

United Lutheran Seminary

GETTYSBURG + PHILADELPHIA

7301 Germantown Ave
Philadelphia, PA 19119

61 Seminary Ridge
Gettysburg, PA 17325

Course Title, Number

Semester and Year

Instructor Name; email address; phone number

Instructor Office; Office hours [include office number and hours on opposite campus]

The best way to contact me is

Course Information:

Type of Course - RG/RP: SY: HG/HP: IG/IP: OL: DL:

%Residential:

%Online or Online Components:

Course Description

1-3 paragraph description of the course. This is your opportunity to invite students into the course, set the tone, and communicate the value and importance of this topic. Why should students care about this course? What is compelling about this topic? Why are you as the instructor passionate about this? How does this course fit into a curricular pathway/major if applicable? Consider any global/national/regional current events or issues that can also help reinforce the importance of this topic.

Learning Outcomes

➤ Master of Divinity (MDiv)

Mission Statement of United Lutheran Seminary:

Unifying, Learning, Serving: United Lutheran Seminary is a welcoming and diverse learning community equipping people to proclaim the living Gospel for a changing church and world.

MDiv Mission Statement:

The mission of the MDiv program is to prepare persons for ordained ministry and for committed and transformative pastoral and religious leadership.

MDiv Learning Outcomes

- A. **Unifying** – Developing skills to bring people together as an engaged learning community in the diverse unity enabled by the Triune God
 - 1. Actively draws on faith traditions and diverse perspectives, including biblical, theological, scientific, ecumenical, and interfaith, when engaging contemporary events
 - 2. Consistently advocates for the development of a shared vision in groups of diverse learners
 - 3. Demonstrates an ability to lead and teach with biblical and theological integrity communities of faith in worship and service
 - 4. Presents a biblically and theologically clear and consistent message when proclaiming and engaging the gospel in all contexts

- B. **Learning** – Developing skills in lifelong critical thinking and research through the lifegiving power of the Holy Spirit
 - 1. Interprets the Bible through various methodological approaches in light of both historical and contemporary contexts
 - 2. Recognizes interrelationships among concepts and commitments, combining them to interpret past and present realities within biblical, historical, theological, sociological, and cultural contexts
 - 3. Understands one’s rootedness in a living theological tradition, its place in the context of human living, articulates it to others, and cultivates a capacity for self-critique
 - 4. Draws on contextual experience as a source of continuing critique and ongoing education

- C. **Serving** –Developing skills and confidence in leading communities for outreach and public witness grounded in the risen Christ
 - 1. Utilizes conflict management, counseling, and pastoral theology effectively in individual and group situations, while also understanding the limits of one’s skills
 - 2. On the basis of sound theological and biblical understanding, establishes opportunities to accompany those who are marginalized, actively addresses the systems that cause and perpetuate such marginalization, and works to transform the community
 - 3. Articulates a sound and ethical approach to management of human, cultural, institutional, and financial resources

4. Celebrates opportunities and challenges in building communities of diverse peoples and the gifts they bring

➤ **Master of Arts in Public Leadership (MAPL)**

Mission Statement of United Lutheran Seminary:

Unifying, Learning, Serving: United Lutheran Seminary is a welcoming and diverse learning community equipping people to proclaim the living Gospel for a changing church and world.

MAPL Mission Statement:

The MA Program in Public Leadership takes as its mission to prepare students to be theologically articulate, critically reflective, and practically skillful individuals capable of engaging with civil society and the wider world as leaders of social ministry and other public service organizations and agencies.

MAPL Learning Outcomes

- A. **Unifying** – Developing skills to bring people together across social divisions, in the diverse unity enabled by the Triune God
 1. Actively articulates diverse perspectives, including scientific, ecumenical, and interfaith
 2. Documents experiences accompanying those who are marginalized
 3. Advocates consistently for the development of a shared vision in groups of diverse learners
 4. Utilizes conflict management, business and/or social work skills effectively in individual and group situations
- B. **Learning** – Developing skills in lifelong critical thinking, research, and application through the life-giving power of the Holy Spirit
 1. Demonstrates problem-solving abilities combining biblical, historical, theological, and integrative disciplines with business and/or social work paradigms
 2. Articulates critical and constructive engagement with a living theological tradition, and capacity to engage that tradition with pressing public problems for which social ministry organizations exist
 3. Evidences abilities to interpret historic religious traditions, including their sacred scriptures, historical development, and cultural forms, engaging contextual analysis

