



United Lutheran Seminary

Academic Catalog 2025-26

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Gettysburg Campus

61 Seminary Ridge, Gettysburg, PA 17325

Philadelphia Campus

7301 Germantown Avenue, Philadelphia, PA 19119

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

LUTHERAN SEMINARY AS PROJECTED BY THE RESPONSIBLE AUTHORITIES OF THE SEMINARY. THE SEMINARY RESERVES THE RIGHT TO MAKE ALTERATIONS WITHOUT PRIOR NOTICE, IN ACCORDANCE WITH THE SEMINARY'S INSTITUTIONAL NEEDS AND ACADEMIC PURPOSES

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WELCOME FROM PRESIDENT REV. R. GUY ERWIN, PH.D., UNITED LUTHERAN SEMINARY

Welcome to the United Lutheran Seminary Community

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

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

As God calls you to this Seminary, it will be of significance to you that ULS is centered in the Lutheran confessional witness and connected to the Evangelical Lutheran Church of America, and at the same time it is engaged in the truest ecumenical sense with the whole Body of Christ through its partnership with more than 20 Christian denominations.

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

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

Grace and peace,



Rev. R. Guy Erwin, Ph.D.
President
Ministerium of Pennsylvania Chair
and Professor of Reformation Studies
United Lutheran Seminary

MISSION STATEMENT

United Lutheran Seminary builds and sustains an affirming and diverse learning community of faithful, well-educated leaders skilled at guiding grace-filled encounters. Deeply rooted in the history of Lutheranism within Christianity, we witness to and participate in the work of God in the world through spiritual leadership, public advocacy, impactful worship, and care of neighbor.

OUR CORE VALUES

Called by the Holy Spirit as disciples of Jesus Christ, all who are part of United Lutheran Seminary live in God's reign of mercy and justice and are committed to living the following values:

Love – We embody God's radical love wherever we live, learn, teach, and lead. We celebrate the dignity of all and embrace the multidimensional diversity within the communities surrounding the seminary and the world. Love is practicing compassion, forgiveness, reconciliation, humility, respect, and openness.

Inquiry – We are grounded by a biblical, liturgical, and Lutheran confessional foundation which equips students to be critical thinkers within and beyond their own traditions. Students are formed as public leaders who listen thoughtfully to what the Spirit is saying in a forward-looking, and evolving context. Inquiry is a life-long engagement with the way of Jesus.

Community – We are more than a place. We are an academic community of hospitality that cultivates personal and communal well-being within the Body of Christ. We center worship, model formation, and create opportunities for sustained civil discourse. Community means creating connections, practicing discipleship, stewardship, advocacy, and peace-making.

Integrity – We are accountable to God to live the grace given to us. The seminary holds itself accountable to the Evangelical Lutheran Church in America, in collaboration with churches of other traditions. Integrity includes rejecting physical, verbal, sexual, emotional harassment, or abuse.

Commitment – We embrace Martin Luther's approach to theology, centering God's love for what God has created, shown forth in Jesus Christ, and active in the Holy Spirit through the church and its ministry. We are committed to communal deliberation, which counters absolutism and challenges hyper-individualism. Commitment means translating theology into lifegiving conversations and actions, incorporating the understandings given to us through science, and attending to the real needs of the world.

OUR VISION

Empowered by the Gospel to preach, teach, lead, and cultivate flourishing communities within a just and sustainable world.

Our Lutheran Foundation

As a Lutheran seminary, we embrace and critically reflect on Martin Luther's approach to theology. This means prioritizing God's deep love for all God has created as shown forth in Jesus Christ, and active in the Holy Spirit through the church and its ministry. In openness and trust, we commit ourselves to communal inquiry and ecumenical dialogue among the traditions represented at the seminary. We do this with humility and in the hope of avoiding narrow dogmatism and hyper-individualism. This way of

doing theology also attends to the real needs of the world, engages in interreligious conversation, incorporates the understandings gained through science, and translates theological commitments into lifegiving conversations and actions.

United Lutheran Seminary is a Reconciling in Christ seminary.



ACCREDITATION

UNITED LUTHERAN SEMINARY IS FULLY ACCREDITED BY THE

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

Telephone: 267-284-5000

Complaints may be submitted to MSCHE following the procedures outlined at [Complaints - Middle States Commission on Higher Education \(msche.org\)](https://www.msche.org/complaints)

ULS IS ALSO FULLY ACCREDITED BY THE

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

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

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



PARTICIPATING INSTITUTION United Lutheran Seminary has been approved to participate in the National Council for State Authorization Reciprocity Agreements.

Note: Participating institutions can link to the [nc-sara.org](https://www.nc-sara.org) site.

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

The Catalog is published by the United Lutheran Seminary, under the auspices of the office of the Dean of the Seminary, for the 2025-2026 academic year.

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

The Seminary is approved by the Department for Veteran Affairs.

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

The Catalog is published by the United Lutheran Seminary. The Seminary maintains the catalog in its online version at [Academic Catalog \(unitedlutheranseminary.edu\)](https://academiccatalog.unitedlutheranseminary.edu)

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

FIRST THEOLOGICAL DEGREE PROGRAMS

Master of Divinity (MDiv)

The Master of Divinity program prepares students for ordained ministry or for pastoral/leadership service in congregations and other settings. The program provides the necessary tools and resources for the spiritual, vocational, professional, and theological requirements of pastoral leadership.

This degree normally takes three to four years when taken full-time and requires completion of 72 academic credits plus noncredit contextual formation experiences, normally including a year-long immersion or internship. If the degree is not completed within eight years, the student must petition the faculty for continuation in the degree program.

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

Students may elect to situate themselves primarily at either campus to maximize their in-person learning with instructors, or they can elect to be designated as Distributed Learning students, affiliating with neither physical campus. All students should expect to take combinations of classes that are in-person, face-to-face via Zoom, or online. Whether campus-focused or Distributed Learning, students are required to complete at least one third of their coursework in classes that are more than 51 percent face-to-face, whether in-person or via Zoom.

I. MDiv Mission Statement and Learning Outcomes

To prepare students for ordained ministry and for committed and transformative pastoral and religious leadership.

1. Demonstrate the formation of personal and spiritual maturity for leadership in church and world. (ATS Personal and Spiritual Formation)
2. Articulate the biblical, theological, doctrinal, historical and practical dimensions of one's own faith tradition in its ecumenical, interfaith and social contexts. (ATS Religious Heritage)
3. Employ critical reasoning and learning skills to utilize expanded tools and resources for public ministry in cultural contexts. (ATS Cultural Context)
4. Integrate pastoral capacities with learnings from multiple fields for discipleship and public leadership in ministry settings. (ATS Religious and Public Leadership)
5. Collaborate through interdisciplinarity and intersectionality to witness and teach effectively with openness across generations and cultures. (ATS Cultural Context)

II. MDiv Requirements:

1. A bachelor's degree or its equivalent from a regionally accredited college or university.
2. Satisfactory completion of at least 72 credits. One credit is equivalent to one semester hour. If a requirement is shown as having options, there is more than one course that will satisfy

the requirement. Check the course prefix and the course description to confirm that a course fulfills a particular requirement:

- Biblical Studies (18 credits)
- History and Theology (18 credits)
- Praxis (18 credits)
- Free electives (18 credits)

See MDiv degree audit below

3. Contextual Formation is an intentional process involving contextualized experiences, reflection, integration, feedback, and assessment. In the MDiv program Contextual Formation consists of three required (noncredit) components. All Contextual Formation components will be assessed as Successfully Completed (Pass) or Not Successfully Completed (Fail). Up-to-date information, forms, and important links for students and supervisors may be on the [Contextual Formation Overview page](#):

- **Ministerial Field Work**

Students will be assigned to a congregation for two consecutive semesters to engage in practices of ministry to develop skills and vision related to pastoral leadership. This will normally take place in the first year of full-time study; part-time students who may be unable to begin field work in the first semester should contact the Director of Contextual Formation during the first year to determine the optimal timing for field work and subsequent contextual formation experiences. It is possible with the permission of the Director of Contextual Formation for students already employed in a congregational setting to use that site as their Ministerial Field Work site.

Pre-requisite for Ministerial Field Work: Positive entrance decision for ELCA students (or assurance thereof). Students who have not already completed the Professional Ethics/Ministerial Boundaries workshop (see below) are expected to participate in the first available training.

- **Critical Reflection on Praxes of Ministry (normally CPE)**

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

Students whose denominations do not require CPE and who are unable to avail themselves of a CPE program may take PRAX 420 Critical Reflection concurrently with

Ministerial Fieldwork or Ministerial Immersion to satisfy the degree requirement. Normally a student will complete this requirement prior to beginning their Ministerial Immersion experience, though exceptions may be granted by the Director of Contextual Formation.

Pre-requisites for CPE or PRAX 420 include PRAX 110 Pastoral Theology.

- **Ministerial Immersion (Internship)**

Immersion (Internship) provides opportunity for students to experience the full scope of pastoral ministry in a parish-based setting for between 8 and 12 months. The expectation is for the student to engage in worship leadership, regular preaching and teaching of the faith, relationships across the spectrum of ages, pastoral care and visitation, administration, strategic planning, and insofar as possible, significant life events such as baptisms, confirmations, weddings, and funerals.

ELCA students will normally be assigned to a 12-month internship under the supervision of an experienced pastor and with the guidance of a selected lay committee. ELCA students normally undertake internships after the second year of full-time study, so long as they have been endorsed by their synods. Students who delay internship until the conclusion of coursework (capstone internship) may participate in graduation so long as they have successfully completed at least nine months of the internship.

Non-ELCA students will work with the Director of Contextual Formation to create a plan in an appropriate setting to be immersed in the leadership and workings of a congregation. While non-ELCA immersion cannot typically be completed in less than 8 or 9 months of full-time work, great flexibility will be employed in enabling students to develop and demonstrate the stated MDiv competencies.

Pre-requisites for the ministerial immersion normally include CPE, Healthy Ministerial Boundaries training, and the Anti-Racism Workshop.

4. Additional non-credit requirements (see page 26 below)
 - Spiritual Formation
 - Professional Ethics/Ministerial Boundaries Workshop- Required before internship
 - Anti-Racism Workshop- Required before internship
5. MDiv. Residency requirements
 - Minimum residence at ULS of one year, defined as the satisfactory completion of at least 24 credits through courses in which a majority of contact hours are offered on one of the seminary's two campuses or synchronously via Zoom. At least 12 of those credits (four courses) must be in courses in which a majority of contact hours are offered through physical presence on one of the seminary's two campuses or a travel seminar. Many intensive courses offer physical presence and therefore qualify, in addition to many semester-long courses on either campus. Also required are physical presence at Matriculation Day when one begins the degree, and Commencement at its conclusion.

III. MDiv Degree Audit

Biblical Studies (18 credits)	Courses Taken	Res?	Grade	Term
BBL 102 Greek/BBL 101 Hebrew (BIB 100 Greek/BIB 401 Hebrew)				
BIB 120 Reading/Interpreting Scripture (BIB 201 Reading and Telling the Story)				
BNT 221 Jesus/Gospels (BIB 210 Story of Jesus)				
BNT 222 The Early Church (Acts-Revelations) BIB 212 Story of the Early Church				
BOT 210 Intro to Old Testament (BIB 220 The Story of Israel)				
BIB/BNT/BOT 3xx Bible@Crossroads Church/Culture				
History and Theology (18 credits)	Courses Taken	Res?	Grade	Term
ST 100 Systematic Theo I: Intro to Theo (HTH 100 Creation/Sin/NC)				
CH 100 Church History I: Beginning to 1500 (HTH 11x Church History 1)				
DEN xxx Denominational History/Polity				
CH 200 Church History II: Glob Xianity (HTH 20x Globalizing Christianity)				
ST 200 Systematic Theo II: Doing Theo (HTH 21x Doing Theology...Diverse World)				
ST/CH/HT 3xx Gospel/Freedom (HTH 3xx Gospel/Freedom)				
Praxis (18 credits)	Courses Taken	Res?	Grade	Term
WRP 10xx Leading Christian Worship (PRAX 10x Worship)	REQUIRED IN FIRST YEAR			
PTH 110 Pastoral Theo (PRAX 110 Pastoral Theology)	REQ'D PRIOR TO CPE/ INTERNSHIP			
CS 12x Church in Society (PRAX 12x Church in Society)				
PCH 13x Preaching the Gospel (PRAX 13x Preaching)	REQUIRED IN FIRST YEAR			
CPE 14x Cong. Form/Education (PRAX 14x Cong Form & Ed)				
CHA 31x Equipping the Saints: Church Admin (PRAX 31x Equipping the Saints)				
Free Electives (18 credits)	Courses Taken	Res?	Grade	Term
Elective 1				
Elective 2				
Elective 3				
Elective 4				
Elective 5				
Elective 6				
Non-credit requirements:	Location of Study (City, State)	Res?	Grade	Term
CXT MF -Ministerial Field Work 1st semester		n/a		
CXT MF -Ministerial Field Work 2nd semester		n/a		
CXT CPE/PTH 420 Critical Reflection	REQUIRED BEFORE ENDORSEMENT	n/a		
CXT MI Ministerial Immersion/ELCA Internship		n/a		
WKS PEMB 01 Professional Ethics/Ministerial Boundaries workshop	REQUIRED BEFORE INTERNSHIP	n/a		

WKS AR 01 Anti-Racism workshop	REQUIRED BEFORE INTERNSHIP	n/a		
Spiritual Formation (SPFM xxx)		n/a		
Specialization, if Applicable (12 credits from among courses above)				
Course 1:	Course 2:			
Course 3:	Course 4:			
Notes: Minimum residence at ULS of one year, defined as the satisfactory completion of at least 24 credits through courses in which a majority of contact hours are offered on one of the seminary's two campuses or synchronously via Zoom. At least 12 of those credits (four courses) must be in courses in which a majority of contact hours are offered through physical presence on one of the seminary's two campuses or a travel seminar. Many intensive courses offer physical presence and therefore qualify, in addition to many semester-long courses on either campus. Matriculation Day when one begins the degree, and Commencement at its conclusion are also required.				

IV. Optional MDiv Specializations

Students bring a rich diversity of gifts to the task of theological education. To create the maximum potential for students to grow in their gifts for ministry, students may, in addition to completing the standard curricular requirements, pursue a specialization in a field of study. The decision to pursue a specialization should normally be made by the end of the first year of study. A specialization requires a minimum of 12 credits (4 courses) in a particular field of study. You must request a "Declaration of MDiv Specialization" form from the Registrar's office. This form is also located on the Registrar's page on the <https://my.uls.edu/webpage> under "Frequently Used Forms": [Registrar](#)

Specialization in Black Church Ministry

The Concentration in Black Church Ministry is offered under the auspices of the Urban Theological Institute (UTI) and prepares students for ministry in a Black Church context. A student who wishes to pursue the specialization should confer with the director of the UTI to choose at least 12 credits (4 courses), typically from among the following courses, normally offered on the Philadelphia campus or via Zoom:

- Baptist Polity/AME Polity/Denominational course
- African American Church History
- African American Theology
- Worship in the African American Tradition
- Preaching in the African American Tradition
- African Presence in Scripture
- Other courses designated for the specialization

Specialization in Town and Country Church Ministry

United Lutheran Seminary has long-rooted partnerships in rural Appalachia and other rural settings. Rural ministry courses began in 1926; the Town and Country Church Institute (TCCI) started in 1981; and the specialization in Town and Country Church Ministry began in 1994. These continue to provide opportunities for study and formation that are not readily available at many seminaries.

Most denominations have significant numbers of rural churches, and those churches serve under distinctive challenges and conditions far different than metropolitan settings. Not all rural churches are small, but many are. There is great need for ordained leaders willing to serve in town and country and to work with multiple small congregations. Even for those who may not serve in town and country, it would be helpful to be informed and ready for partnership with the many rural and small churches and colleagues who serve there.

TCCI courses and the specialization help students to discern and prepare for ministry by listening with churches in specific social, environmental and economic conditions. Courses are available individually, or a group of four yields a certificate for a specialization in Town and Country Church Ministry:

1. Core Course — CHOICE of either CS 123 or CS 127

CS 123 IG Rural & Small Church Ministry

Seventy-one per cent (71%) of all congregations in the United States have fewer than 100 people in average weekly attendance (63% in ELCA). Forty-four per cent (44%) of all congregations are in rural or small-town settings (47% in ELCA). Explore your reaction to social change, conflict, community patterns, and opportunities for mission in rural places and small churches, including Appalachia and other regions. Intensive course based at Gettysburg with some day trips in the vicinity. Fulfills Church in Society requirement.

OR

CS 127 IG Appalachian Church and Society

Get ready for challenges in ministry, through a close look at church, society and ecology in Appalachia. A region rich in cultural histories and stunning landscape, Appalachia has also been traumatized by environmental damage, economic and racial inequality, opioid epidemic and other problems. The intensive includes traditional classroom instruction, immersion trips to Appalachian communities, and online learning. Assigned readings and presentations introduce methods for community analysis and the roots of environmental and social problems. Conversations with mission leaders probe resilience of church and Spirit and open space for participants to consider and discern the shape of their own sense of call. Fulfills Church in Society requirement or Praxis option or elective.

