</p>	<p>In class discussion:</p> <ol style="list-style-type: none"> 1. The significance of worship for the poor. 2. Our responsibility to the poor. 3. Our responsibility to reconciliation. 4. What role does racial reconciliation play in Christianity? 	<p>Read Chapter 13 & 14, and complete exercises.</p>
7	<p>Chapter 15 “Reconciliation elsewhere in the New Testament”</p> <p>Chapter 16 “Waiting for a hero! Will someone do the right thing?”</p> <p>Chapter 17 “The Holy Spirit, Jesus, and Social Justice in Black churches”</p>	<p>In class discussion:</p> <ol style="list-style-type: none"> 1. How does partiality impact the church, the community and what instruction does the Bible provide to the church about partiality? 2. What role do we have, as Christians, with regard to partiality and social justice. 3. How does impartiality and inclusivity impact social justice? 	<p>Read Chapters 15-17, and complete exercises</p>
10	<p>Closing meeting</p> <p>Review</p> <p>Final Exam</p>	<p>In class discussion:</p> <ol style="list-style-type: none"> 1. Discussion of how the Bible promotes social justice. 2. Discussion about how CT/RT contributes to social justice. 3. What is the impetus of social justice? 	<p>Final class meeting:</p> <p>Final Exam</p> <p>Submit a 10-page paper summarizing the course content.</p>

GREK 600, *Basic Greek*

6 Units

Course Description: You will learn the basic outlines of *Greek* alphabet, main vowels, and grammar as well as hundreds of new Testament words. The material is presented so clearly that you will begin reading Greek on the very first day. This course has proven successful for three decades. [Examine follows].

Course Objective:

By the end of this class students will be able to:

1. Effectively cite (write) three Scriptures to support or oppose the information in each chapter of the text.
2. Be able to pronounce Greek words fluently and feel “at home” with the alphabet.
3. Demonstrate the meanings of hundreds of New Testament words.
4. Understand the background of dozens of religious terms though seeing the Greek components that form them.
5. See relationships between Bible words that are not easily apparent in English translation.
6. Be able to use Greek dictionaries and other valuable reference books.
7. Understand the general outlines of Greek grammar.
8. Develop a 5-page paper on course outline

Course Outline:

Part 1: Reading and the Alphabet	Part 2: Introducing Endings	Part 3: Those Small Words
Part 4: Word Studies	Part 5: Verbs	

- Optional Textbook: *Basic Greek, James Found*

HEBR 600, *Introduction to Hebrew*

6 Units

Course Description: A deductive and inductive learning, it emphasizes the structural pattern of the language, minimizing rote memorization. It provides the *Basics of Biblical Hebrew Grammar*, emphasizes the structural pattern of the Hebrew language rather than rote memorization, resulting in a simple, enjoyable, and effective learning process: 1) Hebrew Vowels; 2) Pronominal Suffixes; 3) Waw Consecutive; 4) Imperative; 5) Cohortative; and 6) Jussive Issues of Sentence Syntax.

Course Objective:

By the end of this class students will be able to:

1. Effectively cite (write) three Scriptures to support or oppose the information in each chapter of the text.
2. Review, analyze and demonstrate an understanding of the Hebrew alphabet
3. Review, analyze and demonstrate an understanding vocabulary for words occurring 70 times or more in the Hebrew Bible.
4. Review, analyze and demonstrate an understanding of the Hebrew noun system
5. Review, analyze and demonstrate an understanding of the Hebrew verbal system

Course Outline:

Combined the best of inductive and deductive approaches	Use actual examples from the Hebrew Old Testament	Emphasizes the structural pattern of the Hebrew language
Employs colored text that highlights key features of nouns and verbs.	Appendices of verbal paradigms and diagnostics.	Exam to follow

- Optional Textbook: *Basics of Biblical Hebrew Grammar, Third Edition*, Gary D. Pratico, Miles V. Van Pelt, 2014

CMRE 600, Supervised Practicum/ Internship in a Ministry/Organization **6 Units**