4. Draws on contextual experience (including field work) as a source of continuing critique and ongoing education
- C. **Serving** – Developing skills and confidence in leading organizations and communities
1. Demonstrates abilities to lead and teach social ministry and other public service organizations effectively
 2. Presents a clear and consistent message in public leadership, grounded in the risen Christ, across contexts
 3. Articulates and practices a sound and ethical approach to management of human, cultural, institutional, and financial resources
 4. Evidences skills to address the systems that cause and perpetuate marginalization and division, including drawing upon biblical, theological, historical, integrative, and business and/or social work disciplines

➤ **Master of Arts (MA)**

Mission Statement of United Lutheran Seminary:

Unifying, Learning, Serving: United Lutheran Seminary is a welcoming and diverse learning community equipping people to proclaim the living Gospel for a changing church and world.

MA Mission Statement:

The MA degree program is designed to provide students the opportunity to pursue a concentration in an area of theological interest while also providing a broad foundation for further graduate study or for general educational or vocational use.

MA Learning Outcomes:

- A. **Unifying** – Developing skills in academically rigorous research that contributes to bringing people together in the diverse unity enabled by the Triune God
1. Actively articulates diverse perspectives, including from theological disciplines, and scientific, ecumenical, and interfaith points of view
 2. Documents awareness of perspectives of marginalized in research, writing, and application
 3. Advocates consistently for the development of a shared vision in groups of diverse learners

4. Synthesizes multiple theological approaches in developing an inclusive theological approach
- B. **Learning** – Developing skills in lifelong critical thinking, research, and application through the life-giving power of the Holy Spirit
1. Demonstrates problem-solving abilities within a concentration and general competence across theological disciplines
 2. Articulates critical and constructive engagement with a living theological tradition, and capacity to engage that tradition with academic integrity
 3. Evidences abilities to interpret historic religious traditions, including their sacred scriptures, historical development, and cultural forms, engaging contextual analysis
 4. Shows capacity to complete a thesis or other summative assessment on a topic of significance
- C. **Serving** – Developing skills and confidence in participating in academic communities, and teaching and leading as appropriate for an MA graduate
1. Engages the broader academic community in contextualizing contemporary theological issues and themes
 2. Presents a clear and consistent message in public leadership, grounded in the risen Christ, across contexts
 3. Shows abilities to use tools necessary for academic inquiry in one's fields
 4. Evidences skills to address the systems that cause and perpetuate marginalization and division, including drawing upon theological and other academic disciplines

➤ **Master of Arts in Ministerial Leadership (MAML)**

Mission Statement of United Lutheran Seminary:

Unifying, Learning, Serving: United Lutheran Seminary is a welcoming and diverse learning community equipping people to proclaim the living Gospel for a changing church and world.

MAML Mission Statement:

The Master of Arts in Ministerial Leadership program prepares persons for leadership service in the church. For students in the ELCA, the preparation for service is in conjunction with the student's candidacy committee in preparation for rostering as a deacon, a minister of Word and Service.

MAML Learning Outcomes:

- A. **Unifying** – Developing skills to bring people together as an engaged learning community in the diverse unity enabled by the Triune God
 - 1. Actively articulates faith traditions and diverse perspectives, including biblical, theological, scientific, ecumenical, and interfaith, when engaging contemporary events
 - 2. Consistently advocates for the development of a shared vision in groups of diverse learners
 - 3. Demonstrates an ability to lead and teach communities of faith in Word and Service, with biblical and theological integrity
 - 4. Presents a biblically and theologically clear and consistent message when proclaiming and engaging the gospel in all contexts
- B. **Learning** – Developing skills in lifelong critical thinking, research, and application, through the life-giving power of the Holy Spirit
 - 1. Demonstrates problem-solving abilities combining biblical, historical, theological, and integrative disciplines
 - 2. Articulates critical and constructive engagement with a living theological tradition, and capacity to engage that tradition with contemporary problems
 - 3. Evidences abilities to interpret historic religious traditions, including their sacred scriptures, historical development, and cultural forms, engaging contextual analysis
 - 4. Draws on contextual experience (including field work) as a source of continuing critique and ongoing education
- C. **Serving** – Developing skills and confidence in leading organizations and communities for outreach and public witness grounded in the risen Christ

1. Utilizes conflict management, counseling, and pastoral theology effectively in individual and group situations, while also understanding the limits of one's skills
2. On the basis of sound theological and biblical understanding, establishes opportunities to accompany those who are marginalized, actively addresses the systems that cause and perpetuate such marginalization, and works to transform the community
3. Demonstrates growth in personal and spiritual maturity for leadership in public ministry
4. Celebrates opportunities and challenges in building communities of diverse peoples and the gifts they bring

➤ **Master of Sacred Theology (STM)**

Mission Statement of United Lutheran Seminary:

Unifying, Learning, Serving: United Lutheran Seminary is a welcoming and diverse learning community equipping people to proclaim the living Gospel for a changing church and world.

