

FULLER THEOLOGICAL SEMINARY

# 2026-27 Academic Catalog



Pasadena ■ Houston ■ Phoenix

[FULLER.EDU](https://FULLER.EDU)

# TABLE OF CONTENTS

<b>4</b>	<b>2026-27 Academic Calendar</b>
<b>6</b>	<b>Schools and Programs</b> School of Mission & Theology School of Psychology & Marriage and Family Therapy Other Non-degree Options
<b>8</b>	<b>About Fuller</b> Introduction Purpose Accreditation State Authorization Statement of Faith Community Standards Legal Statements and Complaint Processes Fuller Campuses Distributed Learning
<b>31</b>	<b>Admissions and Student Resources</b> Admissions International Students Student Support Resources Academic Resources
<b>46</b>	<b>Financial Policies</b> Tuition and Fees Tuition Refund Policies Tuition Payment Policy Housing Payment Policy Student Health Insurance Financial Aid Veteran's Affairs Benefits Tuition Assistance

## **62 Academic Policies**

Course Registration  
Attendance, Residence and Transfer Credit  
Enrollment Status  
Academic Standing  
Grades  
Graduation and Commencement

## **83 School of Mission & Theology**

Context and Mission  
Master of Divinity  
Master of Arts in Chaplaincy  
Master of Arts in Global Missional Leadership  
Master of Arts in Theological Studies  
Master of Arts in Justice and Advocacy  
Master of Arts in Theology and Ministry (English)  
Master of Arts in Theology and Ministry (Spanish)  
Master of Arts in Ministry Leadership  
Certificate of Christian Studies  
Certificate in Church Planting  
Doctor of Global Leadership (English)  
Doctor of Global Leadership (Korean)  
Doctor of Ministry (English)  
Doctor of Ministry (Korean)  
Doctor of Ministry (Spanish)  
Doctor of Philosophy in Theology  
Master of Theology in Theology  
Doctor of Philosophy in Intercultural Studies  
Master of Theology in Intercultural Studies  
Doctor of Philosophy in Intercultural Theology (Korean)  
Course Requirements for SMT Programs: Curriculum Sheets

## **183 School of Psychology & Marriage and Family Therapy**

Degree Programs and Accreditation  
Student Life  
Master of Arts in Mental Health and Ministry  
Clinical Psychology Overview  
Clinical Psychology Programs and Requirements (PhD and PsyD)

General Academic Issues  
Marriage and Family Therapy Overview  
Master of Science in Marriage and Family Therapy  
Doctor of Marriage and Family Therapy  
Training and Research Facilities  
Course Requirements for SOPMFT Programs: Curriculum Sheets

**236 Personnel**

Administration  
Trustees

**240 Faculty**

School of Mission & Theology  
School of Psychology & Marriage and Family Therapy

**247 Course Descriptions: School of Mission & Theology**

**361 Course Descriptions: School of Psychology & Marriage and Family Therapy**

# 2026-27 ACADEMIC CALENDAR

## Fall 2026 Quarter

---

Returning Students Registration begins	Monday, August 24
New Student Registration begins	Monday, August 31
Employee Kickoff	Monday-Wednesday, September 14-16
New Student Orientation	Monday-Friday, September 21-25
Quarter begins	Monday, September 28
Trustees Meet	Thursday-Friday, October 22-23
Thanksgiving Holiday	Thursday-Friday, November 26-27
Classes end	Friday, December 4
Quarterly Exams	Monday-Friday, December 7-11
Quarter ends	Friday, December 11
Christmas and New Year: Offices Closed	Thursday-Friday, December 24-January 1

## Winter 2027 Quarter

---

Returning Students Registration begins	Monday, November 16
New Student Registration begins	Monday, November 23
New Student Orientation	Monday-Friday, December 14-18
Quarter begins	Monday, January 4
Martin Luther King Day Observed	Monday, January 18
Trustees Meet	Sunday-Tuesday, January 24-26
Classes end	Friday, March 12
Quarterly Exams	Monday-Friday, March 15-19
Quarter ends	Friday, March 19
Spring Recess	Monday-Friday, March 22-26

## Spring 2027 Quarter

---

Returning Students Registration begins	Monday, February 22
New Student Registration begins	Monday, March 1
New Student Orientation	Monday-Friday, March 22-26
Quarter begins	Monday, March 29
Good Friday	Friday, March 26
Trustees Meet	Sunday-Monday, May 16-17
Memorial Day Observed	Monday, May 31
Classes end	Friday, June 4
Quarterly Exams	Monday-Friday, June 7-11

## Spring 2027 Quarter (continued)

---

Quarter ends	Friday, June 11
Commencement	Saturday, June 12

## Summer 2027 Quarter

---

Returning Students Registration begins	Monday, May 17
New Student Registration Begins	Tuesday, May 24
Quarter begins	Monday, June 21
Independence Day Observed	Monday, July 5
Classes end	Friday, August 27
Quarterly Exams	Monday-Friday, August 30-September 3
Quarter ends	Friday, September 3
Labor Day	Monday, September 6

# SCHOOLS AND PROGRAMS

Fuller Theological Seminary is organized into two schools: The School of Mission and Theology and School of Psychology & Marriage and Family Therapy. As a graduate-level institution of higher education, master's and doctoral degrees are offered by the two schools as well as certificate programs.

## School of Mission and Theology

### Master's Degrees

- Master of Divinity
- Master of Arts in Chaplaincy
- Master of Arts in Global Missional Leadership
- Master of Arts in Justice and Advocacy
- Master of Arts in Ministry Leadership
- Master of Arts in Theology and Ministry (available in English and Spanish)
- Master of Arts in Theological Studies

### Certificate Programs

- Certificate of Christian Studies
- Certificate in Church Planting

### Advanced and Doctoral Degrees

- Master of Theology in Intercultural Studies
- Master of Theology in Theology
- Doctor of Global Leadership (available in English and Korean)
- Doctor of Ministry (available in English, Spanish, and Korean)
- Doctor of Philosophy in Intercultural Studies
- Doctor of Philosophy in Intercultural Theology (available in Korean)
- Doctor of Philosophy in Theology

## School of Psychology & Marriage and Family Therapy

### Master's Degrees

- Master of Arts in Mental Health and Ministry
- Master of Arts in Psychology (non-admitting; awarded in sequence to Clinical Psychology students)
- Master of Science in Marriage and Family Therapy

## Advanced Degrees

- Doctor of Marriage and Family Therapy
- Doctor of Philosophy in Clinical Psychology
- Doctor of Psychology in Clinical Psychology

## Other Non-degree Options

In addition to regular degree or certificate programs, admission may also be permitted under one of the following classifications:

**Limited Enrollment Student.** One who is qualified for regular admission but wants to take no more than six master's-level courses (24 units);

**Unclassified Student.** One who is academically qualified for admission, wants to take an unlimited number of master's-level courses, but does not want to pursue a degree program;

**Visiting Student.** One who is currently enrolled as a graduate student in good standing at another graduate institution, but wants to have transcript evidence of course work done at Fuller for transfer to the school of primary enrollment.

**Audit-Only.** One who wishes to attend master's-level classes for personal growth and learning without earning academic credit.

# ABOUT FULLER

## Introduction

Fuller Theological Seminary is one of the largest multid denominational seminaries in the world, providing professional and graduate-level education in our School of Mission and Theology and School of Psychology & Marriage and Family Therapy. We are known for our ethnic and denominational diversity, with more than 3,000 students joining our community from 83 countries and 114 denominations.

Since its founding by radio evangelist Charles E. Fuller in 1947, Fuller Seminary has equipped students to be leaders with a mind for scholarship and a heart for the gospel. Fuller is a global leader in theological education, standing on the front lines of evangelical thought while remaining committed to ministry and mission grounded in scholarship.

As a graduate institution, Fuller offers master's degrees and certificates at our main campus in Pasadena, California, at our regional campuses in Houston and Phoenix, and through flexible online programs. Selected doctoral degree programs are offered at our main campus and online.

### ***Fuller Theological Seminary***

135 North Oakland Avenue  
Pasadena, CA 91182  
1-800-235-2222  
626-584-5200

## Mission, Vision, and Values

### **Mission Statement**

Fuller Theological Seminary, embracing the School of Mission and Theology and the School of Psychology & Marriage and Family Therapy, is an evangelical, multid denominational, international, and multiethnic community dedicated to the equipping of men and women for the manifold ministries of Christ and his church. Under the authority of Scripture, we seek to fulfill our commitment to ministry through graduate education, professional development, and spiritual formation. In all of its activities, including instruction, nurture, worship, service, research, and publication, Fuller Theological Seminary strives for excellence in the service of Jesus Christ, under the guidance and power of the Holy Spirit, to the glory of the Father.

## **Vision Statement**

Providing indispensable formational education for diverse Christian leaders everywhere

## **Values**

We are committed to forming leaders who are:

- Faithful
- Courageous
- Innovative
- Collaborative
- Fruitful

## **The Mission Beyond the Mission**

In 1983, the Seminary issued the “Mission Beyond the Mission” document, addressing a broad range of moral and ethical issues from the perspective of our foundational mission and purpose. The statement is organized around five imperatives:

- Imperative One: Go and make disciples
- Imperative Two: Call the church of Christ to renewal
- Imperative Three: Work for the moral health of society
- Imperative Four: Seek peace and justice in the world
- Imperative Five: Uphold the truth of God’s revelation

The complete text of the Mission Beyond the Mission may be found at <https://www.fuller.edu/about/mission-and-values/>.

## **Institutional Commitments**

- Academic Freedom <https://www.fuller.edu/about/institutional-commitments/#freedom>
- Nondiscriminatory Language <https://www.fuller.edu/about/institutional-commitments/#language>
- Race, Ethnicity, and Justice Statement <https://www.fuller.edu/about/institutional-commitments/#justice>
- Inclusion and Empowerment of Women <https://www.fuller.edu/about/institutional-commitments/#women>

## **Accreditation**

Fuller Theological Seminary is accredited by the Western Association of Schools and Colleges, Senior College and University Commission (WSCUC). The programs in the School

of Mission and Theology are also accredited by the Association of Theological Schools. The accreditation of these associations applies to the Pasadena campus, the regional campuses, and the seminary's online offerings. The PhD and PsyD programs in clinical psychology of the School of Psychology & Marriage and Family Therapy are accredited by the American Psychological Association.

***Western Association of Schools and Colleges***

Senior College and University Commission  
1001 Marina Village Parkway Suite 402  
Alameda, CA 94501  
510-748-9001  
510-748-9797 (fax)  
wscuc@wscuc.org  
<https://www.wscuc.org/>

***The Association of Theological Schools in the United States and Canada***

The Commission on Accrediting  
10 Summit Park Drive  
Pittsburgh, PA 15275-1103  
412-788-6505  
412-788-6510 (fax)  
<http://www.ats.edu>

***Office of Program Consultation and Accreditation, American Psychological Association***

750 First Street N.E.  
Washington, DC 20002-4242  
202-336-5979  
apaaccred@apa.org  
<https://accreditation.apa.org/>

## **Educational Effectiveness**

Enrollment figures, graduation rates, job placement, and other data is available at <https://fuller.edu/about/institutional-reports-and-documents/>.

### **Institutional Student Learning Outcomes**

Fuller Theological Seminary continues to develop an academic posture of learning-centered education. We as a faculty, staff, and administration are committed to providing the highest level of educational effectiveness possible through a healthy “culture of assessment.” This culture includes institution goals above and beyond accreditation standards, regular program review, and clear communication of criteria and standards to students, creating equal accountability between the student, faculty and the pedagogy.

Student Learning Outcomes are articulated by each academic program and for each course. The Institutional Learning Outcomes are as follows:

- Graduates will demonstrate an understanding of Christian theology, ministry, and spirituality
- Graduates will be aware of and critically engage ecclesial, societal, and global issues from Christian theological perspectives and demonstrate the ability to make informed choices toward positive change
- Graduates will demonstrate the ability to identify critical issues of diversity and make appropriate responses
- Graduates will be able to pursue careers consistent with their education

## State Authorization

### State Approval Statements

In order to help ensure the integrity of our education programs, the United States Department of Education requires that institutions comply with the state authorization requirements for each state in which the institution delivers distance education. Fuller Theological Seminary actively works with the relevant departments in each state to ensure that the Seminary has the appropriate authorization (or exemption) to deliver its distance education programs to residents of the state. See Fuller's State Authorization Map at <https://www.fuller.edu/authorization-map/> for authorizations/approvals by state. See also Fuller's State Authorization Statements for the most up-to-date state-specific disclosure statements, which are available online at [https://drive.google.com/file/d/1-IipbkvOZO4\\_PRys1xJOvAG9AscNAaYC/view?usp=sharing](https://drive.google.com/file/d/1-IipbkvOZO4_PRys1xJOvAG9AscNAaYC/view?usp=sharing). Disclosure(s) required by specific states, as of the date of this publication, are noted below.

**Alaska.** Fuller Theological Seminary is exempt from authorization under AS14.48 as an online distance delivered program and does not have a physical presence in Alaska.

**Arizona.** If a student complaint at the Arizona regional campus cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is: 1740 W. Adams Street, Suite 3008, Phoenix, AZ 85007. Phone: 602.542.5709. Website: <https://ppse.az.gov/>.

**Arkansas.** Fuller Theological Seminary has received a Letter of Exemption from Certification issued by the Arkansas Department of Higher Education to offer non-academic or church-related courses and grant non-academic awards or church-related degrees.

**California.** An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 1747 N. Market Street, Suite 225,

Sacramento, CA 95834, <http://www.bppe.ca.gov>, Telephone: (916) 574-8900 and Fax: (916) 263-1897.

**Connecticut.** If a student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Connecticut Office of Higher Education at the address or email listed below:

Connecticut Office of Higher Education  
450 Columbus Boulevard, Suite 707  
Hartford, CT 06103-1841  
860-947-1800  
Emily.Bjornberg@ct.gov

**Georgia.** If a student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Georgia Nonpublic Postsecondary Education Commission (GNPEC). The address is:

Georgia Nonpublic Postsecondary Education Commission (GNPEC)  
2082 East Exchange Place  
Tucker, GA 30084  
Phone: 770.414.3300  
Website: <https://gnpec.georgia.gov/student-resources/complaints-against-institution>

**Iowa.** Fuller Theological Seminary is registered with the Iowa College Student Aid Commission and authorized to offer degree granting, distance education programs in the state of Iowa. The Commission accepts questions, concerns and complaints from any student attending an Iowa postsecondary school, regardless of the student's state of residency, and from an Iowa resident attending any postsecondary school in the United States. Iowa College Aid has created a Student Complaint Form (<https://www.iowacollegeaid.gov/StudentComplaintForm>) to accept a student's questions, concerns, or complaint related to a postsecondary school. A student may also contact Iowa College Aid toll-free at 877-272-4456.

**Kansas.** Fuller Theological Seminary is authorized by the Kansas Board of Regents for programs that can fully or partially be completed online while in Kansas. This authorization does not include the following residential programs that are located at our California or Arizona campus: Master of Science in Marriage and Family Therapy, Master of Arts in Psychology, Doctor of Philosophy in Clinical Psychology, and Doctor of Psychology in Clinical Psychology. Student grievances and unresolved complaints should be made to Kansas Board of Regents, 1000 SW Jackson, Suite 520, Topeka, KS 66612-1368; 785-430-4240;  
<https://www.kansasregents.gov/academic-affairs/private-out-of-state/complaint-process>.

**Louisiana.** Fuller Theological Seminary is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but

licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

**Maine.** Pursuant to the Maine Revised Statutes, Title 20-A, section 10708, subsection 4, this institution is not required to obtain authorization from either the State Board of Education or the Maine State Legislature in order to: (1) use the name "junior college," "college" or "university," (2) offer courses or programs for academic credit or (3) confer degrees.

**Maryland.** Fuller Theological Seminary is registered with the Maryland Higher Education Commission to enroll Maryland students in fully online distance education programs.

**Minnesota.** Fuller Theological Seminary is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. Minnesota Office of Higher Education, 1450 Energy Park Dr., Suite 350, St. Paul, MN 55108, <http://www.ohe.state.mn.us>, 651-642-0567.

**North Carolina.** Degree programs of study offered by Fuller Theological Seminary have been declared exempt from the requirements for licensure, under provisions of North Carolina General Statutes Section (G.S.) 116-15 (d) for exemption from licensure with respect to religious education. Exemption from licensure is not based upon assessment of program quality under established licensing standards.

**Ohio.** Authorization from the Ohio Department of Higher Education is limited to the on-the-ground experience of the degree program the experience is embedded within.

**Washington.** Fuller Theological Seminary is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Fuller Theological Seminary to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at [degreeauthorization@wsac.wa.gov](mailto:degreeauthorization@wsac.wa.gov).

The transferability of credits earned at Fuller Theological Seminary is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Fuller Theological Seminary will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Fuller Theological Seminary to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Fuller Theological Seminary will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact

the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit [www.wsac.wa.gov/loan-advocacy](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov).

The Washington Student Achievement Council (WSAC) has authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit <https://www.wsac.wa.gov/student-complaints> for information regarding the WSAC complaint process.

## Professional Licensure Disclosure Statement

### **School of Mission and Theology:**

Fuller's Mission and Theology programs are not designed to meet educational requirements for a specific professional license or certification required for employment in an occupation in a State. If you have any questions about ministerial or denominational licensure requirements, please contact your church or denominational leadership. If you have any questions about national board certification for chaplaincy, please contact the relevant certifying chaplain association.

### **School of Psychology & Marriage and Family Therapy:**

Fuller's online Master of Arts in Mental Health and Ministry and hybrid Doctor of Marriage and Family Therapy programs are not designed to meet educational requirements for a specific professional license or certification required for employment in an occupation in a State.

Fuller's residential School of Psychology & Marriage and Family Therapy programs in California and Arizona are designed to meet the educational and professional requirements for licensure and certification in California and Arizona, respectively. Students planning to pursue licensure or certification in other states are responsible for determining whether, if they complete a Fuller Theological Seminary program, the program will meet their state's requirements for licensure or certification.

You may contact [admissions@fuller.edu](mailto:admissions@fuller.edu) with questions.

## Statement of Faith

Under God, and subject to biblical authority, the faculty, managers/administrators, and trustees of Fuller Theological Seminary bear concerted witness to the following articles, to

which they subscribe, which they hold to be essential to their ministry, and which are the foundation upon which the seminary is based.

- I. By God's revelation, we know God to be the living and true God, perfect in love and righteousness, one in essence, existing eternally in the three persons of the Trinity: Father, Son, and Holy Spirit.
- II. God, who speaks to humankind through creation, has done so savingly in the words and events of redemptive history. This history is fulfilled in Jesus Christ, the incarnate Word, who is made known to us by the Holy Spirit in sacred Scripture.
- III. Scripture is an essential part and trustworthy record of this divine self-disclosure. All the books of the Old and New Testaments, given by divine inspiration, are the written word of God, the only infallible rule of faith and practice. They are to be interpreted according to their context and purpose and in reverent obedience to the Lord who speaks through them in living power.
- IV. By God's word and for God's glory, the world was freely created out of nothing. Made in the divine image, men and women are the crown of creation, created for fellowship with God. Tempted by Satan, they rebelled against God. Being estranged from, yet responsible to, their Maker, they became subject to divine wrath, inwardly depraved and, apart from grace, incapable of returning to God.
- V. The only mediator between God and humankind is Christ Jesus our Lord, God's eternal son, who, being conceived by the Holy Spirit and born of the Virgin Mary, fully shared and fulfilled our humanity in a life of perfect obedience. By dying in our stead, Christ revealed the divine love and upheld divine justice, removing our guilt and reconciling us to God. Having redeemed us from sin, the third day he rose bodily from the grave, victorious over death and the powers of darkness. Our risen Lord ascended into heaven where, at God's right hand, he intercedes for his people and rules as Lord over all.
- VI. The Holy Spirit, through the proclamation of the gospel, renews our hearts, persuading us to repent of our sins and confess Jesus as Lord. By the same Spirit we are led to trust in divine mercy, whereby we are forgiven all our sins, justified by faith alone through the merit of Christ our Savior, and granted the free gift of eternal life.
- VII. God graciously adopts us into his family and enables us to call him Father. As we are led by the Spirit, we grow in the knowledge of the Lord, freely keeping his commandments and endeavoring so to live in the world that all may see our good works and glorify our Father who is in heaven.
- VIII. God, by Word and Spirit, creates the one holy catholic and apostolic Church, calling sinners out of the whole human race into the fellowship of Christ's Body. By the same Word and Spirit, God guides and preserves for eternity that new, redeemed humanity, which, being formed in every culture, is spiritually one with the people of God in all ages.
- IX. The Church is summoned by Christ to offer God acceptable worship and to engage in God's service by preaching the gospel and making disciples of all nations, by

tending the flock through the ministry of the word and sacraments and through daily pastoral care, by striving for social justice, and by relieving human distress and need.

- X. God's redemptive purpose will be consummated by the return of Christ to raise the dead, to judge all people according to the deeds done in the Body, and to establish God's glorious kingdom. The wicked shall be separated from God's presence, but the righteous, in glorious bodies, shall live and reign with Christ forever. Then shall the eager expectation of the creation be fulfilled and the whole earth shall proclaim the glory of God who makes all things new.

## Community Standards

Men and women of God are suited for Christian service by moral character as well as by academic achievement and spiritual gifts. Among their qualifications should be compassion for individual persons, sensitivity to the needs of the communities of which they are a part, a commitment to justice, a burden that the whole of God's will be obeyed on earth, personal integrity, a desire for moral growth, and mutual accountability. Students and employees at Fuller Theological Seminary are expected to exhibit these moral characteristics.

The ethical standards of Fuller Theological Seminary are guided by an understanding of Scripture and a commitment to its authority regarding all matters of Christian faith and living. The seminary community also desires to honor and respect the moral tradition of the churches who entrust students to us for education. These moral standards encompass every area of life, but prevailing confusion about specific areas leads the community to speak clearly about them. Students receiving training in a discipline for which there are professional ethical standards are subject to those as well.

Enrollment in or employment by Fuller Theological Seminary includes a commitment by each individual to adhere to all of the seminary's published policies and ethical standards.

Seven statements of community standards are affirmed by all trustees, faculty, administrators/managers, staff, and students of the seminary. These are:

1. Academic Integrity
2. Marriage and Divorce
3. Respect for People and Property
4. Sexual Standards
5. Substance Abuse
6. Policy Against Sexual Harassment
7. Policy Against Unlawful Discrimination

In the application of these community standards, the seminary urges the practice of loving verbal confrontation when any member of a Christian community feels that another member is living in violation of what the Bible teaches about Christian conduct. The seminary, therefore, encourages individuals to follow, where feasible, the steps of verbal confrontation and dialogue described in Matthew 18:15-22.

The seminary encourages any of its community who are in special need to seek education and counsel. The seminary is committed to extending Christian love to those involved in strife, marital conflict, or the struggle for sexual identity; and to demonstrating the personal forgiveness available through Christ for all human failure.

The use of seminary disciplinary procedures should always be viewed as a last resort. In no way do they exempt the seminary from making every possible effort to guide the honest pursuit of truth, to encourage wholesome approaches to sexuality, to support stable family life, or to model community relationships that convey respect for people and property.

Fuller's Community Standards may be found on Fuller's website at <https://www.fuller.edu/about/mission-and-values/community-standards/>.

## Legal Statements and Complaint Processes

The provisions of this publication are not to be regarded as the irrevocable terms of the contract between the student and Fuller Theological Seminary. Changes are effected from time to time in the general regulations and in the academic requirements. There are established procedures for making changes, procedures which protect the seminary's integrity and the individual student's interest and welfare. In certain cases, such as health quarantines, Fuller Theological Seminary may implement remote instruction as a substitute for in-person classes traditionally offered, and no guarantee is made as to the provision of described programs or access, such as on-campus classes or library services, or study-abroad programs.

### **Nondiscrimination**

Fuller Theological Seminary is committed to providing and modeling a learning, working, living, and community environment that is free of unlawful or prohibited discrimination in all of its policies, practices, procedures, and programs. This commitment extends to the seminary's administration of its educational policies, admissions, employment, educational programs, and activities. In keeping with this commitment, the seminary does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

**Dean of Students**

130 N Oakland Ave, 2nd floor  
Pasadena, CA 91101  
626-584-5678  
discrimination@fuller.edu

For further information on notice of non-discrimination, visit <https://ocrcas.ed.gov/welcome-to-the-ocr-complaint-assessment-system> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

In addition, Fuller's Statement on Nondiscrimination and applicable policies, including the Bias Incident Response Policy can be found on the Fuller website at <https://www.fuller.edu/about/institutional-reports-and-documents/nondiscrimination-at-fuller/>.

**Three Ways to File a Report of Community Standards violation or other Fuller Policy violation**

1. Notify the Dean of Students/Discrimination Officer for students through email: nicoleboymook@fuller.edu

2. File a complaint report on the Student site: <https://kiosk.fuller.edu/service/policy-violation-complaint-form/>

3. Inform a seminary employee identified as a Responsible Employee, such as a department manager or administrator or other employees with supervisory authority, who is required to inform the Dean of Students/Discrimination Officer for Students or Chief of Human Resources/Discrimination Officer for Employees.

See the Seminary's Responsible Employees & Campus Security Authorities Policy (found at [https://drive.google.com/file/d/1iq0IaYov2k8n2RRswc\\_BqK\\_sEw9BR7Vo/view?usp=sharing](https://drive.google.com/file/d/1iq0IaYov2k8n2RRswc_BqK_sEw9BR7Vo/view?usp=sharing)) for a list of responsible employees.

*NOTE: If the complaint is about the conduct of the Dean of Students/Discrimination Officer for Students or Employees, he/she will refer the complaint to the Office of the General Counsel, or an individual may contact the Office of the General Counsel directly, which will determine the appropriate next steps for investigation and resolution on a case-by-case basis.*

If you have any questions or concerns related to these procedures, please contact Nicole Boymook, Dean of Students, at nicoleboymook@fuller.edu.

## **Academic Complaints**

Students may file an academic complaint if there is an unresolved grievance regarding an academic matter.

Academic complaints involve grading, attendance, course content, course organization, faculty responsiveness, teaching assistants, course availability, or other academic-related concerns. They do not involve matters related to admission, accessibility, probation, dismissal, discrimination, misconduct, or Title IX incidents.

All complaint forms must be filed within one quarter following the quarter during which the grievance arose. To explore and initiate an academic complaint, students must:

### **Step 1: Attempt to Resolve Academic Grievances Informally:**

1. Course availability concerns: students need to speak with their Academic Advisor first. If there is no satisfactory resolution, students may file a formal complaint.
2. Specific course/Professor/TA concerns: students must speak with their professor first. If there is no satisfactory resolution, students may file a formal complaint.

### **Step 2: Initiate a Formal Academic Complaint**

1. If the informal process was unsatisfactory, students have the option to file a formal complaint by completing the complaint form, which is available on the Fuller Seminary Kiosk: (<https://kiosk.fuller.edu/service/formal-academic-complaint/>).

## **Sexual Harassment and Sexual Misconduct**

Fuller Theological Seminary also has a Policy Against Sexual Harassment, as well as Sexual Misconduct/Title IX policies. Fuller Theological Seminary expects that the dignity of all people, female and male, will be revered and celebrated in behavior, attitude, and the use of language by each member of the seminary community. This expectation is grounded in the belief that Scripture affirms mutuality and care for the other, explicitly forbids behavior which arises from the abuse of power, and teaches that men and women together are created in God's image and for God's glory. The seminary is therefore committed to creating and maintaining a community in which students, faculty, administrators/managers, and staff can study and work together in an atmosphere free of all forms of harassment, exploitation, or intimidation, including sexual harassment and sexual misconduct.

The complete text of these policies can be found on the Fuller website at <https://www.fuller.edu/about/mission-and-values/community-standards6/>.

## **Title IX**

“No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...” *Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX).*

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs that receive federal financial assistance. Programs and activities that may be included are admissions, recruitment, financial aid, academic programs, athletics, housing, and employment. Title IX also protects men and women from unlawful sexual harassment in school programs and activities. Under Title IX, discrimination on the basis of sex can include sexual discrimination, sexual harassment, sexual assault, sexual violence, and sexual exploitation.

Sexual misconduct can be committed by men or women and it can occur between people of the same or different sex. The Seminary considers sexual misconduct in any form to be a serious violation of the Christ-like conduct expected from all members of its community. This policy applies to any on-campus conduct and any off-campus conduct that affects the learning experience of students or the campus climate.

The complete text of the Title IX Policies are available on the Fuller website at <https://fuller.edu/about/institutional-reports-and-documents/title-ix/title-ix-policies/>.

## **Retaliation**

Fear of retaliation should not hinder the reporting of an incident of sexual harassment, sexual misconduct, or unlawful discrimination. The seminary strictly prohibits retaliation against a member of the Fuller community who opposes the practices prohibited by these policies against sexual harassment, sexual misconduct, and unlawful discrimination, who brings forth a complaint, against whom a complaint is brought, or who otherwise is a participant in a complaint resolution process. Fuller’s Policy Against Retaliation applies to all members of the seminary community, including students, faculty, administrators/managers, staff-level employees, and trustees.

The complete text of the Policy Against Retaliation is available on the Fuller website at <https://www.fuller.edu/about/institutional-reports-and-documents/institutional-policies-procedures-and-resources/#retaliation>.

## FERPA

Fuller complies with the Family Educational Rights and Privacy Act (FERPA) 20 U. S. C. § 1232g, which affords students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days after the day the seminary receives a request for access. A student should submit to the Registrar's Office a written request that identifies the record(s) the student wishes to inspect. The Registrar's Office will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar's Office, it will advise the student of the correct office to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Please note that this does not apply to grades. A student who wishes to ask the seminary to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the seminary decides not to amend the record as requested, the seminary will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to provide written consent before the seminary discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The seminary may disclose certain information designated as directory information without the student's prior consent. At Fuller, this information includes the following:

- student's name
- address(es)
- telephone number(s)
- Fuller (@fuller.edu) email address
- school and degree program
- enrollment status (i.e., whether or not currently enrolled)
- current class load
- photograph
- dates of admission and enrollment
- home state
- most recent previous educational institution attended and degrees received
- anticipated graduation date
- Fuller degrees awarded (degree and date)
- awards, fellowships, and scholarships, including date and amounts, received.

A student may stipulate that this directory information not be disclosed by completing a Request to Withhold Directory Information, which can be found on the Registrar's Office website.

The seminary may disclose education records without a student's prior written consent under the FERPA exception for disclosure to school officials whom the seminary has determined have legitimate educational interests. A school official is a person employed by the seminary in an administrative, supervisory, academic, research, or support staff position (including campus safety personnel); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a contractor outside of the seminary who performs an institutional service or function for which the seminary would otherwise use its own employees and who is under the direct control of the seminary with respect to the use and maintenance of PII from education records, such as an attorney, auditor, The Fuller Foundation (for serving the Fuller alumni community, managing scholarship funds, and conducting development activities in support of Fuller Seminary), or collection agent. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the seminary.

FERPA regulations permit the disclosure of PII from the education records without obtaining prior written consent of the student:

- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or certain State and local educational authorities. Disclosures under this provision may be made in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to certain requirements and limitations.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the seminary to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

***Family Policy Compliance Office***

U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

### **Accessibility**

The seminary recognizes its obligation to provide overall program accessibility for persons with disabilities. To obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by persons with disabilities, contact:

#### ***Access Services Office***

135 N. Oakland Avenue  
Pasadena, CA 91101  
access@fuller.edu

### **Inquiries and Complaints**

Inquiries regarding Fuller's policies against discrimination, harassment, or retaliation, including how to file a complaint, should be directed to:

#### ***Dean of Students***

130 N. Oakland Avenue, 2nd floor\*  
Pasadena, CA 91101  
(626)584-5678

Inquiries regarding Title IX, Title VI, and Section 504 should be directed to:

#### ***Dean of Students (Title IX, Title VI, and Section 504 Coordinator)***

130 N. Oakland Avenue, 2nd floor\*  
Pasadena, CA 91101  
(626)584-5678  
titleix@fuller.edu

\*If an alternate meeting place is needed, please let the Dean of Students know.

Inquiries regarding Federal laws and regulations concerning nondiscrimination in education or the seminary's compliance with those provisions may also be directed to:

#### ***Office for Civil Rights***

U.S. Department of Education  
915 Second Avenue Room 3310  
Seattle, WA 98174-1099

Telephone: 206-607-1600  
FAX: 206-607-1601; TDD: 800-877-8339  
Email: OCR.Seattle@ed.gov

## State Complaints

Federal regulations require the States to provide students the ability to file complaints against educational institutions located in their state. Listed at <https://fuller.edu/about/complaints/> is contact information for the filing of a complaint. In addition, see below for supplemental information on complaints from states that require additional information to be published. Fuller Seminary encourages all students to first use all available grievance procedures provided by the institution before pursuing a complaint with a state agency. An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 (office), <https://www.bppe.ca.gov/enforcement/complaint.shtml> (website), 888.370.7589 (phone), or 916.263.1895 (fax).

**Arizona Complaints.** If a student complaint at the Arizona regional campus cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is:

1740 W. Adams Street, #3008  
Phoenix, AZ 85007  
Phone: 602.542.5709  
Website: <https://ppse.az.gov/>

**Georgia Complaints.** If a student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Georgia Nonpublic Postsecondary Education Commission (GNPEC). The address is:

Georgia Nonpublic Postsecondary Education Commission (GNPEC)  
2082 East Exchange Place  
Tucker, GA 30084  
Phone: 770.414.3300  
Website: <https://gnpec.georgia.gov/student-resources/complaints-against-institution>

**Kansas Complaints.** If a student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Kansas Board of Regents. The State Board address is:

1000 SW Jackson, Suite 520  
Topeka, KS 66612-1368  
Phone: 785-430-4240  
Website:

[https://www.kansasregents.org/academic\\_affairs/private\\_out\\_of\\_state/complaint\\_process](https://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process)

**Maryland Complaints.** If students are unable to resolve a complaint through Fuller's grievance procedures, they may contact the Maryland Attorney General Consumer Protection Division. Fuller is subject to investigation of complaints by the Office of the Attorney General or the Maryland Higher Education Commission. Complaints should be directed to:

Maryland Higher Education Commission  
217 East Redwood Street, Suite 2100  
Baltimore, MD 21202  
Phone: 410-767-3300  
Email: [collegiatecomplaint.mhec@maryland.gov](mailto:collegiatecomplaint.mhec@maryland.gov)  
Website:

[https://mhec.maryland.gov/institutions\\_training/Pages/career/pcs/complaint.aspx](https://mhec.maryland.gov/institutions_training/Pages/career/pcs/complaint.aspx)

**North Carolina Complaints.** The State Authorization Unit of the University of North Carolina System Office serves as the official state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina. If students are unable to resolve a complaint through the institution's grievance procedures, they may review the Student Complaint Policy and submit their complaint using the online complaint form at <https://www.northcarolina.edu/post-secondary-education-complaints/>. For more information contact:

North Carolina Post-Secondary Education Complaints  
223 S. West Street, Suite 1800  
Raleigh, NC 27603  
(919) 962-4550

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit The State Attorney General's web page at: <http://www.ncdoj.gov/complaint>. North Carolina residents may call (877) 566-7226. Outside of North Carolina, please call (919) 716-6000. En Espanol (919) 716-0058. If you choose to mail a complaint, please use the following address:

Consumer Protection Division  
Attorney General's Office  
Mail Service Center 9001  
Raleigh, NC 27699-9001

**Oregon Complaints.** Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302 or by sending an email to [complaints@hecc.oregon.gov](mailto:complaints@hecc.oregon.gov). Students may also access the HECC complaints web page (<https://www.oregon.gov/highered/access/pages/student-complaints.aspx>).

**Washington Complaints.** For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit <http://www.wsac.wa.gov/loan-advocacy> or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov). The Washington Student Achievement Council (WSAC) has authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit <https://wsac.wa.gov/student-complaints> for information regarding the WSAC complaint process.

### **Crime Statistics**

In accordance with federal regulations, information on campus crime statistics is made available annually to all enrolled students and employees by email as part of an Annual Security Report or Annual Security and Fire Safety Report. These reports are made available to all applicants for admission or employment by link within the applicable Online Application process, and may be found on the Fuller website at <https://www.fuller.edu/About/Institutional-Reports-and-Documents/Student-Right-to-Know-and-Consumer-Information/>. To obtain a printed copy of the report, contact Fuller's Department of Campus Safety at 626-584-5444.

## **Fuller Campuses**

Fuller Seminary is comprised of three physical campuses: the main campus, located in Pasadena, California, and two regional campuses located in Houston, Texas, and Phoenix, Arizona. Additionally, Fuller's many distance learning programs enable students to study without leaving their home community, work, and ministry. Fuller seeks to provide educational experiences in nontraditional settings which will enable students to discover, develop and improve their gifts for service and ministry within the scope of the church's overall mission. By offering fully accredited graduate courses in a variety of locations at convenient times, Fuller makes theological education possible for many church leaders, church staff members, Bible study leaders, business people, homemakers, professionals and others whose careers or circumstances preclude full-time study.

A regional campus is a community of learners-practitioners-scholars in ministry who seek to know God better, to understand God's revelation more fully and to do God's ministry more effectively. Fuller's regional campuses provide education of academic excellence with nontraditional schedules. Through coursework at a regional campus, students encounter a concept of ministry which takes seriously the charge to "equip the saints for the work of ministry."

**Programs Available.** All degree programs offered by Fuller Seminary can be pursued - partially or entirely - through classes offered at Fuller's main campus in Pasadena, California. Coursework for select programs is also offered at our regional campuses in Arizona and Texas, including some complete degrees. The remaining requirements for our degrees can be completed online and some degrees can be completed entirely online. Specific residency requirements (if any) and available delivery modalities are detailed in the program listings later in this catalog.

The following degrees and certificates can be pursued on the Houston Campus by taking a combination of online and in-person classes: Master of Divinity, Master of Arts in Theological Studies, Master of Arts in Theology and Ministry, Master of Arts in Chaplaincy, and the Certificate of Christian Studies. All requirements for the Master of Science in Marriage and Family Therapy may be completed at the Phoenix campus.

**Faculty.** Both regional campuses have several resident faculty members as well as a number of adjunct or affiliate faculty from the local area. Other resident and adjunct faculty members travel to the regional campus sites to teach courses. Adjunct and affiliate faculty are qualified professors, pastors, Christian psychologists, and leaders in national and international Christian organizations. These persons join regular seminary faculty members in offering courses in areas such as biblical studies, church history, theology, philosophy, ethics, ministry, missions, languages, and counseling. All resident and adjunct/affiliate faculty sign the Fuller Theological Seminary Statement of Faith.

**Course Offerings.** Classes offered at regional campuses each quarter are fully accredited equivalents to those offered at the Pasadena campus. Quarterly class schedules and syllabi (which include course objectives, required reading, assignments and other information) are available on the Fuller website.

### **Fuller Seminary Pasadena**

Fuller Seminary's primary campus is located in Southern California, in the heart of beautiful Old Town Pasadena. Our historic campus combines classic Pasadena architecture with contemporary structures. In 1953, the seminary moved to the newly constructed Payton Hall on Oakland Avenue, its first and now-iconic building at the center of the Pasadena campus. The Pasadena campus is home to the Office of the President, the School of Psychology and Marriage & Family Therapy, the School of Mission and Theology, the David Allan Hubbard Library, and continues to offer classes towards all degree programs offered at Fuller Seminary through a mix of residential, hybrid, and online learning.

135 N. Oakland Ave.  
Pasadena, CA 91182  
(626) 584-5200  
<http://www.fuller.edu>

### **Fuller Seminary Texas**

Fuller Seminary's Texas regional campus is located in Houston. In Fall 2006, the seminary opened the site, building on Fuller's strong connections in Houston and across Texas through its alumni. The Houston campus houses classes, conferences, administrative offices, and chapel services and provides:

- Theological education for the development of lay persons for leadership in ministry in the local church and community;
- Prospective theological students with experience in church ministry and Christian community while beginning their studies and testing their callings;
- Students preparing for, or already involved in full-time ministry, to complete most or all of their theological education without leaving their area of residence and service; and
- Resources to pastors for the development of local church educational programs and for personal and professional enrichment.

### ***Wayne Park, Chancellor, Fuller Theological Seminary, Texas***

10200 Richmond Ave. Suite 100  
Houston, TX 77042  
(832) 520-6100  
(713) 360-3410 (fax)  
fullertx@fuller.edu  
<http://www.fuller.edu/texas>

### **Fuller Seminary Arizona**

Fuller Seminary's Arizona regional campus is located in Phoenix. In 1977, Carol Eaton and Mary Robertson spearheaded the opening of the Phoenix site to enable students to pursue Fuller's quality education in local contexts. After starting out of a spare bedroom and progressing to a space on a local university campus in 1985, the site moved to a permanent location in 1998 and then to its current facility in 2011. The Phoenix campus houses classrooms, a student lounge, a clinic, and a library and provides:

- The completion of the Master of Science in Marriage and Family Therapy in a convenient afternoon and evening format;
- The opportunity to complete practical training in a variety of local agencies; and
- The on-site mental health clinic provides therapy and relationship counseling services to the community and training opportunities for students in the Marriage and Family Therapy program.

**Jenny Bayless, MSMFT Program Director**

1110 E. Missouri Ave. Suite 530

Phoenix, AZ 85014

(602) 220-0400

(602) 220-0444 (fax)

arizona@fuller.edu

<http://www.fuller.edu/arizona>

## Distributed Learning

Fuller Theological Seminary's innovative, fully-accredited distributed learning master's and doctoral-level courses give women and men the opportunity to study at any time from around the world, providing students with options that fit their individual schedules and learning styles. Faculty and students engage together in digital learning communities where those who cannot be residential students or who wish to remain in their current ministry can find a rich level of discussion and interaction together. Online courses allow students to study a range of theological and missional subjects via a highly interactive web-based platform with weekly interaction during an 11-week course period. The course modality terms and definitions are:

- **Face-to-Face (F2F).** A course that meets in person on specified days and times, throughout the quarter.
- **Face-to-Face+Online Live (F2FOL).** A course that meets in person on specified days and times in a video-enabled (Zoom) room. Students sign up for either the face-to-face section or the videoconference (Zoom) section and participate through the selected modality throughout the course.
- **Online (O).** A fully online asynchronous course that may include optional synchronous meeting times. There are no set meeting times for instruction, and no synchronous meetings are required for students.
- **Online Live (OL).** An online asynchronous course that also meets by videoconference (Zoom) on a specific day and time (e.g., 1-2 hours every Monday evening). These dates and times are visible to students when registering for the course.
- **Hybrid (Hyb).** A modified F2F course with online components. This modality has required dates and times for face-to-face instruction. These dates and times are visible to students when registering for the course.

