

Evangelical Seminary of Puerto Rico

Institutional Catalog 2023-2026





FOUNDED IN 1919

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The Seminary commits to the student only during the semester for which he/she has enrolled and paid his/her fees. It is the responsibility of each student to know and comply with the contents of this catalog.

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GREETINGS FROM THE PRESIDENT



Welcome to the Evangelical Seminary of Puerto Rico.

May the peace and grace of God the Father and Mother and of our Lord Jesus Christ be in your life.

At the Evangelical Seminary of Puerto Rico, we thank the Lord for completing 104 years of scattering the seed of the kingdom of God through the biblical, theological and pastoral formation of hundreds of men and women who have been able to proclaim the justice of the Gospel of Jesus Christ in our communities in Puerto Rico, the Caribbean, the United States, and the United States. Latin America, the U.S. Hispanics and the world.

The Evangelical Seminary of Puerto Rico was born on September 11, 1919. The dream began to take shape at the historic Congress of Christian Work in Latin America held in the occupied zone of the Panama Canal in February 1916. On that occasion, the consolidation of educational projects in Puerto Rico was advocated with a view to strengthening efforts for the training of native leaders who would be responsible for the extension of the nascent missionary Protestantism on the island. Three years later, the dream came true. The four existing small institutes were consolidated into a single educational institution. From the classrooms and administrative offices of *the Presbyterian Training School* in Mayagüez, *the Grace Conaway Institute* of the Baptist Churches in Río Piedras, *the Preparatory School for Pastors* of the Christian Church (Disciples of Christ) in Bayamon, and *the Robinson Institute* From the Methodist Church in the town of Hatillo, came the resources, the faculty and the students to found the Evangelical Seminary of Puerto Rico.

Inspired by the words and teachings of Jesus, we dedicate our efforts to the integral theological formation of women and men who venture day by day to proclaim divine justice in our fields and cities. We educate men and women to acquire the intellectual, emotional, social and spiritual tools that will enable them to joyfully proclaim the Lord's Jubilee Year. These are the ones who make possible the words of the prophet Isaiah who announces: "How beautiful on the mountains are the feet of the one who brings glad tidings, of the one who proclaims peace, of the one who brings good news, of the one who proclaims salvation, of the one who says to Zion, 'Your God reigns!'" (Isaiah 52:7, RVR1960).

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In our classrooms we teach how to read and study the Sacred Scriptures critically and make liberating theologies, all without leaving aside the sensitivity that allows us to hear the groans of the suffering people. We teach that solidarity, compassion, love, and respect for human dignity are virtues that should never be absent from Christian ministries. These values are at the very heart of the Gospel of Jesus. To detach oneself from them is to expose oneself to falling prey to a superficial religiosity far removed from the fruitful project of the kingdom of heaven.

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At the Seminary we have a first-class faculty. The faculty is not only distinguished by its high academic preparation and erudition. Our teachers are people of faith, pastors, lay leaders, who, listening to God's call, left their networks to follow the Master. So each of the members of the faculty has been able to combine the acuteness of the academy with the sensitivity of pastoral life. Hence the methodological integration that unifies reflection, praxis and celebration. This methodological conjugation is present in the classroom and in the co-curricular activities that take place each semester. In short, in all institutional work.

ies that take place each semester. In short, in all institutional work.

Our most valuable resource is our students. With commitment and devotion, they prepare themselves arduously to acquire the necessary skills that will enable them to exercise a transformative ministry. With them resound the words of the prophet Jeremiah: "And I will give you shepherds after my own heart, who will feed you with knowledge and understanding." (Jer 3:15, RVR1960). We never forget that our goal is the awakening of a new generation that responds, from obedience, to God's call to shepherd and care for his people. As the people of God, we foster a biblical, theological, and pastoral education that responds to the claims, needs, and realities of students, churches, and communities.

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We cannot overlook the work done by the administrative staff. With great diligence they foster a service-centered culture. They are the engine that makes the administrative scaffolding work.

In addition to the degrees of Master of Divinity, Master of Arts in Religion and Doctor of Ministry, today we incorporate into the academic offer the Master of Arts in Biblical and Theological Studies, Master of Arts in Christian Education and Formation and Master of Arts in Counseling in Family, Couple and Marriage. Among our most prized treasures is the Juan de Valdés Library. The current library was inaugurated on March 14, 1965. This space dedicated to study and research is considered by many to be one of the most important theological libraries in Latin America and the Caribbean. Its resources include a wide range of collections and bibliographic resources, both printed and digital. Its most valuable collection, the Historical Archive of Protestantism in Puerto Rico, is constantly visited by researchers, historians and graduate students to review the pages of the history of Protestantism on the island.

This and much more is our educational institution. I invite you to be part of the great family of the Evangelical Seminary of Puerto Rico. You can enroll in some of our programs or simply attend as an auditing student. Today is the day for you to respond diligently to God's call for your life. The Seminary is the place where you will be able to channel that beautiful divine call. We look forward to seeing you!

In Christ Jesus. Peace

Rev. Dr. Juan Ramón Mejías Ortiz

President

ORDAINED PASTOR OF THE CHRISTIAN CHURCH (DISCIPLES OF CHRIST) IN PUERTO RICO

OVERVIEW

HISTORICAL SETTING

The Evangelical Seminary of Puerto Rico (SEPR) is an advanced-level theological teaching institution. Throughout its history it has had the primary purpose of responding to the demand of the founding denominations for an integrated program of theological education that maintains the academic and professional standards of modern seminaries.

The theological schools and Bible institutes that joined in 1919 to found the SEPR were the following: the Puerto Rican Theological Seminary (Presbyterian), in Mayagüez; the *Grace Conaway* Institute (Baptist), in Río Piedras; the Robinson Institute (Methodist), in Hatillo; and the Disciples of Christ Institute, in Bayamon.

After a careful process of study and preparation by committees in the United States and Puerto Rico, the doors of the Evangelical Seminary were opened to twenty-four students on September 11, 1919. In 1930 the Seminary acquired the four acres of land on which it is currently located, and by 1935 all the activities of the Seminary were taking place in the new premises. The buildings of the Seminary surround the central courtyard, an oasis of greenery conducive to fellowship, study, reflection, and spiritual growth.

Currently, the Evangelical Seminary of Puerto Rico is sponsored by six denominations: the Baptist Churches of Puerto Rico, the *American Baptist Churches USA*; the *Christian Church (Disciples of Christ) in Puerto Rico*, the *Christian Church Disciples of Christ in USA*; the *United Methodist Church in Puerto Rico*; the Boriquén Presbyterian Synod of Puerto Rico, the *Presbyterian Church in USA*; the *United Church of Christ*; and the *Caribbean Synod of the Evangelical Lutheran Church in America*.

Therefore, the Evangelical Seminary has a responsibility to offer learners of these denominations courses in history, church politics, and worship from their respective traditions. Nonetheless, the spirit and approach of theological education at the Evangelical Seminary are broadly ecumenical. It serves these six denominations and more than a dozen Christian denominations that are sending their students, both pastoral ministry candidates and lay people, for theological training. That is, in the seminary classrooms we also have Pentecostal, independent Catholic students, and students from other Christian traditions and unaffiliated. Faculty members come from both cooperating denominations and other recognized Christian bodies on the island. It intentionally fosters the development of an ecumenical awareness in Church leadership, while preparing the learner to serve in a particular denomination. The vast majority of the pastoral leadership of the founding churches has received their theological education at the Evangelical Seminary. Under the leadership of these men and women, Puerto Rican Protestantism has become an important factor in the life of the country. In addition, a significant number of graduates of the Evangelical Seminary have served in the Christian ministry of various denominations in the United States of America, throughout our Latin America, and in other

countries of the world. In addition to serving in the pastorate, these individuals hold prominent positions in the administration of their respective denominations and seminaries.

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In August 1980, SEPR began offering, in addition to the Master of Divinity (M.Div.) for pastoral leadership formation, the Master of Arts in Religion (M.A.R.) program. The seminary currently offers a Doctor of Ministry with a concentration in Pastoral Care of the Family. In 2022, it received approval from the Association of Theological Schools of the United States and Canada (ATS) and the Puerto Rico Board of Postsecondary Institutions (JIP) to offer the Master of Arts in Biblical and Theological Studies and the Master of Christian Education and Formation. In August 2023, she began offering the Master's Degree in Family, Couple, and Marriage Counseling. It also offers a Continuing Education Program as an alternative to pastors, lay leaders, and different faith communities. In this way, the Seminary responds to the call of a growing number of people interested in deepening their faith and better serving their communities, without aspiring to professional ministry. During all these years, the Seminary, with its academic offerings, has attracted people interested in teaching religion in educational institutions, in pursuing advanced studies in the areas of theology and religion, and in researching the religious phenomenon in Puerto Rico.

MISSION & VISION

MISSION

Contribute to the integral formation of pastoral and lay leadership to serve in Christian ministries and participate in the mission of the people of God in Puerto Rico, the Caribbean, the United States of America, the Americas, and the world in an ecumenical, interreligious, and social context.

VISION

To continue the tradition of excellence in advanced studies in Bible, Theology, and Practical Theology to adequately respond to the educational and formative needs of the

Church's pastoral and lay leadership, while affirming the importance of transformative theological education.

Our raison d'être is to accompany the student community in its spiritual, personal, social, academic and professional development and growth, and to identify and respond to the continuing education needs of graduates and cooperating churches. Our goal is to achieve excellence and quality in our academic programs and administrative processes. Our desire is to respond adequately to the leadership needs of local churches, to the demands of denominations, and to the challenges of the 21st century.

To carry out this mission, the Seminar has identified the following objectives:

1. To forge pastoral and lay leaders involved in the transformation of society through innovative and relevant ministries to their congregations and communities.
2. Accompany the student community in its spiritual, personal, social, academic and professional development and growth, and identify and respond to the continuing education needs of graduates and cooperating churches.
3. Promote quality, contextuality, globalization, agility and innovation in its programs, from a critical perspective and praxis. To achieve these goals, we must work to maintain an organization, programs, physical facilities, and systems that allow us to respond with agility to a dynamic, changing, and competitive world, rich in information, challenges, and opportunities, as well as to bear witness that affirms the lordship of Jesus Christ and the reign of God.
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To achieve these goals, the Seminary strives to maintain and cultivate:

1. An academic offering in which the theological, historical, biblical and pastoral disciplines are in continuous dialogue with other areas of knowledge, particularly with those that contribute to effective ministerial action.
2. An academic community of education professionals, ministers, and students who present churches and society with innovative and renewing thoughts, faithful and constructive criticism, and strategic recommendations for the proper communication of the Gospel at the beginning of the 21st century.
3. A center of information and library resources that supports the institutional mission and vision, that fosters research, encourages literary production, and generates the desire and capacity to maintain the cultural and theological heritage of the churches.
4. Various academic degree offerings, including:
 - a) A Master in Divinity that provides the opportunity for biblical, theological, and pastoral education to men and women whose vocational goal is church ministry.

- b) A Master in Arts in Religion for people who wish to analyze the religious phenomenon from an interdisciplinary perspective.
 - c) A Master's Degree in Arts Biblical and Theological Studies aimed at lay people and church leaders interested in deepening the study of the Bible and introducing themselves to theological work.
 - d) A Master's Degree in Arts Christian Education and Formation focused on those interested in specializing in the areas of Christian education, formation processes, and educational leadership while delving into biblical studies and theological work.
 - e) A Doctorate in Ministry that provides the student with the opportunity to study, critically reflect, and pursue advanced studies in various theological and ministerial disciplines in the area of pastoral care of the family.
 - f) A Continuing Education program that is organized to respond specifically to the needs of alumni and churches. These offerings contribute to the formation and transformation of our students.
5. A program of partnerships and collaboration with other institutions of higher education, church and professionals to optimize academic offerings and respond to the needs of our faith community.
 6. An ecumenical, international and inclusive environment that contributes to the contextualization of the Gospel while generating a global perspective on Christian mission.

VALUES

The life of the Seminary is characterized by the following values:

1. With the community: wisdom, credibility, sensitivity, Christian commitment, administrative excellence, respect for life and nature, fostering inclusion, passion for justice and peace.
2. With Students and Churches: Academic and Ministry Leadership, Professionalism, Relevance, Consecration, Spirit of Service, and Good Witness
3. With staff and collaborators: Respect, integrity, camaraderie, motivation, participation, professionalism, transparency, dialogue, understanding, understanding and loyalty.
4. With all: prophetic commitment, solidarity, vocation of service, pastoral care, respect for dignity, quality and spirit of faith, love and hope; encourage ecumenical and interreligious dialogue.

ACCREDITATIONS

The Evangelical Seminary of Puerto Rico, Inc. is an institution duly incorporated in the Department of State of the Commonwealth of Puerto Rico. It is currently accredited by *The Middle States Commission on Higher Education of Colleges and Schools (MSCHE)* (3624 Market Street, Suite 2 West, Philadelphia PA 19104/Phone: 267-284-5000). He is an accredited member of the Association of Theological Schools in the United States and Canada, *The Association of Theological Schools (ATS)* (10 Submit Park Drive, Pittsburgh, PA 15275-1110/Phone: 412-788-6505). In addition, it maintains the recognition of the ecclesial bodies University Senate of the Methodist Church and the Committee on Theological Education of the Presbyterian Church in the United States (COTE).

The Veterans Educational Services Approving Agency authorizes the Master of Divinity, Master of Arts in Religion, and Doctor of Ministry programs to receive students who are eligible for benefits through the GI Bill®*. We also have the authorization of the *SEVP-Student Exchange Visitor Program* to receive foreign students under the F-1 Visa under the graduate and doctoral programs.

* "GI Bill®" is a registered trademark of the Department of Veterans Affairs (VA).

GOVERNMENT

The Evangelical Seminary of Puerto Rico is governed by a Board of Directors composed of:

1. One person representing each of the founding and cooperating mission boards in the United States of America.
2. One person representing each SEPR sponsoring denomination in Puerto Rico who is not part of the founding and cooperating mission boards.
3. A representative who holds an executive or managerial position of each of the founding and sponsoring denominational bodies in Puerto Rico.
4. A person representing denominational bodies elected by the Board of Directors in light of his or her special knowledge and abilities.
5. Ex-officio members, with the right to speak but not to vote:
 - a. A person representing the Association of SEPR Graduates (Alumni).
 - b. A person who represents the student body
 - c. A person representing the faculty
 - d. The person who holds the Presidency of the Evangelical Seminary of Puerto Rico.

LOCATION

The Seminary is located in a four-string enclosure at stop 39 of Ponce de León Avenue, #776 in San Juan, two blocks from the main campus of the University of Puerto Rico and in front of the University's urban train station. Due to its location, the Seminary is easily accessible from all the towns on the island.

JUAN DE VALDÉS LIBRARY

The Evangelical Seminary of Puerto Rico had a collection of books when it opened in September 1919. Many of these books belonged to the institutions that came together to establish what is today the Evangelical Seminary. The building that the library occupies today was built in 1965, the year in which it won the URBE award for its architectural design.

The Seminary Library is named after the Spanish reformer, humanist and writer, Juan de Valdés. Born in Cuenca, Spain at the beginning of the 16th century, he studied canon law at the prestigious University of Alcalá de Henares in Madrid. An admirable scholar, whose literary works and testimonies led many noble intellectuals to Protestantism. Among his works are: *Christian Dialogue* and the *One Hundred and Ten Considerations*. He excelled in translating the Psalms, in addition to his biblical commentaries. Juan de Valdés is considered the first to translate into Spanish some parts of the New Testament directly from the original Greek.

The Library's collections specialize in general theology, Bible, religion, and practical theology, given the nature of the programs offered by the Seminary. It has more than 80,000 volumes, over 600 journal titles, theses, audiovisual material, vertical archives and monographs. In addition, it has a wide range of databases such as Digitalia, *American Theological Library Association* (ATLA), GALE, among others.

The library promotes an environment conducive to individual and collective study and biblical-theological research in a flexible schedule that meets the needs of the student body. The library maintains computer systems that include an online journal database as well as the book catalog that allow for an advanced search of available resources. It offers students the digital booking service to guarantee access to class readings 24/7.

The library has the privilege of being the depository of the collections of distinguished personalities in academia and pastoral care such as *Harry Emerson Fosdick*, *Ángel Mergal*, *Domingo Marrero*, *Robert McCracken*, *Paul Kress*, *Samuel Pagán*, *Adolfo Fortier*, *Gene M. Tucker*, *Carmen Margarita Sánchez de León*, *Samuel Silva Gotay* and *Juan Bek de Goede*.

Its most valuable collection is the Historical Archive of Protestantism in Puerto Rico, which is in the process of being digitized. For the above reasons, the Library has received the recognition of being the largest and most important theological library in the Caribbean and one of the most important in Latin America.

DEVOTIONAL LIFE

The Seminary attaches primary importance to the devotional life. The beautiful chapel is the house of prayer and meditation in which religious services are held with the participation of students, faculty, administrative staff and visitors. In addition to the services assigned to the various classes, a chapel is held on certain days during the year for all staff, students, and visitors.

THE SEMINARY AND THE CHURCHES

The Evangelical Seminary enjoys a close relationship of mutual help and encouragement with the churches in Puerto Rico. Most of those who enroll in the Master of Divinity program perform pastoral work in churches, thus completing academic studies. Both denominations and interdenominational bodies, by using the institution's facilities for meetings and programs, make it an important ecumenical meeting center for Puerto Rico. In addition, members of our faculty preach frequently in churches, both at special celebrations and during Sunday worship.

FACULTY

The faculty members of the Evangelical Seminary of Puerto Rico are active members of our sponsoring denominations and other church groups represented in the country. Our regular faculty, affiliated faculty and adjunct faculty have specialized doctoral degrees in the disciplines they offer. On the last pages of this catalogue you will find a list of the staff, their training and the subject they teach.

SUPPORT SERVICES

- **ADMISSIONS AND REGISTRATION OFFICE:** Will guide students on the requirements for the program of interest. It will provide follow-up on compliance with admission requirements and will coordinate interviews. Will guide students in the process of enrollment, reclassifications, extensions, academic progress rule, veteran beneficiaries, foreign students for F-1 visas, transcripts, certifications of studies and degree, academic evaluations, the filing of all official academic records of students or any other request or petition regarding the Registrar's Office.
- **COLLECTION OFFICE:** Will guide students on payment processes and extensions. It offers tracking of payments from local churches, denominations, agencies, etc.
- **OFFICE OF FINANCIAL AID:** Will guide students on the requirements to receive financial aid through Title IV, institutional, denominational scholarships, or other sources of financial support.
- **OFFICE OF CAREER COUNSELING:** Will guide students in professional psychological counseling services. It will make it easier for students to look for suitable alternatives to lead a university life with the right tools and cope with any situation.

- **ACADEMIC ADVISING:** Regular faculty will offer academic advising. Chairpersons and advisors assist students in their course selection process during the enrollment process. In addition, he is willing to meet with students as many times as necessary to follow up on the study plan so that they can achieve their goals until graduation.

ACADEMIC RULES AND REGULATIONS

INTRODUCTION

As a private university institution, the Seminary has the widest discretion to determine its own academic, administrative, and student policies, as judged by its competent authorities.

The Seminary reserves the exclusive right to modify, alter, amend, change and repeal any of the rules, study fees, class itineraries, requirements for a particular degree or certificate, and any other rules or regulations specified in this catalog whenever, in the sole judgment of the Seminary authorities, this is necessary.

It is the exclusive responsibility of the institutional authorities of the Seminary, and ultimately of its Board of Directors, to interpret the rules, rules, terms and conditions contained in this catalogue and any other institutional publication.

The Seminary is not responsible in any way for the impossibility of offering its educational services or for the postponement of the offer of the same, as contained in this catalog, as a result of reasons beyond its control and the causes of which include, but are not limited to, the following: power outage and other similar services, fire, floods, hurricanes, earthquakes, property damage, requirements of any state, municipal or federal authority, personnel relations and any other reasons or causes that may arise from time to time. The Seminary will make reasonable efforts, under the circumstances permitting, to provide educational services comparable and substantially equivalent to those advertised in this catalog, if it is able to do so, but its inability to provide services comparable and substantially equivalent to those advertised does not constitute liability.

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Each student has the responsibility and obligation to know and comply with the provisions of this catalog and all other institutional rules and regulations, which must be accessed through the website www.se-pr.edu.

The act of enrolling in the Evangelical Seminary of Puerto Rico signifies the full approval, acceptance, and endorsement of all academic, administrative, and student regulations contained in this catalog and any other institutional publication, and the commitment to abide by and observe them. Likewise, the person who enrolls in the Seminary understands, accepts and approves that the institution at all times, in the exercise of its discretion, is empowered, without prior notice, to modify, change, alter, amend or repeal the rules and regulations set forth in this catalog and any other publication.

Ignorance about the institutional provisions, rules and norms contained in this catalog and other publications of the institution, does not in any way excuse each student from complying with them.

Personal factors, including any that may be contradictory to what is stated in this catalog and in other institutional publications, do not exempt the responsibility to comply with the standards, rules, terms and conditions contained in this catalog and any other institutional publication.

Any person who believes that he or she is entitled to any remedy must request the corresponding request before the competent authorities and officials of the Seminary and, ultimately, before the supreme institutional body, which is the Board of Directors of the Evangelical Seminary of Puerto Rico.

ADMISSION REQUIREMENTS FOR MASTER'S DEGREES

To apply for admission to an Evangelical Seminary program, the following documents will be required:

1. An application for admission completed in all its parts, on or before the date established by the Registrar's Office for each academic term.
2. \$50.00 admission fee (non-refundable) (See current Fee and Cost Policy)
3. Have an average of 2.50 or higher in high school.
4. Copy of valid ID (preferably driver's license or passport)
5. Official credit transcript of all your undergraduate studies, conferred degrees, or institutions you have attended (from institution to institution). To enter the Seminary, a Baccalaureate degree from an accredited institution is required. ***Note: To have conferred a degree, degrees or Has approved courses in a foreign institution, the prospect must request the translation, validation of degree or courses and the average under an agency that is dedicated to these purposes. It must be an active member of NACES (National Association of Credential Evaluation Services)***<https://www.naces.org/members>
6. An autobiographical essay. (Guiding questions available).
7. Two (2) letters of recommendation on the forms provided by the Seminary. These letters can come from people of recognized leadership in the community, a church or an educational institution. (Preferably from professionals in the area)
8. For students of the sponsoring denominations of the Master of Divinity who are endorsed by their denomination, the endorsement (form provided by the Evangelical Seminary of PR) of the denominational body duly signed by the authorized representative to take advantage of the sponsoring denomination discount will be required.
9. onsoring denomination discount will be required.
10. Students coming from abroad must submit the result of the TOEFL test (*Test of English as a Foreign Language*). The curriculum of the Seminary involves the ability to handle books, magazines and texts in English. If the result of this test suggests deficiencies, the person must take remedial courses during the summer before admission or in the first year of studies at the

SEPR and their admission will be conditional. You may not enroll more than 7 semester credits in your first year of study.

11. An initial interview with the Dean of Academic and Student Affairs is with a professor from the Seminary or assigned committee, in which it will be verified whether the interests, aptitudes and personal and vocational objectives of the applicant correspond to the purposes of the program.
12. Commitment to the academic and conduct standards of the institution.

MASTER'S DEGREE PROGRAM REQUIREMENTS IN FAMILY, COUPLE, AND MARRIAGE COUNSELING

1. Have completed a baccalaureate degree from a university accredited by an institution recognized by the Federal Department of Education with a minimum GPA of 2.50.
2. An official transcript of all institutions where the student was enrolled for more than one semester.
3. Two (2) letters of recommendation (preferably from professionals in the area).
4. Complete the application for admission. This requires the elaboration of an autobiographical essay (1300-1500 words) or 350-500 words per question. Guiding questions available.
5. Complete an interview process with a faculty member from the counseling program and/or committee.
6. Law 300 in force no more than one year after it was issued.
7. Valid Criminal Record Certification no more than 6 months after it was issued.
8. Valid Health Certificate no more than 6 months after issuance
9. Attend guidance on counselors' ethical and professional obligations, program requirements, and requirements for licensure under the Board of Examiners of Professional Counselors and passing the National Counselor Examination (NCES).
10. Other requirements required by the internship center.

ADMISSION REQUIREMENTS FOR DOCTOR OF MINISTRY

To apply for admission to a doctoral program at the Evangelical Seminary, the following documents will be required:

1. An application for admission (admission) completed in all its parts.
2. \$50.00 admission fee (non-refundable) (See current Fee and Cost Policy)
3. Have a Master of Divinity grade point average of 3.00 points or higher.
4. Copy of valid ID (preferably driver's license or passport)

5. Must have 3 years or more of pastoral experience after earning a Master of Divinity degree or equivalent. This must be certified in writing by the denomination or council to which he belongs.
6. Official transcript of credits from the Master of Divinity or its equivalent conferred from an institution duly accredited by "The Association of Theological Schools" *ATS*.
7. Official credit transcript of all your undergraduate studies, conferred degrees, or institutions you have attended (from institution to institution). ***Note: If you have conferred a degree, degrees, or have approved courses at an institution, in the case of a foreign applicant, the prospectus must Request translation, validation of degree or courses and average under an agency that is dedicated to these purposes. It must be an active member of NACES (National Association of Credential Evaluation Services)***<https://www.naces.org/members>
8. An autobiographical essay that includes his pastoral experience. Guiding questions available.
9. Two (2) letters of recommendation on the forms provided by the Seminary. These letters can come from people of recognized leadership in the community, a church or an educational institution.
10. Students coming from abroad must submit the result of the TOEFL test (*Test of English as a Foreign Language*). The curriculum of the Seminary involves the ability to handle books, magazines and texts in English. If the result of this test suggests deficiencies, the person must take remedial courses before admission or in the first year of studies at the SEPR and their admission will be conditional.
11. An initial interview with the Academic and Student Dean and/or the Director of the Doctoral Program of the Seminary, in which it will be verified whether the interests, aptitudes and personal, pastoral and vocational objectives of the applicant correspond to the purposes of the program.
12. To write your proposal and thesis, you must be certified by the IRB (Institutional Review Board). Submit a copy of the certificate to the Registry Office.
13. Commitment to the academic and conduct standards of the institution.

ADMISSION

Applications for admission will be considered for the months of August and January.

The Seminary, as a private institution, reserves the right at all times to admit persons whom it deems qualified for studies at the institution. Compliance with the admission criteria published in this Catalogue and any other publication is not a guarantee that admission will be granted to a person interested in studying at the Seminary.

In addition, admission or readmission to the Seminary is valid only for the academic period in which the prospect is applying. The obligation of the SEPR to its students is exclusively for the academic period in which the person has enrolled and paid all the fees.

FIRST YEAR COURSES

1. *Orientation Day* - At the beginning of each semester, prior to the start of classes, new students will be offered an orientation activity, the attendance of which is required. A fee will be charged for the same. (V• Current Fees and Costs Policy)
2. *Research Techniques* - The Seminary offers a research course for study in the Master of Divinity program at the beginning of each semester. Each student must take this course during the first year of their studies. It is designed to facilitate studies and the completion of monographic works at the Seminar. It has the value of one (1) academic credit. Students of the Master of Arts in Biblical and Theological Studies, Master of Arts in Christian Education and Formation, and Master of Arts in Religion are recommended to enroll in the course.

VALIDATIONS

The policy for this process requires the student to submit an official credit transcript from the institution or institutions of origin, course descriptions, transcripts, and/or catalog (if necessary). The courses to be evaluated for validation must be of the same academic level for which admission is being requested. Transcripts must have all courses approved. To be considered validated, they must be licensed by the Board of Postsecondary Institutions of Puerto Rico (JIP) and accredited by an agency recognized by the U.S. Department of Education. For validations to courses under the Master of Divinity, the institution of origin must have the accreditation of *The Association of Theological Schools* (ATS), or some other equivalent accrediting entity in the United States of America, so that courses at the theological and biblical level can be considered for validation evaluation. In the case of coming from an educational institution in a foreign country, it must be recognized by the relevant educational authorities in that country and certified by accrediting evaluation agencies in the United States and Puerto Rico. This evaluating agency must be an active member of NACES (National Association of Credential Evaluation Services) <https://www.naces.org/members>.

To be considered a graduate-level course for validation, you must have a grade of B or higher. Transfer courses must not be more than five (5) years old and must be tangent to the courses in the proposed curriculum. Up to a maximum of 15 credits will be validated for the Master of Divinity, a maximum of 9 credits for the Master of Arts in Religion, Master of Arts (Biblical and Theological Studies), Master in Arts in Christian Education and Formation, and a maximum of 6 credits for the Doctor of Ministry. The courses for possible validation will be evaluated by a specialist according to the content of the course. Courses taken outside the institution will not be validated during the period in which the student is academically suspended from the Evangelical Seminary of Puerto Rico. Military learning

(active, voluntarily retired, or disabled) is assessed for college credit, as defined by current federal regulations. These courses must be certified by an official credit transcript issued by the Office of Educational Services of the Armed Forces or the Puerto Rico National Guard. Equivalencies are subject to evaluation and must be at the same academic level for which admission is requested. For the validation process, the *Clinical Pastoral Education courses for* the Chaplaincy course may not be submitted for evaluation at the graduate level. It may be considered as a free elective course and will be subject to evaluation. Colloquiums, Continuing Education and Professional Experience courses will not be considered for validation. The courses contained in the curriculum may be considered for validation as long as the content and/or description of the curriculum is tangent with the proposed curriculum. Baccalaureate-level courses will not be validated for a graduate and/or doctoral program. Nor at the master's level for a doctoral degree.

The validation process must be requested in the first year of study for admission to the Evangelical Seminary of Puerto Rico. If you do not complete the validation process within the first year of study, you will not be able to apply for it. Applications for validation after the first year of studies will not be considered. In order for courses from an institution of origin to be considered for the validation process, the student must have declared it in the application for admission as an institution of origin, have submitted the official transcript and it must be in the student's file. Each validation request will incur a charge (See current Cost and Fee Policy Table).

COURSE SUBSTITUTION PROCESS

In accordance with the rules governing the Evangelical Seminary of Puerto Rico, no more than fifty percent (50%) of the courses will be internally substituted for a student who has completed one of the master's degrees and wishes to complete another master's degree from which they share courses. The courses to be replaced must comply with and be tangent with the proposed curriculum. They will be subject to evaluation. In accordance with the rules governing the Seminary, no more than 50% of the courses in a program will be replaced, as long as the policies and procedures for the awarding of a degree are complied with. However, the Academic and Student Dean will make a decision in this regard taking into consideration the policies and procedures for compliance as a higher education institution that receives federal aid in accordance with the evaluation worked for these purposes for the award of the degree.

RULES ON PLAGIARISM

Academic plagiarism is understood as the theft or appropriation, in whole or in part, of the writings or works of others, disseminating or presenting them, in public or private, in written or oral form, as originals. That applies to all kinds of essays, research papers, or reports.

1. In the event that an act of academic plagiarism is discovered in the preparation of a written paper or an exam, the teacher will inform the person of the nature of the problem and make him

or her aware of the consequences of it. The person will be given the opportunity to explain what happened and express his or her point of view. This process must be initiated seven (7) calendar days from the date of the discovery of the plagiarism.

2. In the event that the teacher determines that plagiarism has occurred, he/she will have the right to determine the penalty to be imposed on the person. This penalty will consist of **grading the work in question with an F, withdrawing the person from the course, or grading the course at F**. Completion of this step of the process shall not exceed seven (7) calendar days.
3. The teacher is free to consult with a colleague about the particular case.
4. The professor will inform the Dean of Academic and Student Affairs in writing of all the details of the case: name of the person, nature of the plagiarism, pertinent material evidencing the plagiarism and the penalty imposed. A copy of this report shall be sent to the person within the same time stipulated in subsection 2.
5. If the person objects to the professor's decision, he or she may appeal to the Dean of Academic and Student Affairs. The appeal must be made within seven (7) calendar days of the determination of the penalty.
6. The Dean of Academic and Student Affairs will have fifteen (15) days to process the appeal and make a final decision.
7. In the event that the Dean of Academic and Student Affairs deems it appropriate, due to any doubts he/she may have, he/she will request the President to appoint a committee to study the case.
8. The composition of this committee shall be at the discretion of the President of the institution.
9. The committee will give the student an opportunity to appear before the committee and present his or her point of view regarding what happened. In the same way, the committee will request the appearance of the person in charge of the course in question.
10. After being appointed, the committee will have fifteen (15) calendar days to reach its final decision.
11. A person who commits an act of plagiarism for the second time will be expelled from the institution by the President.

INTERNATIONAL STUDENTS

It is very important that our international students are aware of the requirements of the Department of State and the U.S. Immigration Service in order to be admitted to our master's and doctoral programs.

You should refer to the institution's *Principal Designated School Official* (PDSO) or *Designated School Official* (DSO) for any questions about the process.

All students need to contact the *Student Exchange Visitor Program* (SEVP). You can access the following link for more details <https://www.ice.gov/sevis/students>

WHAT IS SEVIS?

Student & Exchange Visitor Information System (SEVIS). This International Student and Exchange Program is designed to help the Department of Homeland Security (DHS) closely monitor study exchange programs and visitors. Regular and exchange student information is stored in SEVIS, which is a platform that maintains detailed and up-to-date information on nonimmigrant students (F and M visas), exchange students (J visas), and their dependents (F-2, M-2, and J-2). SEVIS allows schools and sponsors of educational programs to transmit required information and report changes or events via the Internet to the U.S. Department of Homeland Security and the U.S. Department of State for as long as a regular or exchange student is in Puerto Rico.

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All students who wish to apply for a study visa should contact the Dean of Academic and Student Affairs and/or the Seminary Registrar for guidance on the study visa process.

In order to issue the Nonimmigrant (F1) Student Certification of Eligibility, we will ask you for the following information:

- You must begin making arrangements 120 days or more before the start of school.
- Letter requesting admission and/or studies to the Seminary (must include full name, mailing address (where you receive correspondence), telephone number, e-mail address, degree to which you aspire) You must also include full name, address, e-mail and telephone number of the person who will represent you or make the initial study arrangements. You must also send the postal and residential address, telephone number and contact of the place where you will reside in Puerto Rico. To study under a study visa you must be with a full-time academic load (7 credits or more).
- must be with a full-time academic load (7 credits or more).
- Complete the application for admission and send the required documents and a color copy of the student's valid passport. If you are in your country, you will need to authorize in writing a representative who is located in the country where you are applying for the F-1 visa. If you do not have a representative, you must contact the Registrar.
- Evidence official Affordable Expense Coverage. If the studies will be covered by the student, he/she must provide financial evidence of how he/she will cover his/her study costs (send a copy of current bank statements). If you have a sponsor, you will need to complete Form I-34 <https://www.uscis.gov/i-134>
- Visit the U.S. Embassy in your country to apply for the student visa (F-1), once you have received the Form I-20 with the certificate of admission and the original documents of income

and economic resources. You will need to present these documents, too, to the immigration officers at the port of entry.

- Upon receipt of the requirements and documents, the Form I-20 will be processed at SEVIS and sent to the student via Fed Ex. As soon as you receive the I-20, you must pay the "I-901 Fee" at the following link <https://www.fmjfee.com/i901fee/index.html> and bring proof of payment when you go to the U.S. Embassy in your country to make an appointment for the interview.
- As soon as the embassy grants the F-1 Visa, the student must arrive in PR 30 days before classes start and report to the Registrar's Office to complete the admission process and their tuition (must be full-time). You will need to bring your F-1 Visa, valid passport and any required documents that have been left pending for the admission process.

For more information on the process, please click on the following link <https://www.ice.gov/sevis/students>

STUDENT VISAS (F-1)

In most countries, the student applying for a visa for the first time must do so in person. However, each embassy and consulate sets its own interview policy and procedures for student visas. The/The Students should consult the websites of the embassies for specific information: <https://www.usembassy.gov/>

Every applicant must be prepared to submit all required documents

Applicants with dependents must:

- Provide proof of relationship to spouse or children (marriage and birth certificates, for example).
- Preferably, families will need to apply for F-1 and F-2 visas at the same time, but if the spouse and children apply separately later, they will need to submit a copy of the visa student's passport along with the other documents.