2. **CHA 312 OL Equipping the Saints—Rural Church**

The focus of the course is preparation for administration, community-building and outreach with small-membership congregations (<100 average worship attendance) located in open country to towns of 10,000 population. Fulfills “Equipping the Saints” requirement, or Praxis option, or free elective. Prerequisite: PRAX123 or PRAX127.

3. & 4. **Two Elective Courses**—chosen from available offerings in consultation with the director.

Contact the TCCI Director: The Rev. Gilson Waldkoenig, PhD, Professor of Church in Society
gwaldkoenig@uls.edu; 717-338-3029; Valentine Hall 418, Gettysburg, PA

Specialization in Lutheran Studies

Students wishing to pursue advanced study of the Lutheran tradition may pursue a specialization in Lutheran Studies. In addition to DEN 201 Lutheran Foundations (a required course for ELCA candidates for ministry) and either field work or internship/immersion in an ELCA congregation, students must complete three other courses that fulfill the specialization. This information will be noted in the course descriptions at the time of registration.

Other specializations available for the MDiv program include: Women, Gender, and Sexuality Studies and Anglican Studies (completion of four courses in Anglican Studies plus demonstrate experience in Anglican/Episcopal settings).

Master of Arts (MA)

Beginning with Fall Semester 2025, the Master of Arts degree will have two tracks – academic and professional.

The Master of Arts program is designed to provide students the opportunity to pursue a specialization in an area of theological interest while also providing a broad foundation for further graduate study or for general educational or vocational use. The degree, normally a two-year program when taken full-time, requires a total of 51 credits. If the degree is not completed within four years, the student must petition the faculty for continuation in the degree program.

The Master of Arts program has two tracks:

- Academic track that requires a thesis when coursework is completed. After the first semester of full-time study students will choose a specialization from the list below:

Black Church (through the Urban Theological Institute)

Town and Country (through the Town and Country Church Institute)

Biblical Studies

History

Theology

Pastoral Care

Preaching

Anglican Studies

Liturgy

Women, Gender, and Sexuality Studies

Lutheran Studies

- Professional track with three specializations:

Public Leadership specialization- requiring two semesters of public leadership fieldwork. Does not require Ecclesial support/Candidacy.

Deacon Ministry specialization-requiring two semesters of Ministerial fieldwork, CPE and an ELCA internship. Ecclesial support/Candidacy is required.

Congregational Leadership specialization- requiring CPE and internship. Church affiliation is required.

I. MA Academic track Mission Statement and Learning Outcomes

To prepare students in habits of lifelong scholarship and critical thinking together with professional acumen for academic, ministerial or social service leadership.

1. Articulate scriptural, historical and theological traditions, and practices of ministry, in ways consistent with critical inquiry and theological reasoning; and integrate learning with public life in academic, ministerial or social service leadership.
2. Employ ethical best practices in research and other academic skills through learning relationships, integrity, and commitment to collaborative processes; and apply ethical practices in academic, ministerial or social service leadership.
3. Demonstrate cultural sensitivity and self-awareness to work effectively with diverse communities and individuals.

4. Integrate multiple perspectives and methods in research and writing on a specialized topic, and integrate them in academic, ministerial or social service leadership.
5. Interface learning for public academic, ministerial or social service leadership, including: effective writing and public speaking, teaching, preaching, faith formation, worship leadership, pastoral care, community organizing, conflict resolution, advocacy for justice especially for suffering and marginalized individuals, groups, and communities.

II. MA Academic track requirements:

1. A bachelor's degree or its equivalent from a regionally accredited college or university.
 2. Satisfactory completion of at least 51 credits. One credit is equivalent to one semester hour. Note: If a requirement is shown as having options, there is more than one course that will satisfy the requirement. Check the course prefix and the course description to confirm that a course fulfills a particular requirement.
 - A. Required Courses (15 credits)
 - B. Specialization Courses (15 credits)
 - C. Free electives (12 credits)
 - D. RSM 700 Research Methods (3 credits) plus a Thesis (6 credits) in the area of specialization. The thesis is normally registered over two semesters (three credits each). In the first semester, the student works with the thesis advisor to develop the thesis focus and bibliography, conduct research, outline the paper, and begin writing. In the second semester the student completes writing, defends the paper before a faculty panel, finishes needed corrections, and submits two archival copies to the library.
- ## III. Additional non-credit requirements (see page 26 below):
- A. Spiritual Formation
 - B. Professional Ethics/Ministerial Boundaries Workshop
 - C. Anti-Racism Workshop
- ## IV. Minimum residence at ULS for MA students: At least 6 courses must be residential (weekly, hybrid, or intensive); At least three of those six courses must be in courses in which a majority of contact hours are offered through physical presence on one of the seminary's two campuses or a travel seminar. Many intensive courses offer physical presence and therefore qualify, in addition to many semester-long courses on either campus. Also required are physical presence at Matriculation Day when one begins the degree, and Commencement at its conclusion.

III. Master of Arts Academic track degree audit MA-A

Student	MA – ACADEMIC TRACK		Res	Grade	Term
	Courses Taken				
<u>Required Courses (15 credits)</u>					
BIB 120 Reading/Interpreting Scripture (BIB 201 Reading and Telling the Story)					
ST 100 Systematic Theo I: Intro to Theo (HTH 100 Creation, Sin, New Creation)					
CH 100 Church Hist I or CH 200 Church Hist II (HTH 11x or 20x Church History option)					
Any course in the PRAXIS area					
Any course w/Public Theology focus (as designated in course description)					
<u>Specialization Courses (15 credits)</u>					
Specialization 1					
Specialization 2					
Specialization 3					
Specialization 4					
Specialization 5					
<u>Thesis Preparation (9 credits)</u>					
RSM 700 Research Methods (3 credits)					
Thesis (6 credits)					
<u>Free Electives (12 credits)</u>					
Elective 1					
Elective 2					
Elective 3					
Elective 4					
<u>Non-credit requirements</u>					
PEMB Prof. Ethics/Ministerial Boundaries workshop		n/a			
WKS AR Anti-Racism workshop		n/a			
SPFM xxx - Spiritual Formation		n/a			
<u>Notes:</u> At least 6 courses must be residential (weekly, hybrid, or intensive); At least three of those six courses must be in courses in which a majority of contact hours are offered through physical presence on one of the seminary's two campuses or a travel seminar. Many intensive courses offer physical presence and therefore qualify, in addition to many semester-long courses on either campus. Also required are physical presence at Matriculation Day when one begins the degree, and Commencement at its conclusion					

Master of Arts – Professional track (Deacon Ministry specialization and Congregational Leadership specialization)

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

Satisfactory completion of at least 51 credits. One credit is equivalent to one semester hour. Note: If a requirement is shown as having options, there is more than one course that will satisfy the requirement. Check the course prefix and the course description to confirm that a course fulfills a particular requirement.

I. MA Professional track (Deacon Ministry specialization and Congregational Leadership specialization) Mission Statement and Learning Outcomes

To prepare students in habits of lifelong scholarship and critical thinking together with professional acumen for academic, ministerial or social service leadership.

1. Articulate scriptural, historical and theological traditions, and practices of ministry, in ways consistent with critical inquiry and theological

reasoning; and integrate learning with public life in academic, ministerial or social service leadership.

2. Employ ethical best practices in research and other academic skills through learning relationships, integrity, and commitment to collaborative processes; and apply ethical practices in academic, ministerial or social service leadership.

3. Demonstrate cultural sensitivity and self-awareness to work effectively with diverse communities and individuals.

4. Integrate multiple perspectives and methods in research and writing on a specialized topic, and integrate them in academic, ministerial or social service leadership.

5. Interface learning for public academic, ministerial or social service leadership, including: effective writing and public speaking, teaching, preaching, faith formation, worship leadership, pastoral care, community organizing, conflict resolution, advocacy for justice especially for suffering and marginalized individuals, groups, and communities.

II. MA Professional track (Deacon Ministry / Congregational Leadership specialization) requirements:

- A. Required Courses (27 credits)
- B. Deacon Ministry Specialization or Congregational Leadership specialization courses (12 credits)
- C. Free electives (12 credits)
- D. Students in the MA professional track, Deacon Ministry specialization or Congregational Leadership specialization can receive a certificate in the following areas using their free electives. To receive a certificate, you must complete 4 courses in a particular field of study:
 - Black Church Ministry
 - Town and Country Church Ministry
 - Lutheran Studies
 - Women, Gender and Sexuality Studies
 - Anglican Studies

III. Contextual Formation is an intentional process involving contextualized experiences, reflection, integration, feedback, and assessment. In the MA professional track Deacon Ministry Contextual Formation consists of three required components. The MA professional track Congregational Leadership requires two components. All Contextual Formation components will be assessed as Successfully Completed (Pass) or Not Successfully Completed (Fail). Up-to-date information, forms, and important links for students and supervisors may be on the Contextual Formation Overview page.

A. Ministerial Field Work (Deacon Ministry specialization-not a requirement for Congregational Leadership)

- Student will be assigned to a congregation for two consecutive semesters to engage in practices of ministry to develop skills and vision related to ministerial or diaconal leadership. This will normally take place in the first year of full-time study; part-time students who may be unable to begin field work in the first semester should contact the Director of Contextual Formation during the first year to determine the optimal timing for field work and subsequent contextual formation experiences. It is possible with the permission of the Director of Contextual Formation for students already employed in a congregational or clinical setting to use that setting as their Ministerial Field Work site.
- Pre-requisite for Ministerial Field Work: Positive entrance decision for ELCA students and/or Ecclesial support (or assurance thereof). Students who have not already completed healthy ministerial boundaries training (see below) are expected to participate in the first available training.

B. Critical Reflection on Praxes of Ministry-CPE (Deacon Ministry and Congregational Leadership)

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

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

- Students whose denominations do not require CPE and who are unable to avail themselves of a CPE program may take PRAX 420 Critical Reflection concurrently with Ministerial Fieldwork or Ministerial Immersion to satisfy the degree requirement. Students must complete this requirement prior to beginning their Ministerial Immersion experience, though exceptions may be granted by the Director of Contextual Formation.

- Pre-requisites for CPE or PTH 420 include PRAX 110 Pastoral Theology.

C. Ministerial Immersion-Internship (Deacon Ministry and Congregational Leadership)

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

IV. Additional non-credit requirements (see page 26 below Non-Credit First Theological Degree Requirements):

A. Spiritual Formation

B. Professional Ethics/Ministerial Boundaries Workshop- Required before internship

C. Anti-Racism Workshop- Required before internship

V. Minimum residence at ULS for MA students: At least 6 courses must be residential (weekly, hybrid, or intensive); At least three of those six courses must be in courses in which a majority of contact hours are offered through physical presence on one of the seminary's two campuses or a travel seminar. Many intensive courses offer physical presence and therefore qualify, in addition to many semester-long courses on either campus. Also required are physical presence at Matriculation Day when one begins the degree, and Commencement at its conclusion.

III. MA – Professional track “Deacon Ministry” specialization degree audit MA-P (DM)

Name	MA – Professional track			
Advisor:	Deacon Ministry specialization			
	<u>Courses Taken</u>	<u>Res?</u>	<u>Grade</u>	<u>Term</u>
<u>Required Courses (27 credits)</u>				
BBL 102 Greek (BIB 100 Language of the Early Church)				
BIB 120 Reading/Interpreting Scripture (BIB 201 Reading/Telling the Story)				
BNT 221 Jesus/Gospels (BIB 210 Story of Jesus)				
BOT 210 Intro to Old Testament (BIB 220 Story of Israel)				
ST 100 Systematic Theo I: Intro to Theo (HTH 100 Creation, Sin, New Creation)				
DEN xxx Denominational Polity				
CS 12x Church in Society (PRAX 12x Church in Society)				
2 of the following: PTH 110 (PRAX 110 Pastoral Theology);	1.Pastoral Theology required before CPE & Internship			
PCH 13x (PRAX 13x Preaching)	2.Preaching course Required in First Year			
CFE 14x (PRAX 14x Cong Formation/Education)				
<u>Specialization Courses (12 credits) Deacon Ministry</u>				
Specialization 1				
Specialization 2				
Specialization 3				
Specialization 4				
Specialization 5, if needed				
<u>Free Electives (12 credits)</u>				
Elective 1				
Elective 2				
Elective 3				
Elective 4				
<u>Non-credit requirements</u>				
CXT MF- Ministerial Field Work, 1st semester				
CXT MF- Ministerial Field Work, 2nd semester				
CXT CPE - CPE/PTH 420 Critical Reflection	REQUIRED BEFORE ENDORSEMENT			
CXT MI -Ministerial Immersion/ELCA Internship				
WKS Professional Ethics/Ministerial Boundaries workshop	REQUIRED BEFORE INTERNSHIP			
WKS AR Anti-Racism workshop	REQUIRED BEFORE INTERNSHIP			
SPFM xxx - Spiritual Formation				
Notes: At least 6 courses must be residential (weekly, hybrid, or intensive); At least three of those six courses must be in courses in which a majority of contact hours are offered through physical presence on one of the seminary's two campuses or a travel seminar. Many intensive courses offer physical presence and therefore qualify, in addition to many semester-long courses on either campus. Also required are physical presence at Matriculation Day when one begins the degree, and Commencement at its conclusion.				

IV. MA – Professional track “Congregational Leadership” specialization degree audit MA-P (CL)

Name	MA – Professional track			
Advisor:	Congregational Leadership specialization			
	<u>Courses Taken</u>	<u>Res</u>	<u>Grade</u>	<u>Term</u>
Required Courses (27 credits)				
BBL 102 Greek (BIB 100 Language of the Early Church)				
BIB 120 Reading/Inter Script (BIB 201 Reading/Telling Story)				
BNT 221 Jesus/Gospels (BIB 210 Story of Jesus)				
BOT 210 Intro to Old Testament (BIB 220 Story of Israel)				
ST 100 Systematic Theo I (HTH 100 Creation/Sin/New Crea)				
DEN xxx Denominational Polity				
CS 12x Church in Society (PRAX 12x Church in Society)				
2 of the following: PTH 110 (PRAX 110 Pastoral Theology);	1.Pastoral Theology required before CPE & Internship			
PCH 13x (PRAX 13x Preaching)	2.Preaching course Required in First Year			
CFE 14x (PRAX 14x Cong Formation/Education)				
Specialization Courses (12 credits) Cong. Leadership				
Specialization 1				
Specialization 2				
Specialization 3				
Specialization 4				
Free Electives (12 credits)				
Elective 1				
Elective 2				
Elective 3				
Elective 4				
Non-credit requirements				
CXT CPE-CPE/Critical Reflection or PTH 420 Critical Ref.				
CXT MI-Ministerial Immersion-Internship				
WKS PEMB Prof. Ethics/Ministerial Boundaries workshop	REQUIRED BEFORE INTERNSHIP			
WKS AR Anti-Racism workshop	REQUIRED BEFORE INTERNSHIP			
SPFM xxx Spiritual Formation				
Notes: At least 6 courses must be residential (weekly, hybrid, or intensive); At least three of those six courses must be in courses in which a majority of contact hours are offered through physical presence on one of the seminary’s two campuses or a travel seminar. Many intensive courses offer physical presence and therefore qualify, in addition to many semester-long courses on either campus. Also required are physical presence at Matriculation Day when one begins the degree, and Commencement at its conclusion.				

Master of Arts – Professional track (Public Leadership specialization)

I. MA Professional track (Public Leadership specialization) Mission Statement and Learning Outcomes

To prepare students in habits of lifelong scholarship and critical thinking together with professional acumen for academic, ministerial or social service leadership.

1. Articulate scriptural, historical and theological traditions, and practices of ministry, in ways consistent with critical inquiry and theological

reasoning; and integrate learning with public life in academic, ministerial or social service leadership.

2. Employ ethical best practices in research and other academic skills through learning relationships, integrity, and commitment to collaborative processes; and apply ethical practices in academic, ministerial or social service leadership.

3. Demonstrate cultural sensitivity and self-awareness to work effectively with diverse communities and individuals.

4. Integrate multiple perspectives and methods in research and writing on a specialized topic, and integrate them in academic, ministerial or social service leadership.

5. Interface learning for public academic, ministerial or social service leadership, including: effective writing and public speaking, teaching, preaching, faith formation, worship leadership, pastoral care, community organizing, conflict resolution, advocacy for justice especially for suffering and marginalized individuals, groups, and communities.

II. MA Professional track (Public Leadership specialization) requirements:

- I. A Bachelor's degree or its equivalent from a regionally accredited college or university.
- II. Satisfactory completion of at least 51 credits. One credit is equivalent to one semester hour.
Note: If a requirement is shown as having options, there is more than one course that will satisfy the requirement. Check the course prefix and the course description to confirm that a course fulfills a particular requirement.

