

# Intercultural Studies

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**Chair, [Associate professor Evvy Campbell](#)**

**Director of Evangelism and Leadership, [Rick Richardson](#)**

**Director of TESOL, [Alan Seaman](#)**

**Professors, [Moreau](#), Rau**

**Associate Professors, [Gallagher](#), [Pierson](#), [Richardson](#)**

**Adjunct Professors & Instructors, [Allison](#), Armstrong, Dickerson, Reynolds, Root, Sisk**

Intercultural Studies is a multifaceted discipline demanding the highest form of professional competence and expertise in a number of specialized areas. As a department our educational mission is to develop Christian professionals who are skilled in theory and practice for culturally relevant service in a constantly changing world.

The Intercultural Studies program, leading to a Master of Arts degree, offers four separate degrees in three programs. Each provides preparation for culturally relevant service from a theological foundation combined with a multidisciplinary approach. The graduate will be equipped with both a conceptual framework and appropriate professional skills for successful service. Access to the course offerings of undergraduate and other graduate programs at Wheaton enables the integration of intercultural studies with areas of specialization.

Students in this department typically plan to begin or continue service in a variety of areas such as English language teaching, leadership development, community health and development, theological education, and pastoral or parachurch leadership in evangelism, church planting, and church growth.

The Billy Graham Center offers special scholarships to international students, furloughing missionaries, missionary candidates who are committed to overseas service under an established mission agency and those called to evangelistic ministries who are committed to service in urban settings. The Billy Graham Center provides extensive research facilities for missions and evangelism studies. Close proximity to mission agencies, local ministries, and evangelistic outreaches in the metropolitan Chicago area enables students to relate classroom experiences to relevant ministries.

## Degree Requirements

The department offers four specialized degree programs for an M.A.: 1) Evangelism and Leadership, 2) Missions, 3) Intercultural Studies, and 4) Intercultural Studies and Teaching English to Speakers of Other Languages.

A comprehensive examination for all degree programs in the department is required unless the student chooses to write a thesis. In addition, full-time students are required to enroll in INTR 691, a non-credit intercultural studies forum, each semester they are in residence.

Our programs are professional ones aimed at preparing students for Christian service. Thus, continued enrollment in the degree program requires that students exhibit the presence of essential professional skills and dispositions, as well as demonstrate a commitment to growth in Christian virtues and cultural sensitivity. When a student submits an application for candidacy, the department faculty considers not only academic criteria but also the student's commitment to personal growth and fitness for ministry.

## M.A. in Intercultural Studies or M.A. in Missions

Our mission for these degree tracks in the Intercultural Studies department is to develop effective cross-cultural professionals who are competent communicators of Christ, sensitive to other cultures, and effective servants. The program leading to a Master of Arts degree requires 40 hours of course work. The graduate six-hour Biblical and Theological Studies requirement is met by taking an approved 4-hour BITH course from the approved [Category I](#) list and [INTR 531](#). Additional required courses include [INTR 514](#), [521](#), [532 \(4-hour version\)](#), [561](#), [572](#), [621](#), and [691](#) for a total of 24 hours. The student will work with an advisor to determine the 16 hours of electives that best meet the student's background, interests, and goals. At least 4 hours of these electives must be taken in the department.

## Certificate in Urban Mission

Coordinator, [A. Scott Moreau](#)

**In order to receive the Certificate in Urban Mission**, students must complete 24 credit hours of specialized courses. Students may choose to focus on urban mission or urban evangelism for their course of study. Those focusing on urban mission will take [INTR 532 \(4-hour version\)](#), [561](#), [621](#), [696](#) and a comprehensive exam ([INTR 692](#)). The remaining 12 credit hours of elective courses may be taken from [INTR 525x](#), [526x](#), [527x](#), [528x](#), [536](#), [594](#), [695](#), [696](#), [EVAN 545](#), or other courses approved by the coordinator. Those focusing on urban evangelism must take [INTR 532 \(4-hour version\)](#), [INTR 562](#) (or [INTR 561](#)), [696](#), [EVAN 545](#) and a comprehensive exam ([INTR 692](#)). The remaining 12 credit hours of elective courses may be taken from [INTR 525x](#), [526x](#), [527x](#), [528x](#), [536](#), [594](#), [621](#), [695](#), or other courses approved by the coordinator.

