



United Lutheran Seminary

Academic Catalog 2020-21

THE SEMINARY CATALOG IS A STATEMENT OF THE POLICIES, PERSONNEL, PROGRAMS, AND FINANCIAL ARRANGEMENTS OF UNITED

LUTHERAN SEMINARY AS PROJECTED BY THE RESPONSIBLE AUTHORITIES OF THE SEMINARY. THE SEMINARY RESERVES THE RIGHT TO

MAKE ALTERATIONS WITHOUT PRIOR NOTICE, IN ACCORDANCE WITH THE SEMINARY'S INSTITUTIONAL NEEDS AND ACADEMIC PURPOSES

Welcome from Rev. R. Guy Erwin, Ph.D.

President, United Lutheran Seminary

Welcome to the United Lutheran Seminary Community

I'm very glad you are here! You have taken an important step by choosing United Lutheran Seminary as a place to explore your calling to serve God. At ULS, you will be part of a nurturing and inclusive theological institution of higher learning rooted in faith in the grace and mercy of God shown in Jesus Christ. Our mission at ULS is to provide a welcoming and diverse learning community equipping people to proclaim the living Gospel for a changing church and world. ULS is a Reconciling in Christ Seminary.

United Lutheran Seminary celebrates a legacy of almost 200 years of the preparation of Christian leaders dedicated to the service of God and humanity. In 2017, the two Lutheran Theological Seminaries in Gettysburg, PA (founded in 1826) and in Philadelphia, PA (founded in 1864), joined forces into one, unified United Lutheran Seminary. Our Distributed Learning community constitutes our "third campus," and continues to grow with the need for online learning.

As God calls you to this Seminary, it will be of significance to you that ULS is centered in the Lutheran confessional witness and connected to the Evangelical Lutheran Church of America, and at the same time it is engaged in the truest ecumenical sense with the whole Body of Christ through its partnership with more than 25 Christian denominations.

The breadth and quality of our curriculum and scope of programs are enriched by the diversity of our exemplary faculty, who are active scholars, as well as by your student colleagues and our dedicated staff. Our programs and internships lead to parish ministry, teaching, chaplaincy, social justice work, leadership in the non-profit sector, lay leadership in the church, and other areas of Christian service.

I am confident you will find ULS both personally welcoming and intellectually challenging as you pursue your goals as students of theology, and I hope you will find it a "home" in which you can live out your call to be servants of God and of your neighbor.

Grace and peace,

A handwritten signature in black ink, appearing to read 'R. Guy Erwin', with a long horizontal flourish extending to the right.

Rev. R. Guy Erwin, Ph.D.

President

Ministerium of Pennsylvania Chair
and Professor of Reformation Studies

United Lutheran Seminary

Mission Statement

Unifying, Learning, Serving: United Lutheran Seminary is a welcoming and diverse learning community equipping people to proclaim the living Gospel for a changing church and world.

Accreditation

UNITED LUTHERAN SEMINARY IS FULLY ACCREDITED BY THE

Middle States Commission on Higher Education (MSCHE) 3624 Market Street, Philadelphia, PA 19104

Telephone: 267-284-5000

Complaints may be submitted to MSCHE following the procedures outlined at <http://www.msche.org/documents/Complaints.pdf>

ULS IS ALSO FULLY ACCREDITED BY THE

Association of Theological Schools (ATS) 10 Summit Park Drive, Pittsburgh, PA 15275 Telephone: 412-788-6505.

Students having a complaint related to ATS accrediting standards may file a complaint with the Commission on Accrediting. See section XII of the Commission Policies and Procedures at <http://www.ats.edu/uploads/accrediting/documents/commission-policies-and-procedures.pdf>

Please note that complaints must be filed in writing and must provide evidence that the member school is in violation of a stated policy or accrediting standard or membership criterion.

On February 7, 2020 the ATS Board of Commissioners voted to impose Notation N5.b (the new ATS Standards approved in June 2020 reclassified what was formerly Notation N5.b now as "Warning, Faculty").* The warning expressed the Board of Commissioners' judgment that ULS was not adequately engaging the faculty in planning and shared governance. Since receiving the warning, the ULS Board of Trustees has worked collaboratively with the Faculty to develop a Faculty Handbook that has now been approved by both the Faculty and the Board of Trustees. Already this progress, as well as the Board inviting Faculty review of proposed changes to the ULS Bylaws, bodes well for ULS presenting a markedly better picture of shared governance by the time of our required report to ATS in November 2021 concerning the warning."

*A warning is the lowest level of three public sanctions that the Association of Theological Schools Board of Commissioners can issue. A warning communicates that, while the school substantially meets accreditation standards, it is at risk of not meeting at least one of those standards.

UNITED LUTHERAN SEMINARY IS A SEMINARY OF THE EVANGELICAL LUTHERAN CHURCH IN AMERICA.

The Catalog is published by the United Lutheran Seminary, under the auspices of the office of the Dean of the Seminary, for the 2020-2021 academic year.

Please note: for the digital version of the catalog, please embed the link as I have above to the words "online version." For the print version, https and www are no longer needed in any case. It should read uls.edu as the official website address and this is the case anywhere else in the catalog.

The Seminary is approved by the Department for Veteran Affairs.

The Seminary does not discriminate on the basis of race, color, gender identity, sexual orientation, religion, creed, national origin, age, disability, veteran status, and ancestry in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

The Catalog is published by the United Lutheran Seminary. The Seminary maintains the catalog in its online version at <https://www.unitedlutheranseminary.edu/>

Since change is natural to education, the Seminary reserves the right to change announced programs, courses and regulations without obligation or prior notice. Correspondence may be directed to the Office of the Dean, United Lutheran Seminary, 61 Seminary Ridge, Gettysburg, PA 17325 or 7301 Germantown Ave., Philadelphia PA, 19119.

Degree programs

Master of Divinity

The Master of Divinity program prepares persons for ordained ministry or for pastoral/leadership service in congregations and other settings. The program provides the necessary tools and resources for the spiritual, vocational, professional, and theological requirements of pastoral leadership. Courses are offered on both campuses in various formats: residential, hybrid, intensive, and online. Students may complete the degree via a “residency” track with mostly on-campus courses or a “distributed learning” track, utilizing online and intensive courses.

The degree, normally a 3-to-4-year program when taken full-time, requires completion of 72 academic credits plus noncredit contextual formation experiences, including a year-long immersion or internship.

If the degree is not completed within eight years, the student must petition the faculty for continuance in the degree program.

Students seeking ordination must be careful to satisfy both degree requirements and any parallel ecclesiastical expectations. It is important that applicants considering ordained ministry make early contact with appropriate officials of their synods or other church bodies, both to ensure that they have met those requirements that precede entrance into seminary and to ensure that they understand any special academic requirements they may be expected to fulfill. For students in the Evangelical Lutheran Church in America (ELCA), the program works in conjunction with the student’s synod candidacy committee to prepare the candidate for rostering as a minister of Word and Sacrament.

BEYOND THE TRADITIONAL, RESIDENTIAL APPROACH TO COMPLETION OF THE MDIV, ULS OFFERS TWO ALTERNATIVE PATHWAYS:

DISTRIBUTED LEARNING MDIV (DL)

The Master of Divinity Distributed Learning pathway enables students to complete a Master of Divinity degree without having to relocate to campus. One third of the student’s coursework is completed through on-campus, week-long intensives, offered at various times of the year. The student’s remaining coursework may be completed on-line. Contextual Formation requirements, arranged in consultation with the Contextual Formation office, can generally be fulfilled near the student’s home location.

ACCELERATED CO-OPERATIVE MDIV (CO-OP)

The Accelerated MDiv Co-op pathway for outstanding ELCA students is an innovative partnership between the seminary, congregations, and synods that enables the student to complete both MDiv and candidacy in three years. Co-op students complete their Ministerial Fieldwork and Ministerial Immersions by working roughly 20 hours per week at a single congregation identified by their bishop and Candidacy Committee. At the same time they are fulltime students, creating a highly integrated learning experience.

Coursework may be completed on a residential or distributed learning basis, depending on the student's location and learning style.

MISSION STATEMENT

The mission of the MDiv program is to prepare persons for ordained ministry and for committed and transformative pastoral and religious leadership.

LEARNING OUTCOMES

- Unifying – Developing skills to bring people together as an engaged learning community in the diverse unity enabled by the Triune God
 1. Actively draws on faith traditions and diverse perspectives, including biblical, theological, scientific, ecumenical, and interfaith, when engaging contemporary events
 2. Consistently advocates for the development of a shared vision in groups of diverse learners
 3. Demonstrates an ability to lead and teach with biblical and theological integrity communities of faith in worship and service
 4. Presents a biblically and theologically clear and consistent message when proclaiming and engaging the gospel in all contexts

- Learning – Developing skills in lifelong critical thinking and research through the lifegiving power of the Holy Spirit
 1. Interprets the Bible through various methodological approaches in light of both historical and contemporary contexts
 2. Recognizes interrelationships among concepts and commitments, combining them to interpret past and present realities within biblical, historical, theological, sociological, and cultural contexts
 3. Understands one's rootedness in a living theological tradition, its place in the context of human living, articulates it to others, and cultivates a capacity for self-critique
 4. Draws on contextual experience as a source of continuing critique and ongoing education

- Serving –Developing skills and confidence in leading communities for outreach and public witness grounded in the risen Christ
 1. Utilizes conflict management, counseling, and pastoral theology effectively in individual and group situations, while also understanding the limits of one's skills
 2. On the basis of sound theological and biblical understanding, establishes opportunities to accompany those who are marginalized, actively addresses the systems that cause and perpetuate such marginalization, and works to transform the community

3. Articulates a sound and ethical approach to management of human, cultural, institutional, and financial resources
4. Celebrates opportunities and challenges in building communities of diverse peoples and the gifts they bring

REQUIREMENTS

- 1 | A bachelor's degree or its equivalent from a regionally accredited college or university.
- 2 | Satisfactory completion of at least 72 credits. One credit is equivalent to one semester hour.

A. Biblical Studies (18 credits)

BIB 100 Greek: The Language of the Early Church and the Church Today BIB 201 Reading and Telling the Story (*pre- or co-req for all Bible*)

BIB 210 The Story of Jesus

BIB 212 The Story of the Early Church

BIB 220 The Story of Israel

BIB 3xx The Bible at the Crossroads of Church and Culture

B. History and Theology (18 credits)

HTH 100 Systematic Theology 1: Creation, Sin, and New Creation HTH 11x Church History 1 option

DEN xxx Denominational polity (e.g., Lutheran Foundations, Baptist Polity, Essentials of Anglicanism, and other denominational equivalents). DEN 205 The Ecumenical Church may be substituted by students for whom no denominational course is available or appropriate.

HTH 20x Church History 2: Globalizing Christianity option

HTH 21x Systematic Theology 2: Doing Theology in a Religiously and Culturally Diverse World option

HTH 3xx Gospel and Freedom option

C. Praxis (18 credits)

PRAX 10x Worship

PRAX 11x Pastoral Theology

PRAX 12x Church in Society

PRAX 13x Preaching option

PRAX 14x Christian Education and Formation option

PRAX 310 Equipping the Saints/Church Administration option

D. Free electives (18 credits)

E. Contextual Formation

Contextual Formation is an intentional process involving contextualized experiences, reflection, integration, feedback, and assessment. In the MDiv program Contextual Formation consists of three required (noncredit) components. All Contextual Formation components will be assessed as Successfully Completed (Pass) or Not Successfully Completed (Fail).

Up-to-date information, forms, and important links for students and supervisors may be found at

www.my.uls.edu/contextual-formation/

F. Ministerial Fieldwork

- Student will be assigned to a congregation for two consecutive semesters to engage in practices of ministry in order to develop skills and vision related to pastoral leadership. This will normally take place in the first year of full-time study; part-time students who may be unable to begin fieldwork in the first semester should contact the Director of Contextual Formation during the first year to determine the optimal timing for fieldwork and subsequent contextual formation experiences. It is possible with the permission of the Director of Contextual Formation for students already employed in a congregational setting to use that setting as their Ministerial Fieldwork site.
- For students participating in the Co-operative MDiv (Co-op), the first two semesters of Co-op will be considered Ministerial Fieldwork.
- Pre-requisite for Ministerial Fieldwork: Positive entrance decision for ELCA students (or assurance thereof)

G. Critical Reflection on Praxes of Ministry (normally CPE)

- This is a peer group-based action-reflection program in which students foster their theological understandings of pastoral ministry as they intentionally integrate their praxes of ministry, systematic theology, and formation of personal and ministerial identity. A certified unit of Clinical Pastoral Education (CPE) is the recommended option to fulfill this contextual formation requirement and is required for ordination in certain denominations (including the ELCA). Most students will complete CPE during the summer after the first year of full-time study. CPE sites can be found at many hospitals and clinical institutions around the country, some of which offer online units that can be accessed from deeply rural or urban areas. Some sites also offer “extended” units during the academic year that can

sometimes be helpful to part-time students. The CPE site must be certified by the Association of Clinical Pastoral Education, an independent entity that provides training for spiritual care professionals.

- Students whose denominations do not require CPE and who are unable to avail themselves of a CPE program may take PRAX 410 Critical Reflection concurrently with Ministerial Fieldwork or Ministerial Immersion to satisfy the degree requirement. Normally a student will complete this requirement prior to beginning their Ministerial Immersion experience, though exceptions may be granted by the Director of Contextual Formation.
- Pre-requisites for CPE or PRAX 410 include PRAX 110 Pastoral Theology.

H. Ministerial Immersion (Internship)

- Immersion (Internship) provides opportunity for students to experience the full scope of pastoral ministry in a parish-based setting for between 8 and 12 months. The expectation is for the student to engage in worship leadership, regular preaching and teaching of the faith, relationships across the spectrum of ages, pastoral care and visitation, administration, strategic planning, and, insofar as possible, significant life events such as baptisms, confirmations, weddings, and funerals.
- ELCA students will normally be assigned to a 12-month internship under the supervision of an experienced pastor and with the guidance of a selected lay committee. ELCA students normally undertake internship after the second year of full-time study, so long as they have been endorsed by their synods. Students who delay internship until the conclusion of coursework (capstone internship) may participate in graduation so long as they have successfully completed at least nine months of the internship.
- Non-ELCA students will work with the Director of Contextual Formation to create a plan in an appropriate setting to be immersed in the leadership and workings of a congregation. While a non-ELCA immersion cannot typically be completed in less than 8 or 9 months of full-time work, great flexibility will be employed in enabling students to develop and demonstrate the stated MDiv competencies.
- For students participating in the Co-operative MDiv (Co-op), the final four semesters of Co-op will be considered as concurrent internship for Ministerial Immersion purposes.
- Pre-requisites for the ministerial immersion normally include CPE, Healthy Ministerial Boundaries training, and the Anti-Racism Workshop.

I. Additional non-credit requirements

- Spiritual Formation—A variety of individual spiritual practices is recommended to encourage students' growth in intimacy with God. Regularly offered courses may be taken as free electives to fulfill this requirement, but students may also engage in at least 32 hours of alternate activities (retreats, spiritual direction, individual or group lectio divina, etc.) to develop and demonstrate competencies. Students have great latitude in choosing classical or unconventional prayer forms and disciplines that fit both their personality type and spiritual needs. Maintaining a "log" or dated record documenting one's time and activity is required, a hard copy of which must be submitted to the Dean's office. More information on the non-credit Spiritual Formation

requirement can be found at:

https://drive.google.com/file/d/13nkBh2XG_N0KdvJjRXrXwslCV7Vs9AJr/view

- Professional Ethics and Ministerial Boundaries training—A focus on how ministers faithfully live out the sacred trust granted them by the church, particularly as their behaviors show respect for personal and ministerial boundaries. Training is offered at least once each year on each campus. Pre-approved trainings offered by synods or other judicatories may sometimes be substituted.
- Anti-Racism Workshop—A consideration of the church's call to radical inclusion as a witness to God's radical grace, particularly as we recognize our need—individually and corporately—regularly to unlearn certain behaviors while re-learning our real relationship to all others as siblings in Christ. Training is offered at least once each year on each campus.

J. Minimum residence at ULS of one year, defined as the satisfactory completion of at least 24 credits through courses offered on one of the seminary's two campuses.

MDiv Sample Tracks

SUGGESTED TRACK

For Campus based students

The following sample grid illustrates one way of fulfilling MDiv requirements for campus-based, weekday students, assuming full-time study for three academic years plus one year of ministerial immersion.

Year 1			
August Intensive	Fall	January Intensive	Spring
*Greek	Reading/Tell Story	Preaching option	Story of Jesus OR Story of Early Church
	**Story of Israel		
	Creation, Sin and New Creation		Lutheran Foundations (for ELCA students)
	Church History 1 Option		Pastoral Theology
	Worship		Free elective
	Ministerial Field Work		

Summer, semester-long, or year-long Clinical Pastoral Education to be completed after Pastoral Theology and prior to internship/immersion			
Year 2			
August Intensive	Fall	January Intensive	Spring
	Story of Israel OR Story of Jesus	Free elective	Story of Jesus OR Story of Early Church
	Church in Society option		Doing Theology
	Preaching option		Globalizing Christianity option
	Free elective		Congregational Form/Ed

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Year 3 or 4
Ministerial Immersion

Year 3 or 4			
August Intensive	Fall	January Intensive	Spring
	Bible at the Crossroads	Free elective	Free elective
	Gospel and Freedom option		Free elective
	Equipping the Saints/Church Admin option		Free elective
	Free elective		Free elective

*Greek (pre- or co-req for all Bible)

**Story of Israel may not precede but may be taken concurrently with Reading & Telling

For DL students

The following suggested grid illustrates one way of fulfilling MDiv requirements for students admitted to the “distributed learning” track, assuming study for four academic years and one year of ministerial immersion. Note that the student is required to be on campus (either Philadelphia or Gettysburg) during August and January terms to take part in at least eight week-long intensive courses.