### Program Opportunities by State

While most of our programs allow some coursework to be completed without being physically present on one of our campuses, all requirements of the following programs can be earned via distributed learning. Students may also choose to complete some courses on campus if they wish (see sections for each degree for further details):

- Master of Divinity
- Master of Arts in Global Missional Leadership
- Master of Arts in Justice and Advocacy
- Master of Arts in Mental Health and Ministry
- Master of Arts in Theology and Ministry
- Master of Arts in Theological Studies
- Certificate in Christian Studies
- Certificate in Church Planting
- Doctor of Ministry
- Doctor of Global Leadership

Fuller Seminary has obtained authorization or exemption for most programs in most states across the United States that require authorization. As Fuller Theological Seminary continues to work to meet federal and state authorization requirements in states outside California, it should be noted that Fuller's programs are not available in all states. See Fuller's State Authorization Map at <https://www.fuller.edu/authorization-map/> for authorizations/approvals/exemptions by state or program. Current and prospective students may also direct specific questions about State Authorization and program availability in a given state to their admissions counselor.

# ADMISSIONS AND STUDENT RESOURCES

## Admissions

The Office of Admissions is available to assist prospective students with information regarding admission to academic programs. Visit [fuller.edu/admissions](https://fuller.edu/admissions) for more information about becoming a Fuller student.

### Standards for Admission

In general, applicants must have a bachelor's degree or its equivalent from an institution that is accredited by a recognized regional or national accreditation body before they can be admitted to master's-level programs at Fuller Theological Seminary. Additionally, the minimum requirements for admission to Fuller's many doctoral-level programs vary. Requirements for admission are described under each degree program in the various sections of this catalog. Admission is granted to a specific program and not to Fuller Seminary or to one of its schools at large.

Applicants whose native language is not English may be required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) Academic Format as part of the application to Fuller Theological Seminary. Applicants to some programs may take the Duolingo English Test or the TOEFL Essentials test to demonstrate English language proficiency. English language requirements for admission to programs at Fuller may be found at [fuller.edu/admissions/requirements-and-deadlines/english-language-requirements/](https://fuller.edu/admissions/requirements-and-deadlines/english-language-requirements/).

Admitted students who are not citizens or permanent residents of the United States must also meet visa requirements as described in the International Students section of the Seminary website in order to take any on-campus coursework:  
<https://www.fuller.edu/internationalstudents/>.

It should be understood that admission to Fuller depends on factors beyond the applicant's academic record. These factors include, but are not limited to, theological development, Christian experience, spiritual growth, call to service and gifts for ministry.

Men and women of God are qualified for Christian ministry by faith, moral character, experience, and academic achievement. Such people are characterized by compassion for individual persons, by sensitivity to the needs of the total community, by a burden that the whole of God's will be obeyed on earth, by a readiness to accept correction, by a desire for moral growth, by personal integrity, and above all, by a mature trust in Jesus Christ as the foundation of life and ministry.

Fuller Seminary reserves the right to draw conclusions regarding the evangelical, Christian profession of faith of all applicants. This determination will be made on the basis of the statements of Christian faith given in the application and the references submitted on behalf of the applicant. Such statements are a significant factor in the admission decision.

The seminary also reserves the right to admit or deny admission to any non-Christian or non-evangelical individual or any individual from an organization having a theological stance which is not in accord with the seminary's Statement of Faith. While desiring to maintain flexibility in admission to its programs, the institution will not compromise the integrity of its purpose and Statement of Faith by admitting students whose orientation may be disruptive or may confound the academic freedom of fellow students or faculty.

Admission to Fuller Seminary is competitive. Merely meeting minimal academic entrance requirements does not mean that an applicant will be automatically admitted. The admissions committee carefully reviews an applicant's entire application file and may also consider other available public information that is deemed relevant.

Fuller Theological Seminary is committed to providing and modeling a learning, working, living, and community environment that is free of unlawful or prohibited discrimination in all of its policies, practices, procedures, and programs. This commitment extends to the seminary's administration of its educational policies, admissions, employment, educational programs, and activities. In keeping with this commitment, the seminary does not unlawfully discriminate on the basis of race, color, national origin, sex, disability, age, or protected veteran status.

Program-specific admissions standards and application requirements are provided in the catalog sections pertaining to the particular programs. Some additional information regarding possible exceptions to the general admissions application requirements and standards is given below.

### **Conditional Admission**

Students who have a bachelor's degree from an accredited institution, but whose cumulative grade point average is less than 2.70, may be admitted conditionally to certain master's degree and certificate programs at the discretion of the admissions committee.

- All master's students with conditional admission are required to take ST511 Orientation to Theological Studies in their first quarter of studies, excepting those in the Spanish language MATM program and other cohorted programs, at the discretion of the admissions committee.
- Students with conditional admission may register for a maximum of 8 units in their first quarter at Fuller.
- Conditionally admitted students will be reviewed once they have attempted 12 units. Those who have earned a 2.50 cumulative grade point average at Fuller will transition to their formal program. Those who have not will be submitted to the MCC (Master's Curriculum Committee) for dismissal. This cannot be petitioned.

Students who have an MA or MDiv degree from an accredited institution, but whose cumulative grade point average is less than 3.00, may be admitted by conditional status to the Doctor of Ministry, Korean Language Doctor of Ministry, Spanish Language Doctor of Ministry, Doctor of Global Leadership, and Korean Language Doctor of Global Leadership programs at the discretion of the respective admissions committees. The *Conditional Admission* status may be removed after the successful completion of 12 units with at least a 3.00 cumulative grade point average at Fuller.

Students who meet the conditions set by the Korean PhD-ICT program may be admitted to the PhD in Intercultural Theology program on a conditional basis at the discretion of the respective admissions committee. The Conditional Admission status may be removed after the successful completion of 14 units with at least a 3.0 cumulative grade point average at Fuller. Students whose cumulative GPA falls below 3.0 at any point during their Conditional Status will be subject to review by the PhD ICT Academic Committee for dismissal. Students undergoing review may submit a written appeal to the PhD ICT Academic Committee for consideration.

### **Master's-level Admission Without an Accredited Bachelor's Degree**

Applicants without an accredited bachelor's degree may be admitted to most master's degree programs and certificate programs at the discretion of the admissions committee if they can demonstrate that they possess the knowledge, academic skill, and ability generally associated with persons who hold such a degree. This is known at Fuller as the *Special Admissions Process*. Applicants must also demonstrate at least 12 years of work experience subsequent to the completion of a high school diploma and at least three years of full-time vocational ministry or at least five years of significant part-time ministry.

Admissions consideration on the basis of the Special Admissions process is possible for the following programs:

- Master of Divinity, MA in Theological Studies, MA in Theology and Ministry, MA in Global Missional Leadership, MA in Mental Health and Ministry, MA in Justice and

Advocacy, MA in Chaplaincy, MA in Ministry and Leadership (Young Life staff only), Certificate of Christian Studies and Certificate in Church Planting.

This admission option is not available for any doctoral program (except in cases in which an applicant does hold an accredited prerequisite graduate degree).

Students without an accredited bachelor's degree are admitted conditionally. The *Conditional Admission* status may be removed after the successful completion of 12 units with at least a 2.50 cumulative grade point average at Fuller.

In addition, the following restrictions apply to those admitted in this way:

- Students admitted through the Special Admissions Process are required to take ST511 Orientation to Theological Studies in their first quarter of studies. (Admitted students in the MA in Mental Health and Ministry, the Spanish language MATM, MDiv students participating in the Spanish language MATM cohort, or students admitted to a master's level cohorted program such as the Pasadena MDiv Cohort, the Houston MDiv and MATM cohorts, the MA in Justice and Advocacy, and the MA in Chaplaincy *may* be exempted from this requirement at the discretion of the relevant admissions committee.) This class is available both on the Pasadena campus and online.
- Students admitted through the Special Admissions Process with conditional admission may register for a maximum of 8 units in their first quarter at Fuller.
- Students admitted through the Special Admissions Process are restricted from some types of institutional and federal aid.

The following additional application requirements apply to applicants without an accredited bachelor's degree:

- Applicants without an accredited bachelor's degree must submit at least one of the following to demonstrate academic preparedness:
  - Transcript evidence demonstrating successful completion (3.0 GPA or better) of at least 30 semester or 45 quarter units from accredited institution(s) or those recognized by Fuller Theological Seminary for the purpose of admission as a Special Student.
  - Transcript evidence demonstrating successful completion (3.0 GPA or better) of a Bible Institute degree program. A 3- to 4-year degree is generally required.
  - An official score from the Graduate Record Examination (GRE). The applicant must earn a score of at least 153 on the Verbal Section and 4 on the Analytical Writing Section. Applicants are not required by Fuller to submit scores from the Quantitative section.
- Additionally, applicants without an accredited bachelor's degree must submit summaries of their work and ministry experience and an essay explaining their

reasons for choosing to pursue a master's level degree before (or instead of) completing an accredited bachelor's degree.

### **Changing Programs as a Current Student**

Currently enrolled students who wish to change programs should first consult with their advisor. The ability to change programs without being readmitted is only available to certain programs and under certain conditions.

- Current students graduating with the MDiv, MTS, MATM, MAGML, MSMFT, MJA, MAMHM, or MAC may work with their academic advisor to submit a program status change form to enroll in another one of following four degree programs: MDiv, MTS, MATM, or MAGML. These students may begin their new program only after completion of the first and must do so within 4 quarters of their final coursework in that program.
- Current students in the MSMFT, MDiv, MTS, MATM, MJA, MAC, MAMHM or MAGML who have decided not to complete their active program may also change via a program status change form. They may only change into one of the following: MDiv, MTS, MATM or MAGML. These students should understand that the program change is intended to be permanent barring unforeseen circumstances.
- Current students completing the Certificate of Christian Studies or Church Planting may go through the established Certificate-to-Master's admissions process to apply to the MDiv, MATS, MATM, or the MAGML.
- In some cases, students in the PsyD in Clinical Psychology and the PhD Clinical Psychology may be permitted to submit a program status change form to enroll in another program (while formally withdrawing from their current program), providing they consult with their program manager and academic advisor and receive permission to pursue the program.
- Current students in the PhD in Theology or Intercultural Studies may transfer to the ThM as a terminal degree, either for personal reasons or because their academic performance does not warrant continuance in the PhD program. Students should contact their advisor to initiate this process, which includes a determination of which ThM program requirements have been satisfied by the PhD coursework and which remain to be completed.

The following programs require a new admissions application and are not available to current students via the program status change process. While an admissions application is required, programs may collaborate with the Admissions Office leadership to determine if specific admissions requirements should be modified on a case-by-case basis. Students admitted to a new program should note their enrollment in the new program will be deemed permanent barring unforeseen circumstances.

- MS in Marriage and Family Therapy (with the consent of the relevant program chairs, an exception may be made for Doctor of Clinical Psychology or PhD Clinical

Psychology students seeking to move from their current program into the MSFMT program);

- MA in Justice & Advocacy,
- MA in Chaplaincy;
- PsyD in Clinical Psychology and PhD in Clinical Psychology;
- PhD and ThM in Theology (except for current PhD in Theology students, as outlined above);
- PhD and ThM in Intercultural Studies (except for current PhD in Intercultural Studies students, as outlined above);
- PhD in Intercultural Theology;
- Doctor of Global Leadership (English and Korean languages); and
- Doctor of Ministry (Korean, Spanish, and English languages)
- MA in Mental Health & Ministry (may require a new admissions application or the submission of the program-specific Statement of Purpose for program-specific admissions consideration)

### **Reinstatement and Postgraduate Studies**

Students who wish to resume studies in one of the following Fuller programs or statuses may be eligible to apply for reinstatement: Doctor of Ministry, Doctor of Global Leadership, Master of Divinity, MA in Theological Studies (formerly MA in Theology), MA in Theology and Ministry, MA in Global Missional Leadership (formerly MA in Intercultural Studies), MA in Mental Health and Ministry, MA in Ministry Leadership, Certificate in Church Planting, and Unclassified studies. Reinstatement is available only to former Fuller students who have successfully completed (with a passing grade) at least one Fuller Seminary course in the past ten years but have not completed a course at Fuller in the past year (prior four quarters). Students previously dismissed from Fuller and now pursuing reinstatement to a School of Mission and Theology master's program must successfully petition the Masters Curriculum Committee for permission to apply for reinstatement before doing so. The application requirements for reinstatement include the submission of a new online application and reinstatement-related essay responses.

Reinstatement to other Fuller programs may be possible on a case-by-case basis at the discretion of the relevant program committee. Reinstatement requirements in these cases will include the submission of a new online application and may require additional documentation as stipulated by the program committee.

Inactive students ineligible for reinstatement may submit a full new application for the program of their choice, unless they were academically dismissed from their desired program. Dismissed students must petition through the Academic Advising Office for permission to re-apply to a program from which they were previously dismissed.

Graduates of one of Fuller's master's degree programs who have not completed a course at Fuller in the past year (prior four quarters) may apply for Postgraduate Studies to take additional master's level coursework. Fuller master's level program graduates who have

taken coursework at Fuller in the past year (prior four quarters) may contact the Academic Advising Office to request postgraduate status and do not need to submit an application for admission.

### **Certificate to Master's Program Streamlined Admissions Consideration Process**

Under current policy, current and/or recent Certificate of Christian Studies students who are interested in pursuing the MDiv, MAGML, MTS, and MATM programs may apply through a streamlined admissions process as long as they meet the following requirements:

- Have completed a certificate within the past four quarters, or are in the final quarter of their certificate program.
- Have a Fuller CGPA of 3.0 or higher when they request the program transfer.
- Submit an online "Program Change Request Form" (accessible online) for admissions consideration. Admissions will verify that the student has a minimum Fuller CGPA of 3.0, and has submitted the necessary essays and graduate transcripts. If approved, a new admission record is created for that student to the Master of Divinity, Master of Arts in Theological Studies, Master of Arts in Theology and Ministry, or Master of Arts in Global Missional Leadership degree programs.\*

*\*Students interested in the Master of Arts in Justice and Advocacy, the Master of Arts in Chaplaincy, the MA in Mental Health and Ministry, or other Fuller programs not listed, need to go through the full application process, providing subject-specific essays and references, and therefore cannot go through this streamlined admissions process.*

Certificate students admitted as special students, students with a Fuller CGPA below 3.0, and students who took their last Fuller class between one and 10 years ago will be required to reapply with a condensed application for admission:

- Application for Admission
- Application fee waived
- No essays
- References:
  - 2 new references are required (can be pastoral, academic, or professional)
- Transcripts:
  - Since the bachelor's transcript has already been submitted, only graduate transcripts not already submitted as part of the certificate app need to be submitted.
  - Other undergraduate transcripts (that transferred to the bachelor's degree) will be automatically waived.

### **Audit-Only Status**

Audit-Only status is designed for those desiring to attend a course at the graduate level without receiving credit or transcript evidence.

To be considered for admission to Audit-Only status, applicants must complete and submit the online Application for Admission, including the required “Religious Autobiography” and “Statement of Purpose” essays, and pay the required application fee. Those wishing to audit coursework in English whose native language is not English must supply an approved English language proficiency test score meeting the minimum score requirements for School of Mission and Theology master’s degree applicants. The Admissions Committee may require additional information and/or documentation at its discretion.

The following stipulations apply to Audit-Only status:

- Auditors have the right to sit in class and listen.
- Auditors should not participate in any way unless specifically invited by the professor.
- Auditors are not required to attend class, and may not turn in assignments for evaluation unless required by the professor to do so.
- Auditors are required to have met any prerequisites for the course.
- Fuller online courses can only be audited by Fuller graduates with a posted degree.
- The DMin program welcomes auditors who hold a conferred theological master’s degree to audit both online and hybrid courses.
- Audits are not recorded on a transcript or validated officially.

## International Students

International students on F-1 and J-1 visas are required to maintain valid visa status throughout their stay at Fuller Seminary. To do so they must comply with all federal regulations pertaining to their visa status including, but not limited to, registering for a full course load each academic quarter. International students can count only one course or 3 credits (equivalent) of online coursework towards the full-time requirement. The full-time requirement cannot be satisfied with online coursework alone. Other courses will need to be taken residually on the campus. At this time, the J-1 visa is available for study at the Pasadena campus in select programs or cohorts and F-1 visa is available for study at the Pasadena and Houston campuses in select programs and cohorts and can be issued to students beginning their studies all quarters, in line with the relevant program or cohort start term.

An international student is defined as a student who holds a student visa to study in the U.S. Fuller Seminary is a SEVP-certified school authorized by the Department of Homeland Security to issue certificates of eligibility documents for the F-1 student visa (I-20). Fuller

Seminary is also a sponsor of the Exchange Visitor Program authorized by the Department of State to issue certificates of eligibility documents for the J-1 Exchange Visitor visa (DS-2019). International students are allowed to remain in the U.S. while they are engaged in coursework that requires their presence on campus. International students in residential programs will be issued a Form I-20 for the length of time it takes to complete the program, allowing students to remain in the U.S. throughout their studies. For international students who are only required to attend an intensive week, the Form I-20 will be issued for the duration of the on-campus residency period only, requiring students to depart the U.S. once the residency has ended.

International students who need either an I-20 or a DS-2019 form to apply for a student visa must be accepted for admission to Fuller and provide a financial guarantee for themselves and all dependents who will accompany them to the United States. The financial guarantee must be from the source(s) that will actually provide the funds for the student's study and living expenses. This can be done by: (a) showing that they are sponsored by a responsible Christian organization which will commit itself to guarantee the necessary support for the student and his or her dependents (if they are to accompany the student to the seminary); or (b) demonstrating by a letter from a bank or savings institution that the student has on deposit sufficient funds to cover tuition, other school fees, living expenses for the student and family; or (c) providing the same proof from other individuals or organizations who wish to contribute to the student's support. If the dependents are remaining in their home country, the seminary strongly recommends that appropriate financial arrangements be made to care for them during the entire time the student is away, in addition to the student's expenses in the United States.

International applicants who require either postsecondary (college/university level) education. Appropriate visa documents (I-20 or DS-2019) will be sent to the student upon admission to Fuller and receipt of an acceptable financial guarantee. The student may be required to deposit in advance to the seminary a portion of the financial guarantee to ensure that sufficient funds are available for initial housing and registration expenses upon the student's arrival in the United States.

### **English Language Requirements**

Students whose native language is not English and whose secondary and post-secondary education was not taught in English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) Academic Format as part of the application to Fuller Theological Seminary. Applicants to some programs may take the Duolingo English Test or TOEFL Essentials test to demonstrate English language proficiency. Scores must be less than two years old.

*The Admissions Committee reserves the right to require an official TOEFL or IELTS score for any applicant if the written application materials do not demonstrate the necessary level of English language proficiency for graduate-level study.*

The latest information on English language requirements for admission to programs at Fuller may be found on the Fuller website at

<http://www.fuller.edu/admissions/apply/english-language-req.aspx>.

## Student Support Resources

### Chaplains

The Fuller Seminary chaplain provides spiritual care to Fuller students, staff, and faculty online and on our Pasadena-residential campus. Fuller's chaplains are ordained ministers who have experience in spiritual direction and pastoral care in both parish and non-parish settings. The chaplain team offers services that include:

- Confidential one-on-one pastoral care (in-person or virtual)
- Vocational discernment
- Counseling referrals
- Spiritual formation retreats
- Seminars
- Group spiritual direction

The chaplain is also available for virtual and in-person sessions by appointment or at weekly chapel services. Pastoral care is available in Spanish; other languages are available through a translation service. For general inquiries, please e-mail [chaplains@fuller.edu](mailto:chaplains@fuller.edu).

### Fuller Careers and Personal Development

The office of Fuller Careers and Personal Development (FCPD) supports active students and degreed alumni in all aspects of their professional formation by providing a holistic, spiritually informed approach to career resilience, which is rooted in Christian disciplines, career services best practices, and employability data. FCPD staff are career educators who seek to empower students and alumni with life skills for career management and resilience. FCPD serves all students in Houston, Pasadena, Phoenix, and Fuller's Global Campus through online events, resources, appointments, and access to the career management system Handshake (<https://fuller.joinhandshake.com/edu/>). Some events and appointments are also offered on-site throughout the academic year.

Topics covered through our offerings include:

- Assessment and Self-Inventory Results (i.e. CliftonStrengths, eParachute, etc.)

- Call Discernment
- Career Exploration
- Interview Preparation
- Professional Document Development (resumes, CVs, and cover letters)
- Professional Online Profile Development (i.e. LinkedIn, Handshake, etc.)
- Spiritual Guidance & Prayer

Students and alumni can find more information on <https://student.fuller.edu/resources/careers/>. Non-students/alumni can find more information on [fuller.edu/careers](https://fuller.edu/careers). For general inquiries, please e-mail the team at [careers@fuller.edu](mailto:careers@fuller.edu).

## **Mental Health and Wellness Support**

**Fuller Psychological & Family Services.** For over 60 years, Fuller Psychological & Family Services (FPFS) has played a vital role in providing high-quality, affordable mental health care to individuals and families in Pasadena and the surrounding communities. Psychotherapy fees for School of Mission & Theology students begin at a special discounted rate of \$25/session for in-person individual therapy. FPFS also offers couples therapy (including premarital) and family therapy to SMT students at discounted rates, and these discounts extend to spouses and dependents of SMT students as well. FPFS services are also available via telehealth to SMT students who are located throughout California. For more information, call 626-584-5555 or visit [fpfs.org](https://fpfs.org).

**Fuller Arizona Family Therapy, The Carol and David Eaton Clinic.** Established in 2023, Fuller Arizona Family Therapy (FAFT) is the clinical training and community outreach arm of the Fuller Arizona MFT Program. FAFT provides high-quality and affordable mental health care to individuals and families in Phoenix and the surrounding communities. FAFT services are available in person and via telehealth to SMT students and their families who are located in Arizona at discounted rates. For more information, call 602-613-1725 or visit: [fulleraztherapy.org](https://fulleraztherapy.org).

**TimelyCare.** Building on our commitment to student wellness, Fuller Theological Seminary partners with TimelyCare, the largest provider of mental health and wellness services to college students in the US. This partnership is administered through Fuller Clinics and provides round-the-clock mental and physical wellness support, including select services available to students living outside of the US. The full range of services includes psychotherapy, prescription medication support, medical services, emergency services, and personal health coaching. Students can go to [timelycare.com/FullerWellness](https://timelycare.com/FullerWellness) to sign up or contact [fpfs@fuller.edu](mailto:fpfs@fuller.edu) for more information.

**Student Health Insurance.** As a part of Fuller Seminary's commitment to fostering a healthy community, Fuller offers a medical and dental plan to students in order to maintain basic health coverage, provided that minimum requirements are met. While

enrollment is not mandatory for all students, a select few academic programs do have mandatory requirements for students to maintain basic health coverage. Students can visit the Fuller Student Health Insurance webpage (<https://www.fuller.edu/Offices/OSA/Student-Health-Insurance/>) for more information or send email inquiries to shi@fuller.edu.

## **Student Groups**

Student groups provide opportunities for students to express diverse interests, build leadership skills, develop meaningful relationships, work collaboratively with faculty and administrators, and enrich campus life by sponsoring approved activities and events, among other things. The Office of Student Engagement provides administrative oversight and financial management of all official student groups.

**Official Fuller Student Groups.** Most of Fuller's official groups are ethnic or interest-based groups that provide opportunities for students to connect with other students with similar interests or ethnic backgrounds. These groups go through an approval process and receive funding from Fuller for group gatherings and community-wide events. Contact student@fuller.edu for more information.

**Geographical Groups.** Geographical groups provide opportunities for students located in areas all over the world to connect with other students in their area for community, fellowship, and support. Students may view a map of current group locations and reach out to the group leader directly through a group email address (if listed), or sign up to be connected to students in other areas not currently represented.

**Campus Activities Board.** The mission of the Campus Activities Board (CAB) is to foster the holistic development of the student body by curating a diverse range of events that cater to the cultural, educational, recreational, theological, and social interests of Fuller students. As a student-led co-curricular programming board, CAB ideates, plans, promotes, and presents engaging activities that bring students together and contribute to a vibrant campus community. Through collaboration with the entire Fuller community, CAB aims to create a culturally engaging campus environment that meets the diverse needs of students beyond the classroom.

## **Grants and Stipends**

Fuller's Student Engagement Office offers grants and stipends to support students experiencing a crisis, in need of self-care, and/or seeking opportunities for professional development.

**Emergency Grant.** The emergency grant is for Fuller students experiencing a financial burden. A grant of up to \$500 may be awarded once per academic year to students experiencing urgent, unforeseen, and severe circumstances.

**Self-Care Grant.** The self-care grant helps students who have the time, but do not have the resources to provide for their self-care. A student may receive a \$50 self-care grant once per academic year.

**Conference Stipend.** A conference stipend is available to students who either participate or present a paper at a conference pertaining to their particular field of study. Students presenting a paper at a conference will receive a \$200 stipend, while students participating in a conference will receive a \$100 stipend. Students may receive this stipend once per academic year.

## Academic Resources

Fuller also provides the following services and facilities to support students academically.

**Academic Advising.** The staff of each academic advising office is composed of professional advisors who are trained to assist students in long-range course schedule planning and in meeting their academic program requirements for graduation. Advisors also provide up-to-date information regarding policies, evaluate and process transfer credits, and discuss academic issues and concerns.

**Access Services Office.** Fuller Seminary is committed to providing inclusive learning environments where student diversity is welcomed and respected in order to faithfully engage our vision to form Christian leaders for global kingdom vocations. Access Services engages students with physical, mental, learning, emotional, and temporary disabilities to determine collaboratively whether and what kinds of reasonable accommodations might be necessary to provide access to academic courses and programs at Fuller. Academic accommodations are provided to ensure equitable access by mitigating disability-related barriers, and are not intended to diminish academic standards or reduce the rigor of course requirements. We do this through dialogue between the student, Access Services, and relevant medical/psychological professionals. This office leads the Fuller community in its commitment to recognize students with disabilities as valued members of our community and the diverse body of God's people, to remove barriers and work toward universal access for all campus programs, and to design environments of welcome and hospitality. Access Services can also assist in requesting accommodation in housing and campus facilities.

**Asian American Center.** The Center for Asian American Ministry and Theology, otherwise known as the Asian American Center, strives to equip Christians to lead as an Asian American and/or in Asian American contexts, through courses, small groups, events, and mentoring. Students learn to integrate biblical truth deeply with the Asian American

experience, identity, and community. This includes a rich understanding of the complex needs and leadership potential of East/Southeast/South Asian Americans; the particular experiences of multiethnic folks and adoptees; navigating ethnic-specific and pan-Asian American contexts; and more.

**David Allan Hubbard Library.** The David Allan Hubbard Library and Archives supports the Fuller Theological Seminary community by providing access to scholarly resources. These resources assist the Seminary community in its pursuit of intellectual, academic, and vocational success. The librarians at the Hubbard Library are prepared to provide guidance in using scholarly resources both in-person and online to the Fuller Seminary community. The library's holdings include world class theological and psychological resources both in print and electronic formats. The Hubbard Library's commitment to service and scholarship has established it as one of the leading global theological research libraries in the world. In addition to books, serials, and databases the Hubbard Library provides students with numerous services such as access to reference librarians, Interlibrary loan, access to other theological libraries nationwide, how-to videos, and much more. Further information, resources, and the library catalog can be accessed at <https://library.fuller.edu> and library staff can be reached by emailing [lib-info@fuller.edu](mailto:lib-info@fuller.edu).

**Centro Latino.** Centro Latino exists to educate contextually, connect interculturally, and transform the Latina churches and communities of the world. Centro Latino's vision is to offer a high-quality, Latina theological education within a global community for the holistic transformation of individuals, families, churches, and communities in the name and Spirit of Jesus.

**Korean Studies Center.** The Korean Studies Center (KSC) aims to resource the formation of Korean Christian leaders by providing degree programs in Korean for the ministry and mission of the Korean churches in Korea, the USA, and other parts of the world. Through collaboration with Korean churches, mission organizations, and Christian NGOs, the KSC facilitates ongoing and effective Christian ministry around the world. The strategic aims for the KSC are: (1) effective operation of programs and developing curricula; (2) strengthening support for Korean students and alumni; (3) promoting scholarship through seminars and publications; and (4) engaging with Korean churches and mission societies.

***William E. Pannell Center for Black Church Studies.*** The Pannell Center provides indispensable formational education by building a body of Black leaders who believe in the power of the Black church, community, and culture. Kingdom work, cultural enrichment, and academic rigor are the central spheres of our work. Scholarships, courses, events, mentoring, and other programming all flow from one, or more, of these spheres. In this way the Pannell Center strives to develop Black Christian leaders in churches and communities everywhere.

***Writing Center.*** The Writing Center is a service of Academic Support within the Center for Educational Excellence and Innovation. The Writing Center is available to provide resources and guidance to students of all levels and programs in every stage of the writing process. Native and non-native writers of English alike are invited to utilize Writing Center resources to refine and develop their executive functioning and writing skills. Professors and TAs are encouraged to direct any students toward the Writing Center who may benefit from personal guidance in their writing, as a way to encourage self-efficacy. Students who choose to utilize Writing Center services are welcomed as co-learners with valuable perspectives and potential, and Writing Center staff aim to make the writing process a healthy one for students of all programs, abilities, and vocations.

### **Lectureships**

Fuller Theological Seminary is fortunate to be able to bring to its campus from time to time as special lecturers those who have distinguished themselves by their scholarship and their service to the church.

***Integration Symposium on Christian Faith and Psychology.*** Sponsored by the psychology faculty, this series was established to encourage the discoveries of new connections between Christian faith and the disciplines of psychology. The Symposium consists of three lectures presented by an individual who has contributed notably to discovery of the connections between the life of faith and the discipline of psychology, its theories and practice. The Symposium is one program in Fuller Theological Seminary's mission to relate evangelical faith to life beyond the church – to academic disciplines, to the marketplace, to public policy, and to the needs of the human family across all cultures and nations.

***Missiology Lectures.*** Each year the Center for Missiological Research hosts a series of lectures and related events that explore a contemporary issue in world mission. The Missiology Lectures place faculty from across both schools in dialogue with globally-recognized experts on the topic in question in order to exemplify and advance interdisciplinary and international aspects of the mission of the Church.

***Payton Lectures.*** In 1949 Fuller Theological Seminary instituted the Payton Lectures in memory of Dr. and Mrs. John E. Payton, parents of the late Mrs. Charles Fuller. The theme of the lectures falls within one of these areas: the uniqueness or confirmation of the historic Christian faith, the confutation of non-Christian or sub-Christian views, or the formulation of biblical doctrines.

# FINANCIAL POLICIES

## Tuition and Fees

### Tuition and Fees Fall 2026 – Summer 2027

Per-unit tuition below represents the tuition charged for students enrolling in a class in a given category. For students in the Master of Arts in Chaplaincy (MAC), Master of Arts in Theology and Ministry (MATM), Spanish Language Master of Arts in Theology and Ministry (MATME), and Master of Arts in Mental Health and Ministry (MAMHM) programs, course tuition is based on the program. For students in all other programs tuition is based on level, school, department, and class, not the program of the student. For example, if any student not currently enrolled in the MATM, MATME, MAC, or MAMHM programs enrolls in a 500-level School of Mission and Theology class, they pay the SMT tuition rate for 500-level classes; if they enroll in a 500-level School of Psychology & Marriage and Family Therapy class will pay the 500-level SOPMFT course tuition rate.

#### School of Mission and Theology Courses

---

500-level (SMT, except MATM, MATME, MAC, or MAMHM students)	\$505.00 per unit
500-level (MAC only; all courses in program)	\$555.00 per unit
500-level (MATME, MATM only; all courses in program)	\$375.00 per unit
600-level (ThM Korean Program)	\$875.00 per unit
700-level (DGL, English and Korean)	\$615.00 per unit
700-level (DMin, English, Korean and Spanish)	\$505.00 per unit
800-level (ThM, PhD)	\$875.00 per unit

#### School of Psychology & Marriage and Family Therapy Courses

---

500-level (SoPMFT, except MATM, MATME, MAC, or MAMHM students)	\$540.00 per unit
500-level (MAMHM; all courses in program)	\$375.00 per unit
800-level (PsyD, PhD)	\$740.00 per unit
900-level (PsyD, PhD)	\$740.00 per unit
800-level (DMFT)	\$1,040.00 per unit

#### Audit Fees

---

Active Current student	\$50.00 per class
Active Current student Spouses	\$50.00 per class
Fuller Alumni (degree awarded only)	No audit fee
Admitted Audit-only student	\$250.00 per class

Late Payment Fee	\$50.00
Payment Plan Setup Fee	\$25.00
Payment Plan Late Fee	\$35.00
Administrative Health Insurance Fee*	\$25.00
Quarterly Parking Permit (Pasadena campus)	\$45.00

\* Administrative Health Insurance Fee applies to students enrolling in the Fuller-sponsored health insurance plan.

Fuller Theological Seminary reserves the right to change tuition and fees on an annual basis. Tuition and fee schedules for a particular academic year are announced to students and published in the academic catalog prior to the beginning of the academic year. The Special Fees identified above are nonrefundable.

## Tuition Refund Policies

**Course Add/Drop.** Students may adjust their course schedule during their assigned registration windows. This period, known as Add/Drop, permits students to add or drop courses (including all courses which do not have a regular meeting schedule, such as field education and directed studies, and those which meet for a specified portion of the quarter for instruction) without incurring any financial charges up through Friday of the 1st week of the quarter.

To meet this deadline, any registration or course change must be completed online by 11:59 p.m. Pacific Time on the day indicated above. There is no refund of audit charges. Once the deadline for Add/Drop has passed, all courses on the student's schedule will be billed accordingly. The student's schedule then cannot be adjusted, except by the student's official request to withdraw from one or more courses.

**Course Withdrawal.** Withdrawing from a course will result in a grade of W (Withdrawn) on the student's permanent academic record. W grades are included in students' financial aid completion rate calculations but incur no GPA penalties.

Students must withdraw prior to the posted withdrawal deadline for any given term. Withdrawals are not permitted once the deadline has passed or a term has concluded. The tuition refund percentage a student receives for withdrawing is determined by when the withdrawal from the course is submitted, as listed below:

- 100-percent refund: Friday, 1st week of the quarter (Add/Drop; no W grade incurred)
- 75-percent refund: Friday, 2nd week of the quarter

- 50-percent refund: Friday, 3rd week of the quarter
- 25-percent refund: Friday, 4th week of the quarter
- No refund after Friday, 4th week of the quarter
- Withdrawal deadline: Friday, 5th week of quarter

## **Veteran Refunds**

Veterans who drop courses after the add/drop deadline are still responsible for paying the unrefunded portion of tuition to Fuller Seminary. The amount owed depends on the week of the quarter in which the course is dropped (please refer to the table on top), as Fuller is required to return tuition funds received back to the Department of Veterans Affairs.

## **State Specific Refund Policies**

For distance students who are residents of Iowa, Kansas, Maryland, or Oregon, refunds will be calculated in accordance with state policies.

***Military Refund Policies for Iowa Students.*** A student who is a member, or the spouse of a member if the member has a dependent child, of the Iowa national guard or reserve forces of the United States and who is ordered to national guard duty or federal active duty will have the following refund policies:

- Will be able to receive the entire registration and receive a full refund of tuition and mandatory fees.
- Will be able to make arrangements with instructors for course grades, or for incompletes that shall be completed by the student at a later date. When such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
- If arrangements are made with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

***Refund Policies for Kansas Students.*** The minimum refund that the institution shall pay to a Kansas student is as follows:

- All advance monies, other than an initial, nonrefundable application fee and enrollment deposit, paid by the student before attending class shall be refunded if the student requests a refund in writing, within three days after signing an enrollment agreement and making an initial payment.
- In situations where Fuller collects a nonrefundable initial application or registration fee, the student shall be required to sign a written statement acknowledging that

the initial application or registration fee is nonrefundable. This statement may be a part of the enrollment agreement.

- Each student who has completed 25 percent or less of a course and withdraws shall be eligible for a pro rata refund. The completion percentage shall be based on the total number of calendar days in the course and the total number of calendar days completed. After a student has attended at least 25 percent of the course, tuition and fees shall not be refundable.
- All monies due to a student shall be refunded within 60 days from the last day of attendance or within 60 days from the receipt of payment if the date of receipt of payment is after the student's last date of attendance.

***Refund Policies for Maryland Students.*** The minimum refund that an institution shall pay to a Maryland student who withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination

- Less than 10% [90% refund]
- 10% up to but not including 20% [80% refund]
- 20% up to but not including 30% [60% refund]
- 30% up to but not including 40% [40% refund]
- 40% up to but not including 60% [20% refund]
- More than 60% [No refund]

A refund due to a Maryland student shall be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination. An institution's refund policy for Maryland students shall be clearly disclosed to and acknowledged by students at enrollment. An institution shall maintain documentation to verify that a refund has been made.

***Refund Policies for Oregon Students.*** Oregon residents are allowed a modified tuition refund policy. After classes begin for a term, a student who withdraws from a course is eligible for a partial refund through the middle week of the term. Refunds shall be based on unused instructional time and shall be prorated on a weekly basis for schools using a semester, quarter or nontraditional calendar. Refund rates shall not be differentiated on the criteria of a student's source of income or loan repayment obligations except as otherwise required by law without specific Commission approval.

### **Three-Day Cancellation Policy**

Applicants to the MSMFT program in Arizona sign an enrollment agreement and submit a tuition deposit. An applicant who provides written notice of cancellation within three business days (excluding state holidays) of signing an enrollment agreement is entitled to

a full refund. The full refund will be provided by the seminary within 30 days of receiving the notice of cancellation.

### **Student Account Refunds**

All refunds are reviewed on a weekly basis and it typically takes 5-10 business days for the refund to be processed and deposited. As part of the review process, student and housing accounts will need to be settled before credits are released to the students. Refunds will no longer be issued by check. All students must sign up for an eRefund account by logging into the Student Account Center at <https://sso.fuller.edu/auth/realms/Fuller-ID/protocol/saml/clients/touchnet-prod-tbp>. Contact Student Financial Services at [sfs@fuller.edu](mailto:sfs@fuller.edu) for more details.

## **Tuition Payment Policy**

### **Payment of Tuition and Fees**

Before students are allowed to register for an upcoming quarter, any outstanding student account balance from the current/previous quarter must be paid. Students whose tuition, housing or other seminary accounts are not current will not be able to register for the next quarter or receive diplomas.

**Payment Due Dates.** Payment of tuition and all fees are due by 5 p.m. PST the first Friday of each quarter. Charges placed on the student account after the first Monday of the quarter are due immediately. The student is responsible to make sure any third parties making payments on their behalf are aware of the payment deadlines to avoid being charged the Late Payment Fee and interest charges.

**Payment Methods.** Students and third-parties are encouraged to make payments online through the Student Account Center. Credit card, Debit card (ATM), e-check (ABA Bank Account), as well as international money transfers through Flywire and TransferMate, can be made online. In-person payments by paper check and money orders are accepted at the Welcome Center in Pasadena. Payments can be given to the Student Financial Services Counselors.

Fuller has contracted with TouchNet PayPath, a third-party company, to provide online credit card processing services for tuition and fees charged to the student account. Visa, MasterCard, Discover (including JCB, Diners Pay & China Union Network), and American Express are accepted for payment. All student account credit card transactions will incur a 2.85% non-refundable service fee (with the minimum fee being \$3.00). The Credit Card FAQ is available at <http://fuller.edu/Offices/SFS/Credit-Card-Service-Fee-FAQ/>. Please note, however, that Colorado students cannot use this service due to state law.

Security measures require that all credit card, debit card, and e-check transactions be made online, including those conducted by a third-party; phone and in-person payments are not accepted.

**Third Party Payments.** Payments received from organizations, churches, companies, or simply someone other than the self are considered a third-party payment. If there is a credit balance from an outside source, a third-party's consent is required to either release the excess fund to the student or to return it back to the sender. In order to be compliant with the regulations, third-party payments cannot be posted more than the charges in student accounts such as tuition and fees. This means that the amount paid by a third-party may not always match the amount that appears on the student account. This is to prevent over refunding and misuse of the student accounts other than for educational purposes among many other guidelines. It is important for students to know their balance for the quarter and be in communication with their third-parties.

**Late Payment Fee.** A \$50 Late Payment Fee may be assessed each quarter to accounts that have not paid their balance in full by the Payment Due Date and have not signed up for a Fuller Tuition Payment Plan or do not have enough financial aid to pay their remaining balance due.

**Hold Policy.** A hold placed on a student's account is used to determine the aging of the debt. Holds are typically placed by the third week of the quarter. Any outstanding balances remaining unpaid by the fifth week of the quarter will incur late fees.

The Student Financial Services Office and the Housing Office have the authority to unilaterally lift a first-time hold upon request, provided that students meet the hold lift requirements. Students are required to submit a hold appeal form request if the hold occurs a second time or more. The Hold Committee is the only group authorized to approve these types of holds.

The deadline for submitting a hold petition is Wednesday of the add/drop week. If an appeal is approved, it will be valid solely for the current quarter, allowing the student to register for subsequent quarters. This HOLD impacts registration and the ability to receive a diploma, but does not impact transcripts.

**Fuller Tuition Payment Plan.** Fuller offers the Fuller Tuition Payment Plan (FTPP) to students who would like to make monthly payments to their student account instead of paying the full balance due at one time. Signing up for a FTPP allows a student to pay the tuition and fees for that quarter in monthly installments over a period of two months, depending on when the student registers and signs up for the plan. A fee of \$50 will be charged for late payment, and the student will be removed from the FTPP. The entire outstanding balance will become due immediately, and a hold will be placed on the account. If a student enrolls in a plan after the first payment due date, then the student

will be required to make their first missed payment as part of the plan set-up process. After registering for classes, students may sign up for the payment plan online through the Student Account Center. Students have until the add/drop deadline to sign up for a payment plan for that quarter. Once signed up, the balance due (tuition and fees less any expected Fuller financial aid) for the quarter will be calculated. The payment plan balance will be updated regularly to reflect registration changes, payments, or any other student account activity. Payments made prior to the start of a quarter/term will not adjust the plan amount until the actual start date of the quarter/term. A notification email advising you of any changes to your plan and payment reminders will be sent to the student's @fuller.edu email account.

Students will be placed on hold for any outstanding balance and cannot be removed from student accounts until the amount is paid in full.

Please note that the Student Health Insurance must be paid in full and it cannot be added to a payment plan (*See deadlines below under Student Health Insurance*).

**Financial Aid.** Students who received institutional aid and federal aid awarded may use this aid (scholarships and/or student loans) to pay their student account balance, subject to any Federal limitations. If estimated financial aid will pay for the entire student account balance due, no other payment is needed; the account will be paid automatically when your financial aid is disbursed. Otherwise, the student must arrange to pay the remaining amount due either by the Payment Due Date or by signing up for the Fuller Tuition Payment Plan.

**Agreement to Pay.** Enrollment in the seminary constitutes a student's agreement to pay for all tuition, fees, housing, and other charges, placed upon their student account. Additional information about the seminary's Student Account policies is available on Fuller's website <https://www.fuller.edu/offices/sfs/student-accounts/>.

**Overdue Accounts Policy.** Students whose tuition or housing are not current will not be able to register for the next quarter or receive diplomas. The seminary, in accordance with its goals of maintaining only current student accounts and encouraging faithful financial stewardship among students, may turn any student account that is delinquent 45 or more days over to a professional collection agency. Once the account is transferred to a professional agency, the student must deal directly with that agency. At that point, Fuller Seminary can no longer negotiate about the account in question. Turning an account over to collections will adversely affect the student's credit standing. Students foreseeing problems in making payments should contact Student Financial Services for assistance to avoid such drastic measures.

