Course Catalog

TABLE OF CONTENTS

Master's Level Courses **2**

Church Leadership (CHL) 2

Church And Society (CHS) 5

Christian Religious Education (CRE) 7

Contextual Education (CTX) 9

Denominational Studies (DST) 10

Ethics (ETH) 11

Evangelism (EVN) 11

Engaging World Religions (EWR) 12

Hebrew Bible Studies (HBS) 13

History (HST) 16

Independent Study 19

Integration (INT) 20

Ministry (MIN) 21

Mission (MIS) 21

New Student Orientation (NSO) 21

New Testament (NTS) 21

Pastoral Care (PCR) 23

Preaching (PRE) 25

Spiritual Formation (SFR) 26

Theology (THL) 26

Worship (WOR) 30

Women, Society, and Church Studies (WSC) 32

Doctoral Level Courses **33**

Church Leadership (CHL) 33

Rev. 09/17/2026 MH

Church And Society (CHS) 34

Doctoral Ministry (DMIN) 35

History (HST) 36

New Testament (NTS) 36

Spiritual Formation (SFR) 36

Theology (THL) 37

Master's Level Courses

Church Leadership (CHL)

CHL 301 Spiritual Development: Theology and Theory (1)

This course examines the theology and theory of spirituality as a practice of "deep listening" that enables us to take on the mind of Christ or develop a non-dualistic perspective. The writings of Richard Rohr, Brian McLaren, Howard Thurman, and others will be engaged.

CHL 302 Spirituality and Activism (Prophetic Ministry) (1)

This course examines practices of spirituality that cultivate prophetic action on behalf of justice for communities. Spirituality is presented in relational, communal terms in which we act on behalf of the furthering of life in specific actions of healing and wholeness.

CHL 311 Practice of Parish Ministry (3)

This course considers practices of the pastor in basic church administration and management of ministry. Attention is given to ordained and lay ministries in a variety of settings in the mission fields of churches and their communities. Interaction of classroom work with experience in settings of ministry is expected.

CHL 313 Spiritual Leadership (3)

This course addresses the nature of "spiritual" leadership as the fundamental context for the growth and development of religious communities in post-modern American society. How does "spiritual" leadership differ from other forms of leadership? What are the core characteristics, dynamics, and abilities inherent in effective church leadership? These are the baseline questions on which a team-learning model will be constructed. The course will provide students with a vocabulary and landscape for leadership development and challenge them to identify how they would define leadership within those parameters.

CHL 315 Managing Church Conflict (3)

Approaches for understanding and dealing constructively with conflict are explored for the sake of developing greater communion in a variety of communities. Subject matter includes gender, race, and culture studies; personal resources for engaging in conflict creatively and non-defensively; intervention strategies; and helpful theological frameworks.

CHL 320 Administration and Leadership (3)

This course will develop leadership potential in students and give them familiarity with the elements of the administrative process. The course focuses on Christian organizations, particularly the local church, helping students become more effective church administrators and leaders in both theory and practice.

CHL 322 Leading the Intercultural Church (3)

This course examines how to develop and sustain intercultural capacities for leading a multi-ethnic congregation. Theory related to leadership and intercultural formation will be tied to the literature on the practice of leading multi-ethnic churches. Emphasis will be placed on developing intercultural capacities of the pastor and the congregation, as well as the disruption and re-formation of a normative culture.

CHL 391 Adaptive Church Leadership (3)

Adaptive leadership is the practice of mobilizing congregations to address pressing challenges, changing environments, and contemporary contexts in a way that leads to vitality. In this course, students will engage in adaptive leadership theory and learn to apply it to the unique context of the church.

CHL 410 Leadership in Context (3)

This course attends to various approaches to church leadership and how congregational studies and community analysis can be resources for leadership. In this course, students select a congregation or faith- based organization and seek to deepen their understanding of it in a disciplined manner using tools of congregational studies and community analysis. Work in this course assists students in understanding a specific congregation and the situation of the church more broadly, and what leadership might look like in those contexts. (Prerequisites: CHL 3**)

CHL 411 Building Communities in Context (3)

The course examines how a larger cultural analysis of context functions as a component of praxis, which integrates theory, theology, and the practices of ministry. The course examines how a larger cultural analysis of context functions as a component of Christian leadership praxis. Different interpretive lenses are used to analyze situations and issues in building community. The course requires attendance at the Church of the Resurrection Leadership Institute. (Prerequisite: CHL 3**)

CHL 412 Organizing for Change (3)

The course focuses on leading communities for social justice ministries. It considers theological grounding for social witness, understanding of justice, and how persons and communities can be formed for leadership in times of polarization and change. The course also attends to faith-based community organizing as a resource for justice ministries, including participation in training for organizing by a group such as MORE2, a member of the Gamaliel network of faith-based community organizations. (Prerequisite: CHL 3**)

CHL 414 Leading Across Difference (3)

The course focuses on the formation of leaders in times of polarization and change. Course content engages differences such as theological perspective, religion, and race/ethnicity. Students will engage exemplary leaders navigating the crossroads of difference. (Prerequisite: CHL 3**)

CHL 415 Adaptive Leadership in Ministry (3)

Students will engage the theory and practice of adaptive leadership with particular attention to the unique context and demands of ministry. How do we build adaptive capacity? What is the leader's particular role in the process? The course will help students develop measures for evaluation of adaptation. Attendance at Leadership Institute is required.

CHL 416 Incarnational Leadership (3)

This course introduces the contextual nature of incarnational leadership, examining ecclesiological and Christological grounds for particular, contextual expressions of ministry. Students will utilize congregational study resources to analyze their ministry setting. Theories of emotional intelligence, bias, and intercultural development will be introduced, and students will reflect on their preparedness for ministry in diverse cultures and contexts.

CHL 417 Leading Innovation (3)

This course examines the theory and theology of innovation within ministry settings. Students will engage theories of innovative ministry, examine Fresh Expressions of the gospel, and learn how to create a nonprofit or for-profit ministry as a stand-alone ministry or as part of congregational revitalization. The course will culminate with the development of a culturally and contextually relevant plan for innovative ministry.

CHL 418 Sustaining Spirituality for Leaders (3)

This course focuses on orthopraxy, the spiritual practices that ground pastoral ministry. Students will develop a theological and biblical understanding of spirituality, as well as examine the prophetic dimension of spirituality. Practices examined will include forms of contemplative prayer, mindfulness, the enneagram, spiritual direction, and others. Students will develop a holistic vision of healthy practices, balancing mind, body, and spirit for a lifetime of ministry.

CHL 420 Becoming Agents of Hope (3)

The course focuses on theological and other theoretical approaches to leadership and how they can motivate and inform the practice of ministry. The course compares and contrasts a variety of approaches to leadership, considering their theological/theoretical grounding, how they can inspire hope in God's future, and how they contribute to the practice of Christian leadership contexts. The course includes participation in a conference on leadership. Such as the Leadership Institute of the Church of the Resurrection. (Prerequisite: CHL 3**)

CHL 422 Leading the Intercultural Church (3)

This course examines how to develop and sustain intercultural capacities for leading a multi-ethnic congregation. Theory related to leadership and intercultural formation will be tied to literature on the practice of leading multi-ethnic churches. Emphasis will be placed on developing intercultural capacities of the pastor and the congregation, as well as the disruption and reformation of a normative culture.

Church And Society (CHS)

CHS 321 Almost Human: Race and Christianity (3)

Contemporary Black and Womanist theologies emerged by bringing the life of the Black church and the history of marginalized and enslaved people into Christian thought.

Black and Womanist scholars offered a critique of and issued a call to white theology and ministry to reflect on unacknowledged social location and dominant theology, which created and creates injustice in the Church and world. This course investigates how "whiteness" and "Blackness" are constructed to support a dominant worldview in Church and society. The course also interprets Christianity as a way of life, which situates Christians in the world with Christ as the center and guide so that every experience or action has the potential to be a practice of justice.

CHS 323 The Church in a Divided America (1)

America in the 21st century is divided into sociopolitical groups that provide people with identity, belonging, and an interpretative lens with which to view others outside the group. This tendency toward group identity is a global phenomenon and can be found within the church as well as outside of it. While group identity can be beneficial, it can also lead to misperception of and conflict with others. This course examines this phenomenon from a theological perspective. It considers ways it can be addressed so that churches and Christians can more faithfully participate in the mission of God by finding their primary identity in Jesus Christ.

CHS 335 Racial Justice and Intercultural Development (1)

This course cultivates students' ability to engage in social and theological analysis of social structures, ideologies, and embodied practices that lead to domination or oppression. It facilitates critical thinking about social locations, power, and privilege and what effect these have on students' vocational paths. The course takes the perspective that this sort of analysis, engaged in the community and supported with spiritual practices, is crucial to serving effectively in today's complex social environment. It encourages students to deepen their commitment to dismantling privilege and oppression at individual, institutional, and societal levels.

C**HS 343 Mission Through the Local Church (1)**

Drawing upon biblical, historical, and theological understanding of mission, students will design a mission education and engagement strategy for the local church.