Year 1			
August Intensive	Fall	January Intensive	Spring
Creation, Sin, and New Creation	*Greek	Worshipping Community	Reading/Tell Story
			**Story of Israel
	Church History 1 option		Pastoral Theology

Summer, semester-long, or year-long Clinical Pastoral Education to be completed after Pastoral Theology and prior to internship/immersion*.			
Year 2			
August Intensive	Fall	January Intensive	Spring
Church in Society	Story of Israel OR Story of Jesus	Preaching the Gospel	Story of Early Church
	Lutheran Foundations		Globalizing Christianity option
Ministerial Field Work			

Year 3			
August Intensive	Fall	January Intensive	Spring
Congregational Form/Ed	Doing Theology	Free elective	Bible at Crossroads
	Free elective		Free elective

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Year 4 or 5			
Ministerial Immersion/ECLA Internship			

Year 4 or 5			
August Intensive	Fall	January Intensive	Spring
Gospel and Freedom option	Equipping the Saints	Bible at the Crossroads	Free elective
	Free elective		Free elective

*Greek (pre- or co-req for all Bible)

**Story of Israel may not precede but may be taken concurrently with Reading & Telling

CONCENTRATIONS

Students bring a rich diversity of gifts to the task of theological education. To create the maximum potential for students to grow in their gifts for ministry, students may, in addition to completing the standard curricular requirements, pursue a concentration in a specialized field of study. The decision to pursue a concentration should normally be made by the end of the first year of study. A concentration normally requires twelve credits in the particular field of study. Some concentrations may specify that a minimum number of concentration credits be counted among the student's free electives.

CONCENTRATION IN BLACK CHURCH MINISTRY

The Concentration in Black Church Ministry is offered under the auspices of the Urban Theological Institute (UTI) and prepares students for ministry in a Black Church context. A student who wishes to pursue the concentration should confer with the director of the UTI to choose at least 12 credits, typically from among the following courses, normally offered on the Philadelphia campus:

- African American Church History
- African American Theology
- Worship in the African American Tradition
- Preaching in the African American Tradition
- African Presence in Scripture
- Other courses designated for the concentration

CONCENTRATION IN TOWN AND COUNTRY CHURCH MINISTRY

The Concentration in Town and Country Church Ministry is rooted in the Town and Country Church Institute (TCCI), an endowed program of the Seminary. The purpose of the concentration is to enhance ministry study with focus in specific settings (open country to towns of 10,000 in population), but it is not intended to narrow studies to the exclusion of other contexts, nor to inhibit broad preparation for ministry wherever God and the church might call one to service. A student who wishes to pursue the concentration should confer with the director of the TCCI to choose at least 12 credits of course offerings and learning experiences from the categories below.

Rural and Small Church Ministry (3 credits; required; also fulfills Church in Society core course) 2 | Immersion in a rural setting (3 credits or equivalent)

- Environment and Religion in Northern Appalachia
- Small Town and Rural Ministry Immersion with Wartburg/Luther Seminaries
- Other immersions from the Appalachian Ministries Educational Resource Center

Other courses elected by the student in consultation with director of CTCCM (6 credits)

- Additional immersion from #2, above, if so desired
- Other relevant offering from the Theological Praxis area of curriculum, such as Ecological Christianity and Stewardship; Green Preaching; Urban Ministry courses for broadening and comparative experience, etc.
- Contextual Formation in a rural or small-town setting

Other concentrations may be available, including, but not limited to, Interfaith, Multicultural Ministry, and Theology and Public Life.

Master of Arts

The Master of Arts program is designed to provide students the opportunity to pursue a concentration in an area of theological interest while also providing a broad foundation for further graduate study or for general educational or vocational use. The degree, normally a two-year program when taken full-time, requires a total of 51 credits. Courses are offered on both campuses in various formats: residential, hybrid, intensive, and online. If the degree is not completed within four years, the student must petition the faculty for continuance in the degree program.

MISSION STATEMENT

The MA degree program is designed to provide students the opportunity to pursue a concentration in an area of theological interest while also providing a broad foundation for further graduate study or for general educational or vocational use.

LEARNING OUTCOMES

- Unifying – Developing skills in academically rigorous research that contributes to bringing people together in the diverse unity enabled by the Triune God
 1. Actively articulates diverse perspectives, including from theological disciplines, and scientific, ecumenical, and interfaith points of view
 2. Documents awareness of perspectives of marginalized in research, writing, and application
 3. Advocates consistently for the development of a shared vision in groups of diverse learners
 4. Synthesizes multiple theological approaches in developing an inclusive theological approach
- Learning – Developing skills in lifelong critical thinking, research, and application through the life- giving power of the Holy Spirit

1. Demonstrates problem-solving abilities within a concentration and general competence across theological disciplines
2. Articulates critical and constructive engagement with a living theological tradition, and capacity to engage that tradition with academic integrity
3. Evidences abilities to interpret historic religious traditions, including their sacred scriptures, historical development, and cultural forms, engaging contextual analysis
4. Shows capacity to complete a thesis or other summative assessment on a topic of significance
 - Serving – Developing skills and confidence in participating in academic communities, and teaching and leading as appropriate for an MA graduate
1. Engages the broader academic community in contextualizing contemporary theological issues and themes
2. Presents a clear and consistent message in public leadership, grounded in the risen Christ, across contexts
3. Shows abilities to use tools necessary for academic inquiry in one's fields
4. Evidences skills to address the systems that cause and perpetuate marginalization and division, including drawing upon theological and other academic disciplines

REQUIREMENTS

- 1 | A bachelor's degree or its equivalent from a regionally accredited college or university
- 2 | Satisfactory completion of at least 51 credits. One credit is equivalent to one semester hour.

A. Required Courses (15 credits)

BIB 201 Reading and Telling the Story

HTH 100 Theology 1: Creation, Sin, and New Creation HTH 110 Church History 1 option

Choice of courses from Praxis courses (PRAX xxx)

Choice of Public Theology courses (Church and Society courses and others as designated in the course descriptions)

B. Specialization Courses (15 credits)

No later than the end of the first semester of full-time study, MA students must select an area of specialization to be approved by the MA Committee. The student will then complete at least 15 credits related to the area of specialization. Areas of specialization include:

- Black Church (through the Urban Theological Institute)
- Town and Country (through the Town and Country Church Institute)
- Biblical Studies
- History
- Theology
- Pastoral Care
- Anglican Studies
- Liturgy

C. Free electives (15 credits)

D. Thesis or other summative assessment (6 credits) in the area of concentration

The thesis is normally registered over two semesters (3 credits each). In the first semester, the student works with the thesis advisor to develop the thesis focus and bibliography, conduct research, outline the paper, and begin writing. In the second semester the student completes writing, defends the paper before a faculty panel, finishes needed corrections, and submits two archival copies to the Library.

Non-credit Requirements

- Spiritual Formation—A variety of individual spiritual practices is recommended to encourage students' growth in intimacy with God. Regularly offered courses may be taken as free electives to fulfill this requirement, but students may also engage in at least 32 hours of alternate activities (retreats, spiritual direction, individual or group lectio divina, etc.) to develop and demonstrate competencies. Students have great latitude in choosing classical or unconventional prayer forms and disciplines that fit both their personality type and spiritual needs. Maintaining a "log" or dated record documenting one's time and activity is required, a hard copy of which must be submitted to the Dean's Office.
- Professional Ethics and Ministerial Boundaries training—A focus on how ministers faithfully live out the sacred trust granted them by the church, particularly as their behaviors show respect for personal and ministerial boundaries. Training is offered at least once each year on each campus. Pre-approved trainings offered by synods or other judicatories may sometimes be substituted.
- Anti-Racism Workshop—A consideration of the church's call to radical inclusion as a witness to God's radical grace, particularly as we recognize our need—individually and corporately—regularly to unlearn certain behaviors while re-learning our real relationship to all others as siblings in Christ. Training is offered at least once each year on each campus.

E. Minimum residence at ULS of one year, defined as the satisfactory completion of at least 18 credits through courses offered on one of the seminary's two campuses.

Master of Arts in Ministerial Leadership

The Master of Arts in Ministerial Leadership program prepares persons for leadership service in the church. In the Evangelical Lutheran Church in America (ELCA) the program works in conjunction with the student's synod candidacy committee in preparation for rostering as a deacon, a minister of Word and Service. The degree, normally a two-year program when taken full-time, requires a total of 51 academic credits, plus contextual formation experiences and additional non-credit requirements. Courses are offered on both campuses in various formats: residential, hybrid, intensive, and online. If the degree is not completed within four years, the student must petition the faculty for continuance in the degree program.

MISSION STATEMENT

The Master of Arts in Ministerial Leadership program prepares persons for leadership service in the church. For students in the ELCA, the preparation for service is in conjunction with the student's candidacy committee in preparation for rostering as a deacon, a minister of Word and Service.

LEARNING OUTCOMES

- Unifying – Developing skills to bring people together as an engaged learning community in the diverse unity enabled by the Triune God
 1. Actively articulates faith traditions and diverse perspectives, including biblical, theological, scientific, ecumenical, and interfaith, when engaging contemporary events
 2. Consistently advocates for the development of a shared vision in groups of diverse learners
 3. Demonstrates an ability to lead and teach communities of faith in Word and Service, with biblical and theological integrity
 4. Presents a biblically and theologically clear and consistent message when proclaiming and engaging the gospel in all contexts
- Learning – Developing skills in lifelong critical thinking, research, and application, through the life-giving power of the Holy Spirit
 1. Demonstrates problem-solving abilities combining biblical, historical, theological, and integrative disciplines
 2. Articulates critical and constructive engagement with a living theological tradition, and capacity to engage that tradition with contemporary problems
 3. Evidences abilities to interpret historic religious traditions, including their sacred scriptures, historical development, and cultural forms, engaging contextual analysis

4. Draws on contextual experience (including field work) as a source of continuing critique and ongoing education

- Serving – Developing skills and confidence in leading organizations and communities for outreach and public witness grounded in the risen Christ

1. Utilizes conflict management, counseling, and pastoral theology effectively in individual and group situations, while also understanding the limits of one's skills

2. On the basis of sound theological and biblical understanding, establishes opportunities to accompany those who are marginalized, actively addresses the systems that cause and perpetuate such marginalization, and works to transform the community

3. Demonstrates growth in personal and spiritual maturity for leadership in public ministry

4. Celebrates opportunities and challenges in building communities of diverse peoples and the gifts they bring

REQUIREMENTS

1 | A bachelor's degree or its equivalent from a regionally accredited college or university

2 | Satisfactory completion of at least 51 credits. One credit is equivalent to one semester hour.

A. Required Courses (24 credits)

BIB 201 Reading and Telling the Story

BIB 210 Story of Jesus

BIB 220 Story of Israel

HTH 100 Systematic Theology I: Creation, Sin, and New Creation

DEN xxx Denominational Polity (Lutheran Foundations or ecumenical equivalent) PRAX 120x Church and Society option

Choice of 2 of the following:

PRAX 120 Pastoral Theology, PRAX 13x Preaching Option, PRA 14x Christian Education Formation Option

B. Specialization Courses (15 credits)

No later than the end of the first semester of full-time study, MAML students must select an area of specialization to be approved by the MA Committee. The student will then complete at least 12 credits in coursework related to the area of specialization, plus 3 credits in a specialization project, normally completed in conjunction with the student's ministerial immersion (see below). As appropriate, the

specialization course requirements (excluding the project) may be completed at another accredited graduate school, subject to the policy governing transfer credits.

Areas of specialization include:

- Black Church (through the Urban Theological Institute)
- Town and Country (through the Town and Country Church Institute)
- Biblical Studies
- History
- Theology
- Pastoral Care
- Anglican Studies
- Liturgy

C. Free electives (12 credits)

Contextual Formation is an intentional process involving contextualized experiences, reflection, integration, feedback, and assessment. In the MAML program Contextual Formation consists of three required components. All Contextual Formation components will be assessed as Successfully Completed (Pass) or Not Successfully Completed (Fail). Up-to-date information, forms, and important links for students and supervisors may be found at www.my.uls.edu/contextual-formation/

D. Ministerial Fieldwork

- Student will be assigned to a congregation for two consecutive semesters to engage in practices of ministry in order to develop skills and vision related to ministerial or diaconal leadership. This will normally take place in the first year of full-time study; part-time students who may be unable to begin fieldwork in the first semester should contact the Director of Contextual Formation during the first year to determine the optimal timing for fieldwork and subsequent contextual formation experiences. It is possible with the permission of the Director of Contextual Formation for students already employed in a congregational or clinical setting to use that setting as their Ministerial Fieldwork site.
- Pre-requisite for Ministerial Fieldwork: Positive entrance decision for ELCA students (or assurance thereof)

E. Critical Reflection on Praxes of Ministry (normally CPE)

- This is a peer group-based action-reflection program in which students foster their theological understandings of pastoral ministry as they intentionally integrate their praxes of ministry, systematic theology, and formation of personal and ministerial identity. A certified unit of Clinical Pastoral Education (CPE) is the recommended option to fulfill this contextual formation requirement and is

required for rostering in the ELCA. Most students will complete CPE during the summer after the first year of full-time study. CPE sites can be found at many hospitals and clinical institutions around the country, some of which offer online units that can be accessed from deeply rural or urban areas. Some sites also offer “extended” units during the academic year that can sometimes be helpful to part-time students. The CPE site must be certified by the Association of Clinical Pastoral Education, an independent entity that provides training for spiritual care professionals.

- Students whose denominations do not require CPE and who are unable to avail themselves of a CPE program may take PRAX 410 Critical Reflection concurrently with Ministerial Fieldwork or Ministerial Immersion to satisfy the degree requirement. Normally a student will complete this requirement prior to beginning their Ministerial Immersion experience, though exceptions may be granted by the Director of Contextual Formation.
- Pre-requisites for CPE or PRAX 410 include PRAX 110 Pastoral Theology

F. Ministerial Immersion (Internship)

Students will immerse themselves in a ministry setting to develop and demonstrate the degree program’s competencies. For ELCA candidates for Word and Service, internship placements will reflect the range of diaconal purpose (each including significant engagement in a congregational context) and still be specific to the candidate’s unique foci. Non-ELCA students will work with the Director of Contextual Formation to find appropriate settings which allow them to develop and demonstrate the stated degree competencies and meet ecclesiastical requirements for rostering.

G. Other noncredit requirements

- Spiritual Formation—A variety of individual spiritual practices is recommended to encourage students’ growth in intimacy with God. Regularly offered courses may be taken as free electives to fulfill this requirement, but students may also engage in at least 32 hours of alternate activities (retreats, Spiritual direction, individual or group lectio divina, etc.) to develop and demonstrate competencies. Students have great latitude in choosing classical or unconventional prayer forms and disciplines that fit both their personality type and spiritual needs. Maintaining a “log” or dated record documenting one’s time and activity is required, a hard copy of which must be submitted to the Dean’s office.
- Professional Ethics and Ministerial Boundaries training—A focus on how ministers faithfully live out the sacred trust granted them by the church, particularly as their behaviors show respect for personal and ministerial boundaries. Training is offered at least once each year on each campus. Pre-approved trainings offered by synods or other judicatories may sometimes be substituted.
- Anti-Racism Workshop—A consideration of the church’s call to radical inclusion as a witness to God’s radical grace, particularly as we recognize our need—individually and corporately—regularly to unlearn certain behaviors while re-learning our real relationship to all others as siblings in Christ. Training is offered at least once each year on each campus.

H. Minimum residence at ULS of one year, defined as the satisfactory completion of at least 18 credits through courses offered on one of the seminary's two campuses.

Master of Arts in Public Leadership

The MA Program in Public Leadership takes as its mission to prepare students to be theologically articulate, critically reflective, and practically skillful individuals capable of engaging with civil society and the wider world as leaders of social ministry and other public service organizations and agencies.

The degree, normally a two-year program when taken full-time, requires a total of 51 credits. Core courses are available on both campuses in various formats: residential, hybrid, intensive, and online.

However, required courses offered through partnership with Temple University may be available only in the Philadelphia area. If the degree is not completed within four years, the student must petition the faculty for continuance in the degree program.

Applicants to the MAPL program are required to have earned a bachelor's degree or its equivalent from a regionally accredited college or university.

MISSION STATEMENT

The MA Program in Public Leadership takes as its mission to prepare students to be theologically articulate, critically reflective, and practically skillful individuals capable of engaging with civil society and the wider world as leaders of social ministry and other public service organizations and agencies.

LEARNING OUTCOMES

- Unifying – Developing skills to bring people together across social divisions, in the diverse unity enabled by the Triune God
 1. Actively articulates diverse perspectives, including scientific, ecumenical, and interfaith
 2. Documents experiences accompanying those who are marginalized
 3. Advocates consistently for the development of a shared vision in groups of diverse learners
 4. Utilizes conflict management, business and/or social work skills effectively in individual and group situations
- Learning – Developing skills in lifelong critical thinking, research, and application through the life-giving power of the Holy Spirit
 1. Demonstrates problem-solving abilities combining biblical, historical, theological, and integrative disciplines with business and/or social work paradigms
 2. Articulates critical and constructive engagement with a living theological tradition, and capacity to engage that tradition with pressing public problems for which social ministry organizations exist

3. Evidences abilities to interpret historic religious traditions, including their sacred scriptures, historical development, and cultural forms, engaging contextual analysis
4. Draws on contextual experience (including field work) as a source of continuing critique and ongoing education
 - Serving – Developing skills and confidence in leading organizations and communities
1. Demonstrates abilities to lead and teach social ministry and other public service organizations effectively
2. Presents a clear and consistent message in public leadership, grounded in the risen Christ, across contexts
3. Articulates and practices a sound and ethical approach to management of human, cultural, institutional, and financial resources
4. Evidences skills to address the systems that cause and perpetuate marginalization and division, including drawing upon biblical, theological, historical, integrative, and business and/or social work disciplines

REQUIREMENTS

- 1 | A bachelor's degree or its equivalent from a regionally accredited college or university
- 2 | Satisfactory completion of at least 51 credits. One credit is equivalent to one semester hour.