**Debt Letters.** A debt letter will not be sent if this is the first quarter the student is on hold with an outstanding balance. The initial debt letter will be issued during the second quarter to all students who have an outstanding balance at the end of their first quarter with Fuller, regardless of whether their hold appeal request is approved or denied. A second debt notification will be sent 30 days after the initial debt letter if the student has not cleared their balance. A final debt letter will be issued 30 days following the second notification. If, after 30 days from the final notice, the student still has an outstanding balance with Fuller, their account will be forwarded to an external collections agency. Once the student's account has been sent to an external collection agency, it may negatively impact the student's credit score.

**Military Benefits.** Students who wish to use their Military Benefits must make arrangements in advance. Please see the [VA http://fuller.edu/offices/sfs/va-benefits/](http://fuller.edu/offices/sfs/va-benefits/) and Active Duty Tuition Assistance and other non-VA benefits <https://www.fuller.edu/offices/sfs/military-tuition-assistance-benefits/> web pages for more information.

## Housing Payment Policy

**Rent Payment.** Rent is posted on the first of the month to residents' accounts. Rent is due on the first of each month. If rent is not paid in full by the 10th day of the month, residents with a balance greater than \$100 will be assessed a \$30 late payment fee. In addition to the late fee, a Housing HOLD will be placed on the resident's student account. A Housing HOLD restricts a resident's ability to add or drop classes from the time the HOLD is placed.

Effective Fall 2025, federal aid automatically covers tuition, fees, and housing charges before any credit balance is refunded. This collaboration between the Housing Office and Student Financial Services aligns with industry standards to provide a more streamlined billing process for all residents.

**Payment Methods.** Students can make monthly housing payments through StarRez (<https://fuller.starrezhousing.com/StarRezWeb/>).

**Unpaid Rent.** The late charge for rent is \$30 applied to each month in which rent remains unpaid. Late fees must be paid, along with any outstanding tuition charge, before the HOLD is removed from the resident's account.

**Appeals.** Appeals are handled through a committee. Procedures for an appeal are available here: ([https://docs.google.com/document/d/1uugN8GXTXclkTp43b0AzT-cBbWAjprxTEsgd1kxdL\\_E/edit?tab=t.0](https://docs.google.com/document/d/1uugN8GXTXclkTp43b0AzT-cBbWAjprxTEsgd1kxdL_E/edit?tab=t.0)).

**Debt Letters.** A student is sent an initial Debt Letter at the end of the quarter if there is an amount of rent unpaid. The initial debt letter is sent from the Office of Housing and Residential Community and emailed to the student's Fuller email account. If the debt remains unpaid after 30 days from the initial letter, a second Debt Letter is sent to the student using the Fuller email account and the address on file. If the debt remains 30 days after the second letter is sent, a third letter is sent to the student using the Fuller email account and the address on file.

**External Collections.** After two quarters of unpaid tuition, the remaining debt on the student's account will be sent to external collections. The student receives a Collections HOLD, which impacts registration and the ability to receive a diploma but does not impact transcripts. Once a student account has been transferred to collections, their lease with fuller housing will be terminated for non-payment, and they will be given 30 days to vacate their unit.

## Student Health Insurance

As a part of Fuller Seminary's commitment to fostering a healthy community, Fuller offers a medical and dental plan to students in order to maintain basic health coverage, given minimum requirements are met. While enrollment is not mandatory for all students, domestic students residing in Southern California in a select few academic programs and all international students, as outlined below, do have mandatory requirements to maintain basic health coverage.

**Domestic Students.** Domestic students required to meet this requirement can do so by purchasing the Fuller-sponsored health insurance plan (<https://student.fuller.edu/student-life/student-health-insurance/>) or by completing an online waiver and demonstrating proof of comparable health insurance once per academic year.

Domestic students who reside in Southern California and who fit into one or more of the categories below are required to enroll in the plan or provide proof of comparable coverage by completing an online waiver:

- School of Mission and Theology PhD Students - Pasadena campus only
- School of Psychology & Marriage and Family Therapy Students masters and doctoral students - Pasadena campus only

School of Mission and Theology masters-level students, and students pursuing other advanced degrees are eligible to enroll in the medical plan if a 4-unit course requirement per quarter is met. However, these students are not required to complete a waiver if they choose not to enroll.

**Dependents.** The Aetna PPO Domestic Student Health Insurance plan does not offer coverage for dependents.

**International students.** *International students* must enroll in the Fuller-sponsored health insurance plan (<https://student.fuller.edu/student-life/student-health-insurance/>) each quarter while in the States. Unless an international student returns to their home country or leaves the States, the student will be required to enroll in the plan each quarter. For eligibility questions regarding waiving out of the plan please contact the Student Health Insurance office at shi@fuller.edu.

**Dependents.** The Aetna International Student Health Insurance plan offers coverage for dependents at an additional fee. Students must first enroll in the SHI plan, pay fees in full, then enroll a dependent who will be approved by the SHI Office to enroll in the plan each quarter. Enrollment is completed with Academic Health Plan (AHP), Fuller's plan Administrator, and all fees are required to be paid in full directly to AHP.

Domestic and International students who fail to adhere and enroll in Fuller's Health Insurance plan by the add/drop deadline date will result in a student being default enrolled in the plan and the health insurance fee applied to a student's account.

### **Health Insurance Fee Policy**

- The SHI fee must be paid in full by the 15th of the month the coverage begins.
- A \$50 late fee will be added to account if the fee is not paid in full.
- The SHI fee is not eligible to be included with tuition payment plans.
  - Fall Quarter - September 15th
  - Winter Quarter - December 15th
  - Spring Quarter - March 15th
  - Summer Quarter - June 15th

- Students enrolling after the 15th or who are **Default** enrolled in the plan must pay fees within 5 days of being enrolled in the SHI plan.
- Students are allowed to apply the SHI fee charge directly onto their student account as long as the student meets the payment deadline.
- Students who fail to meet the fee due date, and have charged their fee to their student account, will have a HOLD placed on their account, preventing enrollment in courses or SHI for subsequent quarters while attending Fuller.
- International students are responsible to pay SHI fees regardless if self-enrolled or default enrolled into the SHI plan. Enrollment in SHI is a mandatory requirement at Fuller.

### **Health Insurance Refunds**

Student Health Insurance fees are not refundable after the fourth week of the plan coverage dates for the quarter. See plan coverage dates at <https://student.fuller.edu/student-life/student-health-insurance/>.

Dropping all classes does not automatically cancel SHI enrollment or remove SHI plan fees from a student's account. Students must contact the Student Health Insurance Office to request to cancel insurance coverage and be approved to have SHI fees removed from their student account and issued a refund if fees were paid. Verification by the health insurance carrier is required before coverage can be terminated, fees removed from a student's account, and, if paid, a refund issued. Coverage cannot be cancelled or a refund issued if any plan benefits were used during the coverage period, regardless if all courses were dropped, and students will still be responsible to pay SHI fees.

## **Financial Aid**

Fuller Theological Seminary is committed to equipping men and women for global kingdom vocations and commits significant resources toward providing a quality seminary education at an affordable price. This commitment flows from the seminary's mission to prepare men and women for ministry regardless of their financial strength.

Each year Fuller students receive over \$10 million in financial aid. Fuller offers eligible students need and merit-based institutional scholarships, federal student loans, and some federal work-study jobs. The availability of financial aid varies based upon the school, program, campus, the student's enrollment plans, and other factors. For current information regarding financial aid at Fuller, please visit <https://www.fuller.edu/paying-for-grad-school>.

To access their Financial Aid award, students can log in to their student portal. Additionally, students can review the terms and conditions of their scholarships through the same portal.

## Federal Financial Aid Programs

- **Federal Work Study (FWS).** Federally funded program that allows eligible students to seek employment for on-campus, off-campus, jobs
- **Federal Unsubsidized Loan.** Federally administered, low-interest loans available to eligible students
- **Federal Graduate PLUS Loan.** Federally administered, eligible for graduate or professional students on approved credit
  - Only available to students who qualify for legacy status. Please see below for more information.

**Scholarships.** Through the generous support of many donors, Fuller Seminary has available scholarship opportunities for new and returning students. These scholarships range in amount for each program and are awarded through a yearly application process. Scholarship eligibility is based upon many different factors such as vocational goals, program of study, and denominational affiliations. Please be sure to complete the Universal Scholarship Application at <https://kiosk.fuller.edu/service/universal-scholarship-application/> to see which opportunities are available for you and your program. Please note that some scholarships can require additional application materials.

**Satisfactory Academic Progress and Seminary Financial Aid.** Students must meet Fuller Seminary's minimum standards for satisfactory academic progress in order to qualify for seminary financial aid.

**Financial Aid Satisfactory Academic Progress (FASAP).** Federal regulations require the Office of Financial Aid to measure the academic progress of federal student loan recipients and federal work-study recipients on a quarterly basis. The definition of satisfactory academic progress for this purpose is more detailed than the seminary's policy. Details are available on the seminary's website at <https://www.fuller.edu/Offices/SFS/FASAP/>. Students must maintain a quarterly GPA of 2.50 and pace rate of 67% to maintain eligibility for federal financial aid. Please note that all attempts count and will impact pace requirements.

**SAP Warning and SAP Suspension.** Students will first be placed on SAP Warning if they fail either the quarterly GPA requirement or Pace measurements. They will remain eligible for all federal financial aid if placed on Financial Aid Warning. If, by the following quarter's evaluation, a student is still failing SAP, they will be moved from Financial Aid Warning to Financial Aid Suspension. SAP Suspension is defined as not meeting the requirements of SAP after measuring attempted credits from the last quarter in which a student was enrolled and on SAP Warning. If a student receives SAP Suspension, they are unable to receive federal financial aid.

**SAP Appeals.** Students may submit an SAP Appeal if they are on SAP Warning or SAP Suspension. SAP Appeals cannot be applied for prior quarters, but only apply to any quarter going forward. Students are only eligible for 4 appeals during their time at Fuller.

To submit an SAP appeal, students must submit ALL of the following written documentation to Student Financial Services within 30 days of the date on their warning/suspension letter.

1. A detailed letter explaining the mitigating circumstance that affected their ability to meet SAP requirements and what their plan is moving forward.
2. An academic plan that has been created and approved with their academic advisor.

The Student Financial Services Appeals Committee will review the appeal and notify the student of a decision within 5 business days of submission via email. Decisions of the Appeals Committee are final.

The form to submit the SAP Appeal to the financial aid office is available at [https://docs.google.com/forms/d/e/1FAIpQLSfcwh2BUEZHJGqz8XhkO1pvE0lBjsf7CAaSu1jWU\\_SzGDJZIQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfcwh2BUEZHJGqz8XhkO1pvE0lBjsf7CAaSu1jWU_SzGDJZIQ/viewform).

### **Financial aid Disbursements**

Federal aid, including loans and scholarships, will be disbursed during the second week of the quarter, provided that all eligibility requirements have been satisfied. These requirements include:

- Submission and clearance of all required documentation
- Resolution of any outstanding issues and holds
- Verification of student engagement and participation during the first week of the term through Universal Attendance Assignment
- Meeting all federal and institutional eligibility criteria for financial aid and scholarships

Failure to meet any of the above requirements by the applicable deadlines will result in a delay of financial aid disbursements, including both federal aid and scholarship funds. This can lead to delay in financial aid refunds.

### **Legacy Loan Status**

If the requirements outlined below are met, all students remain in legacy status, meaning they are still subject to the previous loan limits and continue to be eligible for Graduate PLUS loans.

To remain in legacy status, ALL of the following must be true:

- Enrolled in the same program at the same institution as of 6/30/2026
- Received a Direct Loan disbursement (Unsubsidized or Grad PLUS) for that same program at the same institution before 7/1/2026

- Do not have a break in enrollment after 6/30/2026
- Legacy borrowers will continue to be eligible for current loan limits for three academic years or the remainder of their degree program as of July 1, 2026, whichever is less.

### **Federal Loans Disbursements**

To be eligible for federal loans disbursements, students must be enrolled at least half-time and demonstrate active engagement in the quarter. When a student is enrolled less than full-time, their federal loans will be prorated for that term.

*\*\*Please note that students will no longer receive 100% of their federal loans disbursement by enrolling half-time.*

The less-than-full-time federal loan proration equation is:

$$\left( \frac{\text{number of credit hours enrolled for term}}{\text{number of credit hours considered full time for that term for the program of study}} \right) \times 100$$

*= reduced annual loan limit percentage (rounded to nearest whole percentage point)*

Please check in with your Student Financial Services at [sfs@fuller.edu](mailto:sfs@fuller.edu) before dropping any classes. Dropping courses may result in a balance owed, as federal loans may need to be recalculated, and a portion returned to the Department of Education.

### **Federal Loans and Refunds**

Students who have received Federal loan funds (i.e., Direct Unsubsidized and Direct Grad PLUS Loans) are subject to a Return to Title IV Calculation if all courses are dropped within the quarter in which federal funds were disbursed. Return to Title IV calculation is used to determine the amount of federal funds earned in the quarter, and is not the same calculation used to determine tuition and fees owed to the Institution. Regardless of the amount of tuition and fees owed to the Institution, the Federal Calculation determines the amount of federal aid you can retain for the quarter. Contact the Student Financial Services Office at [sfs@fuller.edu](mailto:sfs@fuller.edu) for details.

Financial Aid refunds are processed on the 3rd week of the quarter. The first step of the refund process is to review the refund to ensure it is valid. This includes confirming that all school-related expenses like tuition, housing, and fees are paid in full prior to issuing any refund to the student. Housing balances will be automatically deducted from federal aid refunds before any remaining funds are disbursed to students. Once the review is complete, it typically takes 5-10 business days for the refund to be processed and deposited. Refunds will no longer be issued by check. All students must sign up for an eRefund account by logging in to the Student Account Center at <https://sso.fuller.edu/auth/realms/Fuller-ID/protocol/saml/clients/touchnet-prod-tbp>.

## State Specific Financial Aid Information

**Financial Aid Information for Washington Students.** For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit [www.wsac.wa.gov/loan-advocacy](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov).

## Veterans Affairs Benefits

Fuller Theological Seminary is dedicated to supporting veterans, active members of the U.S. Armed Forces, and their dependents to help them maximize their educational benefits. This platform is tailored to address your inquiries and offer guidance on navigating the benefits process at Fuller.

### Types of VA Benefits

- Chapter 30 - Montgomery GI Bill Active Duty
- Chapter 31 - Veteran Readiness and Employment
- Chapter 32 - Veterans Educational Assistance Program
- Chapter 33 - Post 9/11 GI Bill
- Chapter 35 - Survivors and Dependents Educational Assistance
- Chapter 1606- Montgomery GI Bill Selected Reservist

### Enrollment Certification

#### **For new VA students**

- Must be admitted to Fuller Seminary
- Must submit a Certificate of Eligibility before you are certified for the first time. Students do not have to submit a Certificate of Eligibility each quarter unless a new COE is received with benefit or Entitlement changes.
  - Go to the VA Benefits site (<https://benefits.va.gov/benefits/>) and either apply to use your benefits for the first time or to transfer your benefits to Fuller from a previous school.
- Students must upload a copy of their Certificate of Eligibility (COE) to Fuller's Kiosk (<https://kiosk.fuller.edu/service/va-paperwork-dropbox/>). An example COE form can be found at <https://www.fuller.edu/wp-content/uploads/2018/03/Certificate-of-Eligibility-Example.pdf>.
- Students meet with an Academic Advisor to discuss enrolling in courses that are part of the program requirements.
- Students will complete and submit a Course Approval Form to Fuller's Kiosk each quarter. Academic Advisors will approve or deny courses.

- If courses are denied, the student will receive an email indicating a class or classes were denied and to contact the Advisor to discuss their educational program.
- If courses are approved, an approval will be sent to the SCO to certify enrollment, tuition and fees online with the VA for the quarter.
- Students are required to submit all previous transcripts to their academic advisor for review and evaluation to determine if the courses are eligible for transfer.

**For Current VA students**

- Students meet with an Academic Advisor to discuss enrolling in courses.
- Students will complete and submit a VA course approval for Certification form after meeting with Academic Advisor (available here: <https://kiosk.fuller.edu/login/?request=https://kiosk.fuller.edu/service/va-paperwork-dropbox/>)
- After this form is submitted, the VA Certifying Official will submit to the VA and funds will be processed accordingly. Students should not complete the form until registered.
  - Students will not be certified through the VA if the form is not completed.
  - Any delay in submitting the form will result in a delay in receiving VA funds.
- In order to remain eligible for benefits, students are required to maintain Financial Aid Satisfactory Academic Progress (<https://www.fuller.edu/offices/sfs/apply-for-financial-aid/#progress>) throughout the entirety of your degree program. In the event that a student fails to meet these standards, they will be placed on probation. After being placed on probation, students have two consecutive terms of enrollment within which to meet the standard. If they fail to do so, they will be ineligible to receive VA benefits until they have successfully re-met the standards.
- If a student's cumulative GPA falls below 2.0, they may be subject to academic dismissal and thus would be ineligible to use their benefits at Fuller.
- VA students who are called to active duty must inform their Academic Advisor, the Registrar, and the Fuller VA Administrative Office.

**VA Approved Programs.** Students will not be eligible to receive VA funds and benefits for any programs not listed below.

- Certificate of Christian Studies
- Certificate in Church Planting
- Master of Divinity \*\*
- Master of Arts in Justice and Advocacy
- Master of Arts in Global Leadership
- Master of Arts and Global Missional Leadership
- Master of Arts in Theology
- Master of Arts in Theological Studies
- Master of Arts in Theology and Ministry\*\*

- Master of Arts in Chaplaincy
- Master of Arts in Mental Health and Ministry
- Master of Theology in Theology
- Master of Theology in Intercultural Studies
- Master of Science in Marriage and Family Therapy \*
- Doctor of Ministry
- Doctor of Global Leadership
- Doctor of Psychology in Clinical Psychology
- Doctor of Marriage and Family Therapy
- Doctor of Philosophy in Theology
- Doctor of Philosophy in Intercultural Theology
- PhD in Intercultural Studies
- Doctor of Philosophy in Clinical Psychology

\* *Programs approved at the Arizona campus*

\*\* *Programs approved at the Texas campus*

**VA Refund Policy.** VA tuition and fees refund policy follows the same guidelines as the school's tuition and fee policy.

**VA Enrollment Status/Attendance/Grade/Graduation/Academic Progress Policy.**

Information can be found in the Academic Policies section of the catalog.

**Enrollment Changes.** If a student makes changes to their enrollment during the add-drop period, goes on leave of absence, or withdraws from school, Fuller will need to report these changes to the VA. Students might be billed and are responsible for repaying the VA funds. Students must immediately inform the Fuller VA Administrative Office of any changes to their enrollment status, including withdrawals, graduation, or leaving the institution.

## Tuition Assistance

Tuition Assistance (TA) is a Department of Defense (DoD) program. VA does not administer TA. TA rules vary by branch of service and can even vary between components within the branches depending on whether the Service member is Active duty, Reserve, or National Guard. Students receiving TA will need to provide vouchers from their branch of service to Student Financial Services, which will bill invoices to their servicing office on behalf of the students.

# ACADEMIC POLICIES

Current and detailed information concerning academic policies is also provided below. Further information is provided by supplemental program handbooks prepared for students in the School of Psychology & Marriage and Family Therapy, the Center for Advanced Theological Studies, the Center for Missiological Research, the Doctor of Ministry programs, and other programs.

General regulations and academic policies are occasionally changed. There are established procedures for making changes and for making such changes known to students. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration is to the student's advantage, required for compliance with accreditation, federal and/or state policy, and can be accommodated within the span of years normally required for graduation.

## Course Registration

**Registration and Course Change Deadlines.** As a matter of general policy, students are responsible for self-registration each term. Attendance in any seminary class is not permitted unless the person is registered for the class. Students can change their schedule by adding, dropping, and withdrawing classes at any time within the established deadlines as published on the Registrar's Office website (<http://www.fuller.edu/registrar>). To meet the deadlines, any registration or course change must be done online by 11:59 p.m. Pacific Time on the day indicated in the current academic calendar. All registrations, including apprenticeships, directed studies, internships, theses, dissertations, continuations, etc., are subject to these registration deadlines. Note: As a courtesy, some incoming students may be automatically enrolled in a single required course for their first quarter. In accordance with the seminary's Student Engagement policy, students who do not participate in an auto-enrolled course will be administratively dropped from the course at the beginning of the second week of the quarter.

**Advising Services and Requirements.** All new students must meet with their academic advisor before they will be able to register unless exceptions are made for their specific program. Returning students are not required to meet with an advisor but are highly encouraged to do so. Students admitted conditionally and those on academic probation must meet with their advisor.

**Class Conflicts.** Students are not permitted to enroll in classes that conflict in scheduled meeting times, in whole or in part, with other classes. This includes hybrid classes that conflict with regular 10-week classes. These limitations are designed to provide the best possible educational experience.

**Course Withdrawal Policy.** Per federal regulations, withdrawing from a course will result in a W grade on a student's academic record but incurs no GPA penalty. For students receiving Federal Student Aid, a grade of W is considered an attempt and may impact satisfactory academic progress. The dates for withdrawing are posted in the academic calendar. Schedule changes during week 1 will not incur a W grade (deadline: Friday, week 1, 11:59 pm PT). Withdrawing from a course is permitted only in weeks 2 through 5 of the quarter (deadline: Friday, week 5, 11:59 pm PT). Students may petition for withdrawals after the deadline in case of emergencies. Course withdrawals are not permitted once the term has ended.

Students considering withdrawing from a course are strongly encouraged to consult with their professor, academic advisor, and Student Financial Services before using Banner Self-Service to complete the withdrawal. Any applicable tuition refund will be posted to the student's account in accordance with the refund dates listed in the academic calendar.

**Auditing.** Auditing is a form of course registration through which no credits are earned and no tuition is charged. Auditors are expected to participate in all course activities and assignments but receive no evaluation or grade from the instructor. Audits are not included on any academic transcripts, and fees apply.

Auditing historically exists within academic systems that have excess capacity. When possible, degree-holding alumni and students currently enrolled in a Fuller degree program, or their spouses, are permitted to audit master's-level and DMin classes. Master's students (as opposed to degree-holding alumni) who have not enrolled for credit for four consecutive quarters are not eligible to audit courses. Individuals interested in auditing who are not current students or alumni must first apply for admission as audit-only.

For both master's and doctoral programs, registration priority is given to students enrolled for credit. Auditors are permitted to register only after the registration window ends for credit-earning students. Enrollment as an auditor is subject to the following conditions, including: faculty approval, limitations of class size, prerequisites met, and any special requirements or exclusions for auditing a particular academic program, course, or course type. Once registered, audits cannot be dropped, and no refund of fees is given.

**Textbook and Course Materials.** The required texts, books, and materials and their associated costs are published in each course's syllabus. Syllabi are linked on Fuller's class schedule (<https://schedule.fuller.edu/class-schedules/#/>) in advance of, during, and after the quarterly registration periods.

## Attendance, Residence, and Transfer Credit

**Transfer Credit.** The transferability of credits earned at Fuller Theological Seminary is at the discretion of the receiving college, university, or other educational institution. In

regards to transferring credits to use in Fuller programs, faculty are responsible for transfer credit decisions in the School of Psychology & Marriage and Family Therapy and the doctoral and ThM programs in the School of Mission and Theology. Students in these programs should consult their academic advisor concerning transfer credit. The Academic Advising Office is responsible for determining which courses can be transferred and what requirements they fulfill for master's-level programs in SMT and SoPMFT. Residence requirements vary by degree program and are described in the appropriate sections of this catalog and in the program handbooks of the two schools.

Fuller accepts graduate-level transfer credit from the following:

- Institutions accredited by the Association of Theological Schools
- Institutions accredited by a nationally recognized agency (WASC, MSCHE, NWCCU, HLC, SEASC, or SACS) provided that the school and course(s) are theological/missiological in nature
- International institutions recognized by the higher-education authority/appropriate government agency that offer graduate-level academic degree program courses comparable to a U.S. graduate degree
- Institutions accredited by the Association of Biblical Higher Education (ABHE)
- Institutions accredited by the Association of Advanced Rabbinical and Talmudic Schools (AARTS)
- Institutions accredited by the Dicastery for the Clergy/Congregation for the Clergy
- Institutions accredited by the Transnational Association of Christian Colleges and Schools (TRACS)
- Institutions accredited by the World Conference of Associations of Theological Institutions (WOCATI)
- Institutions accredited by The International Council for Evangelical Theological Education (ICETE)
- Specific courses from Newbigin House (vetted by faculty; in accordance with signed MOU)
- Specific courses from Young Life Training College (in accordance with signed MOU)

A course determined to be essentially the same as one offered for a Fuller degree program will be awarded credit, if the course:

- provides the same content, including any associated prerequisite coursework;
- requires the same amount of work (i.e. equivalent credit units);
- is graduate level; and
- contributes toward Fuller degree program requirements

Courses accepted for transfer from a U.S. institution must be provided to Fuller directly from the original college/university of enrollment through an official transcript. Courses

earned from an international institution must first be evaluated through a NACES third-party credential evaluation service and sent to Fuller for transfer credit review.

**Limitations on Transfer Credit.** All acceptable transfer credit will be applied to the student's academic record, subject to the additional limitations listed below. Students cannot waive any applicable transfer credit.

- Students are permitted to transfer a maximum of 50% of program requirements, including advanced standing credit. Note that many Fuller degree programs have further restrictions which permit fewer credits to transfer. Please consult the individual programs for these details.
- Only courses in which a student received a grade of a B- or higher may transfer. Courses receiving a lower grade or not taken in a graded mode (such as pass/fail) will not transfer. Note that many Fuller degree programs have further grade restrictions which permit fewer credits to transfer. Please consult the individual programs for these details.
- The seminary has an institution-wide ten-year limit to complete all program requirements for any individual degree, and this includes transfer credit. Courses taken outside this ten-year window are not transferable. Note that many Fuller degree programs have shorter time restrictions which permit fewer credits to transfer. Please consult the individual programs for these details.

Some programs prohibit the transfer of specific courses. Please see your program for more specific information.

**Advanced Standing via Clinical Pastoral Education.** Clinical Pastoral Education (CPE) is a non-Fuller, non-residential learning pathway that operates much like an apprenticeship, giving students hands-on ministry experience in a clinical setting. Students work under trained supervisors and are exposed to challenging ministry situations in which they must integrate personal, theological, and pastoral skills.

Successful completion of a 1-unit CPE placement at an ACPE or ICPT accredited external site has been approved to meet the apprenticeship (AP) requirement for the MDiv. This option requires advance permission of the Apprenticeships Office and concurrent enrollment in the applicable residential CRN (0-units, AP509 or AP511, for tracking purposes only).

The external CPE placement is not a Fuller course; however, MDiv and MATM students who successfully complete a 1-unit CPE placement as described above may be granted up to 8-units of Advanced Standing credit by the seminary towards their course of study (posted as elective units; space permitting). MDiv students who complete a second unit of CPE may be granted up to 4-units of additional Advanced Standing credit at Fuller (maximum of 12 units). Eligible students may, upon completion of their CPE placement, coordinate with the Apprenticeships Office to initiate a request for Advanced Standing.

Completion of CPE and advanced standing will not waive the 2-unit Apprenticeship requirement (AP500) in the MATM.

**Credit for Prior Learning.** Credit for Prior Learning (CPL) is credit awarded for learning acquired outside the classroom. To be awarded, the learning must be graduate level, documented in a portfolio following matriculation, and approved by a content-area faculty member. CPL must fulfill the learning outcomes of a course that fulfills requirements in the student's program and was previously specified as eligible for CPL by the relevant Program Committee. Applicability of CPL as well as maximum CPL units varies by academic program. Students interested in CPL should consult with their academic advisor for details. Each Fuller program shall decide which, if any, courses within a degree will be eligible for CPL, as well as designate which faculty member(s) will be responsible for assessing CPL portfolios. Should a student change academic programs, the CPL credit will be re-assessed by the relevant Program Committee for applicability in the new program.

**Student Engagement Policy.** The US Department of Education requires all classes, including those taught in online (distance education) modalities to have “regular and substantive interaction between the students and the instructor.” In accordance with federal Title IV policies, Fuller Seminary monitors the participation and active engagement of its students in all coursework. Students are required to participate in their registered courses to earn eligibility for federal aid and must participate within the first week of the quarter in order to maintain registration within a course. Courses at Fuller are not self-paced. Delays in course participation will result in delays in financial aid disbursements and student refunds. Students who do not participate in their courses will not be eligible to receive financial aid for the quarter.

Fuller Seminary initially verifies student engagement and participation at the end of the first week of each quarter, specifically in relation to the Universal Attendance Assignment (UAA) that is in each Canvas course.

- A required quiz, the Universal Attendance Assignment (UAA), is included on the syllabus page in Canvas for every course, regardless of language or modality (in-person, online, synchronous, asynchronous, hybrid, tutorial, directed reading, apprenticeship, or internship). The UAA serves as the primary method for verifying initial student engagement. Students are required to complete the UAA for each course in which they are enrolled.
- If a student has not completed a course's UAA by the quarter's engagement deadline (11:59 PM PST, the Sunday of the end of Week 1), they will be administratively dropped from that course and refunded the associated tuition in full. Students that are dropped from a course may forfeit their scholarship for the quarter and their federal aid may be affected. Because the UAA is used as an initial indicator of engagement to fulfill federal requirements, accommodations for extending assignment deadlines provided through Access Services do not apply.

- Students who have been administratively dropped may petition the Registrar's Office to rejoin a course if they have participated in it in one or more of the following ways. These activities are also considered student engagement:
  - Completion of a discussion post
  - Submission of an assignment
  - Taking a quiz or test
  - Receipt of a grade
  - Attendance for face-to-face, in-person classes
  - Attendance for online, synchronous classes
  - Viewing asynchronous, pre-recorded video content in Canvas Studio (note that external platforms such as YouTube cannot be tracked and thus will not count toward participation)
  - Correspondence with faculty members regarding assignments and course requirements
- The following activities are not considered participations or active student engagement:
  - Logging into a course on Canvas
  - Page views in Canvas
  - Syllabus downloads
  - Course registration/being on the class roster

**Attendance Policy.** Regular attendance and active participation are critical to the effectiveness of every course as a communal, cumulative, and sequenced learning activity. For the purposes of this policy, attendance will be measured according to:

- Presence and active participation in at least 80% of the duration of *each* on-campus face-to-face meeting or required synchronous online session; and
- Active and substantive participation (as stipulated by the professor in terms of: minimum word count, number of interactions, completed tasks, etc.) in *all* required online interactive weekly activities (discussion forums, shared assignments, quizzes, exams, surveys, etc.) within the assigned week

In the event of absence for any reason, the student is responsible for any class content missed. Students should communicate in advance with their professor if they anticipate needing to miss any part of a class or class assignment.

Students considered absent for more than 20% of class sessions (residential or hybrid) or two weeks of interactive weekly activities (online) will have their final course grade reduced by one letter grade and the student will be ineligible to receive an incomplete for the course regardless of extenuating circumstances. More than 30% (residential or hybrid) or three weeks (online) of absences will result in a failing course grade. Professors may, for pedagogical reasons, impose a higher participation/attendance requirement. The professor may assign alternative work

to make up for no more than 10% of class sessions or one week of online participation. This may include additional reading, watching online videos and writing a response, or meeting one-on-one with the professor or a TA.

Students experiencing hardships that make attendance challenging should immediately contact their academic advisor to determine appropriate steps. Professors are not able to affirm incomplete requests that do not conform to this policy.

If a qualified student with a disability believes it may not be possible to abide by the attendance policy due to disability-related reasons, the student should contact Access Services Office prior to the beginning of the term, or as soon as possible after the need for an exception arises. Modifications to this policy can be granted only through the Access Services Office, and will be determined on an individual, case-by-case basis depending upon the extent to which the supporting medical or psychological documentation from a licensed professional qualified to diagnose and treat the disability, supports the need for modification to this attendance policy.

**Formal Statements of Community Standards.** Fuller Theological Seminary expects all members of its community to live in accord with standards of wholesome Christian character. These statements and other seminary policy statements may be found in the *About Fuller* section of this catalog. Registration for any course (for credit or audit) represents a student's agreement to comply with these statements and policies.

## Enrollment Status

Student enrollment status is defined on a quarterly basis for the seminary. One unit of credit is defined as an academic designation denoting a minimum of 30-40 hours of classroom experience, academic preparation, and research. In addition to the following definitions, special guidelines for enrollment certification pertain to certain classes and programs. Contact the Registrar's Office for details. It is important to note that work continued under a grade of Incomplete or Hold does not constitute enrollment beyond the quarter of registration. In all cases described below, all courses, in the two schools, on the Pasadena campus, at Regional Campuses, Online, and in any other way that Fuller offers courses, are counted toward the minimum and maximum load.

**Full-time Study.** In the School of Mission and Theology, the minimum full-time academic load for the PhD ICS, PhD TH, PhD ICT, ThM ICS, ThM TH is six (6) units per quarter at the 700 or 800 doctoral level. The minimum full-time academic load for the DGL, KDGL, DMin, KDMin, DIS, and KDIS programs, four (4) units per quarter at the 700 or 800 level. The minimum full-time academic load for the MDiv, MTS, MATM, MATME, MAGML, MAICS, MAML, MAC, MAGL, MJA, and certificate programs is eight (8) units per quarter. The maximum academic load for SMT master's students is twenty (20) units in any quarter. 0-

Unit registrations in AP509 (FT Clinical Pastoral Ed) are for CPE tracking purposes only, and do not establish or count towards full-time study.

For all master's and doctoral students in the School of Psychology & Marriage and Family Therapy, the minimum full-time academic load is twelve (12) units per quarter. The maximum academic load is sixteen (16) units in any given quarter (including Summer Quarter).

**Half-Time Study.** In the School of Mission and Theology, half-time academic load for the PhD ICS, PhD TH, PhD ICT, ThM ICS, ThM TH is three to five (3-5) units per quarter at the 700 or 800 doctoral level. Half-time academic load for the DGL, KDGL, DMin, KDMin, DIS, and KDIS programs is two (2) units per quarter at the 700 or 800 level. Half-time academic load for the MDiv, MTS, MATM, MATME, MAGML, MAICS, MAML, MAC, MAGL, MJA, and certificate programs is four to seven (4-7) units per quarter. 0-Unit registrations in AP511 (PT Clinical Pastoral Ed) are for CPE tracking purposes only, and do not establish or count towards half-time study.

For all master's and doctoral students in the School of Psychology & Marriage and Family Therapy, six to eleven (6-11) units per quarter is half-time study.

**Three Quarter-Time Study.** For students receiving veteran's benefits, three-quarter-time academic load for the PhD ICS, PhD TH, PhD ICT, ThM ICS, ThM TH is four to five (4-5) units per quarter at the 700 or 800 doctoral level. Three-quarter-time academic load for the DGL, KDGL, DMin, KDMin, DIS, and KDIS programs is three (3) units per quarter at the 700 or 800 level. Three-quarter-time academic load for the MDiv, MTS, MATM, MATME, MAGML, MAICS, MAML, MAC, MAGL, MJA, and certificate programs is six to seven (6-7) units per quarter.

**Enrollment Status Reporting for NSLDS.** Federal regulations require higher education institutions participating in Title IV aid to regularly report their students' enrollment (i.e., Graduated, Leave of Absence, Time-Status, Withdrawn). All Fuller Seminary students are reported twice each quarter to the National Student Loan Data System (NSLDS). This report includes the student's enrollment status for the quarter and is based upon the students' schedule data and current academic program. Should a student need an enrollment verification in addition to this automatic reporting, they may request one through the Registrar's Office.

**Enrollment Status and In-School Deferment for Doctoral Programs.** Doctoral students at Fuller Seminary may not register for dissertation work toward the PhD, PsyD, DMFT, DGL, or DMin prior to the dissertation phase. They must be in program coursework in order to be reported as enrolled and will be reported to the National Student Loan Data System (NSLDS) as full-time or half-time, depending on the number of units for which they are registered.

Once in the dissertation phase, they must register for the dissertation course their program has determined until the required number of units for graduation has been met. They will be reported as follows when registered for dissertation:

- **For PhD Intercultural Studies:** the dissertation phase includes the comprehensive exam (RS 888, 1 unit), dissertation writing (M\_ 894, 1 unit), and the dissertation (RS 894, 1 unit repeated 5 times). For this phase of the program, 1 unit of registration is considered full-time enrollment and will be reported as such.
- **For PhD Intercultural Theology:** the dissertation phase includes both the comprehensive exam (RS 887, 1 unit) and the dissertation (RS 893, 1 unit repeated 6 times). For this phase of the program, 1 unit of registration is considered full-time enrollment and will be reported as such.
- **For PhD Theology:** the dissertation phase includes the dissertation (RS 892, 1 unit repeated 6 times). For this phase of the program, 1 unit of registration is considered full-time enrollment and will be reported as such.
- **For DMin and DGL:** there is no change in the minimum number of units for full-time status when students enter the dissertation phase.
- **For DMFT, PsyD Clinical Psychology, and PhD Clinical Psychology:** there is no change in the minimum number of units for full-time status when students enter the dissertation phase.

Once the required number of dissertation units has been met, if needed, doctoral students may be permitted to register for **RS890 Dissertation Work (Active)**.

- RS890 will be reported as enrolled full-time for a maximum of 12 months (1 academic year).
- Within this 12-month period, students will only be permitted to register for RS890 a maximum of four quarters.
- RS890 will be a 0-unit registration with no tuition charges
- RS890 will carry a fee to cover access to institutional services

After this period of time, if needed, doctoral students will be permitted to enroll in **RS 891 Dissertation Work (Less Than Half-Time)**.

- Students registered for RS891 are no longer eligible to be certified with at least half-time enrollment to the National Student Loan Data System (NSLDS)
- RS891 will be reported as enrolled less than half time.
- Students may register for RS891 until either the dissertation is complete or the maximum time for the program has been met.
- RS891 will be a 0-unit registration with no tuition charges
- RS891 will carry a fee to cover access to institutional services

**Inactive Status and Reinstatement.** Students who do not enroll and remain unenrolled for a period of one year (four consecutive quarters) or more will be considered inactive and must apply with the Office of Admissions for reinstatement. Upon reinstatement, students will be required to meet current degree requirements, even if these requirements have

changed from those in effect when the student originally enrolled. Students should be advised that courses taken prior to reinstatement may no longer satisfy current requirements, or additional coursework may be required.

**Concurrent Program Enrollments at Fuller Seminary.** Concurrent program enrollments are permitted for students in the PhD in Clinical Psychology and PsyD in Clinical Psychology programs only. Students in these programs will automatically be enrolled in both the doctoral program and the Master of Arts in Psychology upon admission, as per program requirements. Additionally, PhD in Clinical Psychology students are required to pursue an SMT master's degree (a third concurrent enrollment) as part of their psychology work and will automatically be enrolled in the Master of Arts in Theological Studies upon admission to the doctoral program. PhD in Clinical Psychology students who wish to pursue an alternate SMT master's degree, in consultation with the Psychology program staff, may submit a program status change form after matriculation to do so. PsyD in Clinical Psychology students also have the option to pursue an SMT master's degree as part of their psychology work, should they choose to declare one rather than simply complete the theology component of their doctoral degree.

Students in all other degree programs may not pursue more than one academic program at a time while enrolled at Fuller Seminary. Those interested in multiple degrees must complete their current program before being admitted into a subsequent one. Please consult the Admissions section of the catalog for the specific admissions requirements of all Fuller programs.

**Official Withdrawal (Withdrawal from Fuller).** If a student wishes to withdraw completely from Fuller Theological Seminary, this is called an official withdrawal. It is not the same as withdrawing from coursework, which is an unofficial withdrawal. Students considering an Official Withdrawal should connect with Student Financial Services and their Academic Advisor. Veteran students using their GI Educational Entitlements must report all course withdrawals or changes to Fuller's Veterans Administration Office.

Students initiate the official withdrawal process by completing the Official Withdrawal Form, which is located on the Fuller Kiosk. This form comes to both the Registrar's Office and the Office of Student Financial Services upon submission. The Registrar's Office will immediately process it, which means that the student's status will be changed from Active to Withdrawn. Students currently in any courses, will be automatically withdrawn from these as well with a grade of W (Withdrawn), if the date of their official withdrawal is prior to the Week 5 withdrawal deadline, or WF (Withdrawn Failing), if the date is after it. All official withdrawals will be processed immediately upon receipt. Students currently in courses who wish to finish out the term will need to wait until the term concludes before beginning this process.

The Office of Student Financial Services will also immediately process the official withdrawal request, using the date of official notification as both the date of the student's last academic related activity and the date of determination of the withdrawal for the R2T4 (Return to Title IV) calculation:

- The Financial Aid Office will perform the calculation and determine how much of the Federal Aid was earned by the student.
- The Financial Aid Office will make any adjustments to the disbursement in Banner if the disbursement is not 100% earned.
- The Financial Aid Office transmits the adjustments and refunds to G5 no later than 45 days from the date of determination that the student has officially withdrawn from the Institution.

After these steps are completed, the Financial Aid Office will notify the student of the refund calculation and provide Exit Counseling. They will also receive an email confirming they have been officially withdrawn from Fuller Seminary. If, in the future, a student wishes to resume studies at Fuller after being officially withdrawn, they will need to apply for reinstatement through the Office of Admissions.

## Academic Standing

**Good Academic Standing.** To remain in good academic standing, students must earn and maintain a minimum 2.50 cumulative grade point average (CGPA) by the time they have attempted 12 credit units. In some programs, especially doctoral programs, higher standards may apply:

- For DMin, KDMin, DGL, and KDGL, students must earn a grade of B or higher in all graded coursework. Students earning a grade of B- or lower in a course will be placed on academic probation.
- For the PhD Intercultural Studies, PhD Intercultural Theology, PhD Theology, ThM Intercultural Studies, and ThM Theology, students earning a grade lower than a B in any course will be placed on academic probation. For more details, please see the CATS and CMR program handbooks.
- For PhD Clinical Psychology and PsyD Clinical Psychology, students earning a grade in any required psychology course lower than a B- will be placed on academic probation. For more details, please see the Clinical Psychology Student Handbook.
- MSMFT students who fail a required MFT course are automatically placed on academic probation. For more details, please see the MFT Student Handbook.
- DMFT students earning a grade lower than a B- in any of their coursework will be placed on academic probation. For more details, please see the MFT Student Handbook.

Failure to meet such program-specific requirements may result in dismissal from the program. *Please note if a student receives federal financial aid, a separate calculation determines eligibility to receive federal aid awards, which is different from Academic Standing.*

**Conditional Status.** Students admitted conditionally must satisfy the terms of their admission. For SMT master's and certificate students, this means achieving a 2.50 CGPA by the time 12 units have been attempted. Students on conditional status should be advised that withdrawn courses are considered attempted units for this purpose. For DMin and DGL students, this means students must earn a B or higher in their first three quarters of their program. One grade of B- or lower within the first three quarters of their program will result in automatic dismissal. Conditional students who do not meet these requirements will be dismissed from Fuller without permission to appeal.

Korean PhD in Intercultural Theology program students admitted on a conditional basis must complete the first 14 units with at least a 3.0 cumulative grade point average at Fuller. Students whose cumulative GPA falls below 3.0 at any point during their Conditional Status will be subject to review by the PhD ICT Academic Committee for dismissal. Students undergoing review may submit a written appeal to the PhD ICT Academic Committee for consideration.

