

Master of Divinity Courses in Vocational Areas

Pastoral Ministry

(for traditional congregations and emerging Christian communities)

SMCL 642 Christian Worship
SMCL 682 Foundations of Public Worship
SMCL 611 Pastoral Care
MOL 620 Transformative Leadership
SMCL 602 Foundations of Christian Preaching
SMCL 521 Teaching for Christian Community

A denominational polity course is required for this track, and Clinical Pastoral Education is strongly recommended.

Academic Ministry

For students who feel called to model for the church what it means to love God with the mind by artfully bringing academic learnings into the life of the church through teaching, writing and on-going scholarship.

CTT 523 Anabaptism Today: Topics
BVG 541 Biblical Foundations for Justice and Peacemaking
CTT 711 Dietrich Bonhoeffer: Life, Theology & Witness
CTE 730 Human Sexuality in Theological Perspective
SMCL 602 Foundations for Christian Preaching
CTH 641 Mennonite History & Thought

Inter-cultural & Community Mission

For students who feel called to share the Gospel of Jesus Christ in diverse contexts, providing leadership for new communities of faith and neighborhood ministries that embody evangelical spirit, social conscience and public witness, whether locally or internationally.

CM 538 Global Christianity
CM 631 Churches & Social Transformation
CTE 713 Sermon on the Mount: Peace, Justice and the Reign of God
SMCL 682 Foundations of Public Worship
CM 621 Evangelism: Living to Tell
CM 653 Spirit World and the Global Church
CM 724 Racial Healing and the Blue-Eyed Soul
CTT 645 Justice, Peace and the Biblical Narrative
Center for Interfaith Engagement courses (CIE)

Chaplaincy or Spiritual Direction

For students who feel called to serve as Chaplains or Spiritual Directors practicing the skills of presence, listening, discernment, and empathy while offering appropriate, caring responses.

In addition to the above MDiv core requirements, students are expected to choose many of their electives from these suggested courses:

SMCL 611 Pastoral Care
SMCL 581 Pastoral Counseling
CTE 730 Human Sexuality in Theological Perspective
SMFE 601 Clinical Pastoral Education—Basic Level
SMFE 701 Clinical Pastoral Education—Advanced Level
FS 521 Introduction to Spiritual Guidance
FS 622/624 Spiritual Direction Seminar & Practicum
CM 542 Psychology of Religious Experience
SMCL 561 Ministry in Times of Trauma
FS 722 Advanced Spiritual Direction
FS 532 Spiritual Formation for Congregational Discernment
CM 621 Evangelism: Living to Tell

Master of Arts in Religion

The Master of Arts in Religion (MAR) program is designed for students who prioritize academic preparation in the theological disciplines over professional preparation for ministry. The emphasis in the MAR program is on concentrated study in a field of theological knowledge and on the development of analytical and reflective skills appropriate to that field. The clearest expression of the program's academic emphasis is the thesis as the student's capstone in the program.

Students who identify the following goals as matching their primary purpose for their seminary studies are most likely to benefit from the MAR program:

- training for teaching or writing
- integration of theoretical underpinnings for practical ministry
- preparation for further graduate/doctoral studies – see final sentence in this paragraph

Students preparing for ministry in congregations or church agencies are generally encouraged to consider the Master of Divinity (MDiv) or the Master of Arts in Church Leadership (MACL). Given significant diversity in the admissions expectations for doctoral programs, students choosing between the MAR and MDiv programs as preparation to apply to such programs are urged to consult the admissions requirements of specific programs to which they aspire.

The MAR degree requires the completion of 60 semester hours, requiring two years of vigorous study when enrolling as a full-time student. The total number of hours required for the degree may be adjusted for a student who brings extensive undergraduate studies in religion or has done graduate-level theological study. In the case of undergraduate studies, only courses at the junior and senior level (usually numbered between 300 and 499) are applicable toward reduction of MAR requirements at the ratio of four undergraduate credits translating to three hours of graduate credit. Fifteen semester hours is the maximum reduction permitted. In the case of a student who has already completed another post-baccalaureate degree in theology, the required hours may be reduced to as few as 30 semester hours if there is sufficient overlap in course content. Such adjustments in any student's degree requirements are formalized only after the student has been admitted to degree candidacy by the EMS faculty.

A unique strength of Eastern Mennonite Seminary is our formation program. We believe that focusing on one's own formation is the best way to prepare students to be healthy and whole in their vocations, this is true for those pursuing an academic degree no less than it is for those whose seminary degree will focus on the practice of ministry. For this degree, two formation courses, Formation in God's Story I & II (2 credits each), are required. These courses are designed to help students understand their own lives in conversation with and connection to God's story as found in Scripture and being written in the present in their own lives through spiritual practices. For more information, please visit the [formation page](#).

Program of Study

Each student's program of study consists of

A required core of six courses taken by all EMS degree-seeking students, totaling 16 semester hours of credit.

Designated electives in four additional areas, with twelve semester hours for a combined total of 28 required semester hours.

Biblical Studies elective 3 SH – Generally courses prefixed BVOT or BVNT and focusing on study of Biblical texts (but not the elementary or readings level Biblical languages courses).

Church & Society elective 3 SH – These two courses meet this requirement: CM 643 *Missio Dei* in Cultural Context, or CM 652 Churches and Social Transformation.

Anabaptist / Denominational Studies 3 SH – Anabaptist-affiliated students take one of three courses: CTH 641 Mennonite History, CTT 633 Anabaptist Theology, or CTT 523 Anabaptism Today, or other approved courses.

Theological studies elective 3 SH – The courses prefixed CTT, CTH or CTE generally meet this requirement.

A concentration tailored to the interests of the individual student, consisting of 20 semester hours of coursework.

A thesis anchored in the concentration, worth 6 semester hours.

Electives totaling 6 semester hours which may be rolled into the concentration if there is a rationale showing that these courses directly enhance the concentration, and if so compiling a concentration of 32 semester hours in specialized study.

Students may craft MAR concentrations within the classical disciplines of the seminary curriculum or pursue interdisciplinary approaches. Interdisciplinary programs of study may draw from the various programs of the seminary as well as the university's other graduate programs.

Students must follow a careful process of academic advising and program approval in this program. The director for the MAR program serves as Academic Advisor to all MAR students throughout their program of study. During the second year of study the successful student prepares a thesis proposal which gains the approval of the seminary's Academic Committee. When approving this proposal the committee also appoints a thesis advisor from the academic discipline to which the thesis relates. The thesis culminates in an oral defense before an Examining Committee consisting of the MAR director, academic advisor, the thesis advisor, and one or two additional readers. The various procedures toward the Master of Arts in Religion are outlined more fully in an MAR program manual.

A minimum of 30- hours shall be taken in residency (see [residency requirements](#))

Core Courses

FS 501 Formation in God's Story I (2)

FS 502 Formation in God's Story II (2)

CTH 501 Christian Tradition I (3)

CTH 511 Christian Tradition II (3)

BVOT 511 Old Testament: Text in Context (3)

BVNT 512 New Testament: Text in Context (3)

Designated Electives

Biblical Studies elective (3)
Church & Society elective (3)
Anabaptist / Denominational Studies (3)
Theological studies elective (3)

Concentration/Electives/Thesis

Electives in concentration (20)
Electives (6)
Thesis (proposal) – (3)
Thesis (writing and defense) – (3)

Master of Arts in Christian Leadership

This program provides graduate theological study for persons engaged in or contemplating a variety of leadership roles in community, congregational, or other professional settings. It is particularly well-suited for the preparation of persons who wish to offer leadership founded in theological and Christian spiritual foundations in any of a variety of professional settings: United Methodist deacon orders, participation in a congregational leadership team, work in a community or social service agency, or mission outreach locally or cross-culturally. The student will receive basic training within integrative core courses and then will identify further coursework allowing them to focus a specialized ministry area.

Early in their time of study, students will work with an advisor to identify vocational growth goals and to select courses that will prepare them for the specialized role they envision for their ministry. This specialization, while having a clear focus, will be made up of courses that students and advisors jointly discern will best serve their further ministry preparation. Possible areas of specialization given the training opportunities the seminary can provide are these: Chaplaincy/Pastoral Care; Christian Spiritual Formation; Congregational Ministries: Preaching, worship, etc.; Conflict Management & Peacebuilding; Leadership; Missions; Youth and Young Adult Ministry. Students may choose other interest area in consultation with their advisor.

Degree requirements require final completion of a 3 semester-hour Ministry Specialization Project (SMCL 698). This project will be a summative reflection on the area of specialization chosen by each student, and a proposal for ways the ministry specialization will contribute to the students' ongoing vocation.

Since the MACL is a terminal degree, students who may later choose to enter a different program such as Master of Divinity will need to complete additional studies beyond the one-year difference in the two programs. If a student chooses to complete an MACL degree and then decides to pursue a Master of Divinity degree, consideration may be given to applying up to 33 semester hours of credit from the first degree toward the Master of Divinity degree.

