

GRADUATE SCHOOL OF THEOLOGY

INTERIM DEAN AND ASSISTANT PROVOST

Christopher Ocker

THE FACULTY

Jon Berquist

Jana Childers

Wendy Farley

Laurie Garrett-Cobbina

Gregory Love

Marcia McFee

Christopher Ocker

Eugene Eung-Chun Park

Teresa Chavez Saucedo

INTRODUCTION

The Graduate School of Theology is comprised of San Francisco Theological Seminary (SFTS), the Applied Wisdom Institute (AWI), the Shaw Chaplaincy Institute (SCI), and the Center for Innovation in Ministry (CIM).

SAN FRANCISCO THEOLOGICAL SEMINARY

Founded in 1871 and rooted in the Presbyterian Church (U.S.A.), SFTS values dialogue and engagement with other religions and faith traditions. Our grounding in the Reformed tradition fosters faith-filled engagement in public life and service to others. Located on the Pacific Rim and inspired by the diverse global expressions of Christian faith, we partner with educational institutions throughout the world to enrich our program and expand our understanding of God's redemptive work in human history.

MISSION

Moved by God's love in Jesus Christ, San Francisco Theological Seminary prepares persons for transformational ministries of justice, peace and healing, which advance the Church's hopeful, loving engagement with the world.

As an ecumenical Christian graduate school, we offer a rigorous education, focused on critical theological reflection that equips graduates from all walks of life to meet the urgent needs of our times through both time-honored and innovative ministries.

SFTS is a founding member of the Graduate Theological Union, a consortium of Protestant and Catholic theological schools in the San Francisco Bay Area. SFTS students take classes at all the GTU seminaries as well as the GTU's centers and affiliates for the study of Judaism, Buddhism, Islam and other world religions.

ADMISSIONS

San Francisco Theological Seminary invites all interested in learning more to reach out by email, phone call, campus visit, or by scheduling an appointment with an admissions counselor. Further information about the Office of Admissions, including deadlines, can be found at www.redlands.edu/gst-admissions. Prospective applicants will receive information about program offerings, curriculum, admissions requirements, cost, and financial aid where applicable. Admissions counselors are available for assistance during the admissions process.

SFTS offers Master's and Doctoral degrees, along with diplomas and certificates. Admissions requirements differ by program.

MASTER'S DEGREES

MASTER OF DIVINITY (M.Div.)

Admissions requirements for the M.Div. include submitting a completed application and payment of the non-refundable application fee (\$50 domestic, \$250 for international applicants), five personal statements of approximately 300 to 500 words each, two academic or professional references and one pastoral reference to whom the applicant is not related (pastor, elder, deacon), official transcripts of all post-secondary schoolwork (an in-process transcript showing work to date is acceptable for students without undergraduate degrees), a criminal background check through castlebranch.com, and a Self-Disclosure Form and TOEFL (see below).

MASTER OF ARTS IN THEOLOGICAL STUDIES (M.A.T.S.)

Admissions requirements for the M.A.T.S. include submitting a completed application and payment of the non-refundable application fee (\$50 domestic), five personal statements of approximately 300 to 500 words each, two academic references and one clergy/church official reference, official transcripts of all post-secondary schoolwork (an in-process transcript showing work to date is acceptable for students without undergraduate degrees), a criminal background check through castlebranch.com, and a Self-Disclosure Form. For applicants whose first language is not English, a minimum TOEFL score of 550 on the paper test (or 213 on computer-based test, or 80 on the internet-based test) is required. For IELTS, a minimum score of 6.5 is required.

For the M.Div. and M.A.T.S., applications for Fall admission are due by May 1. Applications received after May 1 will be considered at the admission's committee's discretion on a space-available basis. Applications for Spring admission are due by December 1. For additional information regarding admissions and applications, please refer to the M.Div./M.A.T.S. Student Handbook.

DOCTORAL DEGREE

DOCTOR OF MINISTRY (D.Min.)

Several prerequisites are required for admissions into the D.Min. program. These include holding a Master of Divinity degree or equivalent, being ordained or its equivalent, and three years' professional experience in ministry, a complete application, payment of the non-refundable application fee (\$50 domestic, \$250 for international applicants), two personal statements of approximately 250-300 words each, and scholarly writing sample. In addition, one academic reference, one clergy/representative of your religious tradition, and one professional reference is required. English as a Second Language applicants must have a TOEFL score of at least 550 (paper test) or 80 (internet-based test). For IELTS, a minimum score of 6.5 is required.

In addition to the general D.Min. requirements, applicants to the Pastor as Spiritual Leader, Pastoral Care and Counseling, and Chaplaincy/Spiritual Care Research Literacy concentrations may need to provide additional narrative materials as appropriate. For more information about the D.Min concentrations, go to www.redlands.edu/dmin or email Marin-APS@redlands.edu or refer to the DMin Student Handbook.

Application deadlines vary by term. For further information about application deadlines, admissions requirements or application status, please refer to www.redlands.edu/admissions-and-aid/graduate-and-continuing-education/graduate-school-of-theology/requirements-and-deadlines/.

INTERNATIONAL STUDENTS

San Francisco Theological Seminary is proud to welcome students from around the world into our various programs. If you are applying to SFTS from outside the United States, our admissions office and student services team are prepared to help you have a successful and enriching educational experience at SFTS. Transcripts from outside the US will need to be evaluated by foreign credentials evaluation service organizations, IERF or WES, to determine educational equivalency.

TOEFL EXAM

If you wish to apply to one of our master's or doctoral programs and your undergraduate education was not in English, we require that you take the TOEFL and send your score to SFTS. Our institutional code number is 4685. To be considered for admission, you must earn a minimum score of 550 on paper based test (213 on the computer-based, or 80 internet-based) on the TOEFL.

If you graduated from an institution of collegiate standing outside the United States in which a bachelor's degree is not granted, you may be admitted if you present satisfactory evidence of having completed work comparable to that required for a bachelor's degree in American colleges and universities.

For additional information, please refer to the International Student Handbook.

GRADUATE SCHOOL OF THEOLOGY 2021-2022 ACADEMIC CALENDAR

THEOLOGY FALL 2021

August 23 to September 3	General Registration Period for Fall
August 30 to September 3	Orientation Week
September 3	Deadline to Register and/or Receive Approval of Leave of Absence, Program Extension, or Part-Time Status for Fall semester
September 4 to September 17	Late Registration Fall Semester
September 6	Labor Day: Administrative holiday/ Library closed
September 7	Instruction begins for Fall Semester/ GTU begins
September 17	Deadline for Late Registration
September 17	Deadline for Registered Students to Make Changes in Enrollment
September 17	Deadline to Submit Special Reading Course Form
October 4 to October 15	Registration opens for D.Min and DASD January Intersession
October 18 to October 29	Late Registration D.Min January Intersession
October 18	Hybrid Intersession starts (D.Min and DASD)
October 25 to October 29	Reading Week
November 8 to November 19	Early Registration for Intersession & Spring Semesters (Master's Programs)
November 24 to November 26	Thanksgiving: GTU Academic and Administrative holiday/ Library closes at 2:00 p.m. on Wednesday
December 17	Fall Semester ends at GTU
December 17	Deadline to Submit Petition for Incomplete for Fall Semester Courses
December 20 to January 1	Winter Break: GTU Academic, Library, and Administrative Offices Closed. Administrative Offices and Library closed from Friday December 18, 2021 at Noon through January 1, 2022.

THEOLOGY INTERSESSION 2022

January 1	New Year's: Administrative holiday/Library closed
January 3 to January 28	Intersession 2022 (1/10-1/22 D.Min/DASD Intensives)
January 7	Deadline to Make up an Incomplete from Fall Semester
January 7	Deadline to Submit Course Grades for Fall Semester
January 17	Martin Luther King, Jr. Day: GTU Academic and Administrative holiday/ Library closed
January 17 to January 28	General Registration for Spring Semester
January 28	Deadline to Submit Grades for Removal of Incompletes from Fall Semester
January 28	Final day to Register and/or Receive Approval of Leave of Absence, Program Extension, or Part-Time Status for Spring semester
January 28	Intersession 2022 Ends/Last Day to Submit Petition for an Incomplete
January 29 to February 11	Late Registration for Spring Semester

THEOLOGY SPRING 2022

January 29 to February 11	Late Registration for Spring Semester
January 31	Instruction begins for Spring Semester/ GTU begins
February 11	Deadline for Spring 2022 Late Registration
February 11	Deadline to Submit Special Reading Course Forms
February 11	Deadline for Registered Students to Make Changes in Enrollment
February 18	Deadline to Make up an Incomplete from Intersession 2022
February 18	Deadline to Submit Grades for Intersession 2022 Courses
February 21	Presidents' Day: GTU Academic and Administrative holiday/Library closed
March 11	Deadline to Submit Grades for Removal of Incompletes from Intersession 2022 Courses
March 21 to March 25	GTU/UCB Spring Break (library open from 8:30 a.m. to 5 p.m. M-F)
April 4 to April 15	Early Registration for Summer 2022 (for D.Min only)
April 4 to April 15	Early Registration for Fall 2022
April 18 to April 29	Late Registration Summer 2022 (for D.Min only)
April 15 to April 17	Good Friday, Easter Saturday, and Easter Sunday: GTU Academic and Administrative holiday/Library closed
May 20	Deadline to Submit Petition for Incomplete from Spring 2022 Courses
May 20	Spring Semester 2022 Ends at GTU
May 21	SFTS Commencement
May 30	Memorial Day: Administrative holiday / Library closed

THEOLOGY SUMMER 2022

June 10	Deadline to Make up an Incomplete for Spring 2022 Courses
June 10	Deadline to Submit Grades for Spring 2022
June 13	Summer Intensive Class begins (D.Min.)
July 1	Deadline to Submit Grades for removal of Incompletes from Spring 2022
July 1	Summer Intensive Class ends (D.Min.)
July 4	Independence Day Observed: Administrative holiday / Library closed
July 29	Deadline to Submit Grades for Summer 2022 courses

GRADUATE SCHOOL OF THEOLOGY STUDENT FINANCIAL SERVICES

GENERAL INFORMATION

Every effort has been made to ensure the accuracy of this information at the time of publication. Due to frequent changes in program regulations mandated by the U.S. Congress, Department of Education, and the State of California, all of the information contained herein is subject to change without notice.

This information reflects the policies, tuition, and fees for the 2021-2022 academic year. New information will be available during summer 2021.

FINANCIAL AID VOCABULARY

Acronyms and initials are frequently used in discussing financial aid; many appear in this publication. Familiarity with the following terms is helpful when investigating potential financial aid programs:

COA	Cost of Attendance
EFC	Expected Family Contribution
FAFSA	Free Application for Federal Student Aid
DL	Direct Lending
GPA	Grade Point Average
IRS	Internal Revenue Service
SAR	Student Aid Report

ELIGIBILITY

To receive need-based financial aid, a student must meet each of the following conditions:

1. The applicant must be a United States citizen, or eligible non-citizen.
2. The applicant must have demonstrated financial need according to the current need analysis procedure.
3. The applicant must be registered with the Selective Service if the applicant is a male, at least 18 years old, and not a current member of the active armed forces.
4. The applicant must be accepted for admission to the University of Redlands.
5. The applicant must certify non-participation in the unlawful manufacturing, dispensation, possession, or use of a controlled substance.
6. Students wishing to earn an additional bachelor's degree are not eligible for Institutional, state, or federal grant money, however they may be eligible for Federal loans if they complete a FAFSA.

Aid to International Students

International applicants should be aware that GST cannot provide grants or on-campus employment sufficient to support a student's family. Before issuing a visa application (I-20) you must have evidence in the form of bank statements or affidavits of support that the student has resources to finance living expenses incurred during the entire course of study.

WHO SETS THE RULES, REGULATIONS, AND PROCEDURES?

Financial aid funds are provided to students primarily from two sources: federal government and individual colleges.

Federal (Direct Loan)—Federal regulations outline and govern the following items: institutional responsibilities, student responsibilities, the application procedure, student eligibility, maintenance of student records, analysis procedure, award coordination with state and college awards, and recipient enrollment requirements.

College (Presidential and Alumni Scholarships, and Need Based Tuition Grants)—Members of the University of Redlands Board of Trustees, in coordination with the Financial Aid Committee, regulate the distribution of college funds, adhering first to federal and state regulations.

The Office of Student Financial Services at the University of Redlands adheres to all federal and university regulations in the application for, and in the analysis and awarding of, financial aid to ensure that regulations are not in conflict and meet the language and intent of the legislative provisions. Copies of federal, state, and institutional policies and procedures are on file in the Office of Student Financial Services.

APPLICATION PROCEDURES AND DEADLINES

Students must complete the Free Application for Financial Aid (FAFSA) each year to receive financial aid. The FAFSA may be submitted online at fafsa.gov.

Eligibility for institutional financial aid is based upon the completion and submission of the appropriate financial aid forms and FAFSA each year.

Verification

Students who are selected for verification by the Department of Education are required to submit all requested documentation to Student Financial Services for review before they can receive financial aid. Failure to complete the required verification process will result in the postponement or cancellation of all non-merit financial assistance.

Satisfactory Academic Progress

All students enrolled in the Graduate School of Theology (GST) must meet the Satisfactory Academic Progress (SAP) set forth by the University of Redlands and the federal government.

Satisfactory academic progress is evaluated on the basis of the number of credits completed and approved degree requirements, as well as the students' cumulative grade point average (GPA). To receive financial aid at the University of Redlands and maintain satisfactory academic progress, students must meet the following minimum standards when progress is checked after each term.

Treatment of Grades

For purposes of this policy, the following grades are considered to indicate courses attempted and completed: P, A, B, or a C. Grades of W, I, D and F are considered attempted and not completed.

For financial aid purposes, classes that are repeated the second time count towards credit(s) attempted. Once a student passes a course, the student may repeat the course once (regardless of the grade they get for this attempt), but may not receive Title IV funds if they decide to repeat the course a third time.

Pace

All students must maintain a completion percentage 67% or above for their active academic program.

The maximum timeframe for full time students is 150% of the published program length. For students attending less than full time, maximum time frame is prorated accordingly.

Courses graded with an Incomplete “I” grade count toward the pace measure of SAP, but not the GPA measure. Once a grade is posted SAP for that term may be recalculated at the student’s request.

GPA

Graduate students must maintain a GPA of 2.0 or better in order to be making satisfactory academic progress. Students receiving Presidential and Alumni merit scholarships must maintain a GPA of 3.0 or higher to retain their scholarship.

Time Frame for Completion

The maximum time frame for completion of a program is 150% of the actual program. For students who attend less than full-time, the maximum time frame will be prorated accordingly, based on their attendance.

Review Intervals

Student Financial Services will review all students receiving financial aid for Satisfactory Academic Progress (SAP) after each term. Students who do not meet the above requirements during any SAP review will be placed on warning for one term. At the end of the warning term, SAP will be reviewed again. Students who are still not meeting the minimum standards will be placed on Financial Aid Suspension. If a student feels they have a reason to appeal for reinstatement, they can submit an appeal and if approved, will be placed on probation for one term.