A. Required Courses (15 credits)

BIB 201 Reading and Telling the Story

HTH 100 Theology 1: Creation, Sin, and New Creation HTH 101 History 11x: Church History 1 Option

Choice of courses from Praxis courses (PRAX xxx)

Choice of Public Theology courses (Church and Society courses and others as designated in the course descriptions)

B. Concentration Courses (12 credits)

Students choose credits in courses at either Temple School of Social Work or Fox School of Business.

C. Free electives (15 credits)

D. Case-Based Field Work (9 credits)

E. Non-credit requirements

- Spiritual Formation—A variety of individual spiritual practices is recommended to encourage students' growth in intimacy with God. Regularly offered courses may be taken as free electives

to fulfill this requirement, but students may also engage in at least 32 hours of alternate activities (retreats, spiritual direction, individual or group lectio divina, etc.) to develop and demonstrate competencies. Students have great latitude in choosing classical or unconventional prayer forms and disciplines that fit both their personality type and spiritual needs. Maintaining a “log” or dated record documenting one’s time and activity is required, a hard copy of which must be submitted to the Dean’s office.

- Professional Ethics and Ministerial Boundaries training—A focus on how ministers faithfully live out the sacred trust granted them by the church, particularly as their behaviors show respect for personal and ministerial boundaries. Training is offered at least once each year on each campus. Pre-approved trainings offered by synods or other judicatories may sometimes be substituted.
- Anti-Racism Workshop—A consideration of the church’s call to radical inclusion as a witness to God’s radical grace, particularly as we recognize our need—individually and corporately—regularly to unlearn certain behaviors while re-learning our real relationship to all others as siblings in Christ. Training is offered at least once each year on each campus.

F. Minimum residence at ULS of one year, defined as the satisfactory completion of at least 18 credits through courses offered on one of the seminary’s two campuses

Master of Sacred Theology

GOALS

The Master of Sacred Theology program provides opportunity for concentrated study in a given area of theological inquiry for those who have completed a first theological degree. The degree program promotes advanced understanding in a particular theological discipline, increases knowledge and competency for ministry in all of its variety, and provides a foundation for further advanced study. The degree requires 27 credits, including a thesis and thesis defense. Normally undertaken part-time, the degree may be completed within one year if taken full-time. Courses are available on both campuses in various formats: residential, hybrid, intensive, and online. If the degree is not completed within six years, the student must petition the faculty for continuance in the degree program.

MISSION STATEMENT

The STM program of United Lutheran Seminary offers those with a first professional theological degree the opportunity to engage in advanced work in an aspect of, or an area within, theological inquiry in service of the church and the world.

LEARNING OUTCOMES

- Unifying – Developing advanced skills in academically rigorous research that contributes to bringing people together in the diverse unity enabled by the Triune God
- 1. Actively articulates diverse perspectives, including from biblical and theological disciplines, and scientific, ecumenical, and interfaith points of view

2. Clearly documents awareness of perspectives of marginalized in research, writing, and application
3. Advocates consistently for the development of a shared vision in groups of diverse learners
 - Learning – Developing advanced skills in lifelong critical thinking, research, and application through the life-giving power of the Holy Spirit
1. Demonstrates excellent problem-solving abilities within a concentration and general competence across theological disciplines
2. Clearly articulates critical and constructive engagement with a living theological tradition, and capacity to engage that tradition with academic integrity
3. Evidences advanced abilities to interpret historic religious traditions, including their sacred scriptures, historical development, and cultural forms, engaging contextual analysis
4. Shows capacity to complete an extensive thesis on a topic of significance
 - Serving – Developing advanced skills and confidence in participating in academic communities, with teaching and leading as appropriate for an advanced degree graduate
1. Presents a clear and consistent message in public leadership, grounded in the risen Christ, across contexts
2. Shows high level abilities to use tools necessary for academic inquiry in one's fields
3. Evidences advanced skills to address the systems that cause and perpetuate marginalization and division, including drawing upon biblical, theological and other academic disciplines

REQUIREMENTS

- 1 | A bachelor's or equivalent degree from a regionally accredited college or university
- 2 | A Master of Divinity degree or another master's degree in a theological discipline earned in a program that requires at least 60 semester hours or the equivalent. The granting institution must be fully ATS- or regionally accredited. Normally, a grade point average of 3.0 or better is required.
- 3 | Successful completion of at least 21 credits, including at least 12 in an area of concentration. No more than 9 credits can be earned via transfer credits.
- 4 | Thesis and Thesis Defense (6 credits)

See the STM Manual for details concerning this program:

<https://www.unitedlutheranseminary.edu/academics/graduate-school>

Doctor of Ministry

The Doctor of Ministry program is designed to enhance the practice of ministry for those who have completed a first theological degree and who have been serving in ordained ministry of Word and Sacrament for at least three years. Students establish individualized learning goals and devote intensive study to some task or issue in the practice of ministry.

MISSION STATEMENT

The Doctor of Ministry program offers those in leadership positions within the ministries of the church the opportunity to reflect academically and pastorally on their vocation, ministry, public leadership, and transformative praxis.

LEARNING OUTCOMES

- Unifying – Developing advanced ministerial skills in bringing people together as an engaged learning community in the diverse unity enabled by the Triune God
 1. Actively draws on faith traditions as well as diverse perspectives, including biblical, theological, scientific, ecumenical, and interfaith, when engaging contemporary events
 2. Consistently advocates for the development of a shared vision in groups of diverse learners
 3. Demonstrates an advanced ability to lead and teach with biblical and theological integrity in a particular community of faith in a particular ministerial discipline/focus
 4. Presents a biblically and theologically clear and consistent message when proclaiming and engaging the gospel in a particular context
- Learning – Developing advanced skills in critical thinking and research and the ability to integrate those skills within the practice of ministry through the lifegiving power of the Holy Spirit
 1. Interprets the Bible through various methodological approaches in light of both historical and contemporary contexts.
 2. Recognizes interrelationships among concepts and commitments, combining them to interpret past and present realities within biblical, historical, theological, sociological, and cultural contexts
 3. Understands one's rootedness in a living theological tradition, its place in the context of human living, articulates it to others, and cultivates a capacity for self-critique
 4. Draws on contextual experience as a source of continuing critique and ongoing education
- Serving – Developing advanced ministerial skills and confidence in leading a particular community for outreach and public witness grounded in the risen Christ
 1. Utilizes conflict management, counseling, and pastoral theology effectively in individual and group situations, while also understanding the limits of one's skills
 2. On the basis of sound theological and biblical understanding, establishes opportunities to accompany those who are marginalized, actively addresses the systems that cause and perpetuate such marginalization, and works to transform the community

3. Articulates a mature, sound and ethical approach to management of human, cultural, institutional, and financial resources
4. Celebrates opportunities and challenges in building communities of diverse peoples and the gifts they bring

REQUIREMENTS

- 1 | A bachelor's or equivalent degree from a regionally accredited college or university
- 2 | A Master of Divinity degree or another master's degree in a theological discipline earned in a program that requires at least 72 semester hours or the equivalent. The granting institution must be fully ATS- or regionally accredited. Normally, a grade point average of 3.0 or better is required.
- 3 | A minimum of three years in the professional ministry of the Church after receiving the MDiv or its equivalent.
- 4 | Satisfactory participation in DMin Colloquium I and Colloquium II (non-credit)
- 5 | Successful completion of at least 24 credits. No more than 9 credits can be earned via transfer credits.
- 6 | Visit by faculty advisor or seminary designee to student's ministry site. 7 | Mid-point Student Candidacy Review
- 8 | Project in Ministry (non-credit)

See the DMin Manual for details concerning this program:

<https://www.unitedlutheranseminary.edu/academics/graduate-school>

Doctor of Philosophy (PhD)

[NO NEW STUDENTS CURRENTLY BEING ACCEPTED]

*Fully accredited by Middle States; final approval by ATS pending

GOALS

The Doctor of Philosophy program equips persons for vocations of teaching and research and for the scholarly enhancement of ministerial practice. Students select major and minor fields of study as the focus of course work and the dissertation.

REQUIREMENTS

1 | Courses (36 credits)

- Research Methods
- Seminar in Public Theology
- Teaching Seminar
- 4 courses in the major field of study
- 3 courses in the minor field of study
- 1 course in either the major or minor field
- Independent Study in the area of the dissertation

2 | Teaching Assistance: At least three experiences as a teaching assistant, together with development of a teaching portfolio

3 | Comprehensive Examinations

- Major field of study
- Minor field of study
- Public Theology
- Dissertation area
- Dissertation and oral defense

Non-Degree Certificate Study

A limited number of students each year may be admitted to special courses of study for which certificates of completion may be awarded. Admission to a certificate program is in no way an indicator of future admission to a degree program. Students in the Certificate program are not eligible for financial aid, except for international students admitted through specific ELCA or other exchange programs. In most cases, international students, other than those just noted, cannot be granted visas for participation in this program.

The Certificate will be earned after the successful completion of at least 24 course units. No courses may be received by transfer or cross-registration at other institutions. The particular program of courses will be chosen in consultation with the student's faculty advisor, based on the student's individual vocational/professional goals or personal interest. Anglican students, in particular, may take specific courses to receive a Certificate of Anglican Studies.

Guatemala Immersion Semester Program (GISP)

This immersive spring semester in Guatemala provides a cohort of students with learning opportunities in an increasingly diverse world, equipping them to proclaim the living Gospel for a changing Church. This global study experience connects participants with the world, cultures, histories, and languages of our Latinx neighbors in Guatemala and the United States. While developing an awareness of the global network of church ministries, students will be enriched for their own current and future work in cross-cultural contexts in the United States and beyond.

This semester includes enrollment in four courses: Fundamentals of Spanish Language (PRAX 4GI3 IM), Latinx Ministry in Context (PRAX 4GI4 IM), The Bible and Immigration in the United States and Latin America (BIB 4GI1 IM), and Latin American Liberation Theology: From Medellin to Today (HTH 4GI2 IM). All expenses related to tuition will be covered by United Lutheran Seminary. Students commit fundraising a program fee for participation set each year.

Applications are due November 15 and will be accepted on a rolling basis. To apply, please submit a 500-word essay and resume. In the essay describe how this immersion experience might contribute to your vocational and ministerial development, and how you envision engaging Latinx communities in your ministry. Please direct questions and submit applications to Dr. Crystal L. Hall at chall@uls.edu.

Fundamentals of Spanish Language (PRAX 4GI3 IM)

La Unión Spanish School

Spanish is the second most spoken language in the United States today. Nearly 1 in 5 people in the United States identify as Latinx or Hispanic, making these identities the largest minority in the United States. Ministry in diverse settings often requires the development of Spanish language skills to communicate effectively. This course will help learners acquire the fundamentals of pronunciation and grammar, practical vocabulary, useful phrases, and the ability to understand, read, write and speak simple Spanish. The course will be taught in conjunction with La Unión Spanish School in Antigua, Guatemala, which is accredited by La Universidad Rural de Guatemala (Rural University of Guatemala).

This course will use La Unión's system of one teacher – one student for personalized language instruction based on the individual learner's level. No previous Spanish study is required.

Latinx Ministry in Context (PRAX 4GI4 IM)

Jennifer Hope-Tringali

From 2008 to 2018, population growth in Latinx communities accounted for more than half of all population growth in the United States (Pew Research Center). Given these changing demographics in the US, understanding Latinx community histories, experiences and concerns, interacting with community leaders, and building supportive networks are essential areas for effective public leadership in the Church. This course will equip students with multi-cultural competencies to engage Latinx communities in the United States and Guatemala in ministerial and community-based contexts. It will introduce students to a network of congregations and church organizations, as well social-service agencies, working in Latinx communities in the US and in Guatemala toward resourcing work in internship sites, as well as current and future ministries. Students will develop cultural, theological, liturgical and pastoral resources for meaningful and effective faith-based leadership in Latinx settings.

The Bible and Immigration in the United States and Latin America (BIB 4GI1 IM)

Crystal L. Hall

People in the United States are impacted daily by immigration issues, whether they are recognized or not. Immigration, as expressed in the separation of families, the use of detention centers, and millions of people without documentation, is an ongoing crisis in the US. The Bible is cited frequently on every side of contemporary debates about immigration. To lead faith communities in response to the command to love one's neighbor as oneself in contextually relevant ways, this course develops knowledge of immigration in the Bible through interpretation of biblical texts within their socio-historical contexts. It also builds understanding of the nuances and complexities of the current realities of immigration both in Latin America and the US within the intersecting dynamics of racialized capitalism and xenophobia. In this course students develop resources for leading communities of faith to engage immigration in US contexts in biblically literate and pastorally nuanced ways.

Latin American Liberation Theology: From Medellin to Today (HTH 4GI2 IM)

John Hoffmeyer

Admissions & Candidacy

ADMISSIONS

Regarding academic readiness, the student body represents a wide variety of academic concentrations in undergraduate work. The Seminary recommends a broad background in the liberal arts, including English, history, modern languages, philosophy, communications and the social sciences. Applicants should possess intellectual ability for critical and reflective thinking.

It is the policy of United Lutheran Seminary not to discriminate against any student applicant for academic acceptance on the basis of race, color, national origin, disability, age, veteran status, sex, gender identity or expression, sexual orientation, parental status, family medical history or genetic information or any other non-merit based factor in administration of its educational policies, admissions policies, scholarship and loan programs and other school-administered programs.

Background checks are required of all applicants prior to admission. Prospective students may find the most up-to- date information regarding admissions procedures on the Seminary's web site.

First Theological degrees: <https://www.unitedlutheranseminary.edu/admissions/first-theological-view-an-application-overview-here>

Advanced degree: <https://www.unitedlutheranseminary.edu/admissions/advanced-view-an-application-overview>

Certificate programs: <https://www.unitedlutheranseminary.edu/academics/certificate-programs>

Affiliation for Ordination: <https://www.unitedlutheranseminary.edu/admissions/apply>

APPLICATION FEE

There is a non-refundable \$50.00 application fee.

APPLICATION DEADLINES

Although it is wise to apply at least six months prior to your intended starting date, ULS has a rolling admissions process. In order to be admitted for the fall semester consideration, all material for the application process must be in the Admissions Office by JUNE 1st. For spring semester consideration, all material for the application process must be in the Admissions Office by November 1st. If you begin the application process you will be notified of your application status by email as materials arrive.

When all of your application materials are received, you will be notified by the Admissions Office that your file is complete. Then your file will be reviewed by the Admissions Committee, you will be informed of the committee's decision by an email and a mailed letter.

CANDIDACY

Candidacy in the ELCA is the churchwide process of discernment, preparation, and formation leading to rostered ministry. The ELCA has two distinct rostered ministries: Word and Sacrament, and Word and Service. Candidacy involves the partnership of candidate, ELCA synod candidacy committee, ELCA seminary, and the ELCA Domestic Mission unit. The candidacy committee, composed of clergy, laity, and seminary faculty, holds the responsibility for the process.

Establishing and maintaining an ongoing relationship with a candidacy committee is the responsibility of the applicant. The steps for entering and successfully completing Candidacy are described on the ELCA website. Prospective students are advised to begin the candidacy process well before application to the Seminary.

ELCA candidates for ordination who attend non-ELCA seminaries are typically required to “affiliate” with an ELCA seminary, at the beginning of their seminary career. Affiliated students are typically required to complete some coursework at an ELCA seminary. Whether it is a full year of residency or selected courses, this aspect of candidacy is determined by the synodical Candidacy committee.

Application deadlines for Affiliation for Ordination have the same deadlines, fees, and process as other applications for admissions.

LUTHERAN LEARNING AND FORMATION AT ELCA SEMINARIES: EXPECTATIONS FOR AFFILIATED STUDENTS

For Evangelical Lutheran Church in America (ELCA) candidates attending a non-ELCA seminary, the 2020 Candidacy Manual outlines these expectations and outcomes established for Lutheran Learning and Formation, segments of which follow (Chapter 4.5.3.1 through Chapter 4.5.3.3):

- a solid grounding in the ELCA hermeneutical understanding of the Scriptures, Lutheran systematic theology, and the Lutheran Confessions;
- the articulation of a Lutheran theological perspective through the study of theology, church history, Bible, worship, preaching, Christian education, pastoral care, and ethics;
- a holistic understanding of ministry through a Lutheran lens, including the integrity and varieties of Lutheran worship,
- familiarity with policies and practices associated with ELCA polity, Assignment, call, and mobility; and
- participation in current theological conversations within the ELCA, including establishing relationships with future colleagues that are characterized by mutual support and consolation, accountability, and a clear sense of shared mission.

Such learning opportunities may include online courses and cohort groups offered by one of the ELCA seminaries.

The Lutheran learning and formation guided by an ELCA seminary is a constitutional requirement of the ELCA and will normally not be waived or reduced in duration (ELCA Constitution 7.31.03.d).

Additionally, affiliation assists a candidate in understanding the variety of ways ELCA seminaries, in collaboration with synods, have developed to fulfill the Lutheran learning and formation requirements. Affiliation assists candidates with:

1. identifying an appropriate CPE program,
2. identifying and receiving oversight of the required internship,
3. selecting approved Lutheran learning and formation opportunities offered at an ELCA/ELCIC seminary or at the non-ELCA seminary where a candidate is registered, and
4. facilitating the process for ELCA/ELCIC seminary faculty recommendation required at

Approval (form D).

It is important, then that affiliation occur as a part of the candidate's entrance process as an endorsement decision cannot occur until the time the student is affiliated with an ELCA seminary.