A unique strength of Eastern Mennonite Seminary is our formation program. We believe that focusing on one's own formation during the seminary journey is the way for ministering persons to be healthy and whole in their vocations. For this degree, two formation courses are required. Two courses in Formation in God's Story help students understand their connection to God's story as found in Scripture in conversation with their own life stories being written in the present through growing spiritual practices. Additional Formation studies can be done as part of the students' specializations focus. Persons considering advanced academic master or doctoral studies should pursue the Master of Divinity or Master of Arts in Religion degree rather than the Master of Arts in Christian Leadership.

Normally 16 hours of resident study are required.

Master of Christian Leadership Core Curriculum Design

Core Courses

FS 501 Formation in Gods Story I (2)
FS 502 Formation in Gods Story II (2)
BVOT 511 Old Testament: Text in Context
BVNT 512 New Testament: Text in Context
CTT 634 Living Theology
CM 643 Missio Dei in Cultural Context

Choose two Biblical Studies course (6)

Any BVG, BVOT or BVNT courses
BVG 621 Interpreting the Biblical Text

Choose one Worship Course: (2-3)

SMCL 642 Congregational Worship (3)
FS 563 Spiritual Formative Worship (2)
FS 683 Intergenerational Worship (2)
FS 723 Prayer Practices in Worship (2)

*CM621 Evangelism: Living to Tell

strongly recommended; required for United Methodist deacon students

Students will complete the following or the UM studies

Choose two Advanced Theological studies courses (6)

CTT course

CTE course

CTH course

OR

United Methodist Studies (6)

(Student needs to check with his/her conference to confirm all requirements are met)

CM 671 U.M. History (2)

CM 681 U.M. Doctrine (2)

CM 691 U.M. Polity (2)

Ministry Specialization Electives (12-16)

SMCL 698 Ministry Specialization Project (required)

May include the following:

FS 601 Formation in Ministry I

FS 602 Formation in Ministry II

SMFE CPE (6)

Possible Ministry Specializations:

Chaplaincy/Pastoral Care

Christian Spiritual Formation

Congregational Ministries: Preaching, worship etc.

Conflict Management & Peacebuilding

Leadership

Missions

Youth and Young Adult Ministry

Students may choose other interest area in consultation with their adviser.

Total of 49 SH

Core courses: 33-37

Elective – guided by specialized specialization focus: 12-16

Dual Degrees

Eastern Mennonite Seminary offers four Dual Degrees with other graduate degree programs at Eastern Mennonite University:

[Master of Divinity and Master of Arts in Counseling](#)

[Master of Divinity and Master of Arts in Conflict Transformation](#)

[Master of Divinity and Master of Arts in Restorative Justice](#)

[Master of Divinity and Master of Arts in Business Administration](#)

A dual degree arrangement will enable a student to earn both an MDiv and another master's degree in approximately one year less and at less cost than if the degrees were pursued separately. Seminary students who elect to pursue a Dual Degree would potentially benefit in multiple ways. The combined degrees could enhance the following opportunities:

Graduates would be enriched by the interdisciplinary character of theological/pastoral preparation in conversation with another professional discipline;

Graduates would be equipped with multiple professional skills to better minister within the marketplace of ideas and work;

Graduates would be prepared to work part-time as pastor and within another professional field in ways that enhance their economic stability and potential service to the church;

Graduates would be more thoroughly prepared for leadership in Christian institutions and organizations, with expanded management skills and professional breadth.

Academic and Administrative Matters

To participate in the Dual Degree Program, a student would be admitted to both the Seminary's MDiv program and to another graduate program. Admission to one program would not in any way assure admission to the other program.

Students would deal with the two programs separately for purposes of admission, tuition payment, financial aid and the like.

Academic standing in the respective programs would be determined solely on the basis of work done in each program.

Each program would be responsible for the integrity of its degree in terms of course requirements.

The Seminary Associate Dean and the program director of the other respective degree program would serve as contact persons and as advisors for students pursuing a dual degree.

Master of Divinity and Master of Arts in Business Administration Dual Degree

A dual degree student will graduate with two masters degrees in less time than it would take to complete those degrees individually.

The dual degree master of divinity and master of business administration combines the theological, biblical and pastoral training of a master of divinity with business and organizational leadership training that focuses on the values of stewardship, sustainability, justice, and social entrepreneurship.

A unique strength of Eastern Mennonite Seminary is our formation program. We believe that focusing on one's own formation during the seminary journey is the way for ministering persons to be healthy and whole in their vocations. Formation in God's Story I & II (2 credits each) helps students understand their own lives in conversation with and connection to God's story as found in Scripture and being written in the present in their own lives through spiritual practices. Formation in Ministry I & II (3 credits each) offers students the opportunity to put their learning into practice in internship sites related to their vocational leanings with a mentor to help with on-site theological reflection. Formation in Missional Leadership I & II (2 credits each) provides space for students to integrate what they have learned about themselves, God, the world, and the church as they look forward to their future in ministry. For more information please visit the [formation page](#).

Degree Requirements

Seminary MDiv degree requires 81 SH, 50 SH core requirements and 31 SH of Ministry Track electives.
MBA is a 36 SH degree.

For a Dual Degree MDiv/MBA (total of 97 SH): In light of the Association of Theological Studies policy on "shared credit in degree programs," we are allowing up to 11 SH to be reduced from the current MDiv requirements. A student would be free to take additional electives in either program.

MDiv: a total of 70 SH required (53 SH of the MDiv core curriculum and 17 of Ministry Track electives).

Of the 17 elective hours, 6 hours will be required with the following three courses:
SMCL 671 (MBA 671) Leadership and Administration
BVG 541 (MBA 541) Biblical Foundations for Justice and Peacebuilding

MBA: 21 SH from core, the 9 SH required from the seminary electives above, and two 3 SH electives from the MBA program (chosen in consultation with academic advisor) for a total of 36 SH.

21 SH of MBA Core Requirements

OLS510 Leadership and Management for the Common Good
OLS515 Intro to Leadership Studies
OLS530 Organizational Behavior
OLS540 Managerial Finance and Accounting I
MBA640 Managerial Finance and Accounting II
MBA630 Managerial Economics

MBA650 Sustainable Organizations for the Common Good

9 SH from the required seminary electives
SMCL 671 (MBA 671) Leadership and Administration
CTE 702 (MBA 702) Christian Ethics
BVG 541 (MBA 541) Biblical Foundations for Justice and Peacebuilding

Two 3 SH elective courses from among the following:

MOL510 Leadership Seminar
MBA555 Legal Aspects of Human Resources
MBA660 Stewardship, Innovation & Social Entrepreneurship
OLS610 Strategic Marketing Management
MBA665 Project Management & Grant Writing

Admissions Requirements

Students must be admitted to both the seminary and the MBA program to be enrolled in the dual degree program. Students may fill out one application for both programs but are strongly encouraged to communicate how they will integrate the two degrees.

The Graduate Management Admissions Test (GMAT) is the preferred entrance exam for the MBA. Other graduate exams may also be considered, and no entrance exam is required for students already in possession of a graduate degree. Candidates who do not have a background in business may need to take a few prerequisite courses (offered by EMU); all prerequisites may also be waived with a strong GMAT score.

Master of Divinity and Master of Arts in Conflict Transformation Dual Degree

Academic Requirements

Seminary MDiv degree requires 81 SH, 50 SH core requirements and 31 SH of Ministry Track electives.
MACT has 45 SH, 27 SH are core requirements (based on a 6 SH practicum) and 18 SH for electives.

For a Dual Degree MDiv/MACT (total of 103 SH): In light of the Association of Theological Studies policy on “shared credit in degree programs,” we are allowing up to 11 SH to be reduced from the current MDiv requirements and the MA in Conflict Transformation is allowing up to 12 SH to be reduced from the MACT for a dual degree. This is a reduction of 23 SH from the current combined degrees. A student would be free to take additional electives in either program. Each program currently specifies the core required courses for their respective degree programs (noted in the current catalogs).

MDiv: a total of 70 SH required (53 SH of the MDiv core curriculum and 17 of Ministry Track electives).

For the MDiv several integrative courses are included as designated electives.
8-9 SH of these church specific electives

CM 631 Churches and Social Transformation
SMCL 652 Managing Congregational Conflict

Anabaptist Studies course or CM 671 United Methodist History

To fulfill 3 SH of MDiv biblical studies requirements, one of these two courses:
BVG 541 Biblical Foundations for Justice and Peacemaking
CTE 713 Sermon on the Mount: Peace, Justice and the Reign of God

MACT: 27 SH from core and concentration requirements and 6 SH of CJP electives (chosen in consultation with academic advisor) for a total of 33 SH Learn more about the [master of arts in conflict transformation at EMU](#).

Foundations for Peacebuilding I and II (12 SH)
Research Methods for Social Change (3 SH)
Practicum (6-9 SH)
Skills assessment courses (Choose at least one):
Mediation & Negotiation
Restorative Justice Practices
Transforming Trauma
Facilitation: Process Design & Skills for Dialogue, Deliberation & Decision-making

A unique strength of Eastern Mennonite Seminary is our formation program. We believe that focusing on one's own formation during the seminary journey is the way for ministering persons to be healthy and whole in their vocations. FS 501/502 Formation in God's Story I & II (2 credits each) helps students understand their own lives in conversation with and connection to God's story as found in Scripture and being written in the present in their own lives through spiritual practices. FS 601/602 Formation in Ministry I & II (3 credits each) offers students the opportunity to put their learning into practice in internship sites related to their vocational leanings with a mentor to help with on-site theological reflection. FS 701/702 Formation in Missional Leadership I & II (2 credits each) provides space for students to integrate what they have learned about themselves, God, the world, and the church as they look forward to their future in ministry. For more information please visit the [formation page](#).