When should I apply for my student visa?

Keep in mind that June, July, and August are the busiest months of the year at most consulates or embassies, and it is very difficult to get an interview appointment during that time. Students should plan ahead to properly process their visa. The changes made since September 11, 2001 include an extensive evaluation of visa issuance practices, as this is related to national security. It is very important to apply for the visa well in advance of the departure date. The consulate officer may need more time to obtain special clearances, depending on what the person is going to study or the student's nationality.

obtain special clearances, depending on what the person is going to study or the student's nationality.

The student should note that embassies and consulates issue student visas 90 days or less prior to the course enrolment date. If you apply for your visa more than 90 days prior to your registration date on Form I-20, the embassy or consulate will hold your application until it can issue the visa. Consulate officers will use this extra time to obtain any authorizations they may need.

The student should also be aware that the U.S. Department of Homeland Security has a regulation requiring all new students to enter the U.S. or P.R. 30 days or less prior to the course of study, depending on the date shown on Form I-20. Please keep this in mind when making your travel plans to P.R.

A student who wants to enter more than 30 days in advance must qualify for a traveler (tourist) visa (B-2) and obtain it. The visa will contain a notation, which the traveler will have to clearly state to the immigration officer, that he or she intends to study. Before commencing their studies, the student will need to obtain a change of classification to F-1. Please note that there is an additional fee to this process and that you will not be able to begin your studies until this classification change has been approved.

TITLE 38 UNITED STATES CODE SECTION 103 PL 115-407

Pursuant to Title 38 of the United States Code, Section 103 P.L. 115-407, all students covered by educational assistance under Chapter 31 Vocational Rehabilitation and Employment or Chapter 33 and Post/9-11 benefits of the *GI Bill*® permit any covered person to attend or participate in the course of education during the period beginning on the date the individual provides the educational institution with a Certificate of eligibility for educational assistance under Chapter 31 or 33 (a "Certificate of Eligibility" may also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website: "*eBenefits*," or a VAF Form 28-1905 for Chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which the VA payment is made to our institution.
2. 90 days after the date our institution certified tuition and fees upon receipt of the certificate of eligibility.

Our institution will not impose any penalty, including assessing late fees, denial of access to classes, libraries, or other institutional facilities, or requiring a covered person to borrow additional funds, on any covered person due to his or her inability to meet his or her financial obligations to the institution due to delay in disbursement of VA funds under chapter 31 or 33.

NOTE: A covered person is anyone who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33 (Post-9/11) of the *GI Bill*®."

* "*GI Bill*®" is a registered trademark of the Department of Veterans Affairs (VA).

The institution maintains the records and account information of student veteran beneficiaries in a vault for three (3) years based on the last date of attendance and certified enrollment.

LANGUAGE OF INSTRUCTION

Teaching at the Seminary is conducted in Spanish. However, sufficient proficiency in English is required to understand the reading of works, books, texts or magazines in this language.

ACADEMIC RECORD

Student records are confidential documents and will be kept separate according to their nature and duly protected.

Any person requesting to be examined will have to obtain the written consent of the student and it will be done under the provisions of the Family Educational Rights and Privacy Act of 1974 *and its regulations*.

Transcripts will contain information related to the student's academic status and any other pertinent information. These will be kept in the custody of the Registry Office.

The student has the right to examine his/her records in the presence of an official of the Evangelical Seminary of Puerto Rico, upon written request, submitted at least five (5) business days in advance to the Registrar's Office.

The Evangelical Seminary of Puerto Rico will maintain student information based on data from the student information system. It will be the student's responsibility to report any change of mailing or residential address in order to keep their records up to date. Access to this information will be protected and controlled.

HANDLING BULLYING OR CYBERBULLYING

OBJECTIVE

The Evangelical Seminary of Puerto Rico has a great commitment to maintain a safe and healthy student community environment that promotes the integral development of all its students. We recognize and understand that our students have the right to study in harmony, brotherhood and peace, and that their life in the student community is free from harassment and intimidation

JUSTIFICATION

Our institution does not tolerate harassment or intimidation in any of its manifestations caused by other students. It is the responsibility of each member of the institution to ensure that situations of harassment or intimidation do not occur with any student. This conduct is unacceptable and requires disciplinary action for the student(s) who act as responsible for it. To

this end, our institution is in the best disposition for the student in his/her expression of concerns and/or situations. This allows situations or complaints related to student and university life to be dealt with immediately. This is in accordance with Law No. 104-2016, *Law against Harassment and Intimidation or "Bullying" of the Commonwealth of Puerto Rico* for the management of bullying or Cyberbullying among students.

DEFINITION

Bullying is any form, action or intentional pattern of physical, verbal, social, psychological, emotional and/or cyber abuse produced by one or more school and/or university students. This pattern of actions has a frightening effect where the bully or bullies behave in a cruel manner with the aim of subduing them, frightening them, annoying them, intimidating them, humiliating them, threatening them and/or making them uncomfortable, interfering with their performance of student and/or university life both in the classroom and in their immediate social environment. Bullying occurs between one or more students and/or university students repeatedly over a certain period of time (days, weeks, months or years).

in the classroom and in their immediate social environment. Bullying occurs between one or more students and/or university students repeatedly over a certain period of time (days, weeks, months or years).

Cyberbullying is created through the use of electronic media, social networks and/or means of communication in an oral, written, visual or textual manner with the purpose of harassing, frightening, threatening, annoying, intimidating, humiliating, threatening and/or inconveniencing a student and/or group of students. This type of bullying is intended to cause emotional distress and concern, causing mental and emotional damage to integrity, which has an impact on the performance and benefit of the affected student. Although cyberbullying does not take place at the university or in the immediate university setting, it has serious effects and counterproductive effects on the educational environment.

INSTITUTIONAL POLICY

In compliance with and commitment to maintain a safe, healthy, and efficient study environment, the Evangelical Seminary of Puerto Rico rejects all acts of harassment, violence and intimidation that threaten the integrity and performance of our students. Bullying or harassment is prohibited in both the educational context and student services. This applies both in the halls and premises of the university community and in any official activity aimed at students outside the institution. Any student who violates this policy will be subject to the institutional rules and procedures contained therein.

PROGRAM CHANGE, READMISSION, EXPIRATION OF CREDITS AND INTERRUPTION OF STUDIES

PROGRAM CHANGE/RECLASSIFICATION

1. Before submitting the request, the student must meet with his/her academic advisor so that an evaluation can be processed, he/she can request it in writing and have the approval of his/her advisor. It is important to evaluate under the Satisfactory Academic Progress Policy under the qualitative and quantitative components by making a projection where the student is expected to complete his/her program within 150 percent (%). The number of credits to be attempted will depend on the total credits of each program. Students should carefully consider making program changes because federal regulations limit the total lifespan of financial aid eligibility. (See Satisfactory Academic Progress Policy for more details)
2. To apply for a program change, you must not have more than one year of approved courses. Subject to evaluation.
3. Any change/reclassification of program from one degree to another must have the approval and approval of the Dean of Academic and Student Affairs.
4. The application to change/reclassify the program must be submitted no later than the semester prior to the semester in which the studies will be completed.
5. When changing/reclassifying the program, the individual must comply with the curriculum of the new program in effect at the time of the change.
6. There will be a fee for program change/reclassification (see current Cost and Fee Policy).

READMISSION

Readmission is understood as rejoining the academic program that was left unfinished after being absent for one (1) semester or more, or that has been suspended for disciplinary or academic reasons, with the possibility of finishing the degree within the time stipulated by the current catalog. Readmission must be under the program that the student started at the time of initial admission. If you apply to another program that is not the one you have in initial admission and has not completed, you must request an academic evaluation indicating the program of interest to determine under the Satisfactory Academic Progress Policy that you meet 150% of the credits attempted.

Those who are readmitted must follow the curriculum in force at the time of readmission.

When a person applies for readmission and is unable to complete the program within the time stipulated by the current catalog, he or she will have to undergo the evaluation process again. The

Registrar’s Office will notify the student of the decision made. Documents in the file that are still valid or in force may be used in this process. Documents that are expired will need to be re-requested. Students who have debt must meet their financial obligations. There is a cost to readmission (see current Fee and Cost Policy).
Cost Policy).

EXPIRY OF CREDITS AND INTERRUPTION OF STUDIES

The total number of credits obtained in each programme will expire after a certain period of study has elapsed without the degree having been obtained. The table below summarizes the expiry period for each academic program.

Program	Total credits	Caducity
Master of Arts in Religion	39	5 years
Master of Divinity	75	9 years
Master of Arts in Biblical and Theological Studies	39	6 years
Master of Arts in Christian Education and Formation	40	6 years
Master's Degree in Family, Couple, and Marriage Counseling	60	6 years
Doctor of Ministry	24	5 years

Periods of interruptions in studies will be included in the calculation of years for the purposes of expiration. In special cases, the Dean of Academic and Student Affairs may extend the time to complete the degree up to a maximum of two (2) additional years. This is subject to evaluation. The expiry in credits will be measured with the date of initial admission. These extensions are not automatic, i.e., they have to be requested and there is a cost (See the current Cost and Fee Policy Table).

STUDENT CLASSIFICATIONS

STUDENTS TO OBTAIN A DEGREE (REGULAR)

They are candidates who have met all the entry requirements and have been admitted to a degree program.

SPECIAL STUDENTS

The Seminary will allow the admission of people as special students. The special student falls into this category exclusively only to take courses not leading to a degree. These are students who express their desire not to be admitted to a program leading to an academic degree. Individuals who are interested in taking courses for personal or professional improvement will also be admitted. The person must fill out an application for admission to the Seminary, enroll in the course during the period designated by the institution, and pay tuition fees for students not leading to an academic degree. Students under this classification will need to meet all course requirements to be graded. In addition, you must pay the admission fee, general fee (see current Cost and Fee Policy Table) and present official evidence of credit transcription (the minimum requirement is that you have a baccalaureate degree).

STUDENTS WITH CONDITIONAL ENROLLMENT

When the student is accepted on the condition that he/she raises his/her GPA. They are the ones who enter with an average of 2.49 from the institution of origin. These students will be required to demonstrate a GPA of 2.50 or higher in their first semester of study. They may also be admitted conditional when they must submit a document of the admission requirements such as letters of recommendation, official transcript of credits (you must have submitted degree certification, copy of diploma and/or transcript copy of student in order to be admitted), denominational endorsement or other required documents.

TRANSIENT STUDENTS

Admitted students from other institutions and seminaries who have special permission authorization from their home institution to take courses at the Evangelical Seminary of Puerto Rico. These students will be required to present a certification that they are enrolled in that institution and the special permission document.

AUDIT STUDENTS

The Seminary may admit a limited number of students as auditors. No credit will be given. The student will not be required to comply with the assignment submission requirements for the class as stipulated in the transcript. The person must fill out an application for admission to the Seminary,

enroll in the course during the period designated by the institution and pay the auditor's tuition fees. The Evangelical Seminary of Puerto Rico reserves the right to change costs, requirements and everything related to the courses enrolled as an auditor. The course must be paid in full at the time of enrollment. For the registration of audition courses, there is no payment of fees related to your registration process or any additional cost. The tuition fee for the course identified as an auditor is non-refundable, even if the student does not continue to attend. (See current Cost and Fee Policy Table) To provide academic evidence (the minimum requirement is a baccalaureate degree conferred). All active and newly admitted students may attend a course as an auditor, subject to the approval of the Dean of Academic and Student Affairs. Regular class attendance is required for the teacher to certify the course. They will have access to the materials and readings that are published on the course platform. This certification will be noted as **O or AUD** (listening session) on a permanent record. Listeners are not required to make written and verbal assignments, or take tests, so they do not receive grades. A student who has enrolled as an auditor in a course will not be able to earn credit status after the class ends. This means that a course from an auditor to a regular course. Auditing courses do not proceed to partial or total withdrawal, awarding a grade of W. The Evangelical Seminary of Puerto Rico reserves the right to admit a person as an auditor. Priority enrollment and participation in the courses is for regular students and/or graduation candidates.

REGULAR STUDENTS

1. Regular SEPR students will be able to enroll as auditors in one course per semester.
2. Courses enrolled under this policy may not be transferred to regular enrollment at any time.
3. All auditing students must make full payment upon enrollment. This amount is non-refundable, even if the student does not continue to attend.
4. The course enrolled as an auditor does not apply for the cancellation process.
5. The hearing student's participation will be limited to listening to the class. Any other participation will be in accordance with the concessions that the teacher understands according to the circumstances.

SEPR GRADUATES

1. SEPR graduates will be able to register as auditors. They may enroll in any course offered at the same level, or lower, of the degree obtained; as long as there is space.
2. Regular students and/or graduation candidates with regular enrollment have priority.
3. All auditing students must make full payment upon enrollment. This amount is non-refundable, even if the student does not continue to attend.
4. The course enrolled as an auditor does not apply for the cancellation process.
5. The hearing student's participation will be limited to listening to the class. Any other participation will be in accordance with the concessions that the teacher understands according to the circumstances.

REGULAR FACULTY

1. Regular lecturers will be able to enrol in up to one course per semester as auditors.
2. Regular teachers will be able to enroll in a course as auditors at no cost.
3. They will be able to enroll in any course offered, as long as there is space.
4. The course enrolled as an auditor does not apply for the cancellation process.
5. The hearing student's participation will be limited to listening to the class. Any other participation will be in accordance with the concessions that the teacher understands according to the circumstances.

ADJUNCT FACULTY

1. Adjunct professors may enroll in up to one course per semester as auditors at no cost.
2. Adjunct professors who wish to participate in this program must have taught a course at the seminary in no less than three semesters prior to enrolling in the course;
3. Regular students and/or graduation candidates with regular enrollment have priority.
4. The course enrolled as an auditor does not apply for the cancellation process.
5. The hearing student's participation will be limited to listening to the class. Any other participation will be in accordance with the concessions that the teacher understands according to the circumstances.

ADMINISTRATIVE STAFF

1. Administrative staff may enroll in up to one course per semester as an auditor.
2. Administrative staff may enroll in a course as auditors at no cost.
3. They will be able to enroll in any course offered, as long as there is space.
4. The course enrolled as an auditor does not apply for the cancellation process.
5. The hearing student's participation will be limited to listening to the class. Any other participation will be agreed upon by the teacher as understood by the circumstances.

TRANSFER STUDENTS

Is the student who is admitted to the institution with a conferred master's degree and/or courses taken at another institution at the master's level without having completed the same with the intention that the approved courses will be evaluated for validation. These students are admitted for the pursuit of a master's degree.

STUDENTS, VETERANS, AND MILITARY PERSONNEL

Programs offered at Evangelical Seminary are available to veterans, eligible dependents, and general military personnel through GI Bill® benefits."

The Seminary provides orientation and intake services to veterans through the Registrar's Office, which coordinates services as an Official School Certifier-School *Certifier (SCO)* in addition to serving as a liaison between the Seminary and government agencies related to Veterans Affairs.

Educational services to veterans include eligible family members. Beneficiaries are entitled to enjoy these services only for the semesters of study required to complete their academic program, as provided by this Catalog.

Under *Title 38 United States Code Section 3679(e)* as an institution authorized to receive veterans' beneficiaries, any person covered under educational assistance may participate in courses enrolled during the period covered by the certificate of eligibility under chapter 31 or 33. The Evangelical Seminary of Puerto Rico will not impose any penalties such as charges because the payment of the benefit is late, students will not be denied access to classes, libraries or other institutional facilities. At no time will you be required or required to meet your financial obligations with any other method of payment due to the delay in the disbursement of Veterans funds.

The institution maintains the records and account information of student veteran beneficiaries in a vault for three (3) years based on the last date of attendance and certified enrollment.

* "*GI Bill®*" is a registered trademark of the Department of Veterans Affairs (VA).

ACADEMIC PROGRESS POLICY

INTRODUCTION

The Satisfactory Academic Progress Policy (PPAS) evaluates a student's academic progress toward earning a degree. It is administered by the Registrar of the institution. The U.S. Department of Education and its regulations require all students who receive Title IV funds as part of their financial aid to comply with this policy. PPAS applies to all students within each established category: graduate-level, part-time or full-time students.

WHAT'S INCLUDED?

The evaluation of this policy includes both a qualitative and a quantitative component. The **qualitative component** is based on the Grade Point of Average (*GPA*). The **quantitative component** is based on the total number of credit hours the student attempts or passes. This calculation is carried out by dividing the total credit hours approved by the student by the credits that the student attempts during the academic degree in a particular program. Students are also expected to complete their program within 150 percent (%) of the duration of the program measured in credits. Example: If a student enrolls in a 75-credit graduate program , the student may attempt up to 112 credits toward the degree. If the student exceeds 150% of credits attempted, he or she will not be able to receive federal aid through Title IV unless he or she successfully passes an appeal. This calculation of 150 percent (%) includes all credits attempted, transfer, and all credits related to the academic program in which the student is officially enrolled.

WHEN WILL IT BE EVALUATED?

The academic progress of students enrolled in graduate programs will be assessed at the end of each semester. If the student does not comply with the Academic Progress Policy at the end of the semester, he/she will be placed in Warning status for the next current semester. This status is used by the institution without an appeal process or any action by the student. The Registrar's Office will notify students in writing, via email and/or mail of their academic status. If necessary, the student will be summoned to discuss his/her academic status and what the alternatives would be for him/her to maintain satisfactory academic progress. The student must comply with the Satisfactory Academic Progress Policy for the next current semester in which the status of "**Warning**" is placed in order to continue receiving financial aid through Title IV. If the student does not meet the PPAS for the next assessment point, then he or she will be ineligible for federal financial aid and will be able to continue his or her studies at the institution at private expense. If the student believes there were circumstances related to the student's inability to comply with the PPAS, they may appeal their status to the Appeals Committee. (See Appeal Process below)

SCHOLARSHIPS AND OTHER FINANCIAL AID

Failure to comply with the PPAS in any term may result in termination of the scholarship or financial aid, as other scholarship and aid programs do not allow a warning period. You should refer to your scholarship or financial aid materials or contact the institution's Financial Aid Office.

HOW DO YOU MAINTAIN SATISFACTORY ACADEMIC PROGRESS

In the **quantitative component**, the institution establishes a percentage (%) of attempts per program. The student must obtain the minimum percentage of credits attempted depending on the level of the program and the academic year in which he or she is enrolled. All attempted and passed credits are considered in the calculation, including transfer credits that count toward the program for which you wish to complete the degree. The student must complete the degree within 150 percent (%) of the duration of the program in order to be eligible for Title IV grants. (See Assessment of Satisfactory Academic Progress charts below)

r Title IV grants. (See Assessment of Satisfactory Academic Progress charts below)

In the **qualitative component**, the student must meet the minimum cumulative average (GPA) requirements established by the institution according to the program in which he/she is enrolled. Students enrolled in a program of more than two academic years, their progress status must be consistent with the institution's graduation requirements at the end of their second academic year (four semesters) regardless of their status in academic load (full-time, part-time, etc.). (See Assessment of Satisfactory Academic Progress charts below) The student must meet the minimum requirements in both components (qualitative and quantitative) in order to maintain satisfactory academic progress.

Program Change/Reclassification

Students should carefully consider making program changes because federal regulations limit the total lifespan of financial aid eligibility. If a student wishes to make a program change, he/she must request approval from the Dean of Academic and Student Affairs. For evaluation purposes, only the credits attempted and passed (quantitative) and the grades you have passed (qualitative) that apply to the program for which you are going to change will be taken into consideration for the calculation of satisfactory academic progress.

Readmissions

Any student who discontinues their studies and then applies for readmission will be evaluated under the current satisfactory academic progress policy and will be given the same academic status as they had in the last term attended. Students applying for readmission will be evaluated by the registrar. If the student does not comply with the satisfactory academic progress policy, the institution will determine if they can be readmitted, subject to an appeal being approved.

New admissions after completing a degree at the same or another institution

Students who apply for readmission after having completed a previous degree at the institution will begin the new program with a new record of satisfactory academic progress. However, if the student transfers credits from his/her previously completed program of study from either the same institution or another, only the transfer credits that count toward the new academic program will be considered in the calculation of satisfactory academic progress. Courses transferred (replaced) from the same institution will be reflected in the transcript with the grade obtained in the course. They will affect the quantitative and qualitative calculation. In the case of transferred courses from another institution, the courses will be reflected with a TR, which will affect the credits attempted (quantitative) but will not affect the cumulative average (GPA) (qualitative). For the purposes of whether the transfer (substitution) or validation for courses taken at other accredited institutions applies (See Validation Policy).

Impact on the Satisfactory Academic Progress Policy

- CASUALTIES

If a student processes withdrawal from a course or courses, the credits from this course(s) are taken into consideration for the determination of attempted credit hours, but will not be considered in the cumulative average (GPA).

- TRANSFER OF CREDITS

If a student transfers credits from another institution, the credits accepted will affect the credits attempted (quantitative) but will not affect the cumulative average (GPA) (qualitative). Only credits that are transferred (substitution) from the same institution will count towards the calculation of attempted and approved credits. These will affect GPA, since the grade obtained in the course will be considered.

- COURSE REPETITIONS

The U.S. Department of Education and its regulations limit the repetition of courses that can be paid for with Title IV funds. Failed courses can usually be repeated until they are approved and courses that are approved can be repeated up to once. It is important to check with the Financial Aid Office for guidance as to whether or not the course can be paid for with Title IV grants. If the student repeats a course, only the highest grade earned will be included in the cumulative grade point average (GPA). However, each attempt at a course will be considered as attempted credit and will affect for 150 percent (%).

However, each attempt at a course will be considered as attempted credit and will affect for 150 percent (%).

- INCOMPLETE

If the student has incomplete in a course, the credits of this course will count toward the calculation of attempted credits. It will not be considered a cumulative grade point average (GPA) until a grade is assigned.

Appeals Process

Students who have lost their financial aid eligibility based on noncompliance with PPAS may appeal their loss of eligibility if they have experienced circumstances such as:

- Student's injury or illness
- Death of a close family member
- Other extenuating circumstances

Any student who wishes to make an appeal must be current on all financial obligations to the institution. They will not be able to use financial aid to make retroactive tuition and fee payments. The student must explain in writing how the situation prevented him or her from making academic progress. You should also describe how your situation has changed in order to allow the student to be able to comply with the PPAS at the next assessment.

PPAS at the next assessment.

As part of the process, the student must submit the following:

- PPAS Appeal Form
- Signed and dated explanatory letter
- Information and/or documentation that supports the appeal

The student will submit the appeal information and/or documentation to the Office of Academic and Student Affairs. The Appeals Committee will be activated to evaluate the merits of the appeal by reviewing the documents submitted, as well as the student's previous academic performance at the institution. The Appeals Committee may request additional information

and/or documentation, if necessary. The Appeals Committee will be comprised of the Dean of Academic and Student Affairs, Registrar, Financial Aid Officer, and the Director of Finance. The Dean of Academic and Student Affairs will notify the student in writing, via email and/or mail, of the determination made by the Appeals Committee.

NOTE: The student must submit the appeal to the Office of Academic and Student Affairs in writing upon receipt of notification of non-compliance with PPAS and prior to enrolling in a subsequent semester. The Appeals Committee will have ten (10) calendar days for the evaluation process after receiving the student's appeal information and documentation.

The Appeals Committee will determine based on its evaluation whether the student will be placed on **probation** during the semester in which the appeal was requested. The student may also be placed on an academic plan. The Committee will decide whether the student will be eligible for financial aid during the probationary period. The Dean of Academic and Student Affairs will inform the student in writing, via email and/or postal of the academic progress they must make to ensure that they meet the PPAS and the requirements of the academic plan at the end of the next semester attended. At the end of the probation semester, the institution will measure the student's academic progress. A student may apply for or maintain financial aid only if he/she meets the requirements of the academic plan at the end of the probation semester. If the student does not comply with the PPAS or the academic plan, he or she will not be eligible for federal financial aid funds unless the student successfully appeals his or her academic status again. Failure to comply with this status may result in suspension **for** poor academic performance and non-compliance with the PPAS.

Any student who loses financial aid eligibility due to not complying with the PPAS and attends the institution by enrolling in courses at private expense may regain financial aid eligibility in the following academic semester in which he or she meets the minimum PPAS requirements.

PPAS Definitions

- **"GOOD STANDING"**

Students in this status meet the minimum requirements in terms of quantitative and qualitative calculation.

- **"WARNING"**

Students are placed in this status in their first term when the qualitative or quantitative part or both reflect calculations below the minimum required. In this status, the student will not be able to use financial aid through Title IV if he/she does not qualitatively qualitative

- **"PROBATION"**

Students are placed in this status in the second term by failing the **"Warning"**. Calculations in the qualitative or quantitative part or both reflect below the required minimum. In this status, the student will not be able to use financial aid through Title IV.

- **"SUSPENSION"**

Students are placed in this status in the third term by failing the **"Probation"** calculations in the qualitative or quantitative part or both reflect below the minimum required. Students in this status cease to be active students at the institution and will be suspended for one academic year for low achievement and non-compliance with the PPAS. If readmitted after the year of academic suspension, the student will maintain the academic status for which he or she was suspended and will not be eligible for federally funded aid. The student will continue their studies with an academic plan and must meet the minimum requirements upon completion of their degree. The student must pay for his/her studies privately and during the course of each semester he/she will be evaluated for the fulfillment of his/her academic plan. The student will be able to regain eligibility for aid with federal funds as long as he/she meets the minimum qualitative and quantitative requirements at the end of the semester and is within 150% of credits attempted.

PPAS EVALUATION TABLES

Master of Divinity Program		
Credits Attempted	% Credits Passed	Cumulative Average GPA
1-27	55%	2.70 pm
28-52	60%	2.70 pm
53 or more	67%	2.70

Master of Arts in Religion Program		
Credits Attempted	% Credits Passed	Cumulative Average GPA
1-13	55%	2.7 0
13-24	60%	2.7 0
25 or more	67%	2.7 0

Master of Arts Program (Biblical and Theological Studies)		
Credits Attempted	% Credits Passed	Cumulative Average GPA
1-13	55%	2.7 0
13-24	60%	2.7 0
25 or more	67%	2.7 0

Master of Arts Program in Christian Formation and Education		
Credits Attempted	% Credits Passed	Cumulative Average GPA
1-13	55%	2.7 0
13-24	60%	2.7 0
25 or more	67%	2.7 0

Master of Arts Program in Family, Couple, and Marriage Counseling		
Credits Attempted	% Credits Passed	Cumulative Average GPA
1-20	55%	2.75
21-40	60%	2.90
41 or more	67%	3.00

Doctoral Program		
Credits Attempted	% Credits Passed	Cumulative Average GPA
1-12	60%	3.00
13 or more	67%	3.00

The Evangelical Seminary of Puerto Rico requires all students to demonstrate satisfactory academic progress at the end of each semester. Such progress shall be determined by:

- The Grade Point of Average (GPA)
- The ratio between the number of credits enrolled or attempted and credits passed.
- The maximum time to complete the degree.

To. Academic Index Requirements:

The Master of Divinity, Master of Arts in Religion, Master of Arts (Biblical and Theological Studies), Master of Arts in Christian Formation, and Christian Education student must maintain a minimum cumulative academic index of 2.70 (GPA) through completion of the degree. Master's Degree students in Family, Couple, and Marriage Counseling must maintain a minimum cumulative grade point average of 3.00 (GPA) until completion of the degree. Students at the doctoral level must maintain a minimum cumulative GPA of 3.00 (GPA).

B. Approved Credit Requirements in Relation to Enrolled Credits:

- Enrolled or attempted credits – credits from courses in which grades and grades A, A-, B+, B, B-, C+, C, C-, F, P, NP, I, W, TR will be considered as enrolled or attempted credits
- Approved Credits – credits from courses in which the passing grade is obtained as established in the grading system of each program will be considered as approved credits.

STUDENT LOAD

To. Graduate Program (Master's Degrees):

Students are classified as either full-time or part-time students, depending on the number of credits in which they are enrolled. Under the six-month calendar they are classified as follows:

Full-time	7 credits or more
Half-time	6 credits or less

B. Doctoral Program:

Full-time	6 credits
Half-time	3 credits or less

ACADEMIC YEAR

The academic year begins in June and ends in May. The first term is summer, which is made up of course scheduling in two-week periods. The first semester would be in the month of August and ends in December before Christmas. The second semester begins in January and ends in May.

The exact dates will be indicated in the corresponding official academic calendar.

ENROLLMENT

Students will enroll on the dates and times indicated by the Registry Office. Tuition schedules and the specific procedure to follow are published in advance of the designated period for these purposes. All students are required to keep an eye on the calendar and registration instructions. New students will receive notification by mail about the dates and locations where the enrollment process will take place.

REGULAR REGISTRATION, LATE REGISTRATION, PAYMENTS, SURCHARGES AND EXTENSIONS

Enrolment will be made during the semester prior to the academic period in which the studies will be carried out. Registration dates will appear on the official academic calendar for each semester and each summer session. The enrolment process culminates and becomes official at the time the corresponding payment is filed and the official class schedule sheet is received.

Any enrolment made after the dates in the academic calendar will be considered late enrolment and will incur a surcharge per credit (see current Cost and Fee Policy Table). This surcharge will also be charged to people who, having pre-registered, make the payment after the assigned dates or, in the case of scholarship holders, finish the registration process after the assigned dates. In both cases, this payment will only be accepted with surcharges for those classes that have not yet started, according to the official schedule and calendar.
the official schedule and calendar.

Tuition is paid on the dates assigned for such purposes. Only when all enrolment procedures have been completed and all required or special study fees have been paid, and when the programme sheet with the stamp "**Paid**", "**Scholarship**" or "**Extended**" is received, will the person be considered duly enrolled. Individuals who have not processed and paid their tuition, or who have not been awarded scholarships, or who have not made arrangements with the Office of Finance for an extension of tuition payment will not be allowed to attend classes.

No extensions will be granted to students who enroll with less than six (6) credits. Extensions will also not be granted for summer sessions. Any person enrolled in six credits or more in undergraduate courses per semester and who receives an extension, will pay half of their tuition on the day indicated in the official calendar for the payment of tuition. You will pay half of the remaining amount five (5) weeks later and the last payment ten (10) weeks after the official payday. A person who does not pay the extensions on time will have to pay a surcharge (see current Cost and Fee Policy Table). Any other

arrangements should be requested from the Finance Office. The Director of Finance shall have the prerogative to grant or reject any special request for an extension.

By the extensions on time will have to pay a surcharge (see current Cost and Fee Policy Table). Any other arrangements should be requested from the Finance Office. The Director of Finance shall have the prerogative to grant or reject any special request for an extension.

The Seminary reserves the right to cancel any class or section that does not have sufficient enrollment. For a required course, the minimum enrollment is eight (8) students, whereas, for an elective course, it is ten (10) students.

The fact that the institution establishes an enrolment procedure does not constitute any guarantee that the requested courses will be offered in the subsequent academic calendar. It is exclusively a collection of information to be used, according to the best interests of the institution.

In the same way, the Seminary reserves at all times the power and prerogative to open or close study programs and to make changes in student programs after the enrollment period has concluded, if the circumstances so require, as such circumstances are interpreted by the institution itself.

LATE ENROLLMENT

Students who have not completed their course selection process during the official enrolment period indicated in the class syllabus may enrol late on the dates indicated in the academic calendar. Any other enrolment not completed in this section requires permission from the Dean of Academic and Student Affairs. There is a fee for late registration (See current Fee and Cost Policy Table).

ENROLMENT PROCESS

The first step prior to enrollment is Academic Advising. The student must meet with his/her advisor, who will recommend the courses for the next semester's class program.

The student is responsible for selecting the courses for which he/she qualifies and for ensuring that there is no conflict in schedules. The advisor will verify that the student has not taken the course before, either with the same number or with a different number. They will also be responsible for ensuring that the student has met the prerequisites for all courses they are interested in enrolling in.

Once the courses that the student can enroll in have been decided, he/she will fill out the Pre-Registration Form, which will bear the signature of the academic advisor. For the benefit of the student, it is recommended to include several alternate courses.

On the assigned dates, the student will book their courses. If any conflict arises, the alternate courses approved by the academic advisor will be used.

After completing the course reservation process (last day indicated in the calendar), the student will be aware of the dates in the academic calendar to make official (pay) the registration. The student will be required to pay any outstanding debt in order to process tuition for the next semester.

WEEK OF CHANGES

At the beginning of the academic session according to the dates stipulated in the academic calendar, changes in the class programs will be allowed, either due to withdrawals, registrations in additional courses, or substitution of one class for another, as long as the requirements of the course are met and the class capacity allows it.

Any changes to the class schedule must be made prior to the second class session of the courses concerned. If a person adds a class, he/she will be required to pay the corresponding late tuition fees, whether or not they receive a scholarship, with a surcharge (see current Fee and Cost Policy Table). If you withdraw from one class and do not change it to another, you will be entitled to a full refund (see Procedures for Reimbursement of Withdrawal Funds)

CHANGE OF COURSE

Any course change requested by the student must be approved by the Dean of Academic and Student Affairs. Course changes will not be allowed after the late enrollment and changes period has passed.

CANCELLED COURSES

After the end of the change period, the student may delete one or more courses (partial or total withdrawal). For partial withdrawal, the student will first consult the course teacher and submit the completed partial withdrawal form to the Registry Office. The student who withdraws partially or totally during the period established in the Academic Calendar will receive a "W" notation. The partial or total withdrawal period will be the last day of classes of the semester or summer.

GRADUATION

The Evangelical Seminary of Puerto Rico will award degrees only three times during the academic year: in the months of May, summer and December. However, there will only be a graduation ceremony in June or the date stipulated by the President after the end of the academic year in May (subject to change). Any person who graduates in any of the above months may participate in the June graduation ceremony, provided that they have applied for graduation and paid the graduation fee by the appropriate date. For more information, please refer to the Graduation Fee section (see current Fee and Cost Policy Table).

PROCEDURE FOR APPLYING FOR GRADUATION

1. Contact the Dean of Academic and Student Affairs-Registry for guidance on the graduation application process.
2. Complete the Graduation Application.
3. The application is forwarded to the Office of Economic Assistance.
4. The application goes to the Finance Office so that the corresponding payment of the Graduation Fee can be made.
5. The completed Graduation Application must be submitted to the Registrar's Office.

GRADUATION REQUIREMENT

Students of the Evangelical Seminary of Puerto Rico are eligible to obtain their academic degree after having completed the following requirements:

1. Have applied for graduation and paid the graduation fee on or before the date established in the academic calendar. The student may apply for graduation in the summer, December, or May.
2. Have passed all the academic requirements established according to the degree to be obtained.
3. Have completed the number of credit hours and courses required by the degree to be obtained.
 - Students at the Master of Divinity level, Master of Arts in Religion, Master of Arts (Biblical and Theological Studies), Master of Arts in Christian Formation, and Christian Education, must complete their degree with an academic index of no less than 2.70 G.P.A., for the Master's Degree in Family, Couple and Marriage Counseling of no less than 3.00 G.P.A. and the Doctorate in Ministry with an academic index of no less than 3.00 G.P.A.
 - You must complete the study program within the time set by the institution. The Master of Divinity student is nine (9) years old, the Master of Arts in Religion student is five (5) years old, the Master of Arts (Biblical and Theological Studies) student is six (6) years old, the Master of Arts student in Christian Education and Education is six (6) years old, the student of the Master's Degree in Counseling Family, Couple and Marriage has six (6) years, the Doctor of Ministry student has five (5) years to complete his/her degree.
4. Earning Honors
 - SUMMA LAUDE 4.00
 - MAGNA LAUDE 3.80-3.99
 - CUM LAUDE 3.50-3.79
5. The graduation candidate must have satisfied all his/her financial commitments to the Institution in order to be able to receive academic documents, this includes the gown.
6. Have completed all required documentation on the transcript.
7. You must attend meetings set up by Academic and Student Affairs for graduation candidates.