CHS 345 Race and Religion (1)

This course explores religious perspectives on human questions about life, suffering, goodness, and ultimacy. It will survey the history of the academic study of religion in light of its historical relationship among European colonizers, non-European colonies, and other non-Western regions of the world. We will look at the "power/ knowledge" correlation established in the discipline of Religious Studies as scholars define, classify, interpret, and explain "religion" as a way of meaning-making through human experience and relationships. Along the way, we will discuss the connection between religion and empire and how imperial projects emerged through various constructions of "otherness." We will also look at cutting-edge postcolonial theorists who use analytical methods to recover various interpretations of religion and what it means to be human beings in the globalized discursive structures of the human sciences.

CHS 348 Evangelism in a Pluralistic Society (3)

This course addresses the challenge of communicating the gospel in a plurality of contexts. Attention is given to the impact of the Enlightenment on North American culture and the resulting trends toward secularism and pluralism. There is an examination of specific generational, regional, and racial/ethnic contexts. The course helps students contextualize the gospel while maintaining its integrity.

CHS 349 The Black Church in the USA (3)

This course provides a general overview of religious expressions among African Americans in the United States. We examine the impact of culture, from the Trans- Atlantic slave trade to the beginning of the twenty-first century, as a framework to explore various aspects of the Black church. (Prerequisite: INT 301)

CHS 350 Restorative Justice and Systemic Sin in the Prison Industrial Complex (3)

The course will theologically examine the criminal justice system and the concept of systemic sin. Restorative justice will be explored as a more biblically faithful model of criminal justice and corrections. Contemporary issues will include mass incarceration, racism, punishment as justice, factors leading to wrongful convictions, offender reentry, victims' issues, juvenile justice ramifications, and economic stakes in the status quo.

CHS 351 Democracy in Peril (1)

Democracy in the 21st century is challenged by popular authoritarian movements both across the globe and in the United States that gain power through undermining its institutions and norms. This course examines the nature of this challenge and the conditions that have led to it. It offers a Christian perspective on the enduring value of democracy as well as implications for ministry within this time of cultural change and political polarization.

CHS 415 Prophetic Ministry (3)

This seminar addresses contemporary social and global issues (e.g., global warming, farm crisis, health care) as the Judeo-Christian prophetic and biblical tradition informs them. Students explore different understandings of prophetic ministry within their historical and communal contexts. Reflecting on their ministry, students consider the impact of social and global issues on the church and the actual living out of an approach to life and ministry that combines a vital spirituality with a lived proclamation of the gospel. (Prerequisite: ETH 301)

Christian Religious Education (CRE)

CRE 320 Missional Christian Education for Today's Church (3)

What does it mean to educate for a missional church? This course will examine the inter-relationship between mission and Christian education. It will look at educational strategies that foster missional identity and practice. Students will have the opportunity to explore these strategies in a ministry setting.

CRE 340 Christian Religious Education for the Intercultural World (3)

The course aims to explore the impact of diverse cultures on an individual's life experiences and ministry, and aims to implement a multicultural approach to teaching. This class focuses on both theoretical and practical aspects of diversity, encouraging a continuous dialogue between theory and practice, personal reflections, and interpersonal exchange. Through the use of both ethnographic and self-reflective techniques, this course aims to expand intercultural awareness.

CRE 350 Educating Christians for Social Justice (3)

This course considers the relationship between the church's educational ministry and the ministries of social transformation. This course critically examines the ways in which injustice diminishes our world, reflects personal commitments to social justice and theologies of change, and develops educational strategies for transformation.

CRE 362 Faith Formation and New Generations (3)

The focus of this course is the question, "Do traditional Christian religious education theories meet the spiritual formation needs of Generation Z and the Alpha Generation?" The course explores foundational educational theories and generations, evaluates them in terms of the church's changing educational ministry, and makes proposals for ministries of faith formation.

CRE 380 Ministry Across the Lifespan (3)

This class examines theories about how persons grow in faith, including psychosocial, cognitive, moral, faith development, and wholeness perspectives. Students select a focus on ministry with children, youth, adults, or intergenerational groups and design a ministry project for their age group. A major concern will be how these various developmental theories affect the practice of educational ministry in the church.

CRE 384 Adolescent Growth and Faith Development (3)

This course provides an overview of the psychology of adolescence in the areas of personal, moral, social, and religious development. The focus is on the integration of various developmental theories in understanding adolescent personality and their implications for youth ministry.

CRE 386 Teaching/Learning: Lifelong Process (3)

The process of teaching and learning is at the heart of Christian religious education. In this course, students look at how people learn in a variety of contexts and the teaching methodologies that contribute to learning in these contexts. The course explores how people learn and teach, as well as the purposes and meaning of the teaching/learning process.

CRE 420 Eco-Pedagogy (3)

Eco-pedagogy is a dynamic field of education that integrates ecological principles, sustainability concepts, and pedagogical strategies to empower learners to become active stewards of the environment. This course provides students with theoretical and theological foundations, practical skills, and experiential learning opportunities to explore the intersections of ecology, education, and social change. (Prerequisites: MIN 301)

CRE 425 Faith and Film (3)

Religion is a complex and vibrant phenomenon that influences every aspect of society and culture. This course focuses on the interactions between religion and popular culture. Specifically, it asks: how do commercial filmmakers (collectively called "Hollywood" or "Netflix") understand religion? How does Hollywood call on religion to articulate various social, aesthetic, and economic concerns? Which social and cultural changes have made their impact on the movies, or vice versa? What can we, the faith communities, do to interpret and influence the culture around us? (Prerequisites: CRE 362, CRE 380).

CRE 462 Spiritual Formation Through Mentoring Relationships (3)

This course offers a basic study of the nature of spiritual formation and spiritual mentoring, including theory, process, models, and settings. Students have an opportunity to explore how mentoring relationships that occur through the worshipping, teaching, and serving ministries of the church may serve to enhance or inhibit spiritual growth. Students design a mentoring project for their ministry settings. (Prerequisites: INT 301).

Contextual Education (CTX)

CTX 411 Foundations for Contextual and Theological Reflection (2)

This course introduces contextual education as an integrative practice of learning for ministry through knowing, being, and doing in a concrete setting. Students engage ministry experience alongside guided theological reflection, peer dialogue, and plenary learning. Course themes include self-awareness, intercultural attentiveness, spiritual formation, vocational identity, and foundational practices of theological reflection through case studies. Students are required to serve in an approved ministry setting for an average of 4 hours per week. (Prerequisite: INT 301)

CTX 412 Integrative Practice in Ministry Contexts (2)

This course deepens students' integration of knowing, being, and doing through sustained participation in a ministry context and increased responsibility in ministerial practice. The course emphasizes skill development, theological interpretation of complex situations, and reflective judgment as students integrate theory and practice while attending to cultural, institutional, and ethical dimensions of ministry. Students are required to serve in an approved ministry setting for an average of 4 hours per week. (Prerequisites: INT 301, CTX 411)

CTX 413 Leading Faithful Communities in Context (2)

This course emphasizes integrative leadership in ministry, focusing on guiding communities toward faithful and just ways of living out their commitments in context. Students synthesize learning across contextual education experiences. Course themes include adaptive and ethical leadership, justice-oriented ministry, vocational discernment, and institutional responsibility. Plenaries focus on integrative leadership that prepares students to participate in shaping communities toward practices of justice, care, and faithful witness. Students are required to serve in an approved ministry setting for an average of 4 hours per week. (Prerequisites: INT 301, CTX 411).

Denominational Studies (DST)

DST 310 UM History and the Arc of Justice (3)

This course examines Methodist history from John Wesley to the current era with attention to justice issues that have driven the debates, schisms, unions, and identity of United Methodism: slavery/racial justice, women's rights, poverty/economic justice, globalism, and sexual orientation. Fulfills the denominational requirement for United Methodist History.

DST 311 United Methodist Doctrine (3)

The purposes of this course are: 1) to explore the theology of United Methodism from its beginning with the Wesleys in England to the developments of the later 20th century in America; 2) to learn how to theologize in the Wesleyan and United Methodist tradition; and 3) to gain a command of the doctrinal heritage of United Methodism's order to appropriate critically, explain, and communicate it. (This course meets the doctrine requirements of the United Methodist Book of Discipline.)

DST 312 The Means of Grace in the Wesleyan Traditions (3)

This course is an introduction and overview of the theology of John Wesley and Methodism with a focus on the means of grace. Attention is given to Wesley's original understanding of prayer, scripture, sacraments, classes and bands, and spiritual disciplines, and the changes in the theological understanding of these means of grace in the North American context. Prospects for current renewal are examined. (This course meets the doctrine requirements of the United Methodist Book of Discipline.)