The Certificate in Urban Mission may be earned as a stand-alone certificate or together with the [M.A. in Intercultural Studies](#) or [M.A. in Evangelism](#) to provide a solid foundation for contextualized Christian service in urban areas. Students taking the Certificate in Urban Mission simultaneously with the M.A. in Intercultural Studies are exempted from taking [INTR 521](#) for their

degree program. Students taking the Certificate in Urban Mission simultaneously with the M.A. in Evangelism are exempted from taking [EVAN 573](#) for their degree program.

## **M.A. in Intercultural Studies and Teaching English to Speakers of Other Languages (TESOL)**

Director, [Alan Seaman](#)

Our mission for this degree program in the Intercultural Studies department is to develop specialists in Teaching English to Speakers of Other Languages who demonstrate a high level of professionalism as the foundation for cross-cultural work. The requirement for this Master of Arts degree is 40 hours of course work. The graduate six-hour Biblical and Theological Studies requirement is met by taking an approved 4-hour BITH course from the approved Category I list and [INTR 531](#). Additional required courses include [INTR 532 \(2-hour version\)](#), and [562](#) (or [561](#) for [562](#)), [573](#), [611](#), [612](#), [613](#), [614](#), [615](#), [616](#), [617](#), [619](#) and [691](#) for a total of 32 hours. The student will work with an advisor to determine the eight hours of electives that best meet the student's background, interests, and goals.

This professional credential is designed to prepare English language teachers for positions in a wide variety of settings in the U.S. and other countries. The stateside opportunities include teaching ESL in colleges and universities, language institutes, company-sponsored programs, and centers for new immigrants and refugees. Opportunities abroad include teaching English as a Foreign Language (EFL) in colleges and universities, national secondary and elementary schools, language institutes, and international schools.

The M.A. in Intercultural Studies and TESOL provides a solid foundation in ESL/EFL teaching, including courses in all of the major areas of the field. The required courses meet the standards for professional preparation established by TESOL, Inc., the international agency for English language teachers. Supervised teaching experiences focus on a broad range of instructional skills useful for a variety of classroom situations.

## **Certificate in Teaching English to Speakers of Other Languages**

**In order to receive the Certificate in TESOL**, students must complete 24 credit hours of specialized courses. Required courses are [INTR 562](#), [611](#), [612](#), [613](#), [614](#), [615](#), [616](#), [617](#), [619](#), and [618](#) or another approved TESOL elective. Each student's program is worked out individually in consultation with an advisor.

For students who have already earned an elementary, middle, or secondary teaching certificate, the Certificate in TESOL meets all of the requirements for an ESL endorsement or approval in the state of Illinois and most other states. The TESOL Certificate may also be earned along with one of the other M.A. degrees offered at Wheaton College (such as the [M.A. in Christian Formation and Ministry](#)) to provide a solid foundation for using English teaching in conjunction with a ministry.

## **Masters Program for Persons in the Marketplace**

## (M.P.P.M.)

Coordinator, [Pam Barger](#)

This special M.A. program in Intercultural Studies (Missions or Evangelism), also known as GradLink, is specifically designed for people unable to come to campus for a full program of residential study. It combines distributed learning (12-16 hours) with intensive courses and/or traditional residential course work (24-28 hours). Normal Intercultural Studies degree requirements apply, though exceptions may be made at the discretion of the Coordinator (see academic guideline 2 below). Intensive elective classes will be offered each January and core classes during the summer session.

Academic guidelines for the program are:

- Regular Graduate School admission requirements apply.
- With the advisor's approval, up to 16 hours of electives may be taken from other departments.
- The degree must be completed within seven years.
- The **total** number of transfer credits and/or distributed learning credits cannot exceed 16 hours. Additionally, the number of transfer credit hours cannot exceed 25% of the total hours applied to the program.
- A comprehensive exam is required at the completion of the program.

