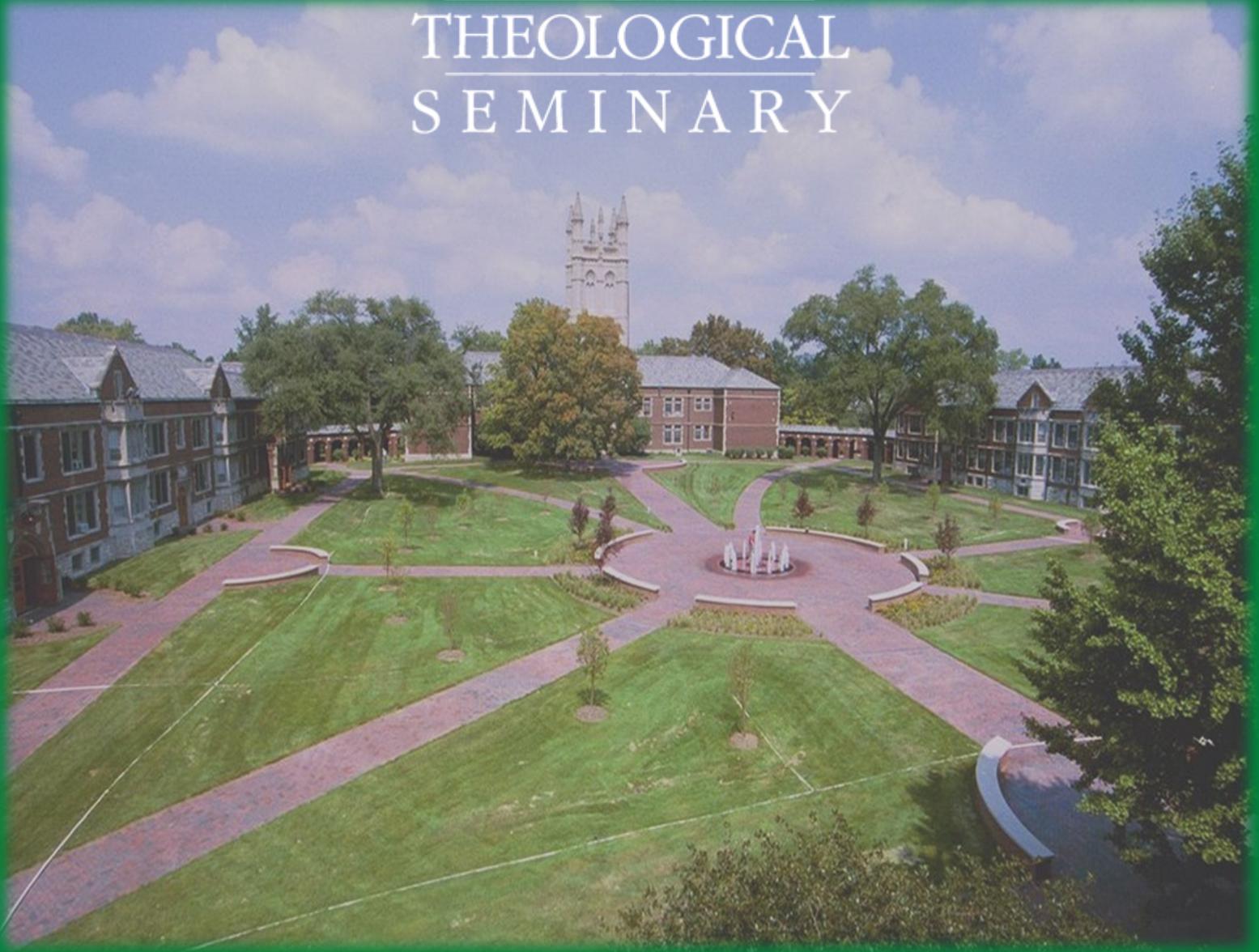


# *Eden*

THEOLOGICAL  
SEMINARY



**Course Catalog**

**2023-2024**

**475 East Lockwood Avenue**

**Saint Louis, Missouri 63119-3192**

**(314) 961-3627 | [admissions@eden.edu](mailto:admissions@eden.edu)**

### **B101 Introduction to Bible and Its Interpretation**

The first required biblical studies course introduces students to a variety of interpretive tools for reading and understanding the Bible with particular attention to the student's awareness of pre-existing assumptions and intentionality in choosing ethical ways of interpreting scripture.