8. Candidates will be governed by the graduation requirements in effect at the time of applying for graduation.

NOTES:

1. Even if the student does not submit a formal application for graduation, he/she may be considered a candidate for graduation if the Registrar's Office certifies that he/she has completed all the requirements for obtaining an academic degree.
2. Every candidate must request an interview with the Academic Advisor or the Registrar during his/her penultimate year of study to evaluate his/her academic record. The student must request in writing an academic evaluation of his/her record as a graduate candidate from the Registrar's Office. An official evaluation will be made and the requirements to be completed will be emailed to you. It is important that you do this process ahead of time so that you can make the necessary adjustments in order to complete your degree.
3. ete your degree.
4. Once the student receives the result of his/her academic evaluation by email and understands that he/she completes by the corresponding date, he/she will complete the Graduation Application with the corresponding payment of the fee established according to the date established in the academic calendar.
5. Graduation ceremonies are held once a year, after the end of the academic year.
6. If for any reason you wish to have your Graduation Application process stopped, you must request it in writing. This application must be received at the Registrar's Office one month before the end of the academic term for which you applied for graduation.

DIPLOMA

Graduate students will claim their diploma at the Registrar's Office, no later than one year after graduation. The Seminary will not be responsible for diplomas after this term. The diploma is issued only once. If you need proof of degree, you must apply for a Degree Certification.

ACADEMIC CALENDAR

A calendar with the important dates of the academic semester will be published at the beginning of each semester. All dates published in this calendar will be considered preliminary and subject to change, subject to imponderable situations.

ACADEMIC LOAD

According to the academic load, master's students are classified as:

1. Full-assignment student – any student carrying a load of 7 credits or more per semester.
2. Part-Time Assignment Students – any student who carries an academic load of 6 credits or less per semester.

According to the academic load, doctoral students are classified as:

1. Full-assignment student – any student carrying a load of 6 credits or more per semester.
2. Part-Time Assignment Students – any student with an academic load of 3 credits or less per semester.

REGULAR CHARGING

The regular load at the Seminary is seven (7) credits per semester for master's degree and six (6) credits for doctorate. In order to take on a higher load, you must have a minimum GPA of 3.00 and have a permit from the Dean of Academic and Student Affairs. During the graduation semester, the person with an average lower than 3.00GPA, but greater than 2.70GPA, you may take up to a maximum of fifteen credits.

During the summer sessions, a maximum of three credits may be taken per session. Each student will determine, together with his/her academic advisor, which is the most appropriate load, taking into consideration the academic index and the time spent on ecclesiastical and secular tasks.

CLASS ATTENDANCE

Class attendance will not be allowed without having completed the registration process. The punctual attendance of each student to classes is mandatory. Any student who misses one of the two sessions of a three (3) hour class will be considered absent. Each teacher will record their students' absences, tardiness, or excuses on the platform each time the class meets. In addition, it will be the responsibility of all teachers to validate the class attendance of each student officially enrolled in the course (Taking of Census), must certify attendance of the first two weeks of classes in the form on or before the date stipulated in the academic calendar on the stipulated date.

Fifteen minutes of tardiness to class is considered an average absence; Delay of more than fifteen minutes will be complete absence.

After three absences in the same course, justified or not, the teacher may lower the final grade and request additional work to cover the material of the three classes in which the person has been absent, since three absences mean the loss of 20% of the course. If absences are not justified, the teacher should be consulted.

After five absences, justified or not, the person will have to withdraw from the course or will be automatically withdrawn with the notification of the teacher, since five absences mean the loss of a third of the course. In cases of prolonged illness, each case will be evaluated on its merits.

Cases Never Attended

- It will be the responsibility of each teacher who, after validating the official lists of students enrolled in the first two (2) weeks of classes, must inform the Registrar's Office of the students who never attended classes on the date established in the academic calendar.
- The Registration Officer will be in charge of officially processing the administrative leave. The student will be notified in writing with a copy to the Office of Financial Aid, which will proceed to comply with any relevant institutional, state, and federal regulations or regulations.
- A student who wishes to return to classes after administrative leave will have seven (7) days after the date the administrative leave has been processed to appeal in writing to the Dean of Academic and Student Affairs. After the corresponding time to appeal, the student will not be able to return to class. For the reinstatement of the student to the course, the Administrative Discharge Removal Form *must be completed* and submitted to the Registry Office.

Cases Stopped Attending

- After three consecutive absences in the same academic year, whether justified or not, the teacher may recommend an administrative leave. To do this, you must complete *the Administrative Leave Recommendation Form* and submit it to the Registry Office as soon as possible. If the professor has this information before the end of the semester, they can process it before and do not have to wait until the end of the semester to do this process.
- The Registration Officer will be in charge of officially processing the discharge. The student will be notified in writing with a copy to the Financial Aid Office. It will comply with any relevant institutional, state, and federal regulations or regulations.
- After a withdrawal recommendation has been issued, it is at the discretion of the teacher to recommend the reinstatement of the student to the course. If the professor admits the student, he/she must complete the *Administrative Leave Removal Form* and submit it to the Registry Office.

For academic activities with a duration other than three-credit courses, the following policy will be followed:

- After an absence of 20% of the sessions, the teacher will be authorized to lower the final grade, if applicable.
- After an absence of one third of the sessions, the withdrawal will be mandatory and automatic.
- The teacher will assign additional work to cover the material from the skipped sessions.

ATTENDANCE AND IDENTITY OF STUDENTS ENROLLED IN NON-FACE-TO-FACE COURSES

The Evangelical Seminary of Puerto Rico, in harmony with the institutional mission, values and objectives and as a university institution accredited by multiple regulatory commissions of higher education, is committed to full compliance with all requirements of quality and academic rigor. In accordance with the institutional aspiration and current regulations, this policy is adopted to validate the attendance and identity of students in courses offered in the non-face-to-face modality. These courses will be offered through the Zoom Platform or other non-face-to-face means similar to this platform as established by the institution.

PURPOSE

In compliance with the regulations of the Board of Postsecondary Institutions (JIP, formerly CEPR), the accrediting agencies Middle States Commission on Higher Education (MSCHE) and The Association of Theological Schools (ATS), the Federal Department of Education, and in accordance with institutional regulations and the Family Education Rights and Privacy Act (FERPA), the Evangelical Seminary of Puerto Rico establishes procedures to follow up on the validation of attendance and identity of students in courses offered in the non-face-to-face modality using the ZOOM platform or other similar platforms as established by the institution to certify officially enrolled students.

REGULATIONS

In order to monitor attendance and validate the identity of the student enrolled in courses offered in the non-face-to-face modality, the following regulations are established.

A. Follow-up on Attendance

- The SEPR in its "Policy to monitor the student's class attendance" establishes the provisions that all students must comply with regarding class attendance and the consequences of not complying with these regulations.
- Students who participate in classes offered by the ZOOM platform or other similar platforms established by the institution must be punctual to the scheduled time of the classes. They must enter the course at least five minutes prior to the start of class. The student must stay connected at all times. If a student intentionally chooses to disconnect, it will be counted as an absence. If the student experiences any technical difficulty that causes a disconnection, he/she must notify the teacher of the situation as soon as possible to avoid an absence.
- Class attendance will be taken at any time during the meeting, so it is essential that the student stays connected for the entire duration of the meeting to avoid being absent.
- When connecting, the student must register with his/her first and last name. Connections with the model names of the devices, be they Smartphone, Table, Laptop, PC, etc., or generic names (nicknames) will not be accepted.

- Upon entering the meeting, the student must keep his/her microphone on mute to avoid interruptions. This can be activated to ask a question, answer questions or to participate in one of the educational discussions of the class.
- You will not be allowed to leave any family member, friend, relative, or any other person who is online at class time to substitute for the student. The teacher to certify and verify this data will be counted as an absence.
- The media on the Zoom platform must be used exclusively for educational purposes. The use of inappropriate comments in both Zoom chat and microphone is prohibited. If inappropriate behavior persists, the sanctions contained in the "Student Handbook" will be applied.
- Impersonation of another student upon entering the meeting or other activity that is not conducive to learning will be considered a violation and an ethical offense on the part of the enrolled student.
- Each student officially enrolled in courses under this modality will receive by email the link for the connection on a date close to the beginning of the class. This link is solely and exclusively for the student officially enrolled in the course and cannot be shared.
- Students who enroll in courses under the non-face-to-face modality are responsible for having a high-speed internet connection and adequate equipment.

B. Validation of Student Identity

To verify the student's identity, the following processes are established:

- Classes offered under the non-face-to-face modality will be synchronous. Courses will be offered on the day and time as identified in your official registration. Classes may not be recorded so that the student can access them at another time. Unless there is a written agreement between the student and the teacher.
- The student must keep the camera on during the teaching and educational process. It is not allowed to turn it off. If this happens, it will be counted as an absence, even if the connection is maintained.
- If a student is unable to use the camera/video, he/she must notify as soon as possible and obtain the teacher's authorization to participate in class. In this case, the screen will be replaced by a photo of the student. It must be decent and reflect institutional values. If you are authorized to post a photo, you must prove that you are present and actively participating in the course.
- It is expected that the student is dressed appropriately for a class, assuming that, although we are not physically in the SEPR, the personal presentation can be observed

through the camera and this is a sign of respect for both their teacher and their own classmates. Attendance policy and validate identity under non-face-to-face modality

GENERAL PROVISIONS

- The student has the right to receive a quality education that meets academic rigor and the objectives and contents of the course as described in the curriculum.
- The student is responsible for meeting the evaluation criteria and activities included in the course schedule, as well as fostering a productive learning environment.
- The use of the material is exclusive to the teacher, so the right to disseminate it is reserved.
- The student will not be able to be in other extracurricular activities while in class.
- Situations involving inappropriate behavior, improper use of language, disrespect, hostile attitudes towards the teacher or a classmate will be considered a violation of the provisions contained in the "Student Handbook".
- It is strictly forbidden to take photos or videos of your classmates and/or the teacher during the session to upload to social networks. If necessary for strictly educational purposes, the interested party must request authorization from the Registry Office and complete the document "Authorization to take photographs or videos, film, record or conduct interviews".

ASSIGNMENTS AND EXAMS

If dates are indicated for the submission of work and the work is not submitted on or before the date indicated, the teacher will have the right to reduce the grade of the work. If there are meritorious circumstances that do not allow the project to be delivered on time, the teacher should be consulted before the due date to avoid penalties.

In the event that the absence from an exam for meritorious reasons is anticipated, the person will be responsible for informing it in writing, prior to the day of the exam. You should also make arrangements to arrange an alternate date, which may be before or after the scheduled exam, at the discretion of the teacher. Any absence due to emergencies on the same day of the exam must be notified by telephone and then in writing to the teacher, who will have the right to reduce the grade of the replacement exam if the person has not complied with the rules contained in this subsection.

if the person has not complied with the rules contained in this subsection.

CLASSROOM RECORDINGS

Recording in classrooms is a privilege granted by the teacher, without whose consent it cannot be carried out. Authorization for each course must be requested separately at the beginning of the course. The authorisation may be revoked at any time and for any reason, at the discretion of the teacher in charge of the class.

During the course of a class in which recording has been authorized, it will be necessary to respect the wishes of any participant who prefers not to be recorded.

In the case of speakers or special guests, their permission must be requested before recording the lecture or presentation.

CREDITS & GRADES

GRADING SYSTEM

In accordance with the Federal Register (CFR 600.2, 668.8), the credit-hour unit is the standard time-based measure of student progress and work, verified by evidence of achievement of expected learning outcomes. It is an institutionally established equivalence that reasonably approximates no less:

1. "One hour of direct faculty class or instruction and a minimum of two hours of student work outside of class each week for approximately fifteen weeks per credit-hour unit of a semester or quarter, or ten to twelve weeks per credit-hour unit of a quarter, or the equivalent amount of work during a different period of time; or
2. I've weeks per credit-hour unit of a quarter, or the equivalent amount of work during a different period of time; or
3. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities established by the institution, including laboratory work, internships, practicums, study work, and other academic work leading to the award of credit hours." (CFR 668.8). Therefore, the Evangelical Seminary of Puerto Rico establishes:
 - The use of the Carnegie system for the assignment of equivalence of credit hours.
 - The unit of credit hours will be defined as follows:

The unit **of credit hours at the theoretical** level will be defined as follows:

Course Credits	Minimum Weekly Contact Hours	Total Time in Hours (15-Week Semester)
1	1 hour	15
2	2 hours	30
3	3 hours	45
6	6 hours	90

The unit **of credit hours at the laboratory** level will be defined as follows:

Course Credits	Minimum Weekly Contact Hours	Total Time in Hours (15-Week Semester)
1	2 hours	30
2	4 hours	60
3	6 hours	90
6	12 hours	180

The unit **of credit hours at the practical level** will be defined as follows:

Course Credits	Minimum Weekly Contact Hours	Total Time in Hours (15-Week Semester)
1	3 hours	45
2	6 hours	90
3	9 hours	135
4	12 hours	180

5	15 hours	225
6	18 hours	270

The SEPR uses the following grading system for the Master of Divinity, Master of Arts in Religion, Master of Arts (Biblical and Theological Studies), and Master of Arts in Christian Formation and Education:

Ratings	Percent Equivalent	Grading System
A	= (100-95)	W = Voluntary Withdrawal
A-	= (94-90)	P = Approved
B+	= (89-87)	NP = Not approved
B	= (86-83)	I = Incomplete
B-	= (82-80)	TR = Credits Transferred
C+	= (79-77)-Fails the course	R = Repeated Course
C	= (76-73) -Fails the course	O o AUD = Listener Session
C-	= (72-70) - Fails the course	
F	= (69-0) -Fails the course	

The SEPR uses the following grading system for the Master's Degree in Family, Couple, and Marriage Counseling:

Ratings	Percent Equivalent	Grading System
A	= (100-95)	W = Voluntary Withdrawal
A-	= (94-90)	P = Approved
B+	= (89-87)	NP = Not approved
B	= (86-83)	I = Incomplete
B-	= (82-80)- Does not pass the course	TR = Credits Transferred
C+	= (79-77)-Fails the course	R = Repeated Course
C	= (76-73) -Fails the course	O o AUD = Listener Session
C-	= (72-70) -Fails the course	
F	= (69-0) -Fails the course	

Doctoral Qualification System

A (100-95) = 4.00 honor points
A- (94-90)= 3.70 Honor Points
B+ (89-87)= 3.30 Honor Points
B (86-83) = 3.00 Honor Points
(82-0) Fails the course

At the Registry Office, the final grade will be noted on the person's transcript and will be translated into honors points for master's students, according to the following system:

A	=	4.00	Honor Points per credit
A-	=	3.70	Honor Points per credit
B+	=	3.30	Honor Points per credit
B	=	3.00	Honor Points per credit
B-	=	2.70	Honor Points per credit
C+	=	2.30	Honor Points per credit
C	=	2.00	Honor Points per credit
C-	=	1.70	Honor Points per credit
F	=	0.00	Honor Points per credit

The academic index consists of the average number of honor points per credit and is calculated by dividing the sum of honor points by the number of credits, including those for which an "F" GRADE HAS BEEN RECEIVED (W, P, and NP do not count toward the average). If a course in which an "F" has been obtained is repeated and passed, this grade will be excluded from the average, but will not be deleted from the record.

HAS BEEN RECEIVED (W, P, and NP do not count toward the average). If a course in which an "F" has been obtained is repeated and passed, this grade will be excluded from the average, but will not be deleted from the record.

The final grades are sent to the student at the time the teacher submits them in the system.

RECOGNITION OF CREDITS FOR NON-CURRICULAR ACTIVITIES

The Evangelical Seminary of Puerto Rico, as a university entity accredited by multiple higher education regulatory commissions, is committed to full compliance with all the requirements of quality and academic rigour. One of the key requirements is the Credit Hour Policy adopted by the Middle States Commission on Higher Education (MSCHE) and the Association of Theological Schools (ATS) following the guidelines of the United States Department of Education. All MSCHE-accredited institutions must demonstrate the acceptable and consistent use of methods for assigning credit hours to all courses and programs of study. Credit is considered the measure of rigor to establish eligibility for federal funds. This instrument is used both for the recognition of credits for internal activities and for transfers from other institutions. MSCHE's Credit Hour Policy (as amended on October 30, 2012) states the following:

The Middle States Commission on Higher Education (MSCHE) expects all candidates and accredited institutions To demonstrate that they use acceptable and consistent methods for ASSigning Credit hours To all Courses and Programs of study. The Credit hour Is defined by The U.S. Department of Education As a Basic institutional measure of The slightl of Instruction and Academic rigor that establishes Eligibility for federal Funding. Both within and between institutions, Consistency in Credit hour determinations You Implications for the transferability of Credit and for demonsTrating that all Courses and programs-regardless of Teaching and learning formats or Delivery mode-Are of sufficient Academic rigor, Content and Depth.

All non-curricular activities, in order to be recognized as a course, must comply with the Credit Hours Policy in order to be in compliance with all requirements of quality and academic rigor.

COURSE REPETITIONS

Every student will have the right to repeat a course only once if the grade is not satisfactory. If the course has been eliminated as a curricular offering, it will be replaced by the new course created in the curriculum review or by an equivalent course approved by the Academic and Student Dean. The highest grade and corresponding credits will prevail on the student's transcript and lower grades will be changed to R (repeated course). The lower grade remains in the record and is not deleted. R scores and corresponding credits will not be considered in determining whether the student has met graduation requirements. Courses repeated after graduation will not be considered for graduation rates.

Every student will have the right to repeat only once any course in which he or she has obtained a grade of B-, C+, C, C-, F, W, NP for the Master's Degree in Family, Couple, and Marriage Counseling and for the Doctor of Ministry. Each student shall have the right to repeat only once any course in which he or she has obtained a grade of C+, C, C-, F, W, NP for the Master of Divinity, Master of Arts in Religion, Master of Arts (Biblical and Theological Studies), and Master of Arts in Christian Education and Formation. R scores will not be considered in determining whether the student has met graduation requirements.

Courses repeated after graduation will not be considered for graduation rates.

The awarding of honors at graduation (master's and doctorate) will be determined according to the following scale:

3.50 – 3.79	Cum Laude
3.80 – 3.99	Magna Laude
4.00	Summa Laude

This scale will apply to all graduates regardless of the catalogue with which they started.

STUDENT ACADEMIC YEAR

The student will be classified for one academic year according to the number of credits passed and program of study:

Program	Approved Credits	Classification
Master of Divinity	1-18	First Year
	19-37	Second Year
	38-56	Third Year
	57-75	Fourth year
Master of Arts in Religion	1-14	First Year
	15-27	Second Year
Master of Arts (Biblical and Theological Studies)	28-39	Third Year
Master of Arts in Christian Education and Formation	1-15	First Year
	16-29	Second Year
	30-40	Third Year
Master's Degree in Family, Couple, and Marriage Counseling	1-18	First Year
	19-37	Second Year
	38-60	Third Year
Doctor of Ministry	1-12	First Year
	13-24	Second Year
	Thesis Continuity	Third and Fourth Year

WITHDRAWAL

After five absences, the person will have to withdraw from the course or be automatically withdrawn, as five absences mean the loss of one-third of the course (see Class Attendance)

SUSPENSIONS

The Seminary may suspend its students for the following reasons:

1. Unsatisfactory Academic Progress: Failure to have the minimum graduation average according to the grade to be obtained after the evaluations of the Academic Progress Standard. Students due to academic suspension may apply for readmission one year after the suspension. If admitted, they will enter under the same academic status they left with. If, upon readmission, the student does not comply with the provisions of the curriculum to overcome his or her status, he or she will be permanently suspended from the institution.
2. For lack of seriousness and academic honesty *
3. For indiscipline or immorality *
4. On the grounds of plagiarism, according to the established rules (see "Plagiarism Rules", under Academic Rules and Regulations)

INCOMPLETE

Each student will have the right to request an incomplete course, but it will be at the discretion of the teacher to decide whether or not to grant it. It will not be allowed to apply for an incomplete in more than two courses per semester without the authorization of the Dean of Academic and Student Affairs.

To be awarded an incomplete, the student must owe only one requirement or coursework. The student will have the deadline as established in the academic calendar of the current semester to request the incomplete one. It must have the approval of the teacher. There is a charge for this request (See current Costs and Fees Policy).

Each teacher will determine at the beginning of the course and will let his or her students know the circumstances under which he or she will grant an incomplete. In addition, the faculty is recognized as having the right to lower the grade of any person who has been granted an incomplete grade.

At the end of the semester, the professor will certify to the Registry Office the student's incomplete report, along with the grade he or she would have in the course if he or she obtained "F" in the incomplete **work** (I.F; I.C-; I.C+; etc.). For the grade that accompanies the "I" of the incomplete, it must be counted or averaged including the zero "0" of the work or exam that is still to be delivered.

Any incomplete must be removed by the date indicated in the corresponding academic calendar.

When the deadline to remove an incomplete item is a non-business day, it will be extended to the next business day. If the removal is not processed by the appropriate date and is made later (subject to approval by the Dean) then it will be done by change of grade.

In the event that the person does not remove the incomplete in the stipulated time, the grade that accompanies the **"I" in the incomplete report will become the final grade in the student's record.**

The student is responsible for contacting the teacher to remove the incomplete. The professor, institution, or Registrar's Office will not be responsible for calling or following up with the student to remove the incomplete.

QUALIFICATIONS INFORMATION

Upon completion of each semester or academic session, each student will receive a grade report containing the cumulative overall index. Any claim for error that the student presumes to be in the report must be made through the procedure indicated for such cases, within thirty (30) calendar days from the beginning of classes of the next semester. Any right to claim expires after that term.

The student is required to inform the Registrar's Office of any change of address. The SEPR will consider official any information sent to the student's address as it appears in the student's file. y information sent to the student's address as it appears in the student's file.

CHANGING NOTES

The request for a grade change must be clearly documented and explained. The mistake made and the effect of amending the grade on the student should be noted. It must be submitted on or before 30 calendar days from the start of classes for the next semester.

The deadline for the change of grades will be one month after the date on which the grade report for the corresponding academic session is submitted.

Any changes will be requested before the deadline. If the professor considers the change justified, he/she must submit the request in writing to the Dean of Academic and Student Affairs, indicating the reasons for it. The documentation related to the change of grades will remain in the student's file.

In order to comply with the state and federal standards that govern us as an institution of higher education, no changes will be made after the corresponding term indicated in the academic calendar in the semester and/or term in question. If it was determined in the investigation that it was a clerical error and it can justify the change. The change of grade must be valid or taking into account the administrative procedures and policies (finance, financial assistance and registration and other areas that apply) that are impacted under this procedure.

In the event that the professor considers that the request for change is unfounded, the student has the recourse to go to the Academic and Student Dean, who may present the case to his or her Advisory Committee, then the final decision by the Dean will be final.

SEMINAR POLICY ON STUDENT AND ALUMNI DIRECTORY

The Seminary, in compliance with the federal *Family Educational Rights and Privacy Act (FERPA)*, provides students and alumni with access to their academic records, the right to request that the information contained in the records be amended, and guarantees them some control over the disclosure of their academic information. They are kept in a vault guarded by the Registrar.

1. Students or alumni have the right to prevent the Seminary from disclosing personally identifiable information contained in transcripts, except as authorized by FERPA. These are:
 - a) **Disclosure of information to officials of the institution - officials of the** institution are understood to be teaching and administrative employees, persons hired by the Seminary or members of the Board of Directors with strict and legitimate academic interest.
 - b) **Release of Directory Information** - The Seminary has designated the following directory information: student or alumnus' name, address, phone, email, concentration, and year of study.
2. Students and alumni have the right to prevent the Seminary from disclosing directory information to third parties. To prevent your information from being disclosed, it is necessary that the Student and Alumni Directory Application be completed at the Registrar's Office. In order for the application to be effective for the academic year, it is important that it be submitted on or before September 1 of the current year.
3. The Seminar will disseminate information in the following circumstances:
 - a) Seminary or universities to which the student or alumnus applies for admission.
 - b) Emergency Cases: Cases where the student or former student is in danger or for health or safety reasons.
 - c) The Seminary is required to provide information to the Immigration and Naturalization Service about international students or alumni.
4. If students and alumni believe that the Evangelical Seminary of Puerto Rico has failed to comply with these obligations, they have the right to file a complaint with: U.S. Department of Education, *Family Policy Compliance Office* 400 Maryland Ave. SW, Washington, DC 20202-4605.

GUIDED COURSES

A directed course is one that is offered within the academic program in which a person enrolls, but for meritorious reasons cannot attend the class and is offered to the student individually. It's not the same as independent study. The Dean will determine the merits of each case in order to award the course. In these cases, the institution undertakes to safeguard academic quality in each directed course that is authorized.

The following principles condition permission to take a directed course:

To determine eligibility, each case will be evaluated on its merits by the Dean of Academic and Student Affairs. The conditions to be able to enrol in a course in a directed manner will be the following:

1. The application to take the directed course must be submitted in writing during the pre-registration process to the Office of the Dean of Academic and Student Affairs.
2. The student must be a candidate for graduation and be in his/her last year of study.
3. The course in question confuses you with another, and both courses are requirements for graduation.
4. You will only be allowed one course on a directed basis per semester during your final year of study.
5. Courses scheduled in intensive and summer courses may not be taken into consideration for directed studies.
6. The student must have a cumulative GPA of 3.00 or higher.
7. The student must have passed approximately 80% of his/her sequential courses.
8. If the course approved through directed study is failed by the student, he/she will not be able to repeat it under this modality. You can only take it once under this modality.
9. If you obtain a grade of F in a face-to-face course, you will not be able to repeat it through the directed modality.
10. You only have the opportunity to take up to two courses in a directed manner (if applicable) for the degree to be awarded.
11. Courses identified as EMIG, Biblical Languages, and Introduction to the Old or New Testament may not be taken as directed studies.
12. It will be the responsibility of the Academic Council to approve or deny the application.
13. The lecturer of the course will present to the Dean a work plan regarding the tasks to be assigned to the student.
14. Tuition for a directed course incurs an additional charge (See Current Cost and Fee Policy)

INDEPENDENT STUDY COURSES

Independent study is worked through a modality through a contract (enrolment) between the student and the institution. This allows the student to enroll in a course that is not scheduled and that is a requirement in their curricular sequential. In these cases, the institution undertakes to safeguard the academic quality of each independent study it authorizes.

To determine eligibility, each case will be evaluated on its merits by the Dean. The conditions to be able to enrol in a course independently will be the following:

1. The student will request independent study by letter to the Dean 60 calendar days before the end or as soon as the academic offer of the next term to which he/she will apply for the course under this modality is published during the weeks of pre-enrollment.

2. The course is not contained in the academic offer of the term in question.
3. The student must have a cumulative GPA of 3.00 or higher.
4. The content of the course in question cannot be substituted by another.
5. According to your curriculum, the course will not be offered in your final year of study.
6. The curriculum sequential shows that the course is required.
7. The student must have passed approximately 80% of his/her sequential courses.
8. If the course approved through independent study is failed by the student, he/she will not be able to repeat it under this modality. You can only take it once under this modality.
9. If you obtain a grade of F in a face-to-face course, you will not be able to repeat it through the independent modality.
10. You will only be able to enroll one course independently per semester.
11. You only have the opportunity to take up to two courses independently (if applicable) for the degree to be awarded.
12. Courses scheduled in intensive and summer courses may not be considered for independent studies.
13. It can be carried out in Theology, Interdisciplinary Studies or in the Bible. The Dean of Academic and Student Affairs will take action on this, and if the project is approved, the Academic Dean will assign a tutor. Enrolment will take place on the date assigned in the academic calendar

STUDENT SERVICES

ACADEMIC ADVISING

Each student will have an academic advisor from among the faculty members. This is the person who will provide guidance regarding academic alternatives, requirements, and other issues inherent to graduate education. This person will also be able and willing to provide personal guidance. In the absence of the assessor, the Dean or Registrar will perform this task.

STUDENT COUNCIL

The Student Council is comprised of six (6) students elected by the student body. The Council is the official representative of the students in the organizational structure of the Seminary and is governed by the Student Handbook. It is the unit that cooperates with the Faculty and the administration to achieve the goals of the SEPR. Students are represented on some committees where confidential student information is not being disclosed for FERPA compliance.

PARKING

Upon enrollment or beginning to reside in the Seminary, each student who has a motor vehicle must register it at the Administration Office, where he or she must annually acquire an identification tag (see Cost and Fee Policy Table, in force), indicated by the institution. You must use those areas specifically designated by the Seminary for parking.

FOOD SERVICES

The Seminary has a cafeteria operated under concession. In addition, there are countless businesses in the surrounding community that offer food services and are easily accessible.

LODGING

The Seminary has facilities to accommodate men and women, respectively.

Anyone wishing to stay must fill out an application and abide by the internal discipline rules that are part of the lodging contract.

FINANCIAL AID

Students in the Master of Divinity program, endorsed by their respective denominations, have financial assistance that varies according to the specifications and rules of each church body.

There are some scholarships available that are offered on the basis of financial need to students of the degrees offered at the Evangelical Seminary of Puerto Rico. These come from special funds and vary from year to year.

ID CARD

Every student at the Seminary must have their ID card with them at all times. It is renewed annually.

CREDIT TRANSCRIPTS

Credit transcripts are requested through the Registrar's Office and are \$10.00. It is important that the student places the mailing address where it will be sent on the application to determine if the copy will be student or official. In order to process a credit transcript, the student must not have debt to the institution or his/her account in the Finance Office must be in good standing.

CERTIFICATES OF STUDIES AND DEGREES

Certificates of studies and degrees are requested through the Registry Office and have a cost of \$10.00.

COURSE CODES

COLQ	00	=	Colloquium
CONS	60/6	=	Courses in Counseling
TLLR	66	=	Research Techniques Workshop
DORI	60	=	Academic Guidance
EBNT	60	=	Bible Studies New Testament
EBAT	60	=	Old Testament Bible Studies
EBTE	60	=	Studies in Bible and Theology
ETHT	61	=	Studies in Theology and History
ETHA	61	=	Studies in Advanced Theology
EMIG	62	=	Studies Ministry in the Church
EIHU	63	=	Interdisciplinary Studies in Humanistic Disciplines
EIEM	63	=	Interdisciplinary Studies with an Empirical Approach
EISI	65	=	Interdisciplinary Studies in Integrative Health
PRDN	67	=	Denominational Principles
PRIN	65	=	Proposal and research project (Dissertation)
TPMS	62	=	Practical Theology and Ministry
RMUN	64	=	World Religions
LENG	60	=	Language(s)
DMIN	71/74	=	Doctoral courses

MASTER OF DIVINITY PROGRAM

PURPOSE

The Master of Divinity is the main graduate Theological Education program in the formation of men and women called by God to ordained ministry. Others who carry out various ministerial tasks frequently opt for this program.

EXPECTATION OF ACHIEVEMENT

In keeping with the mission of the Evangelical Seminary of Puerto Rico, the person graduating from the Master of Divinity program at the Evangelical Seminary of Puerto Rico is expected to:

1. Have developed a general, critical and comprehensive understanding of the problems and challenges that the world presents to the Church today in its plurality, both on a global scale and in the context of Puerto Rico and the Americas.
2. Have learned to critically value and discern religious plurality, not only within Christianity, but also in reference to other world religions.
3. Have developed an understanding of the social, political, economic, and cultural context of Christianity in Puerto Rico.
4. Have acquired a basic knowledge of the different methodologies and approaches to reading the Bible, both the Old and New Testaments.
5. Have developed a core critical understanding of the interpretation of the Faith within the context of the history of Christianity and Christian thought.
6. Have acquired a broad biblical, theological, historical and pastoral culture.
7. He has developed respect and critical openness towards the various disciplines of human knowledge that study the religious phenomenon and the practice of the Christian Faith.
8. Have grown in self-knowledge that tends to transformation at a personal, family and social level.
9. Has cultivated the following attitudes and characteristics: commitment to human rights; sensitivity and respect for others; and cultivation of spirituality and human wisdom. These attitudes must result in effective service to God and the community.
10. He has affirmed his vocational and professional identity, within the framework of the church to which he belongs and its mission in the world.
11. Have cultivated and developed ethical-spiritual values, in accordance with the demands of their profession as a pastor.
12. Has acquired the skills necessary to carry out pastoral activities, such as preaching, evangelism, community service, worship, Christian education, pastoral care, administration, and others.

13. Has recognized, in addition to congregational ministry, the validity and urgency of new models of Christian ministry and has been involved in some of them, such as pastoral care of people with special needs, pastoral care in the mass media, chaplaincy in prisons, shelters, and others.
14. Be able to work in a team, foster the development of talents and gifts present in the congregation or population you serve, and delegate to and empower resources found inside and outside the church.
15. You have gained sensitivity and training to get involved in a social ministry.
16. You have had the opportunity to delve deeper into an area of your interest within the various disciplines comprised in the program.
17. Have developed the ability to continue critical inquiry and rigorous study of the Christian Faith and its practice.
18. Have developed the desire and commitment to improve the skills needed for pastoral work.

GENERAL REQUIREMENTS

1. Pass seventy-five (75) credits for M.Div. with an index of no less than 2.70GPA. The program must be completed in no more than nine (9) years. The extension of the time to complete the degree carries a fee (see current Cost and Fee Policy Table). In case of transfer students from other seminaries, 80% or more of the courses must be taken at the Evangelical Seminary of Puerto Rico.
2. In the final year, and as part of the degree requirements, each student will present an Integration Essay in which he or she will formulate his or her biblical-theological thinking and conception of Christian ministry. This work will be discussed and approved by the Faculty. Each student will demonstrate that he or she has achieved a satisfactory degree of integration of his or her theological studies and professional training within the particular configuration of his or her personality, vocation and faith. For this, the student must enroll in the courses PRIN 6500 Research Proposal (Dissertation) and PRIN 6501 Defense of Research Project (Dissertation), *of one credit each* to one.

PROGRAM OF STUDIES

Number	Title	Crds.
DORI 6000	Academic Guidance	0
TLLR 6601	Research Techniques	1
Total Credits		1

BIBLE STUDIES

Number	Title	Crds.
EBTE 6001	Study of Religion and the Bible	3
EBAT 6010	Introduction to the Old Testament I	3
EBAT 6011	Introduction to the Old Testament II	3
EBNT 6031	Introduction to the New Testament I	3
EBNT 6032	Introduction to the New Testament II	3
EB	A course in exegesis	3
Total Credits		18

STUDIES IN THEOLOGY AND HISTORY

Number	Title	Crds.
ETHHT 6161	Theology and History I	3
ETHHT 6162	Theology and History II	3
ETHHT 6163	Theology and History III	3
ETHHT 6164	Theology and History IV	3
ETHHT 6105	Christian Ethics	3
ETHA 61	Studies in Theology and Advanced History	3
Total Credits		18

STUDIES IN CHURCH MINISTRY

Number	Title	Crds.
EMIG 6201	Homiletics I	3
EMIG 6208	Church Administration and Leadership	3
EMIG 6210	Pastoral counseling	3
EMIG 6213	Chaplaincy	3
EMIG 6221	Fundamentals of Christian Education	3
TPMS 6200	Practical Theology and Supervised Ministry	3
Total Credits		18

DENOMINATIONAL PRINCIPLES AND RESEARCH PROJECT

Number	Title	Crds.
*PRDN 67__	Denominational Principles I (History and Doctrine)	3
*PRDN 67__	Denominational Principles II (Government and Worship)	3
PRIN 6500	Research Proposal (Dissertation)	1
PRIN 6501	Research Project Defense (Dissertation)	1
Total Credits		8

**For students who are not from sponsoring denominations, they must enroll in a course that replaces the PRDN with a free elective course.*

ELECTIVE

Title	Crds.
Four (4) courses in free electives.	12
Total Credits	75

SUGGESTED COURSE SEQUENCE

FIRST YEAR			
First semester		Second semester	
Courses	Crds.	Courses	Crds.
DORI 6000 Academic Guidance	0	EBAT 6010 Introduction to the Old Testament I	3
EBTE 6001 Study of Religion and the Bible	3	ETHT 6162 Theology and History II	3
ETHT 6161 Theology and History I	3	*PRDN67__Denominational Principles II (Government and Worship)	3
EMIG 6221 Fundamentals of Christian Education	3	Free elective course	3
TLLR 6601 Research Techniques	1		
*PRDN 67__ Denominational Principles I (History and Doctrine)	3		
Total Credits	13	Total Credits	12

**Students who are not of auspice denominations must substitute PRDN for a free elective course*

SUMMER	
Courses	Crds.
Free elective course	3
Total Credits	3

SECOND YEAR			
First semester		Second semester	
Courses	Crds.	Courses	Crds.
EBAT 6011 Introduction to the Old Testament II	3	EBNT 6032 Introduction to the New Testament II	3
EBNT 6031 Introduction to the New Testament I	3	ETHT 6164 Theology and History IV	3
ETHT 6163 Theology and History III	3	EMIG 6213 Chaplaincy	3
EMIG 6210 Pastoral Care	3	Free elective course	3
Total Credits	12	Total Credits	12

**Students who are not from sponsoring denominations must substitute PRDN for a free elective course.*

SUMMER	
Courses	Crds.
Free elective course	3
Total Credits	3

THIRD YEAR			
First semester		Second semester	
Courses	Crds.	Courses	Crds.
EMIG 6201 Homiletics I	3	ETHT 6105 Christian Ethics	3
EMIG 6208 Church Administration and Stewardship	3	EB__ Exegesis	3
TPMS 6200 Practical Theology and Supervised Ministry	3	ETHA 61__ Advanced Theology	3
PRIN 6500 Research Proposal (Dissertation)	1	PRIN 6501 Research Project Defense (Dissertation)	1
Total Credits	10	Total Credits	10

MASTER IN ARTS IN RELIGION PROGRAM

PURPOSE

The Master of Arts in Religion program promotes the academic study of the religious phenomenon in general and the Christian tradition in particular. His distinctive focus is the study of religion in its multiple phenomenological dimensions from a multidisciplinary and comparative perspective, with special attention to the critical, historical, and systematic study of Christianity. It aims to develop a broad understanding of religious experience, of the disciplines for its study, of the role of religion in history and society, of the Judeo-Christian tradition and of other world religions. The program consists of a total of 39 credits.