A. Required Courses (21 credits):

B. Specialization Courses (15 credits)

C. Free electives (15 credits)

D. Public Leadership Field Work

E. Students in the MA professional track, Public Leadership specialization, can receive a certificate in the following areas using their free electives. To receive a certificate, you must complete 4 courses in a particular field of study:

- Black Church Ministry
- Town and Country Church Ministry
- Lutheran Studies
- Women, Gender and Sexuality Studies
- Anglican Studies

- III. Additional non-credit requirements (see page 26 below Non-Credit First Theological Degree Requirements):
- Spiritual Formation
 - Professional Ethics/Ministerial Boundaries Workshop
 - Anti-Racism Workshop
- IV. Minimum residence at ULS for MA students: At least 6 courses must be residential (weekly, hybrid, or intensive); At least three of those six courses must be in courses in which a majority of contact hours are offered through physical presence on one of the seminary's two campuses or a travel seminar. Many intensive courses offer physical presence and therefore qualify, in addition to many semester-long courses on either campus. Also required are physical presence at Matriculation Day when one begins the degree, and Commencement at its conclusion.

III. MA – Professional track “Public Leadership” specialization degree audit MA-P (PL)

Student:	MA – Professional track			
Advisor:	Public Leadership specialization			
	<u>Courses Taken</u>	<u>Res?</u>	<u>Grade</u>	<u>Term</u>
<u>Required Courses (21 credits)</u>				
BIB 120 Reading/Interpret Scripture (BIB 201 Reading and Telling the Story)				
ST 100 Systematic Theo I: Intro to Theo (HTH 100 Creation, Sin, New Creation)				
CH 100 Church Hist. I: Beginning to 1500 or CH 200 : Church Hist. II: Glob. Xianity (HTH 11x or HTH 2xx Church History 1 or 2)				
Two courses in Praxis Area (Two courses prefixed PRAX)				
Two courses w/Public Theology focus (as designated in course description)				
<u>Specialization Courses (15 credits) Public Leadership</u>				
Specialization 1				
Specialization 2				
Specialization 3				
Specialization 4				
Specialization 5				
<u>Public Leadership Field Work</u>				
Public Leadership Field Work 1				
Public Leadership Field Work 2				
<u>Free Electives (15 credits)</u>				
Elective 1				
Elective 2				
Elective 3				
Elective 4				
Elective 5				
<u>Non-credit requirements</u>				
WKS PEMB -Prf. Ethics/Ministerial Boundaries workshop				
WKS AR - Anti-Racism workshop				
SPFM xxx - Spiritual Formation				
<u>Notes:</u> At least 6 courses must be residential (weekly, hybrid, or intensive); At least three of those six courses must be in courses in which a majority of contact hours are offered through physical presence on one of the seminary’s two campuses or a travel seminar. Many intensive courses offer physical presence and therefore qualify, in addition to many semester-long courses on either campus. Also required are physical presence at Matriculation Day when one begins the degree, and Commencement at its conclusion.				

Non-Credit First Theological Degree Requirements

I. Spiritual Formation

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

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

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

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

You are asked to maintain a spiritual formation "log" of your own design--a dated record listing your various activities and times narrated by entries that demonstrate how this activity helped you form as a spiritual being. Once the 32 hours have been gradually accumulated, then a copy of the log with your narrative entries must be submitted to the Dean's office. More information can be found at: [Registrar](#)

II. Professional Ethics/Ministerial Boundaries Training

Sexual misconduct (that includes sexual harassment, abuse, and exploitation) has been identified in recent years as a serious problem affecting the integrity of ministry and the capacity of the church to be a safe place for all people. Research studies have estimated that up to 20 percent of clergy have violated sexual boundaries with parishioners (a higher percentage than any other professional group). The problem, once cloaked in secrecy, is now being addressed in healthy ways by church denominations and by individuals and groups within the church who are committed to promoting positive professional ethics and models of self-care, boundaries, and wellness among church workers. Appropriate screening and training of candidates for ministry are essential tools for prevention of boundary violations. They also prepare clergy to respond effectively when they are called to pastor a traumatized congregation and when victims come to them for help. The ELCA in its 1992 "Strategy for Responding to Sexual Abuse in the Church" (p. 4) therefore called for "every pastor and every Seminarian to receive education aimed at the prevention of sexual abuse in the church." The Seminary recognizes that such education is an integral part of our mission of preparing and forming our students for ordained ministry and rostered lay leadership in the church.

As a community of faith, the church is shaped by the Word of God. Our faith is focused on the incarnation in Jesus Christ, his death and resurrection. Jesus is the revelation that makes clear that law and gospel implicit in the Hebrew Bible and explicit in the New Testament literature. We believe that God's grace continues to be active in our lives today, as God's love heals and restores people even in the

face of great damage and sin. God's presence with us in Word and Sacrament forms us into a community of shalom, a dynamic movement toward justice and wholeness. Because the church is to be a place for healing and justice, it must recognize, prevent, stop, and heal sexual abuse.¹

Training is offered at least once each year on each campus. Pre-approved trainings offered by synods or other judicatories may sometimes be substituted.

Training Requirements

A total of eight hours of training shall be required of all first-professional students, faculty, and staff to cover areas of clergy sexual ethics, boundaries, and wellness. It shall include up-to-date information about the following topics:

- Definitions of various forms of sexual misconduct, including sexual harassment, sexual exploitation, and sexual abuse.
- Ethical issues (power dynamics, boundaries, dealing with sexual feelings in ministry).
- Theological considerations re: prevention, interventions, and healing.
- Dynamics, prevention, and intervention re: sexual exploitation of adults.
- Prevention, interventions, and reporting requirements re: child abuse in congregational settings.
- Legal and ecclesiastical policy including the sexual harassment policies of Seminary, denominational and interdenominational resources (policies, where to turn for help, literature, and organizations).
- Issues for “after-pastors” serving traumatized congregations and responding to victims.
- Self-care, peer and professional consultation, and clergy wellness.

An individual may fulfill the training requirement of this policy by providing certification of equivalent training specifically addressing sexual misconduct in the context of the church's ministry from another qualified training institution within the past three years. All individuals, regardless of prior training, are however encouraged to refresh and update their knowledge by attending the training offered by this Seminary.

Recognizing that the information in this training may be disturbing to some individuals, particularly those who themselves may have been victims of sexual abuse or exploitation, participants are encouraged to seek support for themselves from the various pastoral care resources of the Seminary and/or off-campus resources.

III. Anti-Racism Training

In recent years the Church has realized that the taint of racism permeates every part of our life as a culture and an institution. The Seminary has, thus, committed itself to the work of faithful racial equity learning and activity to both heal its own life and to model for our students how they might engage this work in their ministries.

A common misunderstanding of racism is that it can be reduced to acts or attitudes of bigotry. While it is true that active prejudice is the public face of racism, the work of racism is most pernicious in its unseen forms—common language, cultural practices and social commonsense. Working towards racial equity is, therefore, significantly focused on uncovering the aspects of our common life which act as carriers of unhelpful assumptions and ideas that are based on racial reasoning.

Much like the struggle around inclusive language, anti-racism work involves uncovering the ways that images, language, ideas, and customs reinforce the white normativity.

¹ Source: An ELCA Strategy for Responding to Sexual Abuse in the Church

The goal of the work here at the Seminary is to create new ways of understanding our communities, the Christian tradition and our churches that allow all of God's children to be nourished and to thrive in a world that is sadly corrupted by a long history of racial oppression.

The 8-hour Anti-Racism Training is required of all entering, first-professional degree students and is offered at least once each year on each campus. The session must be completed to fulfill this requirement.

An individual may fulfill the training requirement of this policy by providing certification of equivalent training specifically addressing anti-racism in the context of the church's ministry from another qualified training institution within the past three years. All individuals, regardless of prior training, are however, encouraged to refresh and update their knowledge by attending the training offered by this Seminary.

Ordination and Placement

For students seeking placement in a church subsequent to graduation, such placement is the responsibility of the denomination or judicatory and not of the seminary. The seminary will assist as possible upon request in helping the student assemble grade reports, transcripts, letters of good standing, and other materials needed by the judicatory.

The rostering and placement of ELCA students, in particular, are functions reserved to itself by the Church and are not functions of the seminary. However, both faculty and staff are prepared to assist candidates in the process. Provision by the student of authorization to the seminary to release information on demand can facilitate this process. A release authorization form may be obtained from the synod or from the registrar.

Admissions and Denominational Support

Master of Divinity and Master of Arts – Professional track Deacon Ministry and Congregational Leadership specializations

Because the Master of Divinity and Master of Arts Professional track (DM) and (CL) are professional degrees, involving work in congregations or other ministry settings that seek to develop and demonstrate the student's fitness for ministry, the Seminary requires that applicants to these programs show proof that their denominational judicatories are aware of and supportive of the applicant's call to ministry.

For ELCA applicants, proof of denominational support is provided by the applicant's positive Entrance Decision from their synod's Candidacy Committee (see ELCA Candidacy process, below). For non-ELCA applicants, such proof might be in the form of a letter of support from an appropriate judicatory or denomination official, according to the normal processes of their denomination.

Applicants who are able to provide appropriate documentation of denominational support prior to or during the Admissions process may be given an unconditional offer of admission to the Seminary. An applicant who has initiated, but not yet completed, the process of obtaining such support may be offered provisional admission by the Seminary, pending the Seminary's receipt of such documentation. The offer of provisional admission may be withdrawn absent receipt of this documentation by the Admissions Committee's set deadline, normally not later than the end of the student's first term or semester of study.

Affiliation (ELCA students only)

Because Affiliated Students are permitted to take courses at and receive institutional financial aid from ULS as nondegree students only because they are supported by their ELCA synod, no student can be admitted to Affiliation without having received a positive Entrance Decision. Should the student be admitted provisionally, pending an upcoming Entrance Decision, the student will not be eligible to take courses or receive ULS financial aid until the positive Entrance Decision is received by the seminary.

Master of Arts – Academic track

The Master of Arts – Academic track (MA-A) is an academic degree that does not require either ELCA candidacy or denominational support or affiliation. While it is sometimes the case that an ELCA student in one of these programs is concurrently in candidacy for Word and Service ministry, their candidacy status affects only their ability to take part in any Candidacy-required Ministerial Field Work and Internship. Lack or loss of denominational support for students in these programs does not affect their eligibility for admission to or retention in these programs.

Change in Discerned Call

A MA-Professional track student whose candidacy for Word and Service ministry has been supported by their synod's Candidacy Committee by positive Entrance and/or Endorsement decision but who subsequently discerns a call to Word and Sacrament ministry should first consult their Candidacy Relator. If the Candidacy Committee supports the student's change of call, the student should then submit an application for admission to the MDiv program. The Admissions process may be modified, at the discretion of the Admissions Office.

The steps above may also be taken by MDiv students whose candidacy for Word and Sacrament ministry has been supported by their synod's Candidacy Committee but who subsequently seek to pursue Word and Service ministry through the MA-Professional track program.

An MA-Professional track student whose candidacy for Word and Service ministry has been supported by their synod's Candidacy Committee by positive Entrance and/or Endorsement decision but who wishes to pursue the additional coursework of the MDiv degree for personal reasons may apply for admission to the MDiv program. The Admissions process may be modified, at the discretion of the Admissions Office.

The ELCA Candidacy Process

ELCA Candidacy is the churchwide process of discernment, preparation, formation, and approval, including theological education, evaluation, and practical preparation. Partners in this process are the candidate, the home congregation, the home synod, the Seminary, and the ELCA Christian Community and Leadership home area. Successful completion of the Candidacy process normally leads to service as a rostered minister in the ELCA.

Each potential candidate is strongly encouraged to begin the Candidacy process one full year prior to beginning theological education. Additionally, applicants must have been members of an ELCA congregation for a minimum of one year prior to embarking on the Candidacy process.

The synodical Candidacy Committee has overall responsibility for the applicant's Candidacy process, both initial screening and ongoing evaluation. Establishing and maintaining the ongoing relationship between the applicant and the Candidacy Committee is the responsibility of the applicant.

ELCA members seeking admission to the Master of Arts-Professional track or the Master of Divinity programs should first contact their home synod office to begin the Candidacy process. The Candidacy Committee will make a decision regarding Entrance to Candidacy, which will ideally occur prior to the student's beginning seminary study.

The Seminary's Admissions Committee may offer an applicant provisional admission, pending written notification of the Candidacy Committee's positive Entrance Decision. However, the Seminary will normally withdraw the provisional offer of admission if written notification of a positive Entrance decision is not received from the applicant's Candidacy Committee by the specified deadline, normally the end of the student's first semester.

The ELCA Candidacy Process consists of three steps:

1. Entrance

- Under the guidance and direction of the synod the applicant participates in several interviews and assessments.
- The applicant's home congregation, a partner in the process, registers and supports the applicant.
- The Candidacy Committee meets with the candidate and makes an decision regarding Entrance. This decision determines the applicant's potential for rostered ministry and readiness for theological education.
- During the Entrance process the applicant may apply for admission to the Seminary.
- Candidates should note that there may be financial costs associated with the candidacy process.
- A positive Entrance Decision qualifies the MDiv or MA-Professional track student to engage in supervised field placement.

2. Endorsement

Positive Endorsement by a synodical Candidacy Committee and successful progress in academic work are essential components for successful ELCA candidacy. Endorsement normally occurs midway through the student's theological education. The Endorsement process evaluates and affirms the student's sense of call to a particular roster of ministry. The Endorsement process includes the writing of an insightful essay and an interview by a panel consisting of seminary faculty and members of the Candidacy Committee. Positive Endorsement by the Candidacy Committee provides developmental goals for the student and permission to pursue an ELCA internship.

3. Approval

Approval, which normally occurs during the final year of theological education, expresses the church's confidence that the student is ready to begin service in a particular rostered ministry. The Candidacy Committee in conversation and consultation with the Seminary faculty makes

this decision. Following the Approval Decision, a student participates in the churchwide assignment process and becomes eligible to receive a Letter of Call for service.

ELCA Candidacy Standing and other Denominational Support and Degree Program Retention

Failure to achieve or maintain a Positive Entrance decision

ELCA students who fail to receive a positive Entrance Decision by the designated deadline are ineligible to be admitted to the MDiv, MA-Professional track, or Affiliated Student programs or, if provisionally admitted, will be removed from the program. Students whose positive Entrance Decision is later rescinded will likewise be removed from the program. This also applies to non-ELCA students who lose their denominational support.

Failure to achieve or maintain a Positive Endorsement decision

A decision to postpone Endorsement means that the ELCA student may not embark on the required internship. Such students should meet with their Faculty Advisor, Registrar, Financial Aid Officer, and Candidacy Relator to discuss next steps. It may be that the MDiv or MA-Professional track student will need to seek a one-year Leave of Absence from study to work on any steps prescribed by the Candidacy Committee. In some cases, the student, in consultation with the Candidacy Committee and Faculty Advisor, may be permitted to continue with coursework toward the degree; however, the student must recognize that continuing study is at the student's own risk. An Affiliated Student whose Endorsement is postponed becomes ineligible to receive institutional financial assistance from ULS for any courses taken at ULS during the period of postponement.

If Endorsement is denied to an ELCA student after the first year of study, or if Endorsement is subsequently rescinded, the student's status will normally be terminated at the end of the semester in which the loss or denial of Endorsement occurs. The student will not be permitted to register for the following semester or engage in contextual formation. However, the student, if otherwise in good standing, may, in consultation with their Academic Advisor, apply for admission to the MA program, according to the directions of the Admissions Office. Denial of Endorsement to an Affiliated Student subjects that student to immediate removal from the roll of the seminary.

An ELCA student whose Endorsement is withdrawn in the final year of study, but who has already successfully completed internship, may be allowed to complete degree requirements for graduation with the permission of the Dean. Graduation must occur by May of the same academic year.

A student whose Endorsement is postponed, withdrawn, or denied but who has completed all degree requirements except for internship may be permitted to fulfill degree requirements by doing a non-ELCA ministerial immersion or CPE residency that has been approved by the Director of Contextual Formation. Permission for this exception must be obtained in writing from the Dean. It will be noted on the student's transcript that they have completed a "Non-ELCA Ministerial Immersion." If the student is later endorsed, they will normally be required to complete an authorized ELCA internship.

Failure to be Approved for Ordination

Postponement or denial of Approval to an ELCA student in the final year of study who has already successfully completed internship will not prevent the student's graduation, provided graduation occurs by May of that academic year.

Transfer to a Different Denomination

An ELCA student who falls out of good Candidacy standing in the ELCA and chooses to change their denominational affiliation in order to pursue the MDiv or MA-Professional degree will normally be expected to take a Leave of Absence from study for at least one year so as to seek membership in a new congregation and receive the support of that denomination. Upon presenting documentation of church membership and denominational support, the student may, through their Academic Advisor, petition the Dean for permission to continue on in the degree program.

ADVANCED DEGREE PROGRAMS

The term "Graduate School" serves to distinguish the advanced-level degree programs of Master of Sacred Theology (STM), Doctor of Ministry (DMin), and Doctor of Philosophy (PhD) from the first theological degree programs of Master of Divinity (MDiv) and Master of Arts (MA). The Graduate School exists to encourage and assist those who are already graduates of a seminary or divinity school to pursue advanced study to enhance ministerial practice through the DMin degree program or toward theological research and teaching through the STM and PhD degree programs. The programs of the Graduate School, whether professional or academic in their nature, are designed to aid in the development of a more effective ministry and to engage the student in academic reflection and research.