## Missions and Intercultural Studies Courses (INTR)

**INTR 503. Academic Composition and Communication.** Group and individual instruction in expository writing and oral communication skills for students from non-English backgrounds. Students receive intensive preparation in English for academic purposes such as research papers and class presentations. Graded pass/fail. (0)

**INTR 504. Introduction to Missions.** An integrated introductory survey of the crucial issues in missions from the perspectives of theology, history, communication, cultural anthropology, and intercultural studies. Students have an opportunity to explore their relevant mission concerns within life and mission contexts. (2)

**INTR 512x. Theories and Principles of Counseling.** See [PSYC 512](#).

**INTR 514. Spiritual Formation and Witness.** Explores the study and practice of effective models and methods for personal evangelism and spiritual formation, with particular emphasis on the role of relationships and small groups in evangelism and spiritual formation, and on the role of the Holy Spirit. (2)

**INTR 516. Issues and Trends in Missions.** Current missiological issues and trends, including church-mission relationships, the ecumenical movement, nationalism, and their significance to the worldwide mission of the church. Opportunity for individual student research in a particular area of interest is provided. (2 or 4)

**INTR 521. Historical Foundations.** Explores key persons and movements in the expansion of the Christian church from early monasticism and the Celtic Church to Moravianism and Methodism. The missiological reinterpretation of church history focuses on the dynamics of the expansion and the implications for contemporary strategies of mission. Attention is given to the

means of Holy Spirit renewal, structure of mission, the role of leadership, and the relationship among the three. (2)

**INTR 522. Contemporary Mission History.** Explores key persons and movements in the expansion of the Protestant church from William Carey to Amy Carmichael, to the Student Volunteer Movement and Pentecostalism. The missiological reinterpretation of church history focuses on the dynamics of the expansion and implications for contemporary strategies of mission. Attention is given to the use of primary source materials for historical research. (2)

**INTR 525x. Urban Theory and Experience.** See [URBN 451](#). Offered in Chicago.

**INTR 526x. Global Cities: Cities and the World.** See [PSCI 362](#).

**INTR 527x. Small Scale Enterprises and Economic Development.** See [B EC 371](#). Prerequisite for B EC 371 applies.

**INTR 528x. Urban Economics.** See [B EC 347](#).

**INTR 531. Theological Foundations.** Using the principles of biblical exegesis and hermeneutics, the course explores God's mission from the Philistines of Abraham's and David's time, to the marginalized in New Testament society. Through this process, an appreciation is developed for theological reflection in Christian community that will impact the student's missionary vocation. (2)

**INTR 532. Contextualization.** Analysis of the encounter of the gospel with culture within the framework of the behavioral sciences. Organized around six dimensions of religious experience and contextualization within those dimensions, with special focus on the theological dimension. (2 or 4)

**INTR 534. Mission in Acts.** The course models a historical critical interpretation of Acts. Through an analysis of the discourse structure of Luke/Acts, the course seeks to deepen an understanding of the person and work of the Spirit of Jesus who empowers God's mission as it takes place through the apostles and the early church.

**INTR 535. Holy Spirit and Mission.** The course explores the dynamics of the work of the Holy Spirit and mission in relation to the following dimensions: personal, biblical, historical, cultural, contextual, and functional. Students are encouraged to explore their mission philosophy regarding the role of the Spirit of God for their mission context. (2 or 4)

**INTR 536. Theology of Development in World Perspective.** The biblical basis for community development and the Christian's involvement in Majority World development on the personal and systemic levels. (2 or 4)

**INTR 545. Dynamics of Church Growth.** A survey of the crucial factors in church growth, including an analysis of the theological, sociological, and missiological elements. (2 or 4)

**INTR 546. Evangelism and Church Planting.** Strategies for evangelism and church development are examined and applied through case studies, field trips, contacts with resource persons, and student-led projects. (2 or 4)

**INTR 548x. Discipleship.** See [EVAN 546](#). (2)

**INTR 551x. Counseling Challenges in Ministry.** See [PSYC 551](#).

**INTR 552. Cross-Cultural Perspectives on Gender and Leadership.** An exploration of the role

of women in missions, including their impact on mission strategies, their unique contributions, and a discussion of critical issues they have faced since the time of the modern missionary movement. (2)

**INTR 556. Foundations of Leadership Development.** Explores the biblical foundations and practical implications of leadership. Based on Jesus' model of leadership development, the course seeks to encourage a balanced lifestyle in the physical, intellectual, social, and spiritual dimensions. Students explore their own development and the implications that emerge from the study. (2 or 4)

**INTR 561. Intercultural Communication.** Foundational principles of intercultural communication from the fields of social psychology, cultural anthropology, and communication theory integrated with selected areas of personal encounter in cross-cultural settings.