The Master of Arts in Religion addresses three basic needs regarding the study of religion in Puerto Rican society and in the contemporary world. In the first place, there is a need to study and understand the operations of the religious phenomenon in culture and society. Religion, as a cultural activity and as a social institution, plays an undeniable role in the formation of the worldview, the system of values, institutions, practices and constitutive processes of peoples and individuals. Its study leads to a more comprehensive knowledge and a deeper understanding of social and personal reality, while familiarizing us with one of the most important historical sources of creativity and human transformation.

to a more comprehensive knowledge and a deeper understanding of social and personal reality, while familiarizing us with one of the most important historical sources of creativity and human transformation.

Secondly, this programme responds to the challenge of the globalization of teaching through the study of religion. Religion as a global phenomenon is an important dimension and a necessary resource in the search for a world of peace and justice for all people. The analysis of the world's religious traditions contributes to the formation of a broader consciousness of the international human community. This awareness is vital for building bridges of intercultural dialogue, learning and cooperation that lead to a more global and ecumenical human community.

to a more global and ecumenical human community.

Finally, the Evangelical Seminary of Puerto Rico, as a center for research and teaching on the religious phenomenon, makes a decisive contribution to the forum of higher education in Puerto Rico. Its Master of Arts in Religion program makes available to the interested public its excellent academic, curricular, and library resources for a multidisciplinary study of the religious phenomenon.

EXPECTATIONS

The goal of the Master of Arts in Religion is to meet the needs of those interested in investigating the religious phenomenon from a multidisciplinary perspective, pursuing advanced studies in the field of religion and theology, and understanding the religious phenomenon as a fundamental aspect of Puerto Rican society, in order to train them for better professional work in private or government agencies.

teaching religion in educational institutions and training for professional lay service in particular churches or denominations.

The person who completes the Master of Arts in Religion program at the Evangelical Seminary of Puerto Rico will be able to understand the religious phenomenon in its various manifestations from a multidisciplinary and comparative perspective, systematize a broad knowledge of the Judeo-Christian tradition and a basic knowledge of other world religions and integrate the understanding of the religious phenomenon into the analysis of his or her personal and professional situation. including the examination of the essential values of life in its various religious expressions.

GENERAL REQUIREMENTS

1. Pass thirty-nine (39) credits with an index of 2.70GPA or higher, in a period of time not to exceed 5 (five) years. The extension of time to complete the degree carries a cost per semester (see Cost and Fees Policy Table). In case of transfer students from other seminaries, you will need to pass 80% or more of the courses at the Evangelical Seminary of Puerto Rico.
2. Attend academic orientation (DORI) at the time of admission to the program
3. Request, take, and pass two comprehensive exams that will allow the student to demonstrate mastery of the subjects covered in the curriculum and knowledge of a basic bibliography that the Seminary will provide.

CURRICULAR STRUCTURE

The new curricular lines of the Master of Arts in Religion will have to be four (4). They must be sectioned as follows:

A. Core Courses

- This new section of the sequential is made up of 12 credits. The "Core Courses" shall comprise the following courses: (1) **Theories of Religion** (EIEM 6306); (2) **Research Methodologies in the Study of Religion** (EIEM 6315); (3) **Religion and Social Change** (EIHU 6300); (4) **Introduction to the Integration Seminar** (EIEM-6328); (5) and **Integration Seminar** (EIEM 6329).
- The courses included in this section, with the exception of the "Introduction to the Integration Seminar" (EIEM 6328) and the "Integration Seminar" (EIEM 6329) courses, **must be taken during the first three semesters** of study at the SEPR.
- On the other hand, the conclusive core courses detailed above (EIEM 6328 and EIEM 6329) must be taken consecutively in the student's last year of studies. Tuition for these two courses will be processed as a single three (3) credit course.
- Taking into consideration the purpose, scope and limit of the new curriculum sequence, the comprehensive examinations required by the current curriculum sequence have been eliminated. On the contrary, the student must complete his/her degree in the MAR

program with a publishable article. The research topic and methodology of this work will be delimited in the courses **Introduction to the Integration Seminar** (EIAM 6328); (5) and **Integration Seminar** (EIAM 6329).

- The final product of each of these concluding courses will no longer be a monographic essay, as required in the current curricular sequence. On the contrary, the new final product will have to be a publishable essay. The Evangelical Seminary of Puerto Rico does not commit to publish such essays, but rather to certify through teaching evaluation that the essay has sufficient research bases to be considered for publication by a peer-reviewed journal.

B. World Religions

The SEPR reaffirms its interest in exposing our students to diverse religious traditions from an academic, not a denominational, perspective. That is why we wanted to leave this curricular line unchanged, which requires nine (9) credits in world religions. These courses will be primarily facilitated by our adjunct faculty, and include the possibility of accessing various thematic axes in Afro-Caribbean Religions, Islam, Judaism, Pre-Columbian Religions in the Caribbean, Amerindian Religions, etc.

C. Directed Electives

- This curricular line includes a dual space for study. This is so, since the student will have to complete nine (9) credits in courses related to the study of the religious phenomenon and some of the languages relevant to it.
- Some of the Interdisciplinary Study courses in this curricular line are:
 - Sociology of Religion (EIAM 6302)
 - Psychology of Religion (EIYES 6532)
 - Religious Anthropology of the Caribbean (EIAM 6310)
 - Philosophy of Religion (EIHU 6301)
- These Interdisciplinary Study courses will be offered mostly by affiliated and adjunct faculty of the SEPR.
- The language courses to be offered on a regular basis by the SEPR are
 - EBNT 6001 Greek Biblical I
 - EBNT 6002 Greek Biblical II
 - EBAT 6005 Hebrew Biblical I
 - EBAT 6006 Hebrew Biblical II
- These language courses will be offered mostly by regular faculty of the SEPR.

D. Free Electives

- As mentioned above, the current curriculum requires the student to pass 15 credits in free electives. We understand that the weight of this credit burden is not consonant with

the scope and limits of a graduate Master's program. That is why, in the new curricular sequence, we have reduced this space to nine (9) credits in free electives. We understand that this reduction will allow, on the one hand, the total reduction in the number of credits of the MAR Program; while, on the other hand, it will make our curriculum more suitable for the focus of work involved in a Master's degree program.

- urriculum more suitable for the focus of work involved in a Master's degree program.

PROGRAM OF STUDIES

CORE COURSES

Number	Name	Number of credits
*EIEM 6306	Theories of Religion	3
*EIEM 6315	Research Methodologies in the Study of Religion	3
*EIHU 6300	Religion and Social Change	3
**EIEM 6328	Introduction to the Integration Seminar	1
**EIEM 6329	Integration Seminar	2
Total Credits		12

* *One of these studies should be empirical.*

World Religions

Number	Name	Number of credits
RMUN 64__	Three (3) courses in this field, two (2) of which must be chosen from: Judaism, Buddhism, Islam, Hinduism or Afro-Caribbean Religions.	9

DIRECTED ELECTIVES [INTERDISCIPLINARY STUDIES & LANGUAGES]

This curricular line includes a dual space for study. This is so since the student will have to complete nine (9) credits in courses related to the Interdisciplinary Study of Religion and some of the languages relevant to it. Courses with 'EI' coding must have the endorsement of the MAR Program Coordinator. If a student wishes to be considered for a language course outside of the SEPR, he/she must follow the SEPR course validation policy and the Special Permission to Take Courses at another institution process. It is highly recommended that the student orients and consults with the MAR Program Coordinator and has the approval of the same prior to enrolling in the course of another institution.

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Number	Name	Number of credits
		3
		3
		3
Total Credits		9

Free Electives

Number	Name	Number of credits
		3

		3
		3
DORI 6000	Academic Orientation	0
	Total Credits	9

COMPREHENSIVE EXAMS

THE 'EI' CODING EXAM MUST BE ENDORSED BY THE MAR PROGRAM COORDINATOR.

Field	Area	Date
THE		
RMUN		
Total		

*These courses must be taken during the first three semesters of study at the Evangelical Seminary of PR.

**The ETEM 6328 course will be offered in intensive mode during the month of January, for a duration of 15 contact hours. The ETEM 6329 course will be offered in regular mode during the semester from January to May of each academic year. ETEM 6328 and ETEM 6329 courses must be taken consecutively. Your tuition will be processed as a single three (3) credit course

DURATION

Given the particular profile of the student body in this program, the vast majority of whom are part-time students who take an average of four years to complete the degree, the Seminary cannot guarantee that its students will be able to complete their requirements in less than three years. Curricular offerings will follow a sequence according to the average time it takes to complete the degree. Each academic advisor will share with his/her students the sequence of curricular offerings at the beginning of the studies. These students will have up to five (5) years to complete their master's degree so that it does not expire.

MASTER IN ARTS PROGRAM IN BIBLICAL AND THEOLOGICAL STUDIES

PURPOSE

The Master of Arts (Biblical and Theological Studies) (MABTS) is aimed at lay people and church leaders interested in deepening the study of the Bible and introducing themselves to theological work. Obtaining the master's degree consists of the approval of 39 credits, including a course in biblical languages (one year extension, 6 credits) and the development and defense of a research project.

In harmony with institutional aspirations and values, the new MABTS program is aimed at the training of ecclesial leadership in the areas of Bible and Theology. In recent years, the need has arisen to expose ecclesial leadership to an integral education. This new program fosters academic study that allows church leadership to develop the core competencies in the areas of Bible and theology that allow them to exercise transformative ministry that is responsive to the challenges facing the church today. The MABTS curriculum fosters a general and critical understanding of methodologies and approaches to reading the Holy Scriptures. In the same way, it introduces the student to the refinement of intellectual skills that fosters the interpretation of the faith using the tools offered by the deductive and inductive methodologies of theological work. In general terms, the program encourages graduates to acquire a broad biblical and theological culture at the service of communities beyond the pastoral ministry.

On the other hand, this program responds to the intellectual needs of pastoral leaders whose churches do not require a master's degree in divinity. In addition, specialized ministries in the service of the church are growing every day, highlighting the need to know the development of biblical and theological traditions and their significance for the church. Aligned with the institutional mission, this program offers students the opportunity for academic training and the cultivation of attitudes that will allow them to forge transformative ministries to participate responsibly in the mission of God's people. low them to forge transformative ministries to participate responsibly in the mission of God's people.

JUSTIFICATION

The program will be serving lay leaders and the pastoral body of churches that do not require the Master of Divinity. Currently in Puerto Rico there are over 20 independent evangelical, Pentecostal and neo-Pentecostal denominations that only require their pastors to have basic preparation in the areas of the Bible. The MABTS program offers this population the opportunity to acquire the basic skills and tools in the areas of bible and theology that will enable them to carry out ministries that are fully responsive to today's challenges. This will have an impact on the ecclesial life of a large number of congregations that do not usually consider the seminary as their place of study.

In Puerto Rico and the Caribbean, the number of lay people who collaborate in pastoral functions partially or in specialized ministries such as diakonia, music, administration, Christian education, among others, is increasing. This marks the need for lay leaders with basic training in Bible knowledge and theology. These leaders are actively involved in the activities of preaching, teaching, evangelism,

and pastoral care. So they need to acquire the tools to develop liberating theological thinking in conformity with the values of the kingdom of heaven preached by Jesus. The end result will be a church better cared for and sustained by a serious and responsible theology aligned with the values of justice.

ity with the values of the kingdom of heaven preached by Jesus. The end result will be a church better cared for and sustained by a serious and responsible theology aligned with the values of justice.

EXPECTATIONS

In harmony with the mission and vision of the Evangelical Seminary of Puerto Rico, the person graduating from the Master of Arts (Biblical and Theological Studies) program is expected to be able to:

- Apply different methodologies and approaches to reading the Bible, both the Old and New Testaments.
- Analyze the various exegetical, hermeneutical, and theological theories in solving problems of interpretation of biblical texts.
- Critically analyze the different theological currents that allow them to build their own argument on the different sources of Christian theology.
- Develop a critical understanding of the interpretation of the Faith within the biblical tradition and theological thought.
- Acquire a biblical, theological, and historical culture that fosters the strengthening of Christian leadership.
- Cultivate and develop ethical-spiritual values, in accordance with the demands of their ministry in the church.
- Develop the capacity to continue critical research and rigorous study of the Christian Faith and its practice.
- Apply the methodologies of the biblical and theological sciences to research a topic and present it to the program's learning community the most significant findings of their research.

PROGRAM OF STUDIES

I. Bible Studies (18 crds.)

Code	Title	Credits
EBTE 6001	Study of Religion and the Bible	3
EBAT 6010	Introduction to the Old Testament I	3
EBAT 6011	Introduction to the Old Testament II	3
EBNT 6031	Introduction to the New Testament I	3
EBNT 6032	Introduction to the New Testament II	3
EBTE 6044	Biblical Hermeneutics	3

II. Theological Studies (12 crds.)

ETHT 6161	Theology and History I	3
EBNT 6043	Biblical Theology	3
Free Electives in Theology		6

III. Languages (6 crds.)

EBAT 6005 and EBAT 6006	Biblical Hebrew I and Biblical Hebrew II	6
Or		
EBNT 6001 and EBNT 6002	Greek I and Greek II	

IV. Research Project (3 credits.) 3

SEQUENTIAL STUDY

(2 years)

First Year			
1st Semester		2nd Semester	
Course	Crds	Course	Crds
EBTE 6001 Study of Religion and the Bible	3	EBAT 6010 Introduction to the Old Testament I	3
ETHT 6161 Theology and History I	3	EBTE 6044 Biblical Hermeneutics	3
Biblical Language I	3	Biblical Language II	3
	9		9

Summer			
1st Section		2nd Section	
Course	Crds	Course	Crds
Biblical Theology	3	Elective in Theology	3

Second Year			
1st Semester		2nd Semester	
Course	Crds	Course	Crds
EBAT 6011 Introduction to the Old Testament II	3	EBNT 6032 Introduction to the New Testament II	3
EBNT 6031 Introduction to the New Testament I	3	EBTE 6053 Research Project	3
Elective in Theology	3		
	9		6

MASTER IN ARTS PROGRAM IN CHRISTIAN EDUCATION AND FORMATION

PURPOSE

The Master of Arts in Christian Education and Formation is aimed at lay people and church leaders interested in specializing in the areas of Christian education, formation processes, and educational leadership while delving into biblical studies and theological endeavors. Obtaining a master's degree consists of the approval of 40 credits. This includes the elaboration and oral presentation of a research project in the educational setting and the approval of a 30-hour supervised educational practice.

In harmony with institutional aspirations and values, the new MACEF program is aimed at the training of ecclesial leadership who wishes to acquire academic competencies in the areas of Christian formation and education. The curriculum fosters the development of Christian pedagogy competencies while emphasizing the acquisition of basic knowledge of the Bible and theology. The fundamental purpose of the program is the application of the knowledge, skills, and attitudes that will enable the student to exercise an effective, transformative, and responsive pedagogical ministry to the challenges facing Christian education today. The program is divided into three program areas:

- **Core Courses** – Twelve (12) credits in Bible and theology courses. These courses prepare the student in the basic understanding of methodology and approaches to critical reading of the Bible and introductory knowledge to theology.
- **Specialty Courses** – Twenty-four (24) credits in training and pedagogy courses. The program includes courses that foster the holistic formation of the human being by studying Christian spirituality and religion and social change. It has a course that explores the fundamentals and principles of Christian education and another that analyzes the pedagogy of Jesus. Equally important, pedagogical principles are applied to the specific characteristics and needs of students in the various cycles of human development from childhood to old age. An innovative area of the program is the inclusion of a program that fosters the acquisition of skills and knowledge to work with students with functional diversity. Finally, the principles of educational management and leadership essential to the administration of religious educational institutions will be explored in an introductory manner.
- **Degree Requirements** – Four (4) credits. The student will have to demonstrate a semester of educational practice and prepare a research project (integration monograph).

The credits of this master's degree will not be validated with other offers of the Seminary. The only option to consider is when the student, by reason of his pastoral vocation, wishes to complete the Master of Divinity. In this case, only the 12 credits of the core component and the EMIG 6221 course will be validated for a total of 15 credits.

EXPECTATIONS

In harmony with the mission, goals, and values of the Evangelical Seminary of Puerto Rico, the person graduating from the Master of Biblical Studies program is expected to be able to:

- Apply different methodologies and approaches to the critical reading of the Bible that elicit an understanding of the interpretation of the Christian faith within the tradition of the church and theological thought.
- Explain the biblical, historical, theological, philosophical, psycho-pedagogical and socio-cultural foundations, as well as the pedagogical purposes and principles that lead to a theory for Christian formation and education.
- Analyze in a general way the process of curriculum design that allows the diagnosis of needs, the selection of educational experiences and their alignment with the instructional methodology, and the implementation and evaluation of the Christian education curriculum.
- Identify the context, content, style, methods, and strategies that define the pedagogy of Jesus of Nazareth and its implications for the effective development of the current educational ministry.
- Distinguish the particular characteristics, stages of human development and needs presented by the different groups (childhood, youth and adulthood) that participate in the process of Christian formation and education and their impact on the ministerial development with these groups.
- Analyze various strategies for educational intervention, the provision of services, and methods for the management and inclusion of students with functional diversity in development that affect learning in programs for Christian formation and education.
- Evaluate the principles, theories, models, and practices that guide the administration of educational programs and institutions, as well as the human and professional qualities that guide the conduct of the Christian educational leader.

GENERAL REQUIREMENTS

1. Pass forty (40) credits included in the program's sequential with an index of 2.70GPA or higher, in a period of time not to exceed six (6) years. The extension of time to complete the degree carries a cost per semester (refer to the Cost and Fee Policy Table). In the case of students transferring from other seminaries, they must pass 80% or more of the courses at the Evangelical Seminary of Puerto Rico. Up to a maximum of nine (9) credits will be validated.
2. Attend orientation for new students. Attend semester meetings with your academic advisor. The student must follow the sequential of study.
3. In the last year, the student must complete an educational internship at an assigned institution or in agreement with their internship director. In this process, the student must meet the requirements described in the Practice Manual.
4. A student may request to be exempt from the educational practice if he/she proves to have more than four years of experience in an educational institution duly recognized by the DEPR (Puerto Rico Department of Education). Instead, you will have to submit a portfolio evidencing your academic work.
5. It will be aimed at the student demonstrating that he or she has achieved a satisfactory degree of integration of his or her biblical, theological and pedagogical studies and professional training, within the particular configuration of his or her personality, vocation and faith. The Project must be discussed and approved by the Faculty.

PROGRAM OF STUDIES

Core courses (12 crds.)

Code	Title	Credits
EBTE 6001	Study of Religion and the Bible	3
EBAT 6010	Introduction to the Old Testament I	3
EBNT 6031	Introduction to the New Testament I	3
ETHT 6161	Theology and History I	3

Specialty Courses (24 credits)

EIHU 6300	Religion and Social Change	3
EISI 6501	Spirituality	3
EMIG 6221	Fundamentals and Principles of Christian Education	3
EMIG 6049	Jesus and the Educational Ministry	3
EMIG 6300	Christian Education for Children and Youth	3
EMIG 6307	Educational Ministry with Adults and the Elderly	3
EMIG 6400	Christian Education and Special Education	3
EMIG 6401	Educational Management and Leadership	3

Educational Practice and Research Project (4 Credits)

EMIG 6500	Educational Practice	2
EMIG 6501	Research project in the educational scenario	2

Total of credits 40

SEQUENTIAL STUDY
(2 years)

First Year			
1st Semester		2nd Semester	
Course	Crds	Course	Crds
EBTE 6001 Study of Religion and the Bible	3	EBAT 6010 Introduction to the Old Testament I	3
EMIG 6221 Fundamentals and Principles of Christian Education	3	EIHU 6300 Religion and Social Change	3
ETHT 6161 Theology and History I	3	EMIG 6049 Jesus and the Educational Ministry	3
	9		9

Summer			
1st Section		2nd Section	
Course	Crds	Course	Crds
EISI 6501 Spirituality	3	EMIG 6300 Christian Education for Children and Youth	3
			6

Second Year			
1st Semester		2nd Semester	
Course	Crds	Course	Crds
EBNT 6031 Introduction to the New Testament I	3	EMIG 6401 Educational Management and Leadership	3
EMIG 6307 Ministry of Education with Adults and the Elderly	3	EMIG 6500 Educational Practice	2
EMIG 6400 Christian Education and Special Education	3	EMIG 6501 Research Project in the Educational Setting	2
	9		7

MASTER'S DEGREE COURSE DESCRIPTIONS

The description of courses contained in this Catalogue and any other institutional publication refers exclusively to the general outline of the content of each course. Such a description, therefore, does not constitute a complete and complete definition of the programmatic content of each course.

In addition to the description of the required courses, there is also a description of those courses that are offered on a regular basis. Unless otherwise noted, all courses carry a value of three (3) credits.

BIBLE STUDIES

The purpose of the Old and New Testament courses is to familiarize the student with the problems of critical and in-depth study of biblical texts. To this end, different basic areas of study are covered:

1. The history of the community that produced the texts (Israel and the early Church, etc.)
2. The historical, cultural, political, and other background of the various traditions
3. The Various Traditions of Biblical Literature: Their Context, Content, and Special Problems
4. The Development of Biblical Traditions, the Canonization Process, and Its Significance for the Church
5. The various techniques for discovering the meaning of traditions in the text: literary analysis, criticism of forms and writing, the use of dictionaries, concordances, maps and commentaries
6. Identification of important resources for the study of the text in order to guide the process of forming a library for personal use

Courses title & description	
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EBAT 6005	BIBLICAL HEBREW I <i>The first semester of Biblical Hebrew introduces students to the grammatical and syntactic fundamentals of the language. Provides exercises for readings of the narratives of the Hebrew text of the Old Testament. (one semester, 3 credits)</i>
EBAT 6006	BIBLICAL HEBREW II <i>The second semester of Biblical Hebrew (Hebrew II - EBAT - 6006) continues the introduction begun in Hebrew I - EBAT - 6005. We will continue to use Thomas O. Lambdin's Introduction to Biblical Hebrew, Divine Word Publishing, 2001 as a study guide. Prerequisite: EBAT 6005. (one semester, 3 credits)</i>

- EBAT 6007** **EXEGESIS OF THE BOOK OF GENESIS**
Exegesis and hermeneutics of the Book of Genesis, with special emphasis on attention to the grammatical, literary, historical, and theological issues of the text. Prerequisites: EBTE 6001, 6010, 6011. (one semester, 3 credits)
- EBAT 6010** **INTRODUCTION TO THE OLD TESTAMENT I**
It analyzes Old Testament/Hebrew Bible literature from various critical perspectives, including modern theological, historical, sociological, and pastoral approaches. The study is conducted by paying attention to the geographical framework of Israel and the ancient Near East. A selection of representative texts is read from the pre-monarchical period (Genesis) to the end of the first book of Kings, 9th and 8th centuries BC. Special attention is given to the Torah or Pentateuch. Prerequisite: EBTE 6001. (one semester, 3 credits)
- EBAT 6011** **INTRODUCTION TO THE OLD TESTAMENT II**
This course presupposes the first part of A.T. I and continues the study of Old Testament literature from the prophets of the 9th century B.C. to the traditions of early Judaism of the 2nd century B.C., including postexilic narratives, apocalyptic and apocryphal or deuterocanonical literature. Special attention is paid to the Prophets and Writings. Prerequisites: EBTE 6001, EBAT 6010. (one semester, 3 credits)
- EBAT 6012** **EXEGESIS OF THE BOOK OF ISAIAH**
Exegesis and hermeneutics of the First Book of Isaiah, with special attention to the grammatical, literary, historical, and theological issues of the text. Prerequisites: EBTE 6001, EBAT 6010, 6011. (one semester, 3 credits)
- EBAT 6013** **EXEGESIS OF ISAIAH II AND III**
Exegesis and hermeneutics of the Second and Third Isaiahs, with special attention to grammatical, literary, historical, and other matters. of the text. Prerequisites: EBTE 6001, EBAT 6010, 6011. (one semester, 3 credits)
- EBAT 6014** **EXEGESIS OF THE BOOK OF JEREMIAH**
Exegesis and hermeneutics of the book of Jeremiah, with Special attention to the grammatical, literary, historical, and theological issues of the text. Prerequisites: EBTE 6001, EBAT 6010, 6011. (one semester, 3 credits)
- EBAT 6015** **EXEGESIS OF THE BOOK OF PSALMS**
Exegesis and hermeneutics of the book of Psalms, with special attention to the grammatical, literary, historical, and theological issues of the text. Prerequisites: EBTE 6001, EBAT 6010, 6011. (one semester, 3 credits)

- EBAT 6016** **EXEGESIS OF THE BOOK OF JOB**
Exegesis and hermeneutics of the book of Job, with special attention to the grammatical, literary, historical, and theological issues of the text. Prerequisites: EBTE 6001, EBAT 6010, 6011. (one semester, 3 credits)
- EBAT 6017** **LEGAL TRADITIONS OF THE PENTATEUCH**
This course is a critical exegetical study of the legal traditions of the Pentateuch (Torah). The course pays special attention to the three legal traditions of the Pentateuch. The so-called book "Code of the Covenant" (Exodus 20:22-23:33) is studied; the law/covenant "Holiness Code" (Leviticus 17:1-26:46); Deuteronomic Code (Deuteronomy 12-26) and the Legal Traditions of the Ancient Near East. Prerequisites: EBTE 6001, EBAT 6010, 6011. (one semester, 3 credits)
- EBAT 6018** **MINOR PROPHETS**
Exegesis and hermeneutics of a selection of three or four of the minor prophets, with special attention to the grammatical, literary, historical, and theological issues of the texts. Prerequisite: EBTE 6001, EBAT 6010, 6011. (one semester, 3 credits)
- EBAT 6019** **NARRATIVE TRADITIONS OF THE PENTATEUCH**
Exegesis and hermeneutics of selections from the narratives of the Pentateuch, with special attention to the grammatical, literary, historical, and theological issues of the texts. Prerequisite: EBTE 6001, EBAT 6010, 6011. (one semester, 3 credits)
- EBAT 6020** **DANIEL AND THE APOCALYPTIC TRADITIONS**
Research into apocalyptic traditions in the Old Testament with a special focus on chapters 7 through 12 of the book of Daniel. It includes a comparative investigation of the "little apocalypse" of Mark 13. Prerequisites: EBTE 6001, EBAT 6010, 6011. (one semester, 3 credits)
- EBAT 6021** **EZRA AND NEHEMIAH**
Exegesis and hermeneutics of the books of Ezra and Nehemiah, with special attention to the grammatical, literary, historical, and theological issues of the text. Prerequisite: EBTE 6001, EBAT 6011, 6010. (one semester, 3 credits)
- EBAT 6022** **EZEKIEL**
Exegesis and hermeneutics of the book of Ezekiel, with special attention to the grammatical, literary, historical, and theological issues of the text. Prerequisite: EBTE 6001 EBAT - 6010, 6011. (one semester, 3 credits)
- EBAT 6023** **POETIC AND WISDOM LITERATURE**
Exegesis and hermeneutics of a selection of poetic and wisdom literature (such as Proverbs, Job, Ecclesiastes, Ben Sira, Wisdom of Solomon), with special

attention to the grammatical, literary, historical and theological issues of the texts. Prerequisite: EBTE 6001, EBAT - 6010, 6011. (one semester, 3 credits)

EBAT 6024

THE BOOK OF ISAIAH: THE PROPHET, THE VISION, AND THE MESSAGE

Exegesis and hermeneutics of the book of the prophet Isaiah (viewed as a whole), with special attention to the grammatical, literary, historical, and theological issues of the text. Prerequisite: EBTE 6001, EBAT 6010, 6011. (one semester, 3 credits)

EBAT 6028

RUTH, ESTHER, JUDITH

Exegesis and hermeneutics of the books of Ruth, Esther, and Judith, with special attention to the grammatical, literary, historical, and theological issues of the texts. Prerequisite: EBTE 6001, EBAT 6010, 6011. (one semester, 3 credits)

EBAT 6035

ECCLESIASTES

The course develops a critical approach to the book of Ecclesiastes from the social, economic, and political reality of Puerto Rico, offering as an alternative a postcolonial reading of it, and considers its relevance for teaching, counseling, and preaching in the church of the twenty-first century. Prerequisites: EBTE 6001, 6010, 6011. (one semester, 3 credits)

EBAT 6036

PROPHETS OF THE 8TH CENTURY

Provide the student with the opportunity to acquire the basic knowledge and research skills to develop a critical exegesis of the eighth-century prophets: the prophets Amos, Hosea, Isaiah 1-39, and Micah. We will focus on the books of Hosea and Amos. We will take into consideration the biblical methods of research that will be useful to the pastoral ministry that you are going to carry out. At the end of the course, students will be able to critically employ several of the most recognized exegetical methods for their contribution to biblical interpretation, such as the critical historical method, the criticism of forms, and the social scientific method. Using the exegetical methods indicated above, we will study: a) The historical-social and theological framework that gave meaning to the message of these prophets; b) The basic literary structure reflected in these books. (c) The most prominent theological traditions and themes in them; d) Theological challenges for the Church and contemporary society, especially for Latin America, the Caribbean and Puerto Rico. Prerequisites: EBTE 6001, 6010, 6011. (one semester, 3 credits)

EBAT 6037

RUTH AND ESTHER

Exegetical study of the books of Ruth and Esther with a focus on the history of interpretation. The course will explore the interpretation of Ruth and Esther offered through films, series and cartoons, as well as some literature aimed at children and women around these two books of the Hebrew Bible. Prerequisites: EBTE 6001, 6010, 6011. (one semester, 3 credits)

EBNT 6001**GREEK BIBLICAL I**

The course is an introduction to the basic morphology of Biblical Greek. The course will consist of an exposition of the morphology of Biblical Greek and its application to some biblical texts in Matthew and John. Prerequisites: EBTE 6001, 6010, 6011. (one semester, 3 credits)

EBNT 6002**GREEK BIBLICAL II**

The second part is more related to the reading, translation and grammatical exegesis of the text. We will attend to the development of "m"i verbs, irregular verbs, the use of participles and conditional sentences, among other morphological and syntactic tasks. We will read primary texts focused on the translation process. We will translate some accounts in Genesis (LXX), John, and other biblical texts. Prerequisites: EBNT 6001. (one semester, 3 credits)

EBNT 6031**INTRODUCTION TO THE NEW TESTAMENT I**

The course is an introduction to the canonical process, the social historical background of the NT, Jesus of Nazareth, Q, the four gospels, the book of Acts, and the Johannine epistles in the New Testament. We will study these documents from literary, historical-critical, sociological and hermeneutical perspectives. Prerequisite: EBTE 6001. (one semester, 3 credits)

EBNT 6032**INTRODUCTION TO THE NEW TESTAMENT II**

The course is the second part to the literary and historical-critical introduction to the letters and other documents of the New Testament. In this second part we will study the Pauline letters, the Catholic letters, and other documents of the New Testament. We will approach the documents in question from literary, historical-critical and sociological perspectives. Prerequisite: EBAT 6001, EBNT 6031. (one semester, 3 credits)

EBNT 6033**GOSPEL OF MATTHEW**

The course is an exegetical and pastoral reading of the Gospel of Matthew. We will enter into a discussion of the core problems in the interpretation of Matthew and try to understand the text in its historical, sociological and literary horizon. We will try to bring the text to our pastoral and experiential horizon in order to enter into dialogue with this text that is so significant for the Church and within the canon. Prerequisite: EBAT 6001, EBNT 6031, 6032. (one semester, 3 credits)

EBNT 6034**GOSPEL OF MARK**

The course is an exegetical and pastoral reading of the Gospel of Mark. We will enter into a discussion of the core problems in the interpretation of Mark and try to understand the text in its historical, sociological and literary horizon. We will re-read the text from our pastoral and experiential horizon in order to enter into dialogue with this text that is so significant for the Church and within the canon. Prerequisite: EBTE 6001, EBNT 6031, 6032. (one semester, 3 credits)

EBNT 6035**GOSPEL OF LUKE**

The course is an exegetical and pastoral reading of Luke's gospel. We will enter into a discussion of the core problems in Luke's interpretation and try to understand the text in its historical, sociological and literary horizon. We will try to bring the text to our pastoral and experiential horizon in order to enter into dialogue with this text that is so significant for the Church and within the canon. Prerequisite: EBTE 6001, EBNT 6031, 6032. (one semester, 3 credits)

EBNT 6036**GOSPEL OF JOHN**

The course is an exegetical and pastoral reading of the Gospel of John. We will enter into a discussion of the core problems in the interpretation of John and try to understand the text in its historical, sociological and literary horizon. We will try to bring the text to our pastoral and experiential horizon in order to enter into dialogue with this text that is so significant for the Church and within the canon. Prerequisite: EBTE 6001, EBNT 6031, 6032. (one semester, 3 credits)

EBNT 6037**EPISTLE TO THE ROMANS**

The course is a pastoral exegetical reading of the Letter to the Romans. We will address the core exegetical issues, we will do an exegetical reading and we will try to make a hermeneutical rereading of this letter. We will include a pastoral practice of exegesis and hermeneutics related to Romans. Prerequisite: EBTE 6001, EBNT 6031, 6032. (one semester, 3 credits)

EBNT 6038**DEUTEROPAULINA TRADITION**

The course will discuss the letters attributed to Paul's disciples, including II Thessalonians, Colossians, Ephesians, and the Pastoral Letters. Historical issues about the author, date and sociological context are analyzed. The most important passages of this literature and their hermeneutical implications for pastoral care are reviewed. Prerequisite: EBTE 6001, EBNT 6031, 6032. (one semester, 3 credits)

EBNT 6039**PASTORAL EPISTLES AND APOSTOLIC FATHERS**

Verses 1 and 2 of Timothy, Titus, and a limited selection of the writings of the so-called Apostolic Fathers will be read in order to learn about the literary, sociological, and theological context of the pastoral epistles. Prerequisite: EBTE 6001, EBNT 6031, 6032. (one semester, 3 credits)

EBNT 6040**EPISTLE TO THE HEBREWS**

The course is an exegetical and hermeneutical reading of Hebrews. General issues such as author, date, literary genre, and sociological context are discussed. In addition, an exegetical interpretation of passages in Hebrews is made. Prerequisite: EBTE 6001, EBNT 6031, 6032. (one semester, 3 credits)