Appeal Process

Students placed on Financial Aid Suspension who wish to receive financial aid during their term of suspension must return the SAP appeal form along with all supporting documentation within the current payment period to the SAP Review Board in Student Financial Services.

How to Re-establish Eligibility

Students can re-establish their eligibility for financial aid by meeting both the pace and GPA requirements.

SOURCES OF FINANCIAL AID

The following is a list of financial aid programs available to students in the Graduate School of Theology.

Scholarships

Presidential and Alumni Scholarships are awarded each year to new and returning students in the M.Div. program who demonstrate leadership in the Church and other forms of service, strong academic performance, and promise for ministry. Scholarships are renewable annually over the course of the student’s studies.

The top students in each incoming class will be offered renewable Presidential Scholarships covering 100 percent tuition for three years full time in the M.Div. program. Alumni Scholarships covering on average 50-80 percent of tuition are also renewable for a total of three years full-time study.

Eligibility Requirements

- M.Div. student
- enrolled full time
- making satisfactory academic progress (continuing students), and additionally maintain a GPA of 3.0 or higher

Need Based Tuition Grants

Need-Based Tuition Grants are institutional aid provided to help students with the cost of tuition. The student's need is determined based on the information supplied in the FAFSA.

Need-based grants cover a maximum of 65 percent of the cost of tuition per semester for M.Div. students, and may vary depending on the student's need. GTU MA students may also receive need-based grants for the 48 credit hours required for the degree. Need based grants are available for tuition only and not for continuing fees.

To qualify, you must show that you need financial aid. Need is the difference between what it costs to attend your academic program (Cost of Attendance) and what you and your family can afford to pay toward that cost (Expected Family Contribution).

Cost of attendance includes direct educational costs (tuition, books and supplies) as well as living costs (meals, housing, transportation and personal expenses). Your expected family contribution is determined by a process called federal need analysis, which takes into account family size, income, assets, age and other factors. Missing deadlines may affect your eligibility for a grant or scholarship.

Eligibility Requirements

- M.Div., two-year MA.TS, or GTU MA student
- enrolled at least half-time
- making satisfactory academic progress (continuing students)
- paying tuition

Need-based grants are not available for one-year MATS students, and "Special" M.DIV students, unclassified students, GTU summer school tuition or other off-campus instruction such as Clinical Pastoral Education.

LOANS

Federal Direct Unsubsidized Student Loan

This long-term loan is available from the Department of Education. Interest rates for all federal student loans can be found at studentaid.gov. Interest begins to accrue on the Unsubsidized Loan as soon as the funds are disbursed and during all eligible periods of deferment and the grace period. The student's options in handling the interest on the loan are:

1. Pay the interest and principal;
2. Pay the interest quarterly and defer the principal; or
3. Defer the interest and principal until the student goes into repayment. (Interest will accrue while the student is enrolled and in the grace period. Interest will be capitalized to the loan when the student begins repayment.)

Eligibility

Full-time and half-time students are eligible to apply.* Eligibility is documented via the FAFSA form. This loan is available to students who do not demonstrate the financial need necessary to qualify for a subsidized loan.

Loan Limits

Full-time and half-time graduate students may borrow up to \$20,500 per academic year. Maximum aggregate loan limits for a graduate or professional student are \$138,500.

Federal Grant Plus Loan

Graduate students are eligible to borrow from the Grad PLUS Loan Program. Students can borrow up to the cost of attendance minus other financial aid. It is recommended that students maximize their Direct Loan eligibility before borrowing from the Grad PLUS. Interest rates for all federal student loans can be found at studentaid.gov.

PAYMENT OF FINANCIAL AID AWARDS

All financial aid awards are credited directly to a student's account at the beginning of each semester.

If the amount of aid exceeds the costs billed to the account, a refund will be issued to the recipient of aid in accordance with federal financial aid regulations within 14 days of when the credit occurs, unless written authorization from the borrower is received by Student Financial Services.

REVISIONS OF FINANCIAL AID AWARDS

All financial aid awards are final when granted. However, Student Financial Services office will re-evaluate and consider a revision of the financial aid award if there is a change of family circumstances during the award year, correction or change in the data reported by the family, or discovery of an unintended error. Any revision will be subject to the availability of funds.

EMERGENCY STUDENT LOAN FUNDS

Student Financial Services administers a short-term, no-interest loan fund to assist students experiencing an unexpected emergency or cash-flow problem. Except in unusual circumstances, these loans do not exceed \$200 and are billed to the student's account. Evidence of repayment ability is a prerequisite for all short-term loans made to students. Students are not eligible for more than one emergency student loan per term.

COST OF ATTENDANCE

The following table outlines the standard cost of attendance for the 2021-2022 academic year:

Tuition and Fees: see actual tuition rates

Books:	\$1,125
Food:	4,952
Housing:	10,384
Transportation:	816
Personal:	3,416
Loan Fees:	220

OUTSIDE FUNDING SOURCES

MILITARY AND VETERAN BENEFITS

The University of Redlands has been designated by the Veterans Administration as one of the qualified institutions veterans may attend and receive benefits under the following U.S. Codes:

- Chapter 30, Montgomery G.I. Bill® (MGIB)—Active Duty
- Chapter 31, Veterans and Vocational Training and Rehabilitation Act (VR&E) [Public Laws 894 and 97-815]
- Chapter 32, VEAP
- Chapter 33, Post 9-11 GI Bill® and Yellow Ribbon GI Education Enhancement Program
- Chapter 34, Vietnam Era Education Program
- Chapter 35, Dependents Educational Assistance Program (DEA)
- Chapter 1606, Montgomery GI Bill®—Select Reserve (MGIB-SR)
- Chapter 1607, Reserve Educational Assistance Program (REAP)

The University is approved as a Yellow Ribbon School with the U.S. Department of Veterans Affairs. For more information about VA benefit eligibility, contact the U.S. Department of Veterans Affairs at (888) 442-4551 or visit gibill.va.gov/.

The University is authorized for the use of Tuition Assistance for qualified Active Duty, Reservist, or National Guard members. Members should contact their units' educational office for more information on eligibility and applying for Tuition Assistance benefits.

For more information on utilizing military or veteran benefits, contact the University of Redlands Military and Veteran Services at (909) 748-8748, military@redlands.edu, or visit www.redlands.edu/military.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

STUDENT RIGHTS AND RESPONSIBILITIES

The rights and responsibilities of all financial aid recipients as required by federal and state regulations are outlined below.

What students have the right to know

- The deadlines for submitting applications for each of the available programs.
- How your financial need was determined.
- How much of your financial need has been met.
- What resources were considered in the calculation of your need.
- What financial aid programs are available and their exact requirements.
- How financial aid program eligibility is determined, how decisions on eligibility are made, the basis for these decisions, and the procedures for appealing decisions if you believe you have been treated unfairly.
- What portion of your financial aid is a loan, and what portion is a grant. If the aid is a loan, you have the right to know the total amount that must be repaid, the amount of each payment, the interest rate, the length of time you have to repay the loan, and when repayment is to begin.
- What it costs to attend the University of Redlands, and what the University's refund policy requires of the University and of you.

- How the University determines whether you are making satisfactory progress, and what happens if you are not.
- What happens if you withdraw or drop out during the year.

Responsibilities of students:

- You should read carefully all information regarding the University of Redlands programs.
- You must complete all forms accurately and submit them on time to the correct agency or office.
- You should be careful and accurate in completing your application for student financial aid. Errors can result in long delays in your receipt of financial aid. Intentional mis-reporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- You must be aware of and comply with the deadlines for application and reapplication for aid.
- You need to maintain good academic standing and make satisfactory progress.
- You are required to report to Student Financial Services if you drop below fulltime status.
- You are required to provide all additional documentation, verification, corrections, and/or new information as requested by either Student Financial Services or any agency to which you applied.
- You have to update information such as name change, address change, withdrawal, or graduation as they occur. Notify Student Financial Services or any agency that has awarded you funds.
- You must accept responsibility for reading, understanding, and keeping copies of all forms that you are asked to sign.
- You must comply with all policies and regulations when you accept financial aid from any source.
- You should keep track of the total amount of your loans as you go through school so that you have accurate knowledge of the total amount you owe when it is time to begin repayment.
- If you have received a Federal Perkins Student Loan or a Federal Direct Loan from Student Financial Services, you must participate in an exit interview as required by federal law before graduating, transferring, or withdrawing from the University of Redlands.
- You must perform the work that is agreed award. You are required to monitor your earnings and not to exceed the maximum amount of your work opportunity award. Overworking will necessitate a reduction of other forms of financial aid in your package.
- If you receive additional funds from any source, such as outside scholarships, before or after you receive financial aid from the University, you must report the source and value of the award to Student Financial Services. Additional funds frequently require an adjustment to the existing financial aid award to avoid an "over award" as defined by federal and state regulations.
- You should check your University e-mail account on a regular basis.

APPEAL PROCESS

A student may appeal University of Redlands' financial aid decisions in writing to Student Financial Services.

DRUG-RELATED CONVICTIONS

Title IV financial aid eligibility is suspended for a student convicted of violating any Federal or State drug possession or sale law. For drug possession convictions, eligibility is suspended

- One year for the first offense,
- Two years for the second offense, and
- Indefinitely for the third offense.
- For drug sale convictions that occurred during a period of enrollment for which a student was receiving Title IV aid, eligibility is suspended two years for the first offense, and indefinitely for the second.
- A student's eligibility for Title IV financial aid may be resumed before the end of the ineligibility period if the student satisfactorily completes a drug rehabilitation program that complies with criteria established by the Secretary of Education, and such a program includes two unannounced drug tests; or the conviction is reversed, set aside, or otherwise removed from the student's record.

UNIFORM CRIME REPORTING

For information regarding compliance with federal regulations on uniform crime reporting, please refer to the Legal Counsel section of this Catalog.

FEDERAL REFUND POLICY

Students who withdraw or take a leave of absence from the University during an academic term may have their aid and tuition prorated based on their federally required withdrawal calculation. The withdrawal calculation reevaluates aid eligibility at the time of withdrawal by accounting for "earned" versus "unearned" aid based on the amount of time that has elapsed during the term. There are three steps that the University of Redlands must complete to comply with the federal policy:

1. Determine the withdrawal date
2. Determine the amount of earned federal aid
3. Return unearned federal funds to the appropriate program(s)

The withdrawal date is the date the student gives official notification of their intent to withdraw. For the withdrawal to be considered official, the student must schedule an exit interview with the Office of Student Life. If the student fails to withdraw officially, the applicable date will become the midpoint of the term, unless the University can document a later date. In certain circumstances, if a later date of last academic activity is substantiated, this date can be used in lieu of the midpoint of the term.

Students who withdraw before completing at least 60 percent of the term will "earn" funds in direct proportion to the time they were enrolled. The percentage of earned aid is determined by dividing the total number of calendar days enrolled by the total number of days in the term. Students who complete at least 60 percent of the term are eligible for 100 percent of their federal financial aid.

Unearned aid must be returned to the appropriate programs in accordance with the calculation schedule approved by the U.S. Secretary of Education. Refunds to specific Title IV programs will be made according to current regulations. For additional information on the refund calculation and refund schedule, see the Tuition and Fees section of this Catalog.

ALLOCATION OF FEDERAL PORTION OF REFUNDS AFTER WITHDRAWAL

If a refund is available under federally mandated refund policy guidelines, students will not receive refunds until all funds representing financial aid awards have been returned to the respective financial aid programs as required by federal regulations. The federal portion of the refund will be allocated in the following order:

1. Federal Direct Student Loan
2. Federal Direct PLUS Loan (includes Grad Direct PLUS)
3. Federal Pell Grant
4. Federal SEOG
5. Federal Teach Grant
6. Other Title IV Assistance

RETURNING STUDENTS

Students re-enrolling after withdrawal from the University will be charged current rates and fees based on the start date of new registration.

Information and Assistance

For further information about financial aid, or for assistance in completing any of the application forms, write to Student Financial Services, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999; or call (909) 748-8047, Monday through Friday, 8 a.m. to 5 p.m.; or email sfs@redlands.edu.

GRADUATE SCHOOL OF THEOLOGY STUDENT TUITION AND FEES

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2021-2022 academic year. Expenses are subject to change. When such changes are made, notice will be given as far in advance as possible. Fees for the 2021-2022 academic year will be published during summer 2021.

TUITION

Program Description	Fee Type	Amount*	Bill Type
Doctorate of Ministry	Tuition	\$1950	Per Course
Doctorate of Ministry	Supervision	620	Per Term
Doctorate of Ministry	Continuing Education	780	Per Course
Masters of Divinity	Tuition	9000	Per Term
Masters of Divinity	Continuation Fee	1000	Per Term
Masters of Divinity	Overload Fee	750	Per Unit
Master of Arts in Theological Studies	Tuition	9000	Per Term
Master of Arts in Theological Studies	Continuation Fee	1000	Per Term
Common Master of Arts	Tuition	780	Per Unit
Common Master of Arts	Continuation Fee	4530	Per Term
Unclassified Masters Level	Tuition	750	Per Unit
Clinical Pastoral Education	Tuition	800	Per Unit
Diploma in the Art of Spiritual Direction	Tuition	1560	Per Course
Certificate in the Art of Spiritual Direction	Tuition	1440	Per Course
Unclassified Class in Art of Spiritual Direction	Tuition	1250	Per Course
Certificate in Trauma & Spiritual Care	Tuition	780	Per Course
Diploma in Advanced Pastoral Studies	Tuition	1950	Per Course
Diploma in Chaplaincy/Spiritual Care Research Literacy	Tuition	1,950	Per Course
GTU	Tuition	780	Per Unit
GTU	Tuition	4,530	Per Continuation

* Numbers in columns indicate dollar amounts.

AUDIT FEES

Masters programs \$275 per course

Doctoral Program \$400 per course

OTHER FEES**TEXTBOOKS**

Students purchase textbooks at market price at the time of purchase.

STUDENT SERVICES FEE (*per term*) \$100TRANSCRIPTS OF RECORDS (*each copy*) \$10Transcripts are now requested online at: www.getmytranscript.com for a fee that may include an additional vendor fee, per transcript for standard mail delivery option.**OTHER SPECIAL COSTS****LATE CHANGE OF PROGRAM PROCESSING FEE**

Late Registration \$100

Change in Enrollment Fee \$50

Enrollment Deposit - \$200 - For the student who enrolls and begins, the deposit will be credited towards the student's tuition. For students who do not enroll, the admissions deposit will be non-refundable.