Application information

Affiliation for Ordination application information can be found at:

<https://www.unitedlutheranseminary.edu/admissions/apply>

Please contact the Admissions Office staff with your questions (admissions@uls.edu)

Finances & Services

The Seminary seeks to be a good steward of all the resources entrusted to it by students, synods, private donors, foundations, and grants. Tuition and fees paid by students comprise less than 15% of the Seminary's income stream. Mindful of increasing student debt loads, the Seminary strives to minimize increases in tuition and fees from year to year.

Tuition and Fee Schedule 2020-21

First Theological Degrees (Full-time)

(MDiv, MA, MAML, MAPL) \$ 10,750/semester
Covers up to 5 courses per semester plus accompanying short term(s)

First Theological Degrees (Part-time)

\$ 2,150/course

Advanced Degrees (STM, DMIN)

All For-Credit Graduate Certificates

(Certificate of Study, Certificate in Anglican Studies)

Non-degree-seeking students

DMin Colloquia I and II

\$ 600/each

Audit

non-degree-seeking students	\$ 175/course
part-time degree-seeking students	\$ 50/course
full-time students	audit fee waived

Urban Theological Institute Certificates

Certificate Program in Christian Ministry (2 courses per semester)	\$ 225/course
Certificate Program in Church Leadership (1 course per semester)	\$ 375/course
Graduation Fee	\$ 50

Certificate in Theological Studies

\$ 750/course

(non-credit courses geared toward lay people)

Graduation fee	\$ 50
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Certificate in Congregational Faith Formation

\$ 2,500

FEES

Student Body	included in tuition
Community Life/Seminary Services	included in tuition
Technology	included in tuition
On-campus Parking	included in tuition
Professional Ethics/Sexual Abuse Prevention workshop	included in tuition
Anti-Racism Training	included in tuition
Graduation (degrees and for-credit certificates)	included in tuition

Application for Admission	\$ 50
Credit by examination	\$ 375/course
Affiliation (one-time fee for students attending a non-ELCA seminary; payable upon admission to ULS)	\$ 1,000
ELCA Internship \$500/semester for 9- to 12-month internships, \$250/semester for concurrent and Co-op internships	\$ 1,000/internship
ELCA Internship Travel Pool \$250/semester for 9- to 12-month internships; \$125/semester for concurrent internships; does not apply to Co-op internships	\$ 500/internship
DMin project	\$ 600
PhD Dissertation	\$ 1,250
Official Transcript (former students)	\$ 10/transcript
Returned Check	\$ 35

HOUSING

Student housing is available on both the Gettysburg and Philadelphia campuses. Each campus has one, two, and three-bedroom units, some are furnished. The Philadelphia campus also has studio apartments. Prices range from \$500 to \$900 per month. Pricing and billing frequency for specific housing units is available upon request as well as fees for security deposits, pets, etc. At publication time, due to COVID-19, guest housing is not available except in extremely limited circumstances, primarily for those traveling on essential ULS business. This policy will be reviewed as circumstances change.

PAYMENT OF BILLS

All tuition and fee charges are due by the first day of classes for each semester. Housing charges are billed for the entire semester or on a month-to-month basis, depending on the specific unit and location. All financial aid funds, including grants/scholarships and student loan proceeds, are first applied to Seminary charges. All other financial obligations incurred must be paid within 30 days.

Students with unpaid balances may not advance to the next term, internship, or unit of study, or obtain grades or transcripts. No student can graduate with outstanding obligations.

REFUNDS FOR WITHDRAWAL

Students withdrawing from the seminary, or from a course or courses, will have their tuition and housing charges prorated, if applicable, as described in the Student Handbook.

FINANCIAL AID

United Lutheran Seminary (ULS), an institution formed by two Lutheran seminaries in Pennsylvania coming together to form one seminary, recognizes that affordable seminary education is the need of the hour.

Due to the generosity of many benefactors and well-wishers of the seminary, along with an already substantial financial aid budget, the seminary is blessed to be able to offer financial support, in the form of scholarship awards, to all students who are enrolled in degree seeking programs: Master of Divinity (MDiv), Master of Arts (MA), Master of Arts in Public Leadership (MAPL), Master of Arts in Ministerial Leadership (MAML), Master of Sacred Theology (STM), and Doctor of Ministry (DMin).

The 2020-2021 Cost of Attendance (COA) for ULS is categorized by degree. The COA includes both direct costs (costs that a student is directly billed) and indirect costs (costs a student may incur by attending but is not directly billed for by the institution). The COA is used to determine a student's financial need. Please Note: these are estimated costs. The 2020-21 COA can be found: https://assets.website-files.com/5dea07a449103c0e4c99406e/5e9f3dc91617fa62fc834b3b_Cost%20of%20Attendance%2020-21%20Final.pdf

Who Is Eligible for Financial Aid?

All students who are enrolled in a degree seeking program (MDiv, MA, MAPL, MAML, STM, DMin). View the 2020-2021 Financial Aid Policy.

How to Apply for Financial Aid?

Students must apply for financial aid each academic year in which they are enrolled. To apply for financial aid, students must complete both of the following applications:

- Free Application for Federal Student Aid (FAFSA) form. The FAFSA may be completed online at www.fafsa.ed.gov. Please be sure to include United Lutheran Seminary's federal school code, G03291.
- ULS Institutional Financial Aid Application.

Students should apply for financial aid when they complete their application for admission or as soon as possible after being admitted. It is suggested that you have the FAFSA and ULS Institutional Financial Aid application completed by May 1st each year.

Students must be making Satisfactory Academic Progress to be eligible for financial aid. Satisfactory Academic Progress is evaluated by both qualitative (GPA) and quantitative (time towards degree completion) methods. A student is not making Satisfactory Academic Progress if they fall below a 2.0 cumulative grade point average OR fall below a completion rate of 67% of courses attempted (this includes withdrawals and failed courses).

Sources of Financial Support

First Theological Degree Full-Tuition Scholarship

Students are eligible for this scholarship if they meet the following criteria:

- Enrolled in a degree seeking first theological program: MDiv, MA, MAPL or MAML.
- Making Satisfactory Academic Progress.

For new students, completed admission applications with all required documents must be received by the admissions office no later than July 15th for the fall semester and November 15th for the spring semester enrollments.

This scholarship award will cover tuition for up to 10 courses/30 credits an academic year; typically taken as 5 courses/15 credits a semester.

All students are expected to seek and utilize all available financial funding support from personal, familial, congregational, judicatory, synodical and/or private/external sources.

Graduate Degree Scholarship

Students are eligible for this program if they meet the following criteria:

Enrolled in a degree seeking graduate program: STM or DMin.

Making Satisfactory Academic Progress.

For new students, completed admission applications with all required documents must be received by the admissions office no later than July 15th for the fall semester and November 15th for the spring semester enrollments.

This scholarship award will cover up to the cost of 2 courses/6 credits a semester.

All students are expected to seek and utilize all available financial funding support from personal, familial, congregational, judicatory, synodical and/or private/external sources.

ULS Housing Allowance award

This award is available to students who bring to the seminary a full-tuition scholarship from an outside source (Fund for Leaders, Metro New York Synod, Huneke Fund, VA benefits, etc.).

The award amount will be up to the cost of a one-bedroom apartment for up to 10 months on either the Gettysburg and/or Philadelphia campus (not to exceed \$7000 annually). Students who reside off campus are eligible to receive an award amount for up to \$5,000 annually.

This award is not available to students who are enrolled part time and/or as a Co-op student (Co-op students receiving housing assistance through a specialized program).

Please Note: The ULS Housing Allowance Award will be offered during the 2019-2020 academic year. Future funding for this award will be reviewed on an annual basis by the seminary administration and awarded on a fund's availability basis.

Federal Direct Unsubsidized Loan

The Federal Direct Unsubsidized loan is available to professional and graduate students who are US citizens/permanent residents and are enrolled in a degree seeking program at least half-time (6 credits per/semester). You do not have to demonstrate any financial need to be eligible. Interest will begin to accrue on this loan once the proceeds are disbursed to the school and will continue accruing interest while the student is enrolled. To apply for the Federal Direct Unsubsidized Student loan, you must complete a Master Promissory Note and Entrance Counseling Session online at www.studentloans.gov.

Federal Direct Graduate Plus Loan

The Federal Direct Graduate PLUS loan is available to professional and graduate students who are US citizens/permanent residents and are enrolled in a degree seeking program at least half-time (6 credits per semester). Students do not have to demonstrate any financial need to be eligible.

The maximum annual amount a student may borrow is calculated by deducting any other financial aid the student is receiving (grants/scholarships, loans) from their ULS Cost of Attendance 2020-2021. Interest will begin to accrue on this loan once the loan proceeds are disbursed to the school and will continue accruing interest while the student is attending school. To apply for the Federal Direct Graduate Plus loan, you must complete a credit application, Master Promissory Note and Entrance Counseling Session online at www.studentloans.gov. Please note: If you have any adverse credit your loan will not be approved. You may appeal and reapply with a credit worthy cosigner to be approved.

Contact Information

ULS Financial Aid:

215-248-6301 (Mon. - Fri. 8:30AM-5:00PM EST) or financialaid@uls.edu

2020-21 Course Descriptions

Owing to the risks of in-person contact in the midst of the current covid-19 pandemic, all August and Fall courses will be held entirely by distance education, whether synchronously, asynchronously or a combination of both. Please check the course description in Henry for any changes to your courses. While individual courses may vary in how requirements will be adjusted to accommodate distance education, you should generally assume the following adjustments to the course formats shown in this course schedule:

Hybrid courses (HG, HP, HB, and DL) -- Courses will meet synchronously via Zoom during the scheduled meeting times; the balance of the course will be asynchronously online as previously planned.

Intensive courses (IG and IP) -- Courses will meet predominantly face-to-face via Zoom during the scheduled course week. There will typically be additional advance preparation, online work, and/or post-class work.

Online courses (OL) -- No change

Residential courses (RG, RP, and SY) -- Courses will meet synchronously via Zoom during the scheduled meeting times. There may be additional asynchronous online work required.

Please note that campus designations are no longer relevant; Philadelphia-based students can now as easily take courses intended for Gettysburg students, and vice versa. You may want to review your Fall registrations with this adjustment in mind.

Key to Course Locations and Format:

HG Hybrid, Gettysburg campus—a mix of face-to-face meetings and online participation, per the course syllabus; at least 50% of the course must be on campus

HP Hybrid, Philadelphia campus— a mix of face-to-face meetings and online participation, per the course syllabus; at least 50% of the course must be on campus

HB Hybrid, on both campuses— a mix of face-to-face meetings and online participation, per the course syllabus; at least 50% of the course must be on campus

IG Intensive, Gettysburg campus—face-to-face meetings over a limited time (normally 1 to 3 weeks)

IP Intensive, Philadelphia campus—face-to-face meetings over a limited time (normally 1 to 3 weeks)

OL Online—no face-to-face meetings on either campus

RG Residential, Gettysburg campus—face-to-face meetings throughout the semester

RP Residential, Philadelphia campus—face-to-face meetings throughout the semester

SY Synchronous—simultaneous face-to-face meetings on both campuses using video technology; faculty presence alternates between campuses

TS Travel seminar; see course description or consult instructor for dates

DL Distributed Learning option; combination of zooming and online

Course Descriptions

BIB 100 IP/SY Greek: Language of the Early Church and the Church Today

The New Testament was written in Koine Greek. As the language in which God's Living Word is communicated to us, it is imperative that we can read and understand that word as clearly as possible. The variety of English translations of the New Testament demonstrates that every translation is also an interpretation. For leaders in the Church, this course will provide the knowledge, skills, and training in software resources to work with the original language texts; awareness of the interpretive issues involved in translation; and practice in effectively communicating the Word for the church today. *Fulfills MDiv Greek requirement.* [No prerequisites]

Mark Vitalis Hoffman, mhoffman@uls.edu

Online

BIB 201 SY/ZM/DL Reading and Telling the Story

This course will provide an overarching survey of the Bible to equip students to understand the critical perspectives for reading and interpreting the biblical texts. Students will learn and apply historical critical methods while studying geographical, historical, and sociological realities of the biblical world. By examining a variety of hermeneutical approaches, students will clarify their own hermeneutical perspectives and see how God's work in creation came to fulfillment in Jesus and informs the lives of Christians today. The course will benefit both readers of the text and visitors to the biblical lands. It will increase understanding of the biblical world and of the current realities in those lands and prepare leaders faithfully to share the biblical witness in congregations today. *Fulfills Reading and Telling the Story requirement.* [Prerequisite: BIB 100 Greek prior to or concurrent with class; open to MAs without Language requirement] [Open for synchronous ZOOM participation by online students; register for ZM section]

Mark Vitalis Hoffman, mhoffman@uls.edu

BIB 210 OL/SY/ZM Story of Jesus

As the authoritative resource for understanding the story of Jesus and as basis of the church's faith, confession, and witness, a study of the Gospels is essential. In this course, students will be prepared to listen to God's Word in personal study and in community and apply insights gained as leaders in church and world through worship, education, service, and encouragement. Understanding the Gospels includes engaging in critical reading and reflection on these texts as well as studying their social, literary, cultural, historical, source, theological, and textual dynamics. In this course, students will apply basic aspects of exegeting texts in their original language as foundational work for preaching, teaching, and integrating the texts for the life of faith and of the church. *Fulfills MDiv/MAML Story of Jesus requirement, or free elective* [Prerequisite or corequisite: BIB 201, plus BIB 100 for MDiv students]

Mark Vitalis Hoffman, mhoffman@uls.edu

BIB 212 OL/SY Story of the Early Church

As the authoritative resource for understanding the story the early church and as basis of the church's faith, confession, and witness, a study from Acts to Revelation is essential. In this course, students will be prepared to listen to God's Word in personal study and in community and apply insights gained as leaders in church and world through worship, education, service, and encouragement. Understanding the New Testament includes engaging in critical reading and reflection on these texts as well as studying their social, literary, cultural, historical, source, theological, and textual dynamics. In this course, students will be introduced to the basic aspects of exegeting texts in their original language as foundational work for preaching, teaching, and integrating the texts for the life of faith and of the church. *Fulfills MDiv Story of the Early Church requirement, or free elective.* [Prerequisite or corequisite: BIB 201, plus BIB 100 for MDiv students]

Crystal Hall, chall@uls.edu

BIB 220 SY/OL Story of Israel

This course is designed as a critical introduction to the Old Testament/Hebrew Bible in general and as a survey of the structure, contents, and major theological themes of the "Primary History" (the books of Genesis through Kings). The course is 'critical' in the sense that its central intention is to orient students to and engage students in the responsible study of the Old Testament/Hebrew Bible in the contemporary world. Most coursework will be completed asynchronously via Canvas except for weekly, synchronous "zoom workshops" in small groups with the professor. Students should expect their

workshop (no more than 80 mins) to be scheduled in a recurring slot between 2pm–5pm on Thursdays. Specifics will be worked out shortly before the start of the semester. Fulfills MDiv/MAML Story of Israel requirement, or free elective. [Prerequisite or corequisite: BIB 201]

Reed Carlson, rcarlson@uls.edu

BIB 303 IG Judgment and Justice

"If any harm follows, then you shall give life for life, eye for eye, tooth for tooth, hand for hand, foot for foot, burn for burn, wound for wound, stripe for stripe " (Exodus 21:23-24). "Indeed, God did not send the Son into the world to condemn the world, but in order that the world might be saved through him. Those who believe in him are not condemned; but those who do not believe are condemned already, because they have not believed in the name of the only Son of God" (John 3:14-15). Scripture abounds with images of judgement and justice, images that have inspired human imagination and sparked human thinking for centuries. In this course we will engage deeply with selected scriptural depictions of judgement and justice and discuss how they support or problematize current theologies of atonement and systems of criminal and civil justice. MDiv Bible at Crossroads of Church and Culture requirement or Bible or free elective. [Prerequisites BIB 100 and BIB 201].

Allison deForest, adeforest@uls.edu

BIB 305 SY Early Christian Literature and Liturgy

[Register as PRAX 405 for Praxis credit]

As followers of Jesus began forming intentional communities after the Resurrection, they needed to establish texts to call their own. Some of these texts were eventually canonized into the New Testament that we have today, but many were left out, cherished by individual communities as witnesses to the faith they had received. These non-canonical texts give us insight into the beliefs and practices of early Christians, giving us great literature from sources like the Acts of Paul and Thecla, the Odes of Solomon, the Epistle of Barnabas, the Didache, and others. This course will approach these texts from literary, liturgical and socio-historical perspectives, with an eye toward how emerging Christian communities can help shape our re-emerging communities today. Classes will consist of text study, discussion, lectures, student presentations, and writing assignments. *Fulfills MDiv Bible at Crossroads of Church and Culture requirement, or free elective.* [Prerequisites: PRAX 10x and BIB 201; recommended: BIB 212]

Crystal Hall, chall@uls.edu and Kyle Schiefelbein-Guerrero, kschiefelbein@uls.edu

BIB 352 IP Living in the Biblical World: Creation and Social Order

The Bible portrays a world created by God and ordered in its social structures by God's will. We are invited to find ourselves within that world and to learn to live within it as God's gift to us. Participants in the course will discuss together important biblical texts that describe and evoke the biblical world. A key part of the course will be discerning how the biblical world and our own intersect to form our own contemporary experience. *Fulfills MDiv Bible at Crossroads of Church and Culture requirement, or free elective.* [Prerequisites: BIB 100, BIB 201, and BIB 220]

Robert Robinson, rrobinson@uls.edu

BIB 358 IP/IG Women in the Gospels

Each of the New Testament Gospels has distinctive features, rhetorical aims, and theological themes which combine to create a unique portrait of Jesus. These distinctive features can often be seen especially clearly through the stories of women. In this class we will explore stories of women in the Gospels using historical and literary methods, seeking to understand the stories themselves, what they

reveal to us about the theological message of each Gospel, and how they might speak to our world today. Pre-intensive work (over a three-week period): Independent reading plus 12 hours of asynchronous class activities; Intensive week: Independent reading and writing plus 25 hours of synchronous Zoom class meetings (M-F 9:00-11:30 and 2:00-4:30); Post-intensive work (over a two week period): Independent reading and final project work plus 5 hours of asynchronous class activities *Fulfills MDiv Bible at Crossroads of Church and Culture requirement, or free elective* [Prerequisites: BIB 201 and BIB 210]

Jennifer McNeel, jmcneel@uls.edu

BIB 383 TS Turkey/Greece

Fulfills MDiv Bible at the Crossroads requirement, or Bible or free elective.