**Academic Probation for Master's Students.** Students who do not maintain a 2.50 CGPA after attempting a minimum of 12 units at Fuller will be placed on academic probation (*excluding students admitted conditionally, see above*). Fuller encourages all students experiencing academic difficulty to partner with the Writing Center and Access Services office, if applicable, as they seek to regain good academic standing.

Students on academic probation:

- Must earn a quarterly GPA of 2.70 or higher in each term they enroll until they have regained good academic standing.
- Must contact their academic advisor in advance of each upcoming term for approval of courses and their PIN# to register for classes.
- Must take all courses for a grade (no elective pass/fail registrations).
- May not register for more than 12 units per quarter. *Additional restrictions may apply.*
- May not register for directed studies.
- *For veteran students only: students receiving veteran's benefits who fail to attain a 2.50 CGPA (3.00 for the doctoral programs highlighted above) within two consecutive terms of enrollment after being placed on probation will not be eligible for benefits until they have regained good academic standing.*
- *In some programs, additional restrictions may apply.*

***Academic Probation for Doctoral and ThM Students.*** Doctoral and ThM students who have not met the requirements for their programs to maintain good academic standing will be placed on academic probation. While on probation, the following policies apply:

- **For DMin and DGL:** When a student is on probation, they must achieve a B or higher in the next two courses of their program in order to be removed from probation. Any second B- or lower will result in review for dismissal.
- **For KDMin and KDGL:** students must earn a grade of B or higher in all graded coursework. Students earning a grade of B- or lower in a course will be placed on academic probation. Earning a second grade of B- or lower will result in a review by core faculty for dismissal.
- **For PhD ICS:** Only courses receiving a grade of B or higher may be counted toward the requirements of the ThM and PhD degrees. A student who receives a grade of B- or lower in a seminar, methods course, or tutorial will need to retake the seminar, course, or tutorial. The student's mentor and the Associate Dean for CMR shall determine together what remedial work is necessary during the period of probation. If a student receives a second grade of B- or lower in a seminar, course, or tutorial, s/he will be referred to the CMRAC. In conversation with the student's mentor, the Committee will determine whether to dismiss the student from the program. The Committee may elect to transfer a PhD student to the ThM degree program (if s/he has not previously earned such a degree).
- **For PhD ICT:** Students must earn a grade of B or higher in all coursework. Students earning a grade of B or lower in a course will be placed on academic probation. Earning a second grade of B- or lower will result in a review by core faculty for dismissal.
- **For PhD Theology:** Only courses receiving a grade of B or higher may be counted toward the requirements of the PhD degree. A PhD student who receives a grade of B- or lower in a CATS seminar, expanded directed reading, or directed reading will be placed on academic probation for one term during which the student may not register for a 800-level coursework. The student's mentor and the CATS Program Director shall together determine what remedial work is necessary during the period of probation. If a PhD student receives a second grade of B- or lower in a CATS seminar, expanded directed reading, or directed reading, he or she will be referred to the CATS Committee. In conversation with the student's mentor, the Committee will determine whether to dismiss the student from the program. The Committee may elect to transfer the student to the ThM degree program (if s/he has not previously earned such a degree).
- **For ThM ICS:** Only courses receiving a grade of B or higher may be counted toward the requirements of the ThM degree. A ThM student who receives a grade of B- or lower in any course will be placed on academic probation for one term during which the student may not register for an 800-level course. The Associate Dean for CMR shall determine what remedial work is necessary during the period of probation. If a ThM student receives a second grade of B- or lower in any course,

s/he will be referred to the CMR Academic Committee. In conversation with the Associate Dean for CMR, the Committee will determine whether to dismiss the student from the program.

- **For ThM Theology:** Only courses receiving a grade of B or higher may be counted toward the requirements of the ThM degree. A ThM student who receives a grade of B- or lower in any course will be placed on academic probation for one term during which the student may not register for a CATS Seminar. The student's mentor and the CATS Program Director shall determine together what remedial work is necessary during the period of probation. If a ThM student receives a second grade of B- or lower in any course he or she will be referred to the CATS Committee. In conversation with the student's mentor, the Committee will determine whether to dismiss the student from the program.
- **For PhD Clinical Psychology and PsyD Clinical Psychology:** When a student is on probation, a letter detailing the terms of the probation will be sent to the student, faculty advisor, and program chair. Remedial steps will be required for the student to complete in order to come off of probation. For more details, please see the Clinical Psychology Student Handbook.
- **For MSMFT:** Students placed on probation are notified in writing by the program director. In all cases, an appropriate remediation process will be required, the details of which are outlined in the MFT Student Handbook.
- **For DMFT:** Students placed on probation are notified in writing by the program director. In all cases, an appropriate remediation process will be required, the details of which are outlined in the MFT Student Handbook.

**Provisional Admission.** In cases when an application is partially incomplete, the Admissions Committee may decide to admit an applicant to a program provisionally. Provisional admission permits the admitted student to register for coursework for one quarter. When the materials necessary to complete the application file are received, the provisional admission status will be changed to regular admission. If a student admitted to provisional status does not provide the necessary materials to complete their admissions application, the student will not be permitted to register for coursework in the second quarter of the program.

**Academic Dismissal.** Students failing their probation terms are subject to academic dismissal.

**Appealing an Academic Dismissal.** Those wishing to appeal an academic dismissal may petition for permission to continue enrollment (*excluding students admitted conditionally, see above*). The petition should present a written description of the extenuating circumstances at hand, and also propose a plan for attaining good academic standing again. The petition must be submitted to the appropriate academic affairs committee of the school or program for consideration. Petitioners will be advised in writing of the

committee's decision after review of the petition has concluded. If granted, enrollment on academic probation will be permitted for one additional quarter.

Students who have not attained good academic standing (2.50 CGPA) at the end of the additional quarter will be dismissed without permission to appeal. In some programs, additional restrictions may apply. Students in the School of Psychology & Marriage and Family Therapy, the Center for Advanced Theological Studies, the Center for Missiological Research, and professional doctorate programs should consult their program handbook.

***Petitions for Re-Application.*** Upon Academic Dismissal, former students are ineligible for re-admission until two years have elapsed. Additionally, they must first petition the appropriate academic affairs committee of their school or program for permission to re-apply before initiating the application process. Students who have been readmitted after a prior academic dismissal will re-enter Fuller on academic probation and will be subject to the terms outlined above. In some programs, additional restrictions may apply. Students in the School of Psychology & Marriage and Family Therapy, the Center for Advanced Theological Studies, the Center for Missiological Research, and professional doctorate programs should consult their program handbook.

***Academic Integrity Policy.*** Students are expected to review and understand the commitments to academic integrity as printed in the Official Statements section of the Student Handbook. Some infractions can be addressed by personal confrontation and corrective counsel. The following violations of these commitments will be firmly addressed formally:

- Submitting the same work in whole or in part in more than one course, or for the same course, without the permission of the professor(s);
- Submitting as one's own work material (s) obtained from another source;
- Unauthorized use of AI in violation of the Instructor's policy covering such use;
- Plagiarism: unattributed quotations or paraphrases of ideas from published, unpublished or electronic sources;
- Unauthorized collaboration in preparing assignments;
- Cheating on exams by any means;
- Aiding another student on papers and tests in violation of these commitments.

Any of these violations will result in a failing grade on the assignment and possibly in the course, and will be reported to the Academic Integrity Committee which may impose further sanctions in accordance with the Academic Integrity Policy. Evidence of repeated violations will result in a formal disciplinary process.

## Grades

Grades have been assigned the following numerical values for the purpose of computing the grade point average:

		<b>B+</b>	3.3	<b>C+</b>	2.3		
<b>A</b>	4.0	<b>B</b>	3.0	<b>C</b>	2.0	<b>F</b>	0.0
<b>A-</b>	3.7	<b>B-</b>	2.7	<b>C-</b>	1.7		

All other grades, including P (Pass), SA (Satisfactory), NS (Not Satisfactory), I (Incomplete), H1 or H2 (Holds), HE (Hold Extended), IP (In Progress), RD (Report Delayed), W (Withdrawn), and WF (Withdrawn Failing) are not computed in the student's grade point average. The grades CR (Credit) and NC (No Credit), which were used until Fall 1993, also are not computed in the grade point average.

The grade of W (Withdrawn) is assigned to students who withdraw from courses prior to the withdrawal deadline for a given quarter. The grade of WF (Withdrawn Failing) is assigned to students who officially withdraw from Fuller Seminary after the withdrawal deadline has passed for a given quarter.

For students receiving Federal Student Aid, grades will be used to calculate eligibility. The grades F, W, and WF indicate unsuccessful completion of a course and factor into a student's satisfactory progress for financial aid purposes.

**Incompletes.** A student whose work in a master's-level course is not completed at the end of the quarter may request an incomplete from their faculty member. Each faculty member decides whether the nature and amount of the work not finished at the end of the quarter warrants an incomplete grade for the course (signified with the I grade), a reduction in grade, or a grade of F, in accordance with the guidelines listed below. Students do not need to obtain approval from the Registrar's Office, but rather must seek confirmation via email of their faculty member's decision.

Incompletes are not permitted for the purpose of allowing a student additional time to redo work or improve their grade in a course. An incomplete cannot be given on the basis that the course requires more work than can reasonably be expected to be completed within the quarter, or that any assignment requires extended time or cannot be done within the quarter in which the course occurs.

When an incomplete grade is granted by the faculty member, all remaining, incomplete-eligible coursework is due to the professor by the end of the last day of the following quarter. Further extensions of time are not granted. Extensions for pre-approved disability accommodations are to be applied to the due date of the applicable coursework. An incomplete granted based on pre-approved disability accommodations that allow additional time will extend only for the amount of time specified in the accommodation, not for the entire additional quarter. All incompletes must be resolved to regular grades (A through C- or F) at that time; a grade of I cannot remain on the record. Incompletes are not calculated in a student's grade point average and are also not considered satisfactory grades when measuring satisfactory academic progress (SAP).

Incompletes are only appropriate when:

- The student has attended at least 80% of class meetings or has participated in at least 80% of the required online interaction;
- The remaining coursework does not require interaction with others; and
- The student has a small portion of the assignments they could not complete due to extenuating circumstances, which are major, unplanned, unanticipated, and unavoidable disruptions that make it impossible to complete a course within the quarter.
- Examples of such circumstances are:
  - personal illness of more than a brief duration,
  - illness in the family that has required the student's attention,
  - death in the family, a personal or family crisis of a traumatic nature, or
  - an unplanned and unexpected increase in job responsibilities.
- Examples of reasons which are not considered acceptable are:
  - Class load (at Fuller and/or elsewhere),
  - Incomplete work from previous quarters,
  - General overload of classes (including internships) and work,
  - Preparation for denominational exams or other special exams,
  - General church or job responsibilities or opportunities,
  - English language difficulties,
  - Logistical problems (computer, typist, etc.), or
  - Difficulty of the class or redoing work already submitted.

**Holds.** A student enrolled in a 700-level or 800-level class whose work is not completed at the end of the quarter of registration may request a "Hold" grade from the professor (transcribed as H1). This allows one additional quarter to complete the work. Unless an extension is granted by the academic affairs committee of the school or program, the completed work must be submitted to the professor no later than the last day of the following quarter, and a grade must be submitted; the Hold grade cannot remain.

**Pass/Fail Option.** Students with no transfer credit may take a maximum of six (6) 4-unit classes pass/fail in an MDiv, four (4) 4-unit courses pass/fail in an MTS, and three (3) 4-unit classes in the other MA degrees. Apprenticeship courses taken for credit count against the pass/fail limit, as do Advanced Standing units granted on the basis of approved Clinical Pastoral Education (CPE), and each four (4) quarter units of transfer credit or advanced standing uses up one class of the pass/fail allowance.

Psychology doctoral students may exercise the pass/fail option in their regular Master of Arts or Master of Divinity courses. Only certain School of Psychology & Marriage and Family Therapy courses (courses designated as only Pass/Fail, such as the internship and dissertation) may be taken Pass/Fail. Students not enrolled in a degree program may exercise the Pass/Fail option at a rate of one course in four.

Students may choose the Pass/Fail option when registering. Changes in status may be made through the end of the add/drop period of the term. Pass/fail courses will be recorded on student transcripts with either a P (pass) or F (fail) for the course. For students on academic probation, the actual grades submitted will be taken into account in determining good academic standing.

**Permanent Academic Record.** The Registrar's Office is the custodian of records for all Fuller students. Fuller Seminary maintains permanent records for all students who have enrolled in the institution, whether or not they complete their programs. Fuller Seminary follows established internal policies, controls, and procedures guiding the record keeping of attendance, grades, finances, enrollment, and program/course completion. All student records are kept in a secure location. All grades recorded become a permanent part of the student's academic history. If a student receives a failing grade or withdraws from a course, that grade will remain on the record. If such a course is retaken, the new registration and grade will also be recorded on the student's permanent record.

After a period of two years, it is presumed that both the student and faculty member have had ample opportunity to be aware of the grade recorded and to see that any appropriate adjustment has been made. At this point, any grade recorded becomes permanent and cannot be changed.

**Official Transcripts.** Official transcripts are the complete record of all programs of study, courses, grades, enrollment terms, grade point averages (both cumulative and term-specific), units attempted and units earned at Fuller Seminary for a student, as well as any degrees or certificates which may have been completed and awarded with their associated dates. Fuller Seminary does not issue partial transcripts which reflect certain or selected periods of time, study, programs, and/or levels. The VA requires certifying institutions to keep grades and transcripts for all students for a minimum for three years. Fuller Seminary meets this minimum and keeps grades and transcripts for all students on file permanently. Transcripts are available for order from the Registrar's Office through Fuller's website (<https://www.fuller.edu/registrar/transcripts/>).

## Graduation and Commencement

**Completion of Academic Program Requirements.** The catalog in effect at the time the student matriculates determines the curriculum that the student must satisfactorily complete to earn their degree program. If catalog requirements change, students may choose to move to the new catalog by notifying their Academic Advisor. If they become inactive and apply for reinstatement to the seminary, they are subject to the requirements set forth in the catalog in effect at the time of reinstatement. Courses taken prior to reinstatement may no longer meet the same degree requirements, and additional coursework may be required.

***Degree Candidacy.*** Graduation is the posting of an earned degree to a student's academic record. In addition to academic requirements for graduation, students must receive the endorsement of the faculty responsible for the degree program in which they are enrolled. This ensures that students have acted responsibly and lived in accordance with standards of Christian character, with the standards of the seminary, as well as those of the degree program.

A student initiates the awarding of the degree by submitting a Graduation Application. Students applying for more than one degree submit an application for each degree. If a student's financial obligations are not met prior to graduation, the physical diploma will be withheld and released upon receipt of payment. Financial obligations will not prohibit a graduated student from receiving academic transcripts or education verifications.

***Minimum GPA.*** Graduation with a master's (MA and MS) degree in either of the two schools requires a minimum cumulative GPA of 2.50. For the ThM and PhD degrees, only courses with a minimum GPA of 3.00 (B) may be counted toward graduation. For the DMin and DGL degrees, only courses with a minimum GPA of 3.00 (B) may be counted toward graduation (with the exception of one B- unless additional approval for a grade B- or lower has been given by Core Faculty). For psychology doctoral students, a minimum GPA of 2.70 (B-) is required in each psychology course to be counted for graduation. For the DMFT students, a minimum GPA of 2.70 (B-) is required for graduation.

***Time Limits for Completion of Degrees.*** In order to ensure that a degree, when granted, represents education that is current and reasonably focused (not acquired a little at a time over an unreasonably long period of time), requirements for a degree must represent credit earned within a certain period of time. This period includes any credit earned elsewhere and applied to the degree, as well as all credit earned at Fuller. MA or MDiv degrees in the School of Mission and Theology, this limit is set at ten years. The time limit for the ThM degree is five years; for certificates, three years; for the DMin degree, six years; for the DGL, six years, for the Korean DMin degree, ten years, for the Korean DGL degree, six years, for the Korean PhD ICT, the PhD TH and PhD ICS degrees, eight years. The limit for the MS degree in Marriage and Family Therapy in the School of Psychology & Marriage and Family Therapy is seven years, and for all doctoral programs in that school, the limit is ten years.

***Date of Graduation.*** In order to qualify for graduation in a given quarter, all work must be completed and all requirements met by the official graduation date for that quarter (the Friday of final exam week in every quarter). Classes not completed by the last day of the quarter do not qualify for graduation in that quarter. Work completed under Incompletes and Holds applies to graduation in the quarter in which the work is completed, not the quarter in which the course was originally taken.

***Multiple Degrees.*** Students earning multiple degrees must satisfactorily complete the prescribed course of study and learning outcomes for each degree as outlined in the curriculum. Students may not be enrolled concurrently in more than one degree program.

Those wishing to complete multiple degree programs at Fuller will be permitted to enroll in a subsequent program only after either graduating from their current program or formally terminating enrollment in it. By design, completion of the doctoral Psychology programs also results in the completion of a master's degree and, as such, is not subject to this restriction.

When enrolling in a subsequent degree program, students may meet a maximum 50% of the new program's curricular requirements through coursework previously completed at Fuller, through advanced standing, through transfer credit, or any combination thereof. A minimum 50% of the new degree program's requirements must be met by Fuller coursework that is unshared with any other program.

***All-Seminary and Regional Campus Commencements.*** Commencement is the ceremony celebrating graduating students' academic achievement. All-Seminary Commencement is held in Pasadena at the end of Spring Quarter each year. Students who have graduated in the most recent Summer, Fall, or Winter Quarters and have not already attended Commencement for their degree are invited to participate, as are those who apply for graduation in the current Spring Quarter. Students who expect to graduate in the Summer Quarter following Commencement may also participate, subject to the limitations outlined below.

Commencement is also held at Regional Campuses for local graduates at the end of Spring Quarter. Graduates are welcome to attend the All-Seminary Pasadena Commencement, Regional Campus Commencement, or both, as desired. Policies regarding the All-Seminary Pasadena Commencement also apply to ceremonies at Regional Campuses.

Students wanting to be included, in any way, in any Commencement and/or related activities (Graduation banquets, doctoral hoodings, etc.) in June (whether or not they plan to attend the ceremony itself), must submit their Graduation Application(s) no later than March 1. Late applicants will miss information and order forms (for announcements, photographs, class rings, etc.), have no regalia ordered, will not be listed in the Commencement program, and will not be able to participate in Commencement or related activities. All Grad Apps submitted on time will be honored.

Participation in Commencement exercises is not equivalent to the conferral of the degree, which is official only when faculty approval has been given, the Registrar's Office has determined that all academic requirements have been met, and the student's academic transcript has been updated.

***Special Commencement Participation Policy for Summer Graduates.*** Master's-level students with no more than twenty (20) units of remaining course work, not to include theses, dissertations, or qualifying exams during the Summer Quarter, may request to participate in Commencement exercises located in Pasadena or Regional Campuses. Doctoral psychology students completing their final internship(s) are also eligible to

participate. The deadline for application is March 1; special conditions apply. Copies of the Special Commencement Participation Policy for Summer Graduates are available from Academic Advising.

# SCHOOL OF MISSION AND THEOLOGY

## Context and Mission

Fuller's graduates encounter on-the-ground realities marked by waves of cultural change that continuously reshape what discipleship looks like and what leadership demands. Discerning the Holy Spirit, we are all called to proclaim the good news of Jesus Christ and to embody the gospel in action toward God's justice and reconciliation.

To meet this moment, Fuller's School of Mission and Theology offers reimagined curricula that underscore how theology and mission are contextual and holistic. To shape innovative leaders for vocations in church and society, programs integrate rigorous scholarship with practical wisdom through courses that utilize new technologies to reach the body of Christ globally. Grounded in Scripture, students receive indispensable formation in life-giving patterns of thinking and feeling, believing and behaving that are Christ-centered and mission-focused.

***School Learning Outcomes.*** The primary learning outcomes of the School of Mission and Theology are:

- Graduates will demonstrate critical awareness of their identity and formation within God's active work amidst a diverse church and world.
- Graduates will demonstrate ability to discern God's truth and purpose in Scripture, critically engaging theological and missiological disciplines using global resources.
- Graduates will demonstrate personal and corporate practices for holistic lives of discipleship and vocation.
- Graduates will demonstrate reflective capacities to proclaim and embody the good news of Jesus Christ for God's justice and reconciliation.
- Graduates will demonstrate creativity, agility, and effectiveness in leadership in complex and changing contexts.

***Degree and Certificate Programs.*** The School of Mission and Theology offers the following programs:

### **Master's Degrees**

- Master of Divinity<sup>1</sup>
- Master of Arts in Chaplaincy

---

<sup>1</sup> The MDiv can also be completed bilingually, with 20 classes in Spanish and 10 in English.

- Master of Arts in Global Mission Leadership
- Master of Arts in Theological Studies
- Master of Arts in Justice and Advocacy
- Master of Arts in Theology and Ministry (English and Spanish)
- Master of Arts in Ministry Leadership

### **Certificate Programs**

- Certificate in Christian Studies
- Certificate in Church Planting

### **Advanced Degrees**

- Doctor of Ministry (English, Spanish, and Korean)
- Doctor of Global Leadership (English and Korean)
- Doctor of Philosophy in Theology
- Master of Theology in Theology
- Doctor of Philosophy in Intercultural Studies
- Doctor of Philosophy in Intercultural Theology (Korean)
- Master of Theology in Intercultural Studies

## **Master of Divinity**

The MDiv is designed for those who wish to be pastors of congregations: especially pastors, church planters, and members of traditional denominations. The 108-unit MDiv forms traditional and innovative Christian ministry leaders by providing biblical, holistic, psychological, and contextual education that cultivates theological reasoning and missional imagination to discern and respond fittingly to opportunities and challenges of participating in God’s active work in diverse contexts. This professional degree integrates theological reflection, interdisciplinary perspectives, spiritual formation, and practical skills to equip for a wide variety of ministry professions but is most suitable for those seeking an extensive master’s level training in theology and mission and/or ordination to Word and Sacrament. Concentrations in the MDiv will allow students to focus elective space on a variety of areas. The program is capped by an apprenticeship in either church or Christian non-profit organizations.

**Learning Outcomes.** In accordance with our commitment to provide the highest level of educational effectiveness possible through a healthy culture of assessment, and in alignment with the Fuller Institutional Student Learning Outcomes, this program offers the following outcomes.

- Students will be able to reflect critically and theologically on their formation and vocation in relation to changing global realities.
- Students will demonstrate competence in biblical-theological interpretation for preaching and other expressions of Christian witness for the church and the world.

- Students will be able to lead in diverse cultural and social contexts as theologically reflective and ethical practitioners.
- Students will gain knowledge and essential skills for contextualized ministry.

**Language Options.** This program is fully available in English, and bilingual students may complete up to 54 units in Spanish.

**Admission Requirements.** General standards for admission to Fuller Theological Seminary may be found in the Admission Standards section of this catalog. To be admitted to the MDiv program, applicants must have been awarded a bachelor's or master's degree from an accredited institution before the starting date of the desired quarter of entry. Regular admission requires at least a 2.7 cumulative grade point average (GPA) in all undergraduate work; students with a lower GPA may be considered for conditional admission. Applicants without an accredited bachelor's degree must meet special requirements and will be considered for conditional admission on an individual basis. Students admitted conditionally are subject to certain limitations during their first 12 units of coursework at Fuller.

### **Application Requirements:**

- Application for Admission
  - Complete and submit the online Application for Admission
- Reference Forms
 

Within the Application for Admission, you will be prompted to list three references:

  - You must provide one (1) reference from a pastor or denominational leader AND two (2) references that are either academic or professional.
- Essay Responses
 

Once you have completed the Application for Admission, you will be prompted to upload and submit your essay responses to the following questions into the application portal. *(If you are bilingual in English and Spanish and wish to take coursework in both languages, you must submit some of the required essays in Spanish as well as English.)*

  - Religious Autobiography
 

Reflect on your past Christian experience, including the most significant spiritual event/influence in your life, the role of Christ in your religious experience, your involvement in Christian service, and your reason(s) for attending your church. (minimum 250 words; maximum 500 words)
  - Statement of Purpose
 

Why are you interested in Fuller Theological Seminary and this particular degree program? (minimum 250 words; maximum 500 words)
  - Statement of Calling
 

At this point in your Christian journey, how do you envision your calling to God's mission in the world? (minimum 250 words; maximum 500 words)

- Official Transcripts
  - Submit official transcripts from ALL post-secondary schools attended, including a transcript showing a bachelor's degree earned from an accredited institution, with a cumulative undergraduate grade point average of 2.7 or above.
    - *All transcripts are evaluated in determining admission to Fuller master's degree programs.*
    - *If you do not currently hold an accredited bachelor's or master's degree or will not receive an accredited bachelor's or master's degree before the desired term of entry, you may be eligible to apply to the MDiv program as a Special Student.*
- Application Fee
  - A \$75 non-refundable application fee is required for applicants applying online. You may pay your application fee online with a U.S. credit card, PayPal, check, money order, or international bank transfer.
- English Language Requirements
  - If you are interested in taking *any* classes in English and your native language is not English, please see *the Admission Standards* section of this catalog *for more information.*

***Residence Requirements and Transfer Credit.*** A minimum of 54 units must be earned at Fuller Seminary. Requests for transfer of credit for approved graduate studies done at an institution accredited by The Association of Theological Schools or a recognized regional or international accrediting agency will be evaluated on an individual basis by the Academic Advising Office. This may include a maximum of 52 quarter hours of graduate theological and biblical studies. Non-theological studies are normally not considered for transfer credit.

***Distributed Learning.*** The Master of Divinity program may be completed entirely online or through the Pasadena campus in a cohorted format, with a combination of campus-based and online coursework.

***Time Limits for Completion of Degrees.*** In order to ensure that a degree, when granted, represents education that is current and reasonably focused (not acquired a little at a time over an unreasonably long period), all credit applied to the degree must be earned within a certain period of time. For the Master of Divinity degree at Fuller, this period has been set at ten years. This includes all credit earned elsewhere and applied to the degree, as well as all credit earned at Fuller.

***MDiv Curriculum.*** A total of 108 units is required to earn the Master of Divinity degree.

- Shared Foundations (24 units)
- Bible Courses (24 units)
- Theology Courses (16 units)
- Ministry Courses (20 units)
- Mission Courses (4 units)
- Apprenticeship (0 or 4 units)
- Electives (20 units). May be used to explore or complete a concentration (see below).

### **Optional MDiv Concentrations**

Students in the MDiv may complete one of the below concentrations by using a combination of courses that fulfill the below-listed requirements. Concentrations are printed on a student's diploma as an addendum to the degree name, as listed below. Important note: course offerings listed below depend on faculty availability and sufficient student interest. Therefore, not all course options listed below are offered at the same frequency and may not be available in the student's preferred modality. Students wishing to complete a concentration should work with their academic advisor to plan how they will be able to complete their concentration. In some cases, and for some students, concentration completion may not be possible.

***MDiv in Asian American Ministry.*** Students must complete at least four classes (16 units) from the following list:

- ET543 Theology and Ethics of Martin Luther King
- EV500 Integral Evangelism
- FI506 Church as Family System
- FS500 Family Systems Dynamics
- PM506 Asian American Pastoral Ministry
- ST544 Asian American Theologies
- TM528 Asian American Identity and Ministry

***MDiv in Biblical Studies.*** Students must complete at least 4 classes (16 units) from the following list in addition to the above-listed 28 units of Bible and Language degree requirements.<sup>2</sup>

- Any course with an LG, BI, NE, NS, NT, or OT prefix

***MDiv in Black Church Studies.*** Students must complete at least four classes (16 units) from the following list:

- CH569 Early African and Asian Christianity
- ET543 Theology and Ethics of Martin Luther King

---

<sup>2</sup> As mentioned above, if students opt to take the two-course Greek or Hebrew sequence the second half of each sequence can count towards this Biblical Studies concentration.

- EV505 Witness and Justice
- EV514 Urban Evangelism
- LD500 Leadership in an Ever-Changing World
- PM504 Pastoral Ministry
- Preaching Practicum (any other course with a P1 attribute, such as PR501 (Preaching in the African American Tradition), PR545 (Womanist Pastoral Preaching), PR550 (Learning from Women Preachers), PR551 (Preaching and Spiritual Formation in the Local Church)).
- SP559 African American Spirituality
- ST510 Intro to Black Theology
- TH544 Black Theology: African Roots
- TC511 Theology and Hip Hop Culture
- TH553 Race, Religion, and Theology in America
- YF534 Youth, Race, and Culture

***MDiv in Chaplaincy.*** Students must complete at least four classes (16 units) from the following list:

- PM563 Chaplaincy Engagement and Spiritual Care
- PM559 Fundamentals of Chaplaincy
- PM563 Chaplaincy Engagement and Spiritual Care
- PM561 Christian Chaplaincy and Pluralistic Contexts
- CN535 Grief, Loss, Death, and Dying
- GM554 Leadership & Diversity: Gender, Cultures, and Ethnicity
- MR500 Intro to World Religions
- MT535 Theology of Suffering and Joy
- ET535 Ethics of Life and Death
- ET566 Theological Foundations for Ethics and Leadership in Chaplaincy
- SF512 Introduction to Global Christian Traditions for Chaplaincy

***MDiv in Intercultural and Urban Ministry.*** Students must complete at least four classes (16 units) from the following list:

- MD500 Globalization, Poverty, and Christian Mission
- MD525 Poverty and Development
- EV500 Integral Evangelism
- ET520 Biblical Practical Peacemaking
- ET528 Creation Care and Sabbath Economics
- ET543 Theology and Ethics of Martin Luther King
- MN536 Transforming the City
- MB533 Social Analysis and Contextualization in Church Planting
- MD530 Homelessness, Housing, and Home in a Global Context
- MD533 Organizing Urban Communities for Transformation
- MD543 Mission with Children at Risk
- MD544 Ministry with Sexually Exploited and Trafficked Children

- ML519 Dynamics of Power and Gender in Christian Leadership
- MN541 The Brown Church

***MDiv in Leadership in Times of Change.*** Students must complete at least four classes (16 units) from the following list:

- LD500 Leadership in an Ever-Changing World
- CN553 Pastoral Care and Abuse
- GM554 Leadership & Diversity: Gender, Cultures, and Ethnicity
- PM504 Pastoral Ministry
- PM506 Asian American Pastoral Ministry
- PM514 Missional Churches and Leadership
- WS515 Worship Leadership: Formation and Skill
- YF502 Leading Change Through Youth Ministry Contexts
- YF522 Emerging Adult Spirituality and Ministry
- ML519 Dynamics of Power & Gender in Christian Leadership
- ML523 Mentoring
- ML524 focused Lives
- ML536 Value-Based Leadership in the New Testament
- MN533 Organizing Urban Communities for Transformation
- BI502 Women, the Bible, and the Church

***MDiv in Worship Leadership.*** Students must complete at least four classes (16 units) from the following list:

- PW5XX Emotionally Healthy Worship Leader: The Psychology of Worship
- TC511 Theology and Hip Hop Culture
- TC516 Visual Arts and the Christian
- TC525 Spiritual Formation Through the Art of the Psalms
- TC540 The Arts in Worship
- TC541 Vocation of the Artist
- WS514 Music as Theological Expression
- WS515 Worship Leaderships
- WS518 Worship on the Lord's Day
- Required: PR500 Introduction to Preaching and Worship (Note: PR500 is a program requirement of the MDiv, regardless of concentration area)

***MDiv in Youth, Family, and Culture.*** Students must complete at least four classes (16 units) from the following list:

- YF500 Foundation of Youth Ministry
- YF502 Leading Change through Youth Ministry Contexts
- YF504 Introduction to Family Ministry
- YF519 Family, Culture, & Faith: NextGen Ministry in Context
- YF521 Youth, Learning, and the Digital Culture
- YF522 Emerging Adult Spirituality and Ministry

- YF525 Spiritual Formation for Youth Ministry
- MD543 Mission with Children at Risk
- YF534 Youth, Race, Culture FI506 Church as Family system
- FS500 Family Systems Dynamics
- FS501 Gender and Sexuality

**Optional MDiv In-Service Pathway.** The In-Service Pathway allows MDiv students serving in ministry at least 20 hours per week to earn credit through Apprenticeship courses toward their General Electives requirements. Each Apprenticeship course is enhanced by FULLER Equip modules, and Apprenticeship group leaders guide thoughtful and theological reflections so students have the chance to share what they are learning with other ministry leaders in the program. Students can earn up to 24 quarter elective units through six Apprenticeship courses (one per quarter).

**MDiv Student Handbook.** In addition to the information contained in the seminary academic catalog, essential policies, procedures, resources, and information concerning students in the program are contained in the MDiv Student Handbook. Students are expected to comply with the policies in both the handbook and the academic catalog.

## Master of Arts in Chaplaincy

Fuller's innovative, leading-edge MA in Chaplaincy provides formational education and practical training for those called to relationally mediate God's presence through the provision of spiritual care to those experiencing difficult transitions and life events in non-ecclesial contexts. Students will deepen their knowledge and embodiment of their Christian identity and faith while learning how to provide care in diverse socio-cultural, religious, and pluralistic environments. This biblically grounded program makes full use of the Schools of Psychology and Marriage and Family Therapy, and Theology and Mission to equip students with a comprehensive understanding of the chaplain's role in God's desire for human flourishing through the integration of theology, psychology, and missiology.

Core courses provide biblical, theological, and practical foundational elements along with holistic practitioner formation, and focused development in pastoral counseling and intercultural skills. Through elective courses, mentorship, and field education, students will focus on specific chaplaincy contexts and various care-receiver populations. Progress towards board certification is an additional focus of the degree.

**Learning Outcomes.** The MA in Chaplaincy is structured around four core competencies: Integration, Holistic Wellness, Embodiment, and Leadership. In accordance with our commitment to provide the highest level of educational effectiveness possible through a

healthy culture of assessment and in alignment with the Fuller Institutional Student Learning Outcomes, this program offers the following outcomes.

1. Students will demonstrate an understanding of the biblical, theological, and practical framework for spiritual care intervention, grounded in their Christian faith in pluralistic contexts. (Integration)
2. Students will develop strategies for their own holistic wellness as well as for those under their care. Theory and practice integration will be achieved through an understanding of holistic skills, including pastoral presence and counseling, crisis intervention management, and trauma-informed care provision. (Holistic wellness)
3. Students will learn the practices of embodied relational care through the ministry of God's sacred presence, accompanying people physically, spiritually, and emotionally through moments of difficulty, crisis, and transition, and delivering care in the lives of persons from diverse religious and socio-cultural contexts. (The ministry of God's presence; embodiment)
4. Students will, through mentoring and apprenticeship, as well as coursework, deepen their awareness of the diverse ethical, cultural and religious aspects of chaplaincy, along with corresponding skills in communication, bridge building, and collaboration for engaging in the liminal spaces and tensions of their pluralistic contexts. Students will learn how to effectively advocate and lead in consonance with the organization's mission identity. (Leadership development including mentoring)

**Admission Requirements.** General standards for admission to Fuller Theological Seminary may be found in the Admission Standards section of this catalog. To be admitted to the MAC program, applicants must have been awarded a bachelor's or master's degree from an accredited institution before the starting date of the desired quarter of entry. Regular admission requires at least a 2.7 cumulative grade point average (GPA) in all undergraduate work; students with a lower GPA may be considered for conditional admission. Applicants without an accredited bachelor's degree must meet special requirements and will be considered for conditional admission on an individual basis. Students admitted conditionally are subject to certain limitations during their first 12 units of coursework at Fuller. *Note: The MA in Chaplaincy program is not currently admitting students who need U.S. Student visas for their studies. Please email [admissions@fuller.edu](mailto:admissions@fuller.edu) if you have any questions.*

#### **Application Requirements:**

- Application for Admission
  - Complete and submit the Application for Admission
- Reference Forms

Within the Application for Admission, you will be prompted to list three references:

- You must provide one (1) reference from a pastor or denominational leader AND two (2) references that are either academic or professional. One of the

three references must be from someone in the field of chaplaincy or pastoral/spiritual care.

- Essay Responses

Once you have completed the Application for Admission, you will be prompted to upload and submit your essay responses to the following questions into the application portal.

  - Religious Autobiography  
Reflect on your past Christian experience, including the most significant spiritual event/influence in your life, the role of Christ in your religious experience, your involvement in Christian service, and your reason(s) for participating with your church. (minimum 250 words; maximum 500 words)
  - Statement of Purpose  
Why are you interested in Fuller Theological Seminary and this particular degree program? (minimum 250 words; maximum 500 words)
  - Statement of Calling to the work of Chaplaincy  
At this point in your Christian journey, how do you envision your calling to God's mission in the world, specifically in the work of chaplaincy? (minimum 250 words; maximum 500 words)
- Official Transcripts
  - Submit official transcripts from ALL post-secondary schools attended, including a transcript showing a bachelor's degree earned from an accredited institution, with a cumulative undergraduate grade point average of 2.7 or above.
    - *All transcripts are evaluated in determining admission to Fuller master's degree programs.*
    - *If you do not currently hold an accredited bachelor's or master's degree or will not receive an accredited bachelor's or master's degree before the desired term of entry, please contact the Admissions Office for further discussion at [admissions@fuller.edu](mailto:admissions@fuller.edu).*
- Application Fee

A \$75 non-refundable application fee is required for applicants applying online. You may pay your application fee online with a U.S. credit card, PayPal, check, money order, or international bank transfer.
- English Language Requirements

If you are interested in taking any classes in English and your native language is not English, you must meet this program's English language requirements.

**Residence Requirements and Transfer Credit.** The MAC is a cohorted program which requires participation in cohorted courses with specific program learning outcomes that meet the 31 core competencies with APC (Association of Professional Chaplains). Therefore, there are certain application, transfer, and prior credit limitations for the MAC. Upon admission, all applicants' academic records will be reviewed in accordance with the stated guidelines for applicability to the MAC program. This includes both courses taken

previously at Fuller and those taken at other graduate institutions. Current Fuller students may not program status change into the MA in Chaplaincy; they must apply to the MA in Chaplaincy for admissions consideration.

- Since a new chaplain-related question is included in the MA in Chaplaincy degree application, current Fuller students will need to reapply for the MA in Chaplaincy degree.
- Applicants who have previously attended Fuller may apply a maximum of six (6) courses from prior coursework to the MAC.
  - Former Fuller students can apply up to three (3) of the seven core MAC courses: MR500, NT500, OT500, PF501, PM561, CN535, and SF503.
  - Former Fuller students may also apply up to three (3) of the following MAC elective courses from prior coursework at Fuller: CN535 Grief, Loss, Death, Dying; ET523 Power, Resilience, and Justice; ET535 The Ethics of Life and Death; FI540 Narrative and Family Life; GM554 Leadership & Diversity: Gender, Cultures, and Ethnicity; MM568 Self Care in Mission; PI526 Trauma and Faith; CN504 Family Therapy; LD500 Leadership in an Ever-Changing World. In communication and collaboration with the MAC faculty, students may present a proposal to take electives outside of this list based on their chaplain context.
  - Admitted students are limited to applying up to 6 (six) courses in total to the MAC.
- Applicants who have previously attended other graduate institutions may transfer a maximum of six (6) courses into the MAC.
  - Only NT500, OT500, and MR500 may be transferred into the MAC program core.
  - Up to three (3) of the MAC electives listed above may be transferred.
  - Other exceptions may be considered for transfer on a case-by-case scenario.

***Distributed Learning.*** This is an online degree program offered with required participation in residential regional cohorts in the Houston or Pasadena areas. The MAC program will rotate new cohorts between Houston and Pasadena. Students will also have the opportunity to select from limited in-person courses. This hands-on, relational degree includes mentorship and apprenticeship.

***Time Limits for Completion of Degrees.*** In order to ensure that a degree, when granted, represents education that is current and reasonably focused (not acquired a little at a time over an unreasonably long period), all credit applied to the degree must be earned within a certain period of time. For the MA in Chaplaincy degree at Fuller, this period has been set at ten years. This includes all credit earned elsewhere and applied to the degree, as well as all credit earned at Fuller.

**MAC Curriculum.** A total of 64 units is required to earn the Master of Arts in Chaplaincy degree.

- Foundational Core (28 units)
- MAC Core (24 units)
- Electives (12 units)

Students may wish to explore an area of study or select a diverse combination of courses that support their specific chaplaincy ministry and life goals. Below are suggested electives that meet the degree criteria:

- CH575 Women in Church History and Theology
  - CN504 Family Therapy
  - CN567 Spiritual Formation and the Twelve Steps
  - ET520 Biblical and Practical Peacemaking
  - ET523 Power, Resilience, and Justice
  - ET535 The Ethics of Life and Death
  - FS500 Family Systems Dynamics (SoP/MFT)
  - GM554 Leadership & Diversity: Gender, Cultures, and Ethnicity
  - LD500 Leadership in an Ever-Changing World
  - MD530 Homelessness, Housing, and Home in Global Context
  - ML519 Dynamics of Power and Gender in Christian Leadership
  - MM568 Self Care in Mission (co-taught SoP/MFT and SMT)
  - MN520 Encountering the City
  - MN536 Urban Immersion: Transforming the City (LA Hybrid, Summer)
  - MR536 Engagement with Confucian, Daoist, and Buddhist Spiritualities
  - PI520 Global Child and Family Mental Health
  - PI524 Group and Community Psychological Resilience
  - TH507 Portraits of Human Nature
  - TM528 Asian American Identity and Ministry
  - YF522 Emerging Adult Spirituality and Ministry
- Field Integration (0 units)

**MAC Student Handbook.** In addition to the information contained in the seminary academic catalog, essential policies, procedures, resources, and information concerning students in the program are contained in the MAC Student Handbook. Students are expected to comply with the policies in both the handbook and the academic catalog.

## Master of Arts in Global Missional Leadership

The need for innovative missiologists who ethically and effectively communicate the Gospel in intercultural contexts and understand human needs is vital in our rapidly changing world. The Master of Arts in Global Missional Leadership (MAGML) is designed to

equip students for various types of intercultural ministry, enabling them to view current global trends through the lens of missiology. This degree is intended for students with varied levels of intercultural exposure and emphasizes both scholarship and praxis. MAGML students gain the foundational skills to pursue further studies or research opportunities or to serve those in need through practical ministries around the world.

The program provides a foundational set of integrated courses. MAGML students pursue courses that provide a solid framework of missiological disciplines: anthropology, Bible and mission, intercultural leadership, mission history, and theology of mission. With this foundation, students may then choose between one of two tracks, Intercultural Studies and Leadership Studies, to focus further their coursework in alignment with their vocational calling and interests. Students also choose from a variety of relevant electives to support their pursuit of specific areas of interest in greater depth. Elective classes are available in areas such as intercultural evangelism, organizational leadership, change dynamics, missional theology, Islamics, international development, children at risk, urban ministry, anthropology, and missional church.

By thinking critically and creatively about contemporary global issues, MAGML graduates are able to demonstrate in word and deed the transforming work of Christ within and across cultures.

***Learning Outcomes.*** In accordance with our commitment to provide the highest level of educational effectiveness possible through a healthy culture of assessment and in alignment with the Fuller Institutional Student Learning Outcomes, this program offers the following outcomes.