DST 313 Wesley and the Movements of the Spirit (3)

This course is an introduction and overview of the theology of Wesley and Methodism with a focus on the impact of Wesley's theology on the African American, Holiness, Pentecostal, and Charismatic movements. The course examines the continuities and discontinuities between these various movements as well as compares them with other historic theologies within Methodism. (This course meets the doctrine requirements of the United Methodist Book of Discipline)DST 320 United Methodist History (2) The purposes of this course are: 1) to help the student review, with appreciation, the United Methodist tradition in light of its historical development and 2) to help the student appropriate the United Methodist tradition so as to enable responsible participation in the life and leadership of the United Methodist Church, effective communication of the tradition, and informed engagement in the ecumenical dialogue. (This course meets the history requirements of the United Methodist Book of Discipline)

DST 320 United Methodist History (2)

The purpose of this course is (1) to help the student review, with appreciation, the United Methodist tradition in light of its historical development, and (2) to help the student appropriate the United Methodist tradition so as to enable responsible participation in the life and leadership of the United Methodist Church, effective communication of the tradition, and informed engagement in the ecumenical dialogue. (This course meets the history requirements of the Book of Discipline.) (CERT: Christian Education, Evangelism, Music, Older Adult, Spiritual Formation, Youth Ministry, DCN)

DST 330 United Methodist Polity (2)

Through extensive use and discussion of the Book of Discipline, this course seeks to inform United Methodist theological students of the sources, developments, and trends of their denomination's polity and to prepare them to function effectively within, be appreciative of, and affect creatively that polity. (This course meets the polity requirements of the United Methodist Book of Discipline)

Ethics (ETH)

ETH 301 Introduction to Christian Ethics (3)

The purpose of this course is to gain an introductory knowledge of various sources and approaches to Christian moral discernment and judgment. The general goal is to introduce the discipline of Christian ethics in ways appropriate to the interests of pastors, educators, and other leaders in the church.

Evangelism (EVN)

EVN 311 Evangelism Through the Local Church (3)

This is an introduction to the biblical and theological foundations of evangelism and the local church as a center for evangelism. Attention is given to the content of the gospel, its communication through word and deed, and the context of the recipients.

EVN 312 Theologies and Models of Evangelism (3)

This course is an examination and assessment of biblical, historical, and contemporary theologies, models, and strategies for evangelism, enabling the student to develop his or her model of evangelism.

EVN 313 Evangelism as Congregational Care and Nurture (3)

This course considers the ministry of evangelism through the care of members by such means as pastoral care, visitation, support, and self-help groups, and the growth and empowerment of lay persons in faith and discipleship.

EVN 314 Evangelism as Congregational Outreach and Growth (3*)

This course examines the role of equipping the congregation to tell the Christian story to those outside the church, to seek a response to the Christian message, and to assimilate persons into the life and ministry of the church. Topics include communication theory and skills, outreach methods and approaches, and models for assimilating new members.

EVN 348 Evangelism in a Pluralistic Society (3)

This course addresses the challenge of communicating the gospel in a plurality of contexts. Attention is given to the impact of the Enlightenment on North American culture and the resulting trends toward secularism and pluralism. There is an examination of specific generational, regional, and racial/ethnic contexts. The course helps students contextualize the gospel while maintaining its integrity.

Engaging World Religions (EWR)

EWR 310 Judaism (3)

An introduction to the broad range of Jewish thought, ritual, tradition, law, and culture both historically and in contemporary settings, with attention to the religious and ethnic diversity of the Jewish people.

EWR 311 Engaging World Religions: Buddhism (3)

This course is designed to introduce students to the fundamental aspects of Buddhism as a religious tradition in terms of its teachings, rituals, symbols, ethical values, and visions for a better world.

EWR 312 Engaging World Religions: Islam (3)

This course is designed to introduce fundamental dimensions of what the Islamic religious tradition stands for by way of getting acquainted with the Quran, symbols, rituals, Islamic laws, and liturgy. The course will also explore ways of constructive dialogue that are devoid of prejudice, bias, and unexamined knowledge about "others" and develop a hermeneutics of dialogue. EWR 313 Engaging World Religions: People of the Book (3) This course examines historical and theological relations among the three major religions known as "people of the book:" Judaism, Christianity, and Islam. Course topics include understanding of scripture, scriptural authority, and scriptural interpretation, as well as comparative work on figures and themes of the respective scriptures.

EWR 313 People of the Book (3)

This course examines historical and theological relations among the three major religions known as "people of the book": Judaism, Christianity, and Islam. Course topics include understandings of scripture, scriptural authority, and scriptural interpretation as well as comparative work on particular figures and themes of the respective scriptures.

EWR 350 Native American Religious Traditions (3)

A survey of the worldviews and spiritualities of Native American people as these pertain to both inter-tribal beliefs and Native American ceremonial life, with an attempt to show how Native American practice proceeds from their worldview. The relationship of Christian faith to Native American worldviews and spiritualities will also be explored.

EWR 351 Interfaith Leadership and Religious Diversity in America (3)

It has been over twenty years since Diana Eck named the United States as the most religiously diverse country. Now, the challenges of religious diversity are well established, but we are no clearer to the solutions. With decreasing membership in Protestant mainline Christianity and increasing populations of non-Christian traditions, people of faith and no faith need answers to questions such as: What role can religious differences play in our collective life? How do the three largest traditions in the U.S. — Christians, Jews, and Muslims — understand their ethical lives? And finally, what counts as a "religion" in a time of "nones" and "nons"? By exploring accounts of the basic beliefs and ethics of three major traditions - Christianity, Judaism, and Islam -- this course will critically and constructively explore the state of religious diversity in the U.S. today. We will also engage the social, political, and religious challenges of religious diversity in the U.S., while also seeking to equip students with practical experience that can enhance their ministry.

Hebrew Bible Studies (HBS)

HBS 310 Engaging the Hebrew Bible and its Cultures (3)

This course is a critical introduction to the Hebrew Bible, in which students practice reading these texts as engagement with religious and cultural contexts dramatically unlike their own. Learning to recognize difference rather than assume sameness, students will survey the diverse literatures of the Hebrew Bible and situate them within the historical, social, political, religious, and literary settings of ancient Near Eastern cultures. This course builds foundational interpretive skills that will prepare students to engage the Hebrew Bible thoughtfully for ministry and the life of the Church today.

HBS 320 Introduction to Biblical Hebrew I (3)

This is the first term of a year-long intensive introduction to the basic grammar, syntax, and vocabulary of biblical Hebrew. After completing this course, students will be able to read simple connected Hebrew prose. (Students are expected to enroll in HBS 321 the following semester.) This course can meet the upper-level HBS requirement.

HBS 321 Introduction to Biblical Hebrew II (3)

This is the second term of a year-long intensive introduction to the basic grammar, syntax, and vocabulary of biblical Hebrew. After completing this course, students will be able to read simple connected Hebrew prose. (Note: Biblical Hebrew is offered every other year as a year-long course) (Prerequisite: HBS 320)

HBS 420 Laughter and Lament in the Hebrew Bible (3)

This class will explore stories in the Hebrew Bible that use humor and lament to convey significant theological arguments about who God is and what it means to be God's people. Although modern readers are often taught to take sacred scriptures quite seriously, there are stories throughout the Hebrew Bible that, when looked at closely, do not seem to take themselves altogether seriously. We will also look at a corresponding biblical genre, also often misunderstood by modern readers, in texts that use lament to express deep human suffering and question God's justice. We will ask ourselves how prevalent such humorous stories and laments are in the canon and focus on the ancient methods and motivations used in these types of storytelling. One of our overarching questions will be: what do humor and lament allow us to ask and express those other approaches do not? (Prerequisite: HBS 310)

HBS 421 Five Scrolls (3)

An in-depth exploration of the Five Megillot (scrolls) of the Hebrew Bible, namely Ruth, Esther, Ecclesiastes, Lamentations, and Song of Songs. The course will include references to the contemporary and historic commentaries on the ways tradition encounters these texts, both existentially and liturgically. (Prerequisite: HBS 310)

HBS 423 Wisdom Literature (3)

A theological, historical, and methodological study of the ancient wisdom traditions in Israel. Books of Proverbs, Job, Ecclesiastes, Sirach, and Wisdom of Solomon receive particular attention. (Prerequisite: HBS 310)

HBS 425 The Hebrew Prophets (3)

The prophetic material in the Hebrew Bible is some of the most enigmatic, challenging, and theologically rich material in the canon. (Prerequisite: HBS 310)

HBS 426 The Psalms (3)

This course covers the interpretation of individual psalms with attention to their literary form, setting in life, and place in the collection as a whole. The course considers the importance of the Psalter for biblical theology, community worship, and private devotion. (Prerequisite: HBS 310)

HBS 427 Amos and Hosea (3)

This course is a historical study of Amos and Hosea, two eighth-century prophets, in their social and religious contexts. The course includes consideration of the development of the books of Amos and Hosea and their canonical significance, as well as special attention to the relevance of Amos and Hosea for ministry in the church today. (Prerequisite: HBS 310)

HBS 428 Women of the Hebrew Bible (3)

An examination of women in the Hebrew Bible, from their generalized roles in the various eras of Ancient Near Eastern society to their specific roles in Hebrew Bible passages. It will also include an overview of feminist interpretations of the Hebrew Bible. Students will study textual and material evidence related to women in the Hebrew Bible and will do their original research for the class, driven by their interests. (Prerequisite: HBS 310)

HBS 430 Qohelet (3)

This is an exegetical course on the book of Qohelet (Ecclesiastes), emphasizing theological and ethical themes. Students will explore the appropriation of Qohelet in the life of the church, including preaching and other practices of ministry. (Prerequisite: HBS 310)

HBS 431 The Book of Jeremiah (3)

This is an exegetically based course on the book of Jeremiah, including the history of the book's development and close reading of the book in its final form. Special attention is given to the theological and ethical significance of Jeremiah, along with its relevance for ministry in the church today. (Prerequisite: HBS 310)

HBS 432 The Book of Isaiah (3)

This course is a study of the prophecy of Isaiah of Jerusalem, of Deutero-Isaiah, prophet to Israel in exile, and of the continuing Isaianic tradition in the post-exilic period. The course gives final attention to the unity and message of the book of Isaiah as a whole. (Prerequisite: HBS 310)