Graduation Fee - Masters \$75

Graduation Fee – Doctoral \$100

Duplicate Diploma Fee - \$50

Graduate School of Theology Housing	Room Type	Cost
Carriage House Priority rent (per month)		\$1,811 per month
Carriage House Standard rent (per month)		\$2,793 per month
Hunter and Landon Priority rent	1 Bedroom	\$1,192 per month
Hunter and Landon Standard rent	1 Bedroom	\$1,739 per month
Oxtoby (Shared) Priority rent	2 Bedroom	\$573 per person, per month
Oxtoby (Shared) Standard rent	2 Bedroom	\$864 per person, per month
Landon Hall Priority rent	2 Bedroom	\$1,555 per month
Landon Hall Standard rent	2 Bedroom	\$2,353 per month
Student Village Apartments (Families Only) Priority rent	2 Bedroom	\$1,519 per month, plus utilities
Student Village Apartments (Families Only) Standard rent	2 Bedroom	\$2,338 per month, plus utilities
Student Village Apartments (Families Only) Priority rent	3 Bedroom	\$1,678 per month, plus utilities
Student Village Apartments (Families Only) Standard rent	3 Bedroom	\$2,558 per month, plus utilities
Flex Townhomes: Faculty/Student Housing Priority rent		\$1,811 per month, plus utilities
Flex Townhomes: Faculty/Student Housing Standard rent		\$2,793 per month, plus utilities
One-time pet cleaning surcharge		\$200 non-refundable

MATRICULATION FEE (*non-refundable*) \$150

Encompasses costs incurred by the University for maintenance of students' permanent records.

PAYMENT POLICY

All charges must be paid in full by the tuition due date. All remittances should be made payable to the University of Redlands. Students with a past due balance on their University account are subject to dismissal from the University. The University will not release diplomas or process degree conferrals until the past due balance is paid in full. Students will not be permitted to preregister for the next term until the past due balance is paid in full. If the University is required to use third-party collections (i.e., collection agency or attorney) to collect the student account balance due, any future registration may require payment in advance.

POLICY ON REFUNDS

Students who voluntarily drop all courses in a term prior to attending will have tuition and fees refunded in full for that term. Certain fees may be non-refundable. Information regarding non-refundable fees can be found in the tuition, fees and expenses section of the catalog. Once a student begins attendance in a term, all fees are non-refundable.

If a student withdraws or takes a leave of absence prior to the end of the term, the student must complete the official withdrawal or leave of absence process to be eligible for a tuition refund. Tuition is refunded on a per diem basis starting with the first day through the first 60 percent of the semester.

The withdrawal date used to calculate the tuition refund for course drops, withdrawals, and leaves of absence is the date the student completes the official withdrawal process or the last date of attendance at an academically related activity, if documented.

OFFICIAL WITHDRAWAL OR LEAVE OF ABSENCE

A student who needs or desires to take a Withdrawal (WDL) or take a Leave of Absence (LOA) from the University of Redlands must schedule an appointment with the Dean's Office and complete an exit interview. A WDL or LOA is considered official once the student submits a written request of their intent and the request has been completed and submitted to their Student Services Manager. The request will state the intentions of the student to discontinue the course(s) in which they are registered and the effective date the WDL or LOA will be implemented, which is then recorded by the Registrar's Office.

In order for a student to drop a course after the course has begun but prior to the last meeting of the course, the Registrar must be notified in writing. The request should include the last date of attendance. The withdrawal is effective the day after the last date of attendance. The student is responsible for obtaining refunds of tuition and/or charges, which are calculated according to the tuition refund schedule located in the appropriate Tuition and Fees selection of this Catalog. The student will receive a grade of "W" on their transcript.

The University may administratively withdraw students from courses or programs for non-attendance, final non-payment, or academic actions. The student is responsible for obtaining refunds of tuition and/or charges, which are calculated in accordance with the tuition refund schedule located in the appropriate Tuition and Fees section of this Catalog. The student will receive a grade of "W" on their transcript. If a student is dropped from two courses in a sequence, or three courses within a twelve-month period of matriculation, they may be administratively withdrawn from the program.

During a student's leave of absence, the University maintains all of their official records on an active basis. Students returning from a leave of absence of one year or less are not required to be formally readmitted. Students will be expected to fulfill the graduation requirements in effect at the date of their original matriculation. Students who do not return from a leave of absence within one year are withdrawn from the University. To return, they must be formally readmitted.

GRADUATION REQUIREMENTS

MASTER'S DEGREES

All candidates for degrees to be awarded at commencement in May must declare their intent to graduate by March 15 of the year of graduation. M.Div. and M.A.T.S. candidates do not receive their diplomas until after grades for the final semester have been posted, that is, several weeks after graduation. In order to participate in the commencement exercises, they must have completed or be registered to complete all degree requirements before the end of the final semester, and their accounts with the Seminary must be clear. Graduating seniors may not request extensions of the deadline to complete course requirements beyond the normal grading period. The Graduation Fees for M.Div./M.A.T.S., Diplomas, and Certificates is \$75. For additional information, please refer to the M.Div./M.A.T.S. Student Handbook.

DOCTOR OF MINISTRY

All candidates for degrees to be awarded at commencement must complete all degree requirements listed in the DMin. Student Handbook. Please note that the Advanced Pastoral Studies committee will not evaluate Dissertation/Project manuscripts for May graduation received later than the March committee meeting or revised D/P manuscripts received later than the April committee meeting each year. Official diplomas will not be released until the APS office has received two copies of the final D/P manuscript in accordance with the instructions in the D/P Guide. For additional information, please refer to the D.Min. Student Handbook.

GRADUATE SCHOOL OF THEOLOGY PROGRAMS OF STUDY

SAN FRANCISCO THEOLOGICAL SEMINARY (SFTS)

MASTER'S DEGREES

Master of Divinity (M.Div.)

A Master of Divinity degree prepares students for Church ordination or to pursue other professional ministries where knowledge of theology and advanced leadership skills are essential. Those ministries include congregational pastor, healthcare and military chaplaincy, campus ministry, spiritual direction, pastoral counseling, not-for-profit work, and other community based ministries. Unlike some master's programs, the M.Div. combines a framework of academic disciplines- Bible studies, theology, history, homiletics, liturgics, counseling, and Christian spirituality- with practical ministry experience.

Master of Arts in Theological Studies (M.A.T.S.)

The Master of Arts in Theological Studies (M.A.T.S.) fosters development of theological understanding as part of educational, professional, and spiritual growth. The M.A.T.S. is a general academic degree, providing balanced exposure to the theological disciplines while allowing for focus on an area of interest.

Certificate in Theological Studies (C.T.S.)

The Certificate in Theological Studies (C.T.S.) fosters development of theological understanding as part of educational, professional, and spiritual growth. This four-course certificate program of Master's level courses provides a balanced exposure to the disciplines of church history, biblical studies, and systematic theology. It is ideal for those looking to enrich personal or professional development through theological education.

PROGRAMS IN CHRISTIAN SPIRITUALITY

Diploma in the Art of Spiritual Direction (D.A.S.D.)

The Diploma in the Art of Spiritual Direction is a unique combination of academic rigor and spiritual formation. Each session combines study, spiritual practice, quiet, and community. The D.A.S.D. has a strong emphasis on supervised practicums and contributes to high quality skill sets. Graduates of the program have provided national and international leadership as spiritual directors and supervisors of spiritual direction. Applicants typically have a Bachelor's or higher academic degree and some background in spiritual or theological studies.

Certificate in the Art of Spiritual Direction (C.A.S.D.F.)

The Certificate in the Art of Spiritual Direction also focuses on training in spiritual direction and emphasizes the importance of supervised practice. It, too, is based in the art of contemplative listening and is open to people with a wide range of interests. The C.A.S.D.F. may also attract people interested in a focus on spiritual formation rather than direction. With a focus on spiritual formation, practice, and attention to compassion and justice, training in spiritual direction occurs in the context of contemplative retreats. Study, reading, and practice in community provide a rhythm, which encourages rootedness in spiritual discipline, even as one trains in the arts of listening, discernment, and basic knowledge of spiritual direction.

ADVANCED PASTORAL STUDIES (APS)

DOCTORAL DEGREE

Doctor of Ministry (D.Min.)

The Doctor of Ministry is a graduate professional theological degree, usually undertaken after the completion of a Master of Divinity (M.Div.), or equivalent, and at least three years in professional ministry. It gives religious professionals the opportunity to sharpen their pastoral skills and to do specialized work in an area that will strengthen their ministry. In contrast to a Ph.D., the D.Min. is a practical rather than an academic research degree. The curriculum focuses on contextual, interdisciplinary study, research and innovation in the practice of ministry. The heart of each student's research is their project—designed and implemented in their own context of ministry.

Diploma in Advanced Pastoral Studies (D.A.P.S.)

The Diploma in Advanced Pastoral Studies is for those who seek to deepen their knowledge and broaden ministry skills through a structured course of study similar to that of the D.Min. program, but does not require a dissertation or project. The diploma is granted upon satisfactory completion of six D.Min. courses.

THE SHAW CHAPLAINCY INSTITUTE (SCI)

The Shaw Chaplaincy Institute offers innovative academic programs that advance spiritual care knowledge and skill while engaged in caring activity with persons, families, community, organizations and society. SCI has set out to improve the quality of spiritual care provided through all aspects of trans-professional service, where transformative education supports the development of chaplains, compassionate leaders, and caring activists. SCI students develop competencies in interdisciplinary, interfaith, and cross-cultural spiritual care through education and collaboration, who in turn will enable organizations to achieve missions that encompass physical, emotional, ecological, intellectual, and social wellbeing for persons and communities.

Clinical Pastoral Education (C.P.E.)

This program is offered for pastors, religious professionals, theology students, and qualified laypersons who seek further development of their pastoral skills. In this exciting type of graduate-level education, students learn how to integrate knowledge from theological, psychological, and social science disciplines into the practice of pastoral ministry.

Certificate in Trauma and Spiritual Care (C.T.S.C.)

The Certificate in Trauma & Spiritual Care provides working professionals in both clinical and pastoral settings with the skills needed to adequately care for and help people during life's most difficult situations. Focusing on the spiritual understandings of trauma and healing, this intensive program combines crisis intervention training and trauma counseling education to give caregivers a comprehensive set of skills to help trauma survivors recover from their experiences.

Diploma in Chaplaincy Spiritual Care Research Literacy (D.C.S.C.R.L.)

The Diploma in Chaplaincy & Spiritual Care Research Literacy is designed to equip chaplains, spiritual care providers and pastoral care educators who work in research-driven environments with the tools they need to work alongside interdisciplinary colleagues to develop practices informed by scientific inquiry, and design and implement their own evidence-based research. D.C.S.C.R.L. students will study alongside colleagues in the Doctor of Ministry program, in the Chaplaincy/Spiritual care concentration,

in a professional learning community that is multi-faith, culturally competent, spiritually grounded, and pedagogically innovative.

CENTER FOR INNOVATION IN MINISTRY (CIM)

The Center for Innovation in Ministry supports the work of faith communities in thinking creatively about how to engage the world with the good news of the Gospel. CIM's primary goal is to build capacity for innovation and establish personal renewal that feeds the soul and sparks the imagination. The Center's programs are designed to impart skills for generating participatory, creative approaches to issues, problems and challenges. CIM offers community formation through knowledge, sharing, network building, communal worship and prayer. CIM works to achieve creative approaches to ministry through opportunity analysis, asset identification, skill development through coaching/mentoring and support systems that encourage and challenge. CIM employs research and development that tests theories about innovation, experiments with forms and models, breaks new ground and disseminates learning. Think, do and be.

MASTER OF DIVINITY (M.Div.)

A Master of Divinity degree prepares students for Church ordination or to pursue other professional ministries where advanced leadership skills are essential. Those ministries include congregational pastor, healthcare and military chaplaincy, campus ministry, spiritual direction, pastoral counseling, not-for-profit work, and other community based ministries. Unlike some master's programs, the M.Div. combines a framework of academic disciplines- Bible studies, theology, history, homiletics, liturgics, counseling, and Christian spirituality- with practical ministry experience.

The program fulfills the education requirements of most major denominations. Core M.Div. courses are taught in San Anselmo, but many elective and upper level courses are offered in Berkeley at other GTU schools.

The distinguished faculty has formulated the goals of theological education at SFTS in a list of the Habits and Skills the Seminary expects graduates of our programs to display in their lives and practice of ministry. The specific learning outcomes of the M.Div. degree are to:

- Lead and order services of Christian worship.
- Reflect theologically on Christian faith, the Church and the world.
- Provide pastoral care and spiritual formation for individuals and communities.
- Equip churches and communities for mission and ministry in a multicultural and pluralistic context.

REQUIREMENTS

The M.Div. degree program consists of six semesters of course work or the equivalent and field education. The normal full-time course load is four, 3-unit courses or 12 units per semester. Up to eight courses may be taken online for credit toward the degree. A total of 72 semester units of credit and competence in one biblical language are required for the degree. An approved internship or field education experience and a senior sermon are also required. The required units of core courses and electives are distributed among various disciplines.

Biblical Language

Reading knowledge of one biblical language, Greek or Hebrew, is required for the SFTS M.Div. degree. The Presbyterian Church (U.S.A.) requires competence in both languages for ordination.

COURSES

Biblical Studies

- Old Testament I (OT 1200)
- Old Testament II (e.g. OT 2142)
- New Testament I (NT 1004)
- New Testament II (NT 1005)
- Language: Hebrew and Greek
Please note, SFTS M.Div. students must take one required language course, Hebrew or Greek, but students pursuing ordination in the PC (USA) must take both.
- Exegesis: OT/Hebrew (e.g. OT 3275) and NT/Greek (e.g. NT 2000)
- One language required for SFTS M.Div.; two for PC (USA)

Church History and Theology

- Church History I (HS 1080)
- Church History II (HS 1081)
- Theology I (ST 1084)
- Theology II (ST 1085)
- Ethics or Public Religion (e.g. CE 2011)

Ministry and Spirituality

- Orientation to Theological Education (SP 1500)
- Spiritual Formation for Ministry I (to be taken in conjunction with SP 1500)
- Senior Seminar (SP 4050)
- Spiritual Formation for Ministry II (to be taken in conjunction with SP 4050)
- Reformed Worship (LSFT 2525)
- Introduction to Preaching (HM 1001)
- Introduction to Pastoral Care (PS 1015)

Interdisciplinary Studies

Three interdisciplinary themes are woven through the curriculum:

- Natural and Social Sciences
- Cultural Complexity and Religious
- Spiritual Pluralism

Three courses drawn from among them, and carrying a minimum of 1.5 credits each, are required.

FIELD EDUCATION

As an M.Div. student, you may choose between two field education plans. Plan A features a Clinical Pastoral Education (CPE) experience acquired in-house or in an approved external program. Plan B allows you to complete the requirement by part-time or summer placement in a parish or special ministries site. Each plan allows for the addition of elective experiences, providing for satisfying the various expectations of ordaining bodies. Field Education experiences are required but do not receive course credits. You must complete 24 units of M.Div. course work before beginning field education.

Field Education Plan A: Clinical Pastoral Education

As a Master of Divinity student, you may meet the minimum San Francisco Theological Seminary field education requirement by successfully completing one unit of Clinical Pastoral Education (C.P.E.) at an ACPE accredited site. One unit of C.P.E. requires approximately three hundred hours of field work and one hundred hours of critical reflection through writing assignments, individual supervision, and peer group work.

Option 1: Complete one unit of C.P.E. through the SFTS Clinical Pastoral Education program. This community-based program allows you to fulfill your clinical hours in a hospital, hospice, congregation, street ministry, or other non-traditional C.P.E. setting. It requires a weekly time commitment of approximately 23 hours of fieldwork and several hours of supervised critical reflection over four months. If you wish to complete your CPE unit in the SFTS program, you must apply and be admitted to the program according to its standard policies. Placement is not guaranteed based on your status in the M.Div. program.