Graduates will demonstrate:

- an understanding of the mission of God and leading ministries of the global Church from a Gospel-centric missiological perspective
- critical thinking and integration skills for the contextualization of the Gospel in order to facilitate personal and social transformation
- sensitivity to cultural, ethnic, and religious diversity for building relationships and for the communication of the Gospel
- capacities to pursue leadership vocations that engage the mission of God globally
- capacities to cultivate a missiologically reflective practice of Christian discipleship and leadership

***Admission Requirements.*** General standards for admission to Fuller Theological Seminary may be found in the Admission Standards section of this catalog. To be admitted to the Master of Arts in Global Missional Leadership program, applicants must have been awarded a bachelor's from an accredited institution before the starting date of the desired quarter of entry. Regular admission requires at least a 2.7 cumulative grade point average in all undergraduate work; students with a lower GPA may be considered for conditional

admission. Students admitted conditionally are subject to certain limitations during their first 12 units of coursework at Fuller.

### **Application Requirements:**

- Application for Admission
  - Complete and submit the Application for Admission
- Reference Forms

Within the Application for Admission, you will be prompted to list three references:

  - You must provide one (1) reference from a pastor or denominational leader AND two (2) references that are either academic or professional.
- Essay Responses

Once you have completed the Application for Admission, you will be prompted to upload and submit your essay responses to the following questions into the application portal. *(If you are bilingual in English and Spanish and wish to take coursework in both languages, you will be required to submit some of the required essays in Spanish as well as English.)*

  - Religious Autobiography

Reflect on your past Christian experience, including the most significant spiritual event/influence in your life, the role of Christ in your religious experience, your involvement in Christian service, and your reason(s) for attending your church. (minimum 250 words; maximum 500 words)
  - Statement of Purpose

Why are you interested in Fuller Theological Seminary and this particular degree program? (minimum 250 words; maximum 500 words).
  - Statement of Calling

At this point in your Christian journey, how do you envision your calling to God's mission in the world? (minimum 250 words; maximum 500 words)
- Official Transcripts
  - Submit official transcripts from ALL post-secondary schools attended, including a transcript showing a bachelor's degree earned from an accredited institution, with a cumulative undergraduate grade point average of 2.7 or above.
    - *All transcripts are evaluated in determining admission to Fuller master's degree programs.*
    - *If you do not currently hold an accredited bachelor's or master's degree or will not receive an accredited bachelor's or master's degree before the desired term of entry, you may be eligible to apply to the MAICS as a Special Student.*
- Application Fee
  - A \$75 non-refundable application fee is required for applicants applying online. You may pay your application fee online with a U.S. credit card, PayPal, check, money order, or international bank transfer.

- English Language Requirements
  - If you are interested in taking *any* classes in English and your native language is not English, please see the Admission Standards section of this catalog for more information.

***Distributed Learning.*** The Master of Arts in Global Missional Leadership may be completed entirely online or with a combination of online and campus coursework.

***Residency Requirements and Transfer Credit.*** A minimum of 30 units must be earned at Fuller Seminary. Students may transfer up to 28 units of graduate-level courses in missiology or theology from an accredited institution.

***Time Limit.*** In order to ensure that a degree, when granted, represents education that is current and reasonably focused (not acquired a little at a time over an unreasonably long period), all credit applied to the degree must be earned within a certain period of time. For the Master of Arts in Global Missional Leadership degree at Fuller, this period has been set at ten years. This includes all credit earned elsewhere and applied to the degree, as well as all credit earned at Fuller.

***Curriculum.*** The Master of Arts in Global Mission Leadership requires the successful completion of 60 quarter units. Flexible plans to study allow you to complete the Master of Arts in Global Mission Leadership according to your needs. Students can complete all requirements for the degree online, while selected requirements *may* be available face-to-face on the Pasadena or Houston campus.

- Shared Foundations (16 units)
- MAGML Core (24 units)
- Choice of Intercultural Studies or Leadership Studies Track (12 units)
- Electives (8 units).
- AP508 One-quarter Practicum (0 or 4 units)

## **MAGML Tracks**

Students in the MAGML will choose either an Intercultural Studies or Leadership Studies Track.

The Intercultural Studies Track is designed to equip students for various types of intercultural ministry, enabling them to view current global trends through the lens of missiology. This track is intended for students with varied levels of intercultural exposure and emphasizes both scholarship and praxis. MAGML students gain the foundational skills to pursue further studies or research opportunities, or to serve those in need through practical ministries around the world. Students in this track will enhance their intercultural

knowledge and practice with courses in world religion and mission, intercultural evangelism and discipleship, and holistic mission.

The Leadership Studies Track is designed to equip students with greater depth on topics within intercultural leadership tools and applied practice. Students will enhance their knowledge, skills, and experience in intercultural leadership in order to thrive in their existing roles and/or prepare for leadership responsibilities in the future. Students in this track will enhance their missional leadership tools and applied practice with courses such as Intercultural Change Dynamics and Intercultural Organizational Leadership.

Tracks are printed on a student's diploma as an addendum to the degree name, as listed below. Important note: course offerings depend on faculty availability and sufficient student interest. Therefore, not all course options listed below are offered at the same frequency, and may not be available in the student's preferred modality. Students should work with their academic advisor to develop an academic plan for completing their Track as well as pursuing additional areas of interest with their elective options.

#### Intercultural Studies Track (12 Units)

- Any MD Prefix (Holistic Mission)
- Any MR Prefix (World Religions)
- Intercultural Studies Elective (Choose from the following: Any EV, MB, MC, MD, MH, ML, MN, MO, MR, MT)\* or one from recommended list below\*

#### Leadership Studies Track (12 Units)

- ML565 Intercultural Organizational Leadership
- ML560 Intercultural Change Dynamics
- Intercultural Leadership Applied Practice (Choose from the following: Any MC, ML, MN) \*or one from the recommended list below\*

#### \*Intercultural Studies Recommended Electives (Track 1):

- BI502, CH569, CH575, ET523, ET533, ET543, GM554, GM555, FS501, PM506, PM514, PM537, ST510, TC511, TH544, TH553, YF534

#### \*\*Leadership Studies Electives (Track 2):

- GM554, PM506, PM514, YF502, ML540, ML584

**MAGML Student Handbook.** In addition to the information contained in the seminary academic catalog, essential policies, procedures, resources, and information concerning students in the program are contained in the MAGML Student Handbook. Students are expected to comply with the policies in both the handbook and the academic catalog.

# Master of Arts in Theological Studies

Fuller's MA in Theological Studies (MTS) provides a well-rounded, rigorous program that prepares students for further academic study and to be thought leaders in the contexts to which they are called. The MTS's curriculum allows students to build a foundation of knowledge before progressing to more advanced studies. It also includes missiology and psychological sciences courses for a holistic understanding of theology. Graduates of Fuller's MTS possess deep intellectual insight into the ideas impacting our world and are able to lead others in thinking theologically and biblically about the issues of our time.

The degree provides excellent preparation for those called to ministries requiring more extensive analytical skills in theology and missiology, especially those involving research or writing. The program can also be used to prepare for application to a PhD program and culminates in a research thesis rather than an apprenticeship.

**Learning Outcomes.** In accordance with our commitment to provide the highest level of educational effectiveness possible through a healthy culture of assessment and in alignment with the Fuller Institutional Student Learning Outcomes, this program offers the following outcomes.

Graduates will demonstrate:

- interdisciplinary knowledge and understanding of the field
- critical engagement with primary and secondary sources
- skills to research independently
- the ability for sustained and constructive writing
- capacities to cultivate a theologically reflective practice for discipleship and vocational formation

**Admission Requirements.** General standards for admission to Fuller Theological Seminary may be found in the Admission Standards section of this catalog. To be admitted to the Master of Arts in Theological Studies program, applicants must have been awarded either a bachelor's or master's degree from an accredited institution before the starting date of the desired quarter of entry. Regular admission requires at least a 2.7 cumulative grade point average in all undergraduate work; students with a lower GPA may be considered for conditional admission. Students admitted conditionally are subject to certain limitations during their first 12 units of coursework at Fuller.

## Application Requirements:

- Application for Admission
  - Complete and submit the online Application for Admission
- Reference Forms

Within the Application for Admission, you will be prompted to list three references:

- You must provide one (1) reference from a pastor or denominational leader AND two (2) references that are either academic or professional.
- Essay Responses
 

Once you have completed the Application for Admission, you will be prompted to upload and submit your essay responses to the following questions into the application portal. *(If you are bilingual in English and Spanish and wish to take coursework in both languages, you will be required to submit some of the required essays in Spanish as well as English.)*

  - Religious Autobiography
 

Reflect on your past Christian experience, including the most significant spiritual event/influence in your life, the role of Christ in your religious experience, your involvement in Christian service, and your reason(s) for attending your church. (minimum 250 words; maximum 500 words)
  - Statement of Purpose
 

Why are you interested in Fuller Theological Seminary and this particular degree program? (minimum 250 words; maximum 500 words)
  - Statement of Calling
 

At this point in your Christian journey, how do you envision your calling to God's mission in the world? (minimum 250 words; maximum 500 words)
- Official Transcripts
  - Submit official transcripts from ALL post-secondary schools attended, including a transcript showing a bachelor's degree earned from an accredited institution, with a cumulative undergraduate grade point average of 2.7 or above.
    - *All transcripts are evaluated in determining admission to Fuller master's degree programs.*
    - *If you do not currently hold an accredited bachelor's or master's degree or will not receive an accredited bachelor's or master's degree before the desired term of entry, you may be eligible to apply to the MTS as a Special Student.*
- Application Fee
  - A \$75 non-refundable application fee is required for applicants applying online. You may pay your application fee online with a U.S. credit card, PayPal, check, money order, or international bank transfer.
- English Language Requirements
  - If you are interested in taking *any* classes in English and your native language is not English, please see the Admission Standards section of this catalog for more information.

***Residence Requirements and Transfer Credit.*** A minimum of 40 quarter units must be earned at Fuller Seminary. Requests for transfer of credit for approved graduate studies done at an institution accredited by The Association of Theological Schools or a recognized regional or international accrediting agency will be evaluated on an individual basis by the

Academic Advising Office. This may include a maximum of 40 quarter hours of graduate theological and biblical studies. Non-theological studies are normally not considered for transfer credit.

**Distance Learning.** A Master of Arts in Theological Studies program may be completed entirely online or with a combination of online and campus coursework.

**Time Limit for Completion of Degrees.** In order to ensure that a degree, when granted, represents education that is current and reasonably focused (not acquired a little at a time over an unreasonably long period), all credit applied to the degree must be earned within a certain period of time. For the Master of Arts in Theological Studies degree at Fuller, this period has been set at ten years. This includes all credit earned elsewhere and applied to the degree, as well as all credit earned at Fuller.

**Degree Requirements.** The faculty at Fuller has developed a flexible, unified curriculum for the Master of Arts in Theological Studies degree. A total of 80 units is required to earn the Master of Arts in Theological Studies degree.

- Shared Foundations (24 units)
- Degree Core (24 units)
- Electives (32 units). Students are strongly encouraged to complete a concentration with their elective units (see below).

### **Optional MTS Concentrations**

Students in the MTS may complete one of the below concentrations by using a combination of courses that fulfill the below-listed requirements. Concentrations are printed on a student's diploma as an addendum to the degree name, as listed below. Important note: course offerings listed below depend on faculty availability and sufficient student interest. Therefore, not all course options listed below are offered at the same frequency and may not be available in the student's preferred modality. Students wishing to complete a concentration should work with their academic advisor to plan how they will be able to complete their concentration. In some cases, and for some students, concentration completion may not be possible.

**MTS in Biblical Studies.** Students must complete eight classes (32 units) that fulfill the following in addition to degree requirements:

- Any Biblical Studies Elective
- Hebrew and Greek (choose three, with at least one from each language)
  - LG500 Hebrew Tools for Biblical Interpretation (4 units) or LG502A Beginning Hebrew (4 units) and LG502B Beginning Hebrew (4 units)
  - LG510 Greek Tools for Biblical Interpretation (4 units) or LG512A Beginning Greek A (4 units) and LG512B Beginning Greek B (4 units)

- English Text Book Study (choose one)
  - OT517 Old Testament Book Study (English Text)
  - NT517 New Testament Book Study (English Text)
- Original Language Book Study (choose one)
  - OT527 Old Testament Book Study (Hebrew Text)
  - NT527 New Testament Book Study (Greek Text)
- Two General Electives

***MTS in Ethics and Public Theology.*** Students must complete eight classes (32 units) that fulfill the following in addition to degree requirements:

- Five classes with an ET prefix
- TC500 Theology and Cultural Methods
- Two General Electives

***MTS in Mission and Culture.*** Students must complete eight classes (32 units) that fulfill the following in addition to degree requirements:

- MB524 Christian Anthropology from the Margins
- MB517 Methods, Models, and Tools for Social Change
- MB533 Social Analysis and Contextualization
- MB526 Anthropology and Global Engagement
- TC500 Theology and Culture
- TC511 Theology and Hip-Hop Culture
- MP519 Missional Engagement with Contemporary Culture
- MB518 Quantitative Research Methods
- MB560 Methods of Observing and Interpreting Culture
- Any MR or TH500
- Any MD or MN
- Any ML or MM
- Two Electives

***MTS in Theology and History.*** Students must complete eight classes (32 units) that fulfill the following in addition to degree requirements:

- History (choose two)
  - CH500 Early Church History
  - CH502 Medieval/Reformation History
  - CH504 Modern Church in a Global Context
- Theology (choose one)
  - ST505 Trinity, Revelation, and Salvation
  - ST506 Creation, Church, and Consummation
- Any class with a CH, ET, ST, or TH prefix
- Religions (choose one)
  - MR500 World Religions and Mission
  - TH550 World Religions in Christian Perspective

- TC500 Theology and Cultural Methods
- Two Electives

***MTS in Theology and the Arts.*** Students must complete eight classes (32 units) that fulfill the following in addition to degree requirements:

- Five classes with a TC prefix
- Theology (choose one)
  - ST505 Trinity, Revelation, and Salvation
  - ST506 Creation, Church, and Consummation
- Two Electives

***MTS in World Christianity.*** Students must complete eight classes (32 units) that fulfill the following in addition to degree requirements:

- Bible (choose one)
  - BI504 Bible and Mission
  - OT533 Jerusalem: The Bible and Ancient History
  - OT573 Theologies of Exile in the Old Testament
  - NT557 Slavery in the New Testament
  - OT550 Human Rights and the Old Testament
  - MT569 Reading the Bible Contextually
  - NT556 Jesus, the Church, & Violence
  - NT566 Critical Issues in the Study of Paul
- History (choose one)
  - MH506 The Making of Global Christianity
  - CH569 Early African and Asian Christianity
  - CH504 Modern Church in a Global Context
  - CH568 History of the African-American Religious Experience
  - CH517 Christian Spirituality
  - CH500 Early Church History
  - CH522 El Cristianismo en las Américas
- Cultural/Social Studies (choose one)
  - MB524 Christian Anthropology from the Margins
  - PM567 Cultural Theology, Epistemology, and Theological Praxis
  - MN520 Encountering the City
  - TH516 Ecclesiology: Church's Mission, Ministry, Worship
  - ST538 Ecclesiology: Current Trends Worldwide
  - MC500 Church and Mission in a Global Context
  - MT501 Doing Theology in Global Contexts
- Global Issues (choose one)
  - MD500 Globalization, the Poor, and Christian Mission
  - MD525 Poverty and Development
  - ET546 God and Globalization
  - PM537 Migration and Transnational Identities

- MD575 Childhood: Global Perspective
- MD530 Homelessness, Housing and Home in Global Context
- TS560 Global Context and Public Sphere
- ME513 Global Christian Worship
- MH536 Global Pentecostalism and Mission
- MD529 Power, Poverty, and the Kingdom of God
- Religions (choose one)
  - MR500 World Religions and Mission
  - MR547 World Religion in Art and Symbol
  - MR552 Muslim-Christian Encounter
  - TH550 World Religions in Christian Perspective
  - MR535 Christ and Confucius
  - MR520 Human Spirituality in Culture
  - MR578 Music, Peacebuilding, and Interfaith Dialogue
- Politics/Ethics (choose one)
  - ET517 Politics and the Global Church
  - ET552 Christian Discipleship in a Secular Society
  - ET520 Biblical and Practical Peacemaking
  - ET513 Perspectives on Social Ethics
  - TH517 Eschatology
  - MC544 The Persecuted Church: Theology, History, and Practice
  - ET522 Christian Ethical Traditions: Liberationist, Evangelical, and Emergent
- Two Electives
  - Suggested: Any alternative listed above *or* ET545, EV559, MH526, MH571, MO517, PH512, ST582, ST588, MD527, MH515, MH541, MN519, TM528, CH506, ST510, ST557, CH522, TH535, MM512, MT565, CH554, SP526

**MTS Student Handbook.** In addition to the information contained in the seminary academic catalog, essential policies, procedures, resources, and information concerning students in the program are contained in the MTS Student Handbook. Students are expected to comply with the policies in both the handbook and the academic catalog.

## Master of Arts in Justice and Advocacy

Fuller's MA in Justice and Advocacy (MJA) provides a formational education for those enacting God's call to "do justice, love mercy, and walk humbly with God" in their vocational contexts. Marked by Fuller's distinctive integration of theology, psychology, and missiology, this fully online master's program equips students with a comprehensive understanding of the pursuit of God's justice as an integral part of God's mission in the world, equipping them for impactful leadership in justice and advocacy work in diverse settings.

The 60-unit MJA provides the opportunity to develop a biblical, gospel-shaped moral imagination for social transformation in the student's own context. In this master's program, learn to recognize patterns of systemic injustice and practice applying distinctively Christian practical skills and strategies for justice and shalom. Combining robust academics and intentional spiritual formation, the MJA equips students with advanced knowledge in social science research, community organizing and development, and social transformation. At the same time, students are cultivated as faithful disciples and Christian leaders through biblical studies and spiritual disciplines that sustain a long-term commitment to God's justice.

Coursework covers subjects like biblical studies, Christian ethics, psychology, community development, and missiology. Elective courses allow for the exploration of areas for further study, including the ethics of justice, understanding change processes, social engagement, children and youth, and race, identity, and justice. A field placement component is required.

Students in the MJA program come with a shared desire to seek God's peace by transforming organizations, systems, and institutions in accordance with it. By interacting with faculty and other students committed to this pursuit, MJA participants will increase their capacities for doing justice in a variety of vocational settings, such as:

- Community organizer or community developer
- Nonprofit organization director or staff member
- Community pastor or lead staff member
- Faith-based organization director or staff member
- Professional with a desire to work toward justice
- Bivocational Christian leader
- Justice-oriented leader

***Program Learning Outcomes.*** Learning outcomes for the MJA include:

- Illustrate a Biblical, gospel-shaped moral imagination for social transformation and partnership with the spirit in the student's own context.
- Integrate personal and communal practices that sustain long-term commitment to God's justice.
- Demonstrate an ability to recognize patterns of systemic injustice within particular contexts.
- Integrate social analysis and compassionate action towards God's justice.
- Evaluate needs and opportunities for participatory witness to God's redemptive activity.
- Apply distinctively Christian practical skills and strategies for justice and shalom.

**MJA Admission Requirements.** General standards for admission to Fuller Theological Seminary may be found in the Admission Standards section of this catalog. In addition, to ensure the formation of cohorts with significant leadership and academic qualifications, admission to the MA in Justice and Advocacy program is competitively based upon the following minimum qualifications:

- active engagement in a significant role in an organization in justice and advocacy work;
- a reference form from someone in the field of justice and advocacy work;
- a one-page statement of purpose explaining why the applicant believes that the MJA program will benefit them and their ministry;
- a one-page resume of their justice and advocacy experience;
- Because this is a cohorted program, students may not program status change into the MJA without an approved application.

Due to the high level of interactivity required in Fuller Online classes for the Master of Arts in Justice and Advocacy, applicants for the program whose first language is not English must submit an official score on the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) Academic Format, the Duolingo English Test, or the TOEFL Essentials test. English language requirements for the MA in Justice and Advocacy may be found at <http://www.fuller.edu/admissions/apply/english-language-req.aspx>.

### **Application Requirements:**

- Application for Admission
  - Complete and submit the online Application for Admission
- Reference Forms - Within the Application for Admission, you will be prompted to list three references:
  - You must provide one (1) reference from a pastor or denominational leader AND two (2) references that are either academic or professional. One of the three references must be from someone in the field of justice and advocacy work.
- Essay Responses - Once you have completed the Application for Admission, you will be prompted to upload and submit your essay responses to the following questions into the application portal.
  - Religious Autobiography - Reflect on your past Christian experience, including the most significant spiritual event/influence in your life, the role of Christ in your religious experience, your involvement in Christian service, and your reason(s) for attending your church. (minimum 250 words; maximum 500 words)
  - Statement of Purpose - Why are you interested in Fuller Theological Seminary and this particular degree program? (minimum 250 words; maximum 500 words)

- Statement of Calling to the work of Justice and Advocacy - At this point in your Christian journey, how do you envision your calling to God's mission in the world, specifically in the work of justice and advocacy? (minimum 250 words; maximum 500 words)
- Resumé of Justice and Advocacy Experience - If applicable, provide a resumé listing your professional and volunteer experience of experience in justice and advocacy. Please provide the name of the organization, title of your position, a brief description of duties, and years of experience. At least one to three years of such experience is preferred for MJA applicants.
- Official Transcripts - Submit official transcripts from ALL postsecondary schools attended, including a transcript showing a bachelor's degree earned from an accredited institution, with a cumulative undergraduate grade point average of 2.7 or above.
  - *All transcripts are evaluated in determining admission to Fuller master's degree programs.*
  - If you do not currently hold an accredited bachelor's or master's degree or will not receive an accredited bachelor's or master's degree before the desired term of entry, you may be eligible to apply to the MJA program as a Special Student.
- Application Fee - A \$75 non-refundable application fee is required for applicants applying online. You may pay your application fee online with a U.S. credit card, PayPal, check, money order, or international bank transfer.
- English Language Requirements - If you are interested in taking any classes in English and your native language is not English, please see the Admissions Standards section of this catalog for more information.

**Online Learning.** The entire degree is provided in our online format. Students will, however, need to participate in a field placement. In the MJA program's Field Integration component, students have the opportunity to reflect deeply upon coursework and cohort experiences as they embody an approach to shalom in their own context, developing a dialogical practice that will inform their evolving work and commitment to justice and advocacy.

**Cohort Structure.** Students accepted into the program will progress through the core of the degree (48 units) together in a sequence of classes during Fall, Winter, and Spring quarters with the same cohort of students, led by dedicated faculty members. Studying in a cohort allows students to connect with others committed to a similar pursuit of justice, offering opportunities to exchange ideas, share resources, expand professional networks, and build relationships that last far beyond graduation

**Time Limits.** Most students can expect to complete the MJA degree in 2 years through online courses. For the MJA at Fuller, this period has been set at ten years. This includes all credit earned elsewhere and applied to the degree, as well as all credit earned at Fuller.

**Residence Requirements and Transfer Credit.** In order to preserve the cohort experience for all students, no more than 28 units may be transferred into the MJA. These can include classes to fulfill:

- the 4-unit Advanced Bible Elective,
- 12 units of Electives in Suggested Areas for Further Study, and/or
- up to 12 units of cohorted classes in the program.

Previously completed classes that students wish to transfer into the program should be declared at the time of application for admission. After that point, students should carefully discuss any other transfer credit plans with their advisor.

### **Curriculum**

- Stage I Foundations for Formation (24 units)
- Stage II Holistic Formation for Justice (20 units)
- Stage III Directed Formation (16 units)

**MJA Student Handbook.** In addition to the information contained in the seminary academic catalog, essential policies, procedures, resources, and information concerning students in the program are contained in the MJA Student Handbook. Students are expected to comply with the policies in both the handbook and the academic catalog.

## **Master of Arts in Theology and Ministry (English)**

The mission of the Master of Arts in Theology and Ministry (MATM) is to form agile Christian leaders who participate in God's active work through specialized ministry in church, campus, and parachurch settings by providing focused education on theological and missional leadership that engages Scripture and other Christian and cultural resources for the thriving of the church and society. This professional degree integrates theological reflection and practical skills for specific ministry tasks and is designed for those whose ministry calls them to lead worshiping communities but does not require the MDiv or ordination to Word and Sacrament in their vocations.

**Learning Outcomes.** In accordance with our commitment to provide the highest level of educational effectiveness possible through a healthy culture of assessment and in alignment with the Fuller Institutional Student Learning Outcomes, this program offers the following outcomes. Graduates will be able to:

- understand the nature and purpose of Christian ministry, including their calling and role in God’s mission.
- responsibly engage in biblical interpretation, theological reflection, and teaching for Christian ministry.
- demonstrate capacities for leadership in diverse cultural ministry contexts for transformational discipleship, mission, ministry, and worship leadership.

**Admission Requirements.** General standards for admission to Fuller Seminary may be found in the Admissions section of this catalog. To be admitted to the MA in Theology and Ministry program, applicants must have been awarded either a bachelor’s or master’s degree from an accredited institution before the starting date of the desired quarter of entry. Regular admission requires at least a 2.7 cumulative grade point average in all undergraduate work; students with a lower GPA may be considered for conditional admission. Applicants without an accredited bachelor’s degree must meet special requirements and will be considered for conditional admission on an individual basis. Students admitted conditionally are subject to certain limitations during their first 12 units of coursework at Fuller.

### **Application Requirements:**

- Application for Admission
  - Complete and submit the online Application for Admission
- Reference Forms

Within the Application for Admission, you will be prompted to list three references:

  - You must provide one (1) reference from a pastor or denominational leader AND two (2) references that are either academic or professional.
- Essay Responses

Once you have completed the Application for Admission, you will be prompted to upload and submit your essay responses to the following questions into the application portal. *(If you are bilingual in English and Spanish and wish to take coursework in both languages, you will be required to submit some of the required essays in Spanish as well as English.)*

  - Religious Autobiography

Reflect on your past Christian experience, including the most significant spiritual event/influence in your life, the role of Christ in your religious experience, your involvement in Christian service, and your reason(s) for attending your church. (minimum 250 words; maximum 500 words)

- Statement of Purpose  
Why are you interested in Fuller Theological Seminary and this particular degree program? (minimum 250 words; maximum 500 words)
- Statement of Calling  
At this point in your Christian journey, how do you envision your calling to God's mission in the world? (minimum 250 words; maximum 500 words)
- Official Transcripts
  - Submit official transcripts from ALL post-secondary schools attended, including a transcript showing a bachelor's degree earned from an accredited institution, with a cumulative undergraduate grade point average of 2.7 or above.
    - *All transcripts are evaluated in determining admission to Fuller master's degree programs.*
    - *If you do not currently hold an accredited bachelor's or master's degree or will not receive an accredited bachelor's or master's degree before the desired term of entry, you may be eligible to apply to the MATM as a Special Student.*
- Application Fee
  - A \$75 non-refundable application fee is required for applicants applying online. You may pay your application fee online with a U.S. credit card, PayPal, check, money order, or international bank transfer.
- English Language Requirements
  - If you are interested in taking *any* classes in English and your native language is not English, please see the Admission Standards section of this catalog for more information.

***Residence Requirements and Transfer Credit.*** A minimum of 27 quarter units must be earned at Fuller Seminary. Requests for transfer of credit for approved graduate studies done at an institution accredited by The Association of Theological Schools or a recognized regional or international accrediting agency will be evaluated on an individual basis by the Academic Advising Office. This may include a maximum of 24 quarter hours of graduate theological and biblical studies. Non-theological studies are normally not considered for transfer credit.

***Distance Learning.*** The MA in Theology and Ministry in English may be completed entirely online, or with a combination of campus-based and online coursework. The MATM in Spanish must be completed entirely online.

***Time Limit for Completion of Degrees.*** In order to ensure that a degree, when granted, represents education that is current and reasonably focused (not acquired a little at a time over an unreasonably long period), all credit applied to the degree must be earned within a certain period of time. For the Master of Arts in Theology and Ministry degree at Fuller,

this period has been set at ten years. This includes all credit earned elsewhere and applied to the degree, as well as all credit earned at Fuller.

***Degree Requirements.*** The faculty at Fuller has developed a flexible, unified curriculum for the Master of Arts in Theology and Ministry degree. A total of 54 units is required to earn the Master of Arts in Theology and Ministry degree. The degree requirements can be completed in two years of full-time study, although many elect to remain in their current context and earn the degree over an extended period of time through part-time study.

- Shared Foundations (20 units)
- MATM Degree Core (24 units)
- Apprenticeship (2 units)
- Electives (8 units)

***Optional MATM In-Service Pathway.*** The In-Service Pathway allows MATM students serving in ministry at least 20 hours per week to earn credit through Apprenticeship courses toward their General Electives requirements. Each Apprenticeship course is enhanced by FULLER Equip modules, and Apprenticeship group leaders guide thoughtful and theological reflections so students have the chance to share what they are learning with other ministry leaders in the program. Students can earn up to 8 quarter Elective units through two Apprenticeship courses (one per quarter).

***MATM Student Handbook.*** In addition to the information contained in the seminary academic catalog, essential policies, procedures, resources, and information concerning students in the program are contained in the MATM Student Handbook. Students are expected to comply with the policies in both the handbook and the academic catalog.

## Master of Arts in Theology and Ministry (Spanish)

The mission of the Master of Arts in Theology and Ministry in Spanish (Maestría de

Artes en Teología y Ministerio en Español; MATME) is to equip spiritually grounded and culturally aware Latino/a leaders who can effectively participate in God's redemptive work within diverse ministry settings—particularly in Latino churches, communities, and outreach contexts. This program offers specialized theological and missional training that draws deeply from Scripture, Latino/a Christian contexts, and cultural resources to empower the flourishing of Latino congregations and the broader society. Designed for those called to lead worshiping communities—whether in churches, campus ministries, or community-based ministries—this professional degree integrates contextual theological reflection with practical ministry skills. It serves individuals whose vocation does not require a Master of Divinity or ordination to Word and Sacrament but who seek to lead faithfully and effectively in Latino ministry contexts.

**Learning Outcomes.** In line with our commitment to educational excellence and a strong culture of continuous assessment—and grounded in Fuller's Institutional Student Learning Outcomes—this program is intentionally designed to support and strengthen ministry within Latino communities. The following outcomes reflect our dedication to equipping Latino/a leaders with the theological depth, cultural awareness, and practical skills necessary for impactful and transformative ministry. Graduates will be able to:

- demonstrate competence in the practice of biblical interpretation for faithful use of Scripture in their own lives and ministries.
- demonstrate capacities for historically informed theological and ethical reflection.
- demonstrate capacities to cultivate a theologically reflective practice of Christian discipleship in collaboration with others.
- demonstrate academic capacities for being theologically reflective practitioners for Christian ministries.
- demonstrate a sensitivity to as well as capacities to engage diverse cultural, interdisciplinary, interdenominational, and interfaith contexts, including throughout the Spanish-speaking world and in accurate response to all its particular challenges, for transformational discipleship, mission and ministry. This will include the awareness of the work of the Holy Spirit in the mission of God and the capacity to discern the movement of the Spirit in their context and community.
- demonstrate that they have been spiritually formed for incarnational ministry and are equipped to form incarnational Christian communities.

**Admission Requirements.** General standards for admission to Fuller Seminary may be found in the Admissions section of this catalog. To be admitted to the MA in Theology and Ministry in Spanish program, applicants must have been awarded either a bachelor's or master's degree from an accredited institution before the starting date of the desired quarter of entry. Regular admission requires at least a 2.7 cumulative grade point average in all undergraduate work; students with a lower GPA may be considered for conditional admission. Applicants without an accredited bachelor's degree must meet special requirements and will be considered for conditional admission on an individual basis.

Students admitted conditionally are subject to certain limitations during their first 12 units of coursework at Fuller.

### **Application Requirements:**

- Application for Admission
  - Complete and submit the online Application for Admission
- Reference Forms

Within the Application for Admission, you will be prompted to list three references:

  - You must provide one (1) reference from a pastor or denominational leader AND two (2) references that are either academic or professional.
- Essay Responses

Once you have completed the Application for Admission, you will be prompted to upload and submit your essay responses to the following questions into the application portal. *(If you are bilingual in English and Spanish and wish to take coursework in both languages, you will be required to submit some of the required essays in Spanish as well as English.)*

  - Religious Autobiography

Reflect on your past Christian experience, including the most significant spiritual event/influence in your life, the role of Christ in your religious experience, your involvement in Christian service, and your reason(s) for attending your church. (minimum 250 words; maximum 500 words)
  - Statement of Purpose

Why are you interested in Fuller Theological Seminary and this particular degree program? (minimum 250 words; maximum 500 words)
  - Statement of Calling

At this point in your Christian journey, how do you envision your calling to God's mission in the world? (minimum 250 words; maximum 500 words)
- Official Transcripts
  - Submit official transcripts from ALL post-secondary schools attended, including a transcript showing a bachelor's degree earned from an accredited institution, with a cumulative undergraduate grade point average of 2.7 or above.
    - *All transcripts are evaluated in determining admission to Fuller master's degree programs.*
    - *If you do not currently hold an accredited bachelor's or master's degree or will not receive an accredited bachelor's or master's degree before the desired term of entry, you may be eligible to apply to the MATM as a Special Student.*
- Application Fee
  - A \$75 non-refundable application fee is required for applicants applying online. You may pay your application fee online with a U.S. credit card, PayPal, check, money order, or international bank transfer.

- Language Requirements
  - The MATME program is completely taught in Spanish; as a result, students are not required to have a specific level of proficiency in the English language. However, if MATME students choose to continue on to Fuller's bilingual MDiv program, they will need to pass an English proficiency exam.

**Residence Requirements and Transfer Credit.** The MATME operates on a cohort model and does not permit students to bring in transfer credits from other institutions.

**Distance Learning.** The MATME must be completed entirely online. The online classes include two modalities. Most will be synchronous courses in which students will be required to participate in weekly live instruction and interaction. However, there will also be some asynchronous courses in which students are not required to attend weekly live classes.

**Time Limit for Completion of Degrees.** In order to ensure that a degree, when granted, represents education that is current and reasonably focused (not acquired a little at a time over an unreasonably long period), all credit applied to the degree must be earned within a certain period of time. For the MATME degree at Fuller, this period has been set at ten years. This includes all credit earned elsewhere and applied to the degree, as well as all credit earned at Fuller.

**Degree Requirements.** The faculty at Fuller has developed a flexible, unified curriculum for the MATME degree. A total of 54 units is required to earn the MATME degree. The degree requirements can be completed in two years of full-time study.

- Shared Foundations (24 units)
- MATM Degree Core (28 units)
- Culmination Course (2 units)

**MATME Student Handbook.** In addition to the information contained in the seminary academic catalog, essential policies, procedures, resources, and information concerning students in the program are contained in the MATME Student Handbook. Students are expected to comply with the policies in both the handbook and the academic catalog.

## Master of Arts in Ministry Leadership

Fuller's MA in Ministry Leadership (MAML) program is a partnership program with Young Life (YL) that leverages the required co-curricular activities of YL alongside the richness of Fuller's course offerings. This degree program allows coursework to be completed either fully online or with a combination of on-campus, online, and YL course offerings because its goal is to partner with YL to offer strong educational support to staff who remain embedded in their ministry contexts. At least half of the required courses must be taken

through Fuller directly, while half can be taken through YL or transferred in from another institution.

**Learning Outcomes.** In accordance with our commitment to provide the highest level of educational effectiveness possible through a healthy culture of assessment and in alignment with the Fuller Institutional Student Learning Outcomes, this program offers the following outcomes.

- Students will demonstrate the ability to interpret Scripture in light of its ancient and current cultural contexts for its faithful use in their lives and ministries.
- Students will have demonstrated capacities for interpreting contemporary cultural contexts in dialogue with the historical traditions of Christian theology and ethics.
- Students will demonstrate the capacity for theologically informed leadership of Christian ministries of mission and discipleship.

**Admission Requirements.** Because of the key role of the co-curricular training activities required for Young Life staff in this degree, admissions to this degree program is limited to Young Life field staff. These co-curricular training activities are completed in the first two years of a Young Life staff person's employment and include training in proclamation; Biblical views of money, stewardship, and fundraising; discipleship; counselor training; programming execution; and theology of ministry, sacraments, and ceremonies.

General standards for admission to Fuller Theological Seminary may be found in the Admission Standards section of this catalog. To be admitted to the Master of Arts in Ministry Leadership program, applicants must have been awarded either a bachelor's or master's degree from an accredited institution before the starting date of the desired quarter of entry. Regular admission requires at least a 2.7 cumulative grade point average in all undergraduate work; students with a lower GPA may be considered for conditional admission. Students admitted conditionally are subject to certain limitations during their first 40 units of coursework at Fuller.

### **Application Requirements:**

- Applicants must be on Young Life Field Staff
- Application for Admission
  - Complete and submit the online Application for Admission
- Reference Forms
  - Within the Application for Admission, you will be prompted to list three references:
    - You must provide one (1) reference from a pastor or denominational leader.
    - Essay Responses
      - Once you have completed the Application for Admission, you will be prompted to upload and submit your essay responses to the following questions into the application portal.

- Religious Autobiography  
Reflect on your past Christian experience, including the most significant spiritual event/influence in your life, the role of Christ in your religious experience, your involvement in Christian service, and your reason(s) for attending your church. (minimum 250 words; maximum 500 words)
- Statement of Purpose  
Why are you interested in Fuller Theological Seminary and this particular degree program? (minimum 250 words; maximum 500 words)
- Statement of Calling  
At this point in your Christian journey, how do you envision your calling to God's mission in the world? (minimum 250 words; maximum 500 words)
- Official Transcripts
  - Submit official transcripts from ALL post-secondary schools attended, including a transcript showing a bachelor's degree earned from an accredited institution, with a cumulative undergraduate grade point average of 2.7 or above.
    - *All transcripts are evaluated to determine admission to Fuller master's degree programs.*
    - *If you do not currently hold an accredited bachelor's or master's degree or will not receive an accredited bachelor's or master's degree before the desired term of entry, you may be eligible to apply to the MAML as a Special Student.*
- Application Fee
  - The application fee is waived for the MAML.
- English Language Requirements
  - If you are interested in taking *any* classes in English and your native language is not English, please see the Admission Standards section of this catalog for more information.

**Residence Requirements and Transfer Credit.** A minimum of 24 quarter units toward the MAML must be earned at Fuller Seminary. Young Life is approved as a transfer-credit-granting institution for the Staff Associate courses (YF501 New Staff Training, FE561 Leadership One, FE562 Leadership Two, NT500 New Testament Introduction, YF523 Youth Minister as Person, and YF502 Area and Ministry Director School). Students may also request a review of courses taken at other Young Life partner institutions, including graduate-level courses in theological and biblical studies, per Fuller's standard transfer credit policies. All requests will be evaluated on an individual basis by the Academic Advising Office.

**Distance Learning.** A Master of Arts in Ministry Leadership program may be completed entirely online or with any combination of online, campus, and YL coursework, so long as at least half is taken through Fuller Seminary.

**Time Limit for Completion of Degrees.** In order to ensure that a degree, when granted, represents education that is current and reasonably focused (not acquired a little at a time over an unreasonably long period), all credit applied to the degree must be earned within a certain period of time. For the Master of Arts in Ministry Leadership degree at Fuller, this period has been set at ten years. This includes all credit earned elsewhere and applied to the degree, as well as all credit earned at Fuller.

**Degree Requirements.** The faculty at Fuller has developed a flexible, unified curriculum for the Master of Arts in Ministry Leadership degree. A total of 48 units is required to earn the Master of Arts in Ministry Leadership degree. The degree requirements can be completed in one year of full-time study online, although most will do two classes a year incorporating at least one YL Training requirement each year for the first 4 years.

- Bible (16 units)
- Theologizing (12 units)
- Ministry (20 units)

## Certificate of Christian Studies

The Certificate of Christian Studies offers students an opportunity to complete a personalized, short-term non-degree program to meet a wide range of goals, from training for a specific church or parachurch ministry to personal and spiritual enrichment. It can be designed as a focused course of study or a sampling of master's-level courses. By enrolling in convenient daytime or evening courses at any Fuller location, in any of the courses available online, or any combination of these, students pursuing the certificate can gain an introduction to theological, biblical, or missiological basics at the graduate level. The program may help students assess the possibility of pursuing a seminary degree.

All courses earned toward an SMT certificate can be credited toward a master's degree program upon later admission to that program (if appropriate to the curriculum). Students in an SMT master's program do not receive the certificate as part of their regular degree progress. However, master's students who are no longer in a position to complete their program due to extenuating circumstances may petition the Master's Program Committee (MPC) to change to a Certificate of Christian Studies.

### Application Requirements:

- Application for Admission
  - Complete and submit the Application for Admission
  - Check out our "Tips for Completing Your Application"

- Reference Forms
 

Within the Application for Admission, you will be prompted to list one (1) reference from a pastor or denominational leader.
- Essay Responses
 

Once you have completed the Application for Admission, you will be prompted to upload and submit your essay responses to the following questions into the application portal.

  - Religious Autobiography
 

Reflect on your past Christian experience, including the most significant spiritual event/influence in your life, the role of Christ in your religious experience, your involvement in Christian service, and your reason(s) for attending your church. (minimum 250 words; maximum 500 words)
  - Statement of Purpose
 

Why are you interested in Fuller Theological Seminary and this particular program? (minimum 250 words; maximum 500 words)
  - Statement of Calling (Certificate of Christian Studies applicants only)
 

At this point in your Christian journey, how do you envision your calling to God's mission in the world? (minimum 250 words; maximum 500 words)
- Official Transcripts
  - Submit an official transcript showing a bachelor's degree earned from an accredited institution, with a cumulative undergraduate grade point average of 2.7 or above.
    - *Additional transcripts may be requested if a large amount of coursework was transferred.*
    - *If you do not currently hold an accredited bachelor's or master's degree or will not receive an accredited bachelor's or master's degree before the desired term of entry, you may be eligible to apply as a Special Student.*
- Application Fee
  - A \$25 non-refundable application fee is required for applicants applying online. You may pay your application fee online with a U.S. credit card, PayPal, check, money order, or international bank transfer.
- English Language Requirements
  - If you are interested in taking *any* classes in English and your native language is not English, visit <https://www.fuller.edu/admissions/requirements-and-deadlines/english-language-requirements/> for English language requirements. For more information, please see the Admissions Standards section of this catalog.
- Certificate in Church Planting applicants only
  - Applicants must either be actively engaged in or intending to engage in church planting.

**Curriculum.** The Certificate of Christian Studies requires the completion of six master's-level courses (24 units). All work must be completed at Fuller; no transfer credit is

accepted toward the certificate. At least 16 units must be taken in the School of Mission and Theology to earn the certificate from that school. All work for the certificate must be completed within three years.

## Certificate in Church Planting

The Certificate in Church Planting provides students with (1) a deeper theological understanding of the issues involved in church planting, (2) a broader perspective and exposure to the resources, models, and strategies available for church planting, and (3) a focus on the spiritual formation of the planter that serves as the center and foundation of their mission and ministry. The six-course program is structured so that students can remain in their church planting ministries while they study. Certificate classes will be taught primarily online by faculty members and practitioners who can provide support and mentorship through the duration of the program. For students who wish to later expand their study, courses from the certificate program can be credited toward a master's degree program in Fuller's School of Mission and Theology. All work for the certificate must be completed within a three-year period.