STM Mission Statement:

The STM program of United Lutheran Seminary offers those with a first professional theological degree the opportunity to engage in advanced work in an aspect of, or an area within, theological inquiry in service of the church and the world.

STM Learning Outcomes:

- A. **Unifying** – Developing advanced skills in academically rigorous research that contributes to bringing people together in the diverse unity enabled by the Triune God
 1. Actively articulates diverse perspectives, including from biblical and theological disciplines, and scientific, ecumenical, and interfaith points of view
 2. Clearly documents awareness of perspectives of marginalized in research, writing, and application
 3. Advocates consistently for the development of a shared vision in groups of diverse learners
- B. **Learning** – Developing advanced skills in lifelong critical thinking, research, and application through the life-giving power of the Holy Spirit
 1. Demonstrates excellent problem-solving abilities within a concentration and general competence across theological disciplines

2. Clearly articulates critical and constructive engagement with a living theological tradition, and capacity to engage that tradition with academic integrity
 3. Evidences advanced abilities to interpret historic religious traditions, including their sacred scriptures, historical development, and cultural forms, engaging contextual analysis
 4. Shows capacity to complete an extensive thesis on a topic of significance
- C. **Serving** – Developing advanced skills and confidence in participating in academic communities, with teaching and leading as appropriate for an advanced degree graduate
1. Presents a clear and consistent message in public leadership, grounded in the risen Christ, across contexts
 2. Shows high level abilities to use tools necessary for academic inquiry in one's fields
 3. Evidences advanced skills to address the systems that cause and perpetuate marginalization and division, including drawing upon biblical, theological and other academic disciplines

➤ **Doctor of Ministry (DMin)**

Mission Statement of United Lutheran Seminary:

Unifying, Learning, Serving: United Lutheran Seminary is a welcoming and diverse learning community equipping people to proclaim the living Gospel for a changing church and world.

DMin Mission Statement:

The Doctor of Ministry program offers those in leadership positions within the ministries of the church the opportunity to reflect academically and pastorally on their vocation, ministry, public leadership, and transformative praxis.

DMin Learning Outcomes:

- A. **Unifying** – Developing advanced ministerial skills in bringing people together as an engaged learning community in the diverse unity enabled by the Triune God
1. Actively draws on faith traditions as well as diverse perspectives, including biblical, theological, scientific, ecumenical, and interfaith, when engaging contemporary events

2. Consistently advocates for the development of a shared vision in groups of diverse learners
 3. Demonstrates an advanced ability to lead and teach with biblical and theological integrity in a particular community of faith in a particular ministerial discipline/focus
 4. Presents a biblically and theologically clear and consistent message when proclaiming and engaging the gospel in a particular context
- B. **Learning** – Developing advanced skills in critical thinking and research and the ability to integrate those skills within the practice of ministry through the lifegiving power of the Holy Spirit
1. Interprets the Bible through various methodological approaches in light of both historical and contemporary contexts.
 2. Recognizes interrelationships among concepts and commitments, combining them to interpret past and present realities within biblical, historical, theological, sociological, and cultural contexts
 3. Understands one's rootedness in a living theological tradition, its place in the context of human living, articulates it to others, and cultivates a capacity for self-critique
 4. Draws on contextual experience as a source of continuing critique and ongoing education
- C. **Serving** – Developing advanced ministerial skills and confidence in leading a particular community for outreach and public witness grounded in the risen Christ
1. Utilizes conflict management, counseling, and pastoral theology effectively in individual and group situations, while also understanding the limits of one's skills
 2. On the basis of sound theological and biblical understanding, establishes opportunities to accompany those who are marginalized, actively addresses the systems that cause and perpetuate such marginalization, and works to transform the community
 3. Articulates a mature, sound and ethical approach to management of human, cultural, institutional, and financial resources
 4. Celebrates opportunities and challenges in building communities of diverse peoples and the gifts they bring

Course Materials

Required texts or other educational/instructional media: Include full title, author, publisher, edition, copyright date and ISBN for books. Include full, up-to-date web address for online materials. Recommended texts or other instructional media: Include information as above. Additional Resources: You may wish to include a final bibliography of suggested resources for the interested student's ongoing study or personal/professional libraries (books, journals, associations, organizations, websites, etc.)