Course Description: This course is designed to teach participants how to facilitate what they learned with one or more individuals in a 50-hour practicum/internship. Our online and face-2 face practicums provide opportunities to practice Scripture Therapy. They emphasize the importance of learning by doing. Here, participants learn how to transfer their knowledge to actual work. [Exam to follow]

Course Objective:

By the end of this class students will be able to:

1. Develop and submit learning objectives and memorandum of agreement for internship
2. Develop and submit an organizational introductory paper
3. Develop and submit weekly electronic knowledge reflective journal entries
4. Develop and submit internship experience report and updated resume
5. Facilitate internship supervisor evaluation of internship
6. Develop and submit a 10-12-page experience knowledge reflection paper

Course Outline

<p>EXERCISE: Learning Objectives and Memorandum of Agreement</p> <ul style="list-style-type: none"> • Purpose of learning objectives: • Guidelines for writing learning objectives, using Bloom’s Taxonomy as a guideline • Grading of learning objectives • Internship Agreement • Start 50-hours approved internship
<p>EXERCISE: Organizational Introductory Paper</p> <ul style="list-style-type: none"> • Purpose of organizational introductory paper: • Guidelines for writing an organizational introductory paper: <ul style="list-style-type: none"> • mission and goals; type of industry; clients/customer base; • internship supervision leadership; • areas intern experienced and how Choice Theory, Reality Therapy, Internal Empowerment, and BHP’s principles could be used to problem-solve. • Demonstrate awareness of self in an internship environment and the role of others. • Reflection and synthesizing the full internship experience; • Analyzing personal and professional effectiveness; • Highlighting additional insights about the organization, industry, or career field. • Grading of organizational introductory paper:

<p>EXERCISE: Electronic Knowledge Reflective Journal Entries</p> <ul style="list-style-type: none"> • Determine how BHP’s learning materials can be used in the internship environment. • Guidelines for writing knowledge reflective journals • jobs/tasks/projects accomplished. • how classroom knowledge was used in an internship, • progression towards achieving learning objectives: what was learned and how it was learned; • challenges or frustrations encountered in the internship environment, and personal efforts towards resolutions; • provide views of what is most impressive about the internship. • Grading of knowledge reflective journals:
<p>EXERCISE: Internship experience report and updated resume</p> <ul style="list-style-type: none"> • Purpose of the report: • Guidelines for the report • Company’s Strengths & Opportunities • Learning Objectives • Challenges & Resolutions • Reflection • Grading of internship experience report: • Updated resume
<p>EXERCISE: Internship Supervisor</p> <ul style="list-style-type: none"> • Evidence of Internship Completion • Complete all required assignments and reports; and submit a final knowledge reflection paper, following internship requirements. • <i>Evaluation Form</i> • Obtain evidence of successful internship, via an internship evaluation from the internship supervisor • Internship Time Verification Document
<p>Final Knowledge Reflection Paper</p> <ul style="list-style-type: none"> • Submit a ten to twelve knowledge reflection paper. • Course Completion • Course Evaluation

- Optional Textbook: *None*

HPSB 600, *Mentoring Certification Scripture Therapists or Scripture Therapy Minister*

12 Units

Become a *Scripture Therapist or Scripture Therapy Minister*, officially certified, able to counselor, teach, minister, and conduct Scripture Therapy training sessions and oversee mentors).

Course Description: This course involves more in-depth practicum training providing facilitation skills for participants to learn to mentor others who have been trained on counseling and coaching principles and practices. Participants are required to achieve the following:

Course Outline and Objectives for Scripture *Therapists*:

Discuss personal vision, goals and objectives, and how your training will be used
Conduct 10- Scripture Therapy trainings under direct or indirect supervision, with a minimum of 7-persons per training, based on Scripture Therapy’s principles, practices, and teachings.
Engage in a 30-minute computer generated discussion, using Scripture Therapy training sessions, and provide written feedback of same from participants.
Read, understand and agree to fully adhere to Scripture Therapy Center, Inc’s Ethics and Standards for Scripture Therapy.