### Curriculum (24 units)

- Required Core Courses (16 units)
- Electives (8 units)

## Doctor of Global Leadership (English)

The Doctor of Global Leadership program specifically equips leaders to integrate theory and practical research to develop an applied research dissertation which includes an individually-tailored action plan to effect change in their service context. Guided by experienced School of Mission and Theology faculty and studying with a consistent cohort of peers who encourage, sharpen, and support one another, students grow holistically as missional leaders and change agents.

This cohort-based doctoral program is designed for leaders with three or more years of mission or ministry experience who desire:

- To develop ministry effectiveness without leaving their service context
- To affect concrete change in their context
- To grow holistically as a leader

**Admission Requirements.** Admission requirements for the Doctor of Global Leadership program in the School of Mission and Theology are:

- Minimum GPA requirement is 3.00 GPA on a 4.00 scale.
- Qualifying degrees:

- An MDiv degree from an accredited institution qualifies for the DGL program without any additional coursework.
- Applicants applying to the Redemptive Imagination in the Marketplace cohort must hold a professional master's degree (including the JD, MBA, etc.) from an accredited institution. Applicants who fulfill this requirement qualify directly to the program without a theological master's degree or any additional theological/missiological coursework.
- A 2-year theological/missiological master's degree from an accredited institution (equivalent to Fuller's MAT/M or MAGL) qualifies for the DGL without any additional coursework.
- Theological master's degrees shorter than 72 quarter units will require a transcript evaluation. The applicant may need to take additional theology/missiology courses to qualify for the DGL degree (24-36 quarter units). These classes must be taken before an admissions decision can be made on the application.
- Graduate transcripts should include a balance of theology and missiology coursework totaling a minimum of 36 quarter units and include the following minimum prerequisite coursework:
  - Theology: 12 quarter units (9 semester credit-hours).
  - Missiology: 12 quarter units (9 semester credit-hours).
  - The remaining 12 quarter graduate-level units (9 semester credit-hours) may be in missiology, theology, *and/or in fields related to the area of program focus.*
- Non-theological master's degrees that are relevant to the applicant's respective ministry fields will need to take between 6-9 graduate-level classes (24-36 quarter units) in theology/missiology prior to submitting an application to qualify for the DGL program.
  - Theology: 12 quarter graduate-level units (9 semester credit-hours).
  - Missiology: 12 quarter graduate-level units (9 semester credit-hours).
  - The remaining 12 quarter graduate-level units (9 semester credit-hours) may be in missiology, theology, *and/or in fields related to the area of program focus.*
- Missiology and Ministry experience: a minimum of three (3) years of demonstrated ministry experience of a missiological nature are required for applicants to the General DGL cohorts. Applicants to the Redemptive Imagination in the Marketplace are required to demonstrate at least three years of relevant professional experience in the marketplace.
- Three References: including a pastoral reference and an academic reference.
- Written Statements: 1) Religious Autobiography, 2) Statement of Experience, 3) 500-word Focus Statement, 4) Writing Sample (15-30 pages in length)
- Language Exam: Applicants for whom English is not a first language, a TOEFL, IELTS, or Duolingo exam is required.
- The GRE Exam is not required.

- Completed and signed Application for Admission, including an application fee of \$75.

**Student Learning Outcomes.** In accordance with our commitment to provide the highest level of educational effectiveness possible through a healthy culture of assessment, and in alignment with the Fuller Institutional Student Learning Outcomes, this program offers the following Learning Outcomes:

- Graduates will demonstrate abilities to integrate missiological disciplines as related to the subject areas of their research.
- Graduates will demonstrate sensitivity to contextual diversity in its myriad forms as they engage in missiological research in their unique settings.
- Graduates will demonstrate abilities to analyze and evaluate their organizations, ministries, or churches in order to catalyze change in their spheres of endeavor.
- Graduates will demonstrate abilities to apply research and missiological reflections to specific situations in their ministry contexts.
- Graduates will participate in communities of practice that embody spiritual formation in both its personal and communal dimensions.

**Curriculum.** The Doctor of Global Leadership degree is a four-year program consisting of four annual 9-month modules for a total of 54 units (14 units per year the first three years, and 12 units the fourth year). Throughout the program, students integrate missiological and theological principles with real-world challenges in their ministry or professional contexts. This process leads to the development of a research-driven, practically applied dissertation, culminating in a comprehensive action plan designed to effect meaningful change.

The overall layout of the program is as follows:

Module 1: 14 units

- MB769 Research Methods - 4 quarter units
- MI770 Missiological Foundations - 4 quarter units
- MI771 Missiological Foundations and Research Applied - 6 quarter units

Module 2: 14 units

- MB774 Studying Contexts - 4 quarter units
- MB773 Issues of Context - 4 quarter units
- MB775 Contextual Analysis Applied - 6 quarter units

Module 3: 14 units

- ML777 Change Dynamics - 4 quarter units
- ML776 Leadership Change - 4 quarter units
- ML778 Leadership and Change Dynamics Applied - 6 quarter units

Module 4: 12 units

- MI772: Missiological Integration - 4 quarter units
- ML790A: Dissertation Writing - 4 quarter units
- ML790B: Dissertation Writing - 4 quarter units

Each of the first three modules is structured as a series of three consecutive courses. Each module occurs within a 9-month period of time and may revolve around a one-week intensive and/or weekly zoom calls. Modules include reading, online interaction, and assignments with online connection and peer interaction. Each cohort comprises approximately 10 to 12 participants, with 1-2 dedicated faculty facilitating the modules and mentoring the cohort. Each module is designed to be completed within 9-months, with students journeying with their cohort through each of the four modules and the dissertation.

**Program Distinctives.** The DGL program offers students:

- An individually tailored program so that research is customized to accomplish change in their specific context
- A collaborative, missional learning community of faculty and peers to help stretch, support and sharpen one another
- An opportunity for holistic formation, to grow as a leader academically, personally, socially, and spiritually
- An accessible format of online study, so that practitioners can continue in their context of service

**Transfer Credit.** Transfer credit is not accepted for the DGL program at Fuller Seminary.

**Grades.** The grade range for the DGL program is A, A-, B+, B, and B-, and F. The lowest grade one can receive to pass a course is B-. A grade of C or lower is considered a failing grade, and those units will not count toward the completion of the degree. One grade of B- or lower will result in academic probation; two grades of B- or lower will result in review for dismissal from the program. For the DGL, only courses with a minimum GPA of 3.00 (B) may be counted toward graduation (with the exception of one B- for DGL students unless additional approval for a grade B- or lower has been given by Core Faculty).

**Time Limits.** Students must complete the DGL degree within six years of matriculation, though the program is designed to be completed in 4 years. Students may continue until they have either completed their dissertation or have reached their 6-year limit, whichever occurs first.

### **Specialized Cohort - Doctor of Global Leadership Marketplace**

The Doctor of Global Leadership Marketplace program is unique within the DGL program for those with a non-theological/missiological terminal master's degree who see their vocation as ministry. This cohort gives theological frameworks and develops practices for

professionals who seek to integrate their work and faith, and to lead from a faith perspective. This degree is designed for the professional, educated in a variety of fields, who is using that professional education to serve in a wide range of vocational arenas. This cohort will also benefit those who serve as Executive Pastors.

This program will enable students to integrate their professional specialization with their faith perspectives. This degree will give them advanced capacity to theologically reflect on their work in light of their cognate discipline and area of work. This program, with its emphasis on leadership, will form students spiritually and ethically so that they might engage in their work well.

## Doctor of Global Leadership (Korean)

The School of Mission and Theology offers a specialized Doctor of Global Leadership program for Korean-American, Korean ministers, and believers based on instruction in the Korean language.

The Korean DGL program aims at equipping leaders to competently integrate theory and praxis within the twenty-first-century context of globalization. It also aims at educating mission leaders through an in-depth study so that they can be expert practitioners of the cross-cultural and Marketplace ministry. The program has two tracks: the Missiology Track and the Marketplace Track. The KDGL Missiology Track equips missional leaders of churches or mission organizations in particular contexts to lead biblical transformation. The KDGL Marketplace Track equips missional leaders who work for the community, NGO, mission agencies, the commercial world, and society to lead biblical transformation.

***Student Learning Outcomes.*** In accordance with our commitment to provide the highest level of educational effectiveness possible through a healthy culture of assessment, and in alignment with the Fuller Institutional Student Learning Outcomes, this program offers the following Learning Outcomes:

- Graduates will demonstrate abilities to integrate missiological disciplines and global concerns as related to the subject areas of their research.
- Graduates will demonstrate sensitivity to global issues and contextual diversity in its myriad forms as they engage in missiological research in their unique settings.
- Graduates will demonstrate abilities to analyze and evaluate their organizations, ministries, or churches in light of emerging global trends in order to lead and catalyze change in their spheres of endeavor.
- Graduates will demonstrate abilities to apply research and missiological reflection to specific situations in their ministry contexts.
- Graduates will participate in communities of practice that embody spiritual formation in both its personal and communal dimensions.

## ***Admission Requirements.***

All Korean DGL applicants must have:

- Complete an Application for Admission, which includes a Religious Biography, a track specific Research Proposal describing ministry experience as related to the proposed DGL project, and a Focus Statement describing the issue or opportunity arising within the applicant's context of ministry that they seek to address through the DGL program.
- Demonstrate minimum of three (3) years of missiological work experience.
- Show evidence of personal maturity as communicated through three references, including two academic/professional reference and one pastoral/ministry reference
- Submit a writing sample in Korean (first-generation Korean-American may submit in a foreign language, based on the availability of a committee member who can interpret the submission) that is 40 pages in length (For the Marketplace Track, if writing sample is not available, submit two book reviews of selected books) and demonstrates graduate-level writing competence, using appropriate citations and bibliography; the ability to sustain an argument or discussion, critique relevant literature, and suggest conclusions; and the ability to reflect on the missiological and theological relevance of the chosen topic.

Additional Requirements for KDGL Missiology Track Only:

- Submit official transcripts of all postsecondary schools attended, showing a master's degree from an accredited institution with a grade point average of 3.0/4.0 or higher. (both undergraduate and graduate coursework).
- Applicants with an earned MDiv degree or 2-year theological/missiological Master's degree (equivalent to Fuller's MAT/M or MAGL) will not be required to take any additional coursework.
- Graduate transcripts should include a balance of theology and missiology coursework totaling a minimum of 36 quarter units (27 semester credit hours) including the following minimum prerequisite coursework:
- Theology: 12 quarter units (9 semester credits). *Note that 8 of the 12 quarter units may be taken at the undergraduate level.*
- Missiology: 12 quarter units (9 semester credits).
- The remaining 12 quarter graduate-level units may be in missiology and/or theology and/or in fields related to the area of program focus (subject to the Admission Committee's discretion)
- Applicants who hold an accredited theological master's degree but do not meet the above prerequisite coursework requirements will need to do equivalency work before applying.

Additional Requirements for KDGL Marketplace Track Only:

- Submit official transcripts of all postsecondary schools attended, showing a master's degree from an accredited institution with a grade point average of 3.0/4.0 or higher. (both undergraduate and graduate coursework).
- Must have a terminal masters or doctoral degree in a professional field (such as, but not limited to MFA, MSW, MBA, MEd, JD, DDS, MD)
  - No prior theological or missiological education is assumed. Key theological and missiological competencies are built into each year of the cohort.
- Candidates will be required to prove in their written statement that they have worked in the professional field.
- Candidates will also be required to prove in their written statement that the degree and major ministry career are consistent and have a missional plan and its fruit.

**Curriculum.** KDGL students journey through their program with a cohort of peers and mentors to form a peer learning community. The KDGL program operates as a fully online degree. The cohort gathers together virtually and the seminar courses utilize an online live learning format.

All courses are at the 700-level. Students must complete 54 units in order to complete the KDGL degree. On average, the KDGL degree takes three to six years to complete. At the end of the program students will have produced a 150-200 page Contextually Applied Research Dissertation (CARD) that represents research, reflection, and response to make an impact on significant issues in the student's ministry context.

#### Stage 1 Introduction (6 Units)

- KM 700 Orientation to DGL Program (2 Units)
- KM 701 Research Design (4 Units)

#### Stage 2 Intercultural Foundation (16 Units)

- KM 710 Theology of Mission (4 Units)
- KM 711 Public Engagement of Theology in Mission and Marketplace (4 Units)
- KM 712 Socio-cultural Analysis for the Contextualization in Mission and Marketplace (4 Units)
- KM 713 Global Leadership for Korean Christianity (4 Units)

#### Stage 3 Literature Review (8 Units)

- KM 702 Literature Review Seminar (4 Units)
- KM 703 Literature Review Tutorial (4 Units)

#### Stage 4 Contextual Analysis and Change Dynamics (16 Units)

- KM 704 Mixed Research Methodology (4 Units)
- KM 705 Mixed Research Methodology Tutorial (4 Units)
- KM 706 Strategic Application Seminar (4 Units)
- KM 707 Strategic Application Tutorial (4 Units)

Stage 5 Dissertation (8 Units)

- KM 708 Integration Seminar (4 Units)
- KM 790 Dissertation (4 Units)

**Transfer Credit.** Students and Graduates of Fuller's DMinGM, KMin, English DMin, and PhD programs may transfer a maximum of 16 units. Transfer credit for students and graduates of other DMin programs is determined by program faculty on a case-by-case basis.

## Doctor of Ministry (English)

The Fuller Doctor of Ministry (DMin) degree program is a learning community encouraging and equipping leaders for mission and ministry in changing times. It is a professional degree granted by the School of Mission and Theology. The DMin degree is designed to serve the needs and ministry goals of pastors, missionaries, mission executives, church leaders, and other ministry leaders. The DMin program is a distance-learning program, ensuring that students are able to remain active in their ministry while they complete the components of the degree.

The program of study combines rigorous, theological reflection with theoretical and tested ministry models, applied to the student's ministry context. Courses are taught by experienced professors with proven expertise in developing and sustaining a continually growing ministry. The classroom becomes a learning community where students come to share as well as to learn. The program is cohorted and designed to be completed in three years.

**Program Learning Outcomes.** In accordance with our commitment to provide the highest level of educational effectiveness possible through a healthy culture of assessment, and in alignment with the Fuller Institutional Student Learning Outcomes, this program offers the following Learning Outcomes:

- Graduates will demonstrate an advanced understanding of the nature and purposes of ministry.
- Graduates will have demonstrated competencies for a theological, contextual, and ethically reflective practice of ministry.
- Graduates will demonstrate skills for the practice of the ministerial vocation in their specific contexts.
- Graduates will demonstrate capacities to cultivate a theologically reflective practice of spiritual formation and discipleship.

**Admission Requirements.** General standards for admission to Fuller Theological Seminary may be found in the Admission Standards section of this catalog. Admission to the Doctor of Ministry program at Fuller Seminary requires:

- Minimum GPA requirement is 3.00 GPA on a 4.00 scale.
- Qualifying degrees:
  - An MDiv degree from an accredited institution qualifies for the DMin program without any additional coursework.
  - Applicants holding a *non-MDiv theological* master's degree must demonstrate graduate level courses in the following areas: three (3) biblical studies (including one OT and one NT), one theology, one Church history, and one Christian ethics. These applicants must also submit a 2-page (500-word) response to a provided case study prompt relating to a hypothetical ministry challenge.
  - Non-theological master's degrees that are relevant to the applicant's respective ministry fields will need to take between 1-6 graduate-level classes (4-24 quarter units) in the following areas prior to submitting an application to qualify for the DMin program.
    - Old Testament
    - New Testament
    - Biblical Studies
    - Theology or Systematics
    - Church History
    - Ethics Course
- Ministry experience: a minimum of three years of demonstrated ministry experience (or five years for those without a theological MA degree) are required for applicants to the DMin.
- Three References: including a pastoral reference and an academic reference.
- Written Statements: 1) Religious Autobiography, 2) 500-word Focus Statement, 3) Writing Sample (15-30 pages in length)
  - Students who do not have a MDiv degree must submit an additional case study and theology of ministry – contact your admission advisor for details.
- Applicants for whom English is not a first language, a TOEFL (600+ paper), IELTS (6.5+), or Duolingo (120+) exam is required. Those who have completed their master's program fully in English may request a TOEFL waiver by submitting a letter to [dmin@fuller.edu](mailto:dmin@fuller.edu).
- A GRE score is not required.
- Completed and signed Application for Admission, including an application fee of \$75.

**Curriculum.** The Doctor of Ministry degree requires the completion of 48 quarter units (36 semester credit hours) and is a three-year cohorted program.

## **Year 1**

Quarter 1: Cohort Theme, 6 units (cohort professor)

In the first quarter students are introduced to the DMin program and their cohort foci for year 1. The focus of this quarter is on the required readings and the professors' instructions around the cohort foci. There may be a one week intensive in-person or virtual. There are online and/or virtual discussions and other assignments required for this course.

Quarter 2: DM709 DMin Research, 4 units (DMin staff)

In the second quarter students take an online course on academic writing and library research. Through this course students will identify a challenge they want to address through their doctoral project and engage in library research in their area of study. Students will also learn skills for strong academic writing.

Quarter 3: Integration, 6 units (cohort professor)

In the third quarter students will focus on writing their final paper for year 1. In this final paper students should identify and analyze their ministry context and analyze the challenge they want to address in their context. The paper should be comparable with the Introduction and Chapter 1 of the doctoral project. The paper must be research based.

## **Year 2**

Quarter 1: Cohort Theme, 6 units (cohort professor)

In the first quarter students are introduced to their cohort foci for year 2. The focus of this quarter is on the required readings and professors' instructions around the cohort foci. There may be a one week intensive in-person or virtual. There are online and/or virtual discussions and other assignments required for this course.

Quarter 2: DM710 Doctoral Project Proposal, 4 units (DMin staff)

In the second quarter students will put together their official doctoral project proposal/outline through an online course. Students will also learn about their ethical responsibilities in human subject research. At the end of the course the proposals will be reviewed by DMin staff and the cohort professor (and possibly a content reader if different than the cohort professor). Once approved, students may prepare and implement the practical implementation portion of their doctoral project.

Quarter 3: Integration, 6 units (cohort professor)

In the third quarter students will focus on writing their final paper for year 2 which can also be applied to their doctoral project. In this final paper students will write the literature review chapter of their doctoral project.

### **Year 3**

Quarter 1: Cohort Theme, 6 units (cohort professor)

In the first quarter students are introduced to their cohort foci for year 3. Students will continue with required readings and the professors' instructions around their cohort foci. There may be a one week intensive in-person or virtual. In addition, students are required to write the theology chapter of their doctoral project as their final paper for this course.

Quarter 2: Integration, 6 units (cohort professor)

In the second quarter students will focus on writing their final paper for year 3 which can also be applied to their doctoral project. In this final paper students can write the practice and assessment chapters of their doctoral project.

Quarter 3: DM706 Doctoral Project Writing, 4 units (DMin staff and cohort professor)

In the third quarter students will finish up their doctoral projects by integrating and revising each of their chapters. DM706 is not an actual course, but the writing phase of the DMin degree. Students only register once for DM706, they stay in the course until they submit a final approved project. Cohort professors (or content readers) will officially review each student's doctoral project and may also choose to participate in the student's oral defense via zoom at the completion of the project.

**Time Limits.** Students must complete the DMin degree within six years of matriculation, though the program is designed to be completed in 3 years. Students may continue until they have either completed their doctoral project or have reached their 6-year limit, whichever occurs first.

**Grades.** The grade range for the DMin program is A, A-, B+, B, and B-, and F. The lowest grade one can receive to pass a course is B-. A grade of C or lower is considered a failing grade, and those units will not count toward the completion of the degree. One grade of B- or lower will result in academic probation; two grades of B- or lower will result in review for dismissal from the program. For the DMin, only courses with a minimum GPA of 3.00 (B) may be counted toward graduation (with the exception of one B- for DMin students unless additional approval for a grade B- or lower has been given by Core Faculty).

**Course Locations and Residency.** Courses are offered both online and hybrid (requiring a one-week on-campus intensive or online intensive). For any course that includes an in-person or online intensive, attendance during the scheduled dates and times is required in order to participate in the class. Most intensives take place on the Pasadena campus. Courses may also be scheduled at selected external sites. International students must check with their advisor about their eligibility to attend any courses that are not held on the Pasadena campus.

**Transfer Credit.** Up to a maximum of 12 quarter units of transfer credit from an ATS accredited institution is accepted for the DMin program.

## **Cohorts**

In cohort concentrations, the same group of students meet together online and occasionally for an in-person intensive focused around the areas of interest listed below. The students may join one of the cohorts currently available (check website for availability. Most cohorts are offered on a 3 or 4-year cycle):

- Christian Spirituality
- Urban Ministry
- Youth, Family, and Culture
- Spiritual Direction
- Leading Change
- Transformational African American Church Leadership
- Faith, Work, and Marketplace
- Leadership Foresight
- Soul Care
- Public Theology: Leadership, Culture, and the Gospel
- Leading for Healthy Church Growth
- Ministry and Leadership in Middle East Contexts
- Congregational Leadership and Formation for Missional Witness
- Ministry and Leadership in Asian Contexts
- Asian American Ministry
- Impact Cities
- Coaching and Mentoring Leaders
- Pentecostal-Charismatic Ministry
- Leading Just, Multi-Ethnic Communities
- The Art of Pastoral Ministry
- Pastoral Ministry in an Age of Rapidly Advancing Science and Technology
- Prophetic Community for Prophetic Preaching
- Decolonizing Christian Witness
- The Way of Jesus: Practicing and Leading Integral Spiritual Formation

## Doctoral Project

The Doctoral Project serves as the culmination of the degree, providing students with an opportunity to integrate coursework and reflection, applying this learning to a particular ministry context. The intended result is a unique and practical contribution both to the student's ministry and to the broader Christian community.

This project is a *major ministry project*: A biblically-based, theologically sound paper that explores and develops a strategy to address specific aspects of ministry in a particular context.

## Doctor of Ministry (Korean)

The School of Mission and Theology offers a specialized Doctor of Ministry program for Korean pastors and missionaries based on instruction in the Korean language. Admission to the Korean Doctor of Ministry program, requires an ATS-accredited Master of Divinity degree or its educational equivalent with a cumulative grade point average of 3.0 or above. An English language test score is not required for students enrolling in the program. However, students may not attend courses in the English language program unless the TOEFL or IELTS requirement has been met.

The Korean Doctor of Ministry program has been offering quality course work seminars in the following four concentration areas: (1) biblical studies and preaching, (2) Christian spirituality and pastoral care, and (3) church, leadership, and culture, (4) Global missions and cross-cultural ministries.

Dr. Euiwan Cho is the program chair for the Korean Doctor of Ministry Program in the School of Mission and Theology. For further information on this program, including course descriptions and schedules, please contact the Korean Studies Center at (626) 584-5651 or at [kadmin@fuller.edu](mailto:kadmin@fuller.edu).

**Program Learning Outcomes.** In accordance with our commitment to provide the highest level of educational effectiveness possible through a healthy culture of assessment, and in alignment with the Fuller Institutional Student Learning Outcomes, this program offers the following Learning Outcomes:

- Students will demonstrate an advanced understanding of the nature and purposes of ministry.
- Students will demonstrate competencies for a theological, contextual, ethically reflective practice of ministry.
- Students will demonstrate skills for the practice of the ministerial vocation in their specific contexts.

- Students will demonstrate capacities to cultivate a theologically reflective practice of spiritual formation and Christian discipleship.

**Admission Requirements.** General standards for admission to Fuller Theological Seminary may be found in the Admission Standards section of this catalog. Admission to the Korean Doctor of Ministry program at Fuller Seminary requires:

- A theological master's degree: A Master of Divinity (or its equivalent) or a theological master's degree from a regionally or nationally accredited institution.
- A current ministerial leadership position. The DMin program is designed for ministry leaders to earn their degree without leaving their current ministry context.
- A minimum of three years of ministerial leadership experience after receiving the MDiv or a theological master's degree.
- A cumulative graduate grade point average of 3.0 or higher (3.0 on a 4.0 scale).
- Evidence of academic writing and critical thinking ability in the form of a writing sample (see the online application for details).

Applicants without a MDiv will be assessed in the following manner with these additional admission requirements:

- An accredited theological Master's degree. With courses reflecting exposure to the following subject areas
  - Old Testament study
  - New Testament study
  - Theology or Systematics
  - Church history
  - Ethics/Philosophy
- The Statement of Experience and Statement of Purpose application essays must cover statements regarding the following topics:
  - Reflection past and ongoing ministry identity and a consideration of their vocational calling in relation to the DMin program.
  - Reflection on ongoing spiritual formation and challenges that can be addressed by the DMin program.
- Respond to a case study of a ministry challenge as part of the online application.

**Curriculum.** The Korean Doctor of Ministry degree requires the completion of 48 quarter units of credit beyond the relevant theological master's degree. Using the resources of Fuller Seminary's two schools, including valued faculty, a wide variety of courses are offered in the following four concentrations:

- Concentration 1: *Biblical Studies and Preaching*
- Concentration 2: *Christian Spirituality and Pastoral Care*
- Concentration 3: *Church, Leadership, and Culture*
- Concentration 4: *Global Missions and Cross-cultural Ministries*
- Personalized (General)

When students choose a concentration, they will need to earn 50% or more of their coursework units (20 or more units) in that specific concentration and write a final project paper (dissertation or ministry focus paper; 8 units) on one of the topics relevant to that concentration.

### **Program Requirements (48 units)**

Program Core: 4 units

- DM747: Final Project Workshop (0 unit)
- PM741: Theology and Practices of Pastoral Ministry in the Korean Context (4 units)

Concentration Electives: 20 units

Electives: 16 units

Final Project-related Courses (8 units)

- DM748: Final Project Research Methods and Proposal (2 units)
- DM746: Final Project (6 units) - on a topic in the chosen concentration area

**Transfer Credit.** Up to a maximum of 12 quarter units of transfer credit from an ATS/ABHE/TRACKS accredited institution or an institution accredited by the Ministry of Education of the Republic of Korea is accepted for the Korean DMin program.

## **Doctor of Ministry (Spanish)**

The Fuller Doctor of Ministry in Spanish (Doctorado en Ministerio en Español, DMinE), offered through the Centro Latino of Fuller's School of Mission and Theology, is a 48-unit professional doctoral program designed to form and equip Spanish-speaking and bilingual ministry leaders for the complex realities of global Hispanic ministry in the twenty-first century. Rooted in the *Missio Dei* and attentive to the rapidly shifting cultural, urban, and ecclesial landscapes in which Latino leaders serve, the program integrates rigorous theological and biblical scholarship with contextually grounded, practice-oriented ministry formation.

The cohort-based curriculum unfolds over four years and addresses core themes of missional leadership, strategic communication, and transformative ministry, providing students with frameworks that are immediately applicable to their pastoral and organizational contexts. Courses are taught by Centro Latino faculty with deep expertise in Hispanic ministry and theology, who serve not merely as instructors but as mentors and companions in mission. The program's distance-learning format, anchored by annual in-person intensives during each of the first three years, ensures that students remain fully engaged in their ministries throughout the degree. The DMinE is designed for pastors,

church planters, missionaries, and ministry executives who seek a doctoral community where academic rigor and Spirit-led vocational renewal converge, equipping the Hispanic church to lead with vision, faithfulness, and transformative impact.

**Program Learning Outcomes.** In accordance with our commitment to provide the highest level of educational effectiveness possible through a healthy culture of assessment, and in alignment with the Fuller Institutional Student Learning Outcomes, this program offers the following Learning Outcomes:

- Graduates will demonstrate an advanced understanding of the nature and purposes of ministry.
- Graduates will have demonstrated competencies for a theological, contextual, and ethically reflective practice of ministry.
- Graduates will demonstrate skills for the practice of the ministerial vocation in their specific contexts.
- Graduates will demonstrate capacities to cultivate a theologically reflective practice of spiritual formation and discipleship.

**Admission Requirements.** General standards for admission to Fuller Theological Seminary may be found in the Admission Standards section of this catalog. Admission to the Doctor of Ministry program at Fuller Seminary requires:

- Minimum GPA requirement is 3.00 GPA on a 4.00 scale.
- Qualifying degrees:
  - An MDiv degree from an accredited institution qualifies for the DMin program without any additional coursework.
  - Applicants holding a non-MDiv theological master's degree must demonstrate graduate level courses in the following areas: three (3) biblical studies (including one OT and one NT), one theology, one Church history, and one Christian ethics. These applicants must also submit a 2-page (500-word) response to a provided case study prompt relating to a hypothetical ministry challenge.
  - Non-theological master's degrees that are relevant to the applicant's respective ministry fields will need to take between 1-6 graduate-level classes (4-24 quarter units) in the following areas prior to submitting an application to qualify for the DMin program.
    - Old Testament
    - New Testament
    - Biblical Studies
    - Theology or Systematics
    - Church History
    - Ethics Course

- Ministry experience: a minimum of three years of demonstrated ministry experience (or five years for those without a theological MA degree) are required for applicants to the DMinE.
- Three References: including a pastoral reference and an academic reference.
- Written Statements: 1) Religious Autobiography, 2) 500-word Focus Statement, 3) Writing Sample (15-30 pages in length)
  - Students who do not have a MDiv degree must submit an additional case study and theology of ministry – contact your admission advisor for details.
- Applicants for whom English is not a first language, a TOEFL (600+ paper), IELTS (6.5+), or Duolingo (120+) exam is required. Those who have completed their master's program fully in English may request a TOEFL waiver by submitting a letter to [dmin@fuller.edu](mailto:dmin@fuller.edu).
- A GRE score is not required.
- Completed and signed Application for Admission, including an application fee of \$75.

**Curriculum.** The Doctor of Ministry degree requires the completion of 48 quarter units (36 semester credit hours) and is a four-year cohorted program.

## Year 1

### Quarter 1: Intensive (Hybrid - 4 units)

This foundational course grounds students' leadership in a theological understanding of the *Missio Dei*, integrating vocational discernment, spiritual formation, and contextual reflection. The residential intensive launches the cohort as a learning community, establishing the biblical and ministerial foundations for the doctoral journey ahead.

### Quarter 2: Reading (Virtual - 4 units)

This reading, reflection, and research course deepens students' theological grounding in the *Missio Dei* and Christian spirituality, introducing socio-intercultural tools for contextual ministry analysis. Alongside academic writing and library research skills, students begin identifying a ministry challenge for their doctoral project, integrating identity, tradition, and theology with the mission of God's Kingdom.

### Quarter 3: Writing (Virtual - 4 units)

This writing course culminates the first year by guiding students in the development of a personal theological framework for missional leadership. Through a research-based paper, students identify and analyze their ministry context and the challenge they seek to address, integrating vocational identity, spiritual reflection, and contextual diagnosis into a cohesive vision of Christian leadership as transformative service.

## Year 2

### **Quarter 1: Intensive (Hybrid - 4 units)**

This course launches the second year through required readings, faculty-guided discussions, and collaborative engagement, deepening students' missional identity and community formation. The course includes a required in-person intensive where the cohort gathers to strengthen relationships and lay the foundation for the year's formative journey.

### **Quarter 2: Reading (Virtual - 4 units)**

This reading and reflection course advances students' scholarly and ministerial formation while building foundational research skills oriented toward their developing ministry inquiry. Students engage with relevant literature and begin shaping the theological and contextual questions that will eventually inform their doctoral project proposal.

### **Quarter 3: Writing (Virtual - 4 units)**

This writing course develops students' methodological skills for doctoral research within the framework of Practical Theology. Through an applied and participatory approach, students explore qualitative and mixed research methodologies and their relevance to Christian praxis and ministry contexts. The primary goal of the course is the production of a first draft of the doctoral project proposal, equipping students with the theological and methodological foundations necessary for their final research project.

## **Year 3**

### **Quarter 1: Intensive (Hybrid - 4 units)**

This course launches the third year by deepening students' theological and ministerial reflection, developing their capacity to communicate vision with prophetic clarity in ecclesial, communal, and public contexts. Through required readings, faculty guidance, and a required in-person intensive, students critically analyze the ministry challenges identified in previous years and begin exploring contextually grounded responses. The course culminates in the writing of the theology chapter of their doctoral project.

### **Quarter 2: Reading (Virtual - 4 units)**

This reading and reflection course advances students' critical engagement with their ministry context, strengthening the theological and analytical frameworks needed to develop practical, relevant, and transformative ministry initiatives. Students deepen their scholarly inquiry and refine the research skills necessary for the development of their doctoral project in Year 4.

### **Quarter 3: Writing (Virtual - 4 units)**

This writing course culminates the third year by guiding students in the critical analysis of their identified ministry challenges and the development of contextually informed

responses. Through rigorous academic writing and faculty mentorship, students produce a significant portion of their doctoral project, demonstrating the integration of theological reflection, ministerial experience, and research methodology in service of community and societal transformation.

#### **Year 4 (Virtual - 12 units)**

The fourth year is dedicated entirely to the development and completion of the doctoral project, representing the academic and ministerial culmination of the DMinE program. Across three quarters, students work independently within their ministry contexts, applying the theological, methodological, and communicative formation acquired throughout the program to the research and writing of their doctoral project. While no in-person intensives are required during this year, students maintain regular virtual sessions with the cohort faculty lead and receive personalized guidance from their assigned content readers, ensuring sustained academic rigor and ministerial relevance throughout the process. The doctoral project, grounded in the realities of global Hispanic ministry, stands as each student's original and practical contribution to the renewal and transformation of the Hispanic church and its surrounding community.

**Time Limits.** Students must complete the DMinE degree within six years of matriculation, though the program is designed to be completed in 4 years. Students may continue until they have either completed their doctoral project or have reached their 6-year limit, whichever occurs first.

**Grades.** The grade range for the DMinE program is A, A-, B+, B, and B-, and F. The lowest grade one can receive to pass a course is B-. A grade of C or lower is considered a failing grade, and those units will not count toward the completion of the degree. One grade of B- or lower will result in academic probation; two grades of B- or lower will result in review for dismissal from the program. For the DMinE, only courses with a minimum GPA of 3.00 (B) may be counted toward graduation (with the exception of one B- for DMinE students unless additional approval for a grade B- or lower has been given by Core Faculty).

**Course Locations and Residency.** Courses are offered both online and hybrid (requiring a one-week on-campus intensive or online intensive). For any course that includes an in-person or online intensive, attendance during the scheduled dates and times is required in order to participate in the class. Most intensives take place on the Pasadena campus. Courses may also be scheduled at selected external sites in Latin America. International students must check with their advisor about their eligibility to attend any courses that are not held on the Pasadena campus.

**Transfer Credit.** Up to a maximum of 12 quarter units of transfer credit from an ATS accredited institution is accepted for the DMinE program.

## **Doctoral Project**

The Doctoral Project serves as the culmination of the degree, providing students with an opportunity to integrate coursework and theological reflection, applying this learning to their specific Hispanic ministry context. The intended result is a unique and practical contribution both to the student's ministry and to the broader global Hispanic Christian community.

This project is a major ministry research endeavor: a biblically grounded, theologically rigorous paper that critically explores and develops a contextually relevant strategy to address specific challenges facing Hispanic ministry in the twenty-first century. Rooted in the *Missio Dei* and informed by the sociocultural, ecclesial, and missiological realities of the Latino community, the project represents the student's distinctive contribution to the ongoing renewal and transformation of the Hispanic church and its surrounding society.

## **Doctor of Philosophy in Theology**

### **Center for Advanced Theological Studies (Theology)**

The Graduate Studies Program at Fuller Theological Seminary traces its beginnings to a rigorous ThM program initiated in the 1950s. Later, a full doctoral program was instituted. In 1988, the program was reconstituted as the Center for Advanced Theological Studies (CATS).

The Center offers programs leading to the degrees of Doctor of Philosophy in Theology (PhD) and Master of Theology (ThM), in the Theological Studies concentration. The Theological Studies concentration integrates work in such areas as Christian Ethics, Historical Theology/Church History, Liturgical Theology, Practical Theology, Public Theology, Systematic Theology, and Theology and Culture.

CATS seeks to prepare women and men for contributing to the global church in a variety of leadership roles, especially as educators and researchers, and other teachers and agents of the church and its mission. CATS programs promote graduate work at advanced levels of scholarship, research, and reflection. This takes place in a diverse community of scholars committed to such study within the context of an ecclesially informed evangelical faith aimed at serving the varied and worldwide body of Christ.

The degree of Doctor of Philosophy (PhD) is the highest academic degree awarded by Fuller Seminary. The PhD in theology prepares graduates for vocations as faculty in theological programs in seminaries, colleges, and universities; and as leaders in ecclesial and paraecclesial institutions and organizations devoted to serving the church in the world. The PhD program equips faculty and other leaders through the cultivation of

research capacities and skills, global sensibilities, ecclesial commitments, theological discernment, personal and vocational formation, and the craft of teaching and learning.

Graduates from the PhD in theology should evidence:

- A comprehensive knowledge of their field of theological study
- Research skills appropriate to an area of theological exploration, sufficient to engage in original research and writing that advances theological understanding in the service of the global church
- Critical reflection on the vocation of ecclesially informed theological scholarship, particularly with regard to teaching and learning, and research
- Hospitality toward diverse theological approaches and positions, traditional and emerging, characteristic of the church catholic
- Capacities for the cultivation of theologically reflective practices of Christian discipleship

**Admission Requirements.** Graduate students who seek admission to the CATS PhD program should possess demonstrated academic gifts and should be committed to a Christian calling in a life of scholarly research and theological reflection, leading to vocations such as teaching and publication. Admission to the PhD program is based on superior intellectual ability as demonstrated by the applicant's grade point average, Graduate Record Examination scores, and a first theological degree.

*The "First Theological Degree" Requirement.* A first theological degree (Master of Divinity [MDiv]) or its educational equivalent from an institution that is accredited by The Association of Theological Schools (ATS) is required for application to the PhD program. For those who have earned a theological degree from an institution located outside North America, accreditation of institutions and degrees by other agencies may be acceptable; consult Fuller Seminary's Office of Admissions for details.

An MA degree from an ATS-accredited institution, comparable to Fuller Seminary's MA in Theological Studies, may also be acceptable for admission, with the exception of applicants in Theological Studies interested to specialize in practical theology. Applicants who want to specialize in practical theology (1) must have a first theology degree that includes at least 16 quarter units (or 12 semester units) of courses in ministry/praxis, not including internships (2) must have had the equivalent of three years of full-time ministry experience. In order to demonstrate ministry experience, applicants must submit an executive summary of paid and volunteer positions held—including church and parachurch, part-time and full-time—sketching primary responsibilities and accomplishments.

Persons with a degree accredited by regional accreditation agencies in the United States may apply to the PhD and ThM programs if the number of prerequisites needed to align that degree with the Center's pre-doctoral master degree requirement will require less

than one year of full-time study. If more than a year of full-time study is required, the non-ATS accredited degree is not accepted.

An overall grade point average of 3.5 or above (on a 4.0 scale) from masters-level study is required for admission to the PhD program.

*Biblical and Other Research Languages Requirement.* Generally, if the applicant's previous study has not included at least two quarters each of Biblical Hebrew and New Testament Greek, the student must demonstrate competence by examination or coursework during the first year in order to remain in the program. Applicants who want to specialize in Christian ethics, practical theology, or theology and culture may meet the Biblical language requirement with only one language (either Greek or Hebrew).

Completion of other research languages is not a prerequisite to apply to the PhD program. However, during the first stage of the program PhD students are required to acquire skills in other research languages (e.g., German, French, Latin, Aramaic) as needed for their specific concentration and research area. In anticipation of this work, applicants are strongly encouraged to begin their work on research languages before beginning the program. Once admitted to the program, students may receive recognition of their research language competence either with a transcript or by passing a language exam.

*TOEFL and IELTS Exams.* Applicants whose first language is not English must provide an official record of scores earned on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) test. Only test scores earned within two years preceding the submission date of the applicant's current PhD application will be acceptable. TOEFL overall scores of at least 100 (internet-based) or 600 (paper), or IELTS overall scores of 7.0 meet the minimum English language entrance requirements.

Applicants wishing to have their transcripts evaluated should contact the Office of Admissions for details. Consult the appropriate concentration section in this handbook for further details regarding specific requirements for admission to each concentration.

*Writing Sample.* All applicants are required to submit a major writing sample of ca. 7000–10,000 words completed within three years of the time of making application, in the field of proposed study. This essay will be evaluated in terms of clarity of its thesis, ability to sustain an argument, critical engagement with pertinent primary and secondary sources, and professional presentation.

### **Application Requirements:**

- Completed and signed online Application for Admission, including:
  - Religious Autobiography, parts A and B
  - A \$75 nonrefundable application fee

- Submission of official transcripts from all postsecondary schools attended, including a transcript demonstrating superior academic ability in a first theological degree (either an MDiv or Fuller's MA in Theological Studies, or its equivalent from an ATS-accredited school), with a cumulative graduate grade point average of 3.5 or above.
- Applicants in Theological Studies who want to specialize in practical theology must have [1] a first theology degree that includes at least 16 quarter units (or 12 semester units) of courses in ministry/praxis, not including internships and [2] the equivalent of three years full-time ministry experience. In order to demonstrate ministry experience, these applicants must submit an executive summary of paid and volunteer positions held – including church and parachurch, part-time and full-time – sketching primary responsibilities and accomplishments.
- In most cases, PhD applicants should be competent in the biblical languages of Greek and Hebrew. Language competency is demonstrated through the successful completion of at least 8 quarter units (6 semester credits) of accredited coursework in each language. (Applicants to the Theological Studies concentration planning to pursue research relating to theology and culture, Christian ethics, and practical theology may fulfill the biblical language prerequisite requirement through successful completion of at least 8 quarter units of accredited coursework in either Greek or Hebrew.) If PhD applicants have not yet reached this level, they must demonstrate competence within the first year of the PhD program.
- Three academic reference forms
- A 7,000-10,000 word sample research paper in the discipline for which the applicant is pursuing further study
- Applicants whose first language is not English must provide an official record of scores earned on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) test. Only test scores earned within two years preceding the submission date of the applicant's current application will be acceptable. TOEFL overall scores of at least 100 (internet-based) or 600 (paper), or IELTS overall scores of 7.0 meet the minimum English language entrance requirements.
- Interview
  - At the Admissions Committee's discretion, applicants may be required to interview with Center for Advanced Theological Studies representatives through an online platform.

***Application Deadline and Matriculation Expectations.*** The application process opens each year on August 1. Applications for admission with all the required supporting documentation must be received by Fuller's Office of Admission no later than January 2. The supporting documentation submitted by this date must include transcripts, references, if needed TOEFL or IELTS scores, and the sample paper. Select applicants will be required to interview with a representative of the Center for Advanced Theological Studies.

Notification of a decision is sent out by the end of March. During the application process applicants are encouraged to contact faculty members with whom they would like to work to discuss their interests. Decisions concerning acceptance and appointment of mentors are made by the CATS Committee. Once admission has been granted and accepted for a particular year, new students must matriculate during the following Fall Quarter. Deferment of matriculation is not permitted. Admitted students must participate in the general orientation to the program offered to new students once every year, at the beginning of the Fall Quarter.

In rare and extreme situations, the Associate Dean for CATS and the CATS Program Director may grant deferment of matriculation for up to two quarters in consultation with the student's mentor. Deferment of matriculation for more than six months is not permitted for any reason.

**Curriculum.** The PhD is awarded upon successful completion of research language requirements; coursework consisting of 58 units (800-level) through seminars, expanded directed reading courses, or directed readings; comprehensive examinations; a dissertation proposal; and a scholarly dissertation based on research in the area of the student's major concentration.