### **B102 Old Testament Survey**

This course will provide a survey of the Old Testament, beginning with the Torah (Pentateuch), followed by the Former and Latter Prophets, and finally the Writings. It will give students an opportunity to practice the variety of interpretive tools that they learned in the first required biblical studies course. By suggesting that the Old Testament portrays the God of Israel as one who graciously and unfailingly loves the world and wills comprehensive well-being (shalom) for all people and all creation, the course will also model what the instructor considers to be an ethical way of interpreting the Bible.

### **B103 New Testament Survey**

This course offers an overview of the 27 books of the New Testament and their interpretation, particularly in light of their history of composition and representation in the overall composition of the Bible. The course engages students in developing a discipline for biblical interpretation that honors the text in its history, its history of interpretation, and its interpretation in contemporary contexts of ministry and the struggle for human freedom. Students are challenged to think critically about how NT texts both embody legacies of religious leadership toward social transformation, as well as legacies of repression and domination. They will be challenged to articulate how their interpretation of the NT will be a resource for their practice of Progressive Christian leadership.

### **B201 Greek Grammar**

This is a basic course in the grammar of koine Greek, the common Greek used in the New Testament. Naturally, one's expectations must be limited in a one-month course, but with diligence the student should by the end of the course be able to read less difficult New Testament texts, use a lexicon to decipher more difficult texts, and follow most discussions of grammar and vocabulary in technical New Testament scholarship.

### **B203 Hebrew Grammar**

Hebrew grammar is an introduction to the basic features of biblical Hebrew. It assumes that students begin with little or no knowledge of biblical Hebrew. By the conclusion of the course, students will be ready

to begin reading the Hebrew Bible. It is strongly recommended that students take Hebrew Exegesis after completing Hebrew Grammar.

### **B239 Dis/ability in the Bible and Ministry**

The world of the Bible presents a variety of interactions with the continuum of ability as a part of people's lived experience. In this course we will examine the texts that have both troubled and inspired interpreters in disability studies and do some interpretation of our own. We will give particular attention to how intentionality around how we use these texts can affect the ways we do ministry in a variety of settings.

### **B301 Greek Exegesis**

This is the follow-up course to Greek Grammar. We will begin by finishing the basic grammar from the January course. Then we will move to readings from John, Matthew, and the Pauline epistles, each of which will illustrate particular exegetical problems accessible to you only through a knowledge of Greek. Throughout the semester we will review important grammatical paradigms.

### **B303 Hebrew Exegesis**

This course is designed to enable students to consolidate their knowledge of Hebrew grammar, syntax, and vocabulary, as well as to practice the reading and interpretation of a variety of Biblical passages in Hebrew.

### **B313 Womanist Biblical Interpretation**

This course will provide an overview of Womanist Biblical Interpretation. It will trace its development and identify its key characteristics. Students in this course will read and engage the writings of Womanist Biblical scholars to explore how these interpretations seek to dismantle interlocking systems of oppression. Students will also participate in creating Womanist interpretations of select Biblical texts.

### **B316 The Book of Psalms**

This course is designed to give students a general familiarity with the Book of Psalms and a more detailed knowledge of certain Psalms that have played a major part in the history of biblical interpretation. Attention will be given to genre, literary style, and canonical shape. The ultimate goal is to facilitate the use of the Psalms in preaching, teaching and worship.

### **B330 The Prophets and the Common Good**

After an initial look at our current cultural crisis, this course will explore how the resources of Israel's prophetic tradition might suggest a way forward. The course will focus primarily on the prophetic books that originated in the 8th century BCE – Isaiah, Hosea, Amos,

and Micah. We'll regularly attend to both the ancient historical, political, and socio-economic contexts, and to our own. We will also attend to the shape of the prophetic books in their final form, as well as to how the prophetic tradition portrays God and God's.