Advanced-degree students (STM/DMin) will normally be assigned an academic advisor based upon their intended academic specialization area. The advisor will take the lead in supervising the student's thesis or project and will normally chair the final review panel.

The normal course load for advanced degree (STM/DMin) students is six credits per semester, including any associated short terms (August, January, or Summer). Full-tuition scholarships are available only up to this normal load (2 courses per semester); additional courses are at the student's own expense. Students are eligible for Federal student loans who take at least three credits in a semester or short term.

Master of Sacred Theology (STM)

The Master of Sacred Theology (STM) emphasizes academic accomplishment. It is course/seminar/research-oriented and offers a broad exposure to all theological disciplines, but it also provides a more focused examination of a particular discipline than is provided at the MDiv level through its requirements of a designated major field of study and a thesis.

I. Master of Sacred Theology Mission Statement and Learning Outcomes

To engage in advanced academic work in an aspect of, or an area within, theological inquiry in service of the church and the world.

1. Articulate in-depth, critical, and constructive engagement with theological traditions while attending to diverse disciplinary and cultural perspectives.

2. Employ advanced skills in scholarly research and application necessary for public leadership with academic integrity.
3. Demonstrate capacity to participate in and collaborate across academic disciplines and communities

II. STM Admission Requirements

In addition to the standard application elements, admission to the Master of Sacred Theology degree program requires the following:

- A Bachelor's or equivalent degree from a regionally accredited college or university.
- A Master of Divinity degree or another master's degree in a theological discipline earned in a program that requires at least 60 semester hours or the equivalent. The granting institution must be fully ATS- or regionally accredited.
- A cumulative grade point average in the MDiv-level program of at least 3.0 on a 4.0 scale.
- Depending upon the major field selected, a working knowledge of one language in addition to English.

III. STM Degree Requirements

The program consists of seven courses (three credits each), of which at least four are to be in the candidate's major (or related) field. No more than three courses will be permitted in transfer from other fully accredited graduate schools and then ordinarily only with advance permission. To be in good standing, a student must maintain an overall average of not less than 2.75, with at least a 3.0 average in their major field.

A thesis must be prepared under the supervision of a faculty advisor. The STM Manual includes detailed guidance for preparation of the thesis and is available from the Graduate Studies Office. The candidate shall defend their thesis before a faculty panel of two to three persons. The panel, after examining the candidate and their academic record, recommends to the Faculty whether the candidate shall be approved for the degree.

Both part-time and full-time study is available, the full-time program normally taking up to two academic years, the first in course work and the second in thesis preparation. All requirements shall be met within six years. Extensions of the program beyond six years are possible with annual Faculty approval. *Note:* Completed courses cease to be applicable to the degree after 10 years.

Once all coursework is completed, students have 4 semesters to register their thesis. Once the thesis is registered, students have 2 years to complete it. If it is not completed, students may request an extension.

Detailed information concerning the STM program and preparation of the thesis may be found in the [STM Manual](#).

Doctor of Ministry (DMin)

The Doctor of Ministry (DMin) is an advanced professional degree designed to enhance the practice of ministry. Participants are normally men and women in the ordained ministry of the Church. Admission requires both the completion of a Master of Divinity degree or its equivalent, and at least three years of experience in ministry subsequent to the first graduate theological degree. It is generally expected that enrolled students be actively engaged in professional ministry. They must show evidence of capacity for an advanced level of competence and reflection.

The candidate for this degree is expected to demonstrate achievement at a level significantly beyond the expectations of first-professional degree programs with respect to four goals:

1. To formulate a comprehensive and critical understanding of theological disciplines in the context of the practice of ministry in which theory and practice inform and enhance each other.
2. To develop mature and effective skills and competencies in relation to the disciplines of the chosen Focus Area.
3. To foster sensitivities and mature leadership in response to diverse contexts in light of the student's spiritual, denominational, professional values.
4. To contribute to the understanding and practice of ministry through the completion of a doctoral-level project in ministry.

I. DMin Admission Requirements

In addition to the standard application elements, admission to the Doctor of Ministry degree program requires the following:

1. Normally, a Bachelor's or equivalent degree from a regionally accredited college or university;
2. The Master of Divinity degree or another Master's degree in a theological discipline earned in a program that requires at least 72 semester hours or the equivalent. The granting institution is to be fully ATS-accredited;
3. A cumulative grade point average in the Master's level program of at least 3.0 on a 4.0 scale. Exceptions may be made by the Admissions Committee for good cause; and
4. A minimum of three years in the professional ministry of the Church after receiving the MDiv degree or its equivalent.

II. DMin Degree Requirements

The DMin program is constituted by the following:

- Establishment of the Student Learning Goals;
- Research Methods;
- Seven additional courses (three credits each), of which
 - At least two are to be in the student's Specialization area.
 - At least four must be at the 700 level or higher.
 - At least three must be residential, defined as courses in which instruction is face-to-face (in-person or via Zoom) for more than half of instructional hours.
 - One may be an independent study with the project supervisor, designed to prepare for the Project in Ministry.
- An on-site visit;
- A mid-point Student Candidacy Review; and
- An independent Project in Ministry (six credits), in which the candidate devotes intensive study to some task or issue in their ministry.

To remain in good standing, a student must maintain an overall grade-point average of not less than 3.0.

Students that are still completing coursework but fail to register for a semester would be considered to be on leave. Four consecutive semesters would exhaust the eligibility for leave, and student would be subjected to removal from the roll. Once removed from the roll, the student could reapply after a year but would be subject to any program changes that had gone into effect and would lose any coursework over 10 years old.

Once all coursework is completed, students have 4 semesters to register for their project. Once the project is registered, students have 2 years to complete it. If it is not completed, students may request an extension.

Detailed information concerning the DMin program and preparation of the Project in Ministry (6 credits) may be found in the [DMin Manual](#).

Doctor of Philosophy (PhD)

The PhD program in Public Theology and Witness will be directed by the Rev. Teresa L. Smallwood, JD, PhD, the James Franklin Kelly and Hope Eyster Kelly Associate Professor of Public Theology at United Lutheran Seminary. Instruction and guidance will be offered by the ULS faculty and a cohort of Senior and Junior Fellows..

I. Doctor of Philosophy Requirements:

Two years of full-time coursework

Required residence on one of ULS's campuses in Gettysburg, PA or Philadelphia for the first academic year.

Placement with a Junior or Senior Fellow in a praxeological context; one semester of externship in a non-profit or other institution relevant to the program of study as designed by the student in collaboration with the advisor; Teaching experiences that flow from the externship or as provided or referred to by the Seminary;

Three Comprehensive exams, normally in the third year, reflecting the reading bibliography and concentration in public theology and witness;

Dissertation Proposal and Defense created in consultation with the student's advisor and as a result of a successful defense of the same

Dissertation and Defense as approved by the advisor and a committee consisting of three readers selected in consultation with the primary advisor.

II. Doctor of Philosophy Mission Statement and Learning Outcomes

The PhD program at ULS equips persons for vocations of teaching and research and for the scholarly enhancement of ministerial practice in accord with the standards of the Association of Theological Schools (ATS). Based on the ULS Mission Statement and ATS PhD Standard 5.13 and MSCHE Standard V.1, ULS PhD candidates are assessed with respect to the following learning outcomes:

1. Articulate a scholarly compelling framework for doing public theology that challenges misrepresentations of Christianity in the public sphere and opens a generative public imagination toward the common good and the thriving of all humans.
2. Formulate concrete, well researched pathways of social justice grounded in the gospel imperative to love all neighbors and pursuing social, political, economic, cultural, and other transformations that enable the wellbeing of all human communities.
3. Express a vision for peaceful, democratic coexistence in the contemporary context of complex religious and other diversities, rooted in existing pertinent scholarship and catalyzed by contemporary ongoing challenges.

Detailed information concerning the Doctor of Philosophy program may be found in the [PH. D Manual](#)

Non-Degree Certificate Study

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

The Certificate will be earned after the successful completion of at least 24 credits (18 credits in the case of Affiliates seeking the Certificate in Lutheran Studies). No courses may be received by transfer or cross-registration at other institutions. The particular program of courses will be chosen in consultation with the student's faculty advisor, based on the student's individual vocational/professional goals or personal interest. Anglican students, in particular, may take specific courses to receive a Certificate of Anglican Studies.

Admissions

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

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

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

APPLICATION FEE

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

APPLICATION DEADLINES

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

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

Affiliation (ELCA students only)

The November 2022 ELCA Candidacy Manual (see Manual, pp. 45ff) requires that ELCA students who attend non-ELCA seminaries affiliate with an ELCA seminary, such as ULS. Affiliation is expected to take place early in the candidacy process. Failure to affiliate at the time one receives a positive entrance decision may delay the student's internship and incur a higher Affiliation Fee.

Affiliated students will be charged a one-time Affiliation Fee upon admission to ULS. This fee is set by ELCA Churchwide for the entire ELCA seminary system. Beginning in 2023-2024, this is a graduated fee:

- \$1600 if one affiliates prior to the candidacy endorsement decision
- \$2000 if one affiliates after the candidacy endorsement decision

Affiliation with an ELCA seminary, in collaboration with one's synod, offers a variety of ways to fulfill candidacy Lutheran learning and formation requirements. Per the Candidacy Manual (4.4.1), Affiliation assists candidates with:

1. identifying an appropriate CPE program,
2. identifying and receiving oversight of the required internship,
3. selecting approved Lutheran learning and formation opportunities offered at the ELCA seminary or at the student's non-ELCA seminary,
4. facilitating the ELCA seminary faculty recommendation required at Approval (Form D).

After being granted entrance by a Candidacy Committee and being admitted to ULS, the Affiliated student works with their Candidacy Committee representative and a ULS faculty member to complete a Candidate Plan to identify how Lutheran learning and formation requirements will be met (see Appendix D of the Candidacy Manual), including approximate timing for CPE, Endorsement, internship, and

Approval. A representative from the non-ELCA seminary may also be invited to participate in the development of the Candidate Plan.

The Candidate Plan should be sent immediately to the following people at ULS: Dean, registrar, faculty advisor, and Contextual Formation Office. Failure to submit a Candidate Plan in a timely fashion may delay Endorsement and ELCA Internship. The completed plan becomes part of the candidate's file.

A typical Candidate Plan will expect the Affiliated student to take six courses at ULS as recommended by their faculty advisor or by the ULS Affiliate Liaison. Most non-ELCA schools attended by Affiliated students permit financial aid to be used for enrollment in those ULS courses that will apply to the home school degree. Check with your financial aid officer and registrar concerning this possibility. If aid from the home school is not available, the student may apply for financial aid from ULS. ULS offers Affiliated students scholarships up to full tuition for up to 6 courses, for which the student can be awarded a Certificate in Lutheran Studies. It is strongly encouraged that most of these courses include residential intensives or other residential courses at either the Gettysburg or Philadelphia campus. (See Expectations/outcomes for Lutheran Learning and Formation in the Candidacy Manual, p. 46).

Alternatively, a student who has already completed the MDiv at a non-ELCA seminary may choose to pursue their Lutheran learning and formation requirements at ULS while seeking an STM degree. The student will need to complete the STM admission process. Tuition assistance eligibility will be that of the STM program.

Per 4.4.2 of the Candidacy Manual, the expectations and outcomes established for Lutheran learning and formation are:

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

Per the ELCA Constitution (7.31.03.d) the Lutheran learning and formation guided by an ELCA seminary is a constitutional requirement and will normally not be waived. However, if a student and/or Candidacy Committee seek a waiver of the Lutheran Formation requirement, it must be done PRIOR to Endorsement. The ULS representative on the Theological Review Panel must be a member of the faculty designated by the Dean. Per the Candidacy Manual (4.4.3, p. 47):

In the event that a candidate desires to explore the possibility of a Waiver of Affiliation, the candidate will provide to the candidacy committee academic papers and other written documents indicating that the Lutheran learning and formation outcomes listed in the section 4.4.2 have been or will be fulfilled. The candidacy committee may seek advice from a Theological Review Panel (section 5.2.3) convened to assist the panel and candidacy committee in making an informed recommendation. If a waiver is recommended by the panel and the candidacy committee affirms the recommendation, a written request for waiver is sent by the candidacy committee to the director for candidacy. The waiver request from the candidacy

committee is vetted by a team of Christian Community and Leadership home area candidacy staff, and a decision will be reached and communicated in writing to the candidacy committee. A request for a Waiver of Affiliation must be made prior to Endorsement and does not alter the requirements for an internship and a supervised clinical ministry experience.

In order to participate in the internship placement process for a given academic year, the Student Internship Application must be received by Sept. 15th of the preceding year. There can be no exceptions to this deadline. Endorsement by the Candidacy Committee should take place by Dec. 15th of the preceding year. Pre-requisites for an ELCA Internship include:

1. Endorsement, including any recommendations for Internship. Please note that, if the candidacy committee disapproves off-site supervision, ULS cannot guarantee internship placement. Endorsement requires that the student demonstrate “Competence in core areas of theological study, such as Bible, theology and the Lutheran Confessions” (Candidacy Manual, p. 57).
2. Interview with the Director of Contextual Formation
3. Satisfactory completion of 24 weeks of Ministerial Fieldwork or its equivalent as approved by Director of Contextual Formation (with special emphasis on competency to lead worship in a Lutheran congregation)
4. Satisfactory completion of CPE
5. Completion of Professional Ethics and Boundaries Training
6. Completion of Anti-Racism/Cultural Sensitivity Training

For more information, please see the November 2022 ELCA Candidacy Manual, Appendix F, Guidelines for Internship, pages 92-96.

I. ULS Scholarship Policy for Affiliate Students with the option of earning a Certificate in Lutheran Studies

Evangelical Lutheran Church of American (ELCA) affiliation for ordination students attending United Lutheran Seminary:

- Have completed the affiliation for ordination application for admission; been offered admission, and returned all admissions documents to the admissions office;
- Have completed the FAFSA and ULS scholarship application in addition to the Affiliation application for the ULS scholarship
- The candidates Theological Review Panel Report (TRP) and Entrance Decision must be on file
- The required Affiliation fee must be paid in full
- No more than six courses (18 semester credit hours); students will earn the Certificate in Lutheran Studies
- Must not be receiving funds from other sources, such as Fund for Leaders to be eligible.
- Students may choose to take less than 6 courses and still be eligible for the ULS scholarship, however, will not receive the Certificate in Lutheran Studies

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

FINANCES & SERVICES

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

Tuition and Fee Schedule 2025-26

Standard Billable Costs and Fees

Tuition

Full-time, 12 or more credits	\$13,500 per semester
Part-time, less than 12 credits	\$2,700 per 3-credit course

Audit Fee

non-degree-seeking students	\$ 175/course
part-time degree-seeking students	\$ 50/course
full-time students	waived
Alumni	\$150/course

ELCA Internship (usually paid for by internship site)

Intensive internship for 9- to 12- months	\$1000/semester
Concurrent or co-op internships	\$500/semester

Affiliation fee (one-time fee for students attending non-ELCA seminary)

Affiliation prior to candidacy endorsement decision	\$1600
Affiliation after candidacy endorsement decision	\$2000

PhD Dissertation

\$1250

Urban Theological Institute Certificates

Christian Ministry	\$ 250/course
Church Leadership	\$ 250/course

Certificate in Theological Studies

ELCA TEEM Candidates Course	\$ 750/course
Certificate Only	\$600/course

Certificate in Congregational Faith Formation

\$ 2,000

Educational Technology Fee (MDiv/MA/PhD)

\$2,000/semester

Program Administrative Fee (STM/DMin)

\$1,000/semester

On-campus Housing (1-,2-,3- BR apartments)

\$750-\$1100/month

Pet fees

\$40/pet/month

Official Transcript (former students)

\$ 10/transcript

Late financial aid application and/or award acceptance fee	\$ 25
Returned Check Fee	\$ 50
Stop Payment Fee	\$ 50

Housing

A variety of residential housing options including furnished and unfurnished units are offered on both the Gettysburg and Philadelphia campuses. Prices range from \$600 to \$1,100 per month. Information about pricing, vacancies for specific housing units, and associated housing fees including security deposits, pets, and more is available upon request by contacting the Student Housing Coordinator (scrider@uls.edu or 717-338-3020).

Payment of Bills

All tuition and fee charges are due by the first day of classes for each semester. Housing charges are billed for the entire semester or on a month-to-month basis, depending on the specific unit and location. All financial aid funds, including grants/scholarships and student loan proceeds, are first applied to Seminary charges. All other financial obligations incurred must be paid within 30 days. Students with unpaid balances may not advance to the next term, internship, or unit of study, or obtain grades or transcripts. No student can graduate with outstanding obligations.

Refunds for Withdrawal

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

FINANCIAL AID

Financial aid at ULS may consist of internal scholarships, federal aid, and external support which can assist students with seminary educational expenses. Please see the 2025-2026 [Financial Aid policy](#) for complete details and information about financial aid listed below.