Master of Divinity and Master of Arts in Counseling Dual Degree

A dual degree student will graduate with two masters degrees in less time than it would take to complete those degrees individually. The dual degree master of divinity and master of arts in counseling combines the theological, biblical and pastoral training of a master of divinity with the psychologically and spiritually grounded professional counseling training of the master of arts in counseling degree.

Degree Requirements

Students will complete 60 hours of course work for the master of divinity degree. Students will not take any of the 23 track-specific electives or track-specific mentored ministry in the seminary. Advisors will help students decide how the master of divinity core requirements will be reduced.

For the master of arts in counseling, students will complete 60 credit hours toward the degree. Three of these hours are designated as a counseling elective, which could occur in the seminary context.

The dual degree advisor will work with each student on a case-by-case basis to determine which course substitutions are suitable in light of schedule constraints and individual needs.

A unique strength of Eastern Mennonite Seminary is our formation program. We believe that focusing on one's own formation during the seminary journey is the way for ministering persons to be healthy and whole in their vocations in ministry and counseling. For this degree, four formation courses are required. FS 501/502 Formation in God's Story I & II (2 credits each) helps students understand their own lives in conversation with and connection to God's story as found in Scripture and being written in the present in their own lives through spiritual practices. FS 601/602 Formation in Ministry I & II (3 credits each) offers students the opportunity to put their learning into practice in internship sites related to their vocational leanings with a mentor to help with on-site theological reflection. For more information, please visit the [formation page](#).

Admissions Requirements

To be admitted to the dual-degree program students must be accepted to both the master of divinity program and the master of arts in counseling program. Students may fill out one application for both programs. Applicants are strongly encouraged to communicate how they will integrate the two degrees in their essay. They must also choose an academic reference, a pastoral reference and a professional reference. Applications for the MDiv/MAC dual degree are requested by March 1. Applications may be accepted after this date.

Curriculum

Students will generally spend two full years in the master of arts in counseling program. The sequencing of the seminary studies will be decided on an individual basis.

Seminary core requirements include

FS 501/502 Formation in God's Story I and II
BVOT 511 Old Testament: Text in Context
BVNT 512 New Testament: Text in Context
CTH 501/512 Christian Tradition I and II
FS 601/602 Formation in Ministry I and II
CTT 634 Living Theology
CM 643 Missio Dei in Cultural Context
CTE 702 Christian Ethics
[12 hours of Biblical languages or the alternate language track](#)

Master of arts in counseling core requirements include

Professional Identity, Function & Ethics
Counseling Techniques
Psychopathology
Counseling Theories
Integrated Counseling Process
Group Counseling
Crisis Intervention & Trauma Healing
Multicultural Counseling
Counseling Children & Adolescents
Expressive Therapies
Counseling Research & Program Evaluation
Marriage & Family Counseling
Advanced Diagnosis & Treatment Planning
Career Development
Assessment & Evaluation Procedures
Counseling Research & Program Evaluation
Professional Seminar
Addictions Counseling
Internship and practicum experiences are also required.

Master of Divinity and Master of Arts in Restorative Justice Dual Degree

Academic Requirements

Seminary MDiv degree requires 81 SH, 50 SH core requirements and 31 SH of Ministry Track electives.
MACT has 45 SH, 27 SH are core requirements (based on a 6 SH practicum) and 18 SH for electives.

For a Dual Degree MDiv/MACT (total of 103 SH): In light of the Association of Theological Studies policy on "shared credit in degree programs," we are allowing up to 11 SH to be reduced from the current MDiv requirements and the MA in Conflict Transformation is allowing up to 12 SH to be reduced from the MACT for a dual degree. This is a reduction of 23 SH from the current combined degrees. A student would be free to take additional electives in either program. Each program currently specifies the core required courses for their respective degree programs (noted in the current catalogs).

MDiv: a total of 70 SH required (53 SH of the MDiv core curriculum and 17 of Ministry Track electives).

For the MDiv several integrative courses are included as designated electives.
SH of these church specific electives

Churches and Social Transformation
Managing Congregational Conflict

Anabaptist Studies course or CM 671 United Methodist History

To fulfill 3 SH of MDiv biblical studies requirements, one of these two courses:
Biblical Foundations for Peacemaking
Sermon on the Mount: Peace and Justice

MARJ: 27 SH from core and concentration requirements and 6 SH of CJP electives (chosen in consultation with academic advisor) for a total of 33 SH

Foundations for Peacebuilding I and II (12 SH)
Research Methods for Social Change (3 SHs)
Practicum (6-9 SH)

Additional RJ courses (9 SH):

Restorative Justice: the Promise, the Challenge (3 SH)
Restorative Justice Practices (3 SH)
Restorative Justice and Whole System Approaches (3 SH)

Certificate Program

General theological certificate:

The seminary recognizes the value of its educational programs for certain persons who have not completed a college degree but who can benefit from graduate-level studies by reason of age/maturity and significant experience in Christian ministry. Maturity will be evaluated on a case-by-case basis but is generally understood as at least 35 years of age. Significant ministry experience means five years (or its cumulative equivalent) of church-related ministry. These criteria must be fulfilled for enrollment in seminary courses. While this program is not a degree program, the student participates in course work as a regular student. Twenty-four credit hours of study are required for the general theological certificate. At least half of this coursework must be taken in residence

A student in this certificate program who wishes to pursue a graduate seminary degree may apply for the Master of Divinity or the Master of Arts in Christian Leadership, upon successful completion of 21 hours of credit with a minimum GPA of 3.0. The student should meet with their advisor for a formative conversation, after which the adviser will prepare a degree candidacy recommendation for faculty consideration. Degree-seeking status will be conferred after faculty approval is gained. A limited number of students may be accepted in any year into seminary degree programs.

Assessment will need to be assured (SACS requirement), as follows

Certificate completion requirement:

At the time of certificate completion, or at the time of requesting degree candidacy, the certificate student will prepare a three-four page essay responding to the following prompt: Read the EMS Purpose Statement in the seminary catalog (1-6). Focusing on the fourth guiding principle, growth as transformational leaders, describe at least three ways your ministry and your person hood have grown and/or changed during your certificate studies. Refer to specific courses, readings, assignments, or conversations with instructors and fellow students.

Graduate Certificate in Christian Studies:

This certificate is designed for curious young adult college grads interested in a deeper faith perspective as they enter the work world, for active professionals seeking to connect faith and career, and for lay Christian leaders who want to connect their engagement in God's mission to the churches' faithful witness. Courses will be offered in accessible (hybrid) formats.

Curriculum:

Formation in God's Story I (2 SH)

Formation in God's Story II (2 SH)

Choose one:

OT/NT: Text in Context (3 SH)

Choose one:

Living Theology or Christian Ethics (3 SH)

Choose 6 SH of electives, including (6 SH)
at least one course designated CM
(contexts of ministry), SMCL or SMFE
(skills for ministry).

Total hours: 16 SH

Graduate certificate completion requirement:

At the time of certificate completion student will prepare a three-four page essay responding to the following prompt: Read the EMS Purpose Statement in the seminary catalog (1-6). Focusing on the fourth guiding principle, growth as transformational leaders, describe at least three ways your ministry and your person hood have grown and/or changed during your certificate studies. Refer to specific courses, readings,

assignments, or conversations with instructors and fellow students.

NOTE: this grad certificate is aligned with other EMU grad program certificates with the possibility that it could be included if EMU were to develop "stackable certificates." It is composed entirely of courses in our regular curriculum.

Additional Academic Information

Mentored Ministry

Description and Purpose of Mentored Ministry

Mentored Ministry (MM) at Eastern Mennonite Seminary refers to a variety of experiential learning opportunities within the overall curriculum. The purpose of Mentored Ministry is to serve the overall seminary curriculum by providing opportunities to *practice* ministerial and public *leadership* that becomes transformative as one increasingly integrates *wise interpretation*, *maturing practice*, and *discerning communication* to engage God's saving mission in the world, embodied in Jesus Christ. Common to each of the programs within the Mentored Ministry Curriculum is an individual mentor relationship.

Requirements :

Six(6 SH) of MM credit is required for the MDiv, normally 6SH in Formation in Ministry. Six (6SH) of MM credit is required for the MACL degree.

Core course: 601/602 Formation in Ministry I&II (6SH):

This "core" of the MM curriculum is a two semester (3SH per semester) course that includes an internship. Participants normally spend at least half of their ministry practice time in a congregational setting. Formation in ministry is required of MDiv and MACL students.

Guidelines/Requirements:

A minimum of 6SH of Mentored Ministry (MM) credits are required for the MDiv; a maximum of 15SH of MM may be earned.