HBS 433 The Book of Genesis (3)

This course is designed to serve as an orientation for the student-interpreter to a general yet critical understanding of the literary, historical, and theological complex of issues involved in the interpretation of the Book of Genesis. The orientation will present an analysis of major methodological approaches utilized by past and present interpreters, an exploration of the issues and problems in contemporary studies, and a discussion of the functional and pragmatic implications of a confessional interpretation of the Book of Genesis. (Prerequisite: HBS 310)

HBS 434 The Book of Exodus (3)

If the book of Genesis tells the stories of the first things—of God's creation of the heavens and the earth and covenant with Israel's earliest ancestors—the book of Exodus tells the stories of the first days of Israel as a people. In this examination of Exodus, we will look at the opening stories of the women who ensure the survival of Moses, God's battle with pharaoh in the plague narratives, Israel's wandering in the wilderness, the centrally important moment Israel receives the law at Sinai, the monumentally bad decision to construct the golden calves, and the meticulous planning and construction of the tabernacle. We will seek to better understand the narrative stories of Exodus, as well as its legal material, and focus on the shape and importance of sacred space. (Prerequisite: HBS 310)

HBS 435 Genesis from a Rabbi's Perspective (3)

An in-depth journey into the first book of the Hebrew Bible. Genesis From a Rabbi's Perspective will offer contemporary and historic commentary about this seminal text of the Western religious tradition. Special emphasis will be placed on the ways in which the Jewish tradition encounters the text. (Prerequisite: HBS 310)

HBS 436 The Minor Players: "Boys and Girls in the Band" (3)

Studies in the Hebrew Bible most often focus on the major characters (Abraham, Moses, King David, etc.). This course will examine the so-called minor players and what their characters and stories may teach. Topics include how the Jewish tradition views the minor characters. Characters may include King Ahasuerus and his coterie of advisors; Baalam, who is identified as a prophet of God, a pagan prophet, and a prophet for hire; Jezebel and other characters in the Books of Kings; Shiphrah and Puah, as well as Pharaoh's daughter; and how Jewish tradition elaborates on actors in the text about whom little more than a name is given (for example, Paltiel, Michal's "other" husband).

HBS 440 Ruth and Esther (3)

An in-depth exegetical study of the books of Ruth and Esther. Students will learn to apply current scholarship on these books to preaching and teaching that is relevant to the church. (Prerequisite: HBS 310)

HBS 442 The Bible, Homosexuality, and Christian Community (3)

What does the Bible say about homosexuality? How can the Bible most appropriately inform Christian theological reflection and ethical inquiry concerning issues of sexual orientation and experience? This course examines diverse responses to these questions. Students engage in exegetical, historical, and

cultural studies aimed at critically assessing the role of the Bible in the contemporary debate about homosexuality and the church. (Prerequisite: HBS 310)

HBS 450 Interpreting Biblical Narratives (3)

The religious and cultural influence of the Bible owes much to the skill of ancient, anonymous storytellers. In this course, students will examine the characteristics and techniques of narrative composition in the Hebrew Bible/ Old Testament. The course will practice literary-critical, exegetical interpretation and seek to foster performative interpretation as well as study and imagine ways of retelling Biblical stories in various contemporary media, including preaching, drama, and electronic multimedia. (Prerequisite: HBS 310)

History (HST)

HST 310 Christianity in Historical Context: The Movements and Motifs that Made a World Religion (3)

Christianity has been marked from its inception by diverse beliefs, structures, rituals, and traditions. This course assists in understanding Christianity's diversity by introducing students to the history of Christianity as a world religion. It acquaints students with key figures, movements, and themes in the history of Christianity from its beginnings in the Mediterranean basin up through Christianity's global presence at the beginning of the twenty-first century. As part of this class, students examine sacred texts, rituals, theological debates, social and political backgrounds, and material culture to gain a fuller picture of Christianity as a multiform historical movement.

HST 414 Spiritual Traditions and Ministry (3)

In this course, students engage methods and tools for understanding faith communities and their context, with attention to the way a community's history has shaped its present. Students employ those methods and tools to gain an understanding of a particular faith community and its context. Students also attend to themselves as persons called to ministry and their spiritual formation, sustaining ministry. This course meets concurrently with HST 514.

HST 415 Sacred Scripture and Its Readers: History of Biblical Interpretation (3)

The Bible has been the sacred text for Christian communities from the very beginning. Although Christians believe God speaks through scripture, the divine voice has been heard in different languages, and the divine message has been received and applied according to the needs and desires of countless, diverse communities. This course attends to the history of biblical interpretation on a global scale, paying attention to the methodological approaches to understanding scripture as well as the ways the Bible as a religious text has been used as an instrument to various ends: oppression and exploitation, but also liberation, human flourishing, and spiritual renewal. (Prerequisite: HST 310)

HST 416 Gender, Sex, and the Body in Medieval Christianity (3)

How does the concept of a gendered self shape human approaches to religion? How does religion, in turn, influence our beliefs about our gender, sexuality, and body? What are the functions of masculinity and femininity in social groups? How have Christians negotiated gendered norms in different places and times? In this course, students approach these questions and more through the historical study of medieval Christians in Europe. Gender, Sex, and the Body in Medieval Christianity explores the intersection of gendered and sexual bodies with the rituals, theologies, and social organization of Christianity in the Middle Ages. Students are introduced to influential scholars, subjects, debates, and methods within gender and queer historiography as it relates to the Middle Ages and religion. (Prerequisite: HST 310)

HST 420 Classics of Christian Theology (3)

An introduction to the history of Christian thought, this course focuses on a variety of classic works from the early, medieval, Reformation, and modern periods. Works by authors such as Justin Martyr, Philo, Augustine, Thomas Aquinas, Anselm, Abelard, Teresa of Avila, Julian of Norwich, Martin Luther, John Calvin, Philip J. Spener, Schleiermacher, and Adolph von Harnack are considered. (Deacon: Church History or Theology). (Prerequisites: HST 310)

HST 424 Hospitality in Christian History and Practice (3)

This course will examine hospitality as both virtue and practice in early Christianity, with emphasis on biblical, theological, and ecclesial aspects. The framework of justice is central as the course considers the recovery of hospitality in congregational life today.

HST 426 Nineteenth Century Protestant Theology (3)

This is a study of "modern" Protestant theology from Schleiermacher to the dialectical theology of the early 20th century. This course attends to the issues posed to theology in the "modern" period, including the rise of historical consciousness, the challenge of the scientific worldview, and the call for just social and economic structures, and examines important and representative responses to these issues. (Prerequisites: HST 310)

HST 430 US Religious History: Major Groups Involvement (3)

This course studies U.S. religious history from the Native American traditions to the mid-20th century by focusing on major religious groups and movements. It examines their histories, self-understandings, and practices, and their place in the context of U.S. history as a whole. (Prerequisite: HST 310)

HST 431 History of Christian Ethics (3)

This course examines major issues and figures in the history of Christian ethics from the early church to the early modern period. It proceeds by considering the interrelations among historical and social location, understanding of Christian identity, and understanding and practice of the ethical life. (Prerequisite: HST 302)

HST 450 Luther and Schleiermacher (3)

This course compares the life and theology of the founder of Protestantism with that of the founder of modern Protestant theology. It attends to the interrelation of historical-social location, leadership in church and society, and theology in Luther and Schleiermacher. (Prerequisite: HST 310)

HST 452 Readings in Early Christian Authors (3)

This course focuses on a classic early Christian author, such as Augustine, or on a few related authors, such as the Cappadocians. It focuses on close readings of selected classic texts, paying attention to their historical, philosophical, spiritual, and theological dimensions, their cultural contexts, and their implications for church renewal and ministry today. Different figures will be studied in different years. This course may be repeated for credit when the topic varies. (Prerequisites: HST 310)

HST 454 Seminar in Historical Studies (3)

This course provides an advanced-level investigation of selected figures, movements, and/or issues in Christian history. The course includes an analysis of the ways historical figures and movements offer resources for contemporary Christian witness. The focus of the course is announced prior to registering. This course may be repeated for credit when the topic varies. (Prerequisites: HST 301, HST 310)

HST 460 Christian Mystics (3)

The course explores Christian figures in Church history who write about the lived experience of faith. The focus of the study is the way in which Christians of the past illuminate our understanding of faith in the present. (Prerequisite: HST 310)

HST 462 Christian Spirituality Practices (3)

This is an overview of some major traditions of Eastern and Western Christian spirituality spanning the period from the New Testament to the twentieth century. The course involves close reading, discussion, and analysis of selected texts. Students also practice a range of Christian spiritual disciplines as part of the coursework. (Prerequisites: HST 310)

HST 472 Wesley, Edwards, and the Eighteenth-Century Awakening (3)

This course examines the eighteenth-century Protestant awakening in Europe and America and its impact on church and society. Attention is focused on England and America and the theologies and practices of the two great theologians of the awakening, John Wesley and Jonathan Edwards. Their understanding of faith and the Christian life, as well as their pattern of proclamation, formation, and social concern, has implications for the ministry and outreach of the church today. (Prerequisites: HST 310)

HST 474 Early American Methodism (3)