COST OF ATTENDANCE (COA)

Cost of Attendance (COA) is an estimated calculation that it may cost a student to attend an institution and is used to calculate financial aid packages. Students may receive financial aid up to, but not exceeding, the total COA dependent upon the program and location. Cost of Attendance is recalculated annually using allowable educational fees and adjusted estimates. The ULS Cost of Attendance amounts shown below are based on a 10-month academic year and student enrollment status (12+ credits for MDiv/MA, 9 credits for PhD, and 6 credits for STM/DMin students). The COA will be prorated for students enrolled less than the credits per degree program noted above and financial aid packages will be adjusted accordingly. Students who receive financial aid exceeding their actual COA may incur a reduction of previously offered/dispensed financial aid. For example, if a student is offered tuition scholarships and loans for 4 courses but only enrolls in 2 courses, a reduction of aid will occur.

SCHOLARSHIPS

ULS recognizes the importance of an affordable seminary education and is blessed with resources that can assist eligible students with tuition expenses and help minimize loan debt after external resources have been exhausted. All eligible students must complete a ULS in-house financial aid application annually in the Populi student portal before tuition scholarships can be awarded.

ULS TUITION SCHOLARSHIPS

The ULS Tuition Scholarship Fund comprised of restricted and non-restricted funds, is offered to minimize student loan debt and cover expenses that exist after external payments and outside resources have been credited to student accounts. These in-house scholarship funds are applied to tuition charges only. Dissertations and other fees or expenses that are not part of tuition will not be covered by ULS Scholarship Funds. Students who drop or withdraw from a course will result in a 100% reversal of tuition charges and ULS Scholarship funds awarded for the course.

INTERNATIONAL STUDENT SCHOLARSHIPS

ULS recognizes the invaluable contributions that our international students contribute to the life of the Seminary. However, due to limited funding, international students will need to provide proof of sufficient resources to cover their studies and will not receive tuition scholarships during their first year of study. After their first year of study, international students can be considered annually for ULS scholarships on a case-by-case basis not to exceed 2 courses per year.

AFFILIATE STUDENT SCHOLARSHIPS

ELCA Affiliate students are eligible to receive ULS tuition scholarship funds for up to six courses during their time at ULS (18 semester credit hours). To be eligible, students must be admitted to ULS as an Affiliate Student, complete the in-house financial aid application, pay the required Affiliation fee, and have the Theological Review Panel Report (TRP) and Entrance Decision on file. A reduction or cancellation of ULS scholarship funds will occur for students receiving outside tuition support. (Affiliate students who complete the full six courses for which they are scholarship-eligible may elect to receive a Certificate in Lutheran Studies from ULS).

FACULTY/STAFF TUITION SCHOLARSHIPS

Employees of ULS are eligible for ULS scholarships for up to 3 credits (1 course) per semester.

ULS HOUSING SCHOLARSHIPS

Full-time residential students living on either the Gettysburg or Philadelphia campus are eligible for the ULS housing scholarship in the amount of 50% of their monthly rental rate which will be applied to their student account at the beginning of the semester (1 award per unit). Students who drop below the maximum level of annual credits associated with their program will be responsible for the full rental fee on the 1st of the month immediately following the ineligible enrollment status (see section 7.2 for max credit limits equivalent to full-time status). No housing funds will be provided for part-time or Distributed Learning students. International students must prepay for their yearly housing costs in advance. Pet fees are not included in housing scholarships. Please note that room and board scholarships are considered taxable income and must be included in gross income for tax purposes.

OTHER TYPES OF FINANCIAL AID

OUTSIDE/PRIVATE (NON-ULS) SUPPORT

As ULS strives to be a good steward of ULS Tuition Scholarship funds, outside financial assistance including scholarships, congregational, synodical, and private support will be applied to tuition unless otherwise specified by the donor. Because the sum of all financial aid support may not exceed the student's total Cost Of Attendance, ULS scholarship funds and/or federal loans will be adjusted or canceled for students that receive outside assistance. Consequently, it is important that donors providing funds for housing, books, and other living expenses indicate this intent clearly when submitting payments to the Student Billing Office, so the support may be properly applied. Such contributions received by ULS will be applied to any outstanding account balances before remaining funds can be distributed to the student.

ELCA Fund for Leaders (FFL) recipients must maintain a GPA of 2.0 or better and enroll in sufficient coursework to meet maximum timelines for graduation to avoid revocation of their award as there is no probationary period or appeal. FFL Full-Tuition Scholarship awards will be applied to recipient's tuition only and additional ULS Full Tuition Scholarship funds will only be awarded to cover any gap in tuition charges. Federal Chaplaincy, Mission Development, Synod, Congregation, and TEEM FFL support is additive of other tuition support and can be used for non-tuition educational expenses.

* Credit card marketing directed towards students is prohibited on seminary property.

VETERANS AFFAIRS (VA) EDUCATIONAL BENEFITS

ULS supports veterans and/or spouses and dependents of veterans of the United States military by offering VA Educational Benefits through Chapter 30 (Montgomery G.I. Bill), Chapter 33 (Post-9/11 G.I. Bill), and Chapter 35 (Survivors' and Dependents' Education Assistance Bill), to eligible individuals enrolled in approved programs. Students pursuing VA benefits must apply for benefits at va.gov/education/, and submit a copy of your Certificate of Eligibility (COE) to the Registrar's Office ULS [Registrar's Office](#) or [Financial Aid](#). A School Certifying Official will certify your enrollment at the beginning of each academic semester for which you are enrolled. (Note: Chapter 33 students are now required to complete monthly enrollment verification via the text, telephone, or email options selected by the student through the VA website).

FEDERAL DIRECT GRADUATE LOANS

Students interested in federal direct student loans must be enrolled at least half-time (≥ 6 credits) in a degree-seeking program and must complete the Free Application for Federal Student Aid (FAFSA). Borrowers must add the Gettysburg campus ULS Federal School Code of G03291 in the appropriate

institution section so the SAR (Student Aid Record) can be forwarded directly to the ULS financial aid department to determine loan eligibility. (The Philadelphia school code is defunct and FAFSA information will not be forwarded to the ULS financial aid department).

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. To learn about your rights under the FERPA law including access, amendments, and disclosure of educational records, directory information, legitimate school officials, violation complaints, and more, please review the Eligible Student Guide to the Family Educational Rights and Privacy Act.

Questions? Email financialaid@uls.edu or call 717-338-3020.

2025-26 COURSES

Key to Course Numbering

BIBLE

BBL 101 Hebrew: Language requirement option for denominations not requiring Greek
BBL 102 Greek: Introduction to Biblical Greek - Language requirement
BIB 120 Reading & Interpreting Scripture (Old Testament and New Testament)
BOT 210 Introduction to the Old Testament
BNT 221 Jesus and the Gospels
BNT 222 The Early Church (Acts-Revelations)
BIB/BOT/BNT 30x Crossroads requirement (normally for seniors, or elective)
BOT/BNT/BIB 4xx Old Testament/New Testament/Bible electives
(BBL=Biblical Language; BIB=OT & NT; BOT=Old Testament; BNT=New Testament)

DENOMINATIONAL and GENERAL STUDIES

DEN xxx Denominational/Polity requirement
GSE xxx General Studies

HISTORY and THEOLOGY

ST 100 Systematic Theology I: Introduction to Theology
ST 200 Systematic Theology II: Doing Theology
CH 100 Church History I: From Beginning to 1500
CH 200 Church History II: Globalizing Christianity
ST/CH/HT 3xx Gospel and Freedom
ST/CH/HT 4xx Theology/Church History elective
(ST=Systematic Theology; CH=Church History; HT=Both History and Theology)

PRAXIS

WRP 10xx Leading Christian Worship
PTH 110 Pastoral Theology
CS 12x Church in Society
PCH 13x Preaching
CFE 14x Congregational Formation & Education
CHA 31x Equipping the Saints: Church Administration
WRP/PTH/CS/PCH/CFE/CHA/PRAX 4xx PRAXIS Elective
(WRP=Worship; PTH=Pastoral Theology; CS=Church in Society; PCH=Preaching; CFE=Cong. Form & Ed; CHA=Church Admin; PRAX=Praxis)

SPIRITUAL FORMATION

SPFM xxx Spiritual Formation requirement

ADVANCED DEGREES

Xxx 700 STM/DMin courses
Xxx 800 STM courses
9xx Ph.D courses
RSM Research Methods

OTHERS:

CXT xxx Contextual Formation
WKS AR Anti-Racism Workshop
WKS PEMB Professional Ethics/Ministerial Boundaries workshop

Key to Course Delivery Format & Location

Physical Presence Required Students are expected to participate in the course by being physically present in the classroom. Courses with this delivery method fulfill the residency requirement. <i>*Counts toward the 4 physical presence courses needed for MDiv/3 for MA</i>	RG – Physical Presence Required Gettysburg
	RP – Physical Presence Required Philadelphia
Intensive Physical Presence Required Courses scheduled for 1-to-3-weeks require the student to be physically present in the classroom. <i>* Counts toward the 4 physical presence courses needed for MDiv/3 for MA</i>	IG – Intensive Physical Presence Required Gettysburg
	IP – Intensive Physical Presence Required Philadelphia
Hybrid Faculty Determined The faculty member determines the schedule for hybrid of physical presence sessions, synchronous videoconferencing sessions, and asynchronous online requirements. Schedule available in the course syllabus published 2 weeks before the term. At least 50% of course time must be synchronous – video conferencing or physical presence. <i>*Counts toward MDiv/MA residency requirement</i>	HG - Hybrid Faculty Determined Gettysburg
	HP - Hybrid Faculty Determined Philadelphia
	HB - Hybrid Faculty Determined Both
Synchronous Student Choice Faculty have agreed to allow students to choose if they will attend synchronous sessions by being physically present in the classroom or via videoconferencing. <i>*If student attends course via physical presence it will count toward the physical presence requirement. If student attends virtually, it will count toward the residency requirement.</i>	GZ – Student Choice Gettysburg
	PZ – Student Choice Philadelphia
Synchronous Zoom Only Throughout the term students participate in synchronous videoconferencing sessions. There is not a physical presence requirement. <i>*Counts toward residency requirement</i>	ZM – Synchronous Zoom - No physical presence requirement
Intensive Synchronous Zoom During 1-to-3-week course students participate via synchronous videoconferencing sessions. There is not a physical presence requirement. <i>*Counts toward the residency requirement</i>	IZ – Intensive Zoom - No physical presence requirement
Online Asynchronous Only Courses that are taught using the interactive asynchronous functions of the Learning Management System. No synchronous sessions, physically present or Zoom required. <i>*Does not count toward residency requirement</i>	OL – Online Asynchronous – No scheduled class sessions.
Courses Off-Campus & Travel Course being taught off-campus or as a travel seminar; see course description or consult instructor for dates and specialized expectations or requirements. <i>*Counts toward residency requirement</i>	TS – Off-Campus or Travel Seminar Course

MDiv residency requirement: Minimum residence at ULS of one year, defined as the satisfactory completion of at least 24 credits through courses in which a majority of contact hours are offered on one of the seminary's two campuses or synchronously via Zoom. At least 12 of those credits (four courses) must be in courses in which a majority of contact hours are offered through physical presence on one of the seminary's two campuses or a travel seminar. Many intensive courses offer physical presence and therefore qualify, in addition to many semester-long courses on either campus. Also required are physical presence at Matriculation Day when one begins the degree, and Commencement at its conclusion.

MA residency requirement: At least 6 courses must be residential (weekly, hybrid, or intensive); At least three of those six courses must be in courses in which a majority of contact hours are offered through physical presence on one of the seminary's two campuses or a travel seminar. Many intensive courses offer physical presence and therefore qualify, in addition to many semester-long courses on either campus. Also required are physical presence at Matriculation Day when one begins the degree, and Commencement at its conclusion

Bible

BBL 102 ZM Introduction to Biblical Greek

(formerly BIB 100 ZM Greek: The Language of the Early Church and the Church Today)

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

Accordance Bible software (available with a seminary discount) is required.

Mark Vitalis Hoffman

BBL 101 ZM Biblical Hebrew

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

Leslie Virnelson

BIB 120 PZ Reading & Interpreting Scripture (Old Testament/New Testament)

(formerly BIB 201 ZM Reading and Telling the Story)

This course will provide an overarching survey of the Bible to equip students to understand the critical perspectives for reading and interpreting the biblical texts. Students will learn and apply historical critical methods while studying geographical, historical, and sociological realities of the biblical world. By examining a variety of hermeneutical approaches, students will clarify their own hermeneutical perspectives and see how God's work in creation came to fulfillment in Jesus and informs the lives of Christians today. The course will benefit both readers of the text and visitors to the biblical lands. It will

increase understanding of the biblical world and of the current realities in those lands and prepare leaders faithfully to share the biblical witness in congregations today. *Fulfills Reading and Interpreting Scripture requirement (formerly BIB 201)*. [Prerequisite or corequisite for MDiv/MAML students and MA students with Bible specialization: BBL 102-*formerly BIB 100*; open to non-Bible MA students without Language requirement].

Leslie Virnelson

BOT 210 ZM Introduction to the Old Testament

(formerly BIB 220 ZM Story of Israel)

This course is designed as a critical introduction to the Old Testament/Hebrew Bible in general and as a survey of the structure, contents, and major theological themes of the “Primary History” (the books of Genesis through Kings). The course is “critical” in the sense that its central intention is to orient students to and engage students in the responsible study of the Old Testament/Hebrew Bible in the contemporary world. *Fulfills MDiv/MA Intro to the Old Testament requirement- (formerly Story of Israel requirement), or Free elective*. [Prerequisite or corequisite: BIB 120].

Leslie Virnelson

BNT 221 GZ Jesus and the Gospels

(formerly BIB 210 GZ Story of Jesus)

As the authoritative resource for understanding the story of Jesus and as basis of the church’s faith, confession, and witness, a study of the Gospels is essential. In this course, students will be prepared to listen to God’s Word in personal study and in community and apply insights gained as leaders in church and world through worship, education, service, and encouragement. Understanding the Gospels includes engaging in critical reading and reflection on these texts as well as studying their social, literary, cultural, historical, source, theological, and textual dynamics. In this course, students will apply basic aspects of exegeting texts in their original language as foundational work for preaching, teaching, and integrating the texts for the life of faith and of the church. *Fulfills MDiv/MA Jesus & the Gospels requirement (formerly Story of Jesus requirement), or Free elective*. [Prerequisite or corequisite: BIB 120, plus BBL 102 for MDiv/MA students and MAs with Bible specialization].

Mark Vitalis Hoffman

BNT 222 ZM The Early Church (Acts-Revelations)

(formerly BIB 212 ZM Story of the Early Church)

As the authoritative resource for understanding the story the early church and as basis of the church’s faith, confession, and witness, a study from Acts to Revelation is essential. In this course, students will be prepared to listen to God’s Word in personal study and in community and apply insights gained as leaders in church and world through worship, education, service, and encouragement. Understanding the New Testament includes engaging in critical reading and reflection on these texts as well as studying their social, literary, cultural, historical, source, theological, and textual dynamics. In this course, students will apply the basic aspects of exegeting texts in their original language as foundational work for preaching, teaching, and integrating the texts for the life of faith and of the church. *Fulfills MDiv Early Church requirement, or Free elective*. [Prerequisite or corequisite: BIB 120, plus BBL 102 for MDiv/MA students and MAs with Bible specialization].

Allison deForest

BNT 324 OL Gospel of John**BNT 724 OL (STM/DMin) Gospel of John**

(formerly BIB 324/724 OL Gospel of John)

The Fourth Gospel will be explored in depth using a variety of critical methods such as historical critical, literary, and performance. The course will focus on how the reader encounters Jesus through the Gospel of John and how the Gospel of John draws on the story of the Exodus. The course is designed for students with and without Greek. Students will strengthen their exegetical skills and deepen their understanding of how and why the books of the New Testament may have been written. *Fulfills MDiv Bible at Crossroads of Church and Culture requirement, or Free elective.* [Prerequisite or corequisite: BNT 221 – **formerly BIB 210**].

Allison deForest

BIB 330 IG Texts and Contexts: Exegesis and Application

The goals for this course are for students to refresh and extend their knowledge of Koine Greek, to become more skilled using Accordance Bible software, to become more adept at employing exegetical methods, and, ultimately, to apply all those aspects for the purpose of more faithful proclamation of the gospel. The focus of the course will be on the exegesis of specific New Testament texts as the occasion for thinking about the Greek, English translations, and biblical resources, especially in conjunction with Accordance. Application of exegetical methods will lead to the development of ministry resources that consider both the original and modern contexts. [Prerequisites: BIB 100 = BBL 201 Greek; BIB 210 = BNT 221 Story of Jesus or BIB 212 = BNT 222 Early Church]. *Fulfills Bible at Crossroads requirement for MDiv or Free elective.*

Mark Vitalis Hoffman

BIB 450 ZM African Presence in Scripture

A study of African and Hamitic people in the development of the Old and New Testament religion and people, as demonstrated in the Bible. *Free elective, also applies toward Black Church Concentration/specialization.* [No prerequisites].