### **DM700 Ministry in the Public Square**

This synchronous on-line Intensive is designed to introduce first year DMin students to one another, and to the resources of the Eden community while they consider how they prepare themselves for the DMin program. Through group and individual activities, participants will spend the Intensive in a supportive community as we take stock of our previous theological education, spiritual formation, and ministry experience. We will put particular emphasis on the ways in which our formation has been shaped by experiences of systemic and intersectional oppressions. This Intensive will include time for community worship and personal spiritual practices.

### **DM701 Urban Chaplaincy**

This synchronous on-line Intensive is designed to introduce first year DMin students to one another, and to the resources of the Eden community while they consider how they prepare themselves for the DMin program. Through group and individual activities, participants will spend the Intensive in a supportive community as we take stock of our previous theological education, spiritual formation, and ministry experience. We will put particular emphasis on the ways in which our formation has been shaped by experiences of systemic and intersectional oppressions. This Intensive will include time for community worship and personal spiritual practices.

This Doctor of Ministry intensive is a learning context whereby persons learn and reflect on spiritual care strategies and interventions for ministering to persons most impacted by sociological oppression. This course also invites persons to reflect on his/her own personal and professional pastoral strengths and growing edges through analyzing spiritual encounters with patients, parishioners and clients. Thus, persons gain self-awareness about their pastoral identity and formation as well as develop and enhance their pastoral competence and skill set. Lastly, this course challenges students to reexamine the impact of harmful theological beliefs and perspectives in the provision of spiritual care.

### **DM710 Methods I Theology Inquiry and Reflection**

This course we will begin with methodology as the underlying (or overarching!) concern as we explore implicit epistemological matters. Students will understand the relationship of methodology to methods, and concerns

related to considering, constructing, and engaging questions in contexts of pastoral and theological engagement. Students will learn and explore a variety of methods of inquiry, explore examples of these methods in use, consider community and ethical considerations, and work on the development of the key theological and contextual questions that will guide them as they continue to reflect on their contexts of ministry and co-vocational interests.

### **DM730 Methods and Praxis**

This course will engage students in the development of their project proposals through reflecting upon and refining their articulated questions, identifying and structuring explorations with literature related to their particular fields of inquiry, and selecting and proposing methods for proceeding as their projects interact with their ministry settings. Special attention will be given to project design, ethical concerns (e.g., participation, power, community and cultural concerns, confidentiality, reporting, etc.), project parameters, appropriateness of project to context, practical implications of the research proposal, and the students' roles as researchers in their various contexts of ministry. Students will work cooperatively with the instructor and other students to create project proposals that creatively and responsibly flow from the students' questions and research topics.

### **HOS001-007 House of Study Courses**

Houses of Study are willed to be brave spaces to consider practical theories and theologies learned in the classroom, and how they intersect with ones' own experience and willingness to dismantle oppressive forces. These courses will be intentional with guidance through your denominational ordination process, and for others, a place to learn and practice professional behaviors and boundaries consistent with becoming future professionals. *Please note: curricular assignments and event creating are designed to meet areas of social justice, spiritual wellness or community building. Master level students (MDIV, MAPS, MTS) who enroll in a House of Study will earn .5 credit per semester towards the open elective requirements and can be repeated each term.*

### **HT101 Christian Ethics**

What is the relationship between Christian faith and the social issues that create injustice in our society and world? How have Christians formulated opinions on what is good, evil, just, or unjust? This class seeks to answer these questions by surveying theological, social, and philosophical views on Christian ethics. Through this work, students will gain familiarity with the nature and history

of Christian social ethics, examine the nature of their own theo-ethical stances, and develop the ability to think critically about the moral and ethical frameworks that make up the church and society more broadly.