This course is a study of early American Methodism from its inception until the Civil War. It includes an examination of the Evangelical United Brethren tradition, the emergence of African American Methodism, and the beginning of the Holiness movement. Issues include the changing relationship of doctrine and discipline, practices of evangelism and social reform, and the relation of Methodism to American culture. Through understanding this formative period in Methodist history, we will gain important insights that can aid our contemporary engagement with these issues. (Prerequisites: HST 310)

Independent Study

IND 230 Independent Study: Church Leadership

IND 231 Independent Study: Church and Society

IND 232 Independent Study: Christian Religious Education

IND 233 Independent Study: Denominational Studies*

IND 234 Independent Study: Ethics

IND 235 Independent Study: Evangelism

IND 236 Independent Study: Engaging World Religion

IND 237 Independent Study: Hebrew Bible Studies

IND 238 Independent Study: Historical Studies

IND 241 Independent Study: New Testament Studies

IND 242 Independent Study: Pastoral Care

IND 243 Independent Study: Preaching

IND 244 Independent Study: Theological Studies

IND 245 Independent Study: Worship

IND 530 DMIN Independent Study: Church Leadership

IND 531 DMIN Independent Study: Church and Society

IND 532 DMIN Independent Study: Christian Religious Education

IND 534 DMIN Independent Study: Ethics

IND 535 DMIN Independent Study: Evangelism

IND 537 DMIN Independent Study: Hebrew Bible Studies

IND 538 DMIN Independent Study: Historical Studies

Integration (INT)

INT 301 Knowing, Doing, Being: Foundations for Ministry (3)

INT 301 opens the Integration sequence around the framework of knowing, being, and doing. Students will focus on preparing to thrive during their seminary education. The course will consider the formation of the whole person for ministry.

INT 401 Knowing, Doing, Being: Growing in Ministry (2)

As students develop a sense of vocational identity in ministry grounded in the integration of knowing, being, and doing, this course emphasizes the integration of knowing and being. Drawing on knowledge from prior coursework in theology, history, Bible, ethics, and contextual education, students will learn how to analyze and synthesize material from across their seminary education. Students will consider the impact of context, social location, and identity on a biblically, historically, and doctrinally grounded statement of faith. (Usually taken in a student's 2nd or 3rd year.) (Prerequisites: 2 cr. hrs.; pre-reqs. INT 301, CTX 411, THL 301, NTS 310, HBS 310, ETH 301, HST 310, and PT course)INT 301, THL 301)

INT 412 Knowing, Doing, Being: MACM Thriving in Ministry (3)

Becoming skilled leaders of integrity formed for a lifetime of ministry requires a deep integration of knowing, being, and doing in all aspects of one's life. Becoming skilled leaders of integrity formed for a lifetime of ministry requires a deep integration of knowing, being, and doing in all aspects of one's life. In this course, students will demonstrate the integration of their seminary learnings into a coherent whole. This integration (1) addresses biblical, historical, and theological knowledge; (2) is consistent with and supportive of effective practices of ministry in the student's area of specialization; (3) responds to social, cultural, and contextual analysis for the sake of social justice; and (4) reflects the spiritual, intercultural, emotional, moral, and vocational integrity of the student in their area of specialization. Usually taken in a student's last semester. (Prerequisites: 3 cr. hrs.; pre-reqs. INT 301, CTX 411) INT 301, THL 301)

INT 420 Knowing, Doing, Being: Flourishing in Ministry (3)

Becoming skilled leaders of integrity formed for a lifetime of ministry requires a deep integration of knowing, being, and doing in all aspects of one's life. In this course, students will demonstrate the integration of their seminary learnings into a coherent whole. This integration (1) addresses biblical, historical, and theological knowledge; (2) is consistent with and supportive of effective practices of ministry; (3) responds to social, cultural, and contextual analysis for the sake of social justice; and (4) reflects the spiritual, intercultural, emotional, moral, and vocational integrity of the student in ministry. Usually taken in a student's last semester. (Prerequisite: 3 cr. hrs.; pre-req. INT 401, recommended final semester)

Ministry (MIN)

MIN 330 Research Methods for Theological Education (1)

This course introduces students to strategies, methodologies, and methods for effective theological research for seminary coursework, in preparation to produce a thesis or dissertation, and as a life skill. The course develops research skills and information literacy in the broad areas of local and remote library resources, subscription databases, the internet, and artificial intelligence tools.

Mission (MIS)

MIS 330 Mission of the Church (3)

This course is designed to develop the student's passion for and commitment to mission, and practical skills for mobilizing mission ministries. Students will acquire a biblical, historical, ecumenical, and theological understanding of mission, and design a mission education and cultivation strategy for the local church, incorporating the various methods available. This course meets United Methodist requirements for a course in mission.

New Student Orientation (NSO)

NSO OO1 New Student Orientation (0)

This course provides entering students with an introduction to Saint Paul School of Theology. The primary goal is to inform students of academic expectations, community resources, policies, and procedures needed to function effectively and successfully achieve her or his educational goals.

New Testament (NTS)

NTS 310 Encountering the New Testament and its Contexts (3)

This course is a social-historical and literary overview of the New Testament, exploring its major literary and theological themes as they relate to the early Christian movements. The course introduces students to historical-critical and contextual methods of biblical exegesis.

NTS 320 New Testament Greek I (3)

This is the first term of a two-term intensive introduction to the language of the New Testament documents, leading to the reading of New Testament texts.

NTS 321 New Testament Greek II (3)

This is the second term of a two-term intensive introduction to the language of the New Testament documents leading to the reading of New Testament texts. (Prerequisite: NTS 320)

NTS 420 The Gospel of Matthew (3)

How does Matthew shape and present the story of Jesus? How does his story inform our story and the stories of our congregations? Attention is given to exegetical methods. (Prerequisite: NTS 310)

NTS 422 Matthew: Disability and Empire (3)

"This course examines Matthean healing narratives, focusing on the impaired characters in the scenes. By examining different perspectives on disability in history and literature as well as the Roman imperial context in which common folk lived and worked, it will pay attention to social and somatic circumstances that may have accompanied or caused the described disabilities/ impairments. The course will offer new contexts for and more nuanced characterizations of the disabled/impaired people in each discussed scene and their relationship to Jesus and his place in the story." (Prerequisite: NTS 310)

NTS 426 The Gospel of Luke (3)

This course examines Luke's presentation of the story of Jesus. Attention is given to the gospel's socio-historical context, literary shape, and theological claims through various critical methods. The tasks of preaching/teaching the gospel (Year C of the lectionary) and its implications for contemporary communities of disciples are also important concerns. (Prerequisite: NTS 310)

NTS 430 The Gospel of John (3)

This course examines John's distinctive presentation of the story of Jesus. Special attention is given to the literary form, the socio-historical setting, and the theological claim of the gospel. (Prerequisite: NTS 310)

NTS 432 Romans (3)

This course examines one of the most influential letters in the church's history. Attention is given to exegetical methods and Paul as a pastoral theologian who interprets the gospel for a community. (Prerequisite: NTS 310)

NTS 433 The Corinthian Correspondence (3)

The focus is on 1 and 2 Corinthians and Paul's stormy relationship with this church. Attention is also given to the social setting of the Corinthian congregation and Paul's understanding of his ministry and role as a pastoral theologian. (Prerequisite: NTS 310)

NTS 434 Galatians and 1 Thessalonians (3)

This course explores the historical contexts, literary-rhetorical shape, and theological claims of two of Paul's letters. It attends to Paul's pastoral-theological method and engages contemporary scholarship on these two significant writings. (Prerequisite: NTS 310)

NTS 438 The Book of Revelation (3)

This course examines the historical context, the literary genre and shape, the linguistic expression, and the theological claims of this mysterious biblical text. The questions of method and contemporary address have significant roles. (Prerequisite: NTS 310)

NTS 442 Pauline Prison Epistles (3)

This course seeks to discover the impact of Paul's imprisonment upon the history of the early church, with special attention to the emergence of what may be called "political theology," and "Trinitarian Ecclesiology. Paul's authentic letters from prison, Philippians and Philemon will be carefully examined and theologically interpreted. The images of Paul as the "prisoner of Christ," and "martyr" in the deuteron-Pauline literature (Colossians, Ephesians, 2 Timothy, 3 Corinthains) and in Acts of the Apostles will be part of this New Testament Course.

NTS 454 Justice Peace, and Reconciliation (3)

The course seeks to discover the impact of Paul's imprisonment letters on areas of peace, justice, and reconciliation. Paul's authentic letters from prison, Philippians and Philemon, will be carefully examined and used as sources of peace and reconciliation in the world. This course will attempt to determine the political and social posture of the apostle and the Church, which nourished the memory of him as the prisoner of Christ.

NTS 456 Women in the New Testament (3)

This course exposes students to the untold stories, silent voices, and sacred lives of women in early Christianity. Attention will be devoted to the role women played in offering Christian leadership in the early Church. A secondary concern of the course involves the use of the New Testament as a source for constructing the socio-political role of women in the Christian movement. (Prerequisite: NTS 310)

NTS 458 Biblical hermeneutics: Clergy Formation (3)

This course will examine various parameters for Biblical Interpretation Methods and will focus on Biblical, Theological, spiritual, and historical aspects of Christian and Clergy formation. The course will show how specific methods are applied to Bible Study and Interpretation in different social, economic, and social contexts. (Prerequisite: HBS 301, NTS 310)

Pastoral Care (PCR)

PCR 301 Introduction to Pastoral Theology and Care (3)

This course introduces students to theological approaches to pastoral care, theories for interpreting human behavior, and basic skills in parish-based pastoral care and counseling.