James Pollard

BIB 947 IZ Ph.D. Judgement and Justice

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

Allison deForest

Denominational

DEN ANGS 01 Anglican Studies Seminar

This seminar is offered in conjunction with the Stevenson School for Ministry (SSFM) in the Episcopal Diocese of PA and is designed for ULS students in the Anglican studies program as well as anyone else interested in learning more about Anglican/Episcopal theological traditions. Typically, students in this seminar take two online Anglican studies courses offered by the SSFM as well as complete supplemental work at ULS per semester. Students are expected to customize their learning experience in the Anglican Studies Seminar by filling out an independent study ROSA form. Students can choose to take just one semester (either fall or spring, or both). Applies to the Anglican Studies concentration/specialization. For information about registration, please contact Julie Ritter Stultz, jritter@uls.edu.

DEN 201 ZM Lutheran Foundations

Study of the confessional writings of the Evangelical Lutheran Church as grouped in the Book of Concord. Our aim is to study these writings as foundational to the teachings of Lutheranism. We explore the theology of the confessions in their historical context and against the background of the doctrinal controversies and pastoral needs that these writings intended to address. Attention will also be given to the significance of the Church's confession within our contemporary scene. *Fulfills denominational history/polity requirement for Lutheran students in the MDiv/MA Professional track (Deacon Ministry & Congregational Leadership specialization)*. [Prerequisite: ST 100 or CH 100].

President R. Guy Erwin

DEN 204 PZ Baptist History and Polity

A study of the basic structure, mission, and theological standards of the Baptist tradition. Fulfills denominational history/polity requirement for Baptist students. *Fulfills denominational requirement for Baptist students; also applies toward the Black Church specialization*. [No prerequisites].

Wayne Croft

History and Theology

ST 100 PZ Systematic Theology I: Introduction

(formerly HTH 100 PZ Systematic Theology I: Creation/Sin/New Creation)

As an introduction to Christian theology, this course offers students a sample of theological topics approached by diverse theologians. Three main themes organize the course: (1) the knowledge of God refracted a) within creation, b) under sin, and c) considering the new creation; (2) Jesus as a completely human creature and a completely divine person, in relation to the meaning of salvation; and (3) liberation as a particular way of understanding salvation. These themes and the texts engaged in class are samples of a rich, diverse, and evolving set of theological traditions. The theologians selected for reading are deep shapers of the field, yet they differ greatly in style, content, and context. In this introductory course you will cultivate skills and acquire a theological vocabulary that will enable you to start articulating your own theological thought and connect it to the practice of ministry. *Fulfills Systematic Theology I: Introduction requirement*. [No prerequisites]

Natalia Marandiu/Nelson Rivera

CH 100 OL Church History I: History of Christianity to 1500

(formerly HTH 114 OL Church History 1: History of Christianity to 1500)

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

Jon Pahl

CH 200 GZ Church History II Globalizing Christianity: History of Lutheranism

(formerly HTH 204 GZ Globalizing Christianity: History of Lutheranism)

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

Maria Erling

CH 201 GZ Christianity Becomes a World Religion

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

Maria Erling

CH 206 OL History of Modern Christianity: 1500

Christianity is growing around the world. How and why--and what might recognizing this growth mean for ministry and service in North America in the 21st century? This course attends to phenomena such as the emergence of Protestantism and the end of "Christendom," colonialism and post-colonial thought and practices, ecumenical and interfaith initiatives, emerging women's and indigenous leadership, and Christianity in Africa, Latin America, Asia and the continuities and changes in preaching, liturgy, and relations between church and state within and across contexts. Readings in a survey text will be

accompanied by primary source readings and online discussions, all with an eye to strengthening ministry and public leadership. . *Fulfills MDiv History 2: Globalizing Christianity requirement, or MA Academic track/MA Prof. track (Public Leadership specialization)/MAPL Church History requirement, or Free elective.* [No Prerequisites].

Jon Pahl

CH 207 IG Religions, Violence, and Peacebuilding

CH 707 IG (STM/DMin) Religions, Violence, and Peacebuilding

This course provides students with tools to understand, prevent, and mitigate the ways religions produce or reinforce patterns of systemic violence, and will offer students resources to strengthen practices that promote peacebuilding in congregations, agencies, and communities. The primary approach in the course will be historical, but practical discussions with religious leaders and visits to agencies committed to religious peacebuilding will be components of the course as well. *Fulfills MDiv/MA Academic track/MA Prof. (Public Leadership specialization). Church History 2: Globalizing Christianity requirement, or Free elective.* [No prerequisites].

Jon Pahl

ST 211 IP Womanist Theology and Ethics

ST 711 IP (STM/DMin) Womanist Theology and Ethics

(formerly HTH 211 IP Womanist Theology and Ethics)

Womanist theology and Ethics derives from a constructive rendering of the deep and didactic scholarship of womanist and Black feminist theorists such as Katie G. Cannon, Emilie M. Townes, Kelly Brown-Douglas, Delores Williams, Jacqueline Grant, and a host of other black women scholars. Using the formulaic power of lived theology and experiential knowledge production, Womanist theology and Ethics bridged the gap between “knowing” and the “known.” This course will examine and explicate the Womanist theologies and Ethics emanating from many of these scholars through several methodologies including biblical, ethical, sociological, historical, and cultural lenses. *Fulfills MDiv Theology 2: Doing Theology in a Diverse World requirement also applies toward the Black Church specialization, or free elective.* [Prerequisite: ST 100 -formerly HTH 100].

Teresa L. Smallwood/Junehee Yoon

Philadelphia campus (B #204) August 11-15, 2025 – physical presence required

ST 213 PZ Theological Ethics

This course explores the role that theological reflection plays in the pursuit of a good life, assessing the place of faith and moral deliberation in ordinary life. We want to encourage students to think through a range of ethical concerns in pastoral and professional situations. Special attention is given to questions related to self-examination, character formation, and relationship to others, as we ponder the place that an examined life occupies in the Christian experience amidst the challenges, uncertainties, and fluidity of the social context. *Fulfills MDiv Theology 2: Doing Theology in a Diverse World requirement, MA Professional track specialization course, or free elective.* [Prerequisite: ST 100].

Nelson Rivera

HT 303 GZ Race and Religion in America

HT 703 GZ (STM/DMin) Race and Religion in America

A culture of violence permeates the American ethos where race and religion have germinated and grown. In the context of religious life, there exists a taxonomy of racialized data that are indicative of the social constructionism which causes race to stand as a marker for acceptance into the so-called “American Dream.” This course will examine the problematic nature that race and religion, taken as a conceptual frame, imbibes in various rationalities inclusive of theological, socio-political, economic, and

legal communions. *Fulfills MDiv Gospel and Freedom requirement, or Free elective, also applies toward the Black Church specialization.* [Pre-requisites: ST 100 and either CH 100 or CH 20x].
Teresa Smallwood

HT 307 IP Dying for God: Martyrdom in the Early Church and its Legacy

HT 707 IP (STM/DMin) Dying for God: Martyrdom in the Early Church and its Legacy

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

J. Jayakiran Sebastian

HT 309 ZM Baptism and the Unity of the Church

HT 709 ZM (STM/DMin) Baptism and the Unity of the Church

The course will seek to develop an integrated understanding of the issues and themes that emerge from a study of the sacrament of baptism in relation to the quest for the unity of the church. After examining the New Testament teaching regarding baptism, including the role of John the Baptist and the baptism of Jesus, the course will move on to examine baptismal practices in the early church, and look at the teachings of selected patristic writers. It will then interrogate the debates and discussions regarding baptism at the time of the Protestant Reformation, including the question regarding believer’s baptism and the reactions to this. We will then look at the contemporary ecumenical issues thrown up by the search for baptismal unity, including an assessment of the Baptism, Eucharist and Ministry (BEM) Document of the World Council of Churches. The course will conclude by looking at various baptismal practices in the churches from which the students come and offer examples from other churches in various parts of the world. *Fulfills MDiv Gospel and Freedom requirement, MA Professional track specialization or Free elective.* [Pre-requisites: ST 100 and either CH 100 or CH 20x].

J. Jayakiran Sebastian

HT 325 IP Jesus Christ the “same yesterday, today, and forever”? Global Christianity and cultural depictions of Jesus

HT 725 IP (STM/DMin) Christ the “same yesterday, today, and forever”? Global Christianity and cultural depictions of Jesus

What does the claim that Jesus Christ is the “same yesterday, today, and forever” (Hebrews 13:8) mean? Given the range of images and understandings of Jesus in various cultural contexts, what can global Christianity teach us about the person and work of Christ, and what “the man for others” and “our eternal contemporary” evoke and convey in a variety and range of settings and histories? We will navigate regions and nations and denominations and look at art, architecture, liturgies, and histories in recognizing the diversity and assortment of human responses to Jesus the Christ and examine convergences and divergences and points of view, including the why, how, and wherefore of cultural depictions of Jesus. *Fulfills MDiv Gospel and Freedom requirement, MA Public Theology requirement, or free elective.* [Prerequisites: ST 100-~~formerly~~ **HTH 100**-and HTH 11x].

J. Jayakiran Sebastian

HT 328 ZM Seminar on Reformation Studies**HT 728 ZM Seminar on Reformation Studies**

This course is an introduction to the Reformation, seen through the life and thought of Martin Luther (1483-1546), and based on lectures, films, and close reading and discussion of his works. The course aims to provide students with a working knowledge of Luther's main teachings and their impact and put his ideas and his legacy in historical and ecclesial context. Fulfills MDiv Gospel and Freedom requirement, MA/MAPL Public Theology requirement, or free elective; also applies to the Lutheran Studies concentration/specialization. [Prerequisites: ST 100 and CH100 – formerly HTH 100 and HTH 11x].

R. Guy Erwin

ST 330 PZ Christology**ST 730 PZ (STM/DMin) Christology**

This course focuses on a core doctrine of the Christian faith: Jesus Christ's work and person. Students will be introduced to basic concepts in Christology, such as Christ's complete humanity in union with complete divinity, Christ's saving work, and ways to understand atonement. We will examine multiple approaches to Christology, from classic to contemporary, sampling from the work of significant theologians in relative chronological order. Throughout the course, students will engage in theological conversations and reflection that will deepen their skills for proclaiming the gospel. *Fulfills MDiv Gospel and Freedom requirement, MA/MAPL Public Theology requirement, or free elective. [Prerequisites: ST 100 and CH100 – formerly HTH 100 and HTH 11x].*

Natalia Marandiuc

ST 333 PZ Latin American Liberation Theology**ST 733 PZ (STM/DMin) Latin American Liberation Theology**

Study of selected writings from major voices in Latin American theology. Our primary attention will be on the works of Gustavo Gutiérrez, Ivone Gebara, Jon Sobrino, and Ignacio Ellacuría but other contributors will be considered as well. Liberation theology will be the focus of the course and major component of the assigned readings. Relationships between theology, social theory, and cultural studies will also be analyzed. *Fulfills MDiv Gospel and Freedom requirement, MA/MAPL Public Theology requirement, or free elective. [Prerequisites: ST 100 and CH100 – formerly HTH 100 and HTH 11x].*

Nelson Rivera

ST 335 IZ Grace and Freedom**ST 735 IZ (STM/DMin) Grace and Freedom**

This course examines the intersection of theological understandings of grace with conceptualities of freedom. We will consider grace in relation to theologies of creation, redemption, and eschatological consummation, and ask how grace elevates, repairs, and empowers human existence. We will further investigate several notions of freedom, such as freedom of choice, freedom as self-determination, freedom to do the good, freedom as activity and receptivity, and domains of freedom (political, social, economic, inter-personal, etc.). We will discuss the effect of grace on the possibility of human freedom in different theological registers. *Fulfills MDiv Gospel and Freedom requirement, MA/MAPL Public Theology requirement, or free elective. [Prerequisites: ST 100 and CH100 – formerly HTH 100 and HTH 11x].*

Natalia Marandiuc

ST 336 PZ Mapping the Divine: The Art of Spiritual Memoir**ST 736 PZ (STM/DMin) Mapping the Divine: The Art of Spiritual Memoir**

In this course we will explore the practice of spiritual autobiography as has been engaged by a variety of Christian leaders and theological voices throughout Christian history. One aspect of the course is to practice the writing of spiritual memoir, including a description of the student's formation in faith and the responsibilities and tasks of their calling. This class aims to bring together ideas and experiences into a living theology that can witness with clarity to the Christian faith and the work of God in the dynamics of daily life. *Fulfills MDiv Gospel and Freedom requirement, MA Public Theology requirement, or free elective; Also applies to the Spiritual Formation non-credit requirement. [Prerequisites: ST 100 and CH100 – formerly HTH 100 and HTH 11x].*

Nelson Rivera

ST 720 ZM (STM/DMin) Indigenous Religions and Spirituality**ST 920 ZM (Ph.D.) Indigenous Religions and Spirituality**

Explore the rich, diverse, and living traditions of Indigenous religions and spirituality in this dynamic and justice-oriented course open to all students. Together, we will examine the legacy and impact of the Doctrine of Discovery, Indigenous eco-spiritualities, and liberation movements across the Americas and beyond. We will critically engage with issues of religious freedom, land rights, and the intersections of international law and Indigenous policy.

This course centers Indigenous voices and knowledges, asking what it means to pursue justice, healing, and decolonization in religious and theological spaces today. For the final project, students can choose their own format—essay, video, or podcast—to reflect their learning and passions.

Join Dr. Adam DJ Brett and a diverse classroom community at United Lutheran Seminary as we seek to learn from and with Indigenous communities about the sacred, the land, and the possibilities of a more just world. [Open to senior MDiv/Ma students-Prerequisite for MDiv/MA: ST 100-**formerly HTH 100**]. *Fulfills MDiv Theology 2: Doing Theology in a Diverse World requirement, or free elective.*

Adam D.J. Brett

ST 727 Postcolonial and Decolonial Theologies**ST 927 (Ph.D.) Postcolonial and Decolonial Theologies**

Postcolonial and Decolonial critically interrogates the colonial legacy embedded within Christian theological discourse and the structures of theological education. Beginning with Eve Tuck and K. Wayne Yang's landmark essay, *Decolonization is Not a Metaphor*, the course examines how settler colonialism, imperialism, and racial capitalism have shaped theological knowledge and ecclesial practices. Students will engage diverse global voices from Latin American liberation theology, African decolonial critiques, Indigenous epistemologies, and feminist/womanist theologies to examine how faith can resist domination and center subjugated knowledge. Emphasis will be placed on understanding the incommensurability of decolonization with social justice reform, the implications of land-based sovereignty, and the theological imperative to reckon with complicity in settler systems. The course invites students to imagine theology not as abstract system-building but as embodied, place-based, and responsive to the cries of colonized peoples and the land itself. [ST 727 is open to senior MDiv/MA students with approval from professor].

Adam D. J. Brett

ST 731 PZ Sacramental Theologies: Means of Grace, Divine Presence, and the Church

This course introduces students to a variety of theological frameworks related to the sacraments of the church, with particular attention to the Eucharist. We will examine what sacraments are, what they are not, and how the Christian church has developed different sacramental traditions. We will ask what is specific to the Lutheran sacramental theology and how it differs from other major traditions. This class will enable students to have a solid understanding of the ministry of sacraments and provide theological grounds for joyful participation in them. *[Open to senior MDiv and MA students with permission from the instructors].*

Natalia Marandiuc

HT 780 ZM (Croft Fellow DMin Cohort) Womanist Theology and Ethics

Womanist theology and Ethics derives from a constructive rendering of the deep and didactic scholarship of womanist and Black feminist theorists such as Katie G. Cannon, Emilie M. Townes, Kelly Brown-Douglas, Delores Williams, Jacqueline Grant, and a host of other black women scholars. Using the formulaic power of lived theology and experiential knowledge production, Womanist theology and Ethics bridged the gap between “knowing” and the “known.” This course will examine and explicate the Womanist theologies and Ethics emanating from many of these scholars through several methodologies including biblical, ethical, sociological, historical, and cultural lenses.

Teresa L. Smallwood

HT 798 TS (STM/DMin) CIVIL RIGHTS PILGRIMAGE

This immersion course travels to Tuskegee, Selma, Montgomery, and Atlanta to experience and learn from the geography of repression and resistance that encompasses the rich and living history of the Civil Rights Movement. Students will visit sites of memory that recall the agency of those who have endured disparagement and dismissal in their struggle for civil and human rights. The Equal Justice Initiative and other Civil Rights sites of conscience and memory in Montgomery provide a focal point for this immersion course that both lays bare the ongoing racism in the system of incarceration and that issues a call to an ongoing ministry of reconciliation and repair in our own places and lives.

The trip and immersion in the geography of protest serves the purpose of teaching Dmin students how to use nontraditional pedagogy to guide ministry. A special highlight is the visit the Equal Justice Initiative work in Montgomery where a museum of the civil rights movement addresses the disproportionate incarceration of Black citizens. Students will gain insight into the urgency of a pastoral and prophetic response to this contemporary injustice. As an advanced history course, the trip offers a study of many facets of interpretive work, as Montgomery and Atlanta have been at civil justice work for a good while. One can also see the first Whitehouse of the Confederacy in Montgomery for another view. The EJI is the latest in museum, popular and public, pedagogy, using great art to encourage creative responses. Local interpreters, street art and other spontaneous commentary, is there to examine. *[Open to senior MDiv and MA students with permission from the instructors]. Applies toward the Black Church specialization.* Limited enrollment.