- EBNT 6041** **REVELATION OF JOHN**
The course is an exegetical and pastoral reading of Revelation. The exegetical component includes a discussion of literary genres, the social historical background, and a discussion of texts. We will try to re-read the text for our pastoral horizon that includes pastoral practice for our ministries. Prerequisite: EBTE 6001, EBNT 6031, 6032. (one semester, 3 credits)
- EBNT 6042** **APOCALYPSE**
The course of Exegesis of Revelation will be an exegetical, hermeneutical and pastoral reading of the book of Revelation. The course will consist of one lecture per session, oral presentations by students, two essays, one in the middle of the course and one at the end. Prerequisite: EBTE 6001, EBNT 6031, 6032. (one semester, 3 credits)
- EBNT 6043** **BIBLICAL THEOLOGY**
Exploration of various theological formulations in the Old and New Testaments, with emphasis on special topics of interest (covenant, reconciliation, etc.). It includes methodological issues related to theological work, to the diversity of traditions, to the relationship between testaments, with an intention of biblical, theological and pastoral integration. Prerequisite: EBTE 6001, EBNT 6031, 6032. (one semester, 3 credits)
- EBNT 6045** **HISTORICAL JESUS: THE PARABLES**
The course consists of a review of the scholarly discussion of the problem of the historical Jesus in recent discussion and an attempt to make a pastoral and theological interpretation of the implications of the study of the Jesus of history. Prerequisite: EBTE 6001, EBNT 6031, 6032. (one semester, 3 credits)
- EBNT 6048** **FIRST EPISTLE TO THE CORINTHIANS**
The course is an exegetical and hermeneutical reading of Paul's letter to the Corinthians. Issues related to the sociological context of this community are discussed, and the main passages of the letter are addressed and analyzed. A pastoral hermeneutical approach is made to the letter. Prerequisite: EBTE 6001, EBNT 6031, 6032. (one semester, 3 credits)
- EBNT 6052** **NATIVITY NARRATIVES**
The course is an introduction to the Christmas Narratives (Matthew 1-2; Luke 1-2) from the faith, literary, historical-critical and sociological, and pastoral approaches. The course will have a practical component of the sermonary and pastoral use of nativity stories. Prerequisite: EBTE 6001, EBNT 6031, 6032. (one semester, 3 credits)
- EBNT 6053** **ACTS OF THE APOSTLES**
The course is an exegetical and hermeneutical reading of the book of Acts. The core elements of the historical, sociological and literary background are discussed. Some passages of the book are analyzed from an exegetical and

hermeneutical perspective. Prerequisite: EBTE 6001, EBNT 6031, 6032. (one semester, 3 credits)

EBNT 6054

HISTORY OF THE PASSION

The course of the narratives of the Passion will be an exegetical, hermeneutical and pastoral reading of the stories related to Holy Week, mainly for pastoral use. We will emphasize the readings from Matthew, as this is the year of Matthew in the liturgical calendar. Prerequisite: EBTE 6001, EBNT 6031, 6032. (one semester, 3 credits)

EBNT 6056

THE SERMON ON THE MOUNT

Investigation of problems of interpretation, using passages from various levels of tradition and biblical documents. It includes the study of various contemporary options in biblical interpretation, in light of their historical and cultural context. Prerequisite: EBTE 6001, EBNT 6031, 6032. (one semester, 3 credits)

EBNT 6060

EPISTLE TO THE GALATIANS

The course consists of an exegetical discussion of the text of Galatians in dialogue with the recent commentaries on this letter, with an attempt to make a pastoral sermonic and catechetical practice of the results of such exegesis. Prerequisite: EBTE 6001, EBNT 6031, 6032. (one semester, 3 credits)

EBTE 6001

RELIGIOUS AND BIBLE STUDIES

It is an introduction to exegetical, hermeneutical, and theological methods in Bible studies and theology. (one semester, 3 credits)

EBTE 6005

VIOLENCE AND THE BIBLE

The course will expose students to a selection of biblical texts from the Old and New Testaments that express manifestations of violence on the part of God and on the part of human beings who claim or claim to speak in the name of God. During the course we will critically address various responses of churches and leaders to these "disruptive divine behaviors" see E. Seibert). We will explore various perspectives offered by specialists such as the anthropologist René Girard with the "Mimetic Theory and the Scapegoat", the theologian and sociologist Xabier Pikaza, the biblical scholar Eric A. Seibert, Bishop Dom Helder Camara and biblical scholar, Richard A. Horsley ("Spiral of Violence") and educator, Edgar Morin with the Complexity Paradigm vs. the Simplification Paradigm, among other approaches. Ultimately, we are interested in exploring how, after interdisciplinary analyses of violence, we can propose alternatives of Peace (shalom) with Justice for our society in which we live. (one semester, 3 credits)

EBTE 6006

BIBLICAL THEOLOGY

Exploration of various theological formulations in the Old and New Testaments, with emphasis on special topics of interest (covenant, reconciliation, etc.). It

includes methodological issues related to theological work, to the diversity of traditions, to the relationship between testaments, with an intention of biblical, theological and pastoral integration. (one semester, 3 credits)

EBTE 6044

BIBLICAL HERMENEUTICS

The course consists of a discussion of the basic problems of biblical hermeneutics in the tradition of the church and academia. It will address issues such as feminist interpretation, liberation theology and its hermeneutical implications, theologies on ecological, ethnic, racial, and gender issues, structuralism, reader-centered readings, critical cultural theory, postcolonial and construction readings, among other hermeneutical alternatives. (one semester, 3 credits)

EBTE 6045

SEMINAR ON SPECIFIC NEW TESTAMENT THEMES AND TEXTS

Study of particular themes, texts, and pericopes in the Bible, with emphasis on textual and literary criticism, the history of interpretation, and the contextualization of the message in the New Testament. (one semester, 3 credits)

EBTE 6053

RESEARCH PROJECT

The main axis of evaluation of the program is the Research Project (3 credits). The student will develop a research project where they must demonstrate the ability to integrate the knowledge, skills and competencies acquired throughout the program through the design, writing and articulation of a research monograph. The student must develop a research project of approximately 50 pages in length under the supervision of the faculty. This course will have a series of rubrics that will allow the student's performance to be evaluated in light of the objectives of the program and their graduation profile. The faculty will design the rubrics to evaluate each student's performance against the expectations of the program. This action will make it possible to collect evidence of the skills developed by the student as described in the program objectives. Prerequisite EBAT 6010, EBAT 6011, EBNT 6031, EBTE 6001, EBTE 6006, EBTE 6044, ETHT 6161 (one semester, 3 credits)

EBTE 6055

SEMINAR ON SPECIFIC THEMES AND TEXTS OF THE OLD TESTAMENT

Study of particular themes, texts, and pericopes in the Bible, with an emphasis on textual and literary criticism, the history of interpretation, and the contextualization of message in the Old Testament. (one semester, 3 credits)

STUDIES IN HISTORY AND THEOLOGY

These studies seek to achieve the following objectives:

1. To achieve a systematic and coherent understanding of the great symbols of the Christian faith through the centuries.
2. Cultivate an attitude of critical reflection with respect to the religious and theological traditions of Christianity.
3. To expose the biblical and philosophical foundations, and the historical and socio-cultural conditions underlying theological work.

Courses title & description

ETHT 6105

CHRISTIAN ETHICS

Study of the various ethical alternatives in the history of Christianity and today. Analysis of today's society and study of the social, economic, cultural, and political forces operating in our society, with an emphasis on Puerto Rico. Reflection on the new challenges that this analysis presents for the ethical behavior of the Church. Reflection on the limitations and scope of the Church's work in the discharge of its pastoral responsibility and Prophetic in Puerto Rican society. Prerequisite: ETHT 6161 to 6164. (one semester, 3 credits)

ETHT 6161

THEOLOGY AND HISTORY I

This course is designed to familiarize the student with the major theological doctrines of the Christian faith and the historical context in which they arose. The course focuses on the beginning of Christianity to the end of the Middle Ages. The basic themes of systematic theology will be discussed in conversation with contextual theological reflections. (one semester, 3 credits)

ETHT 6162

THEOLOGY AND HISTORY II

The course studies the important historical events leading up to, contemporaneous with, and post-Protestant Reformation. In addition, the course introduces students to various methodologies for making a theological argument and abounds in important topics of systematic theology. Prerequisite: ETHT 6161. (one semester, 3 credits)

ETHT 6163

THEOLOGY AND HISTORY III

This course will help the student (1) solidify his/her knowledge and ability to make a theological argument, (2) familiarize him/her with the discussion of several important theological issues of the Christian tradition, (3) introduce the development of modern theology, and (4) expose him/her to the development of church history in the nineteenth and twentieth centuries. The course will give the student the opportunity to continue learning and handling the theological

methods discussed in the Theology and History II course. Prerequisite: ETHT 6161. (one semester, 3 credits)

ETHT 6164

THEOLOGY AND HISTORY IV

This course will explore the historical theological work that has taken place in the Caribbean. It has been designed to expose participants to readings and reflections that represent the English, French, and Spanish-speaking Caribbean. Some "loci" of systematic theology will be discussed in light of the Caribbean context. We will examine the sources, tasks, and expressions of Caribbean theology. We will engage with ways of speaking about God from the Caribbean that promote life and liberation, to make them instruments that enrich our lives, communities, and ministries. Prerequisite: ETHT 6161. (one semester, 3 credits)

ETHA 6104

TO DECOLONIZE WORSHIP FROM THEOLOGY

Approach to the Christian liturgy from liberation theologies, in a historical-theological perspective. Prerequisite: ETHT 6161 (one semester, 3 credits)

ETHA 6108

SEMINAR ON ETHICS

Critical and reflective study of some particular problem or aspect that confronts society and the diaconal and prophetic call of the ecclesial community: rape, abortion, euthanasia, the death penalty, behavior modification, ecology, etc. Prerequisite: ETHT 6161 (one semester, 3 credits)

ETHA 6109

THEOLOGY OF THE REFORMATION

Study of the background and consummation of the Protestant Reformation, with special attention to the thought and theological formulations of Luther, Zwingli, Calvin, the Anabaptists, and other primary sources of reflection. Implications for Contemporary Theology and Pastoral Care. Prerequisite: ETHT 6161 (one semester, 3 credits)

ETHA 6110

CONTEMPORARY RELIGIOUS MOVEMENTS

Study of the history, organization, and important doctrines of various religious groups and sects operating in Puerto Rico. Among the groups studied are: Mormonism, Jehovah's Witnesses, Christian Science, Spiritualism, Santeria, and the Mita group. Prerequisite: ETHT 6161 (one semester, 3 credits)

ETHA 6111

HISTORICAL AND THEOLOGICAL BASIS OF THE REFORMATION

The course presents the historical situation of the church and the theological landscape to which the Reformation reacts. It discusses, among other topics, the penitential system of the late Middle Ages, the situation of poverty in which the people lived versus the accumulation of wealth by the Church, the understanding of monastic vocations and the sale of indulgences. It also discusses the theology of Thomas Aquinas as the prevailing theological system and that of St. Augustine as one of the influences on Luther's theology. Prerequisite: ETHT 6161 (one semester, 3 credits)

ETHA 6113**LUTHERAN CONFESSIONS**

This course discusses the development of the confessional documents of the Lutheran tradition from both a historical and doctrinal perspective. The historical development of the documents comprising The Book of Concord is presented, with special attention to the Magna Carta of Lutheranism, The Augsburg Confession. The course also discusses in some depth doctrinal themes important to the Lutheran tradition present in The Augsburg Confession and ventures to explore contemporary confessional expressions. Prerequisite: EHTT 6161 (one semester, 3 credits)

ETHA 6115**FEMINIST THEOLOGY**

Historical and experiential exploration of feminist theology. The origin and meaning of feminist theology will be clarified with two special emphases: (1) The contribution of women in contemporary theological reflection and work; (2) The impact of feminist theology on the life of the church. Prerequisite: EHTT 6161. (one semester, 3 credits)

ETHA 6119**THEOLOGY AND HISTORY: THEOLOGICAL ANALYSIS OF DISCOURSES IMMANENT TO THE CONQUEST OF AMERICA**

Critically analyze the theological foundations of one of the most important historical events in the world: the discovery and conquest of America, which was also decisive for the formation of the cultural identity of the Spanish-American peoples and for the globalization of Christianity. The theological debates that accompanied military conquest, political domination, serfdom, the dramatic demographic decline of the aborigines, the Christianization of the New World, and the eradication of indigenous religions will be studied. Although political events, economic processes, and military encounters will be continually alluded to, the central emphasis will be on the detailed analysis of the theological discourses that ideologized and questioned discovery and conquest. The main scriptural exegeses, the different conceptual perspectives, the validity or impertinence of classical Thomism, the persistence of the prophetic tradition and its conflicts with Iberian messianism, and the conflicting considerations on the different evangelizing strategies will be scrutinized. Above all, the contradictions between the theological interlocutors active in the debates that accompanied the advance of the conquest will be revealed. The religious character of the discourses immanent to the birth of America will be emphasized. Prerequisite: EHTT 6161 (one semester, 3 credits)

ETHA 6124**MISSION AND ECUMENISM**

This course explores the theology of the Church's mission, the history of "missions," and the ecumenical movement, specifically the development of the World Council of Churches and regional efforts in Latin America and Puerto Rico. Prerequisite: EHTT 6161 (one semester, 3 credits)

- ETHA 6125** **SEMINAR IN CONTEMPORARY THEOLOGY**
Study, analysis and reflection on the production and contribution of a contemporary theologian or theological current. Among the theologians and topics to be discussed are Latin American theologians and Third World theology. Prerequisite: ETHE 6161. (one semester, 3 credits)
- ETHA 6128** **HISTORY OF CHRISTIANITY IN LATIN AMERICA AND THE CARIBBEAN**
This course studies the history of the Christian Church on the Latin American continent, with special emphasis on the Protestant influence of the last two centuries. The themes of Conquest and oppression, indigenous genocide, colonial Christianity, the project of new Christianity, and the recent theological liberation movement will be discussed. It will study the relationship between church and state, and the influence of social, political, and historical contexts on the development and stagnation of the ecclesiastical institution. Texts by Bartolomé de las Casas, Rivera Pagán, Dussel, Prien, Bastian and Silva Gotay will be analyzed, among others. Prerequisite: ETHE 6161. (one semester, 3 credits)
- ETHA 6129** **THEOLOGY AND ECOLOGY**
The course will explore theoretical and practical paths that allow the student a basic knowledge about some ecological theologies. We will situate our study of ecological theologies in the problem of the proper articulation of theological discourse when it has an object of study outside the domain of its habitual knowledge. Prerequisite: ETHE 6161. (one semester, 3 credits)
- ETHA 6131** **LIFE AND DEATH MATTERS**
It will explore the public debate on the moral dimension in social practices, legitimized or in the process of legitimation, such as abortion, euthanasia and the death penalty. Prerequisite: ETHE 6161. (one semester, 3 credits)
- ETHA 6132** **PROTESTANTISM IN PUERTO RICO**
The course is organized in the form of an independent research seminar, in consultation with the lecturer. The results of each research will be shared in discussion sessions. The general topic of study is the historical development of Protestantism in Puerto Rico. Prerequisite: ETHE 6161. (one semester, 3 credits)
- ETHA 6133** **HISTORY OF CHRISTIAN SPIRITUALITY**
This course seeks to discover the spiritual richness that exists in the three great Christian traditions: Roman Catholicism, Orthodoxy, and Protestantism. It studies the development of Christian spirituality through its thinkers, movements, and schools throughout twenty centuries of Church history. The importance of the social, historical and political context in the development of the great paths of spiritual thought is analyzed: apophatic, cataphatic, monasticism, Protestant spirituality and modern spirituality. Emphasis is given to the Roman Catholic contribution to this discipline, and to the modern

contribution of Protestantism to the development of social and political spiritualities in the 20th century. Primary texts of the Bible, Augustine, Benedict of Nursia, Luther, Calvin, Fox, Day, Merton, Gutierrez, Galilee, and others are analyzed. Prerequisite: EHTT 6161. (one semester, 3 credits)

ETHA 6136

THEOLOGICAL FOUNDATIONS OF A PUERTO RICAN LUTHERAN MINISTRY

This course attempts to relate important themes of Lutheran theology related to pastoral care with the profile and particularities of the Puerto Rican reality. Themes such as the theology of the cross, justification, sin, and the anthropological axiom simul iustus et peccator are intertwined with themes of identity and social construction present, for example, in Puerto Rican literature. The course aims to foster a contextualized theological reflection with Puerto Rican nuances and with a clear Lutheran perspective. Prerequisite: EHTT 6161. (one semester, 3 credits)

ETHA 6137

THEOLOGY OF THE CROSS

This course will address the fact of the cross of Christ as the hermeneutical key from which the entire theological edifice will have to be rearticulated. It will consider the centrality of the cross from the New Testament period to the present day. It will place special emphasis on both the Theology of the Cross by the reformer Martin Luther and other perspectives of it, including its contextualization in our Caribbean reality. Prerequisite: EHTT 6161. (one semester, 3 credits)

ETHA 6138

REFORMED THOUGHT OF THE 20TH CENTURY

The course is an approach to the study of the thought of Reformed theology of the 20th century, from the perspective of its historical development, main exponents and doctrinal emphases. The course attempts to offer a theological frame of reference that allows us to address the thought of the great exponents of Reformed theology of this century. Among the authors to be studied are those who we consider to have marked, in a particular way, the thought of Reformed theology of the 20th century. We will pay special attention in our approach to the work of Karl Barth and Jürgen Moltman. Prerequisite: EHTT 6161. (one semester, 3 credits)

ETHA 6139

PASTORAL READING FROM THE BOOK OF REVELATION

The course is a pastoral exegetical reading of the Apocalypse. We will make a hermeneutical study of chapters 12 through 23 of Revelation. We will try to understand the text in its historical horizon and then read it in our pastoral and experiential horizon. Prerequisite: EHTT 6161. (one semester, 3 credits)

ETHA 6145

ECCLESIOLOGY

This course is designed to familiarize the student with the literature on Christian ecclesiology. In addition to analysing the biblical, historical and theological sources that have contributed to the development of a theology of the church, the proposals of contemporary theologians for a contextual ecclesiology will be

evaluated. The challenges that challenge the understanding of what the church is and its mission for our century will be studied, as well as the possibilities for a new ecclesiological paradigm. Prerequisite: EHTT 6161. (one semester, 3 credits)

ETHA 6150

BONHOEFFER'S THEOLOGY

In this course we will study the life and theological thought of Dietrich Bonhoeffer. Seminal theological of the 20th century to understand secularism, ecumenism, the confrontation between Church and society, and modern idolatries; We will mainly study his life in relation to the events in Germany before and during the Second World War, culminating in his execution in April 1945. We will also see how his theology maintains its relevance in the face of the changes experienced by the Church at the end of the 20th century. Prerequisite: EHTT 6161. (one semester, 3 credits)

ETHA 6156

THEOLOGY OF THE HOLY SPIRIT

This course is designed to familiarize the student with the literature on the theology of the Holy Spirit. We will start from the premise that, if Christian theology is Trinitarian, it must attempt to identify the unique mission of the Spirit. The biblical, historical and literary sources that have been used for the articulation of Christian pneumatology will be analyzed. The voices and contributions of contemporary theologians and the implications of these reflections for the mission of the church will be discussed. Prerequisite: EHTT 6161. (one semester, 3 credits)

ETHA 6151

KIERKEGAARD'S THEOLOGY

This course will work with the theological, social, economic, and political critique of the Danish genius and its relevance to 21st century Christian thought. The emphasis will be on both its geopolitical context and Kierkegaard's theology, and the challenges it represents for Caribbean pastoral care. Prerequisite: EHTT 6161. (one semester, 3 credits)

ETHA 6154

THEOLOGY AND LITERATURE IN LATIN AMERICA

To study the convergences and dialogues between contemporary Latin American theology and literature. Discuss the ways in which diverse cultural traditions and popular religiosities influence the Latin American literary imagination. Analyze the images of God and human destiny in the work of various twentieth-century Latin American writers. Rethinking new horizons of cultural embodiment for Latin American theological thought. Prerequisite: EHTT 6161. (one semester, 3 credits)

ETHA 6156

THEOLOGY OF THE HOLY SPIRIT

This course is designed to familiarize the student with the literature on the theology of the Holy Spirit. We will start from the premise that, if Christian theology is Trinitarian, it must attempt to identify the unique mission of the

Spirit. The biblical, historical and literary sources that have been used for the articulation of Christian pneumatology will be analyzed . The voices and contributions of contemporary theologians and the implications of these reflections for the mission of the church will be discussed. The authors represent different positions within an ecumenical spectrum. Prerequisite: EHTH 6161 (one semester, 3 credits)

ETHA 6161

MARIA: AN INTERCULTURAL PERSPECTIVE

In the Christian faith, Mary of Nazareth is the human mother of Jesus, the Son of God. Being chosen to give birth to the Divine Word, Mary enjoys unique privileges and roles: beyond being the Mother of God, she is always Virgin, she was conceived without sin (i.e., immaculate), and was assumed not dead, as well as being Queen of the Universe, co-redeemer, and mediator of all graces. Moreover, Mary is admired and venerated by non-Christian religions and non-Western cultures around the globe. In fact, Marian doctrine and devotion has its own discipline, Mariology, which ensures that Mary is a human being and a model woman, an exemplary disciple, and an intercultural bridge, and that her influence extends beyond the religious. That plural influence is not without controversy, however; for example, Mary puts in tension orthodox doctrine, academic criticism, and popular belief/devotion. In the course, we will begin with the historical Mary using biblical/apocryphal and magisterial/academic testimony (including bulls, Elizabeth Johnson, Juan Luis Bastero, and others). Then, we will explore concepts relevant to Marian analysis, such as sexuality, materiality, coloniality, and subalterity. At the same time, against this historical and conceptual background, we will evaluate global Mary through research on indigenous Marian expressions and devotions in the West, East, and Global South (also known as advocations) and their local, national, and global influence. The main goal of the course is to expand and nuance our knowledge and understanding about Mary of Nazareth and her reach within and outside of Christianity. Prerequisite EHTH 6161 (one semester, 3 credits)

ETHA 6165

CHRISTOLOGY OF THE 21ST CENTURY

This course is a seminar on the doctrine of the person and work of Jesus Christ. Panoramic attention where contemporary systematic Christologies (last 50 years) will be presented from classical, political, liberationist, feminist, evangelical, liberal perspectives and their proposals in different regions and contexts. Appreciative, dialogic, critical and constructive attention will be paid to the different Christological models. The course will be an exercise of faith in search of understanding. Prerequisite EHTH 6161 (one semester, 3 credits)

ETHA 6169

MISSION AND EVANGELISM IN THE 21ST CENTURY

In this course, you will study the concepts of mission and evangelism. The biblical and theological foundations on which the Christian mission and the church's evangelism efforts in the 21st century are based will be discussed. Existing models for Christian mission will be studied, as well as practices for

effective evangelism. Models of evangelization with specific groups such as children, youth and the elderly will be studied. Prerequisite ETHT 6161 (one semester, 3 credits)

ETHA 6171

CINEMA, THEOLOGY AND PROCLAMATION

This course uses film as a primary source for both theology and gospel proclamation. The course explores the way in which cinema creates images and proposes understandings of God, grace, sin, and the reality we live in, etc., and how these images and proposals help us, or do not, to nourish and update our theological understanding and preaching. Prerequisite ETHT 6161 (one semester, 3 credits)

ETHA 6183

PUBLIC THEOLOGY AND POSTCOLONIALITY

Public theology is a current that was born almost parallel to liberation theology, from the same concerns and historical conjunctures, although it did not manage to influence the region until a little more than ten years ago, when it reached a process of diversification both in terms of thematic fields (gender, political theology, interreligiosity, cultural studies, among others) and geographical (South Africa, Asia and Latin America). One of his initial questions, and one that concerns its foundational specificity, is the following: what does the Christian faith have to say in the face of the constitutive pluralism of (post)modern society? This question leads to the construction of a theological framework concerned with the challenges and crises of modern societies from the post-war period, focusing on themes such as secularization and secularism, religion and democracy, politics and economy, globalization and plurality, among others. Prerequisite ETHT 6161 (one semester, 3 credits)

ETHA 6184

PENTECOSTALISMS

The course proposes an approach to local Pentecostals from the sciences of religions (history, phenomenology, anthropology, psychology and sociology of religions, among other sciences) in order to understand their insertion in the continent, as well as their roots, historical development and organization (as a movement or as an ecclesial institution). We believe that in this way we could approach the understanding of their identity as cultural self-production in the context of Puerto Rico and the rest of the Americas. In order to achieve a comprehensive vision, we will work in an interdisciplinary manner on the history, identity, ethics, spirituality, theology and social practice of Pentecostalism in Puerto Rico. With this information, we will outline the profile of a Puerto Rican Pentecostal Theology as well as the possible methods of theological production from a postcolonial reading. Prerequisite ETHT 6161 (one semester, 3 credits)

ETHA 6186

DECOLONIAL THEORY AND THEOLOGY

Decolonial theologies are the reflections from faith that emerge from decolonial thought, which describes all the intellectual work resulting from the rejection of Western European supremacy by colonized and racialized communities. The

roots of this reflection lie in the first responses as early as 1492 when Admiral Christopher Columbus arrived in the Caribbean and in the consistent resistance across the Americas to this day. Grounded in liberation theologies, this course explores the main ideas, specific methodologies, key authors in the development of diverse theoretical currents and their relevance to our theological and ministerial work. The course includes readings, presentations, oral reports where we will critically explore the colonial legacy, the decolonial turn and its implications on being, power, gender, knowledge production, economic exploitation, etc. Prerequisite ETHT 6161 (one semester, 3 credits)

ETHA 6189

DTHEOLOGICAL CHALLENGES AND DILEMMAS: REFLECTIONS FROM THE CARIBBEAN

It discusses the various challenges and issues of importance for theological reflection on justice and peace, from the perspective of residents and pilgrims in a Caribbean and Latin American nation. It develops the intellectual capacity to critically and deeply consider and evaluate the current conjunctures and alternatives of theological thought and its dimensions of social ethics. New horizons of cultural embodiment for Puerto Rican, Caribbean and Latin American theological thought are rethought. It discusses possible new paths for the ecumenical configuration of Puerto Rican ecclesiastical entities. Prerequisite ETHT 6161 (one semester, 3 credits)

TLLR 6601

RESEARCH TECHNIQUES

*Introduction to research methods in the field of theology, and to bibliographic research techniques applied to the areas of theology, church history, and biblical studies. Two primary emphases are used: (1) through its conceptual emphasis, the student is introduced to the discipline of research in general terms, to theological inquiry in specific terms, and to the main steps of research from its conceptualization to essay writing; (2) through its technical emphasis, and the student is trained in Kate Turabian's publishing system and in the proper use of the various bibliographic resources. (one semester, 1 credit)
Prerequisites: None.*

INTERDISCIPLINARY STUDIES

PURPOSE

In interdisciplinary studies courses, different fields and areas of human knowledge converge focused on the religious phenomenon. The various manifestations of religious experience are studied from the point of view of different disciplines, such as theology, history, philosophy, psychology, and anthropology. These studies foster a broad understanding of religious experience and provide the distinctive academic and curricular emphasis of the Master of Arts in Religion program.

The objectives of this curriculum component are as follows:

1. Expose the student to the fundamentals and methodological resources to study the religious phenomenon in its multiple dimensions.
2. Examine the contributions to the study of religion from various disciplines of human knowledge, such as philosophy, sociology, psychology, anthropology, and theology.
3. Integrate an understanding of the religious phenomenon with an analysis of a person's particular values and faith commitments.

Interdisciplinary studies courses with a humanistic approach are identified by the acronym EIHU. Those with an empirical approach are identified with the acronym EIEM and those with a comprehensive health approach are identified with the acronym EISI. Each student in the M.A.R. program must take four (4) courses in this division, among which at least one must be humanistic and one empirical (EIEM).

Courses title & description

EIEM 6302

SOCIOLOGY OF RELIGION

Systematic interpretation of religion as a social phenomenon. Study of the ways in which religion is conditioned by, and at the same time conditions for, political, economic, cultural and social subsystems. Included is an analysis of the Church as a social institution and the implications for its leaders. (3 lecture hours, one semester, 3 credits).

EIEM 6303

TOWARD AN ECO-EVANGELICAL VISION OF PUERTO RICO

Participants will deepen their knowledge about the current situation in Puerto Rico, the concept of sustainability and how it relates to that reality. The development of a "New Country Project" centered on a principled Puerto Rico Vision Statement; a diagnosis of the national reality and concrete strategies to address core issues. All from an eco-evangelical perspective, continually discussing the relationship between these "secular" issues and Christian precepts. With this eco-evangelical approach, the topics will be presented maintaining a level of scientific rigor that allows for an adequate understanding of the complexities of the issues discussed. (one semester, 3 credits)

EIEM 6305**ANTHROPOLOGY OF RELIGION**

This course provides the student with an introduction to several central themes, theoretical and methodological perspectives of the social anthropology of religion. Drawing on the critical analysis of various ethnographic studies—classical and contemporary—the course delves into anthropological thinking about religious diversity and the complexity of the processes underlying religious practice. This involves an academic, non-denominational or theological approach, whereby we will analyze the ways in which religious texts, stories, traditions, rites and beliefs are inscribed, debated, altered and practiced by people in specific socio-cultural contexts. (one semester, 3 credits)

EIEM 6306**THEORIES OF RELIGION**

Why do human beings believe in divinity? Why do some seek eternal life, while others seek recurring lives? Why do beliefs and behaviors that we often call "religious" so profoundly affect the human personality and so subtly weave their way through human society? This course discusses how these questions have served to develop a vast body of theory about religion in the 19th and 20th centuries, and its developments in the 21st century. The various theoretical approaches considered in this course are anchored in anthropology, phenomenology, psychology, and sociology. Through this study, it is intended to instill confidence and skill in the management and application of various theories that should be considered in the academic research processes of our students. (one semester, 3 credits).

EIEM 6307**SEMINAR ON THEOLOGY AND PSYCHOLOGY**

Advanced study of the relationship between these disciplines. Methodological issues are included along with the intensive analysis of certain topics and outstanding authors. Prerequisite: EHT 6161. (one semester, 3 credits)

EIEM 6308**HUMAN DEVELOPMENT AND TRANSFORMATION**

Examination of personality development according to psychodynamic, structuralist and psychosocial perspectives. Interdisciplinary study of faith, with special attention to development studies and the processes of formation and transformation. Methodological issues and research ramifications in this field. (one semester, 3 credits)

EIEM 6309**CHRISTIANITY AND FINE ARTS**

Exploration of non-verbal artistic language and the work of art as an expression of faith, inspiration, and challenge in Christianity through the centuries. Attention is paid to the ways in which a variety of values that shape and transform the Christian life are created, reflected, and articulated. (one semester, 3 credits)

EIEM 6310**RELIGIOUS ANTHROPOLOGY OF THE CARIBBEAN**

Description of the three most important African-influenced religious systems in the Caribbean: Santería, folk spiritism, and voodoo. The course will enable

students to correctly identify and analyze worldview, beliefs, ceremonies, and the functional and dysfunctional aspects of these systems. (one semester, 3 credits).

EIEM 6312

CHURCH AND SOCIETY: POLITICAL ETHICS (Liberation Theology and Christian Education)

The relationship between education and theology will be explored in terms of the main Latin American contributions. The content includes topics such as: processes of awareness-raising, praxiological epistemology, hermeneutical circulation, basic ecclesial communities and a prophetic-utopian vision of the Kingdom of God. The interdisciplinary approach applies to questions of foundations and dialogue and interpretation between education and theology. Critical reflection and creativity are stimulated by a modified seminar format. (one semester, 3 credits)

EIEM 6314

THE FAMILY IN PUERTO RICO: SOCIAL AND RELIGIOUS REALITY

Based on biblical-theological reflection, the role played by the family in the formation of the human being will be analyzed. The distinctive characteristics of the Puerto Rican family, the changes it has undergone in recent decades, and the needs it seems to have today will be studied. The person will be placed within the family environment through its different stages and crises, and several alternatives will be considered for the planning of programming aimed at strengthening the family. (one semester, 3 credits)

EIEM 6315

RESEARCH METHODOLOGIES IN THE STUDY OF RELIGION

This course provides access to different research methodologies in the academic, non-denominational, study of religion, as well as the practice of various research techniques. The analysis, interpretation and presentation of data, as well as the ethics and politics of research on the religious question are the thematic axes on which this course works. Particular emphasis will be given to the critical articulation between theory, methods and techniques in the research process. (one semester, 3 credits).

EIEM 6317

SOCIOLOGY OF RELIGIOUS ORGANIZATIONS

The characteristics of the major religious institutions of the West will be examined: the church, the denomination, the sect, the cult, and the monastic organization. Emphasis will be placed on the following factors: (a) the cycle of transformation of the sectarian group that becomes a denomination, as occurs in the Puerto Rican religious context; (b) the synchronic character of the religious organization (e.g., the structure of ministerial legitimation, processes of organizational control, and resource mobilization). (one semester, 3 credits).

EIEM 6318

ETHICS AND RELIGION

Introduction to the study of the systems of values and morals present in faith communities. It explores issues related to normative beliefs, ethical systems, and metaethical issues and their relationship to worldview and institutions in faith communities and in society. (one semester, 3 credits).