### **HT102 Church History**

This course introduces students to the major themes, events, and persons from 2000 years of Christian history. We will focus on the development of theological discourse in different periods and contexts, all while attending to the social, political, and cultural forces that shaped and were shaped by Christianity. Special attention will be given to the search for unity amidst diversity in early Christianity, the role of asceticism, monasticism, and scholasticism in the medieval period, shifting claims to authority in the reformation and modern periods, and Christianity's conflicting relationships to colonialism and imperialism. Students are encouraged to see this survey as a chance to delve into our own complex family history, find our place within—or outside—it, and critically engage the rich resources that the past offers for our contemporary theological work.

### **HT103 Constructive Theology**

The purpose of the course is to help the student develop critical tools for evaluating, constructing, and articulating theology. In the first portion of the course, we will look at how theology is constructed. In the second part of the course, we will focus on central doctrines that are the building blocks for theological construction. The third portion of the course will evaluate how constructions come together by studying the embedded theology in three works of fiction.

### **HT212 Liberation Themes in Theology**

Understandings of liberation articulated differently in different contexts. The course will look at what liberation means in theologies in different contexts and how they could and do inform each other.

### **HT257 The African American Prophetic Tradition**

Students in this hybrid class will examine the theology and rhetoric of the African American Religious Tradition. Students will review and reflect upon how the development and deployment of this tradition has helped to shape, sustain, challenge, and transform the social, political, and religious realities of the country, culture and the church. In addition, this class will seek ways to employ the most righteous renditions and themes of the tradition to our current social, political, and ecclesiastical contexts.

### **HT260 Themes in Religion and Culture using Star Trek**

This course will use Star Trek as a means to look at the power of storytelling to unearth deeper wisdom not as

easily available to us by other means. It will address how narrative thought is used in myth to express meaning making. It will also look at how storytelling both reflects and comments the of its time while it making prophetic descriptions of what the future could be and articulate transformative hope.

### **HT334 Trauma-Informed Theology and Care in a Violent World**

Violence influences our daily lives personally, locally, nationally, and globally. Theology and Pastoral Care are critical disciplines to help us address this reality. Using feminist, liberation, postmodern, and postcolonial theories, this course will examine systems of violence as a means to speak back to them. In so doing, we will explore ways to resist, survive and transform these contexts of violence and suffering.

### **HT348 Liberation Themes in Theology**

Understandings of liberation articulated differently in different contexts. The course will look at what liberation means in theologies in different contexts and how they could and do inform each other.

### **HT700 Social Ethics**

This course of study will introduce students to how people of “good” faith attempt to arrive at reasonable ways of coping with difficult and complex choices regarding right and wrong behavior. For most students, this course of study may be their only opportunity to devote time and effort to sort out the factors that go into commendable reasoning when faced with many of the complex moral issues presented to us today. They may have thought and argued about such issues as gender and sexual ethics, abortion, the death penalty, welfare, affirmative action, and what is just war. Still, when they enter the classroom, most students are ill-prepared in using critical thinking or have little experience in moral reflection and ethical analysis regarding the complexities of these moral issues and dilemmas. This course of study will present students with an opportunity to cultivate critical thinking skills as they relate to solving moral dilemmas facing contemporary society in light of Christian beliefs and history. The student will be introduced to the moral theories that have both generated moral reflection but at the same time created ethical dilemmas when the application of specific moral theories conflicts.

### **IFL212 A Prayer Toolkit**

This course will be focusing on prayer as relationship with the divine. We will explore the practices of divine communication from a holistic and lifelong perspective.

A major goal of the course is to develop an understanding of prayer as a way of being rather than something to do. Understanding your relationship with God through prayer builds your capacity to minister to the larger community.

### **IFL249 Leading a Missional Organization: Church and Nonprofit**

In this course we will look at scripture, lessons in leadership from history, academic theory, examples from current missional organizations, and hands-on practical methods for leading organizations that are mission focused. The course covers vision, mission and values as well financial, human resource, technology, governance, and volunteer management practices for leading the mission driven organization. Each student will produce a mission plan for an organization that they are involved in or one they would like to create.