Craig L. Nesson and Maria Erling

HT 901 ZM Ph.D. Seminar in Public Theology I: Ph.D. Research Methods

This course will provide a thorough examination of a variety of research methods available for advance level research for writing PhD. dissertations. Special attention will be given to the process of writing research proposals.

Andre Price

HT 903 RG (PH.D) Race and Religion in America

A culture of violence permeates the American ethos where race and religion have germinated and grown. In the context of religious life, there exists a taxonomy of racialized data that are indicative of the social constructionism which causes race to stand as a marker for acceptance into the so-called “American Dream.” This course will examine the problematic nature that race and religion, taken as a conceptual frame, imbibes in various rationalities inclusive of theological, socio-political, economic, and legal communions. *[Open to STM and DMin students; the rigor will be a 900-level course, applies to Black Church specialization].*

Teresa Smallwood

HT 904 IG Ph.D. Seminar in Public Theology IV

This two-semester reading and discussion seminar is designed to assist Ph.D. students to write a Comprehensive Exam in public theology, and to develop new competencies to practice and to teach as a public theologian. Both a study of a discrete emerging sub-discipline and of a classical way of engaging theological discourse with public life, this course explores the interdisciplinary and intersectional character of exemplary works in public theology--from roughly the early twentieth century to the present. Primarily focusing on authors writing from within (and on) Christian traditions, the course also includes brief forays into Jewish and Islamic public theologies.

Jon Pahl

ST 927 ZM Ministry and Social Justice Advocacy

This course is designed to explore the richness of the prophetic, drawing on understandings of the prophets in the Hebrew Scriptures, proper nuancing of prophetic work detailed in the New Testament, and the African American struggle for racial justice. The latter should not be taken to mean that we will not consider issues of gender, ethnicity and economics. Rather these will figure prominently in our discussions when we consider what it means to be the Kingdom of God on earth.

Signal attention will be given throughout the course on the following themes:

1. The church as a prophetic community
2. The spirituality of the prophet
3. Understanding the relationship between service delivery and advocacy
4. Transcendence and political engagement
5. Black moral self-criticism
6. The role of the minister in church and community change
7. The development of a prophetic voice in the public square

Harold Dean Trulear

HT 933 ZM (PH.D.) Teaching World Religions

This Ph.D. course prepares students to teach World Religions with critical awareness, pedagogical skill, and theological integrity in diverse academic and public contexts. Beginning with a close examination of the World Religions paradigm—its colonial origins, pedagogical utility, and theoretical critiques—students will explore how to design and deliver inclusive, critical, and context-sensitive curricula. Drawing on foundational texts such as Charles Long’s *Significations*, Tomoko Masuzawa’s *The Invention of World Religions*, and Jonathan Z. Smith’s comparative frameworks, and critiques of essentialism and religious universalism, the course engages the practical complexities of teaching about religious difference in global and pluralist settings. Students will evaluate and critique major world religions textbooks, examine classroom case studies, and develop their own syllabi or course modules. Emphasis will be placed on responsibly representing marginalized traditions (including Indigenous, African, and diasporic religions), addressing public misconceptions, and fostering critical religious literacy. This course

is ideal for future educators, pastors, and scholars preparing to lead undergraduate courses, adult education programs, or interfaith forums.

Adam D. J. Brett

HT 939 RG (Ph. D) The Psychology of Christian Nationalism

This upper-level graduate seminar will explore the following questions: What is U.S. Christian nationalism, how did it evolve historically, theologically, and politically, and how does it function today as both a cover and an engine for white supremacy and patriarchy? Who are its adherents, and what are the specific beliefs it promotes? What are some of the conscious and unconscious psychological motivations that draw people in? Is it ever possible to engage in constructive dialogue across the current political divide, and if so, how? As public theologians, where do we go from here? Open to PhD, DMin and STM only. Meets weekly in person on Gettysburg campus. *[Open to STM and DMin students; the rigor will be a 900-level course].*

Pamela Cooper-White

ST 940 RP Social Power and Christian Theologies

This course examines how Christian theological claims shape socio-political ideologies and justify power and dominance, as well as equality and democracy. It investigates the theological undergirding of historical hierarchies in church and society, including paradigmatic cases of patriarchy, slavery, colonization, economic exploitation, and queer erasure. It also explores the theological underpinnings of classical liberalism and considers theological arguments for socio-political justice and wellbeing. *[Open to STM and DMin students; the rigor will be a 900-level course].*

Natalia Marandiu

HT 941 ZM (Ph.D.) Trajectories of Authority and Public Theology in the Emerging Public Church

This course seeks to trace the question of authority and public theology in the emerging church in the first centuries of its existence, especially in relation to the Roman empire, by analyzing the controversies triggered off, among others, by Cyprian of Carthage, the Constantinian legacy, including the Council of Nicaea, and the Augustinian attempts to confront Pelagianism and Donatism. Working with the hermeneutical principle that one should reach back in order to move forward, wrestling with the question of authority and public theology in the evolving church will enable the students to get better acquainted with the complexity of the issues and themes that confronted the early teachers of faith, whose contribution to doctrine and life and church-state relations continue to impact and influence public theological reflection and societal praxis today. *[Open to STM and DMin students; the rigor will be a 900-level course].*

J. Jayakiran Sebastian

Praxis

CFE 140 PZ Congregational Formation and Education

(formerly PRAX 140 PZ Congregational Formation and Education)

Students will demonstrate basic knowledge of the philosophy and history of Christian education, demonstrate ability to analyze, use and describe educational resources in their perspective ministries, and be able to develop pedagogical skills in teaching children, youth and adults in the Christian faith from their various denominations. Students will acquire a knowledge of their current denominational curriculum surrounding Sunday school, first communion, confirmation, baptism, adult catechumenate, and age-appropriate Bible study. Students will also demonstrate an ability to use media, technology and the arts in the delivery of Christian education. The field education placement will be crucial to achieving

these goals. *Fulfills MDiv Congregational Formation and Education requirement, or MA Praxis option, or Free elective.* [No prerequisites].

Charles Leonard

CFE 145 IG Congregational Formation and Education

(formerly PRAX 145 IG Congregational Formation and Education)

Students will demonstrate basic knowledge of the philosophy and history of Christian Education, demonstrate ability to analyze, use and describe educational resources in their prospective ministries, and be able to develop pedagogical skills in teaching children, youth and adults in the Christian faith from their various denominations. Students will also acquire a knowledge of their current denominational curricula for Sunday school, first communion, confirmation, baptism, adult catechumenate, and age-appropriate bible study. Finally, class participants will demonstrate an ability to use media, technology, and the arts in the delivery of congregational formation and education. This course will use literature and communication (online and in class) on topics such as reflection on baptism as the foundation for congregational formation and education, the role of advocacy and social justice in congregational formation and education, mandatory reporting of child abuse, impacts of sexual misconduct in congregational formation and education, power differentials in congregational formation and education, liturgy as an important component in faith formation and education, working with populations of differing abilities in faith formation and education, the realities of racism, sexism, ageism, classism, etc. in faith formation and education, and teaching/preaching in our polarized culture and world. *Fulfills MDiv Congregational Formation and Education requirement, MA Praxis option, or Free elective.*

Nancy Gable

CHA 310 PZ Equipping the Saints: Church Administration

(formerly PRAX 310 PZ Equipping the Saints)

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

Charles Leonard

CHA 312 GZ Equipping the Saints: Rural Church

Preparation for administration, community-building and outreach with small-membership congregations (<100 average worship attendance) located in open country to towns of 10,000 population. *Counts toward specialization in Town and Country Church Ministry. Fulfills "Equipping the Saints" (Church Administration) requirement, or Praxis option, or free elective.*

Gilson Waldkoenig

CS 121 OL Church in Society: Reading Your Context

A course that presents frames and methods to prompt our thinking and speaking about ministries in their distinctive places, varied social patterns, and glorious assortment of traditions. Drawing on Congregational Studies and Ethnography of Religion, students collect observations in the field and bring them into small group discussions in the class. The course also guides participants into wider perspectives on trends and concerns that impact ministry today; and the course invites students to share their discernment of their vocational pathways in response to the challenges and opportunities of varied social conditions. The course is asynchronous within weekly units but includes options for small group zooms. *Fulfills Church in Society requirement in the MDiv and MA Professional track (Deacon*

Ministry & Congregational Leadership), Public Theology option. This course is open for MDiv and MA students only.
Gilson Waldkoenig

CS 123 OL Rural and Small Church Ministry

(formerly PRAX 123 OL Rural and Small Church Ministry)

Seventy-one per cent (71%) of all congregations in the United States have fewer than 100 people in average weekly attendance (63% in ELCA). Forty-four per cent (44%) of all congregations are in rural or small-town settings (47% in ELCA). Explore your reaction to social change, conflict, community patterns, and opportunities for mission in rural places and small churches, including Appalachia and other regions. While readings, presentations and discussions frame the course, there are options for ethnographic field research and development of mission plans in a setting you choose. In addition to a-synchronous weekly units, small group discussions are scheduled with participants in the course. Those meetings may be by Zoom or in-person. *Fulfills Church in Society requirement; also applies to the Town and Country Church Ministry concentration, or free elective.* [No prerequisites].
Gilson Waldkoenig

CS 429 TS Environment & Religion in Northern Appalachia

CS 729 TS (STM/DMin) Environment & Religion in Northern Appalachia

(formerly PRAX 429/729 TS Environment & Religion in Northern Appalachia)

Explore environmental history; archaeology of indigenous life; restoration of streams, forests and prairie; a sustainable homestead; and small churches facing economic and ecological change. Discuss strategy for ministry and theological interpretation of conflicts over environmental and social issues. The intensive course will meet at Camp Lutherlyn, Butler, PA. There will be hiking on rough paths (inclement weather possible), semi-rustic lodging, and road travel. Free elective. Counts for Concentration in Town and Country Church Ministry and/or the WTC Certificate in Ecology and Theology. Limited enrollment, by permission of instructor.
Gilson Waldkoenig

PCH 130 PZ Preaching the Gospel

(formerly PRAX 130 PZ Preaching the Gospel)

This course is an introduction to the theology, methods, and practice of the oral tradition of proclamation. This course provides a general introduction to the task of preaching. Students will distinguish and analyze: 1) the place of preaching in the context of the worshipping assembly; 2) the theological work of preaching as part of the practice of Christian ministry; and 3) the techniques and methodologies that various preachers use in the preparation and delivery of sermons. *Fulfills MDiv Preaching the Gospel requirement, or MA/MAML/MAPL Praxis option, or free elective.* [No prerequisites]. Limited to 20 students.
Karyn L. Wiseman

PCH 432 PZ Emerging Trends in Preaching

A look at trends in 21st century preaching, including cutting edge formats, use of social media and technology, engaging new delivery modes, and trends from the contemporary and Emerging Church. Analysis of how preachers need to engage issues of Postmodernity and changing modes of engagement will be explored. Students will be expected to preach. *Free elective or MA Professional track specialization* [Prerequisite: PCH 130].
Karyn L. Wiseman

PCH 470 IP Thriving, Dying, Merging, and Emerging Congregational Leadership

This course explores the developmental, systemic, leadership, and missional dynamics of congregations that are beginning, ending, and changing. In case studies of real life congregations, we will identify possible best practices and explore what adaptive leadership skills are to help congregations navigate Church in today's world. *MA/MAPL Praxis option, or free elective* [No prerequisites]. *Also applies toward the Town and Country Church Ministry specialization; MA Professional track specialization.*

Karyn L. Wiseman

PCH 481 PZ Race, Gender, Sexuality and Leadership

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

Karyn L. Wiseman

PCH 711 ZM History of African American Preaching II [DMin cohort only]

(formerly PRAX 711 ZM History of African American Preaching II [DMin cohort only])

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

Wayne Croft

PTH 110 RP Pastoral Theology: Formation and Praxis

(formerly PRAX 110 RP Pastoral Theology: Formation and Praxis)

An introduction to the fundamentals of pastoral theology and practice: pastoral theology, formation, and a model of pastoral care. Students will develop a theological framework for what it is to be a pastoral caregiver (whether lay or ordained), a model to understand their own pastoral formation, and an intercultural model of pastoral care, that builds theological reflexivity and attends to systems of oppression and privilege. Attention will be given to pastoral issues, family systems, grief and suicide, marginalization, abuse, addiction, burnout, and the spiritual importance of self-care and boundaries. Students will work with an online platform and in small learning groups to practice pastoral conversations, developing, extending, and assessing their listening skills. Physical presence only.

[Note: PTH 110 is offered as a one week intensive in Jan. 2026 on GB campus]

Fulfills MDiv Pastoral Theology requirement, MA Praxis option, or Free elective. [No prerequisites].

Storm Swain

PTH 420 ZM Critical Reflection on Praxis of Ministry**PTH 720 ZM (STM/DMin) Critical Reflection on Praxis of Ministry**

(formerly PRAX 420/720 ZM Critical Reflection on Praxis of Ministry)

This course is an intensive case-based peer group action-reflection course for students who have a weekly ministry setting. The course will foster participant's understanding of pastoral ministry, especially the contextual development of persons in community and congregation, as participants intentionally integrate their praxes of ministry, systematic theology, and pastoral formation. Students will write learning goals, pastoral case assessments, make regular presentations on praxis of ministry, and evaluate their progress.

MDiv: This course is a partial completion of the degree requirement for the Critical Reflection on Praxis of Ministry requirement. The other parts of the requirement include ministry placement, and individual supervision, which needs to be overseen by the Director of Contextual Education. Please note that ELCA, Episcopal, Presbyterian, Methodist, and some other denominations require a Clinical Pastoral Education unit for those training for ordination. This course does not fulfill that requirement. If you have taken CPE, this course may be taken as an elective in addition to that requirement. [Pre-requisite: PTH 110-formerly **PRAX 110 Pastoral Theology** or by Professor's approval].

DMin: As with MDiv, MA's, this course requires a ministry context, although does not require a supervisory relationship. An additional paper on a Pastoral Issue of the participant's choosing is required.

Storm Swain

PTH 758 IG (STM/DMin) An Investigation of Pastors' Experiences During Burnout

This purpose of this course is to examine, understand, and recognize the signs of clergy and pastoral burnout. Burnout may happen because the clergy member is viewed as an influential person with many responsibilities. Some signs are diminished energy, reduced personality, perception of dependence and despondency, and the expansion of sarcastic mindsets (Brewer, 2016). The topics examined and discussed in this course are three typical clergy and pastoral experiences during burnout and three standard stages of burnout clergy and pastors experience. [*Open to senior MDiv and MA students with permission from the instructor*].

Reference:

Brewer, E. D. (2016). *Burnout among Assemblies of God clergy with implications for support from church and denominational leaders* (Publication No. 0103257) [Doctoral dissertation, Dallas Baptist University]. ProQuest Dissertations and Theses.

Thomas Alexander Webb

PRAX 444 IG When Faith Hurts: Recognizing and Responding to the Spiritual Impact of Abuse in the Christian Environment**PRAX 744 IG (STM/DMin) When Faith Hurts: Recognizing and Responding to the Spiritual Impact of Abuse in the Christian Environment**

The purpose of this course is to examine the impact of abuse (broadly defined as cruel and violent treatment of a person) in the lives of the children of God: child abuse; elder abuse; abuse of persons with developmental needs; sexual abuse; physical abuse; emotional abuse and spiritual abuse. The impact of such abuse follows a child of God throughout life and needs to be examined through the lenses of faith formation, theology, the Bible, law, and behavioral science (education, psychology, counseling/pastoral care and cognitive science). The public record documents that religious leaders might well be the abuser – or those in religious leadership are the secondary abuser because of a lack of understanding of the legal systems in place to respond to accusations. All too often faith community leaders offer inappropriate and careless responses to those victims and families, as well as to survivors

of earlier abuse. My co-teacher for the course is Victor Vieth, Esq, who is the Chief Program Officer, Education & Research, of the Zero Abuse Project (www.zeroabuseproject.org) AND adjunct faculty at Wartburg Theological Seminary (WTS) where he teaches “When Faith Hurts: Recognizing and Responding to the Spiritual Impact of Child Abuse”. Victor holds an MA from WTS and his thesis is the foundation of his text, *On This Rock: A Call to Center the Christian Response to Child Physical Abuse in the Life and Works of Jesus*. The faith formation lenses through which I offer this will be both transformative learning theory AND intersectionality. *Fulfills MA Public Theology option; or noncredit Spiritual Formation requirement and/or Free elective*. [Prerequisites: BIB 120; ST 100; CFE 14x]. Enrollment limited to 15 students.
Nancy Gable/Victor Vieth

PRAX 491 ZM Faith-based Community Organizing

“Tell me what theology looks like! This is what theology looks like!” This riff off the now-common chant about democracy could be heard from a Martin Luther King, Jr. Day March down Broad Street to an Education action on the Pennsylvania State Capital in the Rotunda in Harrisburg. Across the country, people of faith are organizing across racial, cultural, economic, and religious lines for justice in record numbers.