Mark Vitalis Hoffman, mhoffman@uls.edu /Crystal Hall, chall@uls.edu /Reed Carlson, rcarlson@uls.edu
Travel Seminar
January 4-21

BIB 401 DL Hebrew

Hebrew is the original language of the Old Testament/Hebrew Bible, and its recovery was a central and indispensable building block of the Protestant Reformation. Students learn the basics of biblical Hebrew vocabulary and grammar and begin to sharpen their perspective on the exquisite art of translation. The course is enhanced by an orientation to Bible software tools as an aid to ongoing study of the language. *Free elective*, may fulfill MDiv Language requirement with advisor's permission. [No prerequisites].

Reed Carlson, rcarlson@uls.edu

BIB 403 IP or IG Hebrew Readings

Free elective. [Prerequisite: BIB 401 Hebrew or equivalent]

Reed Carlson, rcarlson@uls.edu

BIB 450 RP African Presence in Scripture

A study of African and Hamitic people in the development of the Old and New Testament religion and people, as demonstrated in the Bible. *Free elective, also applies toward Black Church Concentration.*

[Prerequisite: BIB 201]

James Pollard, jpollard@uls.edu

BIB 461 OL Romans

In this course we will walk through this, Paul's most systematic letter, in detail discussing Paul's context, his rhetorical strategies, his Old Testament exegesis and how these help us and his first readers/hearers understand the good news, "the power of God for salvation to everyone who has faith, to the Jew first and also to the Greek (Romans 1:16)." We will examine this essential epistle through a variety of 21st Century lenses to see more clearly its meaning and purpose for us today. Assignments will include weekly online discussion of the text, an exegetical paper on a passage of the student's choice and a project for use in a ministry setting. *Bible or free elective.* [Prerequisites: BIB 201, BIB 210 and BIB 212, plus BIB 100 for MDivs] [STM/DMin students: see BIB 761]

Allison deforest, adeforest@uls.edu

DEN 160 IP Essentials of Anglicanism

The course will focus on the formation of Anglican and Episcopal identity, responsibility, authority, collegiality and accountability through engagement with both primary sources, major texts, and various articles. A seminar for students with little previous study of Anglicanism serious about appropriating the fundamentals of Anglican church history, spirituality and theology and being prepared, in turn, to teach lay inquirers' or ecumenical classes on Anglicanism and the Episcopal Church, to preach sermons grounded in an Anglican theological perspective, and to lead liturgy as a lay person. The course also lays a significant part of a basic foundation for students who will take the General Ordination Examinations. *Fulfills denominational history/polity requirement for Anglican students.*

Storm Swain, sswain@uls.edu

DEN 201 OL Lutheran Foundations

This course explores the Lutheran confessional texts included in the Book of Concord as a witness to the gospel and guidance for faith and life. From their contents, especially the Augsburg Confession and Luther's Catechisms, the course will define and describe the main themes of Lutheran Theology and spirituality. First-hand reading of the documents and learning about their history, context, and content will give students an appreciation of the historical foundations of Lutheran theology as well as perspectives for critical reflection on the role of the Confessions in today's ecumenical context.

Fulfills denominational history/polity requirement for Lutheran students. [Prerequisite: HTH 100 or HTH 11x]

Vincent Evener, vevener@uls.edu

DEN 204 RP Baptist Polity

A study of the basic structure, mission, and theological standards of the Baptist tradition. *Fulfills denominational history/polity requirement for Baptist students.* [No prerequisites]

Wayne Croft, wcroft@uls.edu

GSE 351 HP Interseminary Seminar

Selected topics for students in the final year are pursued along with students from other area seminaries. *Free elective.* [For seniors by invitation only]

Robert Robinson, rrobinson@uls.edu

HTH 100 RP/IP Theology 1: Creation, Sin, and New Creation

This course introduces students to constructive and liberative theological thinking that emphasizes (1) the inherent relationality of God, creation and humanity, and (2) the meanings of salvation. Mindful of the world of which we are a part, in all its weakness, incompleteness, and sinfulness, we do theology by attempting our best thinking and praxis through the sources and tools that are available to us. A guiding question for the course is how theology informs public ministry. *Fulfills Theology 1: Creation/Sin/New Creation requirement.* [No prerequisites]

John Hoffmeyer, jhoffmeyer@uls.edu

Philadelphia campus, Wednesdays, 7–10 pm

HTH 111 IG Church History I: Creeds and the Christian Tradition

This course explores the development of Christian doctrine and practice in ancient and medieval contexts, with particular attention to the underlying theological vision of the ecumenical creeds and to how that vision was shaped by conflicts and practices within the church. We will also explore how the early Christian spirituality of opposition to the world (martyrdom, asceticism) was transformed and relocated in the medieval period, before turning to how new contexts and spiritual aspirations (devotion to Christ's suffering humanity, the quest for an Apostolic life, scholastic seeking for unity of truth) challenged and transformed inherited traditions after 1000. Later sessions will address Anselmian atonement theory, women's vernacular mysticism, and late-medieval humanism. *Fulfills Church History 1 requirement for MDiv, MA, and MAPL students; MAML free elective.* [No prerequisites]

Vincent Evener, vevener@uls.edu

HTH 114 OL Church History 1: History of Christianity to 1500

Participants learn to identify, draw upon, and creatively apply, with integrity, for leadership in parish ministry and other public roles, the faith of Christian women and men from the origins of Christianity in Judaism and the Roman Empire to 1500. Participants demonstrate abilities to articulate changes and continuities in key discourses, including doctrines of God, Trinity, Christology, the Church, Sin, and Scripture; and demonstrate and employ awareness of changes and continuities in key Christian practices, including Baptism and Eucharist. A consistent goal is to foster critical appreciation of ancestors in the faith across multiple contexts to the sixteenth-century. *Fulfills Church History 1 requirement for MDiv, MA, and MAPL students; MA/MAPL Public Theology option or MAML free elective.* [No prerequisites]

Jon Pahl, jpahl@uls.edu

HTH 201 RP Christianity Becomes a World Religion

This course focuses on Christianity after the 16th Century, a period launched through discovery/colonization of the Western Hemisphere. The churches sought ways to stay relevant as nation states emerged. All the big 'isms' at play in our societies today have their counterparts fully on display and can be productively studied. Nationalism, colonialism, slavery, industrialization, migration, commercialization, and democratization shaped for good and ill the relationships between peoples and land in diverse ways, making the Christianity that developed a window into these complex dynamics. Christianity in more recent times has experienced explosive growth outside the West. North American Christians can no longer understand Christianity unless they have developed a world encompassing framework. *MDiv History 2: Globalizing Christianity requirement, or free elective.*

Maria Erling, merling@uls.edu

HTH 202 OL Faith and Film

According to some observers, film and media is religion in America; seeing is believing. Many people spend much more time engaged with media than with a local congregation or agency. At the least, films interact with faith traditions to represent, expose, critique, extol, and shape them. In this course, we will study the interactions between movies and television and religions in the United States, from the early twentieth-century to the present, bringing to bear tools from the disciplines of cultural studies, history, and theology, among others, with a focus on engaging media (especially film and television) in congregational ministry and public theology. Viewing of 5-7 films will be accompanied by close readings and discussions of each of them, in conjunction with key secondary sources and reviews. *MDiv History 2: Globalizing Christianity requirement, or MA/MAPL Public Theology option, or free elective.*

Jon Pahl, jpahl@uls.edu

HTH 204 SY Globalizing Christianity: History of Lutheranism

United Lutheran Seminary is the oldest Lutheran seminary in the Western Hemisphere. It has been a leader in experiencing, benefitting from, and responding to exploration, colonialization, slavery, war, missionary zeal, and missionary regret. Today, after many language transitions and merger processes, Lutherans no longer rely on ethnic ties to gain a greater witness, but through ecumenical relationships, and world partnerships have tried every form of persuasion to adapt to new communities. Sometimes this works, sometimes not. Leaders hope for more inclusion; community memory and tradition become difficult barriers to overcome. But it can be done. This course explores how the many settlers and immigrant communities assimilated into the American scene, and how they time and again sought to broaden their appeal to meet their own vision of becoming a more inclusive church. By examining this history students will learn where the minefields are in scoping out the American landscape and what has been and what is promising about Lutheranism's witness in our time. *MDiv History 2: Globalizing Christianity requirement, or free elective*. [Prerequisite: HTH 11x]

Maria Erling, merling@uls.edu – Gettysburg campus

HTH 212 RG Life, Death and Salvation in a Multi-Faith World

All religions, including Christianity, describe and define a world view—through both doctrines and practices—that enable their followers to make meaning in the world and live a meaningful life. These world views are, of course, different, but all of them include specific descriptions of life, death, and salvation [whatever comes after]. And, what's more, there are different variations of the one overarching world view within each religion itself. *Fulfills MDiv Systematic Theology 2: Doing Theology in a Diverse World requirement, or free elective*. [Prerequisite: HTH 100]

Kristin Johnston Largen, klargen@uls.edu

HTH 214 RP African American Theology

We will study contemporary black theology in the United States. The course examines the history, methodology and systematic construction of black theology with a focus on Christology in the African American perspective. We endeavor to reach three goals (1) to identify and study issues pertaining to the theological interpretation of "black religion," which is regarded as the principal subject matter for black theology; (2) to identify sources and learn methods for doing systematic/constructive black theology; and (3) to examine central themes in black theological accounts of Christology (the person of Christ), inclusive of black and womanist symbols for Christ, interpretations of the teachings and ethics of the historical Jesus in black Christologies, and the meanings of the Cross and Resurrection for interpretations of redemptive sufferings, liberation and salvation. *Fulfills MDiv Theology 2: Doing Theology in a Diverse World requirement, or free elective; also applies toward the Black Church concentration*. [Prerequisite: HTH 100]

Frederick Ware, fware@uls.edu

HTH 216 SY Theology 2: Global Christologies: The Beautiful Faces of Christ

The Gospels record that Jesus asked his disciples, "Who do you say that I am"? Over 2,000 years later, that question is still with us. And while Christians all over the globe lift their voices to answer with Peter, "You are the Messiah," the ways in which this confession is contextualized and lived out in the lives of Christian men and women in Africa, Asia, and South America are radically different. Yet, because we are one body, and confess one savior, it is incumbent upon United States Christians to learn about these differences and allow our own faith to be enriched and strengthened by them. With this objective in mind, this course we will examine a variety of ways in which both the person and the work of Jesus Christ have been interpreted in different geographical and cultural contexts, including different US

contexts. We will look at how the various pictures of Christ have been painted, and how different Christian communities relate to Jesus. Finally, we will focus on the theological necessity for fidelity not only to Scripture and the tradition, but also to the lived reality in which a specific Christian community exists. *Fulfills MDiv Theology 2: Doing Theology in a Diverse World requirement, or free elective.* [Prerequisite: HTH 100]; Zoom synchronous course on Wednesday mornings from 8:30-11:30
Kristin Johnston Largen, klargen@uls.edu

HTH 215 TS Travel Seminar to Thailand and Cambodia

Fulfills MDiv Systematic Theology 2: Doing Theology in a Diverse World requirement, or free elective.
[Prerequisite: HTH 100]
Paul Rajashekar, rajashekar@uls.edu /Kristin Largen, klargen@uls.edu
Travel Seminar, dates TBA

HTH 217 IP Theology 2: Doing Theology: Religious Plurality and Christian Identity

This intensive seminar attempts to examine the nature and scope of Church's engagement with religious pluralism in light of biblical, historical and theological perspectives. It is not a course on world religions. We will examine Christian attitudes and approaches to other living faiths and how it shapes Christian identity and self-understanding in contemporary society. We will also explore the nature and function of interreligious dialogue in Western societies and its implications for pastoral ministry. *Fulfills MDiv Theology 2: Doing Theology in a Diverse World requirement, or free elective.* [Prerequisite: HTH 100]
Paul Rajashekar, rajashekar@uls.edu

HTH 303 RP The Lord's Supper and the Church as Communion

The objective of this course is to facilitate and promote reflection on the communion meal, also known as the Eucharist and the Lord's Supper, within the wider context of the Biblical understanding of the church as communion, with a view to developing an informed and integrated understanding of eucharistic issues and themes which emerge from the worldwide church and from the practical life-realities of the churches in our own contexts today. The course will examine the biblical foundations, practices in the early church, the variety of understandings during the reformation, the quest for unity and fellowship brought about through the ecumenical movement, and the challenges for the understanding of the church as communion today. *Fulfills MDiv Gospel and Freedom requirement, or free elective.* [Prerequisites: HTH 100 plus either HTH 11x or HTH 20x]
Jayakiran Sebastian, jsebastian@uls.edu

HTH 304 OL African American Church History

A review of the historical development and current state of the African American Church. Through a close reading of texts of the movement and a review of the social context within which it arose, seminar participants will be invited to a full engagement with this ecclesial tradition. It will be our purpose to identify not only the discrete contours of the African American Christian movement but also to identify its place in the larger sweep of Christian history in the United States. *Fulfills MDiv Gospel and Freedom requirement, or free elective; also applies toward the Black Church Concentration.*
Renee Harrison, rharrison@uls.edu

HTH 306 TS Paths of Conscience Travel Seminar

This travel seminar will focus on the human sin of racism and investigate how theology and history have been affected by it, through following the underground railroad routes near us, and learning of the actions and interpretations of the abolitionist movement in the United States in the 19th century. As a pilgrimage, students will visit places and encounter stories in proximity to the two campuses of United Lutheran Seminary. The opportunity to explore and react to the actions of free and enslaved African Americans, as well as white allies and opponents, during the struggle to end slavery provides a way for students to in turn critique modern uses of memory and history to better inform the churches today. Lodging, meals, and museum fees will cost about \$200. *Fulfills MDiv Gospel and Freedom requirement, or MA/MAPL Public Theology option, or free elective* [Prerequisites: HTH 100 and HTH 11x] **Enrollment limited to 12 students.**

Maria Erling, merling@uls.edu

HTH 307 RP Dying for God: Martyrdom in the Early Church and its Legacy

Why were some Christians in the early church persecuted and killed? Why were some Christians willing to die for God? How did the remembrance of martyrdom and the transmission of the stories of the martyrs shape the Christian imagination? This course will look at narratives regarding anger and rage that Christians had to face as recorded in the new testament and early Christian literature; analyze and discuss various “acts” of Christian martyrs; and explore the legacy of martyrdom and memory in relation to events that occur in various parts of the world today and in the recent past, where Christians are killed for being witnesses and testifying to their faith. *Fulfills MDiv Gospel and Freedom requirement, MA/MAPL Public Theology requirement, or free elective.* [Prerequisites: HTH 100 and HTH 11x]; ZOOM Synchronous

J. Jayakiran Sebastian, jsebastian@uls.edu

HTH 308 IG Marriage and Celibacy

Attitudes toward marriage and family have varied widely across Christian history—some have seen marriage and procreation as impediments to devotion, ministry, and even salvation itself, others have seen marriage and procreation as particularly blessed. Many denominations and individuals today claim that God favors the nuclear family; others proclaim God’s welcome of diverse family arrangements and the unmarried. Debates about marriage and sexuality frequently rely on unfounded conceptions of the “traditional,” and reflect little awareness of the long history of Christian reflection and contestation. This course introduces students to that history, exploring side-by-side the voices of leading theologians who helped define church teachings and law, and the voices of those who experienced subordination and marginalization. The goal is for students to gain the capacity to offer informed commentary and leadership in the present. The course will attend not only to teaching and practices surrounding marriage and family, but also to historical motives for and expressions of sexual renunciation (clerical celibacy and monasticism). *Fulfills MDiv Gospel & Freedom requirement, or MA/MAPL Public Theology option, or free elective* [Pre-requisites: HTH 100 and HTH 101/110x]

Vincent Evener

HTH 313 IG Mission and the Empowerment of the Marginalized

How is mission understood and practiced today? Given the fact that the prevailing paradigm of *missio Dei* has been interrogated from various angles, how do we recover the multifaceted nature of mission in terms of its potential for transformation and liberation, especially in contexts of pronounced social hierarchies? This course will seek to problematize certain aspects of the mission enterprise and also uplift those dimensions that have led to faithful commitment on the part of marginalized communities

who have been empowered and dignified before God and human beings by their acknowledged status as "God's people." *MDiv Gospel and Freedom requirement, or free elective.* [Prerequisites: HTH 100 plus either HTH 11x or HTH 20x]

Jayakiran Sebastian, jsebastian@uls.edu

HTH 314 HB Readings in Luther

This course provides the opportunity to engage in sustained study and discussion of Luther's writings. We will seek to understand Luther's views in their context, and to ask about the significance of Luther's theology for the life and witness of the church today. After reviewing Luther's theological development and his response to the defining controversies of the early Reformation, we will focus on Luther's work as an exegete and preacher. Readings may include Luther's sermons on the Gospel of John and his lectures on Galatians and Genesis. Attention will be given as well to the way Luther's theology has been interpreted and used throughout history, and to current readings of Luther from global and liberation perspectives. *Fulfills MDiv Gospel and Freedom requirement, or free elective.* [Prerequisites: HTH 100 plus either HTH 11x or HTH 20x]

Vincent Evener, vevener@uls.edu

HTH 315 OL Contemporary Lutheran Theology

This course explores a variety of contemporary Lutheran theologies. The course's primary purpose is to assist you in drawing upon the richness of Lutheran thought for your own theological and ministerial practice. *Fulfills MDiv Gospel and Freedom requirement, or free elective.* [Prerequisites: HTH 100 plus either HTH 11x or HTH 20x]