Normally, a minimum of 3SH of the Mentored Ministry credits shall be earned in a congregational context. This is typically achieved through FS 601/602 Formation in Ministry. Students in the MDiv Pastoral Ministry Track shall earn a minimum of 6SH of MM credit in the congregational context.

FS 601/602 Formation in Ministry (6SH) is to be taken in the middle phase of a student's seminary program. A prerequisite is FS 501/502 Formation in God's Story I&II and approval of degree candidacy.

SMFE 601 Clinical Pastoral Education (6SH) may be taken at any point during the seminary experience excepting when a student is enrolled in another MM program. CPE is recommended for students in the Chaplaincy or Pastoral Counseling concentrations in the MDiv Specialized Ministries Track.

A student with significant congregational ministry experience (5 years or more) may petition to substitute SMFE601 Clinical Pastoral Education (6SH) in place of FS 601/602 Formation in Ministry I&II to meet the Mentored Ministry "core" requirement.

Cross-Cultural Experience

Eastern Mennonite University educates students to live in local and international contexts. Thus, Eastern Mennonite Seminary requires each student to engage in one intentional cross-cultural experience. The university also teaches students to embrace environmental sustainability as a core value. Because the travel industry is particularly environmentally and economically taxing, students and faculty are encouraged to make use of local contexts that are most conducive to cross-cultural learning.

Cross-cultural experiences have the potential to equip students for ministry in our diverse world by increasing students' cultural intelligence, which is crucial to transformational leadership. Cultural intelligence (CQ) is the capability to function effectively in intercultural contexts. It involves serious analysis of our motivations, interests and drive to adapt cross-culturally. CQ requires wise interpreters with knowledge of the similarities and differences between cultures. It also demands mature practitioners who have strategies for interpreting cues and planning for multicultural interactions. And CQ encourages discerning communicators to develop skills that will enable them to behave appropriately in cross-cultural situations. If entered into with these possibilities in mind, the context of cross-cultural experiences can provide fruitful dimensions for theological reflection.

There are strong biblical interests and motivations for learning to adapt cross-culturally. In the biblical world, people were at times called by God to encounter new cultures. We remember Abraham wandering towards the promise, Moses and Israel in the desert, Jesus moving about the fringes, Paul in the heart of the pluralist Roman Empire. All of these journeys required motivation, knowledge, strategies, and behaviors for effectively navigating intercultural contexts. Jesus sent his followers into all the world, not only to teach others but to listen and learn as they went. Following this call can create a sense of "wilderness," where one struggles with God, self, and others. People often grow as disciples of Christ where they do not have the usual securities and support to alleviate intellectual, spiritual and physical discomfort.

Intentional cross-cultural experiences have the capacity to help students grow in cultural self-awareness, which is crucial to effective cross-cultural relating. Cross-cultural engagement can also help students become aware of their own negative attitudes towards difference so that they can begin to develop positive attitudes about difference that will contribute to healing and reconciliation across religious and ethnic divisions in the communities where we live and work. Our Anabaptist convictions regarding reconciliation and peacebuilding call us to help alleviate suspicion among diverse peoples that can so readily result in alienation or escalate tensions that explode into dangerous violence.

In academic pursuits, our strategies for engaging the "other" too often present them as objects of study rather than as true conversation partners. In contrast, intentional cross-cultural encounters offer the possibility of life-changing mutual growth and change. We grow spiritually when we learn to interpret cues and are open to discovering the presence and work of God within the "other." Therefore, we seek to cultivate in our students the ability to claim their own identity (personal, family, ethnic, confessional) while extending hospitality (respect, space, time, openness)

to others. This tension must not blur or obliterate genuine distinctions. Rather, these cultural distinctions should be explored and celebrated.

We intend for our students to be mature in their ability to behave appropriately in cross-cultural situations by discerning which of their own cultural patterns and perspectives are, or are not, consistent with the gospel of Jesus Christ. Intentional cross-cultural experiences can magnify our own distinctives and convictions so that we no longer see them as normative, but as part of a cultural context. In this light, we also note that difference is a fact of every community, local and international. We need safe spaces to learn about diversity, within diversity, and from diversity. Ironically, the more “at home” we become in the diversity of our own identity and tradition (tested in encounters with various “others”) the more generous of spirit we can become toward diverse others.

EMS requires that students engage in one intentional cross-cultural experience for academic credit. The experience may involve a variety of learning strategies such as ministry in a context different to one’s own, living with a host family while learning another language, or interfaith interaction. More specifically, students may fulfill the curriculum requirement in one of the following ways:

- participating in a cross-cultural experience led by seminary faculty;
- completing the course CM 613 A – Cross Cultural Church Experience; or
- arranging a mentored ministry internship or directed study with significant cross-cultural dimensions;

Each cross-cultural experience will demonstrate integration of the four key components of Cultural Intelligence. The integration of these components will show evidence of a robust experience that contributes to increasing the capability of EMS students to function effectively in cross-cultural settings:

- Motivation, interest, and drive to adapt cross-culturally. (self-awareness)
- Knowledge of the similarities and differences between cultures. (other-awareness)
- Strategies for interpreting cues and planning for multicultural interactions. (planning to engage difference)
- Skills that foster the ability to behave appropriately in cross-cultural situations. (developing skills)

In cases where students bring significant prior intentional cross-cultural experience, they may meet the cross-cultural requirement by taking the 1SH CM 572 – Cross Cultural Integration Seminar for further reflection on their maturing Cultural Intelligence. This alternative should be made available to international students comparing and reflecting on ministry within the U.S. context.

Hybrid Courses

The seminary offers a number of courses in a hybrid format (combination of distance learning and face-to-face format). These hybrid courses are structured in such a way that they meet the residency requirement for a degree. Typically hybrid courses will begin with an intensive week of study on campus. The course continues for the duration of the semester online. Such hybrid courses allow individuals at a distance to work towards a seminary degree without necessarily making a permanent move to campus.

Summer Offerings

May and June offer a variety of summer school opportunities. A Summer Institute for Spiritual Formation is offered in the month of June. In addition, every May and June courses are offered in a variety of formats. An intensive unit of CPE is offered from mid-June to mid-August.

Students who qualify may take directed studies in areas not covered by courses offered in the curriculum. Also, ministry internships may be arranged through the director of field education.

School for Leadership Training

This annual event the third week of January has a long-standing tradition on the university campus. It has developed from a “Ministers Week” into a “School for Leadership Training” for lay leaders, pastors and current seminary students.

Many classes on a variety of subjects are planned. Bible studies, workshops and inspirational addresses round out the event. The program is integrated with the seminary schedule, allowing students to interact with attenders. Continuing education credit is offered to those attending the entire event. For students the SLT classes and plenary addresses normally replace the regular class work for the week.

[More Information on School for Leadership Training](#)

Courses of Instruction

Nurturing the Biblical Vision

Course descriptions and scheduling are subject to change by administrative decision. See course offerings booklet for current offerings. Some courses will be offered on a two- or three-year rotation.

General (BVG)

BVG 541 Biblical Foundations for Justice and Peacemaking (3 SH)

More than a study of a few select texts that deal with peacemaking, this course will explore and examine the various dimensions of peace in the Bible, with special attention to how the Bible as a whole functions as a foundation for peacemaking. The course will explore texts which reflect the everyday dimensions of wholeness, wellbeing, and security, as well as those which describe God's attempts to make peace with rebellious humanity. A central figure in the biblical story of peace is Jesus, both as foundation of peace and as model for peacemaking. Texts and issues which present peacemakers with serious difficulties, such as the wars of Israel or the image of God as judge and warrior, will also be examined.

BVG 621 Interpreting the Biblical Text (3 SH)

This course asks students to think theologically about biblical interpretation with the goal of forming faithful readers of scripture in and for the church and society. Two questions focus our attention: What is Scripture? and how can we read Scripture well? This is a seminar-style course in which students will read required texts closely and analyze them. Prerequisites (not applicable for online) BVOT 511, BVNT 512.

BVG 712 Biblical Theology (3 SH)

This course assists the student in building a theological framework for an understanding of Scripture as a unified revelation of God's purpose and will. The unity of Scripture is sought within the diversity of literary form and development of history. Ways in which Christians have viewed and articulated the central and unitary character of the Bible are reviewed. Special attention is given to the relation of the two testaments and to the Christian use of the Old Testament. (Prerequisite: BVG 621)

Sermon on the Mount: Peace, Justice and the Reign of God (3 SH) See [CTE 713](#).

Women and Men in Scripture and Church (3 SH) See [CM 651](#).

New Testament (BVNT)

BVNT 512 New Testament: Text in Context (3 SH)

This course is an introduction to the New Testament. It focuses on the both the theological and the historical and social-economic worlds of the Scriptures. The first written texts of the New Testament, the letters of the Apostle Paul, are the initial point of engagement with first-century Mediterranean politics, religion, and socio-economic realities into which the message of Jesus Christ came. Moving next through the gospels and then the rest of the New Testament writings, several methods of interpretation, research, writing, and presentation are exercised. A completed portfolio and a major oral presentation summarize how 21st century contexts are informed by the New Testament.