### **IFL256 Finance for Missional Organizations**

When we are called to lead a mission-driven organization, we operate differently than for-profit entities. Our work is theologically centered in faithful stewardship and embodied justice. Professional financial management is often the most challenging part of this work. This course is an overview of the critical elements of responsible fiscal leadership, including accounting, budgeting, accountability & transparency, diversified income, and planning capital projects. In support of the course objectives, students will learn the basics of Quickbooks, a leading accounting software platform.

### **IFL259 Mission Driven Marketing Communications**

Mission driven organizations and their leaders have special callings and special challenges. Next to solid budget building, the development of a marketing communication plan is the most important process an organization can engage in to move from sustainability to thriving. In this course you will learn tools and techniques to clarify: Who you want to reach, what you want to say, and how and where you are going to say it. We will cover connecting mission to message, choosing the right tools and channels, community listening, social media and other available technologies, budgeting and measuring effectiveness.

### **IFL263 Practicum: Chapel Worship**

Attend worship, plan a chapel or two, and get credit! In this course students will apply and further develop the skills they have gained in planning, leading, and evaluating worship. Students will attend Tuesday evening chapel services and take turns leading a service or two (depending on enrollment) during the semester. The class will also meet over the lunch hour Wednesdays (45 min.) to reflect on worship.

### **IFL264 Practicum: Senior Preaching**

Senior preaching is a tradition at Eden, and an important milestone on the way to graduation for MDiv. students. Each year students who will be graduating plan a worship service and share their senior sermon. Participants in the class will each plan and lead a service, attend each other's services and remain an extra 15-20 minutes after chapel to reflect together. Class Limit: 10 (This course will also be offered in the spring. Students completing coursework in the fall will be given preference.)

### **IFL265 The Eden Gleaning Project**

The Eden Gleaning Project works with farmers in Vincennes, Indiana to glean thousands of pounds of sweet corn and potatoes that is then distributed to food ministries in the St. Louis region. This IFL engages 2 days of synchronous learning as well as advance preparation and a final reflection: Day 1: glean potatoes and sweet corn in Vincennes Indiana, followed by a discussion on the biblical understanding of gleaning and modern-day forms of gleaning. Day 2: Class includes a discussion about food deserts and food insecurities in the St. Louis region and a time to distribute the gleaned produce to the St. Louis food ministries. Children are welcome to participate in both the gleaning and the distribution of the produce. Please note: Students will choose between two dates: August 18-19 or August 25-26. The professor for this course will reach out to all interested students for their date preference.

### **IFL266 Pre-Marital Counseling**

Some pastors and churches require premarital counseling in order for a wedding ceremony to be conducted. Premarital counseling offer couples a chance to explore topics that can strengthen their marriage. In this course we will explore models of premarital counseling that will equip religious professionals to work with individuals preparing to be married.

### **IFL267 The People Side of Nonprofit Leadership**

Nonprofit leaders spend significant amounts of time working on and in relationships. These can be with staff, volunteers, the board, donors, members, collaborators, judicatories, funders, clients, or government entities. Using a three-fold model of leadership, we will look at how the effective management of yourself, your immediate and direct collaborators, and your organization's relational system increases impact and strengthens the vitality and sustainability of your missional organization.

### **IFL268 The State of the Movement and Faith**

What has happened at the intersection of faith and the movement since the Ferguson and Charlottesville, meet faith organizers and movement leaders as we strategize

about where we've been, and the work were called together next. Students will engage their contexts in a forum to get a local response and perspective of the contexts of ministry.

### **IFL269 A Journey Inward: Building a Spiritual Foundation for a Fruitful Ministry**

Upon reflection of Luke 3:4-6, Gordon MacDonald wrote, "If you have a desire to experience God's order in your life, you will have to begin at the heart—or soul level—this deepest part of us that I like to call the private world." In the midst of busy schedules, hectic lives, and ministry stressors, this class is an invitation to pause and journey inward in contemplation, conversation, and community to order our private worlds. Those willing to journey toward "ordering their private worlds" will find greater clarity around their call and ministry as well as strengthen their connection with God.