**INTR 562. Foundations of Intercultural Communication.** Foundational principles of intercultural communication from the fields of social psychology, cultural anthropology, and communication theory. (2)

**INTR 563. Cross-Cultural Teaching and Learning.** Contributions of nonformal educators, cognitive psychologists, and educational anthropologists to cross-cultural teaching and learning; attuning instruction to thinking styles, pedagogical expectations, and cultural values. Prerequisite: [INTR 561](#) or [562](#). (2)

**INTR 565. Folk Religions.** Strategies for understanding folk religion and relating to folk religion adherents are examined and applied through discussion, case studies, media, and student-led projects. (2 or 4)

**INTR 567. Spiritual Conflict.** An examination of the principles and dynamics of spiritual conflict. Issues include theoretical considerations in the areas of theological reflection and cultural analysis, pragmatic considerations such as spiritual discipline and counseling approaches, and the missiological implications for missionary strategies. (2 or 4)

**INTR 571. Film and Mission.** Uses the medium of film to reflect on the relationship between mission and culture. Considers a broad cross section of film genres to open new and creative windows for understanding and communicating the Christian faith in a pluralistic, post-Christian culture. Assists the student in thinking critically about film from a cross-cultural perspective. (2 or 4)

**INTR 572. Cross-Cultural Research.** The rationale and methodology of qualitative research in cross-cultural contexts. Special focus on the application of qualitative methods to a specific context through research projects. (2 or 4)

**INTR 573. Qualitative Research for Second Language Educators.** A survey of qualitative research techniques for use in cross-cultural contexts, with a special focus on second language education. (2)

**INTR 581x. Spanish American Culture and Civilization.** See [SPAN 335](#).

**INTR 585x. History of the Soviet Union and Russia.** See [HIST 373](#).

**INTR 587x. Asian History.** See [HIST 334](#).

**INTR 588. Asian Culture and Communication.** An introduction to Asian history and culture with particular emphasis on the themes/issues of the 20<sup>th</sup> century. Includes an introduction to a relevant Asian language and language-learning strategies. Principles for effective cross-cultural

communication and adjustment are also considered. Taught in Asia. (2)

**INTR 591x. Public Health and Nutrition.** See [BIOL 381](#). (2)

**INTR 594. Seminar in Urban Studies.** Courses offered through North Park University. Tuition will be paid to Wheaton at current North Park University rates. (3)

**INTR 601. Introduction to TEFL Methodology.** An introduction to the key concepts and skills involved in teaching Asian English as a foreign language (EFL) classroom. The course provides a model-based introduction to methods for teaching English as a foreign language with a specific focus on oral communication. Taught in Asia. (2)

**INTR 608. Second Language Acquisition.** Principles and skills for the successful learning of foreign languages, including practical instruction in phonetics and language-learning strategies.

**INTR 609. Linguistic Science.** See [LING 321](#). (2)

**INTR 611. Theoretical Foundations of TESOL Methodology.** Survey of theory and research relevant to the teaching and learning of English as a second/foreign language. Emphasis on practical applications from linguistics, psycholinguistics, and sociolinguistics. ([INTR 612](#), [613](#), [614](#), [615](#), [616](#), or [617](#) may be taken with [INTR 611](#) as a corequisite.)

**INTR 612. Descriptive English Grammar for TESOL.** A survey of English grammar and discourse analysis, including practical issues and procedures involved in teaching grammar and discourse to ESL/EFL learners. Prerequisite: [INTR 611](#).

**INTR 613. TESOL Classroom Dynamics Practicum.** A survey of current research and methodology related to classroom instruction: includes an analysis of the student's teaching skills in a supervised field placement. Appropriate for both inexperienced and experienced teachers, as well as TESOL administrators. Prerequisite [INTR 611](#). (2)

**INTR 614. Curriculum and Materials Development for TESOL.** Principles and practices in the development of curricula for ESL/EFL courses, textbook evaluation, and the management of English language teaching programs. Prerequisite: [INTR 611](#). (2)

**INTR 615. Teaching Reading and Composition to ESL/EFL Learners.** Theoretical and practical issues involved in teaching reading and composition, including procedures for planning and implementing classroom instruction. Prerequisite: [INTR 611](#). (2)