John Hoffmeyer, jhoffmeyer@uls.edu

HTH 317 IP Religions, Violence, and Peacebuilding

This course provides students with tools to understand, prevent, and mitigate the ways religions produce or reinforce patterns of systemic violence, and will offer students resources to strengthen practices that promote peacebuilding in congregations, agencies, and communities. The primary approach in the course will be historical, but practical discussions with religious leaders and visits to agencies committed to religious peacebuilding will be components of the course as well. *Fulfills MDiv Gospel and Freedom requirement, or MA/MAML/MAPL Public Theology option, or free elective.*

[Prerequisites: HTH 100 plus either HTH 11x or HTH 20x]

Jon Pahl, jpaul@uls.edu

PRAX 100 OL/RP/RG Worshipping Community

This course aims to equip leaders to prepare worship within and with a community, drawing on the richness of the church's traditions and of the community's giftedness and context. Bringing together fruits of biblical study, church history, ecumenical theological consideration (especially of the sacraments), and pastoral care, it also draws on disciplines ranging from anthropology to neuropsychology. Students will both prepare corporate worship appropriate to their own tradition, and practice leading it. *Fulfills MDiv Worship requirement, or MA/MAPL Praxis option, or free elective.* [No prerequisites]

Kyle Schiefelbein-Guerrero, kschiefelbein@uls.edu

PRAX 110 HP/RG Pastoral Theology

An introduction to the fundamentals of pastoral theology and practice: pastoral theology, formation, and a model of pastoral care. Students will develop a theological framework for what it is to be a pastoral caregiver (whether lay or ordained), a model to understand their own pastoral formation, and an intercultural model of pastoral care, that builds theological reflexivity and attends to systems of oppression and privilege. Attention will be given to family systems, grief and trauma, crisis and disaster, professional ethics, making appropriate referrals, and the spiritual importance of self-care and boundaries. Students will form a small learning group to practice pastoral conversations, extending their listening skills, pastoral assessment, and theological integration. *MDiv Pastoral Theology requirement, MAML Praxis option, MA/MAPL Praxis option, or free elective.* [No prerequisites]

Storm Swain, sswain@uls.edu

PRAX 123 OL Rural and Small Church Ministry

Seventy-one per cent (71%) of all congregations in the United States have fewer than 100 people in average weekly attendance (63% in ELCA). Forty-four per cent (44%) of all congregations are in rural or small-town settings (47% in ELCA). Explore your reaction to social change, conflict, community patterns, and opportunities for mission in rural places and small churches, including Appalachia and other regions. While readings, presentations and discussions frame the course, there are options for ethnographic field research and development of mission plans in a setting you choose. *Fulfills MDiv Church in Society requirement, or MA/MAPL Public Theology option, or Praxis option, or free elective.* [No prerequisites]

Gilson A. C. Waldkoenig, gwaldkoenig@uls.edu

PRAX 124 RP Faith-based Community Organizing

How can seminarians, pastors, and ministry leaders benefit from exploring the theology, history, and techniques of community organizing? This course will examine the ways that faith-based community organizing can strengthen congregational relationships, put public theology into action, extend the justice and mission work of churches, and build beloved community. Participants will study historical and local examples of faith-based movements for justice, deepen their understanding of and learn to articulate their faith commitment to transformation, and develop skills that will translate into any ministry or community context. Instruction team will include guests from a variety of religious and denominational traditions. *MDiv/MAML Church in Society requirement, or MA/MAPL Public Theology or Praxis option, or free elective.* [No prerequisites]

Linda Noonan, lnoonan@uls.edu

PRAX 130 HP Preaching the Gospel

Preaching in the 21st Century is an introduction to the theology, methods, and practice of the oral communication of the gospel. This course provides a general introduction to the task of preaching. Students will distinguish and analyze: 1) the place of preaching in the context of the worshipping assembly; 2) the theological work of preaching as part of the practice of Christian ministry; and 3) the techniques and methodologies that various preachers use in the preparation and delivery of sermons. *Fulfills MDiv Preaching the Gospel requirement, or MA/MAPL Praxis option, or free elective.* [No prerequisites] **Limited to 15 students**

Karyn L. Wiseman, kwiseman@uls.edu

PRAX 130 IG Preaching the Gospel

Preaching in the 21st Century is an introduction to the theology, methods, and practice of the oral communication of the gospel. This course provides a general introduction to the task of preaching. Students will distinguish and analyze: 1) the place of preaching in the context of the worshipping assembly; 2) the theological work of preaching as part of the practice of Christian ministry; and 3) the techniques and methodologies that various preachers use in the preparation and delivery of sermons. *Fulfills MDiv Preaching the Gospel requirement, or MA/MAPL Praxis option, or free elective.* [No prerequisites] **Limited to 15 students**
Angela Zimmann, azimmann@uls.edu

PRAX 140 RP Congregational Formation and Education

Students will demonstrate basic knowledge of the philosophy and history of Christian education, demonstrate ability to analyze, use and describe educational resources in their perspective ministries, and be able to develop pedagogical skills in teaching children, youth and adults in the Christian faith from their various denominations. Students will acquire a knowledge of their current denominational curriculum surrounding Sunday school, first communion, confirmation, baptism, adult catechumenate, and age-appropriate Bible study. Students will also demonstrate an ability to use media, technology and the arts in the delivery of Christian education. The field education placement will be crucial to achieving these goals. *Fulfills MDiv Congregational Formation and Education requirement, or MA/MAPL Praxis option, or free elective.* [No prerequisites]
Charles Leonard, cleonard@uls.edu

PRAX 144 HG Certificate in Congregational Faith Formation

The 10-day course in congregational faith formation includes hands-on education emphasizing small groups, community development and relational ministry as a way to engage congregations in faith formation (also known as Christian Education.) The days of classroom work include Biblical and theological training, cultural analysis, long range planning, family ministry, Christian Education and lots of how-to strategies. This course is scheduled to meet 2 days a month from January – April (Friday-Saturday). The scope of this course is for faith formation for children, youth and young adults, but can be easily used with adults. *Fulfills MDiv Congregation Formation and Education requirement, or MA/MAPL Praxis option, or free elective* (3 credits for Fall)
Chelle Huth
In-class dates: Jan. 22-23; Feb. 26-27; March 19-20; April 9-10; April 30-May1

PRAX 145 IG Congregational Formation and Education

Students will demonstrate basic knowledge of the philosophy and history of Christian Education, demonstrate ability to analyze, use and describe educational resources in their prospective ministries, and be able to develop pedagogical skills in teaching children, youth and adults in the Christian faith from their various denominations. Students will also acquire a knowledge of their current denominational curricula for Sunday school, first communion, confirmation, baptism, adult catechumenate, and age appropriate bible study. Finally, class participants will demonstrate an ability to use media, technology, and the arts in the delivery of congregational formation and education. This course will use literature and communication (online and in class) on topics such as reflection on baptism as the foundation for congregational formation and education, the role of advocacy and social justice in congregational formation and education, mandatory reporting of child abuse, impacts of sexual misconduct in congregational formation and education, power differentials in congregational formation and education, liturgy as an important component in faith formation and education, working

with populations of differing abilities in faith formation and education, the realities of racism, sexism, ageism, classism, etc. in faith formation and education, and teaching/preaching in our polarized culture and world. *Fulfills MDiv Congregational Formation and Education requirement, MAML Praxis option, MA/MAPL Praxis option, or free elective*
Nancy Gable

PRAX 310 RP Equipping the Saints

The focus of the course is on preparation for the administration of a congregation, particularly the identification of shared leadership with laity for evangelism, stewardship, and program planning, execution and evaluation. Pastoral responsibilities for priority setting, church and personal finances, and identification of skills among the laity are emphasized. *Fulfills MDiv Equipping the Saints requirement, or MA/MAPL Praxis option, or free elective.* [Recommended for students in their final year]
Charles Leonard, cleonard@uls.edu

PRAX 312 OL Equipping the Saints: Rural Church

The focus of the course is preparation for administration, community-building and outreach with small-membership congregations (<100 average worship attendance) located in open country to towns of 10,000 population. *Fulfills MDiv Equipping the Saints requirement, or MA/MAPL Praxis option, or free elective; also applies toward Concentration in Town and Country Church Ministry.*
Gil Waldkoenig, gwaldkoenig@uls.edu

PRAX 404 IG Luther the Liturgist

Some historians claim that the Reformation was sparked by a failure in the liturgical practice of penance (reconciliation) to do what it was designed to do. Luther's famous treatise *The Babylonian Captivity of the Church* details the problems of the existing system of sacraments, yet he did not offer liturgical reforms until colleagues requested them. Luther's suggested reforms of the mass, baptism, marriage, funerals and daily prayer serve as the foundations for worship reforms in Lutheranism and other Protestant traditions. This course investigates the liturgical and sacramental theology of Luther and his colleagues, drawing on both the theological writings and the practical reforms. Students are asked to analyze current liturgical practices through these lenses as a guide toward worship renewal in the 21st century. *Fulfills MA/MAPL Praxis option, or free elective.* [Prerequisites: PRAX 10x, DEN 201 or equivalent].
Kyle Schiefelbein-Guerrero, kschiefelbein@uls.edu

PRAX 405 SY Early Christian Literature and Liturgy

[Register as BIB 305 for Bible at Crossroads credit]

As followers of Jesus began forming intentional communities after the Resurrection, they needed to establish texts to call their own. Some of these texts were eventually canonized into the New Testament that we have today, but many were left out, cherished by individual communities as witnesses to the faith they had received. These non-canonical texts give us insight into the beliefs and practices of early Christians, giving us great literature from sources like the Acts of Paul and Thecla, the Odes of Solomon, the Epistle of Barnabas, the Didache, and others. This course will approach these texts from literary, liturgical and socio-historical perspectives, with an eye toward how emerging Christian communities can help shape our re-emerging communities today. Classes will consist of text study, discussion, lectures,

student presentations, and writing assignments. *MA/MAPL Praxis option, or free elective*. [Prerequisites: PRAX 10x and BIB 201; recommended: BIB 212]

Kyle Schiefelbein-Guerrero, kschiefelbein@uls.edu and Crystal Hall, chall@uls.edu

PRAX 408 IP Baptismal Formation Across the Traditions

Early Christians began bringing people into the faith through some combination of evangelism, education and initiation through baptism. This course explores the histories, theologies and practices of the baptismal formation (the Catechumenate, RCIA) across time and space, starting with baptismal imagery in the New Testament, winding through the increase of infant baptism in the medieval period, to the reforms of Christian initiation in the 20th century through ecumenical convergence (e.g. *Baptism, Eucharist and Ministry*) and divergence. This course also analyzes the liturgical practices of the Catechumenate from various denominations, with students engaging with their own practices and those from other churches in various parts of the world. *Fulfills MA/MAPL Praxis option, or free elective*.

[Prerequisite: PRAX 10x; Recommended: PRAX 14x]

Kyle Schiefelbein-Guerrero, kschiefelbein@uls.edu

PRAX 411 IP Theology and Practice of Disaster Spiritual Care

This course prepares religious leaders to provide spiritual and emotional care during deployment to disaster sites as well as within their own communities. The course covers a Trinitarian pastoral theology of disaster chaplaincy, grounded in a 9/11 case study, explores comprehensive response, including disaster operations, disaster spiritual care, disaster mental health, and self-care for caregivers. This curriculum is compliant with NIMS (National Incident Management Systems) and incorporates FEMA Incident Command System 100 training, complies with the National VOAD Points of Consensus for Disaster Spiritual Care, and includes NDIN (National Disaster Interfaith Network) training which upon ordination/credentialing may lead to deployment in a disaster as a chaplain or local spiritual care worker. *MA/MAPL Praxis option, or free elective*. [Prerequisite PRAX 110]

Storm Swain, sswain@uls.edu

PRAX 420 HP Critical Reflection on the Praxis of Ministry

This course is an intensive case-based peer group action-reflection course for students who have a weekly ministry setting, with onsite supervision. The course will foster participant's understanding of pastoral ministry as they intentionally integrate their praxes of ministry, systematic theology, and pastoral formation. Students will write bi-weekly pastoral case studies and make regular presentations on praxis of ministry. This course is also open to students who have completed a unit of Clinical Pastoral Education who are wanting to extend their pastoral experience in another context, and students who are needing to take this course as a partial completion of the degree requirement for the Critical Reflection on Praxis of Ministry requirement. (The other parts of the requirement include ministry placement and individual supervision, which needs to be overseen by the Director of Contextual Education. [Please note that ELCA, Episcopal, Presbyterian, Methodist, and some other denominations require a Clinical Pastoral Education unit for those training for ordination. This course does NOT fulfill that requirement.] *Partially fulfills Critical Reflection on Praxes of Ministry requirement; may be taken as free elective*. [Prerequisite: PRAX 110]

Storm Swain, sswain@uls.edu

PRAX 423 IG Public Theology and Digital Technology: The Blessing and Bane of Social Media

Social media is ubiquitous in the lives of the vast majority of people to whom we are called to minister. Digital technology can be a powerful tool for ministry or a spectacular means of publicly failing in our effort to be the prism through which the Gospel shines. This course will examine the effect of social media in various social demographics, including the harmful implications for people in adolescence. It will also delve into best practices for ministry, using the technology as a proper means by which we can bring grace to a troubled public forum, especially during a time of contagion. There will be assigned reading prior to the beginning of the course and a final project to be completed by Saturday the 22nd. [No prerequisites] *This course is reading intensive.

Martin Otto Zimmann

PRAX 428 OL Environment, Faith, and Praxis

This course challenges and equips participants to develop public witness to the resilient love and justice of God in the face of environmental damage and ecological injustice. The course provides connections from environmental history and ecological theology to inform projects developed by participants. Students choose projects in areas such as food & faith; energy stewardship; habitat care; eco-justice advocacy or outdoor spirituality. (*Completion of a project in outdoor spirituality within this course satisfies the spiritual formation requirement.*) *Fulfills MA/MAPL Public Theology or Praxis option, or free elective*

Gilson Waldkoenig, gwaldkoenig@uls.edu

PRAX 433 IG Liturgical Preaching

Preaching exists in a context situated within and defined in part by the liturgical year and the 3-year Revised Common Lectionary. We will explore how the year, the texts, the sermon shape, and the contemporary situation inform each other in theory and in practice. Students will be expected to preach. *Fulfills MA/MAPL Praxis option, or free elective.* [Prerequisites: PRAX 13x]

Karyn Wiseman, kwiseman@uls.edu

PRAX 434 RP Preaching on Special Occasions in the African American Tradition

In the African American worship tradition, the church has its own calendar (and special services). Preachers must know how to develop and deliver clear, concise, and relevant sermons for occasions within this tradition. This course will examine some of these occasions, as well as, the history and theology of preaching and developing sermons for particular events within the African American tradition. Students will be expected to preach relevant sermons. *MA/MAPL Praxis option, or free elective; also applies toward the Black Church concentration.* [Prerequisite: PRAX 13x] **Enrollment limited to 8 students.**

Wayne Croft, wcroft@uls.edu and Marsha Brown-Woodard, mwoodard@uls.edu

PRAX 437 IG Preaching in the Purple Zone: Ministry in the Red-Blue Divide

The challenge of addressing social and contemporary issues from the pulpit is fraught with risks, but also offers opportunities to proclaim the gospel and build community in profound and contextual ways. This course will provide both scriptural and theological frameworks to equip students for prophetic preaching during this politically divisive time. Students will devise strategies for approaching sermons in their ministry sites using a process of civil discourse known as “deliberative dialogue.” Used in tandem with preaching, deliberative dialogue has the potential to strengthen relationships for public discourse in the midst of red state/blue state divisiveness, while also increasing the effectiveness of the sermon.

*Fulfills MA/MAPL Praxis option, or free elective. [Prerequisite: PRAX 13x] **Enrollment limited to 12 students.***

Leah Schade, lschade@uls.edu

PRAX 438 IP Preaching for Social Transformation

Preaching in a politically and socially charged time means being attentive to the context and the connections to the ways of Jesus. How does one preach in a way that calls the church to accountability around social justice issues, that honors the Gospel, and speaks the word into the world? In this course, we will examine the ways preaching has created social change in the past and how we might harness the power of the scriptures to craft. (Prereq: PRAX 13x)

Karyn L. Wiseman, kwiseman@uls.edu

PRAX 451 RG Faithful Stewardship

This is a semester-length class that would give seminarians a well-rounded overview of congregational stewardship to help prepare them to engage God's people and lead them in this area. Of course, it would not teach them everything they need to know, but would give them a foundation from which to build as their ministry progresses.