### **M101 Pastoral Theology and Care**

In this course we will explore introductory pastoral care issues related to normal and crisis life events. We will survey a range of theoretical and practical issues related to the care of individuals and communities as they move through these life changes. Because listening, responding, and self-awareness are key elements in the art of pastoral care, emphasis will be placed on developing skills in these areas. We will give particular attention to the integration of theological reflection, family systems theories, and practical skills throughout the course. Because systemic oppression plays a particular role in human suffering, we will examine how oppression dictates the terms of suffering and grief. As well, we will focus attention on cultural and communal contexts and the consequent strategies of care.

### **M102 Christian Public Worship**

The Worship of God is the source from which the life of faith and the church's mission flow. In this survey course, students will be introduced to a wide variety of topics that contribute to the planning and leadership of Christian public worship. Those topics will include theologies and purposes of worship, history, culture, technology, embodied leadership, and more. Students will begin to develop the skills needed to plan, organize, lead, and reflect upon the weekly worship of the church with pastoral sensitivity, theological vision, creativity, and shared leadership.

### **M103 Preaching**

Preaching is a cooperative process involving scripture, sermon text, preacher, congregation, and the Holy Spirit. This course, subtitled Preaching as Communal Process, is designed to help students enter this joint project with a combined sense of humility and confident leadership.

The intent of the course is to initiate a lifelong process of finding one's voice, developing preparation and delivery styles, and improving one's preaching through an ongoing process of self-evaluation and consultation.

### **M104 Educational Ministry**

This course explores the purposes, contexts, contents, and processes of Christian Religious Education for communities of faith, and the vital work of pastors/ministers as teachers for religious formation, religious knowing and learning. The course invites reflections on matters of faith and formation, on individual and communal meaning-making processes, on languages of spiritual yearnings and social action that organize civic life. Through these explorations, we ask what it takes to create ecologies of learning that foster continuous, intentional examination and discovery of what it means to be "Christian," to be spiritual and religious, to be faithful and transformational in a pluri-cultural, pluri-religious world.

### **MAPS100 MAPS Seminar I**

MAPS Seminar I is designed to gather the students together to share their work, develop ideas, and begin preparation for creating their project proposals. In this semester of the Seminar, participants will begin to explore the area in which they might wish to create and emphasize in their projects. Sessions will focus on reaching a clearly defined area of research and locating data and research for a chosen method.

### **MAPS200 MAPS Seminar II**

### **M216/217 Proctor Conference**

The challenges confronting this nation are many and of epic proportion. They include ever-present adverse impacts of the Coronavirus pandemic, political disarray, Christian nationalism, xenophobia, police brutality, extreme climate disasters, trans-violence, gun violence and economic instability. The Coronavirus pandemic rattled the fragmented foundation upon which this country stands. Further, the growing intimacy between Evangelical Christianity and white nationalism, and the inscribed passivity of white liberals, have become looming barriers to the democratic process in this country. We have witnessed the ideals of equal rights and equal protection for all threatened at every end, while self-interest and individualism drill a deeper wedge between the privileged and the poor, access and equity, rendering thousands of and Black and Brown lives disposable.

This course honors our sacred memory and will cultivate space for our shared African roots and traditions to help us envision a greater way. These divinely ancient ways of knowing and being will journey with students in this

course as they collectively take to task the emergent challenges facing this country, to massage out the new that is on the brink of breaking through.

### **M255 Homelessness and Poverty**

Each year, thousands of individuals and families find themselves without decent and affordable housing with no other option but to spend their nights sleeping on the streets of St. Louis.

Winter can be especially difficult as shelter beds are scarce and the weather a dangerous force. In this course we will examine efforts in the City of St. Louis to attend to those without housing. This will include joining with the efforts of St. Louis Winter Outreach, a volunteer outreach group consisting of service providers, students, pastoral staff, and those willing to help provide emergency services when the temperature drops to 20 degrees or below.