**INTR 616. English Phonology for ESL/EFL Teachers.** The sound system of English, including procedures for planning and implementing pronunciation instruction for ESL/EFL learners. Prerequisite: [INTR 611](#). (2)

**INTR 617. Principles of ESL/EFL Assessment.** Theoretical and practical aspects of ESL/EFL testing, including 1) survey of test types and 2) procedures for test planning, construction, administration, and interpretation of results. Prerequisite: [INTR 611](#). (2)

**INTR 618. Teaching ESL to Children, K-12.** Contemporary issues and practices in teaching children from non-English-speaking backgrounds, both in the U.S. and abroad. (2)

**INTR 619. Teaching Speaking and Listening to ESL/EFL Learners.** Specialized training in ESL teaching methods related to oral communication. Includes techniques for the analysis of oral discourse and current methodology related to language-learning strategies and the use of media. (2)

**INTR 621. Principles of Development.** An examination of basic principles of development through a survey of the literature and case studies from the field. Theory of development is integrated with implications for practice. (2 or 4)

**INTR 631. Principles of TESOL Teacher Mentoring.** This course promotes a deeper understanding of how to engage teachers in conversations and activities that encourage professional growth. Teacher mentors will learn how to observe and give feedback to novice teachers and how to make use of a variety of professional development strategies. Taught in Asia. (2)

**INTR 632. Seminar in TESOL Teacher Mentoring.** This course helps teacher mentors identify and solve problems within their teaching context. Mentors will develop an understanding of the broad context of education and language education in the country and region where they work and will apply this knowledge as they guide teachers. The mentors will also become skilled at helping teachers conduct research as a means of understanding and solving problems in their classrooms. Taught in Asia. (2)

**INTR 633. Practicum in Teacher Mentoring.** Practical experience in teacher mentoring, including observing and giving feedback to teachers, advising them in lesson planning and classroom dynamics, and counseling them about their future teaching situation. Taught in Asia. (2)

**INTR 667. Leadership in Cultural Context.** Explores the integration of the principles and practice of Christian leadership for cross-cultural ministry. Major issues in leadership will be examined from the lives of biblical characters in a cross-cultural context to determine appropriate types of action for Christian leaders. Fosters community exegetical and hermeneutical methodology to inform contemporary mission praxis and give students the opportunity to develop skills and methods for leadership. (2 or 4)

**INTR 681. Evangelism and Church Growth in Contemporary China.** The growth and development of the Church in the People's Republic of China from 1949 to the present, as viewed against a backdrop of widespread social and political change. Includes the impact of the Gospel on China's minority nationalities and current opportunities for ministry among Chinese in China, as well as those in diaspora. (2 or 4)

**INTR 682. Facing the Twenty-First Century: Social Change and Mission in Post-Mao China.** Examines China's drive to modernize and the ramifications for China's Asian neighbors and for the West. Includes the origins and effects of post-Mao reforms, China within the global economy, the "greater China" concept, the impact of technology upon society and the environment, and the implications for the spread of the Gospel among the Chinese. (2 or 4)

**INTR 683. History of Christianity in China.** Protestant and Catholic missionary efforts directed toward China, beginning with the Nestorians and continuing through the Communist revolution of 1949. Examines contextualization, indigenization, the Gospel's identification with foreign powers, and theological debates within the missions community. (2 or 4)

**INTR 685. Chinese Intellectuals and the Gospel.** A study of the unique historical factors which have made intellectuals in China a privileged, as well as a despised segment of society. Various attempts to reach intellectuals with the Gospel will be critiqued, and the current Christian movement among intellectuals and opportunities for ministry within that movement will be analyzed. (2 or 4)

**INTR 691. Intercultural Studies Forum.** Integration of missiology with other academic disciplines, with the student's personal growth, and with field ministries. Fee \$10. Graded pass/fail. (0)

**INTR 692. Comprehensive Exam.** Prerequisite: submission of Candidacy form. Fee \$120. Graded pass/fail. (0)

**INTR 694. Seminar in Missions.** In-depth study of selected topics growing out of special concerns of professors and students. (2 or 4)