Course Outline and Objectives for Scripture Therapy *Minister*:

Discuss personal calling from God to the “4-Fold Ministry:” Apostle, Prophet, Evangelist, Pastor and Teacher, and how Scripture Therapy will be used in their ministry.
Discuss personal vision, goals and objectives, and how information learned will be used by them in their ministry.
Conduct 10-Scripture Therapy trainings with a minimum of 7-persons per training, based on Scripture Therapy’s principles practices and teachings.
Engage in a 30-minute computer generated discussion, using Scripture Therapy training sessions, and provide written feedback of same from participants.
Read, understand and agree to fully adhere to Scripture Therapy, Inc.’s Ethics and Standards for Scripture Therapy.

RMS 700, *Master’s Thesis*

12 Units

Course Description: This course provides information on the official source for APA Style. It offers guidance on choosing the headings, tables, figures, language, and tone that will result in powerful, concise, and elegant scholarly communication. It guides students through the scholarly writing process—from the ethics of authorship to reporting research through publication. It includes three different formats — spiral and tabbed, paperback, and hardcover.

Students will use their tolerance for examining ambiguity; cognitive; choose a topic that is sufficient enough to make them feel secure, in their study and open-ended enough to be exciting; making a significantly intellectual and ministry contributions to themselves, STC&S, and the world.

The thesis or dissertation is a part of an established program of research. What do thesis and dissertations look like? Students’ have probably asked themselves a number of questions about the form of their theses or dissertation is supposed to take. What particular methods to use? How long is it supposed to be? What format are they supposed to follow? Are there writing style requirements to follow?

There is a format you are supposed to follow, assigned textbook and internet research, and professor will provide you guidance.

Course Objective:

By the end of this class students will be able to:

1. Improve their navigation of finding answers to thesis writing.
2. Review, analyze, and demonstrate an understanding of writing and formatting annotated bibliographies, response papers, and other paper types as well as guidelines on citing course materials
3. Review, analyze, and effectively use APA Style covering paper elements and format, including sample papers.
4. Review, analyze, and demonstrate an understanding of journal article reporting standards that includes updates to reporting standards for quantitative research.
5. Review, analyze, an understanding of ethical writing and publishing practices, including how to ensure the appropriate level of citation, avoid plagiarism and self-plagiarism, and navigate the publication process

Course Outline:

<p>Submit a proposed thesis topic, outline introductory chapter and bibliography for approval by the college-seminary administration. The proposal should contain:</p> <ol style="list-style-type: none"> 1. Acknowledgements; 2. Contents; 3. Chapter 1: <ol style="list-style-type: none"> a. Introduction; b. Statement of the thesis; c. Statement of the problem; d. Purpose of study; e. Areas of Assessment; 4. 4) Bibliography. 	<p>Once the proposal is approved by the college-seminary administration:</p> <ol style="list-style-type: none"> 1. Write a 200-page thesis; 2. Include minimum of 50 citations 3. Submit to the college-seminary administration for review and approval; 4. Have thesis bound by a book binding company, according to thesis specifications.
<p>The thesis must follow a format as determined by the college-seminary administration.</p>	

- o Optional Textbook: *Publication Manual of the American Psychological Association: 7th Edition, 2020 Copyright Seventh Edition by American Psychological Association (Author)*

RMS 800, Doctorate Dissertation

12 Units

Course Description: This course provides the nuts and bolts needed to put together good theses and dissertations the information provided applies to what the student has already learned in graduate school to the practical conduct of research. It includes information on the official source for APA Style. It offers guidance on choosing the headings, tables, figures, language, and tone that will result in powerful, concise, and elegant scholarly communication. It guides students through the scholarly writing process—from the ethics of authorship to reporting research through publication. It includes three different formats — spiral and tabbed, paperback, and hardcover.