Full participation in this course requires a certain level of computing abilities, including certain hardware requirements. For more details, see the United Lutheran website: www.unitedlutheranseminary.edu

Course Schedule

This is a tentative schedule and subject to change, with schedule adjustments posted on Canvas - announcements.

Course Assignments and Grading Rubrics

Information about specific grades:

- Students have the option of choosing a letter grade or a pass/fail designation for the evaluation of their performance. (However, in some courses, the professor determines the mode of evaluation.) Students must declare this preference at the time when they register for a particular course. Any changes in preference need to be requested by the drop/add deadline.
- The competence of students attained in courses where letter grades are not used shall be indicated on a "pass/fail" basis.
 - **P** designates Pass. The student has demonstrated a basic competence in a specific course or curricular unit as defined in the syllabus or the guidelines.
 - **F** designates Failure. The student has not demonstrated a basic competence in a specific course or curricular unit. If a student received the grade F in a required course, the course must be repeated successfully.

- Where letter grades are used, the following guidelines are operative
 - **A** designates a superior understanding of course material; outstanding ability to analyze and synthesize course related readings and/or discussions; sound technique in research and scholarship; solid oral and written communication skills; constructive imagination in relating course material to experience, ministry, and other areas of intellectual investigation — Outstanding.
 - **B** designates a solid understanding of course material; competence in utilizing course content and drawing insightful implications; competence in research and scholarship; good oral and written communication skills; sustained interest in the course and ability to articulate its central ideas and concepts — Good.
 - **C** designates a basic understanding of course material; the general lack of errors in fact and judgment in presenting course content; an understanding of the techniques of research and scholarship; adequate oral and/or written communication skills; satisfactory participation in the completion of most aspects of the course including all minimum requirements — Adequate. A “C” is the lowest possible passing grade for classes in all ULS degree programs
 - **F** designates a failure to understand course material; substantial errors in fact or judgment when relating course content; inability or failure to use satisfactory research techniques; poor oral or written communication skills; inability or unwillingness to meet the minimal requirements of the course – Failure. If a student received the grade F in a required course, the course must be repeated successfully.
 - **I** designates Incomplete. It indicates that the Dean has granted the student an extension of time beyond the limits of the term for the completion of course work. If work is successfully completed within the time limit stated by the Dean, it shall receive the grade P. If it is not successfully completed within the time limit, it shall receive the grade F..
 - **W** indicates that the student withdrew from the course — Withdrawal. When a student chooses to withdraw from a course, the determination is made by the instructor whether the student receives a WP, “Withdrawal passing” or WF, “Withdrawal failing.” One of those options will be recorded on the transcript.

Assignments

Include types of assignments, the course outcomes/competencies to which each assignments relate, and the percentage of total course grade [you can use the chart, or put this in list form]

Assignment	Due Date(s)	Course objective(s) fulfilled/Outcome(s) assessed by assignment	% of course grade
Class participation	Weekly	(from II above)	10%
Class presentation	As assigned	(from II above)	25%
Quizzes	Dates	(from II above)	15%
Major paper	Date	(from II above)	50%

Student Expectations

[Consider what information should go here about expectations more generally, and what information should be included in the instructions/expectations for specific assignments such as exams, research papers, or lab work.]

Plagiarism [The full policy is available in the Student Handbook]

Plagiarism comprises both intellectual theft as well as intellectual fraud or deception. It is stealing and presenting the ideas or words of someone else as one's own. It is literary theft in presenting as new or original an idea or material that is derived from an already existing source. The use of the words or ideas of another without acknowledgement of their source or the absence of due attribution of credit may be committed unintentionally as well as intentionally. Plagiarism is [also] the undue quoting of material without the indication of quotation, whether it be merely a sentence or two or a significant portion of the work of another.

Plagiarism injures the community by inhibiting the recognition and cultivation of gifts. Clearly the unattributed use of the words and/or ideas of others fails to give appreciative recognition of their gifts. But this illegitimate appropriation of the gifts of others also blocks the recognition and cultivation of the actual gifts of the person engaged in plagiarism.

Traditionally, plagiarism referred to the selection, preparation, and distribution of printed matter (e.g., books, newspapers, magazines, and pamphlets). However, with advent of the digital age, plagiarism has been expanded to include material beyond the medium of print.