PCR 330 Topics in Pastoral Care (1)

This course offers a focused, in-depth exploration of a topic pertinent to the practice of pastoral care, such as grief, crisis intervention, depression, pastoral boundaries, and hospital visitation. This course may be repeated for credit when the topic varies.

PCR 331 Ministry in the Midst of Violence (3)

This course explores theological and theoretical understandings of violence in order to develop ministries of the church to lessen the violence that permeates life in the 21st century. Students will study various types of interpersonal violence, such as shootings, sexual assault, bullying, human trafficking, and media violence, and propose ministries that respond to victims and perpetrators of interpersonal violence in ways that are pastorally and theologically supported. While this course does not study war and state violence, it does look at the norms and practices of violence that support violence at all levels, both individual and social.

PCR 420 Pastoral Psychology (3)

Pastoral ministry requires an understanding of what makes persons who they are, how they develop psychologically, and what motivates them to behave the way they do. This course explores the intersection of psychological theories, pastoral theology, and the practice of pastoral care. (Prerequisite: PCR 301)

PCR 424 Trauma and Care (3)

This course offers a focused exploration of parish-based pastoral care for persons suffering from the long-term psychological and spiritual effects of trauma. Some of the specific topics included are Post-Traumatic Stress Disorder, combat trauma, sexual abuse, and community tragedies such as terrorist attacks and natural disasters. (Prerequisite: PCR 301)

PCR 440 Feminist/Womanist Pastoral Care (3)

This course examines the intersection of feminist (including Black feminists) and womanist concerns with pastoral theology and care. The class will look at the historical development and key concepts of feminist and womanist thought in the U.S. and explore feminist and womanist sources and methods in pastoral theology and care, including feminist theory as an interpretive lens on human behavior and suffering. (Prerequisite: PCR 301 or THL 301)

PCR 442 Cultural Dynamics in Pastoral Care (3)

This course explores the impact of culture on the formation of personhood and on the care of suffering persons. An introduction to cultural theory in conversation with pastoral theology will provide the basis for thinking about the way cultural norms, practices, and social institutions impact human lives. The course will also consider the variety of racial and ethnic cultural contexts within the U.S. (Prerequisite: PCR 301)

PCR 491 Clinical Pastoral Education (3)

The Association for Clinical Pastoral Education, Inc. (ACPE) is a nationally recognized accrediting agency in the field of clinical pastoral education. ACPE provides education to improve the quality of ministry and pastoral care offered by spiritual caregivers of all faiths using the clinical educational methods of Clinical Pastoral Education (CPE). Degree- seeking students may register for PCR 491 to receive academic credit for a single unit of CPE completed at an ACPE- accredited site. Students must apply directly to an approved site and, upon acceptance, provide proof of admission before registration can be completed at Saint Paul. This course may not be substituted for PCR 301. (Prerequisite: PCR 301)

Preaching (PRE)

PRE 410 The Art of Preaching (3)

This course teaches students the art of preaching in their God-given voice. Students will practice the basic skills of sermon craft such as scriptural exegesis for preaching, discovering relevant and compelling stories/images for sermons, designing the sermon with theological integrity, and authentically embodying the sermon in the preaching event. Two hours are for the plenary and the third hour is for practice labs of 5-7 students led by preaching faculty and/or adjunct instructors. Pre-requisites: MIN 301/INT 301, HBS 301/310, NTS 301/310

PRE 444 Ministry of Preaching in A Digital Age (3)

This course focuses on the opportunities and risks of preaching in this digital age, both in theory and practice. We begin with a brief look at Christianity's relationship with the media of each age before we engage with the particularities of our time. The goal is to form church leaders who are not merely media savvy but are able to walk the fine line between being critical of and collaborative with emerging mediums for mediating the Gospel of the Word made flesh in this virtual day and age. (Prerequisite: PRE 401)

Spiritual Formation (SFR)

SFR 310 Spiritual Growth Retreat (1)

Spiritual Growth Retreats will nurture spiritual growth through community experience that integrates being, knowing and doing for a life in ministry. Students will gather for corporate worship, spiritual practices, and community building centered on a theme. The delivery method will alternate each semester between on-campus only and a combination of on-campus and synchronous online instruction. This course may be repeated. (Credit/No Credit)

SFR 320 Spirituality in a Global Context (2)

Students in this course will attend the Five-Day Academy for Spiritual Formation in addition to other online requirements before and after the course. The purpose of the course is to root students in practices of Christian community so that they can bear fruits of justice and mercy in a globalized context. Students will be immersed in rhythms of study, prayer, silence, liturgy, reflection, and relationship. Students will be introduced to new and alternative forms of Christian community. (Credit/No Credit)

Theology (THL)

THL 301 Introduction to Systematic Theology (3)

This course is an initial exploration of the discipline of theology and the rich dimension of the life of the Christian church, for and in which theology serves critical and constructive roles. Readings and lectures cover such areas as theological genres (creeds and statements of faith), theological methods, significant theological thinkers, varying ways of interpreting Christian teachings in relation to the historic doctrinal loci such as authority of the Bible, reason and revelation, Trinity, Jesus as the Christ, human nature/condition, Church, worship and sacraments, death, and resurrection.

THL 412 Theology and the Church's Ministry (3)

This seminar requires the examination and analysis of one's setting for and practice of ministry for greater theological awareness and theological integrity. It explores the importance and relevance of doctrines (e.g., sin, Christology, ecclesiology, soteriology) to specific ministerial practices to deepen and broaden the interface of one's theology and tasks of the church's ministry. One's theological perspective is identified and developed. (Prerequisite: THL 301)

THL 415 Race and Religion (3)

Recognizing the centrality of the construction of "race" and the maintenance of racism to life in the U.S., the complicity of Christian theologies in constructing "race" and maintaining racism, and the need for Christian theology to articulate an anti-racist vision of God's desire for the flourishing of all of Creation, Critical Approaches to Race and Theology offers a survey of key concepts from various trajectories of Critical Race Theory. Students will then begin to integrate these critical approaches to "race" into their theological construction and reflection. (Prerequisite: THL 301)

THL 420 Seminar in Theological Studies (1)

This course provides an advanced-level investigation of selected figures, movements, and/or issues in Christian theology. Analyzing ways these positions offer resources for contemporary Christian witness forms a key consideration of the course. The focus of the course is announced prior to registering. This course may be repeated for credit when the topic varies. (Prerequisite: THL 301)

THL 421 Seminar in Theological Studies II (2)

This course provides an advanced level investigation of selected figures, movements, and/or issues in Christian theology. Analyzing ways these positions offer resources for contemporary Christian witness forms a key consideration of the course. The focus for the course is announced prior to registering. This course may be repeated for credit when the topic varies. (Prerequisite: THL 420)

THL 422 Seminar in Theological Studies III (3)

This course provides an advanced-level investigation of selected figures, movements, and/or issues in Christian theology. Analyzing ways these positions offer resources for contemporary Christian witness forms a key consideration of the course. The focus of the course is announced prior to registering. This course may be repeated for credit when the topic varies. (Prerequisite: THL 301)

THL 423 Science, Theology, and Ministry (3)

This course provides a special opportunity to equip ministers with the information needed to be religious in a scientific age and to be ministers to persons struggling with science issues. Such issues are increasingly at the heart of what it means to be human and to conduct one's life with integrity. The course addresses the mutual relevance of pastoral concerns, science, and Christianity. Part of the course explores how Christianity has influenced the development of science, how science has impacted the content of theology, how Christianity and science are set in a cultural context, and how Christianity can engage in interreligious dialogue about science. (Prerequisite: THL 301)

THL 424 Theology in Context (1)

This course provides an examination of selected figures, movements, and/or issues in Christian theology with an eye to the historical, social, and geographical contexts of these theological positions. Analyzing ways these positions offer resources for contemporary Christian witness forms a key consideration of the course. The particular topical focus for the course is announced prior to class registration. The course may be repeated for credit when the topic varies.

THL 425 Theology in Context II (2)

This course provides an examination of selected figures, movements, and/or issues in Christian theology with an eye to the historical, social, and geographical contexts of these theological positions. Analyzing ways these positions offer resources for contemporary Christian witness forms a key consideration of the course. The topical focus for the course is announced prior to class registration. The course may be repeated for credit when the topic varies.(Prerequisite: THL 301)

THL 426 Theology in Context III (3)

This course provides an examination of selected figures, movements, and/or issues in Christian theology with an eye to the historical, social, and geographical contexts of these theological positions. Analyzing ways these positions offer resources for contemporary Christian witness forms a key consideration of the course. The topical focus for the course is announced prior to class registration. The course may be repeated for credit when the topic varies.(Prerequisites: THL 301, THL 425)

THL 430 Doctrines of the Christian Faith (3)

This is a systematic examination of one or more doctrines of the Christian faith. The doctrine is examined through its historical development and its impact on the development of Christian thought and practice. This course may be repeated for credit when the topic varies. (Prerequisite: THL 301)

THL 432 Theological Anthropology (3)

This course is an exploration of the human person as both subject and object of theological discourse. It includes such themes as self, relation, transcendence, finitude, freedom, and imago Dei. It provides an introduction to theology and theological method.