Option 2: Complete one unit of C.P.E. through another accredited site. Many C.P.E. sites offer a three-month, full-time C.P.E. internship, and a few sites offer part-time extended units that could run concurrently with seminary coursework. You will find a complete list of accredited programs at www.acpe.edu.

Field Education Plan B: Internship

Master of Divinity students may meet the minimum SFTS field education requirement by successfully completing an internship in a congregation, nonprofit, or other approved internship setting. In addition to your fieldwork, you will be required to engage in critical theological reflection throughout your internship. Specific terms and learning goals for any internship placement must be negotiated with the internship site and approved by SFTS field education staff before you may begin your internship.

Option 1: Complete a nine-month, part-time internship that runs concurrently with seminary coursework. You must spend a minimum of ten hours a week at your internship site under the guidance of an approved internship supervisor. If you complete your internship during the academic year, you will participate in peer group meetings (one hour per week) supervised by the Shaw Family Chair for Clinical Pastoral Education, Rev. Laurie Garrett-Cobbina.

Option 2: Complete a three-month, full-time internship that does not run concurrently with coursework. Such an internship would likely be completed during summer, but if you are consolidating coursework into fewer than six semesters, you may complete a full-time internship at another time in the year. Full-time interns who do not have access to a peer group during the summer will work with SFTS field education staff to design a plan for supervised critical reflection.

For additional field education information and requirements, please refer to the Field Education Handbook.

CONCENTRATIONS

As a Master of Divinity student, one may refine one's academic program to reflect individual educational and vocational goals by selecting a discipline-specific concentration. The student works closely with an SFTS faculty advisor to outline a course of study in one of the following areas:

History and Theology

A concentration in history or theology allows the student to pursue history or theology in depth. Each concentration requires three courses (nine units) of master's- or doctoral-level coursework beyond general requirements. A history concentration may focus on any period or subject of the history of religion. A theology concentration may focus on any aspect of theology. The student must submit a final paper on a topic developed with and approved by the student's academic advisor.

Chaplaincy & Pastoral Care

Chaplains and pastoral care providers offer critical spiritual and emotional support to those in need. This concentration includes academic coursework in pastoral care and spirituality, a unique chaplaincy/pastoral care lecture series and a minimum of two units of Clinical Pastoral Education (C.P.E.). It also prepares the student for professional requirements of chaplaincy in institutional and congregational settings. An important piece incorporated into this concentration is the requirement for C.P.E. Under the direction of Rev. Dr. Laurie Garrett-Cobbina, SFTS has the first endowed C.P.E. chair within a theological seminary.

Biblical Studies

This concentration reflects the Seminary's commitment to fostering critical biblical scholarship. In the Biblical Studies Concentration, the student must have elementary knowledge of both Greek and Hebrew and do intermediate work in at least one biblical language. To complete the concentration, one must take three courses (nine units) of biblical studies beyond the core M.Div. requirements, which may be selected from either master's- or doctoral-level coursework. The student must submit a final paper on a topic developed with and approved by the student's academic advisor.

Christian Spirituality

M.Div. students interested in a concentration in spirituality will explore some of the depth and breadth of the Christian and world spiritual traditions: medieval mystics, contemplative theologians, Native American novelists, civil rights mothers and fathers, interfaith studies. They will take academic courses as well as practice courses. They will study classical texts as well as music, poetry, nature. By learning more about how rich and diverse Christian spirituality is, students develop tools not only to critique their experience but more importantly to find a home in Christianity as they come to learn how sustaining and expansive Christian faith has been in times and places all over the world. This concentration allows students to deepen their understanding of the links between spiritual practice and social justice as well as to encounter spiritual friends in other religious traditions. It models ways to combine spiritual practice with academic study. Through this concentration, students will deepen their faith through academic study and focused practice.

COURSE DESCRIPTIONS

OT 1070 Introduction to the Old Testament.

This course offers a critical introduction to the Old Testament/Hebrew Bible wherein students will learn about the various contexts in which the literature, histories and ideologies of Scripture evolved. The processes from original, oral transmission of prose and poetry to the formation of canonical books will be investigated. Different streams of tradition (theologies) within the text will be interrogated. Students will be challenged to read aspects of the Hebrew Bible through a variety of hermeneutical lenses.

NT 1004 New Testament Introduction.

This course is a general introduction to the canonical and apocryphal Gospels and Acts in early Christian literature. Major methodological issues in current Gospel scholarship will be introduced first. Then, each text of the Gospels and Acts will be interpreted in terms of its literary characteristics, historical background and theological ideas. Throughout the course, explicitly or implicitly, hermeneutical implications of the critical interpretation of the bible will be raised and discussed. The Gospels emerge in social and complex political context of the Roman Empire. This course examines the Gospels and contemporaneous texts within their first-century Greco-Roman contexts (especially Jewish contexts), pays attention to archaeological and inscriptional materials of the time, and demonstrates contemporary hermeneutical strategies, including feminist and postcolonial. Students will also consider the controversial contemporary contexts in which they and others interpret the New Testament.

NT 1005 Introduction to New Testament.

PAULINE EPISTLES This course is an introduction to the life, work, and theology of Paul as they are reflected in his epistles in the New Testament and in other related documents within and outside the NT. The course will reconstruct Paul's life and ministry and survey his letters in their chronological order. Special attention will be paid to the particular historical circumstances and theological concerns of each letter. The primary mode of inquiry in this course is historical-critical, but hermeneutical questions will also be raised with regard to the application of Pauline theology to current theological issues. Lecture and discussion. Midterm exam and final research paper.

OT 3275 Old Testament Exegesis.

RUTH: This seminar surveys and discusses recent literary approaches to the book of Ruth from the late 20th century until now. The introduction of the course deals with conventional questions such as place and date of composition, and political, sociological, and theological features of the narrative. The remaining of the course focuses on literary interpretations of the text with attention to the various methods and approaches used to examine the Ruth story.

NT 2000 New Testament Exegesis.

This is an introduction to major hermeneutical theories from Romanticism to postmodernity and the standard exegetical methods currently practiced in New Testament interpretation. Theoretical discussion will be followed by interpretation of selected passages from various parts of the New Testament. Due attention will be given to the ordination exam of the PCUSA, while the course aims at wider applicability. Lecture and discussion. Final exegesis paper. Elementary Greek.

HS 1080 History I.

CHRISTIANITY FROM JEWISH SECT TO COLONIAL CHURCHES This course is an introduction to the history of Christianity and historical theology from the second to the seventeenth centuries. During this time, Christianity developed the main features of what is today the world's largest religion. Along the way, Christianity was transformed again and again as it adapted to vastly different, changing cultural and social environments. This course is about Christianity in the real world. You will learn how to study the origins and development of beliefs and practices, but you will also study much more. The course will introduce you to the continuities and varieties of Christian experience and belief in different times and places, from the Roman Empire to Persia, China, Africa, Europe, and Latin America, and you will be introduced to the complexity of Christianity's social, cultural, and political entanglements in all these places. The course will help you learn to break down real life situations and understand the fine points at which religious innovation and change occur, even when people try to resist change or return to the past. Audio files of weekly lectures, illustrated with slides, and videos are provided for each week. Readings from primary sources in translation are indicated on the course schedule. The readings will illustrate history, but more importantly, they will give you the opportunity to develop basic skills in assessing and evaluating the belief and behavior of religious communities in the real world. Weekly exercises will ask you to apply analytical skills, draw conclusions, and communicate them to your peers. You will be introduced to the history of the interpretation of the bible on the example of commentaries on the first day of creation in Genesis 1. You will learn about the historical entanglement of Judaism, Christianity, and Islam. You will read and study several theological and mystical classics. You will be exposed to the politics, ideas, and actions that gave rise to Protestantism and the intimate relationship of Protestant and Catholic reforms. You will discover the birth of the tension between theology and natural science. Finally, you will be encouraged to apply the critical skills and aptitudes you are developing in your study of the past to situations of religious life, leadership, and service today.

HS 1081 History II.

CHRISTIANITY FROM COLONIAL CHURCHES TO GLOBAL RELIGION This course is an introduction to the history of Christianity from the Sixteenth century to the present. During this time, Christianity became the largest religion in the world. Along the way, it was transformed again and again as it adapted to vastly different, changing cultural, social, and political environments. Topics will include the roles of Christian churches in European colonialism, the impact of expanding cultural networks across the globe on religious knowledge, cultural hybridization; Christianity and the rise of nation-states; the conflict of religion and science; the role of Christianity in slavery and in anti-slavery, suffrage, fascist, and labor movements; the rise and fall of American denominations; and the competition of orthodox and pluralistic theologies. Lectures, readings in primary sources, discussions. Midterm and final examinations (term papers may be substituted).

ST 1084 Systematic Theology I.

The first semester of a two-semester introduction to Christian theology. Beginning with the meaning of religious faith, we move into the method question of the relation between divine revelation and the authority of scripture, human reason and experience. From there, we investigate the meaning of God using ancient and contemporary Trinitarian theology, Reformed theologian John Calvin, feminist theologian Elizabeth Johnson, and Latin American theologian Gustavo Gutierrez. We conclude with differing understandings of creation, and God's relationship to human suffering. Three exams (with option of substituting papers for exams). This course is the prerequisite for ST 1085, Systematic Theology II. Auditors with Faculty permission.

ST 1085 Systematic Theology II.

This course is the second semester of a two-semester introduction to Christian theology. The purpose is to help the student gain a basic knowledge of the principal topics of the theology of the universal Church, especially as these topics are understood in the Reformed tradition and in conversation with feminist and other contemporary theologies. Beginning with the doctrine of humanity, we look at our original goodness and our fall into relational forms of sin as pride, despair and denial. Next, we look at the person and work of Jesus Christ, from a variety of perspectives. We look deeply at the meaning of our being "saved by grace through faith alone," and the roles of the divine Spirit and human spirit in bringing about our healing. We conclude with the nature of the Christian spiritual life, including sanctification and vocation, the Church and its mission in the world and sacraments.

CE 2011 Contemporary Theory in Ethics.

A foundational course in Christian social ethics from the perspective of several twentieth century moral theologians. The focus of the reading is ethical method, so this course fulfills the SFTS requirement for ethics. We will pay attention to recurrent themes and issues, love, forgiveness and justice, non-violence, coercion, and violence, universal validity of principles and cultural relativism. The second half of the semester will investigate the value of human rights theory (an instance of universal moral norms) through the lens of Native American history, theology and ethics. Auditors with faculty permission.

SP 1500 Orientation to Theological Education

This course is required of entering M.Div students. It will be conducted in seminar style, encouraging active discussion. We will explore disciplines of theological education as well as spiritual practices students might encounter. We will practice reading and writing strategies for different academic genres, discuss study skills, and explore religious writings from non-dominant perspectives.

SP 4900 Spiritual Formation for Ministry I

This class is a required course to be taken in conjunction with SP 1500. It will introduce students to the concept of spiritual formation and why personal spiritual practice is an important component of ministry. Students will learn the theory and practice of several exemplary spiritual disciplines such as centering prayer, chant and yoga. In addition to short response papers, participation, and prompt arrival to class, student will complete a final paper and project at the end of the course.

SP 4050 Senior Seminar

This class is required of graduating MDiv students and will provide an opportunity for students to work on a culminating paper to reflect on their learning at SFTS and their hopes for ministry. The class will also provide an opportunity for students to consider spiritual practices that may be important as they enter active ministry whatever form that takes. The class will be seminar style. Evaluation: preparation for and attendance in each class; 10-15 page term paper

SP 4901 Spiritual Formation for Ministry II

This class is a required course to be taken in conjunction with SP 4050. It will deepen students' exploration of personal spiritual practice as an important component of ministry. Students will learn the theory and practice of several approaches to spiritual practice such as meditation with nature and scripture and praying with the body. In addition to short response papers, participation, and prompt arrival to class, students will complete a final paper and project at the end of the course.

HM 1001 Introduction to Preaching.

Introduction to the composition and delivery of sermons with attention given to hermeneutical and theological issues. Examination of selected homiletical models. Practice preaching. Instructor and class critique. Sermon recording option. SFTS core course.

LSFT 2525 Reformed Worship.

This course is designed to introduce students to the nature and practice of worship and the sacraments in the Reformed Tradition. Worship and the sacraments of Baptism and the Lord's Supper are studied biblically, historically, and theologically, as well as in contemporary settings. Worship and pastoral issues attendant to the celebration of weddings and funerals are examined. Skills necessary to leading worship effectively are rehearsed. Preparation for the PC (USA) Ordination Exams included in lectures and discussion materials.

PS 1015 Introduction to Pastoral Care

This is an introductory course in the important ministry of pastoral care and counseling. It is designed to introduce the M.Div. student to the basic concepts, dynamics, issues and skills necessary for effective pastoral care. This course will teach both theory and the skills of pastoral care. The course will include lectures and skill practice in small groups. Course requirements include regular attendance, personal reflection papers, quizzes, and a final case study.

Interdisciplinary Studies

Each semester students may choose from one or more elective courses which offer an interdisciplinary approach. A total of three such courses are required.

For additional program information, please see the MDiv Student Handbook.

MASTER OF ARTS IN THEOLOGICAL STUDIES (M.A.T.S.)

The Master of Arts in Theological Studies (M.A.T.S.) fosters development of theological understanding as part of educational, professional, and spiritual growth. The M.A.T.S. is a general academic degree, providing balanced exposure to the theological disciplines while allowing for focus on an area of interest. This degree is appropriate for students who:

- Are not seeking ordination but wish to work in a church setting.
- Are ordained but need further academic work in theological studies.
- Wish to enhance one's understanding of theological perspectives and religious practices for personal growth or to relate to another professional field.

The program allows for narrower concentration in a field of study than the M.Div.. The faculty and disciplines are organized into three curricular areas: (1) Biblical Studies, (2) Church History & Theology, and (3) Ministry & Spirituality. The specific learning outcomes of the M.A.T.S. degree are to:

- Know a selected theological discipline.
- Analyze and comprehend major questions in the field and alternative solutions to them.
- Formulate and effectively explain an original solution to a theological problem.

REQUIREMENTS

The M.A.T.S. requires a total of 16 semester courses (48 credits). Nine of the courses are to be distributed evenly among the three major theological disciplines of the SFTS M.Div. curriculum (Biblical studies, History/Theology, Ministry/Spirituality) and the remaining seven courses may be used to provide more depth in an area of particular interest. Courses in the field of Functional Theology (e.g., field education courses) do not fulfill degree requirements.

M.A.T.S. students also write a substantial paper under the guidance of a faculty advisor—either for an upper-level course or as an independent project—as the culminating experience of the program.

TRANSFER CREDIT

Students with a baccalaureate degree who have done graduate studies in theology at an accredited institution of higher education with at least a 3.0 (B) average may transfer or apply up to eight courses (24 semester units) toward the M.A.T.S. degree requirements.