Plagiarism is considered a violation of the Seminary's policy on appropriate conduct of Seminary students. See the relevant section in the Student Handbook for disciplinary procedures related to conduct.

Inclusive Language

As members of the Seminary community engaged in ministry and ministry preparation, all are encouraged to cultivate a willing participation in verbal and written expression that seeks to acknowledge and respect inclusivity and diversity. Fostering such linguistic commitments honors the heart of the gospel, which affirms that a person's worth includes, but also extends beyond the categories of age, ethnicity, gender, sexual orientation, family affiliations, vocation, and physical, mental or emotional status.

Inclusive language is not limited to the words we use to describe people. Inclusive language also includes the words we use about God. The words we use to speak to and about God affect how we understand all of life. Our language about God should reflect our understanding that we are all created in God's image.

We may not intentionally use language that excludes, but if the effect of our language is that others are excluded, then our language is not inclusive. Language that includes is language with dignity. It can help us both widen and deepen our understanding of one another, our faith and our world.

Two priorities, therefore, guide the life of this community. First, all verbal behavior in corporate worship, classes, personal interactions, meetings, and convocations is invited to exhibit the highest linguistic expression, which is charitable, thoughtful, diverse, expansive and inclusive. Second, the same standards of excellence also apply to all written materials in the community: bulletins, written assignments, tests, Seminary publications, scholarly works, Board materials, and materials on the Seminary's web site.

Guidelines for using inclusive language and examples thereof are available in a number of online resources including:

- [Guidelines for Inclusive Language](#) from the Evangelical Lutheran Church in Canada,
- [Faith, Sexism, Justice Glossary](#) from the ELCA,
- and [How is Language Used in Worship](#) also published by the ELCA.

Hate Speech Policy

No symbols depicting imagery associated with hate groups or hate speech shall be permitted for display on campus. This prohibition includes the symbols of Nazi Germany, all forms of the Swastika, that which is referred to (incorrectly) as the “Confederate flag” or “stars and bars” (more accurately, the battle flag of the Army of Northern Virginia), and symbols used by the KKK and other supremacist organizations. The only exception to this policy applies to the use of such images in historical exhibits and displays that are placed in proper historical context and for educational purposes, which must be pre-approved by Seminary officials.

The Seminary will not allow the display of any such symbols associated with the Confederate States of America (in any form) due to the fact that at this time, outside the Seminary Ridge Museum, no proper, unambiguous historical context can be created.

Examples of banned flags and symbols connected to the American Confederacy and the 20th Century Nazi movement are available in the Student Services office on either campus.

Accommodations for Students with Disabilities

United Lutheran Seminary is committed to providing an environment in which all students have full access to educational opportunities and community life. In order for the Seminary to provide reasonable and appropriate accommodations to students with either short- or long-term disabilities, documented evidence of the disability and of the required accommodation is needed.

Documentation includes:

- A current assessment of the disability by a qualified professional (in most cases within the past 2 years). The evaluator should include information regarding his/her license or certification and area of specialization.
- The basis for the diagnosis, including information to substantiate the diagnosis
- Evidence of impact on major life activities and learning
- Suggested modifications or accommodations
- A release form signed by the student granting permission for the qualified professional to provide the Seminary with a written report

All expenses incurred for testing and diagnosis are the responsibility of the student. Students who seek academic and/or physical modifications or accommodation need to contact the Dean on either campus and the Director of Student Services at least six weeks prior to the start of the semester. The process will then begin with the student completing the Student Disability Notification Form. The Director of Student Services, in collaboration with the student and the faculty, will determine an appropriate and reasonable accommodation that is supported by the documentation and does not compromise the essential educational requirements of the Seminary.

ZOOM etiquette policy, if needed

Use of Laptops, Tablets or Phones in Class

People learn in varieties of modes, and that for some people multi-tasking feels both comfortable and effective as a form of learning. I reserve the right to ask you to close your electronic devices if anything you are doing is distracting to your colleagues, or appears to be interfering with your effective participation in the class. Please keep your cell phone on silent and out of view, unless you are expecting an important call; in that case, please notify me before class.

Please consult the Student Handbook for additional information concerning Grading Practices, Student Complaint and Grievance Procedures, the Rights, Responsibilities and Freedoms of Students, as well as other seminary policies. The Handbook may be found on the seminary website: www.unitedlutheranseminary.edu

Grading Rubrics

Grading Table

A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7

P=70 and above

11/20/18