THL 435 Process Theology (3)

Process theology is a philosophical theology characterized by a dynamic and relational worldview, which affects how God, humanity, and nature are understood. This course explores forms of process theology informed by the philosophies of Alfred North Whitehead and Charles Hartshorne. The course emphasizes features of process theology that enhance Christian life and thought and that ground social justice (for example, justice for women or nature). (Prerequisite: THL 301)

THL 442 Contemporary Evangelical Theology (3)

This is a comparative study of several representative evangelical theologies and their responses to the challenge of Western modernity and postmodernity to historic Christianity. The course introduces students to the historical roots of and theological diversity within contemporary evangelicalism. (Prerequisite: THL 301)

THL 443 Theological Commentary, Feminism, and the Psalms (2)

This course examines ways that Christians have interpreted the Psalms to understand their way in the world with an eye to how these practices might shape contemporary beliefs and practices. The study includes the challenges and opportunities of theological commentary on the Psalms, with special attention to work by feminist theologians and biblical scholars. (Prerequisite: THL 301)

THL 445 Theology, Feminism, and the Psalms (3)

This course examines ways that Christians have interpreted the Psalms to understand their way in the world with an eye to how these practices might shape contemporary beliefs and practices. The study includes the challenges and opportunities of theological commentary on the Psalms, with special attention to work by feminist theologians and biblical scholars. (Prerequisite: THL 301)

THL 446 Liberation Theology in the U.S. (3)

Informed by literature and social sciences, the survey of liberation theologies establishes particular social, cultural, political, economic, and historical contexts in the United States. The course explores central doctrines of such liberation theologies as black and womanist, Latino/a, Asian American, Native American, feminist, and gay/lesbian theologies. In addition to theological and contextual issues, the course emphasizes the relevance of liberation theologies to constructive approaches to ministry. (Prerequisite: THL 301)

THL 448 Liberation Theology in Global Contexts (3)

Informed by literature and social sciences, the survey of global liberation theologies establishes particular social, cultural, political, economic, and historical contexts for theology across the world. The course explores central doctrines of liberation theologies in Latin America, Asia, Africa, and the Caribbean. In addition to theological and contextual issues, the course emphasizes the relevance of liberation theologies to constructive approaches to ministry. (Prerequisite: THL 301)

THL 450 Studies in a Selected Theologian (3)

This course examines the thoughts and writings of a leading historical or contemporary theologian, such as Augustine, Barth, Bonhoeffer, Bonino, Brunner, Calvin, Cobb, Cone, T. Cranmer, E. S. Fiorenza, G. Gutierrez, E. R. Johnson, Kierkegaard, Luther, McFague, J. Macquarrie, G. Marcel, Moltmann, R. Niebuhr, H.R. Niebuhr, W. Pannenburg, K. Rahner, R. Ruether, Schleiermacher, Soelle, Tillich and H. U. von Balthasar. (Prerequisite: THL 301)

THL 451 Luther and Theological Anthropology (3)

This course examines significant themes in Martin Luther's teachings on the meaning of being human, male, and female. The focus will be on ways these teachings offer resources for theological anthropology in the twenty-first century. (Prerequisite: THL 301)

THL 452 Min-Jung Theology and Dalit Theology (3)

This course introduces Asian liberation theologies to students: the Min-Jung theology of Korea and the Dalit theology of India. It examines points of convergence and divergence in relation to other liberation perspectives, such as Latin American and feminist theologies. (Prerequisite: THL 301)

Worship (WOR)

WOR 301 Worship: Choreographing the Movement of God's Kindom Come (3)

Worship- its quality, focus, and design- empowers the Body of Christ to act as Christ in and for a beautiful, broken world through the power of the Holy Spirit. If not careful, if not focused on devotion to God revealed through Jesus, worship disempowers discipleship as it empowers devotion to idols of the world of our own making. This survey of Christian worship practice will examine how liturgies form the Body of Christ for ministry to and for God's Creation. This course helps students: 1. Articulate a theology of worship; 2. Articulate a theology of sacraments, primarily baptism and communion; 3. Appreciate a variety of historical and contemporary patterns and sources for worship; 4. Evaluate elements of worship (music, prayer, preaching, space, movements, etc.) for biblical integrity, theological soundness, ethical aims, cultural influence, internal logic, and artistry; 5. Develop plans for ordering, scripting, and designing worship and/or ritual with contextual and theological awareness. (Prerequisite: INT 301)

WOR 311 The Emergence of Contemporary & Modern Worship (2)

While the Protestant Reformation placed preaching at the center of worship, a new center of gravity for the ordo emerged with the Contemporary Christian Music (CCM) movements of the 20th century: worship music. This class explores the historical precedents for singing in a contemporary style, highlights influencers in the 20th-century emergence of contemporary worship music, debates between traditional and contemporary worship music, and explores implications for the 21st-century congregational song.

WOR 312 Melodies of Social Justice (2)

Melodies can mobilize communities for action in the face of injustice. This course integrates the study of popular and religious music with social justice movements, from the early church to Civil Rights and Black Lives Matter. With attention to social location and tradition, this class explores how the church's song participates or isolates itself from joining movements for peace and justice.

WOR 313 Production for Modern Worship Music (2)

Due to the nature of this class, students need to demonstrate proficiency in an instrument and/or vocal performance. If you are not in the MWM Specialization and wish to enroll in this class, please contact Dr. Casey Sigmon for a screening. This hands-on course teaches modern worship leaders to attend to the holistic space and sound environment as a partner in leading the congregation's song. Students learn from experienced professionals as they cover the basics of stage, sound, lighting, and visual setup for worship in person, hybrid, and online. Throughout the course, students will reflect theologically on why space and production matter in the art of creating a modern sacred space for worship.

WOR 314 Performance for Modern Worship Music (2)

Due to the nature of this class, students need to demonstrate proficiency in an instrument and/or vocal performance. If you are not in the MWM Specialization and wish to enroll in this class, please contact Dr. Casey Sigmon for a screening. Description Worship leadership through music is more than a performance; at the same time, performance is an essential part of our work as leaders of congregational song. In this class, learn the building blocks for cultivating authentic worship leadership, beginning with the spiritual integrity of each part of the ensemble. Students learn the importance of mirroring, modeling, and guiding the congregation into an encounter with God through a performance that breaks the fourth wall between the stage/chancel and the pews. Students also learn the art of giving and receiving feedback on performance in order to continually grow as authentic worship leaders.

WOR 315 Songwriting for Modern Worship (2)

Due to the nature of this class, students need to demonstrate proficiency in an instrument and/or vocal performance. If you are not in the MWM Specialization and wish to enroll in this class, please contact Dr. Casey Sigmon for a screening. Description In this class, students learn foundational skills for writing modern congregational songs. While the focus is primarily on lyrics, it also includes elements of setting lyrics to music with modern sensibilities. Students are encouraged to write songs for the church with the following in mind: theological integrity to the congregation's tradition, inclusiveness of language for humanity and divinity, personal and social holiness, and sing-ability for greater participation in the congregation's worship.

WOR 325 Worship Design Studio Annual Planning Retreat (1)

In this course, students attend the Worship Design Studio's Annual Planning Retreat, which leads participants in planning creative worship experiences through the next liturgical year. The retreat will rejuvenate passion for worship, lead students through planning worship themes, and design alternatives for rhythm-flexible worshipers both in-person and online.

www.worshipdesignstudio.com/planningretreat (additional fee for this class; CR/NC)

WOR 440 Alternative Worship Practices (3)

In the face of post-Christendom and postmodernism, worship practices are changing in radical ways and will likely continue to do so in the new millennium before us. While grounding worship in traditional biblical, historical, and theological foundations, the course seeks to re-examine some of these foundations and explore alternative worship practices already in place and those still being birthed. These include online worship communities, dinner-based models, and house church movements. (Prerequisite: WOR 301)

Women, Society, and Church Studies (WSC)

WSC 340 Topics in Women, Society, and Church Studies I (1)

This seminar explores matters relating to the study of Women, Society, and Church. Designed for students specializing in Women, Society, and Church Studies, the course is open to other students. Students will read and assess at least one common text. Students in the WSCS Specialization must complete the seminar twice, one of which will be in their final year of study when they present portfolios of their Women, Society, and Church Studies work (course essays and projects as well as extracurricular projects). Content will vary annually, so that this course may be taken more than once.

WSC 341 Topics in Women, Society, and Church Studies II (1)

This seminar explores matters relating to the study of Women, Society, and Church. Designed for students specializing in Women, Society, and Church Studies (WSCS), the course is open to other students. Students will read and assess at least one common text. Students in the WSCS Specialization must complete the seminar twice, one of which will be in their final year of study when they present portfolios of their Women, Society, and Church Studies work (course essays and projects as well as extracurricular projects). Content will vary annually, so that this course may be taken more than once.

Doctoral Level Courses

Church Leadership (CHL)

CHL 511 Building Communities in Context (3)

The course examines how a larger cultural analysis of context functions as a component of praxis, which is the integration of theory, theology, and the practices of ministry. The course examines how a larger cultural analysis of context functions as a component of Christian leadership praxis. Different interpretive lenses are used to analyze situations and issues in building community. The course requires attendance at the Church of the Resurrection Leadership Institute.