COURSE DESCRIPTIONS

Biblical Studies: 3 courses

OT 1070 Introduction to the Old Testament

This course offers a critical introduction to the Old Testament/Hebrew Bible wherein students will learn about the various contexts in which the literature, histories and ideologies of Scripture evolved. The processes from original, oral transmission of prose and poetry to the formation of canonical books will be investigated. Different streams of tradition (theologies) within the text will be interrogated. Students will be challenged to read aspects of the Hebrew Bible through a variety of hermeneutical lenses.

NT 1005 New Testament Introduction: Paul.

This course is an examination of Paul's life, letters, and theology, as well as of the deuter-Pauline letters and theology. Debated today, e.g., are Paul's relationship to Jesus, more broadly his relationship to contemporary Judaism(s), whether justification by faith is the center of his theology, his attitude to women's leadership in the congregations, what Paul meant by advising slaves to remain in their "call," his relationship to Roman imperialism, and how the deuter-Pauline epistles (re)interpret Paul's theology and ecclesiology. This introduction to Pauline letters will also include practicing exegesis, as well as increasing awareness of Judeo/Greco/Roman culture, religion, and society, e.g., of the houses in which Pauline congregations lived and worshipped. The course is partly taught as a "flipped classroom", Flipped classroom is a form of blended learning in which students learn content online by watching video lectures, and in tutorials is done with teachers and students discussing questions. Evaluation, Final examination, book review M.Div., M.A.T.S.

NT 1004 New Testament Introduction: Gospels/Acts.

This course is a general introduction to the canonical and apocryphal Gospels and Acts in early Christian literature. Major methodological issues in current Gospel scholarship will be introduced first. Then, each text of the Gospels and Acts will be interpreted in terms of its literary characteristics, historical background and theological ideas. Throughout the course hermeneutical implications of the critical interpretation of the bible will be raised and discussed.

Alternate courses may be chosen at the discretion of the student, with the approval of their academic advisor.

Church History, Theology, Ethics: 3 courses

HS 1080 OR HS 8010 Online: History I.

Christianity from Jewish Sect to Colonial Churches. This course is an introduction to the history of Christianity and historical theology from the second to the seventeenth centuries. During this time, Christianity developed the main features of what is today the world's largest religion. Along the way, Christianity was transformed again and again as it adapted to vastly different, changing cultural and social environments. This course is about Christianity in the real world. You will learn how to study the origins and development of beliefs and practices, but you will also study much more. The course will introduce you to the continuities and varieties of Christian experience and belief in different times and places, from the Roman Empire to Persia, China, Africa, Europe, and Latin America, and you will be introduced to the complexity of Christianity's social, cultural, and political entanglements in all these places. The course will help you learn to break down real life situations and understand the fine points at which religious innovation and change occur, even when people try to resist change or return to the past. Audio files of weekly lectures, illustrated with slides, and videos are provided for each week. Readings from primary sources in translation are indicated on the course schedule. The readings will illustrate history, but more importantly, they will give you the opportunity to develop basic skills in assessing and evaluating the belief and behavior of religious communities in the real world. Weekly exercises will ask you to apply analytical skills, draw conclusions, and communicate them to your peers. You will be introduced to the history of the interpretation of the bible on the example of commentaries on the first day of creation in Genesis 1. You will learn about the historical entanglement of Judaism, Christianity, and Islam. You will read and study several theological and mystical classics. You will be exposed to the politics, ideas, and actions that gave rise to Protestantism and the intimate relationship of Protestant and Catholic reforms. You will discover the birth of the tension between theology and

natural science. Finally, you will be encouraged to apply the critical skills and aptitudes you are developing in your study of the past to situations of religious life, leadership, and service today.

HS 1081: History II.

CHRISTIANITY FROM COLONIAL CHURCHES TO GLOBAL RELIGION This course is an introduction to the history of Christianity from the Sixteenth century to the present. During this time, Christianity became the largest religion in the world. Along the way, it was transformed again and again as it adapted to vastly different, changing cultural, social, and political environments. Topics will include the roles of Christian churches in European colonialism, the impact of expanding cultural networks across the globe on religious knowledge, cultural hybridization, Christianity and the rise of nation-states, the conflict of religion and science, the role of Christianity in slavery and in anti-slavery, suffrage, fascist, and labor movements, the rise and fall of American denominations, and the competition of orthodox and pluralistic theologies. Lectures, readings in primary sources, discussions. Midterm and final examinations (term papers may be substituted).

ST 1084: Systemic Theology I.

The first semester of a two-semester introduction to Christian theology. Beginning with the meaning of religious faith, we move into the method question of the relation between divine revelation and the authority of scripture, human reason and experience. From there, we investigate the meaning of God using ancient and contemporary Trinitarian theology; Reformed theologian John Calvin, feminist theologian Elizabeth Johnson, and Latin American theologian Gustavo Gutierrez. We conclude with differing understandings of creation, and God's relationship to human suffering. Three exams (with option of substituting papers for exams). This course is the prerequisite for ST 1085, Systematic Theology II. [Auditors with Faculty permission]

ST 1085: Systemic Theology II.

This course is the second semester of a two-semester introduction to Christian theology. The purpose is to help the student gain a basic knowledge of the principal topics of the theology of the universal church, especially as these topics are understood in the Reformed tradition and in conversation with feminist and other contemporary theologies. Beginning with the doctrine of humanity, we look at our original goodness and our fall into relational forms of sin as pride, despair and denial. Next, we look at the person and work of Jesus Christ, from a variety of perspectives. We look deeply at the meaning of our being "saved by grace through faith alone," and the roles of the divine Spirit and human spirit in bringing about our healing. We conclude with the nature of the Christian spiritual life, including sanctification and vocation, the church and its mission in the world and sacraments.

CE Elective: Ethics

Any CE Elective course in Ethics may be chosen at the discretion of the student, with approval of their academic advisor.

Alternate courses may be chosen at the discretion of the student, with the approval of their academic advisor.

Practical Theology, Spirituality: 3 courses

Worship

LSFT 2525 Reformed Worship

This course is designed to introduce students to the nature and practice of worship and the sacraments in the Reformed Tradition. Worship and the sacraments of Baptism and the Lord's Supper are studied biblically, historically, and theologically, as well as in contemporary settings. Worship and pastoral issues attendant to the celebration of weddings and funerals are examined. Skills necessary to leading worship effectively are rehearsed. Preparation for the PC (USA) Ordination Exams included in lectures.

OR

FT 2172 Vital Worship in the 21st Century

Worship is the portal through which visitors find a spiritual home, members grow to greater discipleship and the whole congregation is inspired to "go and do likewise" in the world. The need is great for vital worship at the epicenter of congregational life. This course will explore the theology, history and ritual study of worship, excellence of practice in sensory-rich communication and intentional preparation needed by leaders of the 21st century church for worship that revitalizes congregations.

Alternate courses may be chosen at the discretion of the student with the approval of their academic advisor.

Students in the M.A.T.S. program will take differing classes depending on their chosen concentration. These courses will fall under the categories/emphasis of topics such as Christian Education, Polity, Spirituality, Mission/Evangelism, and Church Administration. Please consult with your academic advisor for further information.

Special Emphasis (Optional)

Students may take a total of 5 elective courses for the optional special emphasis. Course may be chosen at the discretion of the student, with approval from their academic advisor.

Concluding Exercise

Reading course/ 4000 level course

MA-4090: M.A.T.S. THESIS WORK This course is used to reflect work in progress for the M.A.T.S. paper requirement for graduation. See the registrar to be enrolled in this course. [Faculty Consent required]

Final paper title

MA-5000: IN THESIS All Masters level students in the GTU community should use this designation if they are working on their thesis.

For additional program information, please see the M.A.T.S. Student Handbook.

CERTIFICATE IN THEOLOGICAL STUDIES

The Certificate in Theological Studies (C.T.S.) fosters development of theological understanding as part of educational, professional, and spiritual growth. This four-course certificate program provides a balanced exposure to the disciplines of church history, biblical studies, and systematic theology. It is ideal for those looking to enrich personal or professional development through theological education.

Transfer of Credits

Credits from CTS courses can be applied to credit toward the MATS or MDiv degrees, upon successful admission into the degree program.

Students choose four (4) courses (3 credits each/12 credits total) from church history, biblical studies, and systematic theology. Depending on the semester, students choose four (4) courses from the following eight (8) courses:

Church History options:

HS-1080 History I (3)

HS-1081 History II (3)

Biblical Studies options:

NT-1001 NT Introduction: Paul (3)

NT-1014 NT Introduction: Gospels (3)

OT 1070 Introduction to the OT (3)

OT Elective

Systematic Theology options:

ST-1084 Systematic Theology I (3)

ST-1085 Systematic Theology II (3)

No-Credit Alternative

Through the School of Continuing Studies (SCS) the GST will provide a non-credit bearing version of the program for students with limited budgets. Courses will be \$425/credit or \$1,275 per course.

PROGRAM IN CHRISTIAN SPIRITUALITY

The program in Christian Spirituality is designed for ministers, pastors, and others seeking professional development, continuing education, and spiritual growth, built upon values of spirituality and social justice. Certificate programs include the Diploma in the Art of Spiritual Direction (DASD) and the Certificate in Art of Spiritual Direction (CASD).

DIPLOMA IN THE ART OF SPIRITUAL DIRECTION (DASD)

The DASD program has been the flagship spirituality program at SFTS, with nearly 300 alums. The diploma is unique in its combination of academic rigor and spiritual formation. Its strong emphasis on supervised practicums has contributed to the high quality of directors that have emerged from this program.

Graduates of our program have provided national and international leadership as spiritual directors and supervisors of spiritual direction. They have created spiritual direction certificates in the United States and Korea. In addition, graduates have used their training to become retreat leaders, social activists, create programs in contemplative pedagogy, participate in interfaith dialogue, create programs in the spirituality of art. They have created national and international programs in coaching and reinvented their ministry to become pastor as spiritual guide. In these various ways, graduates have creatively used and expanded the meaning of spiritual direction.

PROGRAM REQUIREMENTS

Students wishing to obtain a diploma will participate in the same sessions that serve the certificate program. To obtain a diploma, participants must take one additional retreat (five in all). In addition, they will register for 1.5 credits on-line courses that are available in conjunction with each retreat. These courses will add an academic component and writing requirements to the emphasis on formation and practice in the certificate program.

The first retreat toward a Diploma is “The Art of Contemplative Listening” which offers training in “open-hearted listening:” listening from the heart, attending to the heart of others, seeking the heart of the matter. Through study and practice, participants will explore elements of deep listening.

Participants will also take three additional retreat modules:

- Contemplative Listening
- Fundamentals of Spiritual Direction
- Discernment
- Spiritual Practice for Spiritual Direction
- Multiculturalism and Spiritual Direction

Between retreats participants will:

- Be in spiritual direction
- Work through a required set of readings and turn in short reflection papers on the readings
- Participate in a supervised practicum

PRACTICUM & SUPERVISION

After completing sessions in Contemplative Listening and Foundations of Spiritual Direction, participants will locate 2-3 directees to begin practicing their own style of spiritual direction. Students will work with a supervisor appointed by the program. The supervision program is subsidized by SFTS, but students will pay their supervisor \$40 per session directly.

Students may complete the five retreats and additional background at the rate that suits their life circumstances. But they must have two years of supervised practice to receive the certificate.

SESSIONS, STUDY, AND COMMUNITY

Each session will combine study, spiritual practice, quiet, and community. Typically, each morning will be dedicated to the study of the session topic. After lunch and a break, participants will have opportunities to meet in small groups to practice what they are learning. The day begins and ends with worship or meditation. Students have opportunities to take their meals together as well as time for quiet, rest, contemplative walks. Participants will encounter models of practice from a variety of spiritual and cultural traditions.

COURSES

Session One

SP 3502/DMSP 6502 Contemplative Listening (Diploma/Certificate/Retreat).

Contemplative Listening is a meditative discipline that helps us listen closely to what is said and not said. It is listening from the heart to the heart of another. In larger and smaller groups, we will engage a variety of listening and other contemplative practices that help us drop into an open space where another can be listened into speech. This session is offered as the pre-requisite for further work in the Certificate in Spiritual Direction, Formation, and World-Engagement as well as for the Diploma in the Art of Spiritual Direction. This session has the option of 1.5 credit hours additional academic study for those who are working toward a diploma. This session is also open to the wider community as a Spiritual Retreat.

Spiritual Formation for Spiritual Direction.

The ancient practice of spiritual direction is rooted not only in what one learns in a classroom but in on-going commitment to spiritual practice and formation. This class will provide opportunities to encounter several classical and contemporary models of spiritual practice while also engaging in different forms of meditation, art, chant, and body prayers. By deepening our personal practice we will learn to “guard the heart,” inspire the spirit, welcome diversity, and remain more vibrantly present to others. So you will be prepared at the beginning of the course, readings will be sent out in advance. Please see department for course alpha and number.

Session Two

SP 2499/DM 6062 Discernment (Diploma/Certificate).

This course treats the theory and practice of personal discernment. It is designed to acquaint the learner with skills for their own discernment, but also assists in/accompany the discernment of others. It will serve those in preparation for a variety of spiritual care ministries, and is required for the Diploma in the Art of Spiritual Direction. Participants will discern an area of their own choosing in their personal lives, participate in contemplative listening dyads, serve as spiritual companions involved in each other's discernment and function as members of a discerning group during the week-long intensive. Prior to arrival, participants are expected to read at least three of the required books and to prepare a draft paper of about 6 pages in length covering the theoretical aspects raised in the readings. They will demonstrate learning during the intensive by revising the draft paper and also by preparing an additional paper of about 6 pages demonstrating the accompaniment of another person who could be a directee (preferred for DASD), parishioner, colleague, friend. Limited to SFTS students only.

SP 2680 Fundamentals of Spiritual Direction (Foundation course for all Spiritual Direction students) (Diploma/Certificate)

This session is the continuation of the Contemplative Listening course and is required of new Certificate and Diploma students. It provides basic theory and practice for the work of spiritual direction. In addition to daily supervised practice sessions each afternoon, there will be a panel on multi-cultural and multi-racial issues in spiritual direction. Participation in this session is a prerequisite before spiritual direction students can begin to practice spiritual direction.

Please see department for course alpha, number, and description for Multiculturalism and Spiritual Direction.

For additional program information, please visit the DASP program page www.redlands.edu/DASD.

CERTIFICATE IN THE ART OF SPIRITUAL DIRECTION (CASD)

The Certificate in the Art of Spiritual Direction invites people working in Christian ministries, activists, and members of other spiritual traditions to cultivate the art of contemplative listening. Traditionally, spiritual directors were simply people perceived to be wise in the ways of spirit and compassionate toward others. We believe that good spiritual direction is rooted in deep and stable spiritual practice. Training in spiritual direction occurs therefore in the context of contemplative retreats. Study, reading, and practice in community provide a rhythm which encourages rootedness in spiritual discipline, even as one trains in the arts of listening, discernment, and basic knowledge of spiritual direction.

Spiritual direction also requires practice of attentive listening - holy listening – to others on their faith journey. Participants will practice spiritual direction in several contexts under the supervision of experienced directors. This focus on supervised practice is a distinctive strength of the program at SFTS, together with its stress on spiritual formation, practice, and attention to compassion and justice.