BVNT 531 Elementary Greek (3 sh)

This course is an introduction to koine Greek, the language of the New Testament. The course focuses on the basic grammar, vocabulary and reading skills necessary for translating the Greek New Testament as well as for doing more advanced Greek studies. Through classroom study, written exercises, quizzes and actual translation of parts of the Gospel of Mark, students learn the form and function of words/phrases, build a basic vocabulary and discover how actual translation assists biblical interpretation.

BVNT 541 Greek Readings (3 SH)

This course builds on the foundation laid in Elementary Greek in order to strengthen essential skills for exegesis of the Greek New Testament. Course objectives are: (1) to increase students' recognition of the vocabulary of the Greek New Testament; (2) to give students practice in analyzing Greek syntax and using such analysis for NT exegesis; (3) to introduce the principles and methods of textual criticism; and (4) to familiarize students with the basic tools for NT exegesis. The course works at these objectives through the reading, syntactical analysis and translation of a range of NT texts. Prerequisite: BVNT 531.

Offered in a Rotation:

BVNT 631 Gospel of Matthew (3 SH)

This course is an inductive study of the English text of the Gospel of Matthew. Working "from the inside out," the course starts with the study of the Matthean text and ends with the consideration of "critical questions" (authorship, purpose, original readership, historical/social/cultural context). Special attention is given to the question of synoptic relationships and the "history vs. theology" question. The course places primary emphasis on the final literary form of the Gospel and on the specifically Matthean "story of Jesus" recounted there. Methods of study include both sequential and thematic approaches to the text.

BVNT 641 Gospel of Luke and/or Book of Acts (3 SH)

This course focuses on the Gospel of Luke and/or the Book of Acts (English text). Beginning with inductive study of the Lukan text(s), the course concludes with consideration of "critical questions" (authorship, purpose, original readership, historical/social/cultural context). Special attention is given to the question of synoptic relationships (Luke) and the "history vs. theology" question (Luke/Acts). Primary emphasis lies on the final literary form of Luke/Acts and the characteristically Lukan "story of Jesus and the early church" recounted in these writings. The course approaches the text in both sequential and thematic fashion.

BVNT 651 Gospel of John (3 SH)

The focus of this course is the English text of the Gospel of John. From an inductive study of the Johannine text the course progresses to the consideration of "critical questions" (authorship, purpose, original readership, the "history vs. theology" question). Special attention is given to the relationship between the Gospel of John and the Synoptic Gospels. The course works with the final literary form of the Gospel and highlights the uniquely Johannine "story of Jesus." The course offers both sequential and thematic approaches to the text.

Offered in a Rotation:

BVNT 662 Epistle to the Romans (3 SH)

This course focuses on the inductive study of the Epistle to the Romans (English text). The course highlights the theological message of the epistle and the relevance of this message for the present-day church. Significant attention is likewise given to the historical/social/cultural/theological world of the Roman church and to the specific circumstances which occasion the epistle. The course works with the epistle in both sequential and thematic fashion.

BVNT 671 Corinthian Epistles (3 SH)

This course offers an inductive study of the Corinthian Epistles (English text). The course places emphasis on the interconnections between the theological message of the epistles, the historical/social/cultural/theological world of the Corinthian church and the specific circumstances which gave rise to these epistles. Consideration is given throughout to the relevance of these writings for the present day church. Methods of study include both sequential and thematic approaches to the epistles.

BVNT 682 Revelation: Apocalyptic in Biblical Context (3 SH)

This course focuses on the inductive study of the book of Revelation (English text), and its roots in several writings in the Old Testament (Ezekiel, Daniel). The course explores (1) the historical context in which biblical apocalyptic takes root, (2) the literary forms associated with apocalyptic writing, (3) the theological message of biblical apocalyptic and (4) the relevance of this message for the present-day church.

Old Testament (BVOT)

BVOT 511 Old Testament: Text in Context (3 SH)

This Old Testament survey considers Old Testament texts in light of the various contexts that influence their interpretation: ancient Near East culture and religion; the canonical context of Christian scripture; the historic and present Christian church; contemporary communities in which students find themselves.

BVOT 532 Elementary Hebrew (3 SH)

This course introduces biblical Hebrew grammar and vocabulary. Students will memorize the most frequently occurring vocabulary and grammatical forms for ease of reading biblical texts, and will read basic narrative prose passages from the Hebrew Bible. Lecture videos based on a text book are provided online; class time focuses on reading and practice exercises using a workbook and other resources.

BVOT 541 Hebrew Readings (3 SH)

This course builds on the work of Elementary Hebrew, developing students' recognition of fundamental Biblical Hebrew vocabulary and grammatical forms and familiarizing students with issues of Hebrew syntax, in the context of reading basic and intermediate passages of the Old Testament. Students learn how to draw on their reading of the Hebrew text for exegesis, using various exegetical resources and approaches. Prerequisite: BVOT 532.

Old Testament Book Study Courses

Students explore one or more books of the Old Testament, focusing on the theology of the Book, the Theological Resources it offers and the questions it raises in Christian contexts. Historical, literary, canonical and socio-cultural approaches inform theological reflection. Classroom time involves lectures and seminary-style discussion on required readings, and student coursework culminates in a final paper and a project that applies learning to the student's ministry context.

BVOT 642 Pentateuch (3 SH)

Students study the Pentateuch, with particular emphasis on the Book of Exodus, focusing on understanding the value of Torah for Christian faith and practice.

BVOT 655 Genesis (3 SH)

Students explore the book of Genesis, focusing on creation, election and related motifs.

BVOT 661 Wisdom Literature (3 SH)

Students explore wisdom as literary genre, ancient practice and theological virtue. The course will address the biblical books of Proverbs and Ecclesiastes, and students will study the book of Job in depth.

BVOT 701 Isaiah (3 SH)

Students explore the Book of Isaiah, which has been referred to as the "fifth gospel," for many passages' important role in Christian theology. They develop understanding necessary to engage influential Christian interpretations of key passages faithfully and critically. Attention is also paid to the literary complexity of the book and its historical development.

BVOT 710 Jeremiah (3 SH)

Students explore the Book of Jeremiah, focusing on the nature of divine judgement/justice, the role of a prophet and the literary complexity of the book.

Discerning the Contexts of Ministry (CM)

Course descriptions and scheduling are subject to change by administrative decision. See course offerings booklet for current offerings. Some courses will be offered on a two- or three-year rotation.

CM 523 Comparative Monotheisms: Judaism, Christianity, Islam (3 SH)

This course is an introduction to the Abrahamic traditions, Judaism, Christianity and Islam. An entire semester and more could easily be devoted to each religion alone, so the topics covered will be highly selective, not comprehensive. We will give special attention to the term "monotheism" and to Jewish and Muslim concerns about the Christian doctrine of the Trinity and the divinity of Jesus. We will also attend closely to issues in political theology in hope of better equipping students to be critical observers of world events as they are portrayed in the media.

CM 533 Urban Ministry Through Multiple Narratives (3 SH)

Jeremiah's summons to "seek the peace of the city" animates this interactive course. Students will engage the complex interweaving stories that comprise the urban context and urban ministry. Students will examine how the Scriptures and Christian communal practices can offer Christ's healing, hope and transformation to individuals, communities, institutions and structures within the urban context. This course will challenge students to hold together word and deed, reflection and action, evangelism and social justice, practices and divine interventions, in a setting that threatens the integration that is so vital for the shalom of individuals, families and neighborhoods in the city.

CM 538 Global Christianity (3 SH)

This course will examine the history, missionary dynamics and current changing demographics of the Christian church worldwide. Beginning with several biblical reflections, the study will trace the expansion of the Christian movement, explore the impact of the Western colonial encounter, highlight growing efforts to embrace contextualized forms of the faith, and examine case studies of specific issues facing the church in different parts of the world. Students will have the opportunity to explore regional developments in diverse geographical settings or examine in more depth particular issues of special interest to them, such as interfaith conversations, role of women in the church, worship trends, or the witness of the church in word and deed.

CM 542 Psychology of Religious Experience (3 SH)

Many seminary courses examine theological perspectives of various realities. This course takes a unique vantage point on spiritual and religious realities by examining them from a psychological perspective. Topics considered include spiritual and religious experience in childhood and adulthood, death, conversion, mysticism, and prayer as well as social and political dimensions of faith experience. A central dimension of the course is the sharing of faith vignettes by members of the class. Opportunity is also given to explore the cultural dimensions of religious experience.

CM 572 Cross-Cultural Integration Seminar (1 SH)

This seminar is designed for mature students who have had a significant amount of cross-cultural ministry experience prior to enrollment in the seminary. It provides a setting where they can think reflectively and critically on the strength and struggles of those past experiences for the purpose of achieving important insights and personal growth. The seminar meets the cross-cultural requirement in the MDiv program for those with significant prior experience.