EIEM 6324**EDUCATION AND SERVICES TO THE EXCEPTIONAL**

Study of the different groups or categories that comprise the population that needs special attention due to their physical, sensory, intellectual, emotional, sociocultural and communication impairments. The following topics will be analyzed: general characteristics of these people; diagnostic and professional care procedures; care, education and therapeutic services at the primary, secondary and tertiary levels offered to them; enforcement of federal and state laws that guarantee rights to education and special assistance. (one semester, 3 credits)

EIEM 6327**EMOTIONAL THERAPY AND SPIRITUAL DISCERNMENT**

The course aims to train the student in the use of a psycho-spiritual intervention tool, TEDE Therapeutic Model (Emotional Therapy Spiritual Discipline) for the management of inappropriate thoughts, emotions, feelings and behaviors (PESC). It is expected to increase the skills and effectiveness of intervention in people who have limitations and inadequate ways of addressing and managing inappropriate CFSPs, significantly affecting their quality of life. (one semester, 3 credits)

EIEM 6328**INTRODUCTION TO THE INTEGRATION SEMINAR**

In this course, students will have the opportunity to identify and select a topic to be critically investigated. This research should be anchored in an area related to the critical, non-theological study of the religious phenomenon. This research must be translated into a publishable essay, which will be submitted as a conclusive work. This essay must make an original contribution in the selected research area. Likewise, it must demonstrate the theoretical, methodological, and analytical skills of the student, in order to evidence the constructive accumulation of their postgraduate studies in the Program of the Master of Arts in Religion of the SEPR. It is expected that, in this introductory course, students will culminate with a research proposal that includes: the formulation of a research problem, the preparation of a study justification, the formulation of a research question, a literature review, and the preparation of a study methodology. (1 credit)

EIEM 6329**INTEGRATION SEMINAR**

In this course, students will have the opportunity to carry out the research work proposed and approved in the EIEM 6328 course. This research should be anchored in an area related to the critical, non-theological study of the religious phenomenon. This research must be translated into a publishable essay, which will be submitted as a concluding paper at the end of the semester. This essay will need to do an original contribution in the selected research area. Likewise, the same Must Demonstrate the theoretical, methodological, and analytical skills of the student, thus evidencing the constructive accumulation of their postgraduate studies in the Master of Arts in Religion Program of the SEPR. Prerequisite: EIEM 6328 (one semester, 2 credits)

- EIEM 6332** **PROTESTANTISM IN PUERTO RICO**
The course is a study of the history of Puerto Rican Protestantism and its contribution to the historical and social development of our people. It discusses some important events such as the process of Americanization, the development of the native pastorate, and the influence of social and political theologies on Protestantism at the end of the twentieth century. (one semester, 3 credits)
- EIEM 6335** **TERMINAL ILLNESSES**
The course is an interdisciplinary study of counseling with the terminally ill and dying. Biological, psychological, and sociocultural aspects will be analyzed, with their respective implications of an educational, ethical-philosophical, medico-legal, religious, and pastoral ministry nature. (one semester, 3 credits)
- EIHU 6300** **RELIGION AND SOCIAL CHANGE**
Religious traditions and beliefs sometimes function to preserve values in the midst of various social transformations; sometimes to inhibit them; and sometimes to empower and motivate them. Thus, religion tends to be a key factor in the articulation of social, cultural, political, economic and media processes and discourses. The way people live and ascribe meaning to "religion" often stems from the social contexts in which it is inscribed, practiced and debated. (one semester, 3 credits).
- EIHU 6301** **PHILOSOPHY OF RELIGION**
Study of the traditional basic problems in the philosophy of religion, such as the nature of religion, the relationship of theology to philosophy, the existence of God, faith and reason, the nature of religious language, and the problem of evil. (one semester, 3 credits).
- EIHU 6305** **CONTEMPORARY IDEOLOGIES**
Critical and comparative analysis of certain perspectives on the nature and possibilities of human life, such as Marxist, behaviorist, scientific, psychoanalytical, etc. The focus of attention must vary, and may include the study of key figures in philosophy, science, politics and other branches of knowledge. (one semester, 3 credits)
- EIHU 6306** **SEMINAR ON THEOLOGY AND PHILOSOPHY**
Advanced study of the relationship between these disciplines. Methodological issues are included along with the intensive study of certain topics (e.g., problem of evil, freedom, creativity) and outstanding thinkers (e.g., Paul Tillich, Pannenberg, Whitehead, etc.). (one semester, 3 credits)
- EIHU 6307** **NON-CANONICAL LITERATURE OF EARLY CHRISTIANITY**
This course examines some of the literary output of early Christianity, specifically the first two centuries of the Common Era, that fell outside the biblical canon as we know it today. Historical-critical and literary approaches

will be adopted. Students will explore the history, literature, social life, and religious traditions of early Christian groups embodied in this literature. Divergences and convergences will be contrasted with the canonical literature in order to understand the interaction and contributions in the development of Christian identity in the first two hundred years of Christianity's history. (one semester, 3 credits)

EIHU 6317

IMAGES OF GOD AND MAN IN MODERN LITERATURE

Analysis of various works that reflect the diverse perceptions about God and the human being in modern literature with the aim of correlating theological reflection with literary analysis and developing the habit of reading in theological and ministerial circles. (one semester, 3 credits)

EIHU 6319

PHENOMENOLOGY OF RELIGION

The course is an introduction to the method of studying the religious fact known today as the "phenomenology of religion." Its historical and philosophical context, methodological issues and some of its most important modern exponents will be studied. (one semester, 3 credits)

EIHU 6321

ETHICAL ASPECTS IN THE PRACTICE OF MEDICINE

The ethical dimension in the practice of medicine and in the use of medical services will be analyzed, with particular orientation towards those areas of contemporary medical practice that are the subject of public debate. The theological-pastoral vision will be emphasized in ministries related to the practice and use of medical services and technology. (one semester, 3 credits)

EIHU 6328

MYSTICAL LITERATURE

The course explores the mystical phenomenon, which people from the most different periods and religious persuasions claim to have experienced: St. Paul, St. Augustine, Dante, Pascal, Rumi, Al-Hallay, Ernesto Cardenal, Thomas Merton, among many others. It is an altered state of consciousness in which the human being, beyond time, space, reason and language, experiences the participatory transformation into the Whole (the Absolute, the Infinite: God). The experience has not been relegated to the medieval monastery or the Renaissance cloister, as it is an experience consonant with our human nature and, therefore, always renewed and current. Hence, we will include among the readings not only the "canonical" mystics in the Spanish language such as St. John of the Cross, St. Teresa of Jesus and Fray Luis de León, but also contemporaries such as Ernesto Cardenal. (one semester, 3 credits)

EIHU 6330

THE POOR OF THE EARTH

This course will study the problem of poverty through the twenty centuries of history of the Christian Church. It will analyze how the poor have been ministered to (or criticized) during the patristic, medieval, and modern eras of Christianity, and the influence of the social, political, and historical context on the theological view of them. Topics such as: the poor in the Bible, welfarism,

care for the poor, the concept of poverty among mendicants, and the vision of the poor in modern society will be studied in the light of the liberationist critique of the roots of this social evil. Biblical, patristic texts and texts by authors such as Francisco de Asís, Julio de Santa Ana, Little Mollat, Gutiérrez, González, Sobrino and others will be analyzed. (one semester, 3 credits)

EIHU 6342

DOMESTIC VIOLENCE: PASTORAL INTERVENTION

The course will work on relevant concepts and dynamics of domestic violence in Puerto Rico. In addition, it will focus on the ecclesiastical context that intervenes in domestic violence and on the spiritual tools for the management of this social problem. (one semester, 3 credits)

EIHU 6345

INTRODUCTION TO HUMAN RIGHTS

Study of the historical and legal foundations of the human rights paradigm, the development of the instruments and the system for its application, and its relevance for the analysis of contemporary social challenges. (one semester, 3 credits)

EIHU 6348

LEGAL ASPECTS OF PASTORAL CARE I

A historical and juridical explanation of the relationship between church and state (government) is offered in the course. The two jurisdictions will be clarified as to the scope in which each may exercise its field of action. What are the exclusive spheres of religious matters and what are the spheres in which the government can protect and regulate. It examines the scope of the First Amendment of the Federal Constitution and the scope of the Bill of Rights of the Constitution of the Commonwealth Constitution, and the legal hermeneutics of the courts in relation to this matter. This course is intended to be the first step in finding responsible answers to the legal situation that arises for the pastor or his church. By knowing the laws that affect the pastor and the church, some legal problems can be avoided, and the pastor can defend himself or herself from the lawsuits that are proliferating in the courts. (one semester, 3 credits)

EIHU 6349

SOCIAL AND PASTORAL ETHICS OF PUERTO RICO

As Christians, we are committed to several ethical principles that guide our evangelical and pastoral work. Values such as equity, justice and freedom, among others, are the pillars of our work. The primary objective of this course is to deepen the knowledge of the challenges and opportunities of Christian ethics in the modern context, to analyze its relationship with the paradigm of human rights and to develop the necessary competencies for a pastoral ministry capable of providing the social and community services that our congregations need. (one semester, 3 credits)

EIHU 6352

MANAGEMENT AND INTERVENTION: DOMESTIC VIOLENCE

The course will work on relevant concepts and dynamics of domestic violence in Puerto Rico. In addition, it will focus on the ecclesiastical context that

intervenes in domestic violence and on the spiritual tools for the management of this social problem. (one semester, 3 credits)

EISI 6501

SPIRITUALITY

The course will comprise two strands of Christian spirituality: theology, from spirituality in the Scriptures to models of spirituality in Scripture to models of spirituality in our day on the one hand, and on the other hand, the practical side, both at the individual personal level and at the group level. This last strand includes the theme of prayer (one semester, 3 credits).

EISI 6502

FAMILY CRISIS: DOMESTIC VIOLENCE

The course will provide an outline of the concepts and relevant aspects of domestic violence in Puerto Rico. In addition, it will point out various intervention strategies to be used in related cases, taking into consideration spiritual tools. (one semester, 3 credits)

EISI 6503

HEALING THE INNER CHILD

The overall goal of the course is to deepen the process of healing the Inner Child by establishing internal communication, remembering wounds, and identifying the mechanisms of the false self. By raising awareness of the impact of these experiences on our development and adult life, it facilitates the reunion with our essence and liberates the Inner Child. (one semester, 3 credits)

EISI 6512

FOUNDATION OF HUMAN SEXUALITY

This course presents a panoramic view of the bio-psychosocial and evolutionary aspects of human sexuality, from childhood to old age, paying particular attention to the socio-cultural and evolutionary aspects and sexual problems in Puerto Rico. The review of sexual attitudes and values, both personal and social, is an intrinsic part of the course. (one semester, 3 credits)

EISI 6514

CRISIS INTERVENTION IN DIFFERENT SCENARIOS: TOOLS FOR THE CHURCH

The crisis intervention course aims to approach the fundamental concepts, theories, strategies, and skills necessary to understand and effectively conduct interventions where crises are experienced. Approaches to frequently used crisis intervention models and the tools that people who intervene in these cases should have and develop will be explored. Emphasis will be placed on crisis intervention in different contexts from the ecclesial and community perspective. (one semester, 3 credits)

EISI 6519

CUIGIVEN IN MOURNING AND LOSS

The course addresses the topic of death and loss experienced by human beings from an academic, scientific, and pastoral perspective. Various models of counseling are presented that study different therapeutic interventions in the grief suffered by people. The discipline that studies death from different perspectives is known as thanatology. The course presents the various

perspectives and research that thanatology has contributed to the subject of death. Thanatology is the interdisciplinary discipline that investigates from the fields of medicine, psychiatry, psychology, sociology, anthropology, nursing, social work and veterinary sciences, the circumstances of people's death and the grief they experience in the loss of their loved ones. It investigates social attitudes towards death such as rituals, mourning, and memorials. In the course, students will become familiar with the various approaches, theories, methodologies and intervention techniques that describe, analyze and intervene in matters related to loss, death, grief and mourning. (one semester, 3 credits)

EISI 6528

INTRODUCTION TO THE INTEGRATION SEMINAR

In this course, students will have the opportunity to identify and select a topic to be critically investigated. This research should be anchored in an area related to the critical, non-theological study of the religious phenomenon. This research must be translated into a publishable essay, which will be submitted as a conclusive work. This essay must make an original contribution in the selected research area. Likewise, it must demonstrate the theoretical, methodological, and analytical skills of the student, in order to evidence the constructive accumulation of their postgraduate studies in the Program of the Master of Arts in Religion of the SEPR. It is expected that, in this introductory course, students will culminate with a research proposal that includes: the formulation of a research problem, the preparation of a study justification, the formulation of a research question, a literature review, and the preparation of a study methodology. (one semester, 3 credits)

EISI 6532

PSYCHOLOGY OF RELIGION

Classical and contemporary approaches to the study of religion from a psychological perspective, including consideration of methodological issues. Study of certain religious experiences, such as conversion and prayer. Implications for counseling and educational processes. (one semester, 3 credits).

EISI 6537

COMPASSION FATIGUE

This course will expose students to the basics of pastoral care in times of crisis in order to acquire new skills that will help minimize the effects of burn-out, compassionate fatigue and stress. In addition, it will emphasize minister self-care and resilience. Practical exercises will be proposed for self-evaluation, self-care and the strengthening of pastoral care skills. (one semester, 3 credits)

EISI 6538

SEX EDUCATION IN CHILDHOOD AND ADOLESCENCE

The course is theoretical and practical. The process of sexual learning from childhood to adolescence is presented and the psycho-social factors that contribute to healthy sexual development in childhood, as well as those that impede this development, are analyzed. The sexual problems of adolescents and the different levels of risk in their sexual behavior are analyzed. The comprehensive sex education model based on emotional intelligence is

presented. In practice, model presentations will be made for different groups: students, parents, teachers, church members. (one semester, 3 credits)

EISI 6540

HOLISTIC HEALTH

In this course we propose to approach integral health from its theological, biblical, psychosocial and personal aspects. We will seek to establish bridges, so that from these fields, we can overcome the fragmentation of the human being in his or her multiple relationships and lead the person to integral health from a holistic perspective. (one semester, 3 credits)

EISI 6581

INTEGRAL SPIRITUALITY: AN INSTRUMENT OF CARE IN HUMAN SUFFERING

The general goal of this course is to respond to the spiritual and emotional needs that have resulted from traumatic events in the context of Puerto Rico, such as hurricanes, earthquakes, the COVID-19 pandemic, and the social problems we face. The purposes of the course are to enrich the tools of pastoral care by exploring the theme of spiritual suffering and the practice of care presented to us in the field of nursing. The purpose of spiritual nursing care is to facilitate spiritual growth to overcome crisis and trauma. We will look at the points related to the Christian faith and its contributions to pastoral care in the elaboration of care plans. In this sense, it will equip students and Christian leaders with the perspectives and strategies standardized by NANDA I: "North America Nursing Diagnosis" and published biannually in the Nurse's Diagnostic Manual. To be there would be a novel and practical view little explored by theological study and pastoral practice. (one semester, 3 credits)

WORLD RELIGIONS

The curriculum includes the study of the origin, history, and fundamental characteristics of the major religions of the contemporary world (apart from Christianity) and other current religious movements.

The aim of this study is to critically, comparatively and appreciatively analyse those religious traditions, including their contributions to culture and interfaith dialogue. Students in the M.A.R. program must choose two courses in this area.

Courses title & description

- RMUN 6301** **WORLD RELIGIONS: ISLAMISM**
The course is an introduction to the multiple and rich theological perspectives that Islam as a religion offers to today's world. Their teachings, customs, literature, major groups, and major Islamic theological foundations will be studied. (one semester, 3 credits)
- RMUN 6400** **WORLD RELIGIONS: JUDAISM**
The course offers a panoramic view of Judaism as one of the world's most impactful religious manifestations in contemporary global society. The course attempts to expose students to the various expressions of the Jewish religious phenomenon, its traditions, its histories, its theology(s) and some of the most pertinent topics that offer us a critical and broad idea of what Judaism is. (one semester, 3 credits)
- RMUN 6402** **WORLD RELIGIONS: HINDUISM**
The course is an introduction to some of the multiple and rich South Asian religious traditions associated with Hinduism. Diachronic or historical views in Hinduism and the varied perspectives on life, death, community life, among other topics that Indian traditions offer to their social environment will be studied. (one semester, 3 credits)
- RMUN 6403** **WORLD RELIGIONS: BUDDHISM**
Its historical development up to the present is studied, Hinduism from the pre-Aryan times of India, Theravada Buddhism and Mahayana Buddhism. Studies of their classic literature, sects, and most important religious ideas. (one semester, 3 credits)
- RMUN 6405** **AFRO-CARIBBEAN RELIGIONS**
Description of the three most important African-influenced religious systems in the Caribbean: Santeria, folk spiritism, and voodoo. The course will enable students to correctly identify and analyze worldview, beliefs, ceremonies, and the functional and dysfunctional aspects of these systems. (one semester, 3 credits)

RMUN 6406**MAYAN RELIGION**

General introduction to the main patterns of Mayan religion and culture using the classic Book of Counsel (Popol Vuh). (one semester, 3 credits)

RMUN 6414**RELIGIOUS MESOAMERICAN**

A critical study of one of the seven fundamental civilizations of mankind, Egypt, Nigeria, Peru, China, Mesopotamia, and the Indus Valley. The theological analysis will involve present-day Belize, Guatemala, Nicaragua, Honduras, part of Costa Rica, and two-thirds of Mexico. The main religious interlocutors will be the Olmecs, Mayans, Teotihuacans, Toltecs and Aztecs. (one semester, 3 credits)

RMUN 6585**INTERPRETATION OF RELIGIOUS FUNDAMENTALISM**

Over the past two decades, 'religious fundamentalism' has been approached from various perspectives. On the one hand, it has been understood as a style of belief by which some of the faithful, besieged by modernity and secularism, struggle to preserve their identity as a 'chosen' people. In the same way, it has been understood as a social phenomenon that generates instability in the world. At the same time, it has been explained as an expression of the political-economic struggle of those who are in the most excluded ranks of our modern society. However, these universalist approaches to the religious question have been debated by other scholars, who understand that, in the first place, to speak of 'fundamentalism' as a category of analysis obliterates religious diversity and boxes in a whole series of theological, cultural, political and historical variables. Second, "religion" and "modernity" are posited as mutually exclusive categories. Third, this approach systematizes right and wrong ways of practicing "religion." And finally, it imposes categories of identification (i.e. fundamentalist) on people who do not define themselves as such. In addition to this picture, it is worth mentioning that today the term 'fundamentalist' is used in some media as an epithet against the religious 'other' (mainly Muslim); A nickname that vilifies and demonizes them. To this end, this course includes a critical look at the various theoretical approaches on which the discussion of religious fundamentalism has been built; particularly, between Christianity, Judaism and Islam. (one semester, 3 credits)

RMUN 6486**COMPARATIVE RELIGIONS: IN THE AMERICAS SINCE THE CONQUEST**

This course seeks to know and approach the multiplicity of religions that cohabited and cohabit in the geographical extension of the Americas since the European conquest of the fifteenth century. This course is based on the Studies of Comparative Religions that seeks to study religions in a comparative way. Following this discipline, we will study the indigenous religions, prior to the Conquest, those that arrived with the kidnapped communities from Africa and those that were syncretized until they were conjugated into what they are today.

Likewise, the presence, influence and impact of the four world religions found on this continent will be studied: Islam, Buddhism, Christianity and Hinduism. Using a systematic and comparative approach, we will analyze, for example, their doctrines of faith, rituals, worldviews, social practices, political and institutional structures, sacred books, the role of their prophets, concepts of God and deities, concepts of life, death, and life after death, with the intention of establishing parallels, similarities, and differences between them. In this academic effort, the aim is to apply critical analysis together with humanitarian solidarity to build bridges of understanding and closeness. It is hoped that dialogues will be sought that will help to buy religions and establish alliances and seek genuine proximities in the society, communities and world in which we live. In addition to the sacred books and literature published by these religions, this interdisciplinary course focused on world religions will use history, literature, art, film and music as a text to delve into the task of understanding the religions that, beyond our own, accompany us. (one semester, 3 credits)

RMUN 6487

WORLD MUSIC AND RELIGIONS

A course aimed primarily at students of the MAR program in order to explore how practitioners of the three religions of the book (Judaism, Christianity, and Islam) have used and continue to use music in their religious practices. Given that music has always been a human construct for the expression of everything that a human being feels needs to be expressed, the course aims, from an anthropological perspective, to explore how music has reflected and still reflects theological concepts, identity, emotions, environment, sacred texts, etc. (one semester, 3 credits)

STUDIES IN CHURCH MINISTRY

Individuals enrolled in the M.A.R. program may take elective courses in areas of the M.Div. program as long as they meet the prerequisites for each course. The only exception is the Colloquium program, in which students of the M.A.R. program may not be enrolled.

Studies in church ministry have several important components: homiletics, administration, and denominational background study; the pastoral council; Christian education and worship and music in the church. Each of these areas contributes to the development of practical skills for the competent and effective exercise of Christian ministry. Courses in these important areas of the curriculum are intended to contribute to the process of theological-practical integration.

lopment of practical skills for the competent and effective exercise of Christian ministry. Courses in these important areas of the curriculum are intended to contribute to the process of theological-practical integration.

Courses title & description

EMIG 6049 JESUS AND EDUCATIONAL MINISTRY

This course will study the context, content, style, methods, and strategies of Jesus' pedagogy and its impact on the task of ecclesial educational ministry. Several passages of the Christian Scriptures will be studied in which the student will carry out integration exercises. In addition, the purposes of Christian education and the role of educational ministry participants in planning, directing, supervising, and evaluating Christian education programs in the local church will be discussed. 3 credits, 3 contact hours per week. (one semester, 3 credits)

EMIG 6201 HOMILETICS I

Study of the theory of sermon preaching and other forms of preaching. An annual preaching program is also discussed. Practical application of homiletic theory in classroom preaching, in the chapel, or in congregations. The class will participate in critiquing and evaluating each student's preaching. Prerequisite: 40 approved credits, Old Testament I & II and New Testament I & II. (one semester, 3 credits)

EMIG 6202 HOMILETICS II

Preaching Practicum. Preaching and criticism of sermons. Each student will offer background information about the sermon (why, where, when, results) to place the sermon in context. Prerequisite: EMIG 6201. (one semester, 3 credits)

EMIG 6203 BIBLICAL PREACHING

This course will define what biblical preaching is. A method of biblical interpretation for designing sermons will also be presented. It will also study how to preach on various types of biblical literature. Finally, homiletic

practices will take place. Prerequisite: EMIG 6201, 6202. (one semester, 3 credits)

- EMIG 6207** **EVANGELIZATION**
Study of the history, theology and methodology of evangelization. Analysis of evangelistic models, studying their characteristics and purposes in the light of the New Testament and the experience of the Church. Prerequisite: EHTT 6161. (one semester, 3 credits)
- EMIG 6208** **ADMINISTRATION ECCLESIASTICAL AND LEADERSHIP**
Study of ecclesiastical administration as a system, its interrelations, theological, sociological, psychological bases and managerial processes. An effort to develop an ecclesiology and a theory of ministry that has as its theological framework the Trinitarian confession of faith and the concept of the Church as the people of God on pilgrimage. Study of the role of the ministry in the administrative process. Prerequisites: 40 credits. (one semester, 3 credits)
- EMIG 6210** **CARE PASTORAL**
Guiding principles and techniques of pastoral care in the theological framework and the science of human behavior. Exposure to biblical-theological foundations, basic aspects of ethical and legal nature, emphasis on non-directive counseling techniques, discussion of the most frequent types of intervention, and introduction to some theoretical-conceptual frameworks used in pastoral counseling. Prerequisite: 9 credits passed. (one semester, 3 credits)
- EMIG 6213** **CHAPLAINCY**
Experience of supervised service in Pastoral Council and Chaplaincy in the institutional or hospital setting. The space for this course is limited and is generally reserved for graduation candidates. Prerequisites: EMIG 6210, 33 credits passed. (one semester, 3 credits)
- EMIG 6221** **FUNDAMENTALS AND PRINCIPLES OF CHRISTIAN EDUCATION**
Study of the foundations of Christian education: biblical, historical, theological, philosophical, psychopedagogical and socio-anthropological aspects. Development of the theory of Christian education. Practical implications for curriculum, methodology, and administration. (one semester, 3 credits)
- EMIG 6240** **INTRODUCTION TO CHRISTIAN WORSHIP**
History, Theology, and Practice of Christian Worship. Theological Meaning of Worship as Word and Sacrament. Liturgical renewal. Practice in preparing and leading worship orders, offices, and special services. Resources and materials. Cultural aspects of worship. (one semester, 3 credits)
- EMIG 6241** **MUSIC IN THE CHURCH**

Synthesis of the musical development in the Church and of its most significant traditions and works. Emphasis on the practical aspects of the use of music in the liturgy and in the Christian education program, with special attention to the criteria for the evaluation and selection of hymns in worship. (one semester, 3 credits)

EMIG 6243

PARABLE TEXTS AND SERMONS

This is a course in preaching and literature from a women's point of view. Sermons and literary texts written by women from different backgrounds are considered in order to identify: exegetical handling of biblical texts, hermeneutical keys that are privileged, particular themes that are discussed, tone, concerns and discursive lines that emanate from the texts and symbology, literary resources that are incorporated into the texts. It is designed for seminarians and preaching enthusiasts interested in integrating literary genres such as poetry, essays, short stories and novels. Prerequisites: EMIG 6201. (one semester, 3 credits)

EMIG 6253

PREACHING FOR THE 21ST CENTURY

The course will look at the changes that have taken place in recent decades in the field of preaching. Both the (postmodern) context in which contemporary preaching takes place and the advances in the field of homiletic theory will be studied. Prerequisites: EMIG 6201. (one semester, 3 credits)

EMIG 6242

DOMESTIC VIOLENCE: SITUATIONAL ANALYSIS AND PASTORAL INTERVENTION

The course will seek to outline the concepts and relevant aspects of domestic violence in Puerto Rico. It will outline various intervention strategies to be used in related cases, taking into consideration spiritual tools. Prerequisites: EMIG 6210. (one semester, 3 credits)

EMIG 6278

PASTORAL CARE FOR SENIOR CITIZENS

The course invites pastors and church leaders to dialogue on the topic of aging: its myths, its realities, and its multiple and complex implications for human life, families, and societies, with particular interest in the experience of "aging in Puerto Rico." The keys to an agenda of education and pastoral work are identified with, and from, the needs and desires of justice and love of older adults, while supporting personal, professional and pastoral development committed to the practice of Christian values in the search for individual and collective liberating responses for older adults. (one semester, 3 credits)

EMIG 6300

CHRISTIAN EDUCATION FOR CHILDREN AND YOUTH

Study of the integral development of the personality in childhood and its implications for Christian education. Relationship between the church program and the home. Study of the periods of adolescence and youth and how the Christian education program can minister to their needs. It includes methodology and preparation of programs and materials. Prerequisite: EMIG 6221. 3 credits, 3 contact hours per week. (one semester, 3 credits)

EMIG 6306**MINISTRY WITH PEOPLE WITH FUNCTIONAL DIVERSITY**

The student will acquire through the course, knowledge about children and adults with disabilities and how these different conditions can affect their social, academic and vocational development and performance. The student will consider the impact on the individual and his or her family. You will learn about the role of the interprofessional team in the management of this population and the availability of services, both in social agencies and by ecclesial ministries. The student will consider legal aspects of accommodation and integration into the planning of activities and programming of the local congregation. The term "people with functional diversity" is proposed as an intention for full inclusion in the congregation. The course includes the coordination of visits to learn about the services of different agencies to people with disabilities and the observation of different professionals in the management of these people. (one semester, 3 credits)

EMIG 6307**EDUCATIONAL MINISTRY WITH ADULTS AND THE ELDERLY**

This course will study findings and experiences in the field of adult and older education and their implications for Christian education. Study of the periods of human development proper to adulthood and how the Christian education program can minister to their needs. In addition, educational methods, programmes and materials for adults and the elderly will be discussed. Prerequisite: EMIG 6221. 3 credits, 3 contact hours per week. (one semester, 3 credits)

EMIG 6314**LIFE, MINISTRY, AND PROCLAMATION IN THE TWENTY-FIRST CENTURY**

This course will study the life of the minister and congregation in relation to culture in both theoretical and practical ways. To this end, the contemporary era and some main characteristics of what we understand as postmodernity or digital age will be explored, such as intergenerationality, popular culture, technology, globalization and diversity. Classical models of the church will be studied, and different existing models of ministry, their impact and relevance in the 21st century will be observed and analyzed. Emphasis will be placed on verbal and non-verbal communication, its means and contemporary characteristics as fundamental elements for effective proclamation through Christian education, liturgy and preaching. (one semester, 3 credits)

EMIG 6315**PREACHING IN TIMES OF CRISIS AND HOPE**

The course explores situations, biblical themes, and theological themes related to crisis and hope as context and materials for preaching. Since 2016, Puerto Rico has experienced extreme situations that have marked our collective life, affected our communities and each un@ of nosotr@s: the establishment of the Fiscal Control Board and the management of the public debt in 2016, hurricanes Irma and Maria in 2017, the summer of 2019, the earthquakes of early 2020 and the COVID-19 pandemic that we are currently experiencing.

These issues, and others, will be material for discussion from their social, biblical, and theological perspectives so that we can articulate thoughtful responses and create sermons that embrace reality and proclaim hope to it. The course includes both reflection and practice in digital media. Includes preaching laboratory. (one semester, 3 credits)

EMIG 6316

MUSIC IN WORSHIP

This course is designed to guide students to a historical, theological, and practical understanding of the role of music in Christian worship. It will study the relationship between music and Christian worship, the role of music in the Bible, in the Christian church throughout history, important biblical-theological aspects, and repertoire selection, among others, for the planning, preparation, and direction of an effective, Christ-centered community worship experience that is both biblically and theologically correct and relevant to Puerto Rican Christian diversity. (one semester, 3 credits)

EMIG 6317

TECHNOLOGY & MINISTRY

We will provide a theoretical, theological and practical approach in the implementation of (audiovisual) technologies in education, proclamation and accompaniment. (one semester, 3 credits)

EMIG 6318

TOOLS FOR ECOLOGICAL PASTORAL CARE

It will offer a look from practical ecotheology at interventions from the church to respond to the ecological crisis. We will explore biblical, theological and ethical foundations from Christian spirituality that can respond from pastoral and lay leadership to the challenges of eco-justice and climate change. (one semester, 3 credits)

EMIG 6319

PASTORAL PRACTICES IN THE MIDST OF SOCIAL CRISES

This course introduces students to the basic theories, theologies, and methods of pastoral care, especially (though not exclusively) in the context of crisis management, social conflict, and collective trauma. Special attention is paid to the pastoral figure as caregiver and leader of a faith community. We will discuss theories and methods related to the real, practical problems facing the leader in a congregation and how to identify and prioritize moments of crisis and spaces for growth. (one semester, 3 credits)

EMIG 6320

REIMAGINING THE CHURCH-ECCLESIOLOGY OF THE 21ST CENTURY

It will consist of a reflection on the Church of the 21st century, from the genius of the messianic project of the assembly of the people of God (ekklesia). This is understood as a social space autonomous from the Empire and resistance to it. We will conceive of the Church as a prelude to the new world to come. Apart from the reflection, we will work on the theme of internal ecclesial structures at the service of justice, equality and equity. To another possible world, corresponds the other possible church. (one semester, 3 credits)

EMIG 6400**CHRISTIAN EDUCATION AND SPECIAL EDUCATION**

Analysis of the general characteristics of different groups of students who face developmental deficiencies that affect learning. Strategies for educational intervention, the provision of services, and methods for management and inclusion in the various ecclesial settings from childhood to adulthood will be discussed, considering current national and federal laws and regulations, as well as the biblical and theological bases that underpin them. Prerequisite: EMIG 6221, EMIG 6300. (one semester, 3 credits)

EMIG 6401**EDUCATIONAL MANAGEMENT AND LEADERSHIP**

This course discusses principles, theories, models, and practices in the management and administration of educational programs and institutions. The legal foundations and administrative aspects that affect educational management and leadership will be discussed. In the same way, the qualities, attitudes and professional competencies that guide the conduct of the educational leader will be analyzed. 3 credits, 3 contact hours per week. Prerequisite: EMIG 6221, EMIG 6300, EMIG 6307, EMIG 6400. (one semester, 3 credits)

EMIG 6500**EDUCATIONAL PRACTICE**

The course is designed for the student to lead students' teaching and learning experiences in a religious educational institution. The student is expected to exercise the teaching functions that include the planning, execution and evaluation of educational activities. The intern will participate in workshops and meetings coordinated by the practice supervisor. Prerequisite: Have passed at least 30 crds. 2 credits, 3 contact hours per week.

EMIG 6501**RESEARCH PROJECT IN THE EDUCATIONAL SCENARIO**

Research seminar through which the student will write an integration essay on one of the thematic areas of the program and how it relates to the educational scenario. The student will demonstrate his/her ability to develop research in the educational setting and integrate the competencies of the program. Prerequisite: Last semester of study. 2 credits.

EMIG 6524**INTRODUCTION TO MISSIOLOGY**

The introductory missions course offers students two components. First, an introduction to the theologies and practices of Christian mission, emphasizing the contribution and participation of Christian communities in Africa, Asia and Latin America to missionary work. Second, an introduction to models of contextual theologies providing the learning community with criteria and processes for rooting Christianity in a context. (one semester, 3 credits)

DENOMINATIONAL PRINCIPLES

Courses in denominational principles have several important components: the study of denominational historical background and governance; worship and music in the church. Each area contributes to the development of practical skills for the competent and effective exercise of Christian ministry. Courses in these important areas of the curriculum are intended to contribute to the process of theological-practical integration. The prefixes PRDN 67__ and PRDN 67_ identify these courses. The fourth number that will appear above the underline line will identify the denomination to which the course belongs.

***PRDN 67** **DENOMINATIONAL PRINCIPLES I**
Studies in the History and Doctrine of the Denomination

***PRDN 67** **DENOMINATIONAL PRINCIPLES II**
Studies of Forms of Worship and Denominational Government

**Students who are not of the authorizing denominations must substitute PRDN for a free elective course.*

RESEARCH PROJECTS & PRACTICAL THEOLOGY SEMINAR & SUPERVISED MINISTRY

▪ TPMS 6200 PRACTICAL THEOLOGY AND SUPERVISED MINISTRY

One of the particular modalities of study in the ministry of the Church is the participation of each student in the M.Div. program is a weekly experience of personal, vocational, theological, and practical integration. These weekly meetings, lasting two and a half hours, are grouped into the course of Practical Theology and Supervised Ministry. The course provides the space for reflection and dialogue on various levels and dimensions of pastoral ministry. The integrative interest of the is manifested and affirmed in its content. They provide the personal perspective of integration: personality, vocation, leadership, and the ecclesiastical perspective of integration: the pastor, the local church, and the community. In addition, the student will have the opportunity to integrate educational experiences into their ecclesial setting. *(one semester, 3 credits)*

The student will enroll in the course when he or she completes 27 credits, especially the courses EBAT 6010-6011 and EBNT 6031-6032, EHT 6161-6162, EMIG 6201-6210-6221. The content of the course contributes to each student's self-understanding and vocational affirmation, and to the theological-practical integration of their experience in the seminary and in the local church. Below is the description and objectives of the course:

- Description - Reflection on pastoral leadership, with a focus on the nature and dynamics of the call and the ministerial vocation from a biblical-theological, spiritual, pastoral, community, prophetic and existential perspective. Emphasis will be placed on the understanding of the various common dynamics that are generated in the local church, specifically in the analysis of the experiences that students are experiencing (or have experienced) in that context, as well as in the development of skills to manage them. You will look at the various factors and components that help shape the profile of the community surrounding your local church and how that impacts your ministry leadership. Reflection will be given to the development and implementation of strategies for the pastor (together with the congregation) to be more effectively involved in and with his or her wider community.
- the profile of the community surrounding your local church and how that impacts your ministry leadership. Reflection will be given to the development and implementation of strategies for the pastor (together with the congregation) to be more effectively involved in and with his or her wider community.
- Objectives:
 1. Promote the integration of academic experience with pastoral practice at the individual level.
 2. Affirm personal and vocational identity, and the development of spirituality.
 3. Provide supervised pastoral work experience.
 4. Develop planning skills and group dynamics in the church and community context.
 5. Provide the opportunity for the application of theological concepts to pastoral ministry.
 6. Develop an understanding of the Church's community expectations of its ministry.
 7. Encourage a collegial style of work among candidates for ministry, faculty, and Church committees.

PRIN 6500 RESEARCH PROPOSAL (DISSERTATION)

Design of the proposal to carry out a Research Project (Dissertation) through which each student will demonstrate their ability to investigate and integrate vocational, historical, biblical, theological and pastoral practices dimensions in their ministerial vocation. (1 credit)

PRN 6501 DEFENSE OF RESEARCH PROJECT (DISSERTATION)

Preparation and presentation of a Research Project (Dissertation) through which each student will demonstrate their ability to investigate and integrate vocational, historical, biblical, theological, and pastoral practices dimensions into their ministerial vocation. (1 credit)

MASTER'S PROGRAM IN FAMILY, COUPLE, AND MARRIAGE COUNSELING

PURPOSE

The Master's Degree in Family, Couple, and Marriage Counseling provides students with the knowledge, skills, and attitudes necessary to execute in accordance with ethics and legal principles as a counselor in a wide range of family, couple, and marriage environments. The program prepares counseling professionals in cognitive, affective, and behavioral diagnosis, addressing disorders and mental and emotional areas in the context of marriage and family systems according to individual, group, or family therapeutic strategies. It includes topics in psychotherapies, family systems, research, psychopathologies, health care, appropriate practices, administration of counseling programs, applicable laws, professional standards, codes of ethics, among others.

utic strategies. It includes topics in psychotherapies, family systems, research, psychopathologies, health care, appropriate practices, administration of counseling programs, applicable laws, professional standards, codes of ethics, among others.

In harmony with the institutional aspirations and values, the new **MACFPM** program is aimed at the training of professionals in the area of Family, Couple and Marriage Counseling with the knowledge, techniques and skills that allow them to carry out group and individual interventions with families from a perspective of values, within a legal framework, human, theoretical. The curriculum fosters the development of the competencies, knowledge, skills, and attitudes necessary to ensure appropriate service to the needs of families, couples, and marriages in a Christian environment while emphasizing the acquisition of knowledge. The fundamental purpose of the program is the application of the knowledge, skills, and attitudes that will enable the student to serve as a competent counseling professional responsive to the challenges faced by families, couples, and marriages in the face of current crises and situations. The program is divided into three programmatic areas, for a total of 60 credits:

izing the acquisition of knowledge. The fundamental purpose of the program is the application of the knowledge, skills, and attitudes that will enable the student to serve as a competent counseling professional responsive to the challenges faced by families, couples, and marriages in the face of current crises and situations. The program is divided into three programmatic areas, for a total of 60 credits:

- **Core Courses** – Twenty-nine (29) credits in courses in Human Growth and Development, Social and Cultural Diversity, Theories and Models of Counseling, *Assessment* and Test Administration, Life and Career Development Counseling, Fundamentals of Counseling and Ethical and Legal Aspects, Group and Individual Counseling, Integrative Counseling Seminar, Research Techniques. These courses prepare the student in the general areas of knowledge of Counseling, revalidation requirements and in compliance with the academic standards of *the Council for Accreditation of Counseling and Related Educational Programs* (CACREP).
- **Specialty Courses** – Twenty-one (21) credits in training courses in the area of family, couple, and marriage counseling. The program includes Fundamentals courses in Family,

Couple, and Marriage Counseling. Help and intervention processes, Family Counseling strategies and case management. Family mediation, Sex education. Violence management and intervention, diagnosis and treatment that promote training in the specialty.