**INTR 695. Independent Study.** (1-4)

**INTR 696. Internship. Graded pass/fail.** (2 or 4)

**INTR 698. Applied Thesis/Thesis.**

**INTR 699. Applied Thesis/Thesis Continuation.** See M.A. Thesis/Applied Thesis/Action Research. (0)

## M.A. in Evangelism and Leadership

Director, [Rick Richardson](#)

Our mission for this degree track is to develop people for effective work in evangelism that is informed by critical engagement with the nature of the gospel, Christian life and thought, and the cultures of the contemporary world. The Great Commission is a call for all followers of Christ to be engaged in the process of leading people to a relationship with Christ and nurturing them in discipleship and Christian growth. This can only be done through the power of the Holy Spirit and sensitive engagement with contemporary cultural, philosophical, and lifestyle realities.

The program leading to a Master of Arts degree requires 40 hours of interdisciplinary course work. The graduate six-hour Biblical and Theological Studies requirement is met by taking [EVAN 526](#) and an approved 4-hour BITH course from the approved [Category I](#) list. Additional required courses include [EVAN 516x](#), [542](#), [545](#) or [548](#), [556](#), [573](#), [INTR 532 \(4-hour version\)](#), [562](#), and [691](#) for a total of 28 hours. The student will work with an advisor to determine the 12 hours of electives that best meet the student's background, interests, and goals. Fitting the professional nature of the degree, learning in many of the courses will be done through directed field work and other experiential methodologies.

## Evangelism and Leadership Courses (EVAN)

**EVAN 516x. Spiritual Formation and Witness.** See [INTR 514](#) (2)

**EVAN 526. Evangelism and the Gospel: Historical and Theological Perspectives.** Focuses on different paradigms and practices in evangelism throughout the history of the Christian church, as well as different theological and literary approaches to understanding and communicating the good news of the kingdom of God.

**EVAN 534. Apologetics in Modern and Emerging Culture Contexts.** Examines the modernist rational tradition of apologetics from philosophical, historical, and theological disciplines. Equips students to formulate an apologetic that is sensitive to the postmodern context, focusing on issues of relativism, pluralism, sexuality, suffering, and evil. (2)

**EVAN 542. Models of Contemporary Evangelism and Church Growth.** Exposes students to strategies and models for evangelism, church planting, and church growth through case studies,

site visits, student projects, and reflection experiences. Site visits include mega-church, emerging church, urban church, multi-ethnic church, and parachurch ministry contexts.

**EVAN 545. The Emerging Generation, Popular Culture, and the Gospel.** Examines the contemporary context of evangelism, with special attention given to the broader sociological and cultural influences of postmodernism on popular culture. Equips students to generate new strategies for engaging the emerging generation with the gospel.

**EVAN 546. Discipleship and Small Groups.** Studies the biblical principles of disciple-making. Special attention will be given to analyzing and evaluating existing programs of discipleship and follow-up. (2)

**EVAN 547. Evangelistic Communication.** Exposes students to the dynamics of communication and communication theory, with application to the task of communicating the gospel in contemporary contexts. The theological, conceptual, and practical role of media, drama, the arts, metaphor, and symbol will also be explored. (2)

**EVAN 548. Evangelism and the Local Church.** Explores the theology, strategies, practice, and leadership styles associated with implementing evangelism through a variety of ecclesiological traditions and local church settings.

**EVAN 556. Leadership and Evangelism.** The literature on the practice of leadership, biblically and in contemporary contexts, with application to the task of leading the church into evangelistic effectiveness. Special focus will be given to the dynamics of leading change in congregations and organizations. (2)

**EVAN 573. Evangelism Research Methods.** Equips students with the rationale and methodology of qualitative research in cultural contexts, with an emphasis on the application of qualitative methods to a specific context through research projects. (2)

**EVAN 691. Ministry Practicum.** Provides practical, guided ministry experience in which students serve under supervision with regular interaction and instruction in the area of ministry. Graded pass/fail. (2)

**EVAN 694. Seminar in Evangelism.** In-depth study of selected topics growing out of special concerns of professors and students. (2 or 4)

**EVAN 695. Independent Study.** (1 to 4)

**EVAN 696. Internship.** Graded pass/fail. (2 or 4)

**EVAN 698. Applied Thesis/Thesis.** (2 or 4)

**EVAN 699. Applied Thesis/Thesis Continuation.** See M.A. Thesis/Applied Thesis/Action Research. (0)

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