CM 613 Cross-Cultural Experience (3 SH)

This seminar involves at least three weeks of immersion in a cultural setting distinctly different from one's past experience. This includes interaction with religious, social, cultural, political, economic and commercial groups and their leaders. The basic goals of the seminar include becoming a learner at the feet of the people of this community, acknowledging that they alone know what their world is like. Approaches to learning in this seminar emphasize the methodology of "participant observation" with careful attention to personal reactions and responses to one's experiences through journaling and group reflection. Special attention is given to how the Christian gospel is communicated and expressed in that setting and how it engages the realities of that world. The particular characteristics and requirements of a given seminar vary depending on the particular setting and who is leading the seminar. The seminar does not assume other-than-English language capability, but learning the basics of another language is sometimes a part of what we learn through participant observation. Descriptions of specific cross-cultural seminars offered are circulated each year.

CM 614 Cross-Cultural: Places, People and Prayers

The study tour, "Places, People, and Prayers," offers you a rich and multi-faceted introduction to the land, which has been home—and holy—to Jews, Christians, and Muslims alike for thousands of years. Day by day we will visit important biblical sites: Bethlehem, Jerusalem, Hebron, Beersheba, Masada, the Dead Sea, Nazareth, Capernaum, the Sea of Galilee, and more. And we will relive the story of Jesus as we walk the land that Jesus walked. But there is much more to the Holy Land than ancient stones. We will engage in regular People to People Conversations, putting us in touch with the many and varied voices of the Holy Land: Christians, Jews, and Muslims; Israelis and Palestinians. Through it all we will join our voices in prayer. Regular times of reflection, a daily service of Evening Prayers, a Shabbat service in a synagogue, and Sunday worship with Palestinian Christians will nourish our spirits along the way. Our tour will end with a retreat in Tiberias, on the shore of the Sea of Galilee.

CM 621 Evangelism: Living to Tell (3 SH)

Learning to survive, thrive and make a contribution in a cross-cultural context and exploring how the Christian gospel is faithfully communicated and expressed in varying cultural contexts are the twin objectives of this course. The biblical concept of incarnation is taken as a biblical model for understanding the nature, scope and limits of contextualizing the Christian faith in various cultural settings, applying the perspectives and tools of cultural anthropology. Students learn to apply the research discipline of participant observation to learning about another cultural community, giving special attention to how the gospel is communicated and expressed there.

CM 631 Churches and Social Transformation (3 SH)

This course focuses a vision for congregations of the faithful at work with God in the world on the urgent moral and social crises of our times. While churches are widely seen as frequent defenders of establishment injustices, their potential for effective, focused moral witness against the major ills of human society is often overlooked. Their proven track record of work to reduce human misery, to minister to the poorest and persons most at risk is an important history to be retrieved and critically evaluated. We will direct our critical attention to Christian churches during Civil Rights Era, and their legacies, in hopes that we will be inspired to engage Christian communities in the ongoing quest for social justice today.

CM 640 Topics (1-3 SH)

This course allows an in-depth engagement with a particular setting within the broad field of ministry settings.

CM 643 *Missio Dei* in Cultural Context (3 SH)

This course calls and equips participants to join in the drama of God's mission in the world, as ambassadors of the New Community forming in response to the work and teaching of Jesus Christ. Every human culture is a context for this awareness of God's activity. We review the many diverse shapes the Gospel has taken in order to be intelligible across many social settings and historical epochs. The God who becomes incarnate among us is passionate about engaging human cultures.

CM 651 Women and Men in Scripture and Church (3 SH)

This course is a study of biblical and historical perspectives on the roles and relationships of women and men within the community of faith. The focus of the course is a study of the biblical (Old Testament/New Testament) and historical (early church onward) evidence which addresses the roles of women vis-a-vis men within the life of the Jewish and Christian faith communities. The study culminates in consideration of the implications of these biblical materials for the life, work and worship of the contemporary church. This course is open to persons with or without previous courses in Hebrew or Greek.

CM 653 Spirit World and the Global Church (3 SH)

This course will explore the biblical foundations of the spirit world and trace how these understandings have been both applied and challenged throughout the history of the Western Church. From there we will examine how the conversation is expanding as Western Christians encounter spiritual realities present in the rapidly growing churches of the global south (Africa, Asia and Latin America). Particular themes also treated will include: the Pentecostal appeal among struggling social classes, the language of "spiritual warfare" and peace theology, and case studies of North American congregations and church leaders dealing with difficult "hard cases" involving spiritual dimensions.

CM 654 Race and Religion in America (3 SH)

In this course we will explore the inter-related nature of racial, religious, and national categories of identity. We will enhance our understanding of race, nation, and religion through engaging histories of cross-racial, cross-national, and cross-religious encounters in North America. In our efforts to understand the braided realities of these categories of identity, we will use a socio-historical approach while keeping the present in mind. Our purpose is to discover ways that racial, religious, and national histories haunt our lives, churches, and communities in the present.

CM 724 Racial Healing and the Blue-Eyed Soul (3 SH)

Racial healing has been a focus of Christian communities since the Civil Rights Movement, but the Christian response has largely focused on the affects of race on people of color and subsequent interpersonal efforts at reconciliation. This seminar will use literary and autobiographical texts to illumine the affects of racial whiteness on collective and individual identities in US American life. In the U.S. racial hierarchy, the white race is assumed to be the default racial identity category and those persons who identify with it often consider race to be the possession of people of color rather than themselves. In this way, racial whiteness has functioned largely as an invisible, yet powerful, social and political discourse that has implications for white people and people of color. Recently, white invisibility has stabilized the power and privilege of white hegemony. In other epochs whiteness has functioned more visibly as the apogee of racial identity and has operated for most of its existence as the normative category of identity, so that today, even in its invisibility, whiteness is assumed as the normative racial designation for American identity.

Denominational Studies

A course or courses on the history, theology and/or polity of the student's denomination may be either required or encouraged. For Master of Divinity students who are members of the Mennonite or United Methodist churches, required courses are listed below. Master of Divinity students who are members of the Church of the Brethren or Brethren in Christ Church are required to take a course or courses offered by the denomination. Students from other denominations are encouraged to do a directed study on the history, theology and/or polity of their faith tradition. Master of Arts in Church Leadership students with pastoral interest are encouraged to take a denominational studies course.

CM 663 Mennonite Faith and Polity (2 SH)

This course examines two aspects of contemporary Mennonite reality. First, what the Mennonite Church has said and, especially, what it is currently saying about what it believes concerning the Christian faith; and second, how it structures itself in the light of those beliefs to carry out its ministry in the world. Focus will be on the expression of faith, its features and trends, in the last half century in the General Conference Mennonite Church and the Mennonite Church, now integrated as Mennonite Church USA. Polity at the denominational, area conference and congregational levels will be studied with special interest in the emerging structures of the integration process. Particular attention will be given to polity and ethical guidelines for ministerial leadership.

United Methodist Studies

The seminary has developed a partnership arrangement with Wesley Seminary in Washington D.C. to cooperatively offer courses in United Methodist studies. At minimum the following three courses will be offered between the two seminaries.

CM 671 United Methodist History (2 SH)

A study of the history of the United Methodist Church from the beginning of the Wesleyan movement until the present.

CM 681 United Methodist Doctrine (2 SH)

Through selected resources from The Book of Discipline, from John Wesley's sermons and journals, from contemporary scholarship in Wesleyan theology and theological method, and from discussion of the contemporary life of the church, students will examine the core of United Methodist belief, and review the doctrinal expectations of candidates for ordination in the United Methodist Church.

CM 691 United Methodist Polity (2 SH)

Through selected official resources of the United Methodist Church, from contemporary scholarship in Wesleyan theology and United Methodist polity, from readings in ecclesiology, and from discussion of the ongoing practical life of the church, students will examine the ways in which United Methodists have organized themselves for mission in the world.

Understanding the Christian Tradition

Course descriptions and scheduling are subject to change by administrative decision. See course offerings booklet for current offerings. Some courses will be offered on a two- or three-year rotation.

Ethics (CTE)

CTE 640 Topics (1-3 SH)

This course provides an in-depth engagement with a particular aspect of ethical reasoning or engagement.

CTE 702 Christian Ethics (3 SH)

Christian ethics attempts to reflect in a clear, consistent and accountable way on the moral significance of the church's claims regarding the truth of the Gospel of Jesus Christ. Theological ethics thus requires attentiveness to basic Christian convictions regarding God, the Church, and the world. Moreover, with the power of the Holy Spirit and in the midst of a worshipping people of God, it requires the cultivation of wisdom and discernment to form lives capable of embodying the holiness, righteousness, justice, compassion and truth to which we are called in Christ. Therefore Christian ethics requires a commitment to the life of the Church, a life that is joined to a love for the world for which Jesus died.

CTE 713 Sermon on the Mount: Peace and Justice(3 SH)

The teachings of Jesus have reached across many centuries with a strong witness against violence: "Love your enemies." People in many cultures have found the Sermon on the Mount foundational for understanding the core of Jesus' ethical teaching and practice. The earliest Christians placed this instruction at the forefront of their witness on what it means to be Christian. Are we willing to be instructed in this way of Christ today, as the movement takes form in the third millennium? This course builds on the Old Testament Jewish backgrounds for Jesus' teaching. Two further horizons are surveyed: the resonance with this core (Matthew 5-7) in other ethical instruction of the New Testament, and the strong echoes down through Christian history where this teaching has been translated into lived practices.