Faithful Stewardship will employ the talents of three teachers, each of whom would focus on a different aspect of stewardship:

1. Biblical and Theological Underpinnings: Scripture and our Lutheran faith tradition have a lot to say about money, giving and stewardship. These rich insights provide a counter-cultural corrective in our wealthy North American context, where consumerism and the desire to acquire wealth are taken as a given. (The Rev. Dr. Martin Zimmann, ULS Adjunct Professor of Church and Society)

2. Preaching Stewardship: Because of the unhealthy "money culture" in many congregations, pastors are often reluctant to speak from the pulpit about money, giving, generosity or wealth. This is peculiar, given the frequency with which Jesus, the prophets and writers of Scripture address these issues. This part of the class would give seminarians new approaches and creative ways to preach stewardship. (The Rev. Dr. Angela Zimmann, ULS Adjunct Professor of Homiletics)

3. Practical Stewardship: What's a leader to do when the church doesn't want to talk about money? There are a number of best practices that, implemented consistently over time, will help a congregation develop healthy attitudes and habits toward stewardship, giving and generosity. This part of the class will cover stewardship strategies in the congregation. (The Rev. Robert Blezard, Assistant to the Bishop, Lower Susquehanna Synod)

M. Zimmann, mzimmann@uls.edu / A. Zimmann, azimmann@uls.edu / R. Blezard, rcblezard@hotmail.com

Free elective (Grant provided by SOLI)

PRAX 478 OL Environmental History of Christianity

Global and local environmental troubles prompt critical reconsideration of habits and traditions. Drawing on the fields of environmental history and ecological theology, this course examines modern history of Christianity in eco-theological perspective, seeking precedents and critical insight for the church's contemporary response to environmental crisis. The course is online and organized in weekly units featuring a-synchronous activities (presentations, media and discussion boards), and there is a project required. *Free elective*

Gilson Waldkoenig, gwaldkoenig@uls.edu

PRAX 481 HB Race, Gender, Sexuality and Leadership

A focus on the issues of pastoral leadership and the various ways one's race, gender and sexuality influence individual leadership style and the perception of that leadership style by others. We will explore each participant's personal gifts and makeup in order to discover how different styles of leadership may be beneficial to them in pastoral leadership. *Fulfills MA/MAPL Public Theology option, or MA/MAPL Praxis option, or free elective.* [No prerequisites]

Karyn L. Wiseman, kwiseman@uls.edu

On-campus meeting dates: 1/29; 2/19; 3/5, 26; 4/16; 5/7

SPFM 111 OL Spiritual Formation: The First and Greatest Commandment

The first and greatest commandment, to love God with all of who we are, seems nebulous to many, so it is easy to jump over it to the second commandment which is like it – to love our neighbor, because we know how to do that. Or at least we think we do. This course uses the Classic Three Ways (Plus One) as a descriptive process illustrating how to love God, ways to move into a deeper intimacy with this One who loves us beyond measure. Looking at the lives and writings of several heroes of faith who loved God and God's people well, the way becomes less mysterious and more understandable.

Our grounding scripture is John 15:1-11. Jesus is the vine and we are the branches; apart from the vine the branch can do nothing. God wants to be our supply, our source, in an intimate encounter of the finite with the infinite. This deep love relationship with God is the foundation for any ministry, but more importantly for life. A rhythm of work and rest helps us live in God.

The contemplative stance is central as we listen for God in prayer. The word "mystical" has been stigmatized for too long; it is simply a word for an encounter with our Living God. Being filled with and then returning God's love, as the first and greatest commandment mandates, moves us into a dance of mutual love, never equal because God is God, but mutual. From that graced place, ministry overflows. We do it together; it is participatory, humankind following God's lead. 100% Online, 2/3 asynchronous, 1/3 synchronous (One hour each Thurs. evening (7:30-8:30) for Q & A, presentations, group contemplative experience.) *Fulfills the noncredit Spiritual Formation requirement, or free elective.*

Enrollment limited to 15 students.

C. Powell, cpowell@uls.edu

SPFM 114 RG Fragments of the Face of God: Transformative Learning and the Lives of the Saints

Through the lens of the adult education theory of transformative learning students will explore the development of a prayerful life as the beginning of intimacy with our Triune God. In addition to the transformative learning theory lens and discussion of its connection to spirituality, the course introduces the history, traditions and practices of contemplative Christian spirituality with the intention to facilitate growth in intimacy with our Triune God to develop a resilient life in prayer. The course features assigned readings, lectures and class discussions, a daily home journal, student presentations, a mid-term reflection paper, and a final integrative paper. It also includes experimentation with a small variety of contemplative practices, both inside and outside the classroom, with the goal of each student developing a resilient life in prayer to sustain the student throughout daily living. [No prerequisites].

Fulfills the noncredit Spiritual Formation requirement, or free elective. Enrollment limited to 15 students.

Nancy Gable, ngable@uls.edu

STM/DMin courses

BIB 703 IG Judgment and Justice

"If any harm follows, then you shall give life for life, eye for eye, tooth for tooth, hand for hand, foot for foot, burn for burn, wound for wound, stripe for stripe " (Exodus 21:23-24). "Indeed, God did not send the Son into the world to condemn the world, but in order that the world might be saved through him. Those who believe in him are not condemned; but those who do not believe are condemned already, because they have not believed in the name of the only Son of God" (John 3:14-15). Scripture abounds with images of judgement and justice, images that have inspired human imagination and sparked human thinking for centuries. In this course we will engage deeply with selected scriptural depictions of judgement and justice and discuss how they support or problematize current theologies of atonement and systems of criminal and civil justice.

Allison deForest, adeforest@uls.edu

BIB 705 SY Early Christian Literature and Liturgy

As followers of Jesus began forming intentional communities after the Resurrection, they needed to establish texts to call their own. Some of these texts were eventually canonized into the New Testament that we have today, but many were left out, cherished by individual communities as witnesses to the faith they had received. These non-canonical texts give us insight into the beliefs and practices of early Christians, giving us great literature from sources like the Acts of Paul and Thecla, the Odes of Solomon, the Epistle of Barnabas, the Didache, and others. This course will approach these texts from literary, liturgical and socio-historical perspectives, with an eye toward how emerging Christian communities can help shape our re-emerging communities today. Classes will consist of text study, discussion, lectures, student presentations, and writing assignments.

Crystal Hall, chall@uls.edu and Kyle Schiefelbein-Guerrero, kschiefelbein@uls.edu

BIB 752 IP Living in the Biblical World: Creation and Social Order

The Bible portrays a world created by God and ordered in its social structures by God's will. We are invited to find ourselves within that world and to learn to live within it as God's gift to us. Participants in the course will discuss together important biblical texts that describe and evoke the biblical world. A key part of the course will be discerning how the biblical world and our own intersect to form our own contemporary experience.

Robert Robinson, rrobinson@uls.edu

BIB 761 OL Romans

In this course we will walk through this, Paul's most systematic letter, in detail discussing Paul's context, his rhetorical strategies, his Old Testament exegesis and how these help us and his first readers/hearers understand the good news, "the power of God for salvation to everyone who has faith, to the Jew first and also to the Greek (Romans 1:16)." We will examine this essential epistle through a variety of 21st Century lenses to see more clearly its meaning and purpose for us today. Assignments will include weekly online discussion of the text, an exegetical paper on a passage of the student's choice and a project for use in a ministry setting.

Allison deForest, adeforest@uls.edu

DMIN COL1 IP DMin Colloquium 1 (non-credit)

Colloquium I is a non-credit requirement that introduces students to the goals and requirements of the DMin program, including the development of individual Student Learning Goals. Students will be oriented to the expectations and opportunities of academic study in biblical studies and theology for the practice of ministry. DMin students only.

Allison deForest et al., adeforest@uls.edu

June 2021

DMIN COL2 IP DMin Colloquium 2 (non-credit)

Colloquium II is a non-credit requirement for DMin students who have achieved candidacy and are ready to engage in their final doctoral projects. Students will be introduced to the development of the DMin Project Proposal, methodologies and expectations for research, as well as the project review process. DMin students only.

Allison deForest et al., adeforest@uls.edu

June 2021

DMIN 700 IP DMin Collegial Seminar

A seminar for DMin students that provides for collegial conversations around problems and issues in ministry based upon case studies, including the role of public theology and ministry. *Open to DMin students only.*

January 11-15, 2021

Martin Zimmann

HTH 704 SY History of Lutheranism

United Lutheran Seminary is the oldest Lutheran seminary in the Western Hemisphere. It has been a leader in experiencing, benefitting from, and responding to exploration, colonialization, slavery, war, missionary zeal, and missionary regret. Today, after many language transitions and merger processes, Lutherans no longer rely on ethnic ties to gain a greater witness, but through ecumenical relationships, and world partnerships have tried every form of persuasion to adapt to new communities. Sometimes this works, sometimes not. Leaders hope for more inclusion; community memory and tradition become difficult barriers to overcome. But it can be done. This course explores how the many settlers and immigrant communities assimilated into the American scene, and how they time and again sought to broaden their appeal to meet their own vision of becoming a more inclusive church. By examining this history students will learn where the minefields are in scoping out the American landscape and what has been and what is promising about Lutheranism's witness in our time.

Maria Erling, merling@uls.edu

HTH 708 IG Marriage and Celibacy

Attitudes toward marriage and family have varied widely across Christian history—some have seen marriage and procreation as impediments to devotion, ministry, and even salvation itself, others have seen marriage and procreation as particularly blessed. Many denominations and individuals today claim that God favors the nuclear family; others proclaim God's welcome of diverse family arrangements and the unmarried. Debates about marriage and sexuality frequently rely on unfounded conceptions of the "traditional," and reflect little awareness of the long history of Christian reflection and

contestation. This course introduces students to that history, exploring side-by-side the voices of leading theologians who helped define church teachings and law, and the voices of those who experienced subordination and marginalization. The goal is for students to gain the capacity to offer informed commentary and leadership in the present. The course will attend not only to teaching and practices surrounding marriage and family, but also to historical motives for and expressions of sexual renunciation (clerical celibacy and monasticism).

Vincent Evener

HTH 711 IP Augustine and Culture Seminar

This seminar focuses on the question: Who am I? The seminar contains readings from Hebrew and Christian scriptures, Greek and Roman antiquity, Augustine's Confessions, and the Middle Ages and is dedicated to understanding the foundations of our shared intellectual tradition. We will address the question of identity with texts from the Renaissance to the present. [Open to senior first-degree students by permission]

Robert J. Magoola

HTH 713 IG Mission and the Empowerment of the Marginalized

How is mission understood and practiced today? Given the fact that the prevailing paradigm of *missio Dei* has been interrogated from various angles, how do we recover the multifaceted nature of mission in terms of its potential for transformation and liberation, especially in contexts of pronounced social hierarchies? This course will seek to problematize certain aspects of the mission enterprise and also uplift those dimensions that have led to faithful commitment on the part of marginalized communities who have been empowered and dignified before God and human beings by their acknowledged status as "God's people."

Jayakiran Sebastian, jsebastian@uls.edu

HTH 714 HB Readings in Luther

This course provides the opportunity to engage in sustained study and discussion of Luther's writings. We will seek to understand Luther's views in their context, and to ask about the significance of Luther's theology for the life and witness of the church today. After reviewing Luther's theological development and his response to the defining controversies of the early Reformation, we will focus on Luther's work as an exegete and preacher. Readings may include Luther's sermons on the Gospel of John and his lectures on Galatians and Genesis. Attention will be given as well to the way Luther's theology has been interpreted and used throughout history, and to current readings of Luther from global and liberation perspectives.

Vincent Evener, vevener@uls.edu

HTH 715 OL Contemporary Lutheran Theology

This course explores a variety of contemporary Lutheran theologies. The course's primary purpose is to assist you in drawing upon the richness of Lutheran thought for your own theological and ministerial practice.

John Hoffmeyer, jhoffmeyer@uls.edu

HTH 716 SY Global Christologies: The Beautiful Faces of Christ

The Gospels record that Jesus asked his disciples, “Who do you say that I am”? Over 2,000 years later, that question is still with us. And while Christians all over the globe lift their voices to answer with Peter, “You are the Messiah,” the ways in which this confession is contextualized and lived out in the lives of Christian men and women in Africa, Asia, and South America are radically different. Yet, because we are one body, and confess one savior, it is incumbent upon United States Christians to learn about these differences and allow our own faith to be enriched and strengthened by them. With this objective in mind, this course we will examine a variety of ways in which both the person and the work of Jesus Christ have been interpreted in different geographical and cultural contexts, including different US contexts. We will look at how the various pictures of Christ have been painted, and how different Christian communities relate to Jesus. Finally, we will focus on the theological necessity for fidelity not only to Scripture and the tradition, but also to the lived reality in which a specific Christian community exists.

Kristin Johnston Largen, klargen@uls.edu

PRAX 704 IG Luther the Liturgist

Some historians claim that the Reformation was sparked by a failure in the liturgical practice of penance (reconciliation) to do what it was designed to do. Luther’s famous treatise *The Babylonian Captivity of the Church* details the problems of the existing system of sacraments, yet he did not offer liturgical reforms until colleagues requested them. Luther’s suggested reforms of the mass, baptism, marriage, funerals and daily prayer serve as the foundations for worship reforms in Lutheranism and other Protestant traditions. This course investigates the liturgical and sacramental theology of Luther and his colleagues, drawing on both the theological writings and the practical reforms. Students are asked to analyze current liturgical practices through these lenses as a guide toward worship renewal in the 21st century. *Fulfills MA/MAPL Praxis option, or free elective.* [Prerequisites: PRAX 10x, DEN 201 or equivalent].

Kyle Schiefelbein-Guerrero, kschiefelbein@uls.edu

PRAX 708 IP Baptismal Formation Across the Traditions

Early Christians began bringing people into the faith through some combination of evangelism, education and initiation through baptism. This course explores the histories, theologies and practices of the baptismal formation (the Catechumenate, RCIA) across time and space, starting with baptismal imagery in the New Testament, winding through the increase of infant baptism in the medieval period, to the reforms of Christian initiation in the 20th century through ecumenical convergence (e.g. *Baptism, Eucharist and Ministry*) and divergence. This course also analyzes the liturgical practices of the Catechumenate from various denominations, with students engaging with their own practices and those from other churches in various parts of the world.

Kyle Schiefelbein-Guerrero, kschiefelbein@uls.edu

PRAX 711 IP History of African American Preaching II (DMin Black Church Cohort only)

This course analyzes the general history of African American Christian preaching (1960-Present). African American theological and rhetorical characteristics will be identified through lectures and study of African American preachers and their sermons. Students will be exposed to a wide range of preachers who have made a significant contribution to preaching as well as their homiletical methodology. Presentations will include biographical material, homiletical setting, theology and motifs, and both written and visual sermon presentations. Discussions will center on African American preachers and the

changing landscape of African American preaching. **Enrollment limited to students admitted to DMin Black Church cohort.**

Wayne Croft, wcroft@uls.edu

PRAX 715 IP Military Culture & Pastoral Care for Active Duty, Veterans, and Family Members

Military service is by its very nature inherently stressful. During periods of active conflict, as during the recent wars in Afghanistan and Iraq, many Armed Service members and their families were exposed to significant trauma along with multiple deployments. These military experiences and their associated physical, psychological, social, and spiritual consequences often follow military members and their families into their post-service life. The personal and family challenges associated with reintegration into civilian life are important risk factors for mental health problems and may lead to stressful personal and family relationships. Moreover, for the military members, the Veteran, and for their family members, the stigma and shame often associated with mental health issues, especially in the military, may lead to profound suffering, sometimes persisting for a lifetime and frequently transmitted across generations. Clergy are on the frontlines of this problem as they administer to their congregants. Service members and Veterans frequently use chaplains in the armed services for their counseling needs. Thus in the civilian world pastors become the first responders to Veterans in crisis. This course will focus on the unique cultural factors associated with military service. The course will provide an introduction to military culture and the impact of military life on the family. Topics including stressors specifically related to military duties and service life, reintegration, grief and bereavement, suicide prevention, moral injury, military sexual trauma, post-traumatic stress, traumatic brain injury, and intergenerational trauma will be examined through the lens of the impact of military culture and experiences and pastoral care. Course content will include multimedia material - videos, podcasts, news articles and research articles.

[Open to senior first-degree students by permission; free elective]

Nancy Isserman, nisserman@uls.edu and Will Barnes, wbarnes@uls.edu

PRAX 717 IG Shifting Culture and Mission Planning

Eighty percent of our congregations are stagnant or dying. One of the main causes is the failure to adapt to the serious culture shifts of the 21st century. This course will enable the student to identify the main elements of that cultural shift, their impact on parish ministry, and develop an implementation strategy to address this reality. [No prerequisites] No advance reading required. This is not a primarily lecture style class. It is based on collaborative learning gaining from peer input as well as input and direction from the instructor. Texts required: Becoming a 21st-Century Church: A Transformational Manual, Dr. Fred Lehr, Wipf & Stock, 2017; They Like Jesus But Not the Church: Insights from the Emerging Generations, Dan Kimball, Zondervon, 2007.

Fred Lehr

PRAX 720 HP Critical Reflection on the Praxis of Ministry

This course is an intensive case-based peer group action-reflection course for students who have a weekly ministry setting, with onsite supervision. The course will foster participant's understanding of pastoral ministry as they intentionally integrate their praxes of ministry, systematic theology, and pastoral formation. Students will write bi-weekly pastoral case studies and make regular presentations on praxis of ministry. This course is also open to students who have completed a unit of Clinical Pastoral Education who are wanting to extend their pastoral experience in another context, and students who are needing to take this course as a partial completion of the degree requirement for the Critical

Reflection on Praxis of Ministry requirement. (The other parts of the requirement include ministry placement and individual supervision, which needs to be overseen by the Director of Contextual Education.

Storm Swain, sswain@uls.edu

PRAX 723 IG Public Theology & Digital Technology: The Blessing & Bane of Social Media

Social media is ubiquitous in the lives of the vast majority of people to whom we are called to minister. Digital technology can be a powerful tool for ministry or a spectacular means of publicly failing in our effort to be the prism through which the Gospel shines. This course will examine the effect of social media in various social demographics, including the harmful implications for people in adolescence. It will also delve into best practices for ministry, using the technology as a proper means by which we can bring grace to a troubled public forum, especially during a time of contagion. There will be assigned reading prior to the beginning of the course and a final project to be completed by Saturday the 22nd.

[No prerequisites] *This course is reading intensive.

Martin Otto Zimmann

PRAX 751 RG Faithful Stewardship

This is a semester-length class that would give seminarians a well-rounded overview of congregational stewardship to help prepare them to engage God's people and lead them in this area. Of course, it would not teach them everything they need to know, but would give them a foundation from which to build as their ministry progresses.