- **Degree Requirements** – Ten (10) credits. The student will have to prove an internship of one (1) semester (300 hours) and an internship of one (1) semester (300) hours. Of the total 600 hours, 250 hours of direct interventions with clients must be evidenced. Likewise, he/she must prepare a research project (dissertation where the integration of information search evidence, selection of a theorist in the area of counseling and solving a research problem as a requirement of the Course Research Techniques and Program Evaluation).

GRADUATE PROFILE

The person admitted to the Master's Degree in Family, Couple, and Marriage Counseling will participate in creative and innovative educational experiences that will provide them with the opportunity to acquire the tools to serve as a professional counselor. This will happen once you have completed the 60 credits leading to the degree and have passed *the National Counselor Examination* (NCES). Curricular efforts, administrative management, and pedagogical action are focused on promoting an educational environment that allows the achievement of the program's objectives.

The statements that describe a graduate of the program are:

- As a future counselor, demonstrate the necessary competencies to address the social, educational, cultural, ethnic, and economic diversity prevalent in the families, couples, and marriages that the service will offer.
- Demonstrate in practice knowledge of theories of human development and theories of sexuality and their application in the lives of couples, families and marriages.
- Assume ethical, legal, and professional behavior when conducting interventions and offering services to clients, as part of their duties as a professional counselor.
- Demonstrate mastery of techniques, skills, and competencies in the areas of interview development, *assessment*, file preparation, case management, individual counseling, group counseling, family counseling.
- Relate theories, models, and approaches and apply them appropriately in the conceptualization of case studies and real-world situations in practice and internship.
- Use information-seeking skills to solve research problems and evaluate programs for the development of new knowledge, skills, and attitudes.
- Apply *assessment instruments*, career selection and other vocational tests, as well as advocate for access, equity, and elimination of physical, social, and environmental barriers that facilitate the well-being, development, and execution of their clients in less restrictive environments.
- Actively participate in their professional development by participating in activities that contribute to their professional and personal growth.
- Relate mental conditions, symptom inventory to the diagnostic and classification process using the DSM-V (Diagnostic and Statistical Manual of Mental Disorders) and ICD (International Classification of Diseases) as appropriate.

- Conceptualize the intervention processes from a human, Christian conception based on compassion, cultural, social, ethnic sensitivity, empathy, communication and love of neighbor as brothers and sisters and children of God.

GOALS (EXPECTATIONS)

In harmony with the mission, objectives, and values of the Evangelical Seminary of Puerto Rico, the graduate of the Master's program in Family, Couple, and Marriage Counseling is expected to be able to:

- Demonstrate the knowledge, skills, and attitudes necessary to ensure appropriate service to families, couples, and marriages in multicultural, diverse, and pluralistic environments of society.
- Apply a systematic approach that includes knowledge about human development, sexuality, theories of social development, skills, and practical experiences in the areas of counseling.
- Apply appropriate, legal, and ethical behaviors in the practice of family, couples, and marriage counseling to real life situations.
- Demonstrate professional counseling skills that allow you to offer a service that meets the client's needs.
- Demonstrate research and program evaluation skills that allow them to stay up-to-date on science-based models, strategies, and techniques that have proven to be effective in the area of family, couple, and marriage counseling
- Contribute to reducing attitudes, educational, environmental and social barriers in society to facilitate the full inclusion of people with disabilities in the community while respecting diversity.
- Foster a commitment to their professional development, through their active participation in conferences, workshops and seminars of the Professional Association of Counselors of Puerto Rico and national associations.
- Demonstrate knowledge of diagnostic processes, including differentiated diagnosis, diagnostic classification according to the *"Diagnostic and Statistical Manual of Mental Disorders"* (DSM-V) and *"International Classification of Disease"* (ICD).
- To act as professional advisors with the technical, human and conceptual knowledge that allows them to make interventions from a perspective of values and Christian humanism.

GENERAL REQUIREMENTS

Admission Requirements to the Institution

1. Complete Application for Admission.
2. Autobiographical essay (guiding questions will be provided).
3. \$50.00 admission fee (non-refundable)
4. Official transcript of all institutions assisted.

Note: If he/she has been conferred a degree, degrees or has approved courses in a foreign institution, the prospect must request the translation, validation of degree or courses and the average under an agency that is dedicated to these purposes. It must be an active member of NACES (National Association of Credential Evaluation Services) <https://www.naces.org/members>

5. Two (2) letters of recommendation.
6. TOELF Results (International Students Only).
7. Copy of valid photo ID. (preferably driver's license or passport).
8. Entrance interview with a faculty member and/or committee.

PROGRAM REQUIREMENTS

- Have completed a baccalaureate degree from a university accredited by an institution recognized by the Federal Department of Education with a minimum grade point of average (GPA) of 2.50.
- An official transcript of all institutions where the student was enrolled for more than one semester.
- Two letters of recommendation (preferably from professionals in the area).
- Complete the application for admission. This requires the elaboration of an autobiographical essay (1300-1500 words) or 350-500 words per question. Guiding questions will be delivered.
- Complete an interview process with a faculty member and/or committee.
- Law 300 in force
- Valid Criminal Record Certification no more than 6 months after it was issued.
- Valid Health Certificate no more than 6 months after issuance
- Attend guidance on counselors' ethical and professional obligations, program requirements, and requirements for licensure under the Board of Examiners of Professional Counselors and passing the National Counselor Examination (NCEES).
- Other requirements required by the internship center.

GRADUATION REQUIREMENTS

This is a three (3) year academic program.

The graduation requirements are:

1. Pass sixty (60) credits leading to a Master's Degree in Family, Couple, and Marriage Counseling with a minimum of 3.00 GPA or higher in a period of time not to exceed six (6) years.
2. Pass twenty-nine (29) core credits, twenty-one (21) credits in specialty courses, five (5) credits in internship, and five (5) credits in internship.
3. Pass all core and major courses with a grade of B or higher.
4. Pass a total of 300 hours of practice and 300 hours of professional internship with a grade of B or higher.

5. Pass 250 hours within the 600 hours of practice and internship in direct customer service.
6. In the case of transfer students from other institutions, at least the last fifty-one (51) credits must be passed at the Evangelical Seminary of Puerto Rico. Up to a maximum of nine (9) credits will be validated. Internships and internships will not be validated. Only core and specialty courses will be taken into consideration for evaluation for the validation process, as long as they meet the course description and they are equivalent. The Registry Office will determine the validations of courses approved at other institutions in accordance with the current validation policy.
7. In the second and final year of studies, the student must complete an internship and an internship in an assigned organization or in common agreement with his/her coordinator and/or internship or internship teacher. In this process, the student must meet the requirements described in the Internship and Internship Manual.

PROGRAM OF STUDIES

(60 Credits)

Core Courses (29 credits)

Code	Title	Credits
CONS 6111	Fundamentals of Counseling and Ethical and Legal Aspects	3
CONS 6112	Human Development and Growth	3
CONS 6113	Counseling Theories and Models	3
CONS 6211	“Assessment” and test administration	3
CONS 6212	Life & Career Development Counseling	3
CONS 6213	Group Counseling	3
CONS 6011	Individual Counseling	3
CONS 6012	Social and cultural diversity	3
CONS 6531	Program Research and Evaluation Techniques	3
CONS 6601	Integrative Counseling Seminar	2

Specialty Courses (21 credits)

CONS 6311	Fundamentals Family, Couple, and Marriage Counseling	3
CONS 6312	Crisis Aid and Intervention Processes	3
CONS 6313	Family Counseling Strategies in Case Management	3
CONS 6411	Family Mediation, Conflicts, and Problem Resolution	3
CONS 6412	Sex education in childhood, adolescence, adulthood, couples and families	3
CONS 6413	Management and Intervention of Domestic Violence	3
CONS 6013	Diagnosis and Treatment in Counseling: Psychopathology	3

Internship and Internship (10 Credits)

CONS 6521	Practice in Family, Couple, and Marriage Counseling	5
CONS 6622	Internship in Family, Couple and Marriage Counseling	<u>5</u>

Total credits 60

SEQUENTIAL STUDY (3 YEARS)

60 credits

First Year (18 credits)			
1st Semester		2nd Semester	
Course	Crds	Course	Crds
CONS 6111 Fundamentals of Counseling and Ethical and Legal Issues	3	CONS 6211 "Assessment" and Test Administration	3
CONS 6112 Human Development and Growth	3	CONS 6212 Life and Career Development Counseling	3
CONS 6113 Theories and Models of Counseling	3	CONS 6213 Group Counseling	3
Total		Total	
9		9	

Summer (6 credits)			
1st Section		2nd Section	
Course	Crds	Course	Crds
CONS 6011 Individual Counseling	3	CONS 6012 Social and Cultural Diversity	3
Total		Total	
6		6	

Second Year (18 credits)			
1st Semester		2nd Semester	
Course	Crds	Course	Crds
CONS 6311 Fundamentals of Family, Couple, and Marriage Counseling	3	CONS 6411 Family Mediation, Conflict and Problem Resolution	3
CONS 6312 Crisis Intervention and Aid Processes	3	CONS 6412 Sex Education in Childhood, Adolescence, Adulthood, Couple, and Family	3
CONS 6313 Family Counseling Strategies in Case Management	3	CONS 6413 Management and Intervention of Domestic Violence	3
Total		Total	
9		9	

Summer (3 credits)			
1st Section			
Course			Crds
CONS 6013 Diagnosis and Treatment in Counseling: Psychopathology			3
Total			3

Third Year (15 credits)			
1st Semester		2nd Semester	
Course	Crds	Course	Crds
CONS 6521 Practice in Family, Couple, and Marriage Counseling	5	CONS 6601 Integrative Counseling Seminar	2
CONS 6531 Program Research and Evaluation Techniques	3	CONS 6622 Internship in Family, Couple, and Marriage Counseling	5
Total		Total	
8		7	

COURSES DESCRIPTIONS

Core Courses

CONS 6011 - INDIVIDUAL COUNSELING

Discussion of the concepts, models, strategies, and techniques of individual intervention in the counseling process. Emphasis on observation of techniques in directed professional activities and demonstrations through simulations, recordings, and other hands-on classroom experiences. Assessment of the ethical and legal aspects of the profession. Include hands-on experiences. 3 credits/3 hours contact per week.

CONS 6012 - SOCIAL AND CULTURAL DIVERSITY

The course discusses the following topics: socio-cultural variables, such as type of family, gender, age, ethnicity, religion, values, impediments, economic and cultural aspects, racial and social prejudices, among others. The roles of the counselor as an advocate who attends to diversity are studied. Topics such as sexual preferences, prejudice, social class, social justice are studied. Likewise, conceptual models that facilitate therapies and interventions in multicultural and diverse groups are discussed and applied. 3 credits/3 hours contact per week.

CONS 6111 - FUNDAMENTALS OF COUNSELING AND ETHICAL AND LEGAL ASPECTS

This course introduces the student to the knowledge and skills necessary for the analysis and management of situations of an ethical or legal nature in the exercise of the counseling profession. It discusses the ethical and legal responsibility of the counselor in different scenarios, including special populations, the disabled, the codes of ethics of the Professional Associations and the Board of Examiners of Professional Counselors in Puerto Rico. The laws of Puerto Rico that apply to different work scenarios, including educational services to special populations, are studied. 3 credits/3 hours contact per week.

CONS 6112 - HUMAN DEVELOPMENT AND GROWTH

This course explores different theories that provide an understanding of people's particular needs and aspects through the stages of human growth and development. Discusses theories of individual and family development during the life cycle, theories of learning and personality development, typical and non-typical development, resilience, and the effects of crises, disasters, and trauma on people throughout their lives, theories that help understand the etiologies of addictive behaviors, and those that facilitate optimal development of the life cycle. It discusses the biological, neurological, and physiological factors that affect human development and behavior. Likewise, the systemic and environmental factors that affect human development, its functioning and behavior. Other topics that are explored are related to psychopathology, related to the effects that traumatic events can have on people of different ages; and those factors that can affect human behavior. 3 credits/3 hours contact per week.

CONS 6113 - THEORIES AND MODELS OF COUNSELING

This course studies the theories, models, and strategies that support professional counseling practice. The various theoretical models that help explain customer behavior are identified and it is determined which is the most appropriate according to the clientele and the scenario served. Strategies for

intervention in crisis, trauma, mental health emergencies, development of intervention plans, assistive technology, among others, are discussed. 3 credits/3 hours contact per week.

CONS 6211 - "ASSESSMENT" AND TEST ADMINISTRATION

This course introduces the student to the processes of selecting, administering, and interpreting various instruments to measure academic achievement, intelligence, aptitude, interests, personality, and abilities. It covers basic statistics, technical aspects of the instruments, such as validity and reliability, as well as ethical and legal aspects and the efficient use of tests and assessment instruments that help counselors gather comprehensive and comprehensive information about the situations presented by the client. 3 credits/3 hours contact per week.

CONS 6212 - LIFE AND CAREER DEVELOPMENT COUNSELING

This course includes theories and models in career development and decision making. It discusses the approaches and conceptualization between career selection, the world of work, roles and relationships. It uses techniques and tools that facilitate the acquisition of information to be used in occupational planning. It integrates the concepts of career counseling and occupational counseling. Discuss how work provides professional, personal, spiritual, and material satisfaction by providing a sense of belonging. It discusses how the process of making life and career decisions affects present and future life. 3 credits/3 hours contact per week.

CONS 6213 - GROUP COUNSELING

This course provides students with the knowledge and competencies necessary to plan and conduct group counseling in accordance with the competencies and code of ethics required by the Association for Specialist in Group Work. As part of the educational experiences, students will have the experience of being active members of a group counseling, observing the application of theoretical concepts applied to practice, and gaining experience that will facilitate their interventions as leaders or co-leaders in group counseling processes. 3 credits/3 hours contact per week.

CONS 6531 - PROGRAM RESEARCH AND EVALUATION TECHNIQUES

The course provides an understanding of research methods and their application in the practice of professional counseling. Various aspects of research designs, data collection, sampling techniques, data analysis, use of technology for research and its functions, models and principles of needs studies, and ethical aspects of research are covered. Different research methods are studied; These include qualitative research, quantitative research, and mixed research. Because of its relevance within the discipline of counseling, it pays special attention to program evaluation and needs assessment. 3 credits/3 hours contact per week.

CONS 6601 - INTEGRATIVE COUNSELING SEMINAR

In this course the student will review the theoretical foundations, concepts, and principles that are required in the practice of professional counseling. It includes discussion of the ethical and legal aspects of the counseling profession. Provides the student with a refresher for the National Counselor Examination (NCES). Prerequisite: Have passed all counseling courses. 2 credits/2 hours contact per week.

Specialty Courses

CONS 6013 - DIAGNOSIS AND TREATMENT IN COUNSELING: PSYCHOPATHOLOGY

The course is designed to introduce the student to the field of diagnosing and treating psychological conditions. It will be a study of maladaptive behavior that is associated with mental conditions and those that represent difficulties or non-normal behaviors that produce problems and require clinical attention. Among these, human failures, tensions or stress, incompetence and unhappiness have been conceptualized. In addition, there is a general framework within which a wide variety of human problems are interpreted that are expressed in maladaptive or unaccepted behaviors. 3 credits/3 hours contact per week.

CONS 6311 - FUNDAMENTALS OF COUNSELING IN FAMILY, COUPLE, AND MARRIAGE

This course will study the fundamentals, history, and development of marriage, couples, and family counseling. Theories, sociology of family, and models for family and couples counseling will be discussed. Emphasis will be given to strategies and techniques for intervention with families at different sociocultural levels. 3 credits/3 hours contact per week.

CONS 6312 - CRISIS AID AND INTERVENTION PROCESSES

This course introduces the student to the different types of crises and theoretical aspects related to crises. The different types of crises, their causes, reactions, effects and how to recover from them are analyzed. As part of the course, the theoretical approaches, strategies and skills that the counselor must possess to deal with crises individually, as a family and as a group, are studied. It also discusses the ethical and legal aspects that must be considered when dealing with a crisis. Strategies for dealing with mental health emergencies, development of intervention plans, and suicide prevention models and strategies are also discussed. 3 credits/3 hours contact per week.

CONS 6313 - FAMILY COUNSELING STRATEGIES IN CASE MANAGEMENT

Advanced course that requires intensive practice of therapeutic interventions applied to family, marriage and couple situations. Through the interventions, emphasis will be placed on the process of screening, assessment, action plans, documentation, referrals and evaluation. The information collected in a dossier and the use of it will be analysed. The ethical-legal aspects will be applied during the interventions and the presentation of cases in court will be studied. 3 credits/3 hours contact per week.

CONS 6411 - FAMILY MEDIATION, CONFLICT AND PROBLEM RESOLUTION

This course studies the theoretical foundations of family mediation, conflict resolution and negotiation and their application in the practice of professional counseling. The student develops the knowledge, skills and techniques necessary for conflict resolution in the process of family mediation, in situations such as separation, divorce, maternal and paternal filial relationships and division of property. 3 credits/3 hours contact per week.

CONS 6412 - SEX EDUCATION IN CHILDHOOD, ADOLESCENCE, ADULTHOOD, COUPLES AND FAMILIES

The course is theoretical and practical. The process of sexual learning from childhood, adolescence, adults, couples and family will be presented. The psycho-social factors that contribute to healthy sexual development in human beings, as well as those that impede this development, will be analyzed.

Sexual problems will be analysed at different levels of risk in their behaviour. The comprehensive sexuality education model based on emotional intelligence will be presented. In practice, model presentations will be made for different groups and interventions with children, adolescents, couples and families, as well as with students, parents, teachers, church members. 3 credits/3 hours contact per week.

CONS 6413 - MANAGEMENT AND INTERVENTION OF DOMESTIC VIOLENCE

The course is designed to introduce the student to the basics of family violence in Puerto Rico and the United States. It includes, but is not limited to, relevant concepts and dynamics of domestic violence in Puerto Rico. Emphasis will be placed on Puerto Rico's jurisprudence and the legal handling of the problem. The course analyzes the relationship between abuse, psychopathology and relevant controversies in violent behavior. In addition, it focuses on the ecclesiastical context that intervenes in domestic violence and on the spiritual tools for the management of this social problem. 3 credits/3 hours contact per week.

CONS 6521 - INTERNSHIP IN FAMILY, COUPLE, AND MARRIAGE COUNSELING

Supervised hands-on experiences in settings that include intervention with families, couples, and married couples. It is aimed at the integration and use of the theoretical knowledge, skills and attitudes of the counseling profession. Requires supervision by a licensed conduct professional. It involves 300 hours of supervised practice. Requirement: Have passed all the core and specialty credits. Teacher's evaluation and recommendation. 5 credits/300 hours of supervised practice

CONS 6622 - INTERNSHIP IN FAMILY, COUPLE AND MARRIAGE COUNSELING

Professional internship in real settings and community agencies under the supervision of the faculty of Family, Couple and Marriage Counseling. This internship will be aimed at intervention strategies and case conceptualization. The student interacts with the practice center and joins the staff. It is necessary to carry out a needs study, develop a work plan and develop direct interventions with clients. The intern participates in orientation and supervision seminars with a faculty member. The course requires completion of a minimum of 300 hours of internship. Of this total, you must complete 250 hours of direct customer service. Requirements: Evaluation and authorization of the teacher and practice supervisor. Last semester of study: 5 credits/300 hours internship.

DOCTOR OF MINISTRY PROGRAM

PURPOSE

To strengthen and deepen the ministerial work of church leaders who are committed to developing and offering pastoral service faithful to Jesus Christ and responsive to the challenges we face in the 21st century. The program is oriented to the pastoral care of the family. The curriculum provides the opportunity to study, critically reflect, and pursue advanced study in various theological disciplines and ministry skills.

OBJECTIVES

Below are the objectives in terms of competencies (knowledge, skills, and attitudes) needed to successfully complete the Doctor of Ministry program in Pastoral Care with the Family. To achieve the objectives, in addition to the instructional experiences contained in the courses, the internship experiences, colloquiums, library resources, co-curricular activities, the research project and the institutional life of the Seminary are included.

Upon completion of the program, the student will have:

1. Developed a fundamental understanding of himself as an integral part of his nuclear and extended family.
2. Developed an understanding of the social structures of the family in its many expressions.
3. Developed an understanding of the family from a bio-psycho-social and spiritual perspective.
4. Developed an understanding of the conflicts of family life today, particularly in Puerto Rico, the Caribbean, Latin America, and Hispanic communities in the United States.
5. Acquired basic skills in pastoral care in general and family care in particular.
6. Acquired the skills and interdisciplinary knowledge to manage conflict in the family.
7. Cultivated and developed spiritual values in accordance with biblical and historical traditions.
8. Grown in sensitivity and understanding to serve in a social ministry.
9. Affirmed a pastoral, vocational, and professional identity to serve the church in its care with families.
10. Gained a better understanding of the role, importance and responsibility of families in their ecological context.
11. Acquired a critical understanding of biblical considerations and the Christian tradition about family life.
12. Familiar with the fundamental skills in researching problems or issues that affect the pastoral care of the family.

PROGRAM COMPONENTS

- Judeo-Christian Spirituality
- Dialogue with the sciences of human behavior
- Family life in its many expressions
- A holistic approach
- Managing Ecclesiastical Systems of Care
- Principles of Individual, Group, and Family Counseling
- "Practicum"
- Research
- Measuring results
- Contextualization within the Puerto Rican reality
- At the end of each session, they will participate in a colloquium
- A summary at the end of each semester
- Interdisciplinary approach with a variety of specializations within regular and adjunct faculty.

REQUIREMENTS

1. Attend sessions and pass them with a minimum of **"B"**.
2. Get involved in an existing project with families.
3. A thesis at the end of the program, details will be published in due course.
4. Defend the thesis in front of a faculty committee.

ABSENCES

The only way to make up for a session where someone was absent is to enroll in this particular section the next time it is offered. No more than two absences are allowed in a semester. With the third absence, you are automatically discharged from the semester.

GRADING SYSTEM

In the Doctor of Ministry program, the Seminary uses the following grading system:

A	(100-95)	4.00	Honor Points per credit
A-	(94-90)	3.70	Honor Points per credit
B+	(89-87)	3.30	Honor Points per credit
B	(86-83)	3.00	Honor Points per credit

In the event that someone achieves an "F" grade of 82 or less in a session, they will be able to repeat it on the next occasion that the session is offered.

CURRICULUM STRUCTURE

Code	Session	Crds.
DMIN 7111	The Person and the Anthropological Basis of the Family	3
DMIN 7131	Qualitative and Quantitative Methodology	3
DMIN 7212	The family and its frame of reference	3
DMIN 7213	Integral Human Sexuality	3
DMIN 7314	Family Conflicts and Pastoral Care	3
DMIN 7315	Spirituality and Christian Tradition	3
DMIN 7416	Ecology of the Family in the World	3
DMIN 7432	Research Project (Thesis)	3
Total Credits		24

SEQUENCE OF STUDIES

FIRST YEAR OF STUDY					
<i>1st Semester</i>			<i>2nd Semester</i>		
<i>DMIN 7131</i>	Qualitative and Quantitative Methodology	3	<i>DMIN 7212</i>	The family and its frame of reference	3
<i>DMIN 7111</i>	The Person and the Anthropological Basis of the Family	3	<i>DMIN 7213</i>	Integral Human Sexuality	3
Total Credits		6	Total Credits		6
SECOND YEAR OF STUDY					
<i>1st Semester</i>			<i>2nd Semester</i>		
<i>DMIN 7314</i>	Family Conflicts and Pastoral Care	3	<i>DMIN 7416</i>	Ecology of the Family in the World	3
<i>DMIN 7315</i>	Spirituality and Christian Tradition	3	<i>DMIN 7432</i>	Research Project (Thesis)	3
Total Credits		6	Total Credits		6

COURSE, TITLE AND DESCRIPTION

DMIN 7131

QUALITATIVE AND QUANTITATIVE METHODOLOGY

In this course, the methodological bases of qualitative and quantitative research will be studied. The techniques, designs and processes of both types of research and their application in the study of the factors that affect the pastoral care of the family will be analyzed. In the discussion of the topics, the ethical principles that govern the research process will be integrated, aligned with the mission and values of the institution. In the practical experience (practicum) the research proposal will be worked on. (one semester, 3 credits)

DMIN 7111

THE PERSON AND THE ANTHROPOLOGICAL BASIS OF THE FAMILY

Concurrent DMIN 7131

In this course, the basic aspects of the person will be studied, highlighting the biological, family, social and spiritual foundations. Special attention will be given to the debate on "nurture versus nature" and its application to pastoral care. In the practical experience (practicum) you will work with the interview technique. (one semester, 3 credits).

DMIN 7212

THE FAMILY AND ITS FRAME OF REFERENCE

Prerequisites DMIN 7131, DMIN 7111

The activities of the course are aimed at familiarizing the student with the family frame of reference, introducing them to the main schools of family therapy and integrating various approaches that allow them to discover how these theoretical models work in the treatment with families. In the practical

experience (practicum) the skills of pastoral care of the family will be worked on. (one semester, 3 credits).

DMIN 7213

INTEGRAL HUMAN SEXUALITY

Prerequisites DMIN 7131, DMIN 7111, concurrent DMIN 7212

This course will study the principles and concepts related to human sexuality and the various biblical traditions. The student will have the opportunity to analyze the bio-psycho-social and evolutionary factors of human sexuality. Special attention will be given to the themes of sexuality, its relationship to the family, and the basic principles of counseling for the pastoral care of the family. In the practical experience (practicum) we will work on the technical skills of intervention in the pastoral care of the family. (one semester, 3 credits).

DMIN 7314

FAMILY CONFLICTS AND PASTORAL CARE

Prerequisites DMIN 7131, DMIN 7111, DMIN 7212, DMIN 7213

The course offers the opportunity to acquire the fundamentals of theoretical and practical knowledge regarding pastoral care with families in conflicts, such as domestic violence, addictions, criminality, bereavement and loss, among others. Emphasis will be placed on conflict theology and tools to foster conflict transformation. In the practical experience (practicum) we will work with the tools for pastoral intervention in family conflicts. (one semester, 3 credits).

DMIN 7315

SPIRITUALITY AND CHRISTIAN TRADITION

Prerequisites DMIN 7131, DMIN 7111, DMIN 7212, DMIN 7213

Concurrent DMIN 7314

This course will provide a general analysis of the relationship between the Christian tradition, spirituality and the family. The activities offer the opportunity for personal spiritual growth, with special emphasis on the relationship between spirituality, mental health, and family. Several contemporary models of Christian spirituality and social action that have an impact on the family will be analyzed. In the practical experience (practicum), participation in workshops or extracurricular experiences that deal with some of the topics of the course will be encouraged. (one semester, 3 credits).

DMIN 7416

ECOLOGY OF THE FAMILY IN THE WORLD

Prerequisites DMIN 7131, DMIN 7111, DMIN 7212, DMIN 7213, DMIN 7314, DMIN 7315

The course will explore the ecological, biblical, and theological foundations that lead to the formulation of a healthy theology of creation. Equally important, the intimate relationship of the individual and the family with nature and all creation is evaluated, as sublime expressions of the richness of God and the sacredness of the human being's habitat. The ecological issues facing the family, communities, and the planet will be discussed. In the practical experience (practicum) we will work with the ecological intervention of families and their social responsibility. (one semester, 3 credits).

DMIN 7432

PROYECTO DE INVESTIGACIÓN (TESIS)

Prerrequisitos DMIN 7131, DMIN 7111, DMIN 7212, DMIN 7213, DMIN 7314, DMIN 7315

Concurrente DMIN 7416

Las actividades del curso van dirigidas a que el estudiante realice un proyecto de investigación (cualitativo o cuantitativo) que estudie algunos de los factores que inciden en el cuidado pastoral de la familia bajo la supervisión de un Director(a) de Tesis. En el mismo el estudiante integrará las competencias adquiridas en el programa. El proyecto de investigación debe ser presentado y defendido ante un panel de expertos como parte de los requisitos para la obtención del DMin. (un semestre, 3 créditos).

CONTINUING EDUCATION PROGRAM

PURPOSES

As in any profession, the minister needs to update his or her education in order to stay fit for his or her job in the midst of rapid social change. Competent, well-motivated, and professionally developed leadership is essential in any effort at congregational renewal and growth. Hence the opportunity to design a continuing education program for pastors and lay people.

We understand continuing education as a learning program created by each learner from the moment they finish their formal education and that continues throughout life. The Evangelical Seminary wishes to fully share the professional development of pastors through an educational program, taking into account the following general goals:

1. Help the person become more effective in the ministry of the Church of Jesus Christ.
2. To increase the competence of biblical-theological perspectives on issues of interest in contemporary life and society.
3. To enrich the perception of changes and developments in society and their meaning and impact on human life.
4. Develop skills in the execution of professional roles and functions and discover and learn new skills necessary for ministry.
5. Deepen understanding of oneself as a person, as a minister, and as a member of the community and social structure.

Based on these goals, the Seminary offers a series of continuing education certificates throughout the year, particularly in the areas of church administration, leadership, youth, theology, Christian education, among others. The specific offer program can be requested through the Registrar's Office.

ADMISSION REQUIREMENTS

1. Have at least a high school degree. If you have a lower degree, you must refer to the Coordinator of the Continuing Education Program.
2. Complete the online application for admission and payment for courses.
3. Participate in and complete the activities of each of the courses and the plenary.

PROFESSIONAL CERTIFICATE IN CHURCH ADMINISTRATION AND ECCLESIAL

Purposes and Objectives

To strengthen and deepen the ministerial work of church leaders who are committed to developing and offering service that is faithful to the teachings of our Lord Jesus Christ and that responds to the challenges we face as a Church in the 21st century. The program is oriented to the basic study of the organizational and financial aspects that affect the administration of churches and ecclesial programs.

Curricular Structure

1. Administrative Areas of Organization

1. **Legal Aspects of the Church** (Duration 4.5 hours) – Value the Church organization as a non-profit corporation. Analysis of the responsibility of the Board of Directors (Officers) to the State, including the reports that must be prepared depending on the ecclesial organization, and the legal responsibilities to third parties, among other topics.
2. **Parliamentary Procedures** (Duration 4.5 hours) – Explanation and application of the basic rules of parliamentary procedure for use in church meetings.

2. Administrative Areas of Finance

2. **Treasury and Contributory Aspects** (*Duration 4.5 hours*) – Study of the financial issues of the Church, emphasizing the preparation of accounting records, budgeting, reports for church assemblies, among others. In addition, the tax aspects that may affect a congregation (Treasury, CRIM, IRS) will be explained.
3. **Federal and Private Fundraising Program Development** (*Duration 4.5 hours*) – How to develop a proposal for access to federal funds and other private foundations. Identification of potential federal funds available to religious institutions and private foundations that allocate funds for community service.
4. **Insurance Program** (*Duration 4.5 hours*) – This course will explain to participants the importance of insurance, what basic insurance a church should have, insurance available for the protection of ministers and church boards.

PROFESSIONAL CERTIFICATE IN FEMINIST THEOLOGY

Purpose and Objectives

In the face of the challenges posed by social, economic, and political oppression, and by cultural and religious pluralism, feminist theologies have created new ways of talking about God that promote life and liberation. It is in our interest to approach them, to make them the same instruments that enrich our lives, communities and ministries. The student will be able to become familiar with the literature of some contemporary feminist theologies and their various approaches and approaches.

Curricular Structure

1. Basic Level

1. **Biblical Reading from the Perspective of Women** - The course provides a foundation of major advances in biblical hermeneutics. The presence of women in the biblical text is explored, as well as their absences. We work on the cultural approach for a reading from the perspective of women and the hermeneutical guidelines that facilitate it. Duration: 4.5 hrs.

2. **Latin American and Caribbean Feminist Theologies** – It will delve into the history, context, method, characteristics, themes of these theologies and their implications for women's liberation and transformation. Duration: 4.5 hrs.
3. **Feminist theologies of the Third World and global approaches-** The voices of women of faith located on the margins of the world and their contexts are studied in order to listen to their theological reflections and how they respond to the reality of the global South and the Third World present in the first. Duration: 4.5 hrs.
4. **Stories and Ministries of Faith-** The presence and work of women in our churches is re-read to identify the contributions to the diversity of ministries and the challenges they have experienced throughout the history of the church, specifically in our context. Duration: 4.5 hrs.
5. **Gender Theories-** Approach and study in a transdisciplinary way of the problems and denunciations of the inequities and discrimination suffered by women around the world. Such studies are based on various disciplinary fields ranging from anthropology, history, biology, sociology, psychology, and also from theology. Duration: 4.5 hrs.

2. **Advanced Level**

1. **Ecofeminism-** We will work on the topic of how two important words such as ecology and feminism intertwine to explain the domination and oppression experienced by nature and women. It analyzes from faith the alternatives that exist to stop the destruction of nature, and the inequalities in all the axes of domination – gender, class, origin, age, etc. Duration 4.5 hrs.
2. **Feminist ethics-** In the light of Christian ethics, the ethical problems that women face on a daily basis are analyzed and how they respond theologically to make this world and its realities spaces of just coexistence. It explores the ways in which women have been discarded as moral agents and how they are included and valued in the Christian faith. Duration: 4.5 hrs.
3. **Feminist Spirituality-** We will trace the path of spirituality of queens, prophetesses, mystics, troubadours. Feminist spirituality appeals to women's own experience, dispositions and practices, as the ultimate source of meaning and value. In a world that has relegated spirituality to out-of-life experiences, feminist spirituality has life at the center and finds in its relationships with themselves, with others, with the divine, and with the cosmos in general a path of integral spirituality. Duration: 4.5 hrs.
4. **Gender-Based Violence and Dignity** - Analysis of gender-based violence as a violation of human dignity. It will be analyzed transversally from a multiplicity of disciplines, emphasizing the struggle for the equal dignity of women as a consonance with the gospel of Jesus Christ. Guidelines and protocols will be worked on to address this scourge from faith. Duration: 4.5 hrs.
5. **Alternative Masculinities and Intersectionality-** We will work on male biblical characters who lived a different masculinity than the one the patriarchal system suggests. Specifically, we will analyze the masculinity of Jesus, as a possible one in which his humanity stands out above all. In addition, we will look at

how various forms of oppression require diverse approaches, as they intersect, empower, and adversely affect victims in different ways. Duration: 4.5 hrs.

CERTIFICATE IN INCLUSION OF THE ELDERLY IN FAITH COMMUNITIES

Purpose and Objectives

1. Recognize the person of the elderly in an integral way in the Church, in the family and in society.
2. Affirm the dignity of the elderly as a human person of great value to faith communities.
3. Organize the elderly, fulfill their objectives as a person and as a group, in the performance of their charisms.
4. Promote a comprehensive vision where the vision of healthy aging is affirmed through education, search for their well-being, integration and reconciliation with other generations.

To raise awareness that the process of healthy aging entails greater understanding, understanding, sensitivity, and affirmation of the values of the Kingdom of God.