Program Requirements

The foundational retreat toward a certificate is “The Art of Contemplative Listening” which offers training in “open-hearted listening:” listening from the heart, attending to the heart of others, seeking the heart of the matter. Through study and practice, participants will explore elements of deep listening.

Those who are intending to practice spiritual direction will take the following retreat modules:

- Foundations of Spiritual Direction
- Discernment
- One elective

Participants wishing to focus on spiritual formation or activism will take three additional retreats focused on their vocational interests. Participation in one Collaborative Seminar through the Center for Innovation in Ministry can count toward the three electives.

Between retreats participants will:

- Be in spiritual direction
- Participate in an online community offering further study and support
- Work through a required set of readings and turn in short reflection papers on the readings
- Practice contemplative listening with a designated spiritual companion or friend, meeting at least once a month for an hour for this purpose.
- Locate a supervised practicum (see below)

Practicum & Supervision

After completing retreats in Contemplative Listening and Foundations of Spiritual Direction, participants with an interest in spiritual vocation will locate 2-3 directees to begin practicing their own style of spiritual direction. These practicums will be supervised by a local spiritual director approved by this program. Participants will negotiate a contract and payment with their supervisor. People focusing on formation or activism will locate an appropriate practicum and supervisor.

Supervision and evaluation of a student’s progress will occur annually.

Students may complete the four retreats and additional background at the rate that suits their life circumstances. But they must have two years of supervised practice to receive the certificate.

COURSES

SP 3502 Contemplative Listening (Diploma/Certificate/Retreat).

Contemplative Listening is a meditative discipline that helps us listen closely to what is said and not said. It is listening from the heart to the heart of another. In larger and smaller groups, we will engage a variety of listening and other contemplative practices that help us drop into an open space where another can be listened into speech. This session is offered as the pre-requisite for further work in the Certificate in Spiritual Direction, Formation, and World-Engagement as well as for the Diploma in the Art of Spiritual Direction. This session has the option of 1.5 credit hours additional academic study for those who are working toward a diploma. This session is also open to the wider community as a Spiritual Retreat.

SP 2680 Fundamentals of Spiritual Direction (Foundation course for all Spiritual Direction students) (Diploma/Certificate)

This session is the continuation of the Contemplative Listening course and is required of new Certificate and Diploma students. It provides basic theory and practice for the work of spiritual direction. In addition to daily supervised practice sessions each afternoon, there will be a panel on multi-cultural and multi-racial issues in spiritual direction. Participation in this session is a prerequisite before spiritual direction students can begin to practice spiritual direction.

Spiritual Practice for Spiritual Direction

The ancient practice of spiritual direction is rooted not only in what one learns in a classroom but in on-going commitment to spiritual practice and formation. This class will provide opportunities to encounter several classical and contemporary models of spiritual practice while also engaging in different forms of meditation, art, chant, and body prayers. By deepening our personal practice we will learn to “guard the heart,” inspire the spirit, welcome diversity, and remain more vibrantly present to others. So you will be prepared at the beginning of the course, readings will be sent out in advance. Please see department for course alpha and number.

SP 2499 Discernment (Diploma/Certificate).

This course treats the theory and practice of personal discernment. It is designed to acquaint the learner with skills for their own discernment, but also assists in/accompany the discernment of others. It will serve those in preparation for a variety of spiritual care ministries, and is required for the Diploma in the Art of Spiritual Direction. Participants will discern an area of their own choosing in their personal lives, participate in contemplative listening dyads, serve as spiritual companions involved in each other's discernment and function as members of a discerning group during the week-long intensive. Prior to arrival, participants are expected to read at least three of the required books and to prepare a draft paper of about 6 pages in length covering the theoretical aspects raised in the readings. They will demonstrate learning during the intensive by revising the draft paper and also by preparing an additional paper of about 6 pages demonstrating the accompaniment of another person who could be a directee (preferred for DASD), parishioner, colleague, friend. Limited to SFTS students only.

Please see department for course alpha, number, and description for Multiculturalism and Spiritual Direction.

For additional program information, please visit the CASD program page www.redlands.edu/DASD.

ADVANCED PASTORAL STUDIES (APS)

DOCTOR OF MINISTRY (DMin)

Since 1970, San Francisco Theological Seminary has been offering a Doctor of Ministry (DMin) degree administered by the office of Advanced Pastoral Studies (APS).

The DMin is a graduate professional theological degree, usually undertaken after the completion of a Master of Divinity (MDiv), or equivalent, and at least three years in professional ministry. It gives religious professionals the opportunity to sharpen their pastoral skills and to do specialized work in an area that will strengthen their ministry. The curriculum focuses on contextual, interdisciplinary study, research and innovation in the practice of ministry. The heart of each student's research is their field project—designed and implemented in their own context of ministry.

REQUIREMENTS & PROGRAM OPTIONS

The Doctor of Ministry degree at SFTS requires six resource seminars (3 units each) including courses determined by concentration and elective options. Additionally, all students are required to take the Dissertation/ Project (D/P) Orientation Seminar, D/P Proposal seminar, DMin Supervision and the completion of a Dissertation/Project. (Note the words “course” and “seminar” are used interchangeably.)

Most courses are offered during the January Intersession and Summer June term in a hybrid format that includes an intensive, 1 week in-person class, a pre-intensive period where students work independently to prepare for the intensive week, and post-intensive final assignment. Core courses for the Chaplaincy/Spiritual Care Research Literacy concentration and select elective courses are taught in the Fall and Spring semester, typically in an online format.

Each degree concentration¹ requires a combination of two foundational seminars and four electives². At least three electives should be chosen from the courses listed for that concentration.

The SFTS DMin degree is designed for students to complete the degree requirements, including the Dissertation/Project, in a 5-year period.

REQUIREMENTS

The two foundational courses

- DM-6017: Pastor as Person
- DM-6039: Theology, Culture & Mission

AND

- DM-6014: Dissertation/Project Orientation Seminar
- DM-6001: Dissertation/Project Proposal Seminar
- Four elective three-credit (tuition bearing) resource seminars
- DMin Supervision I and II (post-coursework)

¹ With the exception of Chaplaincy/Spiritual Care Research Literacy Concentration which has unique requirements

² Students who enter the program prior to January 2019 may be exempt from this requirement if they have already taken DM 6018 – Theology of Ministry and DM 6019 – Cultural Milieu and Mission.

CONCENTRATIONS

The DMin offers the following five concentrations:

Chaplaincy/Spiritual Care Research Literacy Concentration

The Chaplaincy/Spiritual Care Research Literacy concentration is designed for Clinical Pastoral Educators, Board Certified Chaplains, and those seeking professional chaplaincy vocations. This concentration integrates the critical theological discourse of advanced theological education with pastoral practice using an informed research method of inquiry. Chaplains and spiritual care providers will develop and master rigorous data collection methodologies appropriate for their ministry setting. (Four units of CPE are a pre-requisite.)

The three required seminars provide a framework for evaluating existing research, understanding methods of data collection, quality, and usage that might be used within various chaplaincy contexts, and theological reflection on the history and politics of research.

Executive Leadership Concentration

The Executive Leadership course offerings are designed to enhance the multi-faceted intelligence (emotional, sociological, biblical, and theological) and leadership skills required in congregational, denominational or other faith-based ministries. Focused on the unique dynamics of leadership in communities of faith, courses in this concentration explore current theory in adaptive leadership, organizational change, and spiritual discernment and visioning.

Interdisciplinary Studies in Ministry Concentration

The interdisciplinary and contextual focus of the DMin degree enables students to explore their own leadership style and ministry context, develop skills for critical reflection on ministry-based issues, explore current research in the social sciences, and engage in critical theological reflection to seek creative responses to the challenges of ministry today.

Pastor as Spiritual Leader Concentration

The Pastor as Spiritual Leader (PSL) concentration, offered in conjunction with the Program in Spirituality, is designed to assist religious professionals with pastoral responsibility for congregations, chaplaincies, and religious non-profits, in expanding their understanding and competence to serve as spiritual leaders of their settings. This emphasis will integrate prayer, contemplative listening, discernment, and biblical and theological reflection to nourish transformative pastoral leadership and spiritual formation of themselves and their communities.

Pastoral Care and Counseling

The Pastoral Care and Counseling (PCC) concentration is designed for professionals who serve or plan to serve in a context of specialized ministry such as chaplain, pastoral care specialist, pastoral counselor, or pastors with a special focus on pastoral care. While rooted in the Christian tradition, this program is open to religious professionals across the spectrum of spiritual traditions. Please note that some courses may have one unit of Clinical Pastoral Education (CPE) as a pre-requisite.

DISSERTATION/PROJECT (D/P)

The Dissertation/Project is the post-coursework signature assignment for the DMin degree. The purpose of the D/P is to give the student the opportunity to explore one aspect of their practice of ministry in depth. As the name suggests, the D/P can be thought of as a combination of a research dissertation and a practical project relevant to the student's particular ministry. During this period, students are enrolled in DMin Supervision.

The sequence for development of the D/P is (typically) as follows:

- Problem/Opportunity Statement
- Topic Proposal, appointment of advisor and Candidacy Interview
- Design Proposal, including full bibliography
- Manuscript and project writing/implementation
- For the final manuscript, the student completes and sends in a "Notice of Intent to Submit" form with Advisor approval at least 60 days prior to submission but no later than October 1st of the year prior to anticipated graduation date.

Comprehensive details of this process are available in a separate document called the "D/P Guide." Note that an Advisor must be identified and approved by the APS Committee before a design proposal can be submitted.

Dissertation/Project Guide

The D/P Guide is a manual for students which outlines the requirements and processes necessary to complete the Topic Proposal, Design Proposal and D/P manuscript. It includes templates, samples, resources, and guidance. The D/P Guide is given to students in the D/P Seminar and is posted in the Moodle sites for DM 6010, DM 6013, and DM 6014.

FOUNDATIONAL SEMINARS

Each of the seminars listed below is a required course for all students.

- DM-6014 Dissertation/Project Orientation Seminar (no tuition required)
- DM-6001 Dissertation/Project Proposal Seminar
- DM-6017 Pastor as Person

(Note: Students with four units of Clinical Pastoral Education, or Chaplaincy Board Certification may substitute an elective course for DM-6017 Pastor as Person.)

- DM-6039 Theology, Culture and Mission^s

CORE SEMINARS

Normally 3 seminars, determined by the concentration. Some concentrations may specify a particular sequence for the core courses. Students in the Interdisciplinary Studies concentration may choose courses from the general program electives and other program concentrations, determined by their research interests and needs. All concentration/course prerequisites apply.

Chaplaincy/Spiritual Care Research Literacy

- DM 6164 Research Methods 1: Action Research and Evidence-Based Research Methods
- DM 6165 Research Methods 2: Quantitative vs Qualitative Research Methods (Prerequisite – Research Methods 1)
- DM 6045 The Politics of Research: Ethical, Epistemological, and Ontological Issues (Prerequisite – Research Methods 1)

Executive Leadership

- DM 6023 Leading Adaptive Action
- DM 6055 Gospel and Global Media Culture
- DM 6051 Culturally Attentive Conflict Ministry

Interdisciplinary Studies in Ministries

Students in this concentration build on the foundational seminars by selecting courses from general electives and core courses in other program concentrations to design a curriculum that supports their research interests.

Pastoral Care and Counseling

- DMPS 6040 How People Change: Theology and Theories of Pastoral Care and Counseling
- DMPS 6041 Dynamics of Loss, Grief, Trauma in Pastoral Care and Counseling
- DMPS 6052 Interfaith/Intercultural Care and Counseling

Pastor as Spiritual Leader

- DMSP 6465 The Art of Contemplative Listening
- DMSP 6047 Spiritual Formation for Spiritual Practice
- DM 6065 Prayer and Discernment in Pastoral Ministry

INDEPENDENT STUDY PLAN

Based on their curricular needs and research interests, a student may petition to do an independent study course or take a graduate level elective course in another school within the University of Redlands. Ordinarily, students are limited to one independent study course or elective from outside the GST.

DMin SUPERVISION

DMin supervision is reserved for students who have completed their required coursework and are working on their topic or design proposals, or completion of the Dissertation/Project. Students at this stage are registered with either of the two following course numbers until they are approved for graduation.

- DM 6010 DMin Supervision I: Proposal
- DM 6013 DMin Supervision II: Dissertation/Project

DOCTOR OF MINISTRY DEGREE TIMELINE

The standard timeline for completion of the DMin degree is 5 years. Students move through three stages: coursework, Candidacy or the proposal stage, and the Dissertation/Project stage. Students have some flexibility in the length of time they spend in each stage, particularly in the initial coursework phase. The program is designed for students to start in the Summer session. Students may opt to only take classes in the Summer Session, but it may take longer to complete their coursework. Students who start in January or Fall should consult with the APS Director to develop a course plan that ensures they will get the courses they need for both general degree requirements and their concentration.

See DMin Handbook for additional information for course planning.

Final Review Timeline for May Graduation

The final D/P manuscript may be submitted at any time. Students seeking to graduate in a given academic year should plan to submit the final manuscript in the Fall semester of that academic year. The following timeline identifies the critical steps in the process.

September 1

-- Submit completed manuscript to advisor for review and approval for submission.

October 1

-- Send Notice of Intent to Submit D/P to the APS Office.
 -- If needed, submit Updated Bibliography to APS Office.
 -- Edit D/P as directed by your advisor.

December 1

-- Submit completed manuscript to APS Office, including signature page with Advisor's signature, or other confirmation from your advisor.
 -- Request your advisor to send their comments to the APS Office.
 -- Your manuscript is sent to 2 anonymous readers for review. They are given your approved Design Proposal and a copy of the Program Learning Objectives to guide their assessment.

February

-- APS Committee, using advisor and readers' comments, makes decision which may:
 -- Approve (with no changes)
 -- Approve, Minor changes
 -- Approve, Specified changes
 -- Return for major changes

- Manuscripts requiring minor or specified changes are returned to the Director for final review and do not require a second vote by the APS Committee.
- Manuscripts requiring major changes go to a third reader for review and then to the APS Committee for approval. (These changes may delay graduation.)

March/April

-- Complete any final editing and/or revisions, resubmit for final approval;
 -- Submit 2 copies of your manuscript (with Advisor signature) printed on archival paper. These copies are bound and placed in the library.

May Commencement

-- Commencement for all GST degrees is held in San Anselmo.

For additional program information, including concentration requirements, please see the DMin Student Handbook, D/P Guide, and visit the DMin program page www.redlands.edu/dmin.

COURSES

FOUNDATIONAL SEMINARS

DM 6017 Pastor as Person

This foundational seminar engages students' experiences as spiritual leaders in their ministry settings—their unique personal traits, relationships, talents and limitations—as they confront the expectations, tensions, and other complex realities that accompany the practice of ministry. Serving as an opportunity to share personal and professional issues with ministry peers, the course focuses on the themes of calling, spiritual leadership, and awareness of self in the intersections of multiple contexts. Recognizing the wisdom, limitations, and possibilities each carries into ministry, students will enter the conversation about spiritual leadership from her/his unique location.