The PhD program is divided into two stages, with comprehensive examinations placed between the stages, and the submission of a successful dissertation after the completion of all coursework.

*Stage One.* Stage One consists of a minimum of 52 units, including a four-unit course devoted to Formation, Research, Teaching and Learning, and Professional Development, and a six-unit methods course or other foundational course in the student's area of specialization. Some areas of study have additional core requirements that should be taken in Stage One. Research languages must be completed during Stage One as well, as early as possible in the program.

During the student's third quarter (typically, the Spring Quarter of the first year), he or she will participate in a mentor-led First-Year Review, the purpose of which is to ensure that the student is making adequate progress in research and writing as a PhD student.

Advanced research in the theological disciplines requires competence in one's primary language as well as in the languages in which relevant primary texts are written and essential secondary materials are available. Each area of study has designated research languages appropriate to the normative literature in the field. Research language requirements prepare students not only for the research and writing of a thesis or dissertation but, indeed, for life-long professions in a global context.

Students are encouraged to learn an additional language or languages necessary for use in teaching, whether internationally or in the US. However, CATS program language requirements concern research language requirements only.

The program distinguishes between the biblical languages requirement (normally a prerequisite to enter the program – see above) and research languages requirement

completed during the first stage of the PhD program. Required research languages depend on the student's major concentration and focus area. With the approval of the faculty overseeing the concentration in question, students may petition the CATS Committee to substitute an alternative modern language in cases where this will be more relevant to their immediate and long-term research.

*Comprehensive Examination.* Upon satisfactory completion of at least 46 units through seminars or directed readings and of all research language requirements, the student's performance will be subject to review by the CATS Committee and he or she will take four comprehensive examinations. A student may retake up to two failed exams. If a student fails more than two exams or fails one or more retake exams the student's status will be referred to the CATS Committee for review. Passage of the comprehensive examinations and approval by the CATS Committee advances students to candidacy (Stage Two) in the PhD program.

*Stage Two.* Stage Two consists of the completion of the remaining 6 units focused on dissertation work. Work conducted during the second stage of the program is typically supervised by the First and Second Mentors, focusing on dissertation research and writing. The first quarter after passing the comprehensive examinations has the objective of completing and passing a dissertation proposal. Remaining coursework must be designed to support the actual writing of the dissertation on the basis of the approved proposal.

*Dissertation.* The writing and approval of a dissertation is the heart of the PhD program. Dissertations are judged according to the following criteria:

- Does it evidence research skills appropriate to the area of study, sufficient to engage in original research and writing that advances theological understanding in the service of the church, academy, and/or society?
- Does it evidence sympathetic and respectful understanding of positions held by diverse scholars?
- Does it evidence appropriate form, style, and literary presentation?
- Does it evidence knowledge of the field of study and related literature?
- Does it evidence independent research and originality in making a contribution to the field?

***Credit Transfer and Advanced Standing.*** Transfer credit is not given toward the PhD degree. However, advanced standing may be granted for doctoral-level work completed at an accredited school. Up to a maximum of 12 units of advanced standing (the equivalent of two graduate seminars) in the CATS PhD program may be given after approval by the CATS Committee. This credit may be applied to Stage One of the program, depending on the specific advice of the student's mentor after admittance into the program. Students must petition the CATS Committee for advanced standing to be granted and must provide a copy of the relevant transcripts.

Students who earn a ThM degree at Fuller Seminary or an ATS-accredited institution and are admitted to the PhD program may receive up to 18 units (three graduate seminars) of advanced standing following their admittance.

Students awarded Advanced Standing are held to the same language, comprehensive examination, and dissertation requirements as all other CATS students. Advanced Standing is for coursework remission only.

***Mentors and Concentrations.*** Upon admission, students are assigned by the Associate Dean for CATS to a primary mentor. A student's primary mentor is normally a professor working in the major field of the student's research. A second mentor is selected by the student's primary mentor following comprehensive examinations to provide further supervision, and to serve as the second internal reader of the dissertation. Under the guidance of the primary mentor, the student designs a 58-unit program consisting of seminars, courses and directed readings (DRs).

***Minors in the PhD Program.*** In addition to their Theological Studies main concentration students, in conversation with their mentors, may choose to pursue a minor in missiology, in relation to the Center for Missiological Research (CMR). Students who elect a minor concentration are required to take no less than 12–18 units in their minor field during the first stage, the remaining first-stage courses being in the major field. Students in Theological Studies with a primary focus in one track may find it useful to their research and/or career trajectory to demonstrate competence in more than one track within Theological Studies. For example, a student in Theology and Culture may want to demonstrate competence also in Practical Theology. In order to do so, the student and his or her mentor should discuss how best to do so—for example, by taking a Directed Reading in the other track, by devoting one of the Comprehensive Exams to the other track, and/or by including material from the other track as a significant part of the dissertation (in which case, the student may be wise to include a Second Mentor from that other track). For requirements for each field of study see Section Three, below.

***Residency Requirement and Degree Duration.*** Students studying in the Theological Studies Concentration may complete their work either in residence on Fuller Seminary's Pasadena Campus or in a low residency format. Students participating in the low residency modality

complete the bulk of their coursework from a distance through synchronous and asynchronous participation in doctoral seminars. Low residency modality students must complete 21 quarter units through hybrid coursework, which entails visiting campus on three separate occasions for one week at a time. Low residency is only available for US citizens.

The PhD degree must be completed within eight years of matriculation. Petitions for exceptions are evaluated by the CATS Committee.

**Scholarships.** Several scholarships are awarded annually to PhD students. Awards are based on merit, with the strength of all application documents used as a basis for evaluation for incoming students, and progress and GPA in the program used as a basis for evaluation for returning students. Awards are also given specifically to international students. Dilworth Fellowships and Stassen Jubilee Fellowships are awarded annually to international students who intend to work in their country of origin. The George Gay Memorial Fellowships are awarded annually to Hispanic students, and the Mark Hatfield Fellowships are awarded to students working in the area of public life or public theology. Inquiries regarding CATS fellowships should be directed to the CATS office.

Financial aid covering part of the tuition cost is also available to graduate students in the form of research and teaching assistantships, where remuneration is given for academic assistance offered to faculty members.

**Continuation Fees.** Students in the PhD program must register each Fall, Winter, and Spring Quarter. Registration for Summer Quarter is not required (unless necessary due to loan deferment or visa requirements). Students who do not register for two successive quarters (not including summer quarter) may be dropped from the program. In order to reenter the program, the student must petition the CATS Committee, which will determine if and how re-entrance is possible.

**Course Listings.** Graduate seminars and directed reading courses offered in the PhD program are designated by 800 numbers. A partial list of research areas covered by the directed reading courses and a list of the specific graduate seminars to be offered in the coming year are available from the office of the Center for Advanced Theological Studies.

**Directed Readings and Independent Studies.** Students in the PhD program design their program in conjunction with their mentor. The student and the professor whose specialty the student desires to pursue agree together to participate in a directed readings or independent studies course and decide on the contents and requirements of the course before the quarter of study begins. The student must make arrangements for the course with the CATS program director before registration, and must register for academic credit within normal quarterly registration deadlines. The student is responsible to meet with the professor throughout the quarter of study to discuss his or her progress and the

completion of the paper. All regular CATS policies and procedures apply to directed readings and independent studies courses.

**Auditing Courses.** Auditing of CATS Seminars by CATS students is subject to instructor permission. Auditors are expected to complete all reading required for the Seminar and to participate in seminar discussion, but are typically not expected to complete the required written work. Auditing of combined 800/500 level courses at the 500 level is not permitted.

## Master of Theology in Theology

The Master of Theology (ThM) degree is designed to enable qualified graduates in theology to broaden and deepen their theological knowledge and competencies beyond the MDiv level. The ThM prepares graduates for vocations as leaders in ecclesial and paraecclesial institutions and organizations devoted to serving the church in the world. Although completion of the ThM may serve some graduates in their preparation for further graduate studies, this degree is designed as a self-contained terminal degree.

Graduates from the ThM program should evidence:

- A substantive understanding of the discipline of their field of theological study appropriate for advanced academic study in the service of the church
- The capacity to formulate research questions and to use research methods and resources appropriate to the discipline, with a focus on scholarship that advances theological understanding in the service of the global church
- Capacities for the cultivation of theologically reflective practices of Christian discipleship
- Hospitality toward diverse theological approaches and positions, traditional and emerging, characteristic of the church catholic

**Admission Requirements and Application Deadline.** Applicants for the ThM degree should possess an MDiv degree or its educational equivalent, or an MA degree comparable to Fuller Seminary's MA in Theological Studies, from an institution that is accredited by The Association of Theological Schools (ATS), with an overall grade point average (GPA) of at least 3.5 (on a 4.0 scale), at least two quarters of instruction in at least one biblical language (two biblical languages for students in certain specializations within Theological Studies—see Language Requirements section, below). Students who do not have a biblical language already may make this up as part of their ThM coursework.

Applicants whose primary language is not English must provide an official record of scores earned on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) test. Only test scores earned within two years preceding the submission date of the applicant's current ThM application will be acceptable. Overall

TOEFL scores of at least 100 (internet-based) or 600 (paper), or IELTS overall scores of at least 7.0, meet the minimum English language entrance requirements.

Applications for admission with all the required supporting documentation must be received by Fuller's Office of Admission no later than April 15. The supporting documentation submitted by this date must include transcripts, references, and, if applicable, TOEFL or IELTS scores, and a specimen of scholarly work (that is, a writing sample on a topic related to the concentration to which one is applying, no more than 8000 words, completed within five years of application).

Select applicants will be required to interview with a representative of the Center for Advanced Theological Studies.

Notifications of admission decisions are sent out by May 15. Prior to or during the application process applicants are encouraged to contact faculty members with whom they would like to work to discuss their interests. The CATS Committee makes all decisions concerning acceptance into the ThM Program. Once admission has been granted and accepted for a particular year, new students must matriculate during the following Fall Quarter. Deferment of matriculation is normally not permitted, with only rare exceptions in extreme situations. Deferment of matriculation for more than six months is not permitted for any reason.

### **Application Requirements:**

- Completed and signed Application for Admission, including:
  - Religious Autobiography, parts A and B
  - A \$75 nonrefundable application fee
- Submission of official transcripts from all postsecondary schools attended, including a transcript demonstrating superior academic ability in a first theological degree (either an MDiv or Fuller's MA in Theological Studies, or its equivalent from an ATS-accredited school), with a cumulative graduate grade point average of 3.5 or above.
- Applicants in Theological Studies who want to specialize in practical theology must have [1] a first theology degree that includes at least 16 quarter units (or 12 semester units) of courses in ministry/praxis, not including internships and [2] the equivalent of three years full-time ministry experience. In order to demonstrate ministry experience, these applicants must submit an executive summary of paid and volunteer positions held – including church and parachurch, part-time and full-time – sketching primary responsibilities and accomplishments.
- ThM applicants should be competent in at least one biblical language (or depending on the area of study chosen, two languages). Language competency is demonstrated through the successful completion of at least 8 quarter units (6 semester credits) of accredited coursework in each language. Admitted ThM

students may demonstrate biblical language competence through biblical language coursework taken as part of the ThM program. [ThM applicants who wish to specialize in Systematic Theology, Church History, or Historical Theology must have completed no less than 8 quarter units (6 semester credits) each of Biblical Hebrew and New Testament Greek prior to admission.]

- Three academic reference forms
- A 7,000-10,000 word sample research paper in the discipline for which the applicant is pursuing further study
- Applicants whose first language is not English must provide an official record of scores earned on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) test. Only test scores earned within two years preceding the submission date of the applicant's current application will be acceptable. TOEFL overall scores of at least 100 (internet-based) or 600 (paper), or IELTS overall scores of 7.0 meet the minimum English language entrance requirements.
- Interview
  - At the Admissions Committee's discretion, applicants may be required to interview with Center for Advanced Theological Studies representatives through an online platform.

**Curriculum.** The ThM program consists of 36 units of academic study and the successful passing of a ThM thesis. Enrolling in 6 units of 800-level coursework, or in 12 units of 500-level coursework, constitutes full-time enrollment in the ThM program. All courses in a student's ThM program are chosen under the advice of the mentor.

Students must take at least 20 units at the 800-level, including 6-unit thesis writing course (800 level). Other courses may be taken at the 500- or 800-level. The 500-level courses allow students to extend their basic theological knowledge and competencies in one or more areas. The 800-level courses are designed to deepen knowledge and competencies in a specialized area and provide opportunity for participation in doctoral seminars and expanded directed reading courses.

Students are required to take at least three-fourths of their coursework (24 units) in the designated field of concentration. This may be achieved through a combination of 500- and 800-level courses. One of the courses in the area of concentration must be a methods or other foundational 800-level course in that field. Students are required to write a thesis on an approved topic in their area of concentration as their final course in the program.

When a student enters the ThM program in order to undertake interdisciplinary study, with mentor approval he or she may take up to 12 units outside of his or her designated field of concentration.

In order to encourage breadth and also to utilize the rich diversity of the seminary's course offerings, ThM students are permitted (subject to the needs of the student's concentration, the advice of the mentor, and overall program requirements) to take any 500-level course offered on any of Fuller Seminary's campuses, or online, in fulfillment of their degree requirements. All 800-level coursework must be taken on Fuller Seminary's Pasadena Campus, and all 800-level seminars, expanded directed reading courses, and directed readings must be supervised by a member of the CATS Faculty.

Students studying in the Theological Studies concentration may complete their work either in residence on Fuller Seminary's Pasadena campus or in a hybrid format.

ThM students who wish to complete coursework primarily from a distance, hybrid coursework is expected in at least one term and in as many as two terms. Each hybrid course requires participation in a five-day seminar involving face-to-face instruction; these seminars are later completed through distance-learning. Additional coursework for the program is completed through synchronous and asynchronous seminars and courses.

**Language Requirements.** Students who want to specialize in Systematic Theology or Historical Theology/Church History, must have completed no less than two quarters each of Biblical Hebrew and New Testament Greek prior to admission. All other students must have completed no less than two quarters of either Biblical Hebrew or New Testament Greek.

Students may take Biblical Hebrew or New Testament Greek for credit as a part of their ThM coursework. A maximum of 8 quarter units of language study (biblical and research languages combined) may be applied toward the ThM degree requirements. (ThM students wanting to enroll in languages offered through Fuller Seminary's ANE program take these courses at the 800-level, with each counting two units toward the degree.)

Completion of the ThM requires competence in a research language in addition to the biblical languages. The ThM thesis should demonstrate knowledge of theological literature in the designated language as evidence of a student's ability to engage in advanced study. All language study must be completed prior to passing the thesis proposal.

**The ThM Thesis.** The thesis is designed to demonstrate the student's competence in his or her area of concentration. It should deal with a specific topic in a way comparable to a paper published in a professional journal or presented at a scholarly meeting. The thesis will be evaluated on the basis of the following criteria:

- Does it evidence a substantive understanding of their field of theological studies appropriate for advanced academic study in the service of the church?

- Does it evidence the capacity to formulate research questions and to use research methods and resources appropriate to the discipline, with a focus on scholarship that advances theological understanding in the service of the global church?
- Does it evidence hospitality toward diverse theological approaches and positions, traditional and emerging, characteristic of the church catholic?
- Does it evidence independent research and originality in making a contribution to the field?
- Does it evidence appropriate form, style, and literary presentation?

***Degree Duration and Graduation.*** The ThM degree may be completed in one calendar year of full-time study or its equivalent. It must be completed within five years of initial enrollment. Petitions for exceptions are evaluated by the CATS Committee.

Students must have fulfilled all course, language, and thesis requirements in order to be eligible to participate in the commencement ceremony. Students may be cleared for graduation during any quarter of the academic year provided that all degree requirements have been met.

***Transfer Credit.*** The CATS Committee allows students to transfer a maximum of 12 units of MA/MDiv coursework taken at Fuller Seminary into the ThM program. The 12 units may count toward the ThM degree only if they do not apply toward any other degree program and are taken before the applicant is officially accepted to the ThM program. Such coursework must have received a grade of B or better; courses taken Pass/Fail may not be transferred. Transfer credit is not otherwise possible.

***Relation to Other School of Mission and Theology (Theology) Degree Programs.*** The ThM is designed as a self-contained terminal degree. However, the ThM may be viewed as a complement to the DMin program, in view of the fact that the latter concentrates on competence in the practice of ministry in such areas as church growth, counseling, preaching, management, etc. The ThM provides an opportunity for pastors and others to pursue advanced study in theological disciplines, as well as to extend their knowledge and competence in the wide variety of courses offered by Fuller on the Pasadena campus.

Master of Theology students who wish to earn the PhD do not transfer directly to the PhD program. A new application for admission to the PhD must be submitted as one nears graduation from the ThM program. Entrance to the PhD program is subject to meeting the entrance requirements in effect at the time of application in competition for available places. Only students who have earned a cumulative GPA of 3.7 or higher for their ThM work will be considered for admission to the PhD program.

Students in the PhD program may transfer to the ThM as a terminal degree, either for personal reasons or because their performance in the PhD program does not warrant continuance. PhD students who have completed 36 or more units in the first stage,

including research language units, may submit a ThM thesis without registering for the designated directed studies for the thesis proposal or the ThM thesis. PhD students who have completed one or more comprehensive examinations may receive two units of credit against the ThM degree for each passed exam

**Mentors.** At the outset of a student's program the CATS Committee will assign a member of the Graduate Faculty as the student's mentor. The mentor, who teaches in the area of the student's concentration, is responsible for advising the student about courses, and for supervision and examination of the thesis. The student is required to take at least the 6-unit thesis course with the mentor. All members of the CATS Graduate Faculty are eligible to serve as mentors.

**Continuation Fees.** Students in the ThM program must register each Fall, Winter, and Spring Quarter. Registration for Summer Quarter is not required (unless necessary due to loan deferment or visa requirements). Students who do not register for two successive quarters (not including summer quarter) may be dropped from the program. In order to reenter the program, the student must petition the CATS Committee, which will determine if and how re-entrance is possible.

International students resident in the US risk losing their visa status if they do not maintain a full-time course load in Fall, Winter and Spring each year. Before missing a quarter, students should consult with the program advisor.

**Course Listings.** Graduate seminars and directed reading courses offered in the PhD and ThM programs are designated by 800 numbers. The 4-unit courses which ThM students may take as a part of their curriculum are designated by 500 numbers. A list of 500-level (4-unit) courses may be found in the Courses of Study section. A partial list of research areas covered by the directed reading courses and a list of the specific graduate seminars to be offered in the coming year are available from the office of the Center for Advanced Theological Studies.

## Doctor of Philosophy in Intercultural Studies

### Center for Missiological Research (Intercultural Studies)

The School of Mission and Theology' Center for Missiological Research (CMR) draws a community of scholars from around the world to address seminal missiological issues through leading research, organizing colloquia, Fuller's annual missiology lectures, hosting international scholars, and equipping students for faithful leadership in missiological education and practice. CMR oversees two advanced degree programs: the Doctor of Philosophy (PhD) in Intercultural Studies and the Master of Theology (ThM) in Intercultural Studies.

The Doctor of Philosophy in Intercultural Studies (PhD ICS) represents the highest academic credential in the study of Christian mission. The PhD ICS program at Fuller provides exceptional candidates with the opportunity to design, develop, and complete a customized research plan in consultation with faculty instructors and mentors through a tutorial-driven process that integrates a wide range of academic disciplines. PhD ICS graduates make an original contribution to missiology. They are well-trained scholars prepared to teach at the university and seminary level and to lead mission-related organizations.

At the time of admission each student is assigned to a faculty member whose expertise is relevant to the student's main research interest as a mentor. This mentor becomes the primary consultant who works with the student to develop their project. Further, students work with their mentor and with other scholars in tutorials and courses, and are required to invite one or two additional professors to serve on their advisory committee.

***Student Learning Outcomes.*** In accordance with our commitment to provide the highest level of educational effectiveness possible through a healthy culture of assessment, and in alignment with the Fuller Institutional Student Learning Outcomes, this program offers the following learning outcomes. Upon completion of the program, PhD in Intercultural Studies students should be able to:

- Think critically and constructively about missiology as a field of inquiry
- Demonstrate critical and constructive capacity in one or more principal disciplines that contribute to missiology
- Do effective research in intercultural studies
- Make an original contribution to missiological theory and knowledge
- Demonstrate the potential to make a practical contribution to the mission of the church
- Demonstrate integration of spiritual formation, academic work, and professional development

***Admission Requirements.*** To be considered for a PhD in Intercultural Studies, applicants will have achieved a master's degree and have completed graduate-level coursework of a theological nature that includes some missiology. Application is through an online form, including transcripts and references, together with a statement of the proposed area of research for the dissertation. By January 15, applicants to the PhD in Intercultural Studies program must:

- Complete an Application for Admission
- Submit official transcripts of all postsecondary schools attended, showing a master's degree from an accredited institution with a grade point average of 3.5 or higher
- Demonstrate successful completion of at least 80 quarter units (54 semester credits) of graduate-level course work of a theological/missiological nature, including:

- one graduate course (4 quarter units/ 3 semester credits) in a behavioral or social science discipline (such as Cultural Anthropology)
- and sufficient academic exposure to the following subject areas (as evaluated by the Center for Missiological Research)
  - Mission Theology
  - Mission Practice
  - Mission History
  - Mission and Culture
  - Mission and Religion
  - Mission and Society

Applicants lacking the above prerequisites may be admitted to the program on prerequisites pending status.

- Submit three references: one pastoral and two academic.
- Submit a 15-30 page academic writing sample in English.
- Submit a 250-300 word Proposed Research Interest Statement (PRIS) Outline. *Note: A match between interests of the applicant and strengths of our current Fuller faculty is a critical factor in admission decisions.*
- Applicants whose first language is not English must provide an official record of all scores earned on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) test within two years preceding the submission date. TOEFL overall scores of at least 100 (internet-based) or 600 (paper), or IELTS overall scores of 7.0 meet the minimum English language entrance requirements. (Applicants who have previously completed a regionally-accredited master's level degree in English may submit a 300-400 word letter requesting a waiver of this requirement.)
- At the Admissions Committee's discretion, applicants may be required to interview with Center for Missiological Research representatives through an online platform. The interview may also include a short writing test in English.

Questions about admission should be addressed to Joel Short at joel@fuller.edu for consideration by the Center for Missiological Research.

**Curriculum.** The curriculum of the PhD in Intercultural Studies comprises in total three first-year seminars, four Vocation and Formation courses, five tutorials, two methods classes, four comprehensive exams and a dissertation of 75,000–100,000 words (58 units total). Apart from the first year seminars, each of these components is customizable to meet the specific research interests of the students under the guidance of their faculty mentor and guidance committee. With relatively little classroom-based instruction in this program, a much higher premium is placed on rigorous faculty-supervised academic reading and writing.

Through a carefully designed process, students will develop their own research project. Core areas in which current students and mentors focus include the following: Children at

Risk, Cultural Anthropology, Decolonizing Mission, Development Studies, Evangelism Studies, Global Pentecostalism, Islamic Studies, Urban Ministry, Public Theology, Technology in Mission, Theology of Mission, Theology of Religions and Comparative Theology, and World Christianity. However, research topics will vary depending on student preference and faculty expertise.

The first-year seminar-style courses (Advanced Missiological Research 1 and 2, and Missiology as a Discipline) enable students to create a distinctive research proposal that is methodologically viable, undergirded with a strong theological and historical foundation, and aware of current missiological literature and issues. Through taking these seminars in cohort and participating in the activities of the Center for Missiological Research, students become members of its lively and diverse research community and benefit from critical peer and faculty interaction.

The purpose of the three methods courses is to learn about and refine data collection and analysis methodologies within the academic disciplines most relevant to the student's interest. The five tutorials represent the bulk of the work in the PhD in Intercultural Studies. The first tutorial, the Initial Literature Review, is completed with the mentor in the first year of the program. Each tutorial provides a supervised opportunity for a student to conduct research that will contribute to the final dissertation.

Students are helped toward successful completion of an original research project in several stages. The Initial Research Proposal Evaluation is held at the end of the first year. The research proposal is then further refined for the Research Proposal Defense. Next, students take their comprehensive exams before beginning the dissertation writing process. The completed dissertation is then subjected to a rigorous review by the student's advisory committee and an outside reader as a final check on the quality of their work.

**Residency Requirements.** The PhD program has two modalities: low residence and high residence. Both modalities require a significant amount of synchronous interaction in classroom, small group, and tutorial settings both in person and online. Students may choose to be resident in Pasadena for their program. Students opting for low residence spend a minimum of two weeks (one in the Fall and the other in the Spring) in residence at Fuller's Pasadena campus for intensive study with their cohort in the first year, and in class weekly via zoom. After the first year, all students customize their own program including tutorials, courses, library research, and in most cases, fieldwork. For low residence students, no further residence at the Pasadena campus is required; however, students are expected to be in regular contact with their mentor and tutors for each part of the program. Regular colloquia - in person and online, as well as other academic and vocational activities, are arranged through the Center for Missiological Research. The student's program may also include formally assigned teaching, research, or instructional training assistantships in Pasadena, at another Fuller campus, or online.

**Transfer Credit/Advanced Standing.** Transfer credit, shared credit, and advanced standing may be awarded to students in the PhD program in accordance with the ATS Standards of Accreditation. PhD-level work will be considered for advanced standing on a case-by-case basis.

**Time Limits.** The PhD in Intercultural Studies is designed to be completed in four to five years. However, in exceptional situations permission may be granted to extend the program to as many as eight years. Coursework is expected to be completed in the quarter in which it is registered. Students who do not register in Fall, Winter, or Spring quarters will be moved to inactive status. Students who remain inactive for another quarter after being moved to inactive status are subject to dismissal from the program.

**Reinstatement.** Students on inactive status may reactivate their program with a petition to the CMR Academic Committee, including a brief essay describing the circumstances around their failure to register, a plan for completion of their program, and a brief reapplication form. Their progress will be closely monitored to see that they make steady progress.

## Master of Theology in Intercultural Studies

### Center for Missiological Research (Intercultural Studies)

The School of Mission and Theology' Center for Missiological Research (CMR) draws a community of scholars from around the world to address seminal missiological issues through leading research, organizing colloquia, Fuller's annual missiology lectures, hosting international scholars, and equipping students for faithful leadership in missiological education and practice. CMR oversees two advanced degree programs: the Doctor of Philosophy (PhD) in Intercultural Studies and the Master of Theology (ThM) in Intercultural Studies.

The Master of Theology in Intercultural Studies (ThM ICS) equips pastors, denominational leaders, or leaders of mission-related organizations to meet the challenge of ministering in an increasingly complex, multiethnic, multinational world. Fuller's ThM in Intercultural Studies also provides students who already have a master's degree in a theological discipline with a missiological framework for further research and reflection. The program enables practitioners to pursue concentrated coursework in one area of missiological study, culminating in a supervised research-based thesis.

**Learning Outcomes.** Upon completion of the ThM ICS, students should be able to:

- Demonstrate the ability to effectively frame and pursue research in intercultural studies.
- Demonstrate critical capacity associated with their research area.

- Demonstrate the ability to think critically about missiology as a discipline.
- Demonstrate integration of spiritual formation, academic work, and professional development

**Admission Requirements.** To be considered for a ThM in Intercultural Studies, applicants will normally have earned a Master of Divinity (MDiv) degree or its educational equivalent. This program can be completed in one calendar year, but can be extended by students desiring to attend part-time. Students who apply and are accepted onto the PhD program during their ThM will have already completed most of the first year of the PhD ICS. Unless taking prerequisites, ThM students will begin their program in the Fall Quarter, along with the PhD cohort. Application is through an online form, including transcripts and references, together with a writing sample and a statement of the proposed area of research for the thesis.

Applicants to the ThM in Intercultural Studies must submit:

- An application for admission
- Official transcripts of all postsecondary schools attended (undergraduate and graduate coursework), including an ATS-approved Master of Divinity or its equivalent, or an accredited Master of Arts of a theological nature of at least 80 quarter units (54 semester units) and the completion of no less than 48 quarter units (32 semester units) of graduate-level theological studies prior to beginning the ThM program, with a cumulative graduate grade point average of 3.3 or above.
- Coursework must include:
  - one graduate course (4 quarter units/ 3 semester credits) in a behavioral or social science discipline (such as Cultural Anthropology)
  - and sufficient academic exposure to the following subject areas (as evaluated by the Center for Missiological Research):
    - Mission Theology
    - Mission Practice
    - Mission History
    - Mission and Culture
    - Mission and Religion
    - Mission and Society

Applicants lacking the above prerequisites may be admitted to the program on prerequisites pending status.

- Three references (two academic and one pastoral)
- A 15-20 page academic writing sample in English
- A 250-300 word Proposed Research Interest Statement (PRIS) Outline. *Note: A match between interests of the applicant and strengths of our current Fuller faculty is a critical factor in admission decisions.*
- Applicants whose first language is not English must provide an official record of all scores earned on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) test. Only test scores earned

within two years preceding the submission date of the applicant's current PhD application will be acceptable. TOEFL overall scores of at least 100 (internet-based) or 600 (paper), or IELTS overall scores of 7.0 meet the minimum English language entrance requirements. (Applicants who have previously completed a regionally-accredited master's level degree in English may submit a 300-400 word letter requesting a waiver of this requirement.)

The priority admissions application deadline for the ThM in Intercultural Studies program is January 2 for the following Fall Quarter, but applications may be submitted and completed up until April 15.

**Curriculum.** The ThM in Intercultural Studies degree, offered through Fuller's Center for Missiological Research (CMR), requires the successful completion of 36 units of study and the successful passing of a missiology comprehensive exam and a ThM thesis.

The ThM ICS program is designed for students who have already earned a Master of Divinity degree (or its educational equivalent). Candidates may be pastors, denominational leaders, or leaders of mission-related organizations who wish to be equipped with a missiological framework to meet the challenge of ministering in an increasingly complex, multiethnic, multinational world. The ThM ICS builds on the student's prior biblical, theological, and historical studies and enables practitioners to pursue concentrated coursework culminating in a reflective and research-based thesis.

Based on their expressed research interest, students are assigned an SIS faculty member as a supervisor for their program. Students select 12 units of 500-level courses (which must be taken in English) to extend their basic missiological knowledge and competency, providing a foundation for the thesis topic. In order to encourage breadth and to utilize the rich diversity of the seminary's course offerings, ThM students may be given permission to take classes from either the School of Mission and Theology or the School of Psychology in fulfillment of their 500-level specialization coursework. Students also complete at least 18 units at the 800-level, including MI803 Advanced Missiological Research, MI804 Missiology as a Discipline, MI805 Literature Review, Vocation and Formation courses, MI807 Thesis Design, and the Thesis. Students also attend the colloquia and special lectures offered by the Center for Missiological Research.

The ThM Thesis is designed to demonstrate the student's competence in his or her area of specialization. The normal length of the thesis is 50–75 pages of double-spaced text, inclusive of notes and bibliography. The guidelines and expectations for the thesis will be covered in the Thesis Design course, which must be completed prior to beginning the thesis.

**Residency Requirements.** The ThM ICS has two modalities: low residence and high residence. Required coursework for the ThM is taken in seminars with the PhD cohort or masters' level classes. Students may choose to be resident in Pasadena for their program. If not, a minimum of 2 weeks residence at the Pasadena campus is required (1 week in the Fall and another in the Spring).

International students on F-1 visa must complete the program in the residential modality, with full-time, in-person enrollment each quarter in accordance with visa requirements.

**Transfer Credit.** Transfer credit, shared credit, and advanced standing may be awarded to students in the PhD program in accordance with the ATS Standards of Accreditation.

**Time Limit.** The ThM is designed as a self-contained degree program. It takes five quarters of full-time study but may be taken at a slower pace (if the student's visa and loan status allows) but it must be completed within six years, dated from the first quarter of enrollment with the program.

**Relationship to the PhD ICS.** Much of the ThM ICS coursework is taken with the PhD ICS cohort and follows the same program. As a result, the ThM can provide an excellent means of preparing an application for the PhD program. Students who are admitted to the PhD prior to completing the ThM will be permitted to use most of their coursework toward the PhD. Contact the Admissions Office for more details on this possibility.

## Doctor of Philosophy in Intercultural Theology (Korean)

### Korean Studies Center

The Korean PhD in Intercultural Theology is, along with the PhD in Theology and PhD in Intercultural Studies, the highest academic degree program offered at Fuller Theological Seminary. This program is designed especially for church leaders, mission leaders, missionaries, and NGO leaders who are engaged in teaching ministry or research in their relevant fields. Through this program, students will be mentored by faculty members at Fuller in order to acquire academic qualifications through in-depth research on various topics and to contribute to academia, Korean churches, and mission organizations. This program integrates the disciplines of missiology and theology as Intercultural Theology and fosters Korean academic leaders in the global era.

**Student Learning Outcomes.** Through this program, students will be able to:

- demonstrate critical and constructive capacity in one or more principal disciplines that contribute to intercultural theology;

- develop research skills appropriate to an area of intercultural theological exploration;
- engage in original research and writing that advances theological understanding in the service of the global church;
- demonstrate the potential to make a practical contribution to the mission and ministry of the church; and
- exhibit the capacity for the integration of spiritual formation, academic work, and professional development.

**Admission Requirements.** To be considered for a PhD in Intercultural Theology, applicants must hold a master's degree and have completed graduate-level coursework of a theological nature that includes some missiology or theology. The Application is done through an online form, including transcripts and references, together with a statement of the proposed area of research for the dissertation. By January 15, applicants to the PhD in Intercultural Theology program must:

- Complete an Application for Admission, which includes a Religious Biography, a Ministry Experience as related to the proposed PhD-ICT project.
- Submit official transcripts of all postsecondary schools attended, showing a master's degree from an accredited institution with a grade point average of 3.5/4.0 or higher
- Submit three references: one pastoral and two academic.
- Submit a writing sample in Korean (first-generation Korean-American may submit in a foreign language, based on the availability of a committee member who can interpret the submission) that is 30-40 pages in length and demonstrates graduate-level writing competence, using appropriate citations and bibliography; the ability to sustain an argument or discussion, critique relevant literature, and suggest conclusions; and the ability to reflect on the missiological and theological relevance of the chosen topic.
- Submit a Pre-Research Proposal Draft (PRPD) by using the form. *Note: A match between interests of the applicant and strengths of our current Fuller faculty is a critical factor in admission decisions.*
- Applicants are required to prove their Korean reading comprehension and writing skills if they did not graduate from a university in Korea.
- At the Admissions Committee's discretion, applicants may be required to interview with Korean Studies Center representatives through an online platform. The interview may also include a short writing test in English.

Questions about admission should be addressed to Paul Kwon at [ksadmissions@fuller.edu](mailto:ksadmissions@fuller.edu) for consideration by the Korean Studies Center.

**Curriculum.** The list below is an overview of the 5 stages of the PhD-ICT program. In each of the stages, students undertake a variety of academic activities that contribute to the learning outcomes.

Stage 1: Orientation and Research Program Design (21 Units) – the first year

- IT 801 A, B Theological Understanding in Intercultural Perspective 1, 2 (3+3 units)
- IT 802 A, B Method and Theory in Intercultural Theology 1, 2 (3+3 units)
- IT 803 Tutorial 1: Initial Literature Review (6 units)
- VF 801 Vocation and Formation 1 (1 unit)
- VF 802 Vocation and Formation 2 (1 unit)
- VF 803 Vocation and Formation 3 (1 unit)

Decision Point: Initial Research Proposal Evaluation (IRPE)

Stage 2: Refining Research Plan (18 Units) – the second year

- VF 804 Vocation and Formation 4 (0 unit)
- IT 804 A, B Tutorial 2: Literature in Theology A, B (3+3 units)
- IT 805 A, B Tutorial 3: Literature in Intercultural Studies A, B (3+3 units)
- Choose Two among Four Methods (6 units)  
IT 806 A Methods A (3 units), IT 806 B Methods B (3 units)  
IT 806 C Methods C (3 units), IT 806 D Methods D (3 units)

Decision Point: Research Proposal Defense (RPD)

Stage 3: Ongoing Research and Analysis (13 Units) – the third year

- IT 807 A, B Tutorial 4: Research and Analysis A, B (3+3 units)
- IT 808 A, B Tutorial 5: Interdisciplinary Integration A, B (3+3 units)
- RS 887 Comprehensive Exams (1 unit)

Decision Point: Comprehensive Exams (Comps.)

Stage 4: Dissertation (3 Units) – the fourth year

- RS 893 Dissertation in Intercultural Theology (1 unit)  
1 unit for one quarter and 3 units for three quarters

Stage 5: Dissertation (3 Units) and Publication – the fifth year

- RS 893 Dissertation in Intercultural Theology (1 unit)  
1 unit for one quarter and 3 units for three quarters

Decision Point: Dissertation Defense (DD)

Final Edits, Approval and Publication

**Residency Requirements.** The PhD-ICT program has two modalities: low residence and high residence. Students may choose to be resident in Pasadena for their program. Other students spend a minimum of two weeks (one in the Fall and the other in the Spring) in residence at Fuller's Pasadena campus for intensive study with their cohort in the first

year. After the first year, all students can customize their own program, including tutorials, courses, library research, and in most cases, fieldwork.

The PhD-ICT students may choose to reside in Pasadena for their program, and it is recommended that, before the initiation of the degree, the students decide on the extent of their campus residency.

**Transfer Credit/Advanced Standing.** The first-year curriculum of the PhD-ICT program cannot be substituted with transfer credits. All students must participate in the first-year programming. Except for the first-year, transfer credit and/or shared credit may be limitedly awarded to students in the PhD program in accordance with the ATS Standards of Accreditation. Moreover, there is no advanced standing status within the PhD-ICT program. Lastly, the maximum transfer credits are twelve units.

**Reinstatement.** Students on inactive status may reactivate their program with a petition to the PhD-ICT Academic Committee, including a brief essay describing the circumstances around their failure to register, a plan for completion of their program, and a brief reapplication form. Their progress will be closely monitored to see that they make steady progress.

**Time Limit.** The PhD in Intercultural Theology is designed to be completed in four to five years. However, in exceptional situations, permission may be granted to extend the program to as many as eight years. All students must maintain an active student status during the degree duration by registering for a course or continuation. Students, who remain inactive for one more quarter after an inactive status, are subject to dismissal from the program.

## Course Requirements for SMT Programs

**Curriculum Sheets.** The following pages provide the general course requirements needed to earn each of the master's degrees, certificates, and doctoral degrees offered by the School of Mission and Theology. Students are encouraged to work with their advisors and program faculty members to plan and monitor their progress toward degree completion.