Expectations of the course: Explore models of attending to homelessness and poverty; Study and compile a history of efforts to attend to homeless sojourners in the City of St. Louis; Participate in the evenings with St. Louis Winter Outreach in two of the following ways: help staff a shelter, shuttle sojourners to emergency shelters, participate in Outreach efforts. Members of the class must be willing to engage in two of these activities on repeat occasions in order to pass the class.

### **M266 Racial Equity for Organizations and Churches**

This course engages religious and community leaders core concepts of race, caste, racism, and white supremacy. Grounding participants in common language and field practice. Offer exercises to build inclusive culture and improve leadership engagement. Project based learning will tool students to shift and shape racial equity practice in their communities and congregations.

### **M286 Transformational Communal Care**

Significant changes in American congregations and their place in their community's present adaptive challenges to church leaders. There are fewer resources for ministry, the challenges are more complex, and the assumed authority of the Church has lessened. Given that the practice of Christian pastoral leadership is expressed not only for others but with others, the mandate to follow Christ, bear witness and love the stranger as neighbor becomes more complex and more compelling. Pastoral leaders must take into account others who are not, need not, and should not become Christian. Activating the gifts available to survive and thrive through this time of disruption and transformation calls forth new ways of imagining—what has been called a move “from witness to with-ness.” Transformational communal care brings asset-based tools to the

center of the work of increasing organizational capacity for impact and change in the congregations, community organizations, and the communities they serve. Many forms of organizational development miss the opportunity to engage available assets and strengths to move through these times of change. This course engages with three asset-based transformative practices: Appreciative Inquiry (AI), Asset-Based Community Development (ABCD), and Participatory Action Research (PAR). Although each of these models offers asset-based methods for change, their application varies according to the organization's scope and stage of development. Through the lens of each of these approaches, we will explore theoretical, theological and practical implications of creating sustainable, collaborative change.

### **M287 Race and Power Summit**

Race and Power Summit aims to create a bridge between racial analysis and organizing work and provide ongoing professional development and resources for organizers and leaders at the intersection of policy, praxis, and philosophy. The four plenary discussions focused on the reality of our current fight for democracy, strategizing for that fight, and casting a vision for what the future of democracy could be. **Please note:** The dates for the Race and Power Summit are November 30 – December 2, 2022. This event is being held in Baltimore, MD. Transportation, lodging, and summit registration costs are the responsibility of the student.

### **M288 Design Competition Sacred Groves for an Era of Ecological Crisis**

The next 50 years will bring ecological disasters on a scale that most of us haven't begun to imagine. What kind of worship will we need? In this course, students will be introduced to theories of worship space design and then collaborate with landscape design students from the Sam Fox School of Design at Washington University to imagine and design outdoor worship environments that can shape worshipers as agents of ecological change. Entries will be evaluated by a panel of judges and the top three teams will receive monetary prizes thanks to a grant from the Calvin Institute. First prize: \$3000.

### **M290 Clinical Pastoral Education/SANKOFA**

Eden has partnered with Sankofa CPE Center, LLC to offer an Innovative Program offering virtual, accredited CPE Training. To read more about Sankofa CPE, click on this provided link: <https://www.sankofacpe.com/our-program>

### **M308 UCC History and Polity**

The course will explore the history, theology, and polity of the United Church of Christ in order to provide an understanding of the structure, ministries and mission commitments of the UCC. Through reading, research, reflection, writing and dialogue, the course will enable and encourage students to be faithful interpreters of the United Church of Christ. Students will be able to tell the story of the UCC accurately and in some detail. They will be able to describe covenantal polity and name issues and opportunities for the UCC today. Familiarity with the history, theology, and polity of the UCC will help students to participate more fully in the life of their congregations, Associations and Conferences. It is anticipated that students will carry forward the ecumenical commitments, the zeal for mission and justice and a passion for the Gospel that is characteristic of the UCC.

### **M309 Disciples Polity**

Students will develop understandings of the themes and tensions that have characterized the Stone/Campbell Movement and the Christian Church (Disciples of Christ) in particular. The theology, ministry and polity of the Christian Church (Disciples of Christ) will be explored in the context of the group's development from "movement" to "denomination".