CHL 512 Organizing for Change (3)

The course focuses on leading communities for social justice ministries. It considers theological grounding for social witness, understandings of justice, and how persons and communities can be formed for leadership in times of polarization and change. The course also attends to faith-based community organizing as a resource for justice ministries, including participation in training for organizing by a group such as More2, a member of the Gamaliel network of faith-based community organizations.

CHL 514 Leading Across Difference (3)

The course focuses on the formation of leaders in times of polarization and change. Course content engages differences such as theological perspective, religion, and race/ethnicity. Students will engage exemplary leaders navigating the crossroads of difference.

CHL 515 Adaptive Leadership in Ministry (3)

Students will engage the theory and practice of adaptive leadership with particular attention to the unique context and demands of ministry. How do we build adaptive capacity? What is the leader's particular role in the process? The course will help students develop measures for evaluation of adaptation. Attendance at Leadership Institute is required.

CHL 516 Incarnational Leadership (3)

This course introduces the contextual nature of incarnational leadership, examining ecclesiological and Christological grounds for particular, contextual expressions of ministry. Students will utilize congregational study resources to analyze their ministry setting. Theories of emotional intelligence, bias, and intercultural development will be introduced, and students will reflect on their preparedness for ministry in diverse cultures and contexts.

CHL 517 Leading Innovation (3)

This course examines the theory and theology of innovation within ministry settings. Students will engage theories of innovative ministry, examine Fresh Expressions of the gospel, and learn how to create a nonprofit or for-profit ministry as a stand-alone ministry or as part of congregational revitalization. The course will culminate with the development of a culturally and contextually relevant plan for innovative ministry.

CHL 518 Sustaining Spirituality for Leaders (3)

This course focuses on orthopraxy, the spiritual practices that ground pastoral ministry. Students will develop a theological and biblical understanding of spirituality, as well as examine the prophetic dimension of spirituality. Practices examined will include forms of contemplative prayer, mindfulness, the enneagram, spiritual direction, and others. Students will develop a holistic vision of healthy practices balancing mind, body, and spirit for a lifetime of ministry.

CHL 520 Becoming Agents of God's Hope (3)

The course focuses on theological and other theoretical approaches to leadership and how they can motivate and inform the practice of ministry. The course compares and contrasts a variety of approaches to leadership, considering their theological/theoretical grounding, how they can inspire hope in God's future, and how they contribute to the practice of Christian leadership contexts. The course includes participation in a conference on leadership, such as the Leadership Institute of the Church of the Resurrection.

CHL 523 Ministry Leadership (3)

Students will assess their styles of leadership in the congregation in conversation with texts and with each other. Contemporary theories of leadership will be presented and studied so that participants in the class can discover other ways of examining their styles of leading congregations and practicing leadership. The importance of diagnosing the wider context, the congregation itself, and one's styles of leadership will be emphasized.

Church And Society (CHS)

CHS 515 Prophetic Ministry (2)

This DMin seminar addresses contemporary social and global issues (e.g., global warming, farm crisis, health care) as the Judeo-Christian prophetic and biblical tradition informs them. Students explore different understandings of prophetic ministry within their historical and communal contexts. Reflecting on their ministry, students consider the impact of social and global issues on the church and the actual living out of an approach to life and ministry that combines a vital spirituality with a lived proclamation of the gospel. (Prerequisite: DMIN 510)

Doctoral Ministry (DMIN)

DMIN 510 Orienting Seminar (2)

This seminar introduces students to the overall scope and methods of doctoral study and forms a learning community of experienced persons in professional ministry. Students will explore the basic methods of congregational study and seek to clarify the direction of their doctoral research. (Credit/No Credit)

DMIN 553 Praxis Thesis Seminar and Evaluation (2)

The course discusses advanced methods of doctoral study, including human subject research (HSR). Students are introduced to practical methods by which theology and practices are integrated to transform praxis in diverse contextual settings. The course emphasizes fieldwork methods. Practical guidance for writing a successful Praxis Thesis is included. A further component is an individualized evaluation of each student's progress in the DMin program by reflecting on their learning, resources used, and developing thought. Through a review of their coursework, students assess their progress toward the program-level Student Learning Outcomes and reflect critically on how their doctoral coursework may contribute to the Praxis Thesis project. (Prerequisites: DMIN 510) (Credit/No Credit)

DMIN 564 Praxis Thesis Proposal Writing (2)

The Praxis Thesis Proposal identifies the practice of ministry and the question(s), problem(s), or opportunities that triggered the investigation. The proposal delineates the context for ministry, the theological framework and methods, and contributions to the practice of ministry that the student hopes to make. The proposal demonstrates that adequate research has been undertaken to inform early work on the praxis thesis. When both faculty on the Praxis thesis committee agree that the proposal is sufficiently developed, a conference is convened to evaluate the adequacy of the proposal and the student's readiness to undertake the field project. The course may be taken up to three times. A grade of 'credit' will not be given until the conference is successfully completed. (Pre-requisite: DMIN 553) (Credit in Progress/ Credit /No Credit)

DMIN 571 Praxis Thesis Research and Writing 1 (3)

As DMin students begin writing the Praxis Thesis, they follow the approved plan developed in the Praxis Thesis Proposal. The course is designed to facilitate writing the Praxis Thesis, and students are accountable for making regular progress in writing and research. If applicable and not completed earlier, students must have complete IRB applications for any Human Subjects Research early in the semester. After successful completion of early chapters, which define the project, establish biblical and theological grounding, and demonstrate sufficient knowledge of the practice of ministry, students may advance to DMIN 572. The course may be taken up to three times. (Pre-requisite: DMIN 560 OR DMIN 564 and all Focus Courses) (In- Progress Credit (I/CR), Credit (CR), or No Credit (NC).

DMIN 572 Praxis Thesis Research and Writing 2 (3)

This course is designed to facilitate the completion of the Praxis Thesis. Students are accountable for regular progress with writing the fieldwork method, results, and analysis, as well as a conclusion of the Praxis Thesis. Students must complete fieldwork before or during this course. In this process, students consult with the Praxis thesis committee, made up of two faculty members. When both faculty members on the Praxis Thesis Committee agree that the Praxis Thesis is complete and in its final form, the course includes a conference to evaluate the Praxis Thesis writing in an oral evaluation with the student. The course may be taken up to three times. A grade of 'credit' will not be given until the conference is successfully completed. (Prerequisites: DMIN 564, DMIN 571, and all Focus Courses) (In-Progress Credit (I/CR), Credit (CR), or No Credit (NC).

History (HST)

HST 514 Spiritual Traditions and Ministry (2)

This DMin seminar considers various practices and theologies of spirituality within the Christian tradition. Students learn from the historical witnesses and ask how they might inform life and ministry today. Students write their spiritual autobiography. They also engage in and reflect on diverse spiritualities with the goal of recognizing and developing their spiritual disciplines and their ministry in the church as a community of spiritual practices. (Prerequisite: DMIN 510)

New Testament (NTS)

NTS 511 The Bible and Ministry (2)

This D. Min. seminar (alternating with HBS 511) engages various contemporary critical approaches to the New Testament, such as conventional historical and literary critical methods, as well as various liberation perspectives, imperial-critical, and postmodern approaches. It provides insights into contemporary scholarly discussions in relation to contemporary ecclesial contexts. (Prerequisite: DMIN 510)

Spiritual Formation (SFR)

SFR 501 Spiritual Formation for Ministry I (3)

The course will immerse the student in the rhythms and practices of spiritual formation through the Academy for Spiritual Formation. It provides a broad overview of Christian spiritualities as well as grounding in Scripture. In addition, this course will reflect with the students together in the cohort on spiritual formation for ministry in their ministry contexts. (Credit/No Credit)

SFR 502 Spiritual Formation Ministry II (3)

The course will immerse the student in the rhythms and practices of spiritual formation through the Academy for Spiritual Formation. It provides a focused exploration of New Testament and Roman Catholic spiritualities as well as grounding in liturgy and corporate worship as spiritual formation. In

addition, this course will reflect with the students together in the cohort on spiritual formation for ministry in their ministry contexts. (Credit/No Credit)

SFR 503 Spiritual Formation Seminar III (3)

The course will immerse the student in the rhythms and practices of spiritual formation through the Academy for Spiritual Formation. It provides a focused exploration of New Testament spirituality, Protestant spirituality, and practices of discernment and healing. In addition, students will reflect together in the cohort on spiritual formation for ministry in their contexts. (Credit/No Credit)

SFR 504 Spiritual Formation Seminar IV (3)

The course will immerse the student in the rhythms and practices of spiritual formation through the Academy for Spiritual Formation. It provides an exploration of leadership in local communities with a focus on witness to the reign of God and practices to sustain that witness over decades of ministry. In addition, students will reflect together in the cohort on spiritual formation for ministry in their contexts. (Credit/No Credit)

Theology (THL)

THL 512 Theology and the Church's Ministry (2)

This DMin seminar requires the examination and analysis of one's setting for and practice of ministry for greater theological awareness and theological integrity. It explores the importance and relevance of doctrines (e.g., sin, Christology, ecclesiology, soteriology) to specific ministerial practices to deepen and broaden the interface of one's theology and tasks of the church's ministry. One's theological perspective is identified and developed. (Prerequisite: DMIN 510)