Course Objective:

By the end of this class students will be able to:

1. Improve their navigation of finding answers to dissertation writing.
2. Review, analyze, and demonstrate an understanding of writing and formatting annotated bibliographies, response papers, and other paper types as well as guidelines on citing course materials
3. Review, analyze, and effectively use APA Style covering paper elements and format, including sample papers.
4. Review, analyze, and demonstrate an understanding of journal article reporting standards that includes updates to reporting standards for quantitative research.
5. Review, analyze, an understanding of ethical writing and publishing practices, including how to ensure the appropriate level of citation, avoid plagiarism and self-plagiarism, and navigate the publication process

Course Outline:

<p>Submit a proposed thesis topic, outline introductory chapter and bibliography for approval by the college-seminary administration. The proposal should contain:</p> <ol style="list-style-type: none"> 5. Acknowledgements; 6. Contents; 7. Chapter 1: <ol style="list-style-type: none"> a. Introduction; b. Statement of the thesis; c. Statement of the problem; d. Purpose of study; e. Areas of Assessment; 8. 4) Bibliography. 	<p>Once the proposal is approved by the college-seminary administration:</p> <ol style="list-style-type: none"> 5. Write a 200-page dissertation. 6. Include minimum of 50 citations 7. Submit to the college-seminary administration for review and approval; 8. Have thesis bound by a book binding company, according to thesis specifications.
<p>The thesis must follow a format as determined by the college-seminary administration.</p>	<p>Defend dissertation before the college-seminary committee.</p>

- o **Optional Textbook:** *Publication Manual of the American Psychological Association: 7th Edition, 2020 Copyright Seventh Edition by American Psychological Association (Author)*

RMS 801, Ph.D. Dissertation

12 Units

Course Description: This course provides the nuts and bolts needed to put together good theses and dissertations the information provided applies to what the student has already learned in graduate school to the practical conduct of research. It includes information on the official source for APA Style. It offers guidance on choosing the headings, tables, figures, language, and tone that will result in powerful, concise, and elegant scholarly communication. It guides students through the scholarly writing process—from the ethics of authorship to reporting research through publication. It includes three different formats — spiral and tabbed, paperback, and hardcover. Ph.D. requires 24-credits beyond the doctor’s degree course completion. A Ph.D. dissertation is required and must be approved by faculty, in addition to the students successfully defending their dissertation.

Course Objective:

By the end of this class students will be able to:

6. Improve their navigation of finding answers to dissertation writing.
7. Review, analyze, and demonstrate an understanding of writing and formatting annotated bibliographies, response papers, and other paper types as well as guidelines on citing course materials
8. Review, analyze, and effectively use APA Style covering paper elements and format, including sample papers.
9. Review, analyze, and demonstrate an understanding of journal article reporting standards that includes updates to reporting standards for quantitative research.
10. Review, analyze, an understanding of ethical writing and publishing practices, including how to ensure the appropriate level of citation, avoid plagiarism and self-plagiarism, and navigate the publication process

Course Outline:

<p>Submit a proposed thesis topic, outline introductory chapter and bibliography for approval by the college-seminary administration. The proposal should contain:</p> <ol style="list-style-type: none"> 9. Acknowledgements. 10. Contents. 11. Chapter 1: <ol style="list-style-type: none"> a. Introduction. b. Statement of the thesis. c. Statement of the problem. d. Purpose of study. e. Areas of Assessment. 12. 4) Bibliography. 	<p>Once the proposal is approved by the college-seminary administration:</p> <ol style="list-style-type: none"> 9. Write a 300-page dissertation. 10. Include minimum of 75 citations 11. Submit to the college-seminary administration for review and approval. 12. Have thesis bound by a book binding company, according to thesis specifications.
<p>The thesis must follow a format as determined by the college-seminary administration.</p>	<p>Defend dissertation before the college-seminary committee.</p>

- Optional Textbook: *Publication Manual of the American Psychological Association: 7th Edition, 2020 Copyright Seventh Edition by American Psychological Association (Author)*

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