CTE 730 Human Sexuality: Living with Questions, Living in Faithfulness (3 SH)

We live in a time of rapid change and diverse understandings about human sexuality - both identities and practices. Such a context calls for theological insight and pastoral wisdom for those providing church leadership. The course will engage students in theological, biblical and intercultural reflection about the meaning and purpose of human sexuality. In conversation with biblical, historical and contemporary writings, this course will challenge participants to articulate the sexual theology that informs their ministry and practice.

Biblical Foundations for Justice and Peacemaking (3 SH)

See [BVG 541](#).

Churches and Social Transformation (3 SH)

See [CM 651](#).

Historical (CTH)

CTH 501 Christian Tradition I (3 SH)

This course emphasizes the social, theological, ethical and liturgical developments of the history of Christianity from the first century to the end of the 15th century. The course will focus on the origins, organizational development, events, persons, issues and movements that have shaped Christianity (ies) in the West. We will interpret this history by giving attention to social and ecclesial issues of power and authority.

CTH 512 Christian Tradition II (3 SH)

This course emphasizes the social and theological development of the history of Christianity from the Early Modern period to the 21st century. The course will focus on expansion, cross cultural encounter, events, persons, issues and movements that have shaped Christianity (ies) in Europe, Colonial America and the United States. We will interpret this history by giving attention to social and ecclesial issues of power and authority.

CTH 611 Prayer in the Christian Tradition

CTH 640 Topics (1-3 SH)

This course provides an in-depth engagement with a contemporary question in the history of the Christian movement.

CTH 641 Mennonite History & Thought (3 SH)

A survey of the Anabaptist movement and Mennonites throughout the world from the sixteenth to twenty-first centuries. Issues include pacifism, wealth, political participation, community and tensions between faith and the dominant culture. Particular attention is given to the Anabaptist vision and its relevance for 21st century American life.

Theology (CTT)

CTT 523 Anabaptism Today: Topics (3 SH)

Traditional churches and non-institutional movements of Christians who draw on the heritage of the sixteenth-century Anabaptists are now found around the world, and include more than two million baptized members. This course will consider the teaching, preaching, writing, and active witness of Anabaptist-related groups in many different places, including engagement with socio-economic injustice, proclamation of the gospel in diverse religious settings, facing into political and environmental challenges, and responding to war and other situations of violence. The course also emphasizes ways that North American churches can receive and give gifts within this global faith community.

CTT 546 (3 SH)

The Bible has often been used to justify war and other forms of violence. The biblical story has also been read and interpreted as pertaining to only personal beliefs and behavior rather than communal concerns or social issues. The intent of this course is to explore the biblical story and what it says about issues of violence, justice and peace. How are people who embrace the biblical story called to apply these understandings to their lives, individually and collectively? How have Christian communities around the world made use of the biblical story as a core component of their efforts to secure safety, self-determination and healing? How can we use biblical narratives in our work to build peace and justice with in communities? As we examine these questions, we will center perspectives and traditions of reading the Bible birthed by people experiencing direct violence and oppression.

CTT 634 Living Theology (3 SH)

Theology is the essential and ongoing task of faithful reflection on our life lived with deliberation in the presence of God. Theology involves and engages all we are and all we do, and demands our attentiveness to everything around us. The theological integrity of the Christian community is grounded in this task of disciplined, discerning examination of the meaning of daily life in Christ. When we do this task well, with the guidance of the Holy Spirit, it illuminates everything we do. Through an engagement with a variety of texts, written and otherwise, this course will help us know what it means to embrace "living theology."

CTT 640 Topics (1-3 SH)

This course provides an in-depth engagement with a specific issue in Christian theology.

CTT 711 Dietrich Bonhoeffer: Life, Theology & Witness (3 SH)

Dietrich Bonhoeffer's life stands as an extraordinary witness against the backdrop of that long, dark night known as Nazi Germany. He is rightly well known for his popular and influential books, *Discipleship* and *Life Together*. However, this pastor, theologian and director of a seminary also penned numerous other writings in biblical studies, ethics, systematic and practical theology—as well as unforgettable letters from prison—that have etched his influence in large letters into the face of contemporary theology. This course reflects on Bonhoeffer's life, theology and ongoing witness.

CTT 721 Contemporary Theological Issues (3 SH)

This course is a study of the themes, assumptions, methods, movements and /or debates within the broad and complex field of contemporary theology. This course will change each time it is offered, pursuing different themes and trajectories (e.g. narrative, feminist, black, womanist, or postmodern theologies). Thus it may be repeated for credit. Prerequisite: CTT 634 or by permission of the instructor.

Forming the Ministering Person

Course descriptions and scheduling are subject to change by administrative decision. See course offerings booklet for current offerings. Some courses will be offered on a two- or three-year rotation.

Formation Studies (FS)

FS 501 Formation in God's Story I (2 SH)

Formation in God's Story I is the first in a series of formation classes, each of which offers a different focus as students attend to their personal, spiritual, and ministry formation while in seminary. This basic course provides time and space for students to pay prayerful attention to their formational journey through listening to their life narrative from birth until the present. Along with this picture of story-listening they will also locate their personal story in the larger picture of God's story as recorded in scripture. Through reading, meditation, and biblical story-telling, they will internalize the flow of God's salvation story and attend to how God's story speaks to their own. Interwoven with these practices, they will also discern and reflect on God's presence and action in their life, meeting in guided small group sessions for listening and soul care.

FS 502 Formation in God's Story II (2 SH)

Formation in God's Story II continues the exploration of and engagement with the biblical story. Students will engage in the practice of spiritual disciplines, develop a rhythm and rule of life that can bring a sense of wholeness and balance to the various parts of their life. They will continue to participate in the same small groups as they attend to their spiritual formation in the context of God's story. Guidance will be offered as they develop a life purpose statement and discern vocational goals that give shape to the learning process and selection of a ministry track for the remainder of their seminary studies.

FS 521 Introduction to Spiritual Guidance (2 SH)

Grounded in the understanding that God in Jesus Christ is inviting us to be reconciled— to God, to ourselves, to each other, and to God's creation—this course is designed to offer learning in three areas: first, a biblical foundation and a historical overview of spiritual guidance; second, developing an understanding of spiritual discernment—the intentional process of paying attention to God's presence and activity in our own lives and the lives of others; and third, learning the practice of spiritual direction through experience of group and one-on-one soul care.

FS 532 Spiritual Formation for Congregational Discernment (2 SH)

The kingdom of God —as seen within the biblical text and especially within the life and practice of Jesus—will offer us a graced place to stand as we discern what we bring to the spiritual discipline and art of discernment within congregational life and practice. Lectures, discussions, and prayerful reflection will assist us in discerning our root systems, our understandings of God, how we recognize God's voice, how we discern gifts and callings, the climate for decision-making, how we reflect on our discerning, and how we live in faithful response to the gospel in all of life— within and beyond the congregation in this post-modern age.

FS 601 Formation in Ministry I (Field Education) (3 SH)

FS 602 Formation in Ministry II (Field Education) (3 SH)

These courses require involvement in ministry under supervision and processing emerging issues in a weekly seminar. The action/reflection method of learning is used to relate the ministry activity and the classroom seminars. Case studies are used to help integrate theology and practice. Students are evaluated in the various acts of ministry. Attention is given to their vocational direction. Advanced arrangements for a ministry practicum should be made prior to the beginning of the class in consultation with the Director of Field Education. For more information see the Mentored Ministry section of the catalog.

FS 622/4 Spiritual Direction Seminar and Practicum (2 SH)

This course offers guidance and experiential learning for the ministry of spiritual direction. Specific attention is paid to the spiritual journey, and to the task of spiritual discernment in companioning persons as they reflect on their own experience in light of who they are called to become and what they are called to in lifelong obedience to the gospel. The Practicum offers supervised training in the ministry and art of spiritual guidance through practicing spiritual direction and peer group reflection.

FS 701 Formation in Missional Leadership I (2 SH)

FS 702 Formation in Missional Leadership II (2 SH)

This course serves as a two-semester long capstone experience for all Master of Divinity students. In the course students will: 1) continue and deepen the formational work begun in the earlier formation courses (Formation in God's Story and Formation in Ministry); 2) participate in direct assessment experiences related to the four guiding principles of the curriculum (wise interpretation, mature practice, discerning communication, and transformational leadership), 3) identify and embrace a missional understanding of leadership, and 4) focus on the transitional dynamics associated with finishing a seminary course of study and engaging a new context for life and ministry.

FS 722 Advanced Spiritual Direction (1 SH)

A directed study giving opportunity for students to develop their gifts and skills in the ministry of giving spiritual direction— in one-on-one or group /congregational settings. Readings and reflection, practice of giving spiritual direction, writing and reflection of verbatim, and meeting for supervision are required components of the course. Prerequisites: Introduction to Spiritual Guidance, Spiritual Formation for Congregational Discernment, Spiritual Direction Seminar and Practicum I and II.