Faithful Stewardship will employ the talents of three teachers, each of whom would focus on a different aspect of stewardship:

1. Biblical and Theological Underpinnings: Scripture and our Lutheran faith tradition have a lot to say about money, giving and stewardship. These rich insights provide a counter-cultural corrective in our wealthy North American context, where consumerism and the desire to acquire wealth are taken as a given. (The Rev. Dr. Martin Zimmann, ULS Adjunct Professor of Church and Society)

2. Preaching Stewardship: Because of the unhealthy "money culture" in many congregations, pastors are often reluctant to speak from the pulpit about money, giving, generosity or wealth. This is peculiar, given the frequency with which Jesus, the prophets and writers of Scripture address these issues. This part of the class would give seminarians new approaches and creative ways to preach stewardship. (The Rev. Dr. Angela Zimmann, ULS Adjunct Professor of Homiletics)

3. Practical Stewardship: What's a leader to do when the church doesn't want to talk about money? There are a number of best practices that, implemented consistently over time, will help a congregation develop healthy attitudes and habits toward stewardship, giving and generosity. This part of the class will cover stewardship strategies in the congregation. (The Rev. Robert Blezard, Assistant to the Bishop, Lower Susquehanna Synod)

M. Zimmann, mzimmann@uls.edu / A. Zimmann, azimmann@uls.edu / R. Blezard, rcblezard@hotmail.com

(Grant provided by SOLI)

PRAX 778 OL Environmental History of Christianity

Global and local environmental troubles prompt critical reconsideration of habits and traditions. Drawing on the fields of environmental history and ecological theology, this course examines modern history of Christianity in eco-theological perspective, seeking precedents and critical insight for the

church's contemporary response to environmental crisis. The course is online and organized in weekly units featuring a-synchronous activities (presentations, media and discussion boards), and there is a project required.

Gilson Waldkoenig, gwaldkoenig@uls.edu

Library

United Lutheran Seminary Library | <https://library.uls.edu>

Library faculty and staff offer students assistance in locating and assessing information for their research and personal needs. The ULS Library encourages students to reach out via email at any time to schedule a one-on-one consultation to help them with their research needs. Students have access to a vast amount of print and online resources through the United Lutheran Seminary Library and its partner at Lutheran Theological Southern Seminary's Lineberger Library. The system provides access to over 500,000 physical items that can be delivered to any campus or through mail delivery services for students who live more than 30 miles from a physical campus. In addition, the library catalog provides access to over 14,000 purchased ebooks available to current students and a curated collection of over 50,000 ebooks available freely on the internet. The ULS Library branches, Krauth (Philadelphia) and Wentz (Gettysburg) also offer a number of rare materials accessible to scholars and students. These materials can be viewed by request to the director.

Archives

Students have access to the archival collections held in the A.R. Wentz Branch Library, which includes the Seminary Archives (comprised of Lutheran Theological Seminary at Gettysburg and United Lutheran Seminary) and the Region 8 Archives of the Evangelical Lutheran Church in America. Among these archives include manuscripts of individual congregations, clergy, former professors, and predecessor religious bodies such as the Maryland Synod and the Central Pennsylvania Synod. Archival collections in the Wentz Branch Library can be searched via our online finding aid database (<https://ulsem.libraryhost.com>). Students must schedule an appointment with the archivist to utilize archival collections in the Wentz Branch Library. The archival collections on the Philadelphia campus, including those for The Lutheran Theological Seminary at Philadelphia, are located in the Brossman Center basement and are managed by the Lutheran Archives Center at Philadelphia (<https://lacphila.org>), a separate 501(c)3 organization with its own director and board.

Information Technology

Information technology is an integral part of the Seminary's mission and plays a key role in theological education. Voice, data and video applications are important in supporting the operations of the Seminary including the libraries, classrooms, offices, and residential areas. All courses feature Residential Course Websites as a way of enhancing the learning experience. Through personal computers with internet capability and from on-campus locations, students have online access to course materials and assignments.

Successful seminary students will possess well-honed computer skills, including word processing, accessing Seminary e-mail accounts, and participating in synchronous and asynchronous online collaborations.

If you have questions about or problems concerning Information Technology at the Seminary please email ITHelp@ULS.edu.

Spiritual Formation

All first-degree students must fulfill the Spiritual Formation requirement. It is recommended that students enter into a spiritual practice(s) of their choice in their first semester of studies.

According to the New Testament, spiritual formation is the process of being shaped in the likeness of Christ by the gracious working of the Holy Spirit, for the transformation of the world. This likeness is one of deep intimacy with God and genuine compassion for all of creation. The Spirit works not only in the lives of individuals but also in the church, molding it into the Body of Christ. We cooperate with this work of the Spirit through certain disciplines or practices that enable us to become more open and responsive to the Spirit's touch. Classical spiritual practices include Sabbath-keeping, works of compassion and justice, discernment, worship, scripture meditation, hospitality, soul friendship, contemplative silence, making a retreat, and numerous other disciplines and prayer-forms. Transformed persons are leaven for transforming the world.

The ULS requirement calls for 32 hours of spiritual practice. There is a variety of options for accumulating these hours and satisfying the requirement, which is overseen by the Dean's Office (jsebastian@uls.edu).

The 32 contact hours may include spiritual practices in solitude and/or in small groups. Students have great latitude in choosing practices, disciplines and prayer-forms that fit both their personality type and spiritual needs. Remember, the requirement's aim is to encourage and facilitate our own deepening intimacy with God in a prayerful life. Developing a daily "habit" of prayer is key.

There are no forms to be filled out! You are asked to maintain a simple spiritual formation "log" of your own design--a dated record listing your various activities and times. Once the 32 hours have been gradually accumulated, then a copy of the log is to be submitted to the Dean's office. More information can be found at: https://drive.google.com/file/d/13nkBh2XG_N0KdvJjRXrXwslCV7Vs9AJr/view

Student Body

The Student Body is made up of all first-degree students enrolled at United Lutheran Seminary. Students will elect executive officers and class representatives to serve on Student Body Executive Council and Campus Council.

Through this organization, students organize details of life together and care for such issues that may arise in the seminary community. The Student Body strives to build community, advocate and represent the concerns and interests of students and help sustain future leaders of church.

Lifelong Learning

The life of faith includes a lifetime of learning about various theological disciplines, the issues in the world, and the interaction among them. The Seminary offers multiple noncredit opportunities for church

leaders and laity to gather for lifelong learning, from occasional lectures and events on the campuses to sustained engagement in study and discussion.

Certificates of study may be awarded after completion of a curriculum in a particular area of interest. Programs offering noncredit study leading to certificates in 2020-21 include the following:

- Urban Theological Institute (UTI) Certificate Program in Church Leadership
- Urban Theological Institute (UTI) Certificate Program in Christian Ministry
- Urban Theological Institute (UTI) Certificate Program in African American Church Studies
- Certificate in Theological Studies
- Certificate in Congregational Faith Formation

UTI CERTIFICATE IN CHRISTIAN MINISTRY

The UTI Certificate Program in Christian Ministry is designed to offer classes to clergy and church leaders that will equip them in the parish and enhance their skills in Bible study, church doctrine, church history, homiletics, and worship.

A program of the Urban Theological Institute (UTI) of United Lutheran Seminary, the program consists of eight classes over two academic years, meeting on the Philadelphia campus. No bachelor's degree is required for admission to this program.

UTI CERTIFICATE PROGRAM IN CHURCH LEADERSHIP

The UTI Certificate Program in Church Leadership offers classes to clergy and church leaders that will equip them to administer church programs and enhance their skills in pastoral leadership. A program of the Urban Theological Institute (UTI) of United Lutheran Seminary, the program consists of four classes over two academic years, offered on the Philadelphia campus. No bachelor's degree is required for admission to this program.

UTI CERTIFICATE IN AFRICAN AMERICAN CHURCH STUDIES

The UTI Certificate Program in African American Church Studies is an advance certificate program for person who have completed one of the other UTI Certificate Programs listed above. The curriculum consists of four classes over one academic year, meeting on the Philadelphia campus. For admission you must have completed either the UTI Certificate Program in Christian Ministry or the UTI Certificate Program in Church Leadership.

For additional details and registration information regarding UTI certificate studies:

<https://www.unitedlutheranseminary.edu/academics/certificate-programs>

MORE UTI PROGRAMS

The UTI also offers two public programs:

- Annual UTI Lecture (during the fall semester)
- Preaching With Power (during the spring semester)

CERTIFICATE IN THEOLOGICAL STUDIES

The Certificate in Theological Studies is designed for any person desiring in depth and intensive study of theology, bible, history and the practice of ministry and for those seeking academic components for ELCA Theological Education for Emerging Ministry (TEEM) process under the direction of their candidacy committee.

CERTIFICATE IN CONGREGATIONAL FAITH FORMATION

The Certificate in Congregational Faith Formation is designed to equip adults for building and leading faith formation programming in the congregation. It includes practical education emphasizing small groups, community development, and relational ministry and is designed for pastors, professional children-and-youth staff, volunteers, part-time leaders, and anyone passionate for faith formation with children and youth. Topics include Biblical and theological training, cultural analysis, long range planning, family ministry, Christian Education and lots of how-to strategies. The course meets for two-day sessions each month over eight months, meeting on the Gettysburg campus.

For additional details and registration information concerning noncredit certificate studies:

<https://www.unitedlutheranseminary.edu/academics/certificate-programs>

Current information regarding other lifelong learning opportunities is available on the Lifelong Learning page of the Seminary website: <https://www.unitedlutheranseminary.edu/academics/lifelong-learning>

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Dr. Crystal Hall and Rev. Dr. John Hoffmeyer: Faculty Representatives

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THE FACULTY

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Library Director and Archivist

The Rev. Dr. Reed Carlson

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The Rev. Dr. Wayne E. Croft, Sr.

Jeremiah A. Wright Sr. Associate Professor of Homiletics and Liturgics in African American Studies

The Rev. Dr. Maria E. Erling

Professor of Modern Church History and Global Mission

The Rev. Dr. Guy Erwin

President and Ministerium of Pennsylvania Chair and Professor of Reformation Studies

Dr. Vincent M. Eulner

Associate Professor of Reformation and Luther Studies

Dr. Crystal L. Hall

Assistant Professor of Biblical Studies

The Rev. Dr. Mark Vitalis Hoffman

Gladfelter Professor of Biblical Studies

The Rev. Dr. John F. Hoffmeyer

Associate Professor of Systematic Theology

The Rev. Dr. Kristin Johnston Lergen

Professor of Systematic Theology

The Rev. Dr. Charles R. Leonard

Associate Professor of Practical Theology, Director of Field Formation, and Dean of the Philadelphia Chapel, Contextual Formation

Dr. Jon Pahl

Peter Paul and Elizabeth Hagan Professor in the History of Christianity

The Rev. Dr. J. Paul Rajashekar

Luther D. Reed Professor of Systematic Theology

The Rev. Dr. Quintin L. Robertson

Instructor & Director of the Urban Theological Institute & Black Church Studies Program

Dr. Kyle K. Schiefelbein - Guerrero

Steck - Miller Assistant Professor of Worship and Liturgy

The Rev. Dr. J. Jayakiran Sebastian

H. George Anderson Professor of Mission and Cultures and Dean of the Seminary, Vice President of Student Services

The Rev. Dr. Storm Swain

The Fredrick Houk Borsch Associate Professor of Anglican Studies, Pastoral Care and Theology

The Rev. Dr. Gilson A. C. Waldkoenig

Paulssen-Hale-Maurer Professor of Church in Society and Director of Town and Country Church Institute

The Rev. Dr. Karyn L. Wiseman

The Herman G. Stuempfle Associate Professor of Homiletics

Adjunct Faculty

Dr. Will Barnes

The Rev. Robert Blezard

The Rev. Dr. Allison deForest

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The Rev. Dr. James Pollard

The Rev. Dr. Catherine Skinner Powell

The Rev. Dr. Robert Robinson

The Rev. Dr. Leah D. Schade

The Rev. Dr. Frederick Ware

The Rev. Dr. Marsha Brown Woodard

The Rev. Dr. Angela Zimmann

The Rev. Dr. Martin Otto Zimmann

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Librarian Emeritus; Professor Emeritus of Bibliography

The Rev. Darold Beekmann, D.D. 1990-2000

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The Rev. Robert G. Hughes, Ph.D. 1972-2002

St. John Professor Emeritus, Homiletics

Dr. Norma Schweitzer Wood, M.A.R., D.Min. 1972-2003

Dean Emerita; Professor Emerita of Pastoral Counseling and Interpersonal Ministries

The Rev. J. Paul Balas, M.Ed., Ph.D. 1989-2003

Professor Emeritus of Pastoral Theology

The Rev. Gordon W. Lathrop, Th.D. 1984-2004

Charles A. Schieren Professor Emeritus, Liturgy

The Rev. Gerald Christianson, Ph.D. 1967-2008

Central Pennsylvania Synod Professor of Church History, Emeritus

The Rev. Margaret A. Krych, Ph.D. 1977-2008

Charles F. Norton Professor Emerita, Christian Education and Theology

The Rev. William Avery, D.Min. 1983-2009

Professor Emeritus of Field Education and The Arthur L. Larson Professor Emeritus of Stewardship and Parish Ministry

The Rev. Richard N. Stewart. D.Min. 1994-2012

Associate Professor Emeritus, Communications and Parish Administration

The Rev. Nelson Strobert, Ph.D. 1987-2013

Professor Emeritus of Christian Education in the Paulssen-Hale Chair of Church and Society

The Rev. Robin D. Mattison, Ph.D. 1989-2013

Associate Professor Emerita, New Testament and Greek

The Rev. Timothy J. Wengert, Ph.D. 1989-2013

Ministerium of Pennsylvania Emeritus Professor, Church History

The Rev. Philip D.W. Krey, Ph.D. 1990-2015

Ministerium of New York Professor Emeritus, Early Church History

The Rev. Karl Krueger, Ph.D. 1999-2016

Director Emeritus of the Krauth Memorial Library and Associate Professor Emeritus, History of Christianity

The Rev. Stephen P. Folkemer, Ph.D. 1979-2017

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The Rev. Marty E. Stevens, Ph.D. 2006-2017

Professor Emerita of Old Testament and Stewardship

The Rev. Dr. Mark W. Oldenburg 1986-2018

Steck-Miller Professor Emeritus of Worship

The Rev. Dr. Katie Day 1985-2019

The Charles A. Scheiren Professor of Church and Society

ACADEMIC CALENDAR 2020-21		
<div> <p>14 Class sessions for Mon. -Fri. Instructors may choose to complete the course in 13 weeks and use alternative instructional methods for 3 hours to make sure that the 42 contact hour requirement is fulfilled</p> <p>Weeklong break at Thanksgiving (Mon-Sat) and at Easter (Wed-Tues) Weeklong intensive (Mon-Sat)</p> </div>		
2020		
June 2020	8-26	June Intensive courses
	21-26	Certificate in Theological Studies courses [G]
	22-25	Summer Institute [G]
JULY 2020	4	Independence Day - Seminary closed
	22-24	Middle States (MSCHE) Chair preliminary visit
	26-Aug 1	Theological Education with Youth [G]
	26-Aug 1	Theological Education with Adults [G]
AUG. 2020	9-21	Summer Greek Session [P]
	17-21	DL Intensive Courses
	18-21	Ph.D. Comprehensive Examinations [P]
	21	Orientation for new students 3:00 [P/G/Zoom]
	24	Fall semester classes start
SEPT. 2020	7	Labor Day
	2-5	Certificate in Theol Studies Course [G]
	9	End of drop/add period
	22-25	UTI 40th Anniversary Celebration [P]
	23-24	Fall Convocation
	29-30	Board of Trustees meeting [G]
OCT. 2020	5	Professional Ethics and Boundaries workshop -zoom
	10	Professional Ethics and Boundaries workshop -zoom
	5-9	Intensive Week - No regularly scheduled classes
	19	Midterm of Fall Semester/Deadline for withdrawal from courses with prorated tuition refund
	28	Luther Colloquy - Virtual event beginning at 9:00am; classes are in session
	30-31	Luther Bowl [G]
	31	Fall Semester Title IV loan proceeds fully earned by student (no refund owed in case of withdrawal)
NOV. 2020	2	Registration opens for Spring semester
	10-11	Prelim Visit by Chair of MSCHE Eval Team (online)
	23-28	No classes; Thanksgiving recess
	26-27	Thanksgiving break - Seminary closed
DEC. 2020	14	Fall semester classes end
	15-16	Exam days; make-up days; as scheduled through Registrar
	23-31	Christmas Break - Seminary closed
2021		
<div> <p>14 Class sessions for all days *Instructors may choose to complete the course in 13 weeks and use alternative instructional methods for 3 hours to make sure that the 42 contact hour requirement is fulfilled</p> <p>Weeklong break at Easter (Wed-Tues) Weeklong Intensive Week (Mon-Sat)</p> </div>		
JAN. 2021	4-23	January term classes
	6-9	Certificate in Theol Studies Course [G]
	18	No classes; Martin Luther King, Jr. Day
	22	Orientation for new students 3:00 [P/G/Zoom]
	25	Anti-Racism Workshop [P]
	26-27	Board of Trustees meeting [P]
	26	Anti-Racism Workshop [G]
	27	Spring semester classes start
FEB. 2021	3	End of drop/add period
MARCH 2021	8-13	Intensive week-no regularly scheduled classes
	14-18	Preaching with Power [P]
	22-25	Visit by ATS Evaluation Team
	23	Midterm of Spring semester/Deadline for withdrawal from courses with prorated tuition refund
	31	Spring semester Title IV loan proceeds fully earned by student (no return owed in case of withdrawal)
	31-Apr 6	No class; Easter Break
APRIL 2021	Mar31-Apr 6	No classes; Easter Break
	11-14	Visit by MSCHE Eval Team
	17	Open House [G]
	21-22	Spring Convocation
MAY 2021	11-12	Board of Trustees [G]
	18	Spring semester classes end
	19-20	Exam days; make-up days; as scheduled through Registrar
	21	Commencement
	26-30	Asian Theological Summer Institute [P]
JUNE 2021	1-25	Summer Term classes
	12	Open House [P]
	18	Juneteenth-Seminary closed
Approved by Faculty: 2/10/20		
Revised 8/11/20		