### **MTS151 MTS Seminar I**

MTS students from all fields of study meet to study theological method and approaches to research, and to present to one another aspects of their work done in courses, or work done in preparation for a thesis. The Seminar functions to move students toward a thesis proposal.

### **MTS161 MTS Seminar II**

This MTS Seminar continues the work of MTS Seminar I by aiming the discussions of method and research at the goal of producing a Thesis Proposal that will be presented to the Masters Committee for approval.

### **PCL101-102 Progressive Christian Leadership Seminar (First Year)**

The 21st Century Church needs leaders who are committed to social transformation and grounded in practices that nurture vocational resilience. Contextual Education is central to the MDiv curriculum at Eden, providing an important location for students to learn, reflect upon, and practice innovative and transformational religious leadership. In Contextual Education, ministry experiences and classroom learning come together in support of the MDiv program goals (Theological Imagination, Spiritual and Vocational Formation, and Social Transformation).

Contextual Education provides ministry settings for MDiv students, or, in certain instances, supports them in ministry settings where they are already working or volunteering. On-site ministry, weekly supervision, and bi-weekly Seminars will help students develop skills for ministry in a variety of settings.

### **PCL103-104 Progressive Christian Leadership Seminars (Second Year)**

This course asks students to extend their practical theological insight into the realm of contextual analysis, studying the macro and micro contexts of their Contextual Educational (CE) settings. Our reflection in the seminar will focus on how religious leaders can study their communities, discerning and proclaiming the saving work of God at work in those contexts. Where and how do we see ways that God has been at work, and is still at work, in our contextual settings? How is that work resourced theologically? How can we use our study of those contexts to lead, both in the larger community and the church/organization itself?

Students will also attend to the formation of networks of social power in ministerial leadership, observing and analyzing practices of collaboration in the practice of ministry. What models of ecumenical, interfaith, and non-faith collegiality are evident among the leaders observed by students in their CE settings? How might those observations inform the students' learning about ministerial leadership for social transformation? What kind of spiritual formation is needed for such relationships?

### **PCL105-106 Progressive Christian Leadership Seminars (Third Year)**

In Contextual Education ministry experience and classroom learning are integrated to empower students in their development as Progressive Christian Leaders. In addition to building capacity in areas related to the three MDiv curricular goals (Theological Imagination, Spiritual Formation, and Social Transformation), students work in Contextual Education to develop capacity in the "infused goals" of the curriculum: 1) to lead communities in race equity and intersecting movements for human freedom; 2) to develop collegial relationships with people of other faiths and no faith at all; and 3) to maintain vocational resilience in this time of historic institutional change in the church.

Third Year Contextual Education students are placed in congregational or community-based settings, and they work at the integration of their learning and vocational development in faculty facilitated small groups known as the "Senior Capstone." Through this process students evaluate their learning over the course of their MDiv, reflect on their strengths and weaknesses for ministry, and

develop individual and group learning plans to make the fullest use of their remaining time in the program. No one capstone group pursues a plan like any other group. These are creative and collaborative experiences that seek to challenge students as they move toward graduation to evaluate their own learning and develop strategies for learning, development, support, and accountability that will endure past graduation and empower their ongoing ministries.

**PLS101 Progressive Leadership Seminar: Racism and Intersecting Oppressions**

The Progressive Leadership Seminar on Racism and Intersecting Oppressions aspires to create a community of faith practitioners who will lead race equity work in their contexts as co-learners in community. In this seminar students will complete a mini capstone: identifying an aspect of structural racism and its intersecting oppressions and aspire to lead communities/organizations in resisting such structures in consultation with their CE supervisors with a ministerial practice of their religious leadership.

**PLS102 Progressive Leadership Seminar: Clinical Pastoral Education**

**PLS103 Progressive Leadership Seminar: Interfaith Collegiality**

**PLS104 Progressive Leadership Seminar: Non-Profit Management**