Summer Institute for Spiritual Formation

The following courses are run every summer during SISF

FS 543 Spiritual Guidance in Life & Practice (1 SH)

FS 613 Home Based Practicum (1 SH)

FS 663 Spiritual Direction Peer Group (1 SH)

The following two groups of courses have one running each year on a rotating basis:

FS 623 Spiritual Direction I: Topics (2 SH)

Journey of the Soul

Seasons of Impasse

-? Currently this is FS 532 Spiritual Formation for Congregational Discernment.

FS 563 Worship I - Spiritual Formative Worship (2 SH)

FS 683 Worship II: Inter-generational Worship (2 SH)

FS 693 Worship III: Prayer Practices in Worship (2 SH)

The following courses are arranged with the instructor of record for SISF:

FS 622 Spiritual Direction Seminar (1 SH)

FS 624 Spiritual Direction Practicum (1 SH)

Developing the Skills of Ministry

Course descriptions and scheduling are subject to change by administrative decision. See course offerings booklet for current offerings. Some courses will be offered on a two- or three-year rotation.

Congregational Life and Work (SMCL)

SMCL 512 Seminar in Youth Ministry (3 SH)

Using a framework of practical theological reflection, this course guides participants in articulating their theological vision for youth ministry in conversation with insights from cultural studies, sociology, psychology, neurology and human development. The complex sociocultural setting of formation will be explored, employing critical and constructive approaches to race, gender, sexuality, class and embodied and digital identities. The course addresses ministry contexts with early, middle and late adolescents in congregations and beyond.

SMCL 521 Teaching for Christian Community (3 SH)

Congregations are too often guilty of reducing Christian education to only head knowledge or viewing it as a limited-time activity mainly for children and youth. In reality, Christian education is a life-long transformative action that is necessary for every member of the body of Christ and encompasses our whole beings. This course will provide a survey of major topics and theories in Christian education and faith formation including definitions, biblical foundations, purposes, and contexts for Christian education; age-related educational theory; and introduction to learning styles and multiple intelligences. Through self-reflection and engagement with course readings and guest speakers, students will work towards integration of practices with relevant theory in order to design and facilitate a Christian education event, workshop, or one-time event for a Christian ministry setting.

SMCL 561 Ministering in Times of Trauma (2 SH)

Traumatic life experiences come in many forms, touch multiple networks of relationships and systems, and call for a complex set of responses. The church must be equipped to respond. This course examines the physiological, psychological, spiritual and social impact of trauma. It explores how the Christian narrative/community with its transforming practices of truth-telling, forgiveness, reconciliation, restorative justice and peacebuilding can lead to the shalom of God's present and coming kingdom, both within the church, and through the church, to the larger world. Pastors, church leaders, missionaries, counselors and others who seek to become agents of trauma healing will examine a healing path that integrates theology, spiritual practices and counseling skills.

SMCL 581 Pastoral Counseling (3 SH)

This course is for both students with a pastoral counseling concentration and other seminary students interested in learning the introductory level of the art and science of pastoral counseling. The course will examine the basics of a counseling relationship and give the student the opportunity to practice a "counseling" relationship and skills in the context of the course. Topics to be covered include: theory overview, skills work, typical cases encountered, issues related to ethics, culture, theology, diagnosis, and treatment planning. Special attention will be given to the dynamics of counseling in the context of the congregation or faith community.

SMCL 602 Foundations for Christian Preaching (3 SH)

This course is a general introduction to preaching, emphasizing how to move from biblical text to God-centered proclamation of the gospel. While the course will explore a variety of approaches to the biblical text and consider historical, theological, pastoral, and creative aspects of preaching, we will focus primarily on one methodology that can be adapted to a variety of styles and forms.

SMCL 611 Pastoral Care (3 SH)

A critical reflection on what it means to be a caregiver in the ministry of the church. Among the issues examined are the assumptions one brings to caregiving, the relationship between caregiving and counseling, and various models for pastoral care and counseling. Specific pastoral care events such as births, weddings and funerals are also explored. Professional and ethical issues related to caregiving and counseling are introduced. There will be a brief introduction of basic counseling skills.

MOL 620: Transformative Leadership in Dynamic Contexts (3 SH) (Meets seminary leadership requirements)

This course explores the newest dimensions and challenges of leadership that strengthen and extend leadership skills through practice in rapidly changing and complex, diverse, multi-generational, multi-cultural and multi-dimensional systems, such as health care, government, education, non-governmental organizations and multi-national for-profit organizations.

SMCL 640 Topics (1-3 SH)

This course provides theoretical and practical preparation in one or more of the ever more diverse skills called for in contemporary ministry settings.

SMCL 642 Congregational Worship (3 SH)

This course explores the biblical, historical, and theological issues underlying sacramental life in the church. A comparative study of ecumenical experience provides the student with critical tools to examine specific liturgical practices within his/her own faith tradition. Students will gain an appreciation of the underlying issues that help shape Christian worship in its various forms, and practical guidance in leading that shaping. Prerequisites: CTH 501 and 512

SMCL 671 Leadership & Administration (also offered online) (3 SH)

This course engages leadership and administration in both traditional and emerging congregations as well as missional involvement in the broader community. Initial attention will focus on the leadership formation of the student from a wholistic perspective. An exploration of biblical and spiritual perspectives will prepare the way for an examination of transformational leadership through both a contextual and cultural lens. Finally, students will have the opportunity to practice and reflect on leadership and administration via the exploration of a variety of specific topics including planning, budgeting, communication, team building, and conflict transformation.

SMCL 682 The Foundations of Public Worship (3 SH)

This course is designed to prepare students for planning and leading congregational worship and to generate appreciation for the formative and transformative role of worship in the life of the church. Primary attention is given to the practical aspects of creating worship experiences based on biblical texts. Students will practice writing their own worship resources and become acquainted with published worship resources. This course will familiarize students with using the liturgical calendar and the Revised Common Lectionary as resources for worship planning. Prerequisites: CTH 501 and 502

SMCL 698 Ministry Specialization Project

This project is intended to help students integrate their seminary education into their intended ministry setting. As a culmination of their seminary experience, students will develop a resource, with the assistance of a faculty advisor, which will equip them more fully to minister in contexts beyond the seminary.

headers

Missions and Evangelism (SMME)

Mission in Cultural Context (3 SH)

See [CM 621](#).

Cross-Cultural Church Experience (3 SH)

See [CM 613](#).

Mentored Ministry Internship (2-6 SH)

See [SMFE 781](#).

Field Education (SMFE)

(see the requirements for Mentored Ministry)

Formation in Ministry I, II (Field Education) (3 SH), (3 SH)

See [FS 601](#) and [602](#).

SMFE 601 Clinical Pastoral Education (6 SH)

Clinical Pastoral Education is professional education for ministry. The learning process includes group seminars and the practice of ministry in an institutional or congregational setting with the guidance of an ACPE Certified Educator. From encounters with persons in need, and the feedback from peers and educators, students develop new awareness of themselves as persons and of the needs of those to whom they minister. From reflection on specific human situations utilizing the resources of theology and the science of human functioning students expand their understanding of ministry. In addition to the practice of ministry program components include the writing of verbatims, lectures, reading, journaling, individual supervision and the interpersonal experience of a group of peers in a common learning experience.

SMFE 701 Advanced Clinical Pastoral Education (6 SH)

This course is a guided learning experience in ministry in an institutional and/or congregational setting under a certified ACPE supervisor. Program components include verbatim writing, lectures, individual supervision and the interpersonal experience of a group of peers in a common learning experience. This course is offered during the summer in the format of a ten-week intensive unit and during the school year as an extended unit spanning six months, with three hours of credit each semester.

SMFE 724 Supervisory CPE

SMFE 742 Teaching Mentorship (3 SH)

EMS students may apply for a Teaching Mentorship in the EMU Bible and Religion Department. This mentorship includes practice teaching at the undergraduate level under the direct supervision of a faculty member assigned to the course. The faculty member functions as a teaching mentor and provides oversight and evaluative feedback at regular intervals during the mentorship. Participation in this mentorship will follow Formation in Ministry I & II (or equivalent) and the completion of at least 18 hours of seminary coursework. The number of mentorships each semester will be limited to one. Application shall be made to the EMS Mentored Ministry office.

SMFE 781 Mentored Ministry Internship (2-6 SH)

An intensive experience in supervised ministry normally in an off-campus setting. Internships may range in length from three to 12 months. They may be arranged in settings such as pastoral ministry, urban ministries, church planting and overseas missions. Credit earned is generally elective credit. In some settings, the intern may take a limited amount of study at a local seminary. Internships operate according to guidelines established by the seminary. Ministry Internships in a specialized setting are approved by the Director of Field Education. Prerequisite: Minimum of one year of seminary study; FS 601 and 602.

Directed Studies

791 Directed Studies (1-3 SH)

Directed studies may be taken in any department subject to the approval of the instructor and the associate dean. More information [here](#).

MAR 791 MAR Thesis (1-6 SH)

Research project done in the area of the student's concentration and under the direction of the faculty supervisor.

Faculty

Faculty can be found at <https://emu.edu/faculty-staff/?search=Seminary>

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University Administration and Personnel

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