**2026-27 MASTER OF DIVINITY (108 units)**

Student ID: _____	Student Name (Last/First): _____
-------------------	----------------------------------

<b>FOUNDATIONAL COURSES (24 UNITS)</b> ** Foundational Courses must be completed before taking Core Requirements	
<input type="checkbox"/> SF506 Vocational Formation in Seminary	Q/YR:
<input type="checkbox"/> PF501 Foundations Psychological Sciences	Q/YR:
<input type="checkbox"/> SF502 Introduction Global Christian Traditions	Q/YR:
<input type="checkbox"/> SF503 Living Missiologically	Q/YR:
<input type="checkbox"/> OT500 Old Testament Introduction	Q/YR:
<input type="checkbox"/> SF505 Foundations Practical Theology	Q/YR:

<b>MDIV CORE (64 UNITS)</b>	
<input type="checkbox"/> NT500 New Testament Introduction	Q/YR:
<input type="checkbox"/> LG500 Hebrew Tools for Biblical Interpretation (option to take LG502A & LG502B in place of LG500. Will use one elective)	Q/YR:
<input type="checkbox"/> LG510 Greek Tools for Biblical Interpretation (option to take LG512A & LG512B in place of LG510. Will use one elective)	Q/YR:
<input type="checkbox"/> Any course with a BSE attribute (prereq: OT500 or NT500) <i>must take at least 1 BSE from each testament</i>	Q/YR:
<input type="checkbox"/> Any course with a BSE attribute (prereq: OT500 or NT500) <i>must take at least 1 BSE from each testament</i>	Q/YR:
<input type="checkbox"/> Any course with an OTX or NTX attribute (prereq: OT500 or NT500, and language)	Q/YR:

<b>Theology or Church History (Choose ONE option)</b>		
Theology Option: <input type="checkbox"/> ST505 <input type="checkbox"/> ST506 <input type="checkbox"/> CH500 or CH502 or CH504	Church History Option: <input type="checkbox"/> CH500 <input type="checkbox"/> CH502 <b>or</b> CH504 <input type="checkbox"/> ST505 or ST506	Q/YR: Q/YR: Q/YR
<input type="checkbox"/> Any course with an ET prefix	Q/YR:	
<input type="checkbox"/> Any course with an LDR attribute	Q/YR:	
<input type="checkbox"/> Any course with a PM attribute	Q/YR:	
<input type="checkbox"/> Any course with an M prefix	Q/YR:	
<input type="checkbox"/> PR500 Introduction to Preaching and Worship (prereqs: OT500, NT500 and 1 BSE)	Q/YR:	
<input type="checkbox"/> Any course with a P1 attribute (prereq: PR500)	Q/YR:	
<input type="checkbox"/> Any course with an EV prefix	Q/YR:	

<b>ELECTIVES (20 UNITS) Concentration</b> _____	
<input type="checkbox"/> Elective	Q/YR:
<input type="checkbox"/> Elective	Q/YR:
<input type="checkbox"/> Elective	Q/YR:
<input type="checkbox"/> Elective	Q/YR:
<input type="checkbox"/> Elective	Q/YR:

<b>AP501 A/B/C</b> Three-Quarter Apprenticeship (0 units)	_____ / _____ / _____
---	-----------------------

<b>Advisor Name and Signature:</b> _____	<b>Clearance Date:</b> _____
--	------------------------------

## 2026-27 MASTER OF ARTS IN CHAPLAINCY (64 units)

Student ID: _____	Student Name (Last/First): _____
-------------------	----------------------------------

<b>FOUNDATIONAL COURSES (24 UNITS)</b>	
<input type="checkbox"/> SF510 Our Vocation and Chaplaincy	Q1Y1:
<input type="checkbox"/> OT500 Old Testament Introduction	Q1Y1:
<input type="checkbox"/> PM561 Christian Chaplaincy and Pluralistic Contexts	Q2Y1:
<input type="checkbox"/> SF503 Living Missiologically	Q2Y1:
<input type="checkbox"/> SF512 Introduction to Global Christian Traditions for Chaplaincy	Q3Y1:
<input type="checkbox"/> PF501 Foundations of Psychological Sciences: On Being Human	Q3Y1:

<b>MAC CORE (40 UNITS)</b>	
<input type="checkbox"/> CN535 Grief, Loss, Death and Dying	Q4Y1:
<input type="checkbox"/> General Elective	Q4Y1:
<input type="checkbox"/> ET566 Theological Foundations for Ethics and Leadership in Chaplaincy	Q1Y2:
<input type="checkbox"/> NT500 New Testament Introduction	Q1Y2:
<input type="checkbox"/> PM563 Chaplaincy Engagement and Spiritual Care	Q2Y2:
<input type="checkbox"/> General Elective	Q2Y2:
<input type="checkbox"/> SF522 Working Towards Resiliency, Wellness, and Hope for the Chaplain	Q3Y2:
<input type="checkbox"/> MT535 Theology of Suffering and Joy	Q3Y2:
<input type="checkbox"/> MR500 Introduction to World Religions	Q4Y2:
<input type="checkbox"/> General Elective	Q4Y2:

<b>MI5XX A/B</b> MAC Two-Quarter Field Integration (0 units) <i>to be completed after the foundational courses (24 units)</i>	_____ / _____
---	---------------

<b>Advisor Name and Signature:</b> _____	<b>Clearance Date:</b> _____
--	------------------------------

### Recommended Electives:

- CH575 Women in Church History and Theology
- CN504 Family Therapy
- CN567 Spiritual Formation and the Twelve Steps
- ET520 Biblical and Practical Peacemaking
- ET523 Power, Resilience, and Justice
- ET535 The Ethics of Life and Death
- FS500 Family Systems Dynamics (SoP/MFT)
- GM554 Leadership & Diversity: Gender, Cultures, and Ethnicity
- LD500 Leadership in an Ever-Changing World

MD530 Homelessness, Housing, and Home in Global Context  
ML519 Dynamics of Power and Gender in Christian Leadership  
MM568 Self Care in Mission (co-taught SoP/MFT and SMT)  
MN520 Encountering the City  
MN536 Urban Immersion: Transforming the City (LA Hybrid, Summer)  
MR536 Engagement with Confucian, Daoist, and Buddhist Spiritualities  
PI520 Global Child and Family Mental Health  
PI524 Group and Community Psychological Resilience  
TH507 Portraits of Human Nature  
TM528 Asian American Identity and Ministry  
YF522 Emerging Adult Spirituality and Ministry

FULLER THEOLOGICAL SEMINARY  
SCHOOL OF MISSION AND THEOLOGY

**2026-27 MASTER OF ARTS IN GLOBAL MISSIONAL LEADERSHIP (60 units)**

Student ID: _____	Student Name (Last/First): _____
-------------------	----------------------------------

<b>FOUNDATIONAL COURSES (16 UNITS)</b> <i>**Foundational Courses must be completed before taking Core Requirements</i>	
<input type="checkbox"/> SF507 The Formation of the Intercultural Leader	Q/YR:
<input type="checkbox"/> PF501 Foundations Psychological Sciences	Q/YR:
<input type="checkbox"/> NT500 New Testament Introduction	Q/YR:
<input type="checkbox"/> OT500 Old Testament Introduction	Q/YR:

<b>MAGML CORE (24 UNITS)</b>	
<input type="checkbox"/> MT503 Theology of Mission	Q/YR:
<input type="checkbox"/> BI504 Bible and Mission	Q/YR:
<input type="checkbox"/> Any Course with an MB Prefix	Q/YR:
<input type="checkbox"/> ML535 Intercultural Leadership	Q/YR:
<input type="checkbox"/> MH506 The Making of Global Christianity	Q/YR:
<input type="checkbox"/> SF521 Thinking Interculturally (Prerequisite: 40 units)	Q/YR:

<b>MAGML TRACKS (CHOOSE ONE OPTION)</b>			
<b>INTERCULTURAL STUDIES TRACK (12 UNITS)</b> <input type="checkbox"/>		<b>LEADERSHIP STUDIES TRACK (12 UNITS)</b> <input type="checkbox"/>	
<input type="checkbox"/> Any MD prefix (Holistic Mission)	Q/YR:	<input type="checkbox"/> ML565 Intercultural Organizational Leadership	Q/YR:
<input type="checkbox"/> Any MR prefix (World Religions)	Q/YR:	<input type="checkbox"/> ML560 Intercultural Change Dynamics	Q/YR:
<b>Intercultural Studies Elective (choose any EV, MB, MC, MD, MH, ML, MN, MO, MR, MT)</b>	Q/YR:	<b>Intercultural Leadership Elective (choose any MC, ML, MN)</b>	Q/YR:
<input type="checkbox"/> Intercultural Studies Elective		<input type="checkbox"/> Intercultural Leadership Elective	

<b>ELECTIVES (8 UNITS)</b>	
<input type="checkbox"/> Elective	Q/YR:
<input type="checkbox"/> Elective	Q/YR:

<b>AP508 Practicum - One-Quarter Internship for those with less than 5 years of cross-cultural mission/ministry experience (0 or 4 units) (Prerequisite: 40 units)</b>	Q/YR:
--	-------

<b>Advisor Name and Signature:</b> _____	<b>Clearance Date:</b> _____
--	------------------------------

**2026-27 MASTER OF ARTS IN THEOLOGICAL STUDIES (80 units)**

Student ID: _____	Student Name (Last/First): _____
-------------------	----------------------------------

<b>FOUNDATIONAL COURSES (24 UNITS)</b> <i>**Foundational Courses must be completed before taking Core Requirements</i>	
<input type="checkbox"/> SF509 Formation for Theological Studies	Q/YR:
<input type="checkbox"/> PF501 Foundations Psychological Sciences	Q/YR:
<input type="checkbox"/> SF502 Introduction Global Christian Traditions	Q/YR:
<input type="checkbox"/> SF503 Living Missiologically	Q/YR:
<input type="checkbox"/> OT500 Old Testament Introduction	Q/YR:
<input type="checkbox"/> NT500 New Testament Introduction	Q/YR:

<b>MATM CORE (20 UNITS)</b>	
<input type="checkbox"/> Any course with a BSE attribute (prereq: OT500 or NT500)	Q/YR:
<input type="checkbox"/> ST505 <u>or</u> ST506 (Theology)	Q/YR:
<input type="checkbox"/> CH500 <u>or</u> CH502 <u>or</u> CH504 (History)	Q/YR:
<input type="checkbox"/> Any course with an ET prefix	Q/YR:
<input type="checkbox"/> MT503 Theology of Mission	Q/YR:

<b>ELECTIVES (32 UNITS) Concentration</b> _____	
<input type="checkbox"/> Elective	Q/YR:
<input type="checkbox"/> Elective	Q/YR:
<input type="checkbox"/> Elective	Q/YR:
<input type="checkbox"/> Elective	Q/YR:
<input type="checkbox"/> Elective	Q/YR:
<input type="checkbox"/> Elective	Q/YR:
<input type="checkbox"/> Elective	Q/YR:
<input type="checkbox"/> Elective	Q/YR:

<b>CAPSTONE (4 UNITS)</b>	
<input type="checkbox"/> SF520 Theological Studies Capstone (prereq: 60 units)	Q/YR:

Advisor Name and Signature: _____	Clearance Date: _____
-----------------------------------	-----------------------

**2026-27 MASTER OF ARTS IN JUSTICE AND ADVOCACY (60 units)**

Student ID: _____	Student Name (Last/First): _____
-------------------	----------------------------------

<b>FOUNDATIONAL COURSES (24 UNITS)</b>	
<input type="checkbox"/> SF508 Our Vocation and God's Shalom	Q1Y1:
<input type="checkbox"/> SF505 Foundations of Practical Theology	Q1Y1:
<input type="checkbox"/> SF503 Living Missiologically	Q2Y1:
<input type="checkbox"/> OT500 Old Testament Introduction	Q2Y1:
<input type="checkbox"/> PF501 Foundations of Psychological Sciences: On Being Human	Q3Y1:
<input type="checkbox"/> MN533 Organizing Urban Communities for Transformation	Q3Y1:

<b>MJA CORE (24 UNITS)</b>	
<input type="checkbox"/> NT500 New Testament Introduction (prereq: OT500)	Q1Y2:
<input type="checkbox"/> MB517 Methods, Models, and Tools for Social Change	Q1Y2:
<input type="checkbox"/> Advanced Bible ( <i>determined by faculty</i> ):	Q2Y2:
<input type="checkbox"/> EV505 Witness and Justice	Q2Y2:
<input type="checkbox"/> ET523 Power, Resilience, and Justice	Q3Y2:
<input type="checkbox"/> MI507 Pressing Forward: Leading Missional Transformation for Justice	Q3Y2:

<b>ELECTIVES (12 UNITS)</b>	
<input type="checkbox"/> General Elective	Q/YR:
<input type="checkbox"/> General Elective	Q/YR:
<input type="checkbox"/> General Elective	Q/YR:

<b>MI553 A/B</b> MJA Two-Quarter Field Integration (0 units) <i>to be completed after the foundational courses (24 units)</i>	_____ / _____
---	---------------

<b>Advisor Name and Signature:</b> _____	<b>Clearance Date:</b> _____
--	------------------------------

**2026-27 MASTER OF ARTS IN THEOLOGY AND MINISTRY (54 units)**

Student ID: _____	Student Name (Last/First): _____
-------------------	----------------------------------

<b>FOUNDATIONAL COURSES (20 UNITS)</b> <i>**Foundational Courses must be completed before taking Core Requirements</i>	
<input type="checkbox"/> SF505 Foundations Practical Theology	Q/YR:
<input type="checkbox"/> PF501 Foundations Psychological Sciences	Q/YR:
<input type="checkbox"/> SF502 Introduction Global Christian Traditions	Q/YR:
<input type="checkbox"/> SF503 Living Missiologically	Q/YR:
<input type="checkbox"/> OT500 Old Testament Introduction	Q/YR:

<b>MATM CORE (24 UNITS)</b>	
<input type="checkbox"/> NT500 New Testament Introduction	Q/YR:
<input type="checkbox"/> Any course with a BSE attribute (prereq: OT500 or NT500)	Q/YR:
<input type="checkbox"/> ST505 <u>or</u> ST506 <u>or</u> CH500 <u>or</u> CH502 <u>or</u> CH504	Q/YR:
<input type="checkbox"/> LD500	Q/YR:
<input type="checkbox"/> PR500 Introduction to Preaching and Worship (prereqs: OT500, NT500 and 1 BSE)	Q/YR:
<input type="checkbox"/> Any course with an ET, TC, or EV prefix	Q/YR:

<b>ELECTIVES (8 UNITS)</b>	
<input type="checkbox"/> Elective	Q/YR:
<input type="checkbox"/> Elective	Q/YR:

<b>AP500</b> Apprenticeship (2 units)	Q/YR:
---------------------------------------	-------

<b>Advisor Name and Signature:</b> _____	<b>Clearance Date:</b> _____
--	------------------------------

## 2026-27 MAESTRÍA DE ARTES EN TEOLOGÍA Y MINISTERIO (54 unidades)

Número Estudiantil: _____	Apellido, Nombre del Estudiante : _____
---------------------------	---

<b>CURSOS FUNDAMENTALES (24 UNIDADES)</b> <i>**Cursos Fundamentales deben completarse antes de Cursos Centrales</i>	
<input type="checkbox"/> SF506 Formación Vocacional	T/Año:
<input type="checkbox"/> SF505 Fundamentos: Teología Practica	T/Año:
<input type="checkbox"/> PF501 Fundamentos: Ciencias de la Psicología o CN546 or PM528	T/Año:
<input type="checkbox"/> SF502 Tradiciones Cristianas en Contexto Global	T/Año:
<input type="checkbox"/> SF503 Perspectivas Misiológicas para la Vida	T/Año:
<input type="checkbox"/> OT500 Introducción al Antiguo Testamento	T/Año:

<b>CURSOS CENTRALES (28 UNIDADES)</b>	
<input type="checkbox"/> NT500 Introducción al Nuevo Testamento	T/Año:
<input type="checkbox"/> Cualquier curso con el atributo BSE (Electiva de Estudio bíblico, prereq: OT500 or NT500)	T/Año:
<input type="checkbox"/> BI500 Interpretación Bíblica	T/Año:
<input type="checkbox"/> Cualquier Curso ET (Ética)	T/Año:
<input type="checkbox"/> PR500 Predicación y Adoración? (prereqs: OT500, NT500 and 1 BSE)	T/Año:
<input type="checkbox"/> ML517 Dinámicas de Poder y Transformación por Líder Global	T/Año:
<input type="checkbox"/> Cualquier curso PM (Ministerio Pastoral) o EV (Evangelismo)	T/Año:

<b>Para culminar (2 UNIDADES)</b>	
<input type="checkbox"/> XX000 Curso de Culminación (2 unidades)	T/Año:

Nombre y Firma de Consejera/a Académica/a: _____	Fecha de Autorización: _____
--	------------------------------

FULLER THEOLOGICAL SEMINARY  
SCHOOL OF MISSION AND THEOLOGY

**2026-27 MASTER OF ARTS IN MINISTRY LEADERSHIP  
(MAML) (48 units)**

Student ID: _____	Student Name (Last/First): _____
-------------------	----------------------------------

<b>MINISTRY COURSES (20 UNITS)</b>	
<input type="checkbox"/> YF501 Introduction to Youth Ministry (YL New Staff Training)	Q/YR:
<input type="checkbox"/> YF502 Leadership in Youth Ministry (YL AD School) OR <input type="checkbox"/> LD500 Leadership	Q/YR:
<input type="checkbox"/> YF523 Youth Minister as Person	Q/YR:
<input type="checkbox"/> FE561 Leadership One	Q/YR:
<input type="checkbox"/> FE562 Leadership Two	Q/YR:

<b>MAML CORE (24 UNITS)</b>	
<input type="checkbox"/> NT500 New Testament Introduction	Q/YR:
<input type="checkbox"/> OT500 Old Testament Introduction	Q/YR:
<input type="checkbox"/> Biblical Studies Elective (prereq: OT500 or NT500)	Q/YR:
<input type="checkbox"/> Biblical Studies Elective (prereq: OT500 or NT500)	Q/YR:
<input type="checkbox"/> SF502 Introduction to Global Christian Traditions	Q/YR:
<input type="checkbox"/> ST505 Trinity, Revelation, and Salvation OR <input type="checkbox"/> ST506 Creation, Church, and Consummation	Q/YR:

<b>ELECTIVES (4 UNITS)</b>	
<input type="checkbox"/> Any TC, YF521, YF522, YF534, ET501, ST511	Q/YR:

<input type="checkbox"/> TX501 Capstone Project (0 units)	Q/YR:
---	-------

Advisor Name and Signature: \_\_\_\_\_

Clearance Date: \_\_\_\_\_

## 2026-27 Certificate of Christian Studies (24 units)

Student ID: \_\_\_\_\_

Student Name (Last/First): \_\_\_\_\_

### COURSES (24 UNITS)

<input type="checkbox"/>	Q/YR:
<input type="checkbox"/>	Q/YR:
<input type="checkbox"/>	Q/YR:
<input type="checkbox"/>	Q/YR:
<input type="checkbox"/>	Q/YR:
<input type="checkbox"/>	Q/YR:

\* Up to two SOPMFT courses can be taken for the certificate (please check with your advisor for an approved list of classes).

\* Inform your advisor of your interest in switching to a master-level program.

**Master's Program Interest:** \_\_\_\_\_

*Foundational Courses Highly Recommend for a Master-Level Program*

\_\_\_ PF501 Foundations Psychological Science: On Being Human

\_\_\_ SF502 Introduction Global Christian Traditions

\_\_\_ SF503 Living Missiologically

\_\_\_ SF505 Foundations Practical Theology

\_\_\_ NT500 New Testament Introduction

\_\_\_ OT500 Old Testament Introduction

**Notes:**

**Advisor Name and Signature:** \_\_\_\_\_

**Clearance Date:** \_\_\_\_\_

**2026-27 CERTIFICATE IN CHURCH PLANTING (24 units)**

Student ID: _____	Student Name (Last/First): _____
-------------------	----------------------------------

<b>REQUIRED COURSES (24 UNITS)</b>	
<input type="checkbox"/> SF503 Living Missiologically	Q/YR:
<input type="checkbox"/> NT500 New Testament Introduction	Q/YR:
<input type="checkbox"/> MB533 Social Analysis and Contextualization in Church Planting	Q/YR:
<input type="checkbox"/> MC525 Start and Multiply Churches or EV506 Evangelism and Church Planting	Q/YR:
<b>CHOOSE TWO COURSES:</b>	
MC525 Start and Multiply Churches or EV506 Evangelism and Church Planting PM514 Missional Churches and Leadership (every year), or Any SF course or PF501 Foundations of Psychological Science	
<input type="checkbox"/>	Q/YR:
<input type="checkbox"/>	Q/YR:

***The following courses are offered every other year. You must take the required courses when offered to complete the certificate in three years.***

MB533 Social Analysis and Contextualization in Church Planting  
MC525 Start and Multiply Churches  
EV506 Evangelism and Church Planting

Advisor Name and Signature: _____	Clearance Date: _____
-----------------------------------	-----------------------

Fuller Theological Seminary  
School of Mission and Theology

**2026-27 DOCTOR OF GLOBAL LEADERSHIP**

Student Name:		Student ID:	
Expiration Date:			

REQUIRED COURSES (54 UNITS)	COURSE	UNITS	QTR/YR:
<input type="checkbox"/> <b>Year 1</b> Research Design	MB769	4	
<input type="checkbox"/> Missiological Foundations	MI770	4	
<input type="checkbox"/> Missiological Foundations Applied	MI771	6	
<input type="checkbox"/> <b>Year 2</b> Studying Contexts	MB774	4	
<input type="checkbox"/> Issues of Contexts	MB773	4	
<input type="checkbox"/> Contextual Analysis Applied	MB775	6	
<input type="checkbox"/> <b>Year 3</b> Change Dynamics	ML777	4	
<input type="checkbox"/> Leadership Change	ML776	4	
<input type="checkbox"/> Leadership & Change Dynamics Applied	ML778	6	
<input type="checkbox"/> <b>Year 4</b> Missiological Integration	MI772	4	
<input type="checkbox"/> Dissertation Writing Part A	ML790A	4	
<input type="checkbox"/> Dissertation Writing Part B	ML790B	4	
<b>Total Units</b>		<b>54</b>	
Student Note Section			

**Fuller Theological Seminary**  
School of Mission and Theology

**2026-27 Korean Doctor of Global Leadership (54 Units)**

Name: \_\_\_\_\_

Mentor: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Second Reader: \_\_\_\_\_

<b>Stage 1: Introduction (6 Units)</b>	
KM700 Orientation to DGL Program (2 units) _____	
KM701 Research Design (4 units) _____	
<b>Stage 2: Intercultural Foundation (24 Units)</b>	
KM710 Theology of Mission (4 units) _____	Research Proposal Evaluation  _____ Date Approved
KM711 Public Engagement of Theology in Mission and Marketplace (4 units) _____	
KM712 Socio-cultural Analysis for the Contextualization in Mission and Marketplace (4 units) _____	
KM713 Global Leadership for Korean Christianity (4 units) _____	
<b>Stage 3: Literature Review (8 Units)</b>	
KM702 Literature Review Seminar (4 units) _____	
KM703 Tutorial (4 units) _____	
<b>Stage 4: Contextual Analysis and Change Dynamics (16 Units)</b>	
KM704 Mixed Research Methodology (4 units) _____	
KM705 Tutorial (4 units) _____	
KM706 Strategic Application Seminar (4 units) _____	
KM707 Tutorial (4 units) _____	
<b>Stage 5: Dissertation (8 Units)</b>	
KM708 Integration Seminar (4 units) _____	Dissertation Approval  _____ Date Approved
KM790 Dissertation (4 units) _____	

**Graduation Clearance Date:** \_\_\_\_\_

Fuller Theological Seminary  
School of Mission and Theology

**2026-27 DOCTOR OF MINISTRY (48 UNITS)**

Student Name:

Student ID:

Expiration Date:

Units Completed:

COHORT (48 UNITS)			UNITS	QTR/YR:
<b>Year 1</b>				
<input type="checkbox"/>	<b>DM701A</b>	Year 1 - Reading/Seminar (LG)	6	
<input type="checkbox"/>	<b>DM709</b>	Academic Research and Writing (P/F)	4	
<input type="checkbox"/>	<b>DM701B</b>	Year 1 - Integration (LG)	6	
<b>Year 2</b>				
<input type="checkbox"/>	<b>DM702A</b>	Year 2 - Reading/Seminar (LG)	6	
<input type="checkbox"/>	<b>DM710</b>	DP Online Proposal Course (P/F)	4	
<input type="checkbox"/>	<b>DM702B</b>	Year 2 - Integration (LG)	6	
<b>Year 3</b>				
<input type="checkbox"/>	<b>DM703A</b>	Year 3 - Reading/Seminar (LG)	6	
<input type="checkbox"/>	<b>DM703B</b>	Year 3 - Integration (LG)	6	
<input type="checkbox"/>	<b>DM706</b>	DP Writing Phase (P/F)	4	
<b>Total Units</b>			<b>48</b>	

PROGRAM UNIT OVERVIEW	
Course	Units
Cohort	36
DM709	4
DM710	4
DM706	4
	<b>48</b>

# 2026-27 KOREAN DOCTOR OF MINISTRY (48 Units) Curriculum Sheet

Dissertation ( ) Ministry Focus Paper ( )

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Graduation Term: \_\_\_\_\_

Advisor: \_\_\_\_\_

Language Requirement: Greek & Hebrew ( )

## CONCENTRATION

- 1. Biblical Studies and Preaching
- 2. Christian Spirituality and Pastoral Care
- 3. Church, Leadership, and Culture

  
  


- 4. Global Missions and Cross-Cultural Ministries
- 5. General

  


## COURSE CURRICULUM

### [CORE 4 units]

Catalog Number	Course Title	Quarter/Year	Units
DM747	Final Project Workshop		0
PM741	Pastoral Min/Korean Context		4

### [CONCENTRATION/ELECTIVE 36 units ] (For a qualification of concentration: 20 units)


### [FINAL PROJECT 8 units]

DM748	Final Project Research Methods		2
DM746	DMin Final Project		6

**TOTAL UNITS 48**

**FULLER THEOLOGICAL SEMINARY  
SCHOOL OF MISSION AND THEOLOGY  
2026-27 DOCTOR OF MINISTRY IN SPANISH (48 UNITS)**

Student Number: \_\_\_\_\_ Student Name: \_\_\_\_\_

YEAR 1 (12 UNITS)	Term/Year
<input type="checkbox"/> Quarter 1: Intensive Hybrid (4 units)	
<input type="checkbox"/> Quarter 2: Reading Virtual (4 units)	
<input type="checkbox"/> Quarter 3: Writing Virtual (4 units)	

YEAR 2 (12 UNITS)	Term/Year
<input type="checkbox"/> Quarter 1: Intensive Hybrid (4 units)	
<input type="checkbox"/> Quarter 2: Reading Virtual (4 units)	
<input type="checkbox"/> Quarter 3: Writing Virtual (4 units)	

YEAR 3 (12 UNITS)	Term/Year
<input type="checkbox"/> Quarter 1: Intensive Hybrid (4 units)	
<input type="checkbox"/> Quarter 2: Reading Virtual (4 units)	
<input type="checkbox"/> Quarter 3: Writing Virtual (4 units)	

YEAR 4 (12 UNITS)	Term/Year
<input type="checkbox"/> DM712 Doctoral Project Proposal (4 units)	
<input type="checkbox"/> DM706A Doctoral Project Writing (4 units)	
<input type="checkbox"/> DM706B Doctoral Project Writing (4 units)	

Academic Advisor Signature: \_\_\_\_\_ Authorization Date: \_\_\_\_\_

## 2026-27 PhD in Theology (58 Units)

Student ID:		Major Concentration:	Theological Studies
Student Name:		Minor Concentration:	
Mentor:		Focus Area (for TS):	

### (1) Research Languages: Pass by examination or waive with previous, two years of transcribed study.

Research Language 1 (concentration specific)	
Research Language 2 (concentration specific)	
Research Language 3 (concentration specific)	
Biblical Language (Hebrew for OT, Greek for NT)	

### (2) Stage One Coursework (46 units, 800-level courses)<sup>1</sup>

Formation Requirement	VF801 (1u)	
	VF802 (1u)	
	VF803 (1u)	
	VF804 (1u)	
At least five courses in major concentration	Orientation to Theological Methods and Approaches Seminar (6u)	
	Methods Seminar or DR (6u)	
	Seminar (6u)	
	Seminar (6u)	
Two courses in major concentration, or minor, or cross-concentration exposure	Seminar or DR (6u)	
	Seminar or DR (6u)	

### (3) Comprehensive Exams: Four exams in two weeks (6 Units, 800-level)

Four comprehensive exams (6 units)	Comprehensive Exam 1 (methods in major)
	Comprehensive Exam 2
	Comprehensive Exam 3
	Comprehensive Exam 4 (or methods in minor)

### (4) Dissertation Writing (6 units, 800-level)

Dissertation research and writing	Dissertation Writing (1u)
	Dissertation Writing (1 u)
	Dissertation Writing (1 u)
	Dissertation Writing (1 u)
	Dissertation Writing (1 u)
	Dissertation Writing (1 u)

### (5) Dissertation Examination & Oral Defense

<sup>1</sup> “DR” signifies Directed Reading.

## 2026-27 ThM Theology (36 Units)

Student ID:		Concentration:	
Student Name:		Area (TS concentration):	
Mentor:			

**(1) Research Language: Pass by examination or waive with previous, two years of transcribed language study.**

Research Language:	
--------------------	--

**(2) 800-level Coursework (14 units)<sup>1</sup>**

Formation Requirement Courses	VF801 (1u)	
	VF802 or VF803 (1u)	
Seminar	Methods (or Foundational) Seminar or DR in major concentration (6u-800 level)	
Seminar	800-level Seminar (6u-800 level)	

**(3) Additional Coursework (Any combination of 500-level and 800-level courses, up to a total of 12 units. ANE language courses are 2 units at the 800-level courses.)**

Seminar / Course 3		
Seminar / Course 4	12 units combination of 800-level seminars or DRs, and/or 500 level courses	
(Additional Course[s])		

**(4) Thesis (500-level 4 units thesis proposal AND 800-level 6 units thesis writing)**

Thesis Proposal: Designated Directed Study (4 units, 500 level)	
Thesis Writing: Designated Directed Research (6 units, 800 level)	

**(5) Successful Passing of the Thesis**

--

<sup>1</sup> "DR" signifies Directed Reading.

Fuller Theological Seminary  
School of Intercultural Studies

**2026-27 Ph.D. in Intercultural Studies (58 units)**

Name: \_\_\_\_\_

Mentor: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Committee: \_\_\_\_\_

Graduation Clearance Date: \_\_\_\_\_

\_\_\_\_\_

Phase 1: Research Program Design (21 units)	
<p><b>MI803 Advanced Missiological Research 1</b> _____ <i>(3 units, hybrid)</i></p> <p><b>MI804 Missiology as a Discipline Sequence</b> Missiology as a Discipline A <i>(3 units, hybrid)</i> _____ Missiology as a Discipline B <i>(3 units, hybrid)</i> _____</p> <p><b>Tutorial 1: M1805</b> Initial Literature Review <i>(6 units)</i> _____</p> <p><b>MI806 Advanced Missiological Research 2</b> _____ <i>(3 units, hybrid)</i></p>	<p><b>VF80_ Vocational Formation</b> Vocational Formation VF801 <i>(1 unit, hybrid)</i> _____ Vocational Formation VF802 <i>(1 unit, online)</i> _____ Vocational Formation VF803 <i>(1 unit, hybrid)</i> _____ Vocational Formation VF804 <i>(0 unit, hybrid)</i> _____</p> <p><b>Initial Research Proposal Evaluation:</b> _____ Date Passed</p>

Phases 2 & 3: Refining Research Plan, Final Research and Analysis (30 units)	
<p><b>Tutorial 2: M</b> _____ A <i>(3 units)</i> _____ B <i>(3 units)</i> _____</p> <p><b>Tutorial 3: M</b> _____ A <i>(3 units)</i> _____ B <i>(3 units)</i> _____</p> <p><b>Tutorial 4: M</b> _____ A <i>(3 units)</i> _____ B <i>(3 units)</i> _____</p> <p><b>Tutorial 5: M</b> _____ A <i>(3 units)</i> _____ B <i>(3 units)</i> _____</p>	<p><b>Methods 3: M</b> _____ <i>(3 units)</i> _____</p> <p><b>Methods 4: M</b> _____ <i>(3 units)</i> _____</p> <p><b>Research Proposal Defense:</b> _____ Date Passed</p>

Phase 4: Dissertation Writing (7 units)	Phase 5: Dissertation Approval (0 units)
<p><b>RS888 Comprehensive Exams (1 unit):</b> _____ Date Passed</p> <p><b>Dissertation Writing (6 Units)</b> M_894 (1 unit) _____ RS894 (1 unit) _____ RS894 (1 unit) _____ RS894 (1 unit) _____ RS894 (1 unit) _____ RS894 (1 unit) _____</p> <p><b>Dissertation Defense:</b> _____ Date Passed</p>	<p><b>Dissertation Approval:</b> _____ Date</p> <p style="text-align: center;">Granted</p>

Fuller Theological Seminary

School of Intercultural Studies

2026-27 Th.M. Intercultural Studies (36 units)

Name: \_\_\_\_\_

Graduation Clearance Date: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Advisor Signature \_\_\_\_\_

<b>Phase 1: Missiological Foundations and Formation (15 units)</b>	
<p><b>MI803 Advanced Missiological Research</b> _____ (3 units, hybrid)</p> <p><b>MI804 Missiology as a Discipline Sequence</b> Missiology as a Discipline A (3 units, hybrid) _____</p> <p><b>Literature Review: M1805</b> Initial Literature Review A (3 units) _____ Initial Literature Review B (3 units) _____</p>	<p><b>VF80_ Vocational Formation</b></p> <p>Vocational Formation VF801 (1 unit, hybrid) _____ Vocational Formation VF802 (1 unit, online) _____ Vocational Formation VF803 (1 unit, hybrid) _____</p>

<b>Phases 2: Course Work in Preparation for Thesis (12 units)</b>	
<p><b>Two 500 Level Electives:</b></p> <p>1. M __ 5 _____ (4 units)</p> <p>2. M __ 5 _____ (4 units)</p> <p><b>Thesis-Related Method Class:</b> M __ 5 _____ (4 units)</p>	

<b>Phase 4: Thesis Design (3 units)</b>	<b>Phase 5: Thesis (6 units)</b>
<p>MI807 _____</p>	<p><b>M_891: Thesis Writing</b> _____</p> <p><b>Thesis Approval:</b> _____ Date Granted</p>

Fuller Theological Seminary  
School of Missiology and Theology

**2026-27 Ph.D. in Intercultural Theology (58 units)**

Name: \_\_\_\_\_

Mentor: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Committee: \_\_\_\_\_

<b>Phase 1: Orientation and Research Program Design (21 units)</b>	
<p><b>Theological Understanding in Intercultural Perspective</b> (6 units)</p> <p>IT 801A Theological Understanding in Intercultural Perspective 1 (3 units, F2F+Hybrid) _____</p> <p>IT 801B Theological Understanding in Intercultural Perspective 2 (3 units, F2F+Hybrid) _____</p> <p><b>Method and Theory in Intercultural Theology</b> (6 units)</p> <p>IT 802A Method and Theory in Intercultural Theology 1 (3 units, F2F+Hybrid) _____</p> <p>IT 802B Method and Theory in Intercultural Theology 2 (3 units, F2F+Hybrid) _____</p> <p><b>Tutorial 1: Initial Literature Review</b> (6 units)</p> <p>IT 803 Initial Literature Review (6 units) _____</p> <p><b>Vocational Formation</b> (3 units)</p> <p>VF801 Formation and the Academic Vocation 1 (1 unit, F2F+Hybrid) _____</p> <p>VF802 Formation and the Academic Vocation 2 (1 unit, F2FOL) _____</p> <p>VF803 Formation and the Academic Vocation 3 (1 unit, F2F+Hybrid) _____</p>	<p><b>Initial Research Proposal Evaluation</b></p> <p>_____</p> <p>Date Passed</p>
<b>Phases 2 &amp; 3: Refining Your Research Plan, Ongoing Research &amp; Analysis (31 units)</b>	
<p>VF804 Formation and the Academic Vocation 4 (0 unit, F2FOL) _____</p> <p><b>Tutorial 2: Literature in Theology A, B</b> (6 units)</p> <p>IT 804A Literature in Theology A (3 units) _____</p> <p>IT 804B Literature in Theology B (3 units) _____</p> <p><b>Tutorial 3: Literature in Intercultural Studies A, B</b> (6 units)</p> <p>IT 805A Literature in Intercultural Studies A (3 units) _____</p> <p>IT 805B Literature in Intercultural Studies B (3 units) _____</p> <p><b>Methods</b> (6 units) Choose two methods below.</p> <p>IT 806A Methods A (3 units) _____</p> <p>IT 806B Methods B (3 units) _____</p> <p>IT 806C Methods C (3 units) _____</p> <p>IT 806D Methods D (3 units) _____</p>	<p><b>Research Proposal Defense</b></p> <p>_____</p> <p>Date Passed</p>
<p><b>Tutorial 4: Research and Analysis A, B</b> (6 units)</p> <p>IT 807A Research and Analysis A (3 units) _____</p> <p>IT 807B Research and Analysis B (3 units) _____</p> <p><b>Tutorial 5: Interdisciplinary Integration A, B</b> (6 units)</p> <p>IT 808A Interdisciplinary Integration A (3 units) _____</p> <p>IT 808B Interdisciplinary Integration B (3 units) _____</p> <p><b>Comprehensive Exams</b> (1 unit)</p> <p>RS 887 Comprehensive Exams (1 unit) _____</p>	<p><b>Comprehensive Exams</b></p> <p>_____</p> <p>Date Passed</p>
<b>Phase 4: Dissertation Writing (6 units)</b>	<b>Phase 5: Dissertation Approval</b>
<p>RS 893 Dissertation in Intercultural Theology (1 unit) _____</p> <p>RS 893 Dissertation in Intercultural Theology (1 unit) _____</p> <p>RS 893 Dissertation in Intercultural Theology (1 unit) _____</p> <p>RS 893 Dissertation in Intercultural Theology (1 unit) _____</p> <p>RS 893 Dissertation in Intercultural Theology (1 unit) _____</p> <p>RS 893 Dissertation in Intercultural Theology (1 unit) _____</p>	<p><b>Dissertation Approval</b></p> <p>_____</p> <p>Date Granted</p>

**Graduation Clearance Date:** \_\_\_\_\_

# SCHOOL OF PSYCHOLOGY & MARRIAGE AND FAMILY THERAPY

## Degree Programs and Accreditation

The School of Psychology & Marriage and Family Therapy consists of two departments, the Department of Clinical Psychology and the Department of Marriage and Family Therapy.

The Department of Clinical Psychology offers three degree programs: the Doctor of Philosophy in Clinical Psychology (PhD), the Doctor of Psychology in Clinical Psychology (PsyD), and the Master of Arts in Mental Health and Ministry (MAMHM). Both the PhD and PsyD programs are accredited by the American Psychological Association (APA) and are offered at the Pasadena campus. As part of the PhD in Clinical Psychology and PsyD in Clinical Psychology programs, students are awarded a Master of Arts in Psychology after completing 88 selected units. The sequential Master of Arts in Psychology, an entry-level academic degree granted to students en route to a doctoral Psychology degree, is usually given at the end of the second year of study and is non-admitting.

The Department of Marriage and Family Therapy offers two degree programs: the Master of Science in Marriage and Family Therapy (MSMFT) and the Doctor of Marriage and Family Therapy (DMFT). The DMFT is a hybrid program (online and in-person), while the MSMFT is available both in Pasadena and Phoenix.

**Mission Statement.** The School of Psychology & Marriage and Family Therapy, in embracing the broader mission of the Christian church to minister to the spiritual, moral, emotional, relational, and health needs of people throughout the world, seeks to prepare men and women as distinctive scholars and practitioners whose scientific and therapeutic endeavors are formed by a deep understanding of both the human sciences and the Christian faith.

**Goals.** The primary goals of the School of Psychology & Marriage and Family Therapy are:

- To train qualified Christian persons to function as competent practitioners in the field of mental health.
- To provide an educational environment for the study of the integration of the human sciences and the Christian faith.
- To form students academically, spiritually, emotionally, vocationally, and interculturally.

- To provide opportunities for faculty and students to engage in scholarship and research into the biopsychosocial and spiritual bases of human behavior and to apply this research and scholarship wherever they may serve.
- To strengthen marriage and family life by researching and developing strategies for family life education, consultation, and the treatment and prevention of marriage and family dysfunction, at a time when the erosion of these components of society is of great concern to the church and community at large.
- To assist the seminary in fulfilling its mission to the church throughout the world by seeking to supplement the theological education of all its students and graduates and other Christian leaders with appropriate psychological, sociological, and educational knowledge that can alleviate human suffering and build healthier families, churches, and communities.
- To offer continuing and extended education to professionals in various health fields that will aid in improving the spiritual, moral, and mental health of society.

## Student Life

Close bonds develop between students as they progress through the program. Informal gatherings are opportunities for developing relationships and for taking advantage of the many recreational and cultural opportunities to be found in Pasadena and the greater Los Angeles area. Students represent a diversity of geographical, denominational, ethnic, racial, and educational backgrounds. Opportunities are provided for spouses to participate in many of the activities of their partner's graduate education. This may include small groups, lectures, and social activities.

Students are strongly encouraged (but not required) to take advantage of opportunities for personal, psychological, and spiritual growth while progressing through the program. A list of Clinical Psychologists and Marriage and Family Therapists in the area who are willing to see students at a reduced rate is available.

***Psychology & MFT Graduate Union.*** Students in the School of Psychology & Marriage and Family Therapy have an opportunity to become actively involved in decision-making and administrative processes. All students in the school are members of either the Psychology Graduate Union, the MFT Graduate Union, or the DMFT Graduate Union. The purpose of these organizations is to represent members in all matters affecting student life, and to afford members the experience of serving their peers and the school in the area of academic and professional concerns.

The Psychology Graduate Union is composed of a president (or co-presidents), vice presidents for advocacy and administration, cohort and international student representatives, and chair positions in areas such as clinical training, professional development, diversity and inclusion, and spiritual formation. The Marriage and Family Therapy Graduate Union is composed of a president (or co-presidents), secretary, treasurer, events coordinator, community relations, and diversity chair. There are

separate MFT Graduate Unions for the Pasadena Campus and the Arizona Campus. The Doctor of Marriage and Family Therapy Graduate Union is composed of a president.

Graduate Union members also have an opportunity to serve as members of various planning, administrative, and evaluation committees. Such involvement gives students experience in administrative work and the chance to share in policy-making. For example, students appointed from the graduate unions attend departmental faculty meetings. They also serve on committees overseeing the admission of new students. Appointed students also represent the SoPMFT on the Fuller Student Council. Other students serve on the library, curriculum, and spiritual life committees, as well as on numerous ad hoc committees.

The active participation of the SoPMFT Graduate Union in the decision-making processes of the programs means that students are deeply involved in the recruitment, evaluation, retention, and release of faculty. Students also complete extensive course evaluations of the professor's sensitivity to issues related to women, ethnic minorities, and religious dimensions.

**Women.** The School of Psychology & Marriage and Family Therapy follows an equal opportunity admissions policy. The faculty endorses the guidelines to reduce bias in language of the American Psychological Association and the American Association for Marriage and Family Therapy.

**Ethnic Minorities.** The School of Psychology & Marriage and Family Therapy is committed to the recruitment and training of students from all ethnic and racial backgrounds, and follows a proactive admissions policy. All School of Psychology & Marriage and Family Therapy faculty are encouraged to address ethnic and cross-cultural issues in their teaching, research and practice. For all students, part of the core curriculum includes courses in diversity and clinical interventions. Also, a number of our faculty and students conduct extensive research in the area of multiculturalism and diversity. Clinical experience with relevant groups is encouraged in the diverse population, which surrounds the Pasadena, Los Angeles, and Phoenix areas as well as the communities where DMFT students are in clinical practice.

Social events and workshops are conducted each year to increase awareness and facilitate a sense of community among all the School of Psychology & Marriage and Family Therapy students. In addition, students are encouraged to participate in the related activities in this area offered by the School of Mission and Theology.

**Financial Assistance.** Financial assistance for these degree programs is limited. Students are strongly encouraged to finance their education through parental and other private support, personal savings, veterans or state disability benefits, outside scholarships, church care, etc. For students who are not able to support their education in one of the above ways, limited scholarships and fellowships are available. It should be stressed that this assistance is minimal, and students are required to provide for the greater portion of their own living expenses and educational costs. Financial aid application forms may be requested as soon as notice of admission is received.

For eligible students, loans through government and commercial sources are available and may be applied for through the Seminary's Financial Aid Office. Applicants are encouraged to explore opportunities for financial aid available in their states of residence prior to matriculation. Clinical traineeships, research fellowships, and teaching assistantships are provided to the extent they are available. Fuller Psychological and Family Services provide some clinical traineeships. The Travis Research Institute offers competitive research fellowships to selected students on a yearly basis.

Students should be aware that graduate study is demanding and those in full-time programs who also work over 20 hours per week will likely compromise the quality of their educational experience. Students should be aware that the clinical settings often have no commitment to coordinate their work opportunities with the student's clinical training needs. The most serious problem present in many situations is the lack of regularly scheduled supervision provided by the setting. In order to ensure that students not engage in employment, which is incompatible with the degree training program, the faculty has established the policy outlined below:

Students must obtain the approval, in advance, of their director of clinical training before accepting employment in any setting in which the student will be carrying out any of the functions which are normally performed by clinical psychologists or marriage and family therapists and for which the student is in training within Fuller's degree programs. Students are to contact their director of clinical training for more information regarding approval and documentation of additional clinical experiences.

**Community Resources.** Because of Fuller's fortunate location in a major metropolitan area, students have continuous access to a wide variety of lectures, symposia, and workshops presented by nationally and internationally renowned figures in the fields of psychology and marriage and family therapy. Extensive library holdings and major research and clinical facilities in the area provide resources, which supplement those provided in the School of Psychology & Marriage and Family Therapy. Distinguished psychologists, family therapists, and other leaders in the mental health professions speak on a regular basis to students and faculty through research and clinical integration colloquia and symposia sponsored by the School of Psychology & Marriage and Family Therapy. In addition, students are encouraged to join professional organizations and attend their conventions. The Travis Research Institute offers student travel awards to students who present their research in paper or poster sessions at academic and professional conferences.

# Master of Arts in Mental Health and Ministry Overview

## Character and Purpose

The MA in Mental Health and Ministry prepares ministry and nonprofit leaders to support mental health and holistic well-being in diverse settings such as churches, faith-based and humanitarian NGOs, prisons, rehabilitation centers, addiction recovery programs, and community services. This program does not lead to licensure but is designed to empower pastors, chaplains, missionaries, and lay leaders around the globe to respond skillfully to mental health needs in their communities. Our long commitment to integrating theology and psychology uniquely positions Fuller to offer deeply rooted spiritual formation alongside rigorous mental health training.

## Spiritual Formation and Rigorous Mental Health Training

The core curriculum provides a solid foundation in psychological science, trauma-informed pastoral care, cross-cultural communication and relationship dynamics, and theologies of healing. Students have the option to complete a concentration in Trauma-Informed Care and Ministry. Graduates will be equipped to (1) apply research and contextual awareness to provide paraprofessional mental health interventions that are culturally sensitive and evidence-based; (2) integrate individual and communal Christian spiritual practices and biblical principles into mental health support that respects diverse Christian traditions; and (3) exercise leadership and communication skills to offer care and foster flourishing relationships.

**Admission.** General standards for admission to Fuller Theological Seminary may be found in the Admission Standards section of this catalog. Admission to this degree program requires