DM 6018 Theology of Ministry

This foundational seminar explores the challenges of and opportunities for ministry in the 21st century, and encourages students to develop the art and skill of critical theological reflection. Students assess their ministerial role by examining their own experiences with the content of Christian ministry within the contexts in which they serve. A central focus of the course will be the exploration of how theology is shaped by socio-historical context and human experience. It seeks to honor the increased awareness of the variety of perspectives held by various social groups, thus providing an enriched understanding of the activity of God in the lives of human beings. *(Students entering the program in January 2019 or later are not required to take this course.)*

DM 6019 Cultural Milieu and Church Mission.

This foundational seminar engages students in exploring a contextually attentive approach to ministry by examining the interface between culture and mission, the issues and challenges of doing ministry in a multicultural environment and, in particular, their own social location and how that position shapes their understanding and practice of ministry. Students will learn ways to use the concepts and tools of the social sciences to: - develop an understanding of a particular ministry issue through critical analysis of its social and cultural context, - place the issue in a larger theological context, - reflect upon and respond to such ministry issues as an actively collaborative colleague in a community of practitioners in ministry, and - apply such research and reflection to develop innovative practices of ministry attentive to that issue and appropriate to their context. *(Students who entered the program in January 2019 or later are not required to take this course.)*

DM 6039 Theology, Culture and Mission.

As the second of two foundational seminars in the Doctor of Ministry program, this course engages students in exploring a contextual approach to theological reflection and ministry by examining the interface between culture and mission, the issues and challenges of understanding their own social location, and the possibilities and limits of understanding their ministry setting in terms of its structural dynamics. Students will explore the emergence of contextual theologies as a way of examining how theology is shaped by socio-historical context and human experience. Students will explore the pastoral/praxis circle as a method of pastoral planning, examine various methods of social analysis, and engage both in social analysis and theological reflection on their ministry setting or a subset of it. *(Students who entered the program prior to January 2019 may be exempt from this requirement if they have taken DM-6018 Theology of Ministry and DM-6019 Cultural Milieu and Church Mission.)*

PASTORAL CARE & COUNSELING

DMPS 6040 How People Change: Theology and Theories of Pastoral Care and Counseling.

This course examines contemporary theoretical models of pastoral care and counseling. Two questions will guide us. One, how do people change and grow, and how do we understand change both psychologically and theologically. Psychotherapy and religion both claim to be systems that help people change. Secondly, what is pastoral counseling today? Through this course, each student will be able to build their personal theory of pastoral counseling, including a theory of change. Our eye will be toward building an integrative theory of pastoral care and counseling that fits the context of today's pastoral counselor and the needs of today's parishioner. The class will provide opportunities for students to both learn the theory and practice skills in each respective theory.

DMPS 6041 Trauma, Loss and Grief.

This course consists of an in-depth practical-theological exploration of spiritual care ministry in trauma situations. It includes principles (dependable guides to practice) and tools (special resources for practice) for prevention, early intervention and recovery, in light of a vision of spiritual wisdom and of faith communities as ecologies of care, healing and wholeness. Those whose service or ministry focuses on the spiritual nature and care of God's people in a variety of settings, including church, para-church, community organizations, and health centers, will find the course useful in terms of their ongoing personal-spiritual, academic, and professional-ministerial formation.

DMPS-6052 Interfaith/ Intercultural Care and Counseling.

This course focuses on cultural and spiritual factors and the dynamics of difference in caring and counseling processes.-It offers students a way to sensitively and flexibly understand and care for and with people in light of their cultural context. Context is viewed as including gender, age, class, ethnicity, race, sexual orientation, and religious/spiritual tradition. By identifying and working with those factors operative in the caregiving relationship, students will be better equipped to serve in multicultural and multifaith settings. They will be introduced to a psycho-spiritual, wisdom-focused model, and guided to develop competency in three interrelated dimensions: personal-spiritual, academic-interdisciplinary, and clinical-ministerial. Thus the emphasis of the course will be on methodology rather than on comprehensive cultural knowledge.

DMST 6070 God and Human Suffering.

If God loves us like a mother or father loves their child, why do horrific things happen to us or to those we love? Where is God when these horrific things happen? This course looks at four Christian views of God's relation to human suffering and allows students to develop their own understandings of God and human pain. Please see department for course alpha and number.

EXECUTIVE LEADERSHIP

DM 6051 Culturally Attentive Conflict Ministry.

The purpose of this seminar is to encourage and enable the continued cultivation of wisdom and agility in the conflict management practices of ministry. Participants will explore approaches to the detection of conflict, the diagnosis of conflict situations, the discernment, and development of ways to address conflict with the goal of providing leadership that is innovative in attending to the ethnic and organizational culture of their ministry contexts and alert to dangers of iatrogenesis in ministry practices through an examination of the following postures: "environmental" (conflict ministry as management of environment), "ecological" (conflict ministry as maintenance of relationships in a cultural system), and "evocational" (conflict ministry as mobilizing for discernment of organizational call).

DM 6023 Leading Adaptive Action in Communities of Faith.

What does adaptive action look like in communities of faith? Identifying the differences between technical and adaptive challenges only goes so far. This course will support the framing of effective community adaptive action, nourish students' personal resources for navigating systemic change, and draw on the deep theological resources of specific congregations. Students will work with case studies, explore various "art of hosting" techniques for open source change, and engage in a variety of contemplative practices to sustain their faith in the midst of dynamic change.

DM 6055 Gospel and Global Media Cultures

This course explores the emerging discussion at the intersection of biblical studies, cultural studies, public theology and digital media environments. Students explore how Christian faith informs the narrative identities and practices of missional congregations as they engage their communities and the world. Students use at least two digital tools to create their own interpretation and confession of Christian witness.

DM 6026 Jazz, Traditions, Leadership: Complex Systems and Open Histories.

What are the critical, theoretical foundations of effective spiritual leadership? How does a spiritual leader know oneself as a participant in a dynamic system? How do theological, sacramental, mystical, and ethical traditions relate to dynamic systems? And how is leadership like jazz, whose dynamic method of improvisation arises out of a particular African-American historical context? This seminar examines religions and religious communities as complex systems, and will introduce students to the rise of the science of complex systems in the twentieth century; the impact of this field on economics, political science, sociology, and theology; and its implications for organizational leadership today.

PASTOR AS SPIRITUAL LEADER

DMSP-6502 Contemplative Listening.

Contemplative Listening is a meditative discipline that helps us listen closely to what is said and not said. It is listening from the heart to the heart of another. In larger and smaller groups, we will engage a variety of listening and other contemplative practices that help us drop into an open space where another can be listened into speech. This is a core course for DMin students in the PSL concentration. Please see department for course alpha and number.

DM-6047 Spiritual Formation and Practice.

The ancient practice of spiritual direction is rooted not only in what one learns in a classroom but in ongoing commitment to spiritual practice and formation. This class will provide opportunities to encounter several classical and contemporary models of spiritual practice while also engaging in different forms of meditation, art, chant, and body prayers. By deepening our personal practice we will learn to “guard the heart,” inspire the spirit, welcome diversity, and remain more vibrantly present to others. So you will be prepared at the beginning of the course, readings will be sent out in advance. This is an elective option for DMin students in the PSL concentration. Please see department for course alpha and number.

DM-6044 Embodying a Spirituality for Beloved Community.

The course focuses on beloved community as God’s dream for our service with and experience of one another. Our enacting and sustaining beloved community relies upon spiritual practices that shape our character, commitment, and skills. Contributing to the creative impulses of beloved community (i.e., hospitality, courage, truth-telling, love) involves more than what we do, it entails who we are becoming. Understanding how these spiritual practices of personal formation and community transformation are embodied will occur through readings, lectures, in-class exercises and student presentations. Please see department for course alpha and number.

DMSP 6042 Contemporary Topics: The Mysticism of Activism.

This course will draw on the work of authors such as: Howard Thurman, *Jesus and the Disinherited*; Kelly Brown Douglas, *Stand Your Ground*; Shawn Copeland, *Enfleshing Freedom*; Rachel & Rosemarie Freney Harding, *Remnants*; Natasha Trethewey, *Thrall*; Cynthia Moe-Lobeda, *Resisting Structural Evil: Love as Ecological and Economic Vocation*; Alvin Ailey (video); Rhianon Giddens (video).

DM 6065 Prayer and Discernment in Ministry.

This course concentrates on the biblical and theological foundations for spirituality in one’s personal formation, congregational leadership, and other expressions of ministry. The significance of prayer and discernment in the practice of ministry and leadership is a major focus. Students will explore how various contexts, including the congregation and community, are the loci for spiritual formation, prayer, and discernment.

DMSP 6046 Leading with Courage and Equity.

Without being aware of who we are and why we are here, we can’t become who we are meant to be or use all of our God-given gifts. This course will explore enablers, obstacles, and resources to lead and serve with courage and equity in a diverse world. We will draw on diverse contemplative practices to become more aware of who we are, why we are here, and the importance of learning in an intentional community. This process of becoming ourselves will help spiritual directors, formation facilitators, and pastors to be more present to others and create a space in which the Holy Spirit can transform us. This session is also open to the wider community as a Spiritual Retreat, or as an elective for DMin. Please see department for course alpha and number.

DM 6062 Discernment in Systems and Structures

This course extends discernment to systems of all kinds, including congregations, chaplaincies, communities, schools, civic groups, etc., utilizing the “Social Discernment Cycle,” a process of prayerful reflection and small group sharing that helps individuals become clearer about how God is at work in systems and structures and might be calling the discerners to respond individually or collectively. It examines our understanding of the theological basis for the Social Discernment Cycle, the linkages between our experiences in systems/structures/institutions and our spirituality. Students will develop

awareness, vocabulary and strategies to assist other persons and groups in this important arena—i.e. to think, imagine, pray and discern systemically.

CHAPLAINCY/SPIRITUAL CARE RESEARCH LITERACY

DM 6164 Research Methods 1: Action Research and Evidenced-Based Research Methods

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in informing their understanding of their environment (religious tradition, work, social, local, global). After reading about and discussing different approaches to research and examining research studies, we will engage a research project.

DM 6165 Research Methods 2: Quantitative vs Qualitative Research Methods

The second of three core courses in the Chaplaincy/Spiritual Care Research Literacy concentration, this course provides a framework for evaluating existing research, understanding methods of data collection, quality, and usage that might be used within various chaplaincy contexts.

Prerequisites: Research Methods 1 (DM 6164)

DM 6045 The Politics of Research: Ethical, Epistemological, and Ontological Issues

The third of three core courses in the Chaplaincy/Spiritual Care Research Literacy concentration, this course provides a framework for evaluating and working with evidence-based research in various chaplaincy contexts through theological reflection on the history and politics of research.

Prerequisites: Research Methods 1 (DM 6164)

ELECTIVES

DM 6072 Making Ritual Rich.

Enhancing and Creating Rituals for a Variety of Religious-or-Not Settings.

This course will focus on the underlying principles of ritual that can inform the creation and practice of meaningful, memorable and supportive moments in the lives of people from diverse religious backgrounds or no religious tradition. Whether you seek to create something fresh in a church or other ministry setting (chaplaincy, advocacy work, education, etc.), this exploration of the field of ritual studies will equip you with invaluable theories and practices. Please see department for course alpha and number.

DM 6163 Theology, Literature and Film.

In this course, we will look at stories, novels and films that portray human experience in its depths, including suffering and redemption. We will place literature and film in conversation with theology (including discussions of theodicy) and critical theory (as it pertains to literature and film); we will engage in practical theological reflection using these three mutually enriching sources. The class schedule will include a couple of film nights during the week on campus.

DM 6054 Womanist Practical Theology and Preaching.

This course employs concepts of womanist practical theology to undergird and inspire inclusive-holistic ministry and contextualized preaching. Developing and analyzing case studies, students will interpret and assess the contexts and situations that occasion their sermons. Students will integrate diverse disciplines to create and perform literate, thoughtful, liberating Scripture-based sermons that are pastorally inclusive and theologically relevant to the identified context. In addition, students will identify the implications of their analysis for church practice.

DM 6049 Womanist Feminist Biblical Interpretation.

This course will use intersecting disciplines of ethical theory and literature as tools to construct various approaches to womanist and feminist biblical hermeneutics. As such, the class will require students to develop paradigms for understanding concepts of race, ethnicity, and gender as competing and intersecting realities both within the Bible and in its use and misuse in reader reception throughout history. Please see department for course alpha and number.

DM 6073 Bible, Gender & Sexuality.

In this course we will study the ways in which gender and sexuality are understood within the biblical world and how these ancient understandings shape and intersect with contemporary perspectives. Key texts from both the Old Testament and the New Testament that have influenced attitudes and practices today will be examined within their original contexts and ancient conceptions of gender and sexuality. Discussions will also turn to useful methods for determining the relationships between biblical practices and conceptions of gender and sexuality and the dynamic state of contemporary conceptions. We will attend to ethical debates in the public square and in our religious institutions, with a sensitivity to the variety of perspectives that are held in society and in the Church. The aim of this course will be to develop sensitive and constructive leaders in an area of Church life that has become particularly divisive.

DMRS 6051 Self, Other, and Community.

Educational philosopher, Maxine Greene, speaks of the “incomplete self” to challenge modernity’s notion of the autonomous self. The incomplete self exists within ongoing experience and within a vital matrix of interrelatedness with the world. Challenging individual introspection with a communal vision of transformation, the course contends for the inextricable link between self and social consciousness and considers how the “incomplete” self transforms through mutuality with others and practice of compassion. A generative focus of the seminar will be the necessary work by the Church to articulate theologies of community and to live into—thereby, teach—ministries of reconciliation. Please see department for course alpha and number.

DM 6162 Biblical Images for Reimagining Church

Biblical history provides multiple examples of how the faith communities of ancient Israel and early Christianity (the temple, the synagogue, the church, and more) organized themselves for mission in their particular historical and social context. In each case, a careful reading of Biblical texts can teach us the benefits and challenges of different forms of organization. With this understanding, we can see how faith leadership responds effectively to new and changing social situations.

DM 6060 Black Theology: Church, Society, & Academy

This course examines what is Black Theology of Liberation and how it relates to the Church, the society, and the academy. The black church proclaims the Gospel and cares for the holistic life of the community. Black theology asks the Church has it been faithful to what the Gospel calls the black church to believe, think, say, and do.

DM 6058 Feminist/Womanist/Mujerista

This course will offer ways to approach leadership of churches and church-based institutions from the perspective of African-American women's religious experience and how a theological analysis of race, class and gender inform such leadership.

DM 6037 Luke-Acts and the Life of the Church Today

The course is a study of methods in historical, theological, social, cultural, and political interpretations of Luke-Acts and an attempt to correlate this study with the life of the modern church. The study will give special attention to literary, intertextual, canonical, and social analyses.

DM 6057 Paul in Contexts

Reading Pauline Epistles from the perspective of their first century socio-historical contexts as well as from the viewpoints of our twenty-first century existential contexts. As a "thinker in action" Paul will be studied first in terms of the interface between his life and work, and then his theology as "work in progress" will be discussed to see if it is possible to trace a meaningful trajectory of the evolution of his thoughts, especially in the scope of soteriology. This trajectory then would further shed light on some of the contemporary issues of Christian identity in the pluralistic and multi-religious global society.