What is faith-based community organizing? How can seminarians, pastors, and ministry leaders benefit from exploring the theology, history, and strategies of this form of ethical democracy and engaged citizenship? This course will examine the ways that faith-based community organizing can strengthen congregational relationships, put public theology into action, extend the justice and mission work of churches, dismantle racism, and build beloved community. Participants will be engaged in faith-based campaigns for justice, deepen their understanding of and learn to articulate their faith commitment to transformation, and develop skills that will translate into any ministry or community context.

The course will be taught by Rev. Linda Noonan (ULS adjunct faculty and UCC pastor) and Bishop Dwayne Royster (Executive Director of POWER Interfaith, public theologian, and UCC pastor). It will include some of the country’s leading faith-based change-makers and two panels of national leaders which will be open to the public. *MA Public Theology requirement, MA Professional track specialization course, or free elective*. [No prerequisites]

Linda Noonan

WRP 100 DL Leading Christian Worship

(formerly PRAX 100 DL Worshipping Community)

This course aims to equip leaders to prepare worship within and with a community, by examining the dimensions of Christian liturgy, including ritual, symbol, space, time, texts, and music; and the historical development of Christian liturgies and sacramental theologies. Through interdisciplinary and ecumenical engagement with worship practices, students will both prepare corporate worship appropriate to their own tradition and practice leading it. Some attention is given to the particular worship practices in American Lutheranism. Two hours synchronous and 1 hour asynchronous (Thursday evenings will be the online synchronous portion from 6:30-8:30 pm. The asynchronous portion will be one hour each week devoted to practical instruction, either on video or other means). *Fulfills MDiv Worship requirement, or MA Praxis option, or free elective*. [No prerequisites]

Kevin Moroney

WRP 425 IP Sacred City: Christian Architecture through History and in the City of Philadelphia

Christian worship has been grounded in the scriptural Ordo of Word, Bath and Meal and expressed in a variety of forms throughout our history. Yet the stability of this pattern of worship has taken place in very different kinds of spaces and with very different theologies through the periods of Christian history. In this course students will study the spaces in which Christians have worshipped, learning the different styles and theologies that inform them. This course will also take advantage of being located in the city

of Philadelphia, and we will study the history of sacred spaces in Philadelphia, taking a field trip around the city to experience different examples of sacred spaces. *MA Praxis option, or free elective [No prerequisites]*.

Kevin Moroney

Research Methods

RSM 700 PZ STM/DMin Research Methods

This course will provide a thorough examination of a variety of research methods available for advance level research for the writing of STM theses and DMin projects. Special attention will be given to the process of writing research proposals. *Open to senior MA-Academic track students.*

Andre Price

Spiritual Formation

What does it look like to have a healthy spirituality and connection to God? What is unhealthy spirituality, and how can we work towards a healthier spiritual life? This course explores these questions through readings, lectures, discussions, spiritual activities, and multimedia sources. Personal and communal healthy/unhealthy spirituality will be addressed, with applications to both ministry leadership in a communal setting as well as personal spirituality. Students are required to complete the reading assignments before the class begins, participate in class discussions, and keep a brief spiritual journal during the intensive class week. *Fulfills the noncredit Spiritual Formation requirement, or free elective.* [No prerequisites]. This is a fully zoom intensive class.

Rebecca Ehrlich

SPFM 445 IZ Queer Spirituality

What does it look like to cultivate a relationship with God for those in the queer community? This course will explore contemporary Christian spirituality with a focus on queer perspectives, including how one's sexual orientation and gender identity can inform and enhance one's experience of God in both one's personal spiritual life and in communal spiritual settings, as well as how the queer community continues to share queer, unique experiences of God. Students are required to complete all reading assignments before the course begins, participate in class discussions, keep a brief spiritual journal during the intensive class week, and complete final essay questions after the course concludes. *Fulfills the noncredit Spiritual Formation requirement, or free elective. Also applies to the Women, Gender and Sexuality Studies concentration/specialization. This is a fully zoom intensive class.*

Rebecca Ehrlich

LIBRARY

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

Library staff offer students assistance in locating and assessing information for their research and personal needs. The ULS Library encourages students to reach out via email (library@uls.edu) at any time to schedule one-on-one consultations to help them with their research needs. Students have access to a vast amount of print and online resources through the United Lutheran Seminary Library and its partner, the Lineberger Memorial Collection, at Lutheran Theological Southern Seminary. The system provides access to over 450,000 physical items that can be delivered to any campus or through the mail to students who live more than 30 miles from either campus. In addition, the library catalog includes over 200,000 ebooks available to current students. The ULS Library branches, Krauth (Philadelphia) and Wentz (Gettysburg), also offer a number of rare materials accessible to scholars and students. These materials can be viewed by request to the library administrator.

Archives

Students have access to the archival collections which are held primarily in the Wentz Library and include the Seminary Archives (comprised of the records of the Lutheran Theological Seminary at Gettysburg, the Lutheran Theological Seminary at Philadelphia, and United Lutheran Seminary) and the Region 8 Archives of the Evangelical Lutheran Church in America. Included among these archives are manuscripts of individual congregations, clergy, former professors, missionaries, and predecessor religious bodies such as the Maryland Synod and the Central Pennsylvania Synod. These archival collections can be searched via our online finding aid database (<https://ulsem.libraryhost.com>). Students must schedule an appointment with the archivist to utilize archival collections.

The Lutheran Archives Center at Philadelphia (<https://www.lutheranarchives.org/>), a separate 501(c)3 organization with its own director and board, houses the archives for Region 7 Archives of the Evangelical Lutheran Church in America. It can be found on the Philadelphia campus of ULS in the Brossman Center basement.

INFORMATION TECHNOLOGY

Information technology is an integral part of the Seminary's day-to-day operations and plays a key role in modern theological education. Students will encounter and engage with a variety of specialized communication and learning applications inside and outside of the classroom. Video conferencing, electronic research databases, presentation software, and more will be a daily part of each student's academic career. Our learning management system, Canvas, acts as the hub for our classes and connects each student to the resources needed to actively engage in the learning experience.

Successful seminary students will possess well-honed computer skills including, but not limited to, word processing, digital communications and conferencing, and the ability to actively participate in synchronous and asynchronous learning environments both in and outside of a physical classroom.

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

STUDENT BODY

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

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

LIFELONG LEARNING

The life of faith includes a lifetime of learning about various theological disciplines, the issues in the world, and the interaction among them. The Seminary offers multiple noncredit opportunities for church leaders and laity to gather for lifelong learning, from occasional lectures and events on the campuses to sustained engagement in study and discussion.

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

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

UTI Certificate in Christian Ministry

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

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

UTI Certificate in Church Leadership

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

UTI Certificate in African American Church Studies

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

For additional details and registration information regarding UTI certificate studies:

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

The UTI also offers two public programs:

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

Certificate in Theological Studies

The Certificate in Theological Studies is designed for any person desiring in depth and intensive study of theology, bible, history and the practice of ministry and for those seeking academic components for ELCA Theological Education for Emerging Ministry (TEEM) process under the direction of their candidacy committee. The completion of 15 courses is needed to earn the CTS certificate.

Certificate in Congregational Faith Formation

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

For additional details and registration information concerning noncredit certificate studies:

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

Kindling Faith

Kindling Faith expands upon previous programs and events through ongoing collaborative efforts with a thinktank group consisting of alumni and friends of the seminary, who will contribute ideas on program development and best practices. Programs and events will be offered throughout the year via Zoom and in person on both the Gettysburg and Philadelphia campuses of ULS.

Schedule a visit to the Gettysburg or Philadelphia campus by emailing [Martin Zimmann](#). Plan a personal or congregational group retreat by emailing [Amy Brokus](#)

Request information on booking a faculty member for a seminar by emailing [Martin Zimmann](#).

See the schedule for [Music, Gettysburg!](#)

Plan a visit to the [Seminary Ridge Museum](#)

[Stewardship of Life Institute](#)

Rev. Dr. Martin Otto-Zimmann

Senior Director, Kindling Faith

DIRECTORIES

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The Rev. Dr. Wayne E. Croft, Sr., Jeremiah A. Wright Sr. Professor of Homiletics and Liturgics in African American Studies

The Rev. Dr. Allison deForest, Kraft Assistant Professor of Biblical Studies in New Testament

The Rev. Dr. Maria E. Erling, Professor of Modern Church History and Global Mission

The Rev. Dr. Mark Vitalis Hoffman, The Gladfelter Chair and Professor of Biblical Studies

The Rev. Dr. Charles R. Leonard, Professor of Practical Theology, Director of Contextual Formation, and Co-Director of Worship Life

Dr. Natalia Marandiuc, Associate Professor of Systematic Theology

Dr. Jon Pahl, The Peter Paul and Elizabeth Hagan Chair and Professor of the History of Christianity

Dr. Andre L. Price, Director of Student Affairs and Retention/Visiting Assistant Professor of Systematic Theology and African American Studies

Rev. Dr. Nelson Rivera, Professor of Theology and Ethics

The Rev. Dr. Quintin L. Robertson, Director of the Urban Theological Institute, Black Church Studies Program and Administrative Faculty in Praxis

The Rev. Dr. J. Jayakiran Sebastian, The H. George Anderson Chair and Professor of Mission and Cultures

The Rev. Dr. Teresa L. Smallwood, Dean and Vice President for Academic Affairs and The James Franklin Kelly and Hope Eyster Kelly Associate Professor of Public Theology

The Rev. Dr. Storm Swain, The Fredrick Houk Borsch Professor of Anglican Studies, Pastoral Care and Theology

Dr. Leslie Virnelson, Assistant Professor of Old Testament/Hebrew Bible

The Rev. Dr. Gilson A. C. Waldkoenig, The Paulssen-Hale-Maurer Chair and Professor of Church in Society and Director of Town and Country Church Institute

The Rev. Dr. Karyn L. Wiseman, The Stuempfle-Folkemer Professor of Homiletics

Adjunct Faculty

Dr. Adam D.J. Brett, Visiting Professor for Digital Humanities and Indigenous Studies

The Rev. Dr. Pamela Cooper-White

The Rev. Dr. Rebecca Ehrlich

Deacon Dr. Nancy Gable

The Rev. Dr. Jennifer Hope-Tringali

The Rev. Dr. Luka Ilic

The Rev. Dr. Canon Kevin J. Moroney

The Rev. Dr. Linda Noonan

The Rev. Dr. James Pollard

The Rev. Dr. Andre Price

The Rev. Dr. Harold Trulear

Victor Vieth, JD, MA

The Rev. Dr. Thomas Webb

The Rev. Dr. Junehee Yoon

The Rev. Dr. Martin Otto Zimmann

Professors Emeriti

Dr. Norma Schweitzer Wood, M.A.R., D.Min., 1972-2003 Dean Emerita; Professor Emerita of Pastoral Counseling and Interpersonal Ministries

The Rev. J. Paul Balas, M.Ed., Ph.D., 1989-2003 Professor Emeritus of Pastoral Theology

The Rev. Gordon W. Lathrop, Th.D., 1984-2004 Charles A. Schieren Professor Emeritus, Liturgy

The Rev. Gerald Christianson, Ph.D., 1967-2008 Central Pennsylvania Synod Professor of Church History, Emeritus

The Rev. Margaret A. Krych, Ph.D., 1977-2008 Charles F. Norton Professor Emerita, Christian Education and Theology

The Rev. William Avery, D.Min., 1983-2009 Professor Emeritus of Field Education and The Arthur L. Larson Professor Emeritus of Stewardship and Parish Ministry

The Rev. Robin Mattison, Ph. D., 1989-2013 Associate Professor Emerita, New Testament and Greek

The Rev. Nelson Strobert, Ph.D., 1987-2013 Professor Emeritus of Christian Education in the Paulssen-Hale Chair of Church and Society

The Rev. Timothy J. Wengert, Ph.D., 1989-2013 Ministerium of Pennsylvania Emeritus Professor, Church History

The Rev. Philip D.W. Krey, Ph.D., 1990-2015 Ministerium of New York Professor Emeritus, Early Church History

The Rev. Karl Krueger, Ph.D., 1999-2016 Director Emeritus of the Krauth Memorial Library and Professor Emeritus, History of Christianity

The Rev. Dr. Michael L. Cooper-White, D.D., 2000-2017 President Emeritus of the Seminary

The Rev. Stephen P. Folkemer, D.Min., 1979-2017 Professor Emeritus of Church Music and Seminary Cantor

Dr. Erik Heen, 1996-2017 John H. P. Reumann Professor Emeritus in Biblical Studies

The Rev. Leonard M. Hummel, Ph.D., 2005-2017 Professor Emeritus of Pastoral Theology

The Rev. Robert Robinson, Ph. D., 1989-2017 Anna Burkhalter Professor Emeritus in Old Testament and Hebrew

The Rev. Marty E. Stevens, Ph.D., 2006-2017 Professor Emerita of Old Testament and Stewardship

The Rev. Mark W. Oldenburg, Ph.D., 1986-2018 Steck-Miller Professor Emeritus of the Art of Worship

The Rev. Katie Day, Ph.D., 1985-2019 Charles A. Scheiren Professor Emerita of Church in Society

Rev. J. Paul Rajashekar, Ph.D., 1991-2020 Luther D. Reed Chair and Professor Emeritus of Systematic Theology

Rev. John Hoffmeyer, Ph.D., 1998-2022 Associate Professor Emeritus of Systematic Theology

ACADEMIC CALENDAR

[ULS CALENDAR 2025-26_revised](#)

			 United Lutheran Seminary		
			ACADEMIC CALENDAR 2025-26		
			14 Class sessions for all classes, except Mondays Make-up class sessions days: Mondays and Fridays 2:00-5:00 Intensive courses/Reading Days Oct. 13-17 Thanksgiving -Mon.-Fri; Nov. 24-28		
2025					
JULY 2025	4	Independence Day - Seminary closed			
	17	Registration deadline for August Term			
	31	Registration deadline for Fall semester			
AUG. 2025	4-22	August Intensive courses			
	12-25	August Greek			
	22	Graduate Studies Program Orientation [P]			
	23	Matriculation Day			
	26	Fall semester classes start			
SEPT. 2025	1	Labor Day; Seminary closed; no classes			
	4	Drop/Add deadline; October intensive registration deadline			
	15	Fall Convocation [P]			
	16	Annual UTI Lecture-45th Anniversary-Benbow Hall [P]; 11:45 Lecture-Dr. Marsha Brown Woodard			
	17	11:45 Worship with preaching by Dr. Starsky Wilson in Schaeffer-Ashmead Chapel [P]			
	17	6:45 pm Worship/Concert in Schaeffer-Ashmead Chapel [P]			
OCT. 2025	22-23	Board of Trustees meeting			
	6	Professional Ethics/Ministerial Boundaries workshop			
	13-17	Reading Days; no semester long classes; only intensive courses			
	13-17	Intensive courses			
	15-18	Certificate in Theological Studies course [G]			
NOV. 2025	21	Midterm of Fall Semester/Deadline for withdrawal from courses with prorated tuition refund			
	27	Luther Colloquy			
	1	Registration opens for Spring semester			
	2	Fall Semester Title IV loan proceeds fully earned by student (no refund owed in case of withdrawal)			
DEC. 2025	24-28	No classes; Thanksgiving recess for students			
	26-28	Thanksgiving break for staff- Seminary closes at noon on 26th			
	1	Registration deadline for January term			
	15	Fall semester classes end			
DEC. 2025	16-17	Exam days; make-up days; as scheduled through Registrar			
	Dec. 23 - Jan 1	Christmas Break			



14 Class sessions for all days

Reading days March 9-13

Easter break (Thursday-Monday) April 2-6

2026

JAN. 2026	1	New Year's day holiday observed; no classes; Seminary closed
	5-21	January term classes
	19	Martin Luther King, Jr. Day; no classes; Seminary closed
	26	Orientation for new students 3:00 [P/G/Zoom]
	26	Board of Trustees meeting [Virtual]
	27	Anti-Racism Workshop
	29	Spring Semester begins
FEB. 2026	5	End of drop/add period
MARCH 2026	9-13	Reading Days; no semester long classes; only intensive courses
	9-13	Intensive courses
	11-14	Certificate in Theol Studies Course [G]
	15-18	Preaching with Power [P]
	19	Midterm of Spring semester/Deadline for withdrawal from courses with prorated tuition refund
	26	Spring semester Title IV loan proceeds fully earned by student (no return owed in case of withdrawal)
APRIL 2026	1	Registration opens for Fall semester
	2-6	No classes; Easter Break for students
	3-6	Easter Break for staff; Seminary closes at noon on Thursday, April 2nd
MAY 2026	6	Spring Convocation
	7	Graduate Studies Writing Workshop [G]
	7-8	tentative pending Bicentennial events
	8	Board of Trustees [G]
	18	Spring semester classes end
	19-20	Exam days; make-up days; as scheduled through Registrar
	23	Commencement
	25	Memorial Day; Seminary closed
JUNE 2026	1-26	Summer Term classes
	19	Juneteenth; no classes; Seminary closed
	22-26	Certificate in Theol Studies Course [G]

Approved by Faculty: 10/22/24; revised 1/31/25; final approval 4/28/25