Curricular Structure

1. **The Older Adult as a Social Asset** – Introspection to the continuum of the life cycle and the importance of "active aging" with participation and social inclusion for the sustainable development of our society. Emphasis on the social constructs of ageism, the realities and desires of the elderly, the dignity of the older human being, their roles, their social implications within the community and religious environment. Duration: 4.5 hrs.
2. **Human Rights of Older Adults** - Analysis of the phenomenon of aging from the paradigm of human rights with the aim of identifying the challenges and opportunities to the full recognition of the political, social, economic, cultural and environmental rights of the population of older adults. Attention is paid to the role of churches and faith-based organizations in building alliances to combat ageism and other forms of discrimination against this population, and in fostering dialogues within them to incorporate this knowledge into the construction of inclusive faith spaces. Duration: 4.5 hrs.
3. **Biblical-Theological Aspects of Aging and Pastoral Care** - A general approach to the biblical, theological, and cultural aspects of old age in the Judeo-Christian context in order to compare and contrast with our current context and its challenges. Participation and constructive dialogue on the challenges of the Church of the 21st century in its mission to serve, accompany and care for our older adults in an integral way will be encouraged. Duration: 4.5 hrs.
4. **Psychology of the Elderly: A View from Spirituality, Development and Expressions of Violence** - In this course we will work on the psycho-social and spiritual dimensions that older adults go through. Some authors will be used to work more closely on these dimensions: among them Eric Erikson who described this stage. It will also include the challenges that older people experience in our society and how the resource of spirituality can be used to face them. Eric Erikson: He described the stages of psychosocial development throughout life. Duration: 4.5 hrs.
5. **Health, Sexuality, Gender and Diversity of Older Adults** - A dialogue will be stimulated around health, sexuality, gender and diversity in older adults as part of the issues related to the challenges of development and aging in Puerto Rico and in the world. The implications of these issues for individuals, families, and societies will be addressed, and the urgency of updating

and promoting a multisectoral work agenda for the development of older adults that integrates liberating responses of pastoral care with other perspectives, which take into account health, sexuality, gender, and diversity among older adults. Duration: 4.5 hrs.

PROFESSIONAL CERTIFICATE IN YOUTH MINISTRY

Purposes and Objectives

This certificate is intended to empower individuals who wish to develop effective ministry with youth. It consists of five educational meetings of four hours each. The certificate addresses the topics of leadership, bible, liturgy, evangelism, and youth education. In addition, one of the meetings works on the application and integration of technology as tools to educate, proclaim and accompany young people. The learning experiences culminate with a plenary aimed at identifying innovative ways to help integrate theology into the language of youth. In total, the Certificate consists of 24 hours of contact.

At the end of all the educational experiences designed, the participant will achieve:

1. Develop the tools to exercise effective ministry with youth.
2. Analyze the biblical and theological meanings of Christian worship and its convergence with youth ministry.
3. Identify contemporary trends in Christian music appropriate for an inclusive liturgy that caters to the needs of youth.
4. Identify some appropriate methods and techniques for teaching the Bible to young people considering their questions, concerns, and needs.
5. Discuss some biblical and theological models that foster healthy spiritual growth for new generations.
6. Identify useful technological tools for educating, proclaiming the gospel, and providing pastoral care with youth.

Curriculum structure

1. **Liturgy (Worship), Music and Worship with Youth Groups** - Analysis of the biblical and theological meanings of Christian worship and its convergence with the new generations. In addition, contemporary trends in Christian music appropriate for an inclusive liturgy that caters to the needs of youth will be studied. Presentation and discussion of examples for the preparation and conduct of worship orders, services, and services with youth, as well as resources and materials. (4.0 hours contact)
2. **Teaching the Bible to Young People** - Analysis of the key exegetical and hermeneutical principles for teaching the biblical text to young people. Discussion of some appropriate methods and techniques for teaching the Bible, God's Word, to young people considering their questions, concerns, and needs. (4.0 hours contact)
3. **Spirituality and Discipleship with the Young Population** - Analysis of the biblical and theological foundations for the development of spirituality and discipleship of the new generations. The characteristics of Generations Z and Alpha and biblical models for fostering spiritual growth and discipleship will be studied. Some innovative tools will be identified to share the message of

God's love manifested in Christ Jesus to the young population. (4.0 hours contact)

4. **Digital Media and Technology** - Analysis of the current social, cultural and technological background, based on biblical and theological knowledge. Establish a roadmap for implementing technologies in faith communities, in order to educate, proclaim and accompany youth. Identify useful technological tools for educating, proclaiming the gospel, and providing pastoral care with youth. (4.0 hours contact)
5. **Youth Pastoral Care** - Discussion of the biblical and theological foundations that offer direction to youth pastoral care. The role and duties of the youth leader will be analyzed, taking into consideration basic aspects of an ethical, legal and ministerial nature. Various strategies and activities for pastoral care with youth will be studied. (4.0 hours contact)
6. **Mental Health and Youth** – The psychological processes of humanity are constantly changing due to family, church, government, media, and identity processes. This course will provide an analysis of the reality of mental health in youth, propose strategies to manage processes, referrals and resource bank, and present a psychological and biblical response to attend from faith. (4.0 hours contact).

FINANCE

The Evangelical Seminary of Puerto Rico in its ministerial and educational function provides this statement with the purpose of disseminating and informing about the Costs in Tuition Fees, Fees and Other services that will be effective as of January 1, 2021, as approved by the Board of Directors of the Institution. These charges apply to students of the master's programs, doctoral program (PR residents and non-PR residents), listeners and special students.

The Evangelical Seminary of Puerto Rico, Inc. is an accredited, licensed and recognized postsecondary education institution by local and national organizations that does not discriminate on the basis of race, color, creed, religion, ancestry, national origin, age, gender identity, gender expression, sex/gender, marital status, sexual orientation, physical or mental disability, medical condition, use of a guide dog or service animal, military/veteran status, citizenship status, genetic information base, or any other group protected by law.

TUITION COST AND FEES

Tuition and Fees	Costs
Tuition fees	
1. Costs by credits <ul style="list-style-type: none"> ▪ Maestría in Divinity (Endorsed by sponsoring denomination) ▪ Master of Divinity ▪ Master of Arts in Religion ▪ Doctorate in Ministry (PR Residents) ▪ Doctorate in Ministry (Non-Residents PR) ▪ Audit Courses ▪ Audit Course (languages) ▪ Doctoral Thesis (and Continuity Relationship) 	\$200.00 credit \$215.00 credit \$215.00 credit \$300.00 credit \$450.00 credit \$150.00 course \$200.00 course \$1,000.00 semester
2. General Fees Master's Programs (semester) <ul style="list-style-type: none"> ▪ Physical Infrastructure Improvements ▪ Improvements to the Technological Infrastructure 	\$250.00 total \$200.00 \$ 50.00
3. General Fees Master's Program (summer) <ul style="list-style-type: none"> ▪ Physical Infrastructure Improvements ▪ Improvements to the Technological Infrastructure 	\$150.00 total \$100.00 \$ 50.00
4. General Fee Doctoral Program (PR Residents) <ul style="list-style-type: none"> ▪ Physical Infrastructure Improvements ▪ Improvements to the Technological Infrastructure ▪ Program Fee 	\$350.00 total \$200.00 \$ 50.00 \$100.00
5. General Fee Doctoral Program (Non-Residents PR) <ul style="list-style-type: none"> ▪ Physical Infrastructure Improvements ▪ Improvements to the Technological Infrastructure ▪ Program Fee 	\$500.00 total \$200.00 \$100.00 \$200.00
Fees Registry Office Services	
6. Admission Fee <ul style="list-style-type: none"> ▪ Master's Programs ▪ Doctoral Program 	\$50.00 \$50.00

7. Academic Guidance Fee	\$50.00
8. Readmission fee (after a semester without studying)	\$75.00
9. Late Enrolment	\$5.00 credit
10. Fee to Take Comprehensive Exams	\$200.00
11. Repetition of Comprehensive Exams	\$100.00 exam
12. Cancellation of Comprehensive Exams	\$100.00
13. Incomplete removal fee (per course)	\$30.00
14. Fee to change programs	\$30.00
15. Validations (per course)	\$30.00
16. Educational Travel Validations (per credit)	\$30.00
17. Extension of time to finish the degree (5 years MAR/ 9 years MDiv/6 years MABTS/6 years MACEF/6 years MACFPM/5 years DMIN)	\$75.00 semester
18. Credit Transcript	\$10.00 each
19. Study Certifications	\$10.00 each
20. Degree Certificate	\$10.00 each
21. Special fee to take independent and directed courses	\$75.00
Graduation Fees	
▪ Mastery	\$300.00
▪ Doctorate	\$400.00
Continuing Education	
22. Professional Certificate in Mission and Basic Interculturality (5 courses)	\$350.00 (\$70.00 p/c)
23. Professional Certificate in Mission and Advanced Interculturality (4 courses)	\$280.00 (\$70.00 p/c)
24. Professional Certificate in Feminist Theology (Basic Level) (5 courses)	\$250.00 (\$60.00 p/c)
25. Professional Certificate in Feminist Theology (Advance Level) (5 courses)	\$250.00 (\$60.00 p/c)
26. Professional Certificate in Ecclesial Administration (5 courses)	\$250.00 (\$60.00 p/c)
27. Professional Certificate in Christian Formation and Education (5 courses)	\$350.00 (\$70.00 p/c)
28. Professional Certificate in Youth Ministry (8 courses)	\$400.00 (\$50.00 p/c)
29. Certificate in Inclusion of the Elderly in Faith Communities (5 courses)	\$250.00 (\$60.00 p/c)
Lodging Expenses	
30. Ladies Lodging	
▪ Single room	\$320.00
▪ Shared room	\$260.00
31. Gentlemen Lodging	
▪ Single room	\$320.00
▪ Shared room	\$260.00
32. Campus Entrance Card	\$ 20.00
33. Key replacement	\$ 20.00

¹ Students under the new MAR curricular sequence (39 credits) effective as of August 2020 has a time extension to finish of five (5) years. Students under the MAR curriculum sequence (54 credits) have a time extension to finish of six (6) years).

CHANGES IN CHARGES AND FEES

The Seminary reserves the right to revise charges and fees if necessary due to increases in educational, administrative and/or mandatory transfers as long as they are reasonable and justified before the Board of Directors.

PAYMENT METHODS

Payments for charges and fees can be made by cash, money orders, checks, ATM debit card, credit card (Visa or MasterCard) and electronic payments through PayPal. For the latter, you should visit <https://se-pr.edu/recaudaciones>. Checks or money orders must be made payable to Seminario Evangélico de Puerto Rico.

The Registry Office will not proceed with the delivery of grades or process requests for services to those students who maintain an outstanding balance at the end of each semester or summer.

EXTENSIONS

The Seminar grants the student the opportunity to defer payment of tuition-related costs by following the Procedural Policy for the Reimbursement of Funds for Academic Withdrawals

Total Cancellation – (does not apply to intensive or summer courses):

1. If requested and completed prior to the first day of classes, *100% of the cost of enrolled credits, 100% of the graduation fee (if applicable), and 50% of the general and other applicable fees* will be refunded.
2. If requested and completed between the first day of class and during the first 7 days of the semester as stipulated in the academic calendar, *67% (2/3) of the cost of the enrolled credits will be refunded*, and 50% of the graduation fee (if applicable). *You will not* be entitled to a refund for any fees paid.
3. If requested and completed between the eighth (8th) and ninth (9th) day of the semester as stipulated in the academic calendar, *50% of the cost of the enrolled credits will be refunded*. *You will not* be entitled to a refund for any fees paid.
4. If requested and completed after the ninth (9th) day of the semester as stipulated in the academic calendar, you will not be entitled to a refund for credits or fees.

Partial Withdrawal – (does not apply to intensive or summer courses):

1. If requested and completed prior to the first day of classes, *100% of the cost of enrolled credits, 100% of the graduation fee (if applicable), and 50% of the general and other applicable fees* will be refunded.

1. If requested and completed between the first day of class and during the first 7 days of the semester as stipulated in the academic calendar, *67% (2/3) of the fee will be refunded.cost of enrolled credits*, and 50% of the graduation fee (if applicable). *You will not* be entitled to a refund for any fees paid.
2. If requested and completed between the eighth (8th) and ninth (9th) day of the semester as stipulated in the academic calendar, *50% of the cost of the enrolled credits will be refunded. You will not* be entitled to a refund for any fees paid.
3. If requested and completed after the ninth (9th) semester as stipulated in the academic calendar, you will not be entitled to a refund for credits or fees.

INTENSIVE & SUMMER SECTION

1. If requested and completed before the first day of classes, *100% of the cost of the credits enrolled will be refunded, and 50% of the general fee* and other applicable fees.
2. If requested and completed between the first day of classes and before the third (3rd) day of classes, *67% (2/3) of the cost of the credits withdrawn will be refunded. You will not* be entitled to a refund for fees.
3. If requested and completed on the third (3rd) day, *50% of the cost of cancelled credits will be refunded. The student will not* be entitled to a refund for fees.
4. If requested and completed after the third (3rd) day of classes and before the date stipulated in the academic calendar; *You will not* be entitled to reimbursement for credits or fees.

Refunds will be issued by check or electronic payment as requested.

FINANCIAL AID

The mission of the Office of Financial Aid is to provide the best guidance as to all available financial aid and the amount to which they will be entitled, in accordance with applicable regulations, to high-quality and professional treatment. Providing students with equal economic resources to obtain excellent academic preparation for easy integration into society.

The Seminary is a graduate-level educational institution, so our students are not eligible for PELL funds. Any student interested in participating in institutional scholarships and/or applying for a student loan (unsubsidized) is asked to process the scholarship in order to determine their financial need.

Institutional scholarships, unlike student loans, do not have to be repaid. Student loans are available to all eligible students at low interest and affordable payments.

ROY & JILL SNYDER STUDENT SCHOLARSHIP (R&J Student Scholarship)

Aimed at covering the equivalent of the cost of a class. For the purpose of helping those economically disadvantaged, this scholarship is intended to help every student interested in adding a class and can't afford it. As requirements, it is requested to have 6 credits enrolled or more at the time of applying for the scholarship and completing the FAFSA to evaluate economic need. This scholarship is awarded on a semester-by-semester basis.

THE ULTING OVERSEAS TRUST

Aimed at Methodist students, it seeks to model and teach servant leadership focused on the respect for both men and women. Focused on helping people specifically committed to Christian work, seeks to deepen biblical understanding and as the foundation of the Christian life. This scholarship is awarded by The Trust in England and is awarded annually.

UNITED CHURCH OF CHRIST

Aimed at supporting Evangelical students. This scholarship has been awarded since 1983 on the basis of equal support for seminarians, both historically and historically closely related to the Council on Higher Education of the United Church of Christ. This scholarship is awarded annually.

SUBSIDIZED STUDENT LOAN

The subsidized loan is need-based and the federal government pays the interest accrued while the student is active at an eligible institution. This Loans are only for students at the undergraduate level.

UNSUBSIDIZED LOAN

The unsubsidized loan is not granted based on the student's financial need. The It begins to accrue interest from the time it is disbursed until the be paid in full. The student has the option of capitalizing on the interest (in addition to the debt).

For more information related to these and other aids, please refer to the Consumer Student 2023 (in the Financial Aid section) through the Seminar webpage www.se-pr.edu

DISCIPLINARY RULES AND PROCEDURES

A. Student Conduct Subject to Disciplinary Sanctions

The following acts constitute infractions of intellectual integrity and honesty, order and healthy coexistence in the Seminary:

1. To make use of alteration or falsification of documents, in whole or in part, in order to be admitted to the Seminary or to obtain grades or degrees.
2. Providing false information about yourself by defrauding official documents, such as identification cards, or by concealing information from documents for admissions purposes.
3. Violating copyright by copying books or articles in whole or in part.
4. Committing plagiarism.
5. Disturbing the peace on the premises of the Seminary.
6. Use force or violence against any person on the premises of the Seminary.
7. Carry firearms within the campus of the Seminary, except for those persons authorized due to their official functions and responsibilities, and those who, due to special circumstances, such as violence or aggression, are called to the Seminary by the administration and on behalf of public protection.
8. Smoking, possessing, consuming, or distributing alcoholic beverages and illegal drugs.
9. Sexually harassing students, faculty members, administrative or maintenance staff, visitors, and residents at the Seminary.
10. Destroying, vandalizing, or disrupting the property of the Seminary and students on campus.
11. It will also be considered an infraction of the integrity of the Seminary to have committed federal or state crimes.

B. Disciplinary measures

Violations of the above rules may lead to the adoption of some of the following measures:

1. Admonition.
2. Probation for a definite period of time, during which another violation of any rule will result in suspension or separation.
3. Suspension for an indefinite period of time. Violation of the terms of the suspension will result in an increase in the period of suspension or permanent separation from the Seminary.
4. Definitive separation.
5. Acts that constitute violations of this Manual, and that cause damage to property, may entail the additional sanction of compensation to the Seminary for the expenses incurred in the reparation of such damages.

C. Disciplinary Procedures

1. Cases of infractions of the rules established in this Manual that may result in the imposition of penalties less than suspension will be dealt with directly by the Academic and Student Dean.

This will use an informal procedure provided that the student is informed in advance of the offense of which he or she is accused and is provided with adequate opportunity for clarification and defense. If the student does not agree with the sanctions applied, he/she may appeal to the President within five (5) calendar days after receiving the written notification. The President's determination shall be final and not subject to appeal. Consistent violations by the same student that result in repeated reprimands will result in the imposition of harsher measures.

2. In cases of violations of the rules stipulated in this Manual that may result in permanent separation, suspension for a semester or more, or other serious penalty, the student will receive timely and advance notice of the charges against him/her, with a specific list of the regulatory provisions allegedly violated and the period of time available to respond. Such student will also have the opportunity for an administrative hearing which may be attended in the company of another person of his/her choice for counseling or counseling. According to the Student Handbook, an adequate record of such a hearing will be kept. Such a student shall be given an opportunity to testify, present evidence, and cross-examine the prosecution witness(es). Evidence not presented at the hearing of the case will not be considered. The purpose of the administrative hearings provided for in this Manual is a fair and impartial determination of the alleged violation of the regulatory provisions, an adequate opportunity for clarification and defense by the student, and a weighted evaluation of his or her behavior, so that the adverse or favorable opinion is reasonable, helps the continued compliance with the institutional norms and serves as far as possible the educational purposes of this institution.

D. Disciplinary Committee

1. The Seminary shall establish a Disciplinary Committee which shall deal with the disciplinary cases provided for in Article V-C. This Committee shall submit a report with the pertinent recommendations to the Dean or to the person assigned thereto. This person will study the report and recommendations and make his or her decision, which he or she will notify to the complainant and the Disciplinary Committee.
2. The Disciplinary Committee shall consist of:
 1. The Academic Dean.
 2. A teacher appointed by the President.
 3. A student representative appointed by the President.
3. In hearing cases submitted to it, the Committee shall follow the procedures set forth in this Manual, and such additional rules consistent with this Manual as the Committee deems necessary for the better performance of its responsibilities.
4. In order to ensure that the Committee is always operational, the Dean may fill, by appointment, the existing vacancies until they are filled through the procedures set forth herein.

E. Academic discipline

The teacher shall have jurisdiction over classroom discipline and student conduct related to academic work, such as participation in daily tasks, preparations, tests, grades, and other similar activities. It may

also refer, for further consideration by the corresponding authorities, the actions of students that, in its opinion, constitute infractions of institutional discipline.

F. Suspensions

1. If it is determined by the President of the Seminary, or the official delegated by him or her, that there are reasonable grounds to believe that the presence of any student on the premises of the institution prevents the peaceful and orderly holding of classes or other legitimate activities or constitutes an imminent danger to the safety of persons or property, Such a student may be suspended in accordance with the following procedure:
 - a. The President shall designate an officer to investigate and submit a written complaint to the President informing him in detail of the conduct of which the student is accused, with a specific list of the regulations allegedly violated and a list of witnesses with personal knowledge of the facts. Such complaint shall be signed by the official in charge of the investigation and shall be accompanied by the written and signed statement of at least one witness with personal knowledge of the alleged acts.
 - b. ritten complaint to the President informing him in detail of the conduct of which the student is accused, with a specific list of the regulations allegedly violated and a list of witnesses with personal knowledge of the facts. Such complaint shall be signed by the official in charge of the investigation and shall be accompanied by the written and signed statement of at least one witness with personal knowledge of the alleged acts.
 - c. The official shall send the accused person a true and accurate copy of the complaint. At the same time, he shall summon the student in writing to appear at a preliminary hearing to be held for the purpose of determining whether there is probable cause or probable cause to order the summary suspension of such student. Such summons shall inform such student of his or her right to attend the preliminary hearing in the company of a person for counseling or counseling, if he or she so desires. You will also be informed of the nature and purposes of the preliminary hearing and of your right to express yourself and to present evidence. Such summons shall indicate the date, time and place at which the hearing will be held and shall inform the student that, if he or she fails to appear at the hearing, the evidence will be received in his or her absence and will be decided on the basis of the hearing. If the accused person does not appear in person at the hearing or present any excuse to justify it, it shall be understood that he waives his or her right to a hearing, and the official shall proceed to make the determination that he or she deems just, in accordance with the evidence presented to him/her.
 - d. ke the determination that he or she deems just, in accordance with the evidence presented to him/her.
 - e. At the preliminary hearing, such student shall be informed of his or her right to a plenary hearing at a later date before the Disciplinary Committee, and shall be informed that at such plenary hearing he or she shall have the rights conferred on him or her by Articles V-B and C of this Handbook.
 - f. In the event that the President designates another official to preside over the preliminary hearing, that person appointed shall be required to make a written report of all the

proceedings, including his or her recommendations thereon. This report shall be delivered to the President within seven (7) calendar days following the holding of the hearing, after which the Dean shall proceed to issue his or her decision on the matter.

- g. ommendations thereon. This report shall be delivered to the President within seven (7) calendar days following the holding of the hearing, after which the Dean shall proceed to issue his or her decision on the matter.
 - h. The summary suspension shall take effect when it is served on the person being sued personally or his or her legal representative. If this is not possible, you will be notified by registered mail with acknowledgement of receipt, addressed to your last known address, as it appears in the Dean's register. The effective date in this case would be the date on which the defendant signs the acknowledgment of receipt of the notice of suspension.
 - i. s register. The effective date in this case would be the date on which the defendant signs the acknowledgment of receipt of the notice of suspension.
 - j. Any summary suspension shall remain in effect until the complaint under Articles V-B and C of this Manual is finally resolved. Such final decision must be made no later than thirty (30) calendar days following the date on which the summary suspension came into effect, unless any delay in excess of the aforementioned term has been motivated by the complainant himself. The aforementioned term of summary suspension shall be deemed to have been extended for the duration of any postponement requested by the complainant to the Disciplinary Committee.
 - k. The President of the Seminary may suspend any student without a preliminary hearing if there are extraordinary circumstances of extreme danger or overriding reasons of interest to the government of the institution and the established order, and require immediate action that make it impossible to hold the preliminary hearing. The preliminary hearing, in such cases, shall be held at the earliest opportunity after the circumstances which made it impossible to hold it have disappeared.
2. The President of the Seminary, when he or she has reasonable grounds to believe that the presence of any student or group of students of the institution or persons outside the institution prevents the peaceful holding of classes and other official activities, or threatens the property of the institution, may file, in the name of the Evangelical Seminary of Puerto Rico, a petition for an injunction before any Division of the Superior Court of Puerto Rico to prevent the entry of such student or group of students or persons outside the premises of the Seminary.

BOARD OF DIRECTORS

EXECUTIVE COMMITTEE

Rev. Eric A. Hernandez Lopez - President
Methodist Church of Puerto Rico

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Evangelical Lutheran Church of America Caribbean Synod

Rev. Abigail Medina Betancourt - Secretary
American Baptist Churches USA

CPA José Rosa Rivera - Treasurer
Boriken Presbyterian Synod in Puerto Rico PCUSA

Rev. Hilda E. Robles Floran - Member
Christian Church (Disciples of Christ) in Puerto Rico

Rev. Edgardo Caraballo Marín -Member
Baptist Churches of Puerto Rico

Bishop Rev. Lizzette Gabriel Montalvo-Member
Methodist Church of Puerto Rico

BOARD MEMBERS

Rev. Geritza Olivellas Santana
Christian Church (Disciples of Christ) in Puerto Rico

Rev. Mario Rodas Gonzalez
Baptist Churches of Puerto Rico

Rev. Zodet S. Zambrana Pérez
Borinquén Presbyterian Synod in Puerto Rico

Rev. Edward Rivera Santiago
United Evangelical Church of Puerto Rico

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(Continued)

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Caribbean Synod Evangelical Lutheran Church in America (ELCA)

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Executive of Latin America and the Caribbean Global Ministries CCDC/UCC

Dr. David Martinez
General Board of Higher Education and Ministries (Methodist)

Dr. Victor Aloyo
Presbyterian Church in U.S.A. (PCUSA)

Brother Fernando Cruz Velázquez
United Evangelical Church of Puerto Rico

Rev. Dr. Lydia Hernandez Marcial
Faculty Representative

Nelson Ortiz Guzmán
President of the Student Council

Dr. Olga I. Colón González
Alumni Representative

ADMINISTRATION STAFF

OFFICE OF THE PRESIDENCY

Dr. Rev. Juan Ramon Mejías Ortiz	President
Diorvanesa Jiménez Molina	Assistant to the President
Janet Santiago Lopez	Human resources
Jesús Rodríguez Cortés	Information System

OFFICE OF THE DEAN OF ACADEMIC AND STUDENT AFFAIRS

Dr. Agustina Luvis Núñez	Dean
Diorvanesa Jiménez Molina	Assistant to the Dean
Keina Troncoso Fernandez	Register
Lyda E. Alvarado Cardona	Registration Assistant
Dámaris Mercado López	Financial Assistance Officer
Dr. Cristina Castañeda Castro	Professional Counselor
Milka T. Vigo Verestin	Library Director
Rubén Armando Cátala Portalatín	Assistant Librarian
Maria de los A. Amaro Martínez	Assistant Librarian

OFFICE OF FINANCE

Rev. Raúl F. Santiago Rivera	Chief Financial Officer
Ilia Y. Rodríguez Altiery	Finance Assistant
Julio A. Marrero Luna	Accounts Payable Officer

GENERAL SERVICE OFFICE

Myrna E. Perez Lopez	Director
Fernando La Santa Castro	Physical Plant
Wilfredo Negrón Negrón	Physical Plant
Angel Delgado	Physical Plant

CONTINUING EDUCATION PROGRAM (Under the Supervision of the President)

Keina Troncoso Fernandez	Coordinator
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REGULAR FACULTY

JUAN F. CARABALLO RESTO

Associate Professor in Anthropology of Religion and Islam

MAR Program Director

BA in Social Anthropology (Magna Laude), University of Puerto Rico, 2003; MLitt in Social Anthropology of Religion (With Distinction), University of Aberdeen, United Kingdom, 2005; PhD in Social Anthropology University of Aberdeen, United Kingdom, 2011; Diploma in Modern Standard Arabic (Level II) University of Jordan, Hashemite Kingdom of Jordan 2011.

LYDIA HERNANDEZ MARCIAL

Assistant Professor of Old Testament and Hebrew

Master of Divinity from the Evangelical Seminary of Puerto Rico. STM in Hebrew Bible from Union Theological Seminary. ThM in Hebrew Bible from the Chicago Lutheran School of Theology (LSTC). Doctor of Biblical Studies with a specialty in Hebrew Bible (Wisdom Literature) from Chicago Lutheran School of Theology (LSTC).

EDIBERTO LOPEZ RODRIGUEZ

Professor of New Testament and Greek

B.A., University of Puerto Rico, 1975; M. Div., Evangelical Seminary of Puerto Rico, 1979; S.T.M., Union Theological Seminary, 1986; M. Phil., Drew University, 1991; Ph.D., Drew University, 1992. J.D., University of Puerto Rico, 2009.

AGUSTINA LUVIS NÚÑEZ

Associate Professor of Theology

DMIN Program Director

B.S. Biology, University of Puerto Rico (1980). Medical Technology, University of Puerto Rico (RCM) (1982). MDiv, Evangelical Seminary of Puerto Rico (2001), Master in Theology, Lutheran School of Theology at Chicago (2003). Ph.D. Lutheran School of Theology at Chicago, 2009.

JUAN R. MEJÍAS ORTIZ

Associate Professor in Practical Theology

B.A. (Secondary Education, Mathematics), Inter-American University of Puerto Rico, 1993; M.Ed. (Curriculum in Mathematics), University of Phoenix, 1996; Ed. D. (Curriculum and Instruction), Inter-American University of Puerto Rico, 2007; Master of Divinity, Evangelical Seminary of Puerto Rico, 2010. Professional Certificate in Applied Thanatology, Medical Sciences Campus, University of Puerto Rico. 2018.

GUILLERMO RAMÍREZ MÚÑOZ

Professor Emeritus of Old Testament and Hebrew

B.B.A., University of Puerto Rico, 1975; M. Div., Evangelical Seminary of Puerto Rico, 1979; M.T.S. Candle School of Theology, 1983; Ph.D., Emory University, 1993.

LUIS N. RIVERA PAGÁN

*Professor Emeritus in Theology
ritus in Theology*

Master of Divinity from Evangelical Seminary of Puerto Rico. STM at Yale University in the United States. Doctorate in Theology from Yale University in the United States. Postdoctoral studies in the history of philosophy and social sciences at the University of Tübingen in Germany.

MILKA T. VIGO VERESTIN

*Instructor
Director of the Juan de Valdés Library*

B.A. (Humanities, Fine Arts), University of Puerto Rico, 1998; M.I.S. (M.S. in Information Sciences), University of Puerto Rico, 2003.

ADJUNCT FACULTY

FACULTY	TEACHING AREA
Dr. Francisco Javier Goitía Padilla	Theology
Prof. Gonzalo R. Alers Rivera	New Testament and Biblical Theology
Dr. Marviliz Ávila Rodríguez	Doctoral Program and Interdisciplinary Courses
Dr. Eliseo Pérez Álvarez	Theology
Rev. Luis F. Alicea Caraballo	IBPR Denominational Principles
Rev. José Rafael Morales Quiñonez	Homiletics
Rev. Dr. Fernando Barbosa Álvarez	ICDC Denominational Principles
Rev. Gamaliel Ortiz Guardiola	Colloquia
Rev. Víctor Graulau Müenchow	Practical Theology
Rev. Adolfo Santana Cordero	IP Denominational Principles (USA)
Rev. Dr. Gerardo L. Cintrón Hernández	Chaplaincy & Pastoral Care
Rev. Dr. Maritza Resto Rivera	Spirituality
Dr. Jose David Rodriguez	Ethics and Theology
Dr. Samuel E. Perez Rivera	Chaplaincy & CPE
Rev. Raul F. Santiago Rivera	Ecclesiastical Administration
Fray Dr. Yamil Samalot	Catholicism and Portuguese
Dr. Julissa Osorio Bermúdez	Christian Worship
Dr. Julio Vargas	Denominational Principles Methodist
Philip Wingeier-Lightning	Denominational Principles Methodist

Dr. Arlene S. Garcia Jackson	Family Counseling
Dr. Ramonita de Lourdes Díaz Jiménez	Family Counseling
Dr. Héctor S. Reyes Martínez	Doctoral Program
Dr. Sary Nitza Rosario Ferreira	Doctoral Program
Dr. Richard Camino Gaztambide	Doctoral Program

APPENDIX

APPENDIX A

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (1974) POLICY

WHAT IS THE F.E.R.P.A. LAW?

It's the Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment. Its purpose is to protect the privacy of students' academic records at the postsecondary level.

- The law provides the right to examine academic records, to request, amend these records, and to limit the disclosure of the information contained therein.
- The law applies to any educational institution or agency that receives funds under any program administered by the U.S. Department of Education.
- All students enrolled in a post-secondary institution are protected by FERPA, regardless of age.

Solomon Amendment 32 CFR 216 to the Family Educational Rights & Privacy Act provides that no federal funds shall be made available to institutions whose policy is to prevent the U.S. Secretary of Defense from obtaining, for recruiting purposes, directory information from enrolled students. This information under the Solomon Amendment may be provided to recruiters as long as the student has authorized them to provide information according to the category the student has marked in the Information Directory. The institution is limited only to offering the information according to the categories of the Information Directory. The student has certain rights regarding his or her record. The Institution guarantees control and security of the files and the disclosure of information in accordance with the FERPA Act. The law limits the disclosure of information, who can have access to the information.

WHEN IS WRITTEN CONSENT FROM THE STUDENT NOT REQUIRED TO PROVIDE INFORMATION FROM THE RECORD?

- ✓ Institutional officials with a legitimate educational interest may have access to it.
- ✓ The parents of a dependent student as defined on the Income Tax Return.
- ✓ Any person who submits a court order compelling the Institution to show the transcript without the student's consent, however, generally must make a reasonable effort to notify the student before complying with the order.
- ✓ The student may have access to their information in their record.
- ✓ Medical Emergency
- ✓ Accrediting agencies, organizations conducting studies for educational institutions, in the process of processing financial aid, in the performance of audits or evaluations related to compliance with educational programs, authorization through the Information Directory, as a result of a disciplinary hearing to an alleged victim of a crime of violence.

WHAT IS A TRANSCRIPT?

The transcript generally includes any records owned by the institution that contain information related to the student. The law contains no regulations related to the retention of certain records. This situation becomes institutional policy or state regulation. The scope of the law includes records, documents, and

information directly related to the student. This also includes credit transcripts and any other documents obtained from the institution in which the student was previously enrolled. The student has the right to examine those records which are directly related to him or her and which correspond to an educational institution or an entity authorized to hold records of the institution.

WHEN IS STUDENT CONSENT NEEDED TO DISPLAY PERSONAL INFORMATION FROM THE RECORD?

Any person or entity wishing to obtain information from the record must submit an updated written consent signed by the student prior to showing the student the desired information.

CONSENT SHALL STATE THE FOLLOWING:

- Documents to be displayed
- State the purpose
- Identify the person or entity to whom the file will be shown

HOW IS THIS LAW DISCLOSED?

- Information Directory
- FERPA Act Bulletin
- Institutional Catalogue
- Letter to Students

INFORMATION DIRECTORY

The student may authorize the Institution through the Information Directory, which establishes the information to be offered. The directory includes; name, address, telephone number, date and place of birth, e-mail address, and program of study. The Institution may offer information contained in the student's file without his/her consent under the conditions that FERPA provides. Through the information directory, the student selects a category of authorization of the information that authorizes the Institution to disclose, which is divided into three categories:

- 1. Name, student number, address, telephone number, date and place of birth, e-mail address, concentration, credits enrolled, period of study, participation in official activities, degree and awards received, and schools or universities attended.
- 2. Name, student number, concentration, credits enrolled, period of study, participation in official activities, degree, awards received, and schools or universities attended.
- 3. I do NOT authorize the institution to provide information contained in the categories of the information directory.

STUDENT RIGHTS UNDER FERPA

The law gives certain rights to students who are 18 years of age or older or who attend an institution of higher education. These rights include:

- The right to inspect and review the information maintained in your academic record. You have the right to review your file within 45 days from the day the Institution receives the written request. The application must be submitted to the Registry Office, where you must specify what you wish to examine from your file.
- The right to have information in the file amended or corrected if it is incorrect. Such amendment or correction shall be in writing and shall specify the aspects that it deems should be changed, including the reasons. If such amendments or corrections do not proceed, you will be notified in writing with the right to a hearing.
- The right to give your written consent before the institution discloses personally identifiable information from your record. This right limits the information that FERPA authorizes to be provided without the student's consent or authorization. In addition, it allows information to be offered without the student's consent to officials of the Institution who have some legitimate educational interest in order to fulfill their professional responsibility. The Institution may offer information from the student's record, without his/her consent, to another educational institution in which the student is interested in enrolling.
- The right to complain or file a complaint with the U.S. Department of Education for the Institution's failure to comply with this Act.

The complaint should be addressed to: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue SW Washington, D.C. 20202.

WHO ADMINISTERS THIS LAW?

Responsibility for the administration and enforcement of this FERPA Act rests with the Registrar's Office. The Registrar is responsible for ensuring compliance with the provisions of the law. The Registrar and the Dean of Academic and Student Affairs will address any complaints in this regard.

These guidelines are not intended to be legal warnings. This document provides an overview of the FERPA Act. For more information on the law, see CODE OF FEDERAL REGULATIONS 34 CFR PART 99. You can also contact the Registrar's Office at 787-763-6700 ext. 237 or 251 or via e-mail at registro@se-pr.edu

*This catalog contains the main terms of the relationship between the student and the Evangelical Seminary of Puerto Rico. The Seminary reserves the right to revise or make changes without prior notice, in accordance with institutional needs and academic purposes.
Subject to change.*

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