DM 6071 Teaching as Leadership

Teaching is an intentional art of inviting communities toward a more connected way of seeing and being in the world. This course explores the inner landscape of those who practice this art in myriad forms and integrated teaching as a vital expression of leadership. Converging on themes of authenticity, clarity and humility, students will deepen their capacity for visionary leadership and gain renewed teaching practices for leading faith communities of action and reflection.

DMOT 6055 The Bible and Immigration

The Scriptures of ancient Israel and early Christianity depict a variety of immigration movements, including exiles, forced migrations, conscriptions, refugee conditions, captivities, and enslavements. This course will examine the social and historical conditions of these migrants and their movements, as well as biblical renderings and interpretations of their condition, with special interest in how immigrant experience formed communal identity and served as a primary metaphor for religious and cultural self-understanding. We will also investigate the role of religious communities in current immigration situations, to see how inclusion of immigrants leads to religious vitality.

DM 6161 The Spirituality of the Nones, Dones, & SBNRs

The North American religious landscape is changing due to the increasing numbers of those who self-identify as "Nones," "Dones," and "Spiritual, But Not Religious (SBNR)." Nones and Dones express finding spiritual satisfaction in hands-on activities, such as participating with churches in mission projects. Surprisingly, SBNRs are just as likely to be church members as not. Yet, each is rejecting both organized religion and secularism in favor of spirituality. This course will explore how these groups define "spirituality," how this belief system has evolved, and what future trends may be emerging.

DM 6063 Women Mystics and Leadership in a Complex World

This course explores what we can learn from women mystics about leadership for a complex world. We will focus on these women and their leadership using a primary lens of dialogic organizational development oriented towards complex adaptive action. The course will be divided into three areas: historical research, collaborative analysis of leadership trajectories, and contemplative practice.

DM 6077 Issues and Methods in Contextual Theology: Dismantling Racism

This course will draw on a variety of sources to engage participants in a process of critical reflection on the theologies of our traditions and foster a collaborative conversation on the construction of their own theology for dismantling racism. The theological conversation will be contextualized with an examination of the social construction of race in systems and structures, its impact on our own identity and spiritual formation and the life of the faith communities we are a part of, leading towards the development of our own theology for dismantling racism. While examination of the social construction of race will focus on the US experience, participants will have opportunity to supplement the primary sources with material relating to their particular history, culture and social location. Participants will also be introduced to resources for equipping faith communities for engagement in practices for dismantling racism.

DISSERTATION/ PROJECT SEMINARS

DM 6014 D/P Seminar.

The Dissertation/Project (D/P) is the signature assignment in one's Doctor of Ministry studies. The D/P Orientation Seminar introduces students to the requirements of the D/P and the proposal process, and guides students through the development of a draft Topic and/or Design Proposal. This course is required for all students. New students should plan to take it in their first session. There is no tuition for this course. DM 6014 is open to SFTS DMin students only.

DM 6001 D/P Proposal Seminar: Proposal Writing.

The D/P Proposal Seminar is designed for students who have completed the DM-6014 D/P Orientation Seminar and their required course work, and are ready to prepare their Topic Proposal. In this course we will review the requirements for Candidacy and the elements of that process--from proposal to selecting an advisor, completing the D/P and the final review of the D/P manuscript. Students will prepare a draft proposal for presentation and receive feedback from their peers. The final course objective is completion of a Topic Proposal for submission to the APS Committee. There is no tuition for this course. Prerequisites: DM 6014, a minimum of 5 DMin resource seminars, permission of instructor. Please see department for course alpha and number.

DM 6010 DMin Supervision I: Proposal

Students at the D/P proposal-writing stage (working on new or revised D/P Topic and/or D/P Design proposals) are registered in DM-6010. Even though this course does not involve scheduled class meetings per se, a Moodle site for this course is planned so that students can seek/share ideas and feedback from one another as well as access suggested resources.

DM 6013 DMin Supervision II: Dissertation/Project

Students who have received APS Committee approval of their topic and design proposals and are now at the research/project and writing stage are registered in DM-6013. As with DM-6010, a Moodle site for this course is planned so that students can seek/share ideas and feedback from one another as well as access suggested resources.

Please see department for course credit offering and range.

DIPLOMA IN ADVANCED PASTORAL STUDIES (DAPS)

All DMin students, upon having completed the seminar requirements may choose, in lieu of pursuing the D/P requirement and completing the doctorate degree, to request a Diploma in Advanced Pastoral Studies. This option may be chosen for any reason, such as complete satisfaction with the coursework completed, change in personal circumstances, or change in career interests.

Students who have completed all coursework but make no visible progress on the D/P within two years may be invited to submit a request to graduate with a Diploma in Advanced Pastoral Studies in lieu of the DMin degree. The APS Committee may also determine, based on written work, teachers' evaluations and in consultation with the student's D/P advisor, that a student does not have the skills to complete an acceptable D/P. In such cases, upon withdrawal from the program, the student will receive the Diploma in Advanced Pastoral Studies in lieu of the Doctor of Ministry degree.

In all such cases, SFTS will charge the student a processing fee equivalent to the current graduation fee.

Students in good standing withdraw with the understanding that they can re-activate their studies in the DMin program within five years. Should the DAPS recipient seek to resume their DMin degree within the five year period they must make a written request to the APS program office that includes a statement that summarizes their current ministerial context and motivation to complete the D/P. The diploma must be surrendered upon continuation in the program. Any previously approved topic/design proposal is subject to review and may be rejected or require updating before proceeding to work on the D/P. If an advisor was approved, it is the student's responsibility to communicate with their previously approved Advisor to determine his/her availability, or submit the name of new proposed advisor to the APS Committee.

THE SHAW CHAPLAINCY INSTITUTE (SCI)

CLINICAL PASTORAL EDUCATION (C.P.E.)

This program is offered for pastors, religious professionals, theology students, and qualified laypersons who seek further development of their pastoral skills. In this exciting type of graduate-level education, students learn how to integrate knowledge from theological, psychological, and social science disciplines into the practice of pastoral ministry. SFTS offers a Supervisory Education Fellowship to one student preparing to become a certified ACPE supervisor.

The Shaw Chaplaincy Institute is unique in that it provides students with the flexibility of choosing a community-based learning center, as opposed to learning and training in a hospital or military program. Affiliate learning sites include a variety of venues such as congregational and parish-based settings; state, police, and firefighting agencies; prisons; and addiction recovery facilities.

During C.P.E. training, students receive close supervision while involved with persons seeking spiritual and/or religious care. Out of intense involvement with persons in various levels of crisis and need, and with feedback from peers and teachers, C.P.E. students develop new awareness of themselves and the needs of those they serve.

PROGRAM STRUCTURE

C.P.E. as offered through ACPE accredits two types of programs, C.P.E. Level I/Level II and Certified Educator CPE. C.P.E. Programs have Objectives and C.P.E. Students have Outcomes. Objectives define the scope of the C.P.E. program curricula. Outcomes define the competencies to be developed by students as a result of participating in C.P.E. programs. One unit of C.P.E. is a minimum of 400 hours, of which 100 hours must be structured learning and 300 hours must be direct contact with population you are serving. C.P.E. is conducted with peer group learning and interaction. A C.P.E. peer group must have at least 3 students.

- The SFTS C.P.E. program is fully accredited to offer Level I, Level II and Supervisory C.P.E. by The Association for Clinical Pastoral Education (ACPE)
- The C.P.E. program at SFTS offers three sessions of C.P.E. on a calendar that coincides with the SFTS academic year
- SFTS offers a Supervisory Education Fellowship to one student preparing to become a certified ACPE supervisor

Internship Extended Units (Level I & II)

These internship units are offered in the fall, spring, and summer terms. During the fall and spring unit (17 weeks total), interns complete 11 hours of structured education per week, and 22 hours of direct pastoral care per week. When offered, summer C.P.E. classes run over the course of 14 weeks, and require 12 hours of structured education per week, and 30 hours of direct pastoral care per week.

Supervisory Education

SFTS offers the Shaw Supervisory Education Fellowship to one student to train to become a certified ACPE supervisor.

Please see department for course listings.

CERTIFICATE IN TRAUMA & SPIRITUAL CARE (C.T.S.C.)

The Certificate in Trauma & Spiritual Care provides working professionals in both clinical and pastoral settings with the skills needed to adequately care for and help people during life's most difficult situations.

Focusing on the spiritual understandings of trauma and healing, this intensive program combines crisis intervention training and trauma counseling education to give caregivers a comprehensive set of skills to help trauma survivors recover from their experiences.

Traumatic experiences affect people and communities in particular and complicated ways. In addition to physical and psychological impacts, trauma also can shatter trust and hope, which are the foundations of spirituality.

The certificate is comprised of four courses: Dynamics of Trauma, Trauma Care Resiliency, God & Human Suffering, and Collective Trauma, Collective Wisdom. Generally, one course is offered each fall and spring term over four weekends (Friday evenings and Saturdays during the day). However, this fall we are offering two courses (see descriptions below). If a summer course is scheduled, it's offered as a week-long intensive. Each course is 3 academic credits or 40 contact hours of continuing education. Courses may also be taken on an individual basis but all four trauma courses must be completed in order.

Transfer Credits

If upon entering the certificate program students do not have a(n) M.Div., MA, or M.A.T.S., and later choose to enroll in one of these degree programs at SFTS, the completed certificate courses cannot be transferred into the degree program.

There are four courses in the curriculum held during a period of two years. Each course meets once a month for four months, usually Friday evening for 3 hours and all day Saturday. Courses can be taken in any order and cannot be duplicated.

COURSES

ST 2209 God and Human Suffering.

Deals with issues of theodicy—how we make sense of evil in a world that is supposed to be under the care of a good God while providing pastoral care in relation to those who are suffering. This course explores the relationship between human suffering and the human spirit.

OTHER CERTIFICATE COURSES

SP 2150 Collective Trauma, Collective Memory: Systemic Issues of Trauma.

Explores the dynamics of trauma as a set of social patterns and relationships constructed through conditions that legitimate hostile imaginations, feelings, and actions. Using race as the central category for systemic issues that exacerbate collective trauma and collective memories of trauma, this course will examine socially traumatic events, and social constructs that lead to collective memories of collective traumas. From the pastoral care, spiritual, and psychological fields it will identify the epidemiology of collective trauma and uncover roots of racial, gender, and class social injustices, such that social realities that create and reinforce collective trauma may be identified and eliminated.

SP 4055 Dynamics of Trauma.

explores the basic dynamics of trauma from a variety of perspectives: sociological, psychological, psychiatric, neuroscience, relational, theological and spiritual. Additional topics include: the great variety and demographics of trauma, and the emerging field of traumatology, along with the spiritual and moral dimensions to trauma and the traumatized person, including the emerging concept of “moral injury.”

SPPS 4460 Trauma Care Resiliency: Developing Transformative Emotional Intelligence (EQ).

Applies the principles of transformative learning to foster EQ growth. This approach requires sufficient time for implicit learning to occur, space for self-reflection and questioning one’s own assumptions, and an environment which supports, confronts and clarifies. In this class, students will learn critical care competencies for trauma care-giving including self-awareness, self-management and impulse control, empathy and the ability to attune to others, flexibility, creativity, decision-making and problem-solving, and the ability to engage and inspire others.

For admissions and application information regarding the Shaw Chaplaincy Institute, please visit shawcpe.sfts.edu/education/.

For additional information regarding the C.P.E., please visit shawcpe.sfts.edu/education/cpe/.
For additional information regarding the C.T.S.C., please visit www.redlands.edu/CTSC.

DIPLOMA IN CHAPLAINCY SPIRITUAL CARE RESEARCH LITERACY (D.C.S.C.L.R.)

The Diploma in Chaplaincy & Spiritual Care Research Literacy is designed to equip chaplains, spiritual care providers and pastoral care educators who work in research-driven environments with the tools they need to work alongside interdisciplinary colleagues, develop practices informed by scientific inquiry, and design and implement their own evidence-based research. D.C.S.C.R.L. students will study alongside colleagues in the Doctor of Ministry program, in the Chaplaincy/Spiritual care concentration, in a professional learning community that is multi-faith, culturally competent, spiritually grounded, and pedagogically innovative.

The curriculum is designed to foster interest and curiosity in professional chaplains about their own and others' provision of spiritual and religious care that give rise to research inquiry and critical thinking. Students will develop and master rigorous data collection methodologies appropriate for their ministry setting.

San Francisco Theological Seminary has designed this program so that it may be considered by participants for use as continuing education to enhance the professional knowledge and pastoral competency of chaplains certified through the Board of Chaplaincy Certification Inc.® an affiliate of the Association of Professional Chaplains®.

REQUIREMENTS

The Diploma in Chaplaincy & Spiritual Care Research Literacy requires 18 units. Students take three required courses, one elective, and six units fulfilled through a field research project.

Hybrid Courses

Courses in the Chaplaincy & Spiritual Care Research Literacy concentration will be taught in a hybrid format that includes both an online component and a 2-3 day meeting on campus.

Required Courses (9 credits)

The three required courses provide a framework for evaluating existing research, understanding methods of data collection, quality, and usage that might be used within various chaplaincy contexts, and theological reflection on the history and politics of research. They are:

- DM 6164 Action Research and Evidence-Based Research Methods
- DM 6165 Quantitative vs Qualitative Research Methods
- DM 6045 The Politics of Research: Ethical, Epistemological, and Ontological Issues

Elective Seminar (3 credits)

Students will take 1 elective seminar, selecting from seminars offered in the Chaplaincy/Spiritual Care concentration and other program options within the D.Min. program, based on their particular professional needs and research interests.

Field Research Project (6 credits)

It is envisioned that most students will design a field research project through the work in the required core courses, that includes gathering data on a student-defined research question and presenting the results in a final paper.

COURSES

DM 6164 Action Research and Evidence-Based Research Methods

The first of three core courses in the Chaplaincy & Spiritual Care Research Literacy concentration, this course provides a framework for evaluating existing research, understanding methods of data collection, quality, and usage that might be used within various chaplaincy contexts.

Prerequisite: at least one of the following -- 4 units of Clinical Pastoral Education, Board Certified Chaplain, or eligible for certification.

DM 6165 Quantitative vs Qualitative Research Methods

The second of three core courses in the Chaplaincy/Spiritual Care Research Literacy concentration, this course provides a framework for evaluating existing research, understanding methods of data collection, quality, and usage that might be used within various chaplaincy contexts.

Prerequisites: at least one of the following -- 4 units of Clinical Pastoral Education, Board Certified Chaplain, or eligible for certification; and Action Research Methods course #1 (above)

DM 6045 The Politics of Research: Ethical, Epistemological, and Ontological Issues

The third of three core courses in the Chaplaincy/Spiritual Care Research Literacy concentration, this course provides a framework for evaluating and working with evidence-based research in various chaplaincy contexts through theological reflection on the history and politics of research.

Prerequisites: at least one of the following -- 4 units of Clinical Pastoral Education, Board Certified Chaplain, or eligible for certification; and Action Research Methods courses #1 and 2 (above)

For additional information regarding the D.C.S.C.R.L., please visit the web page

www.redlands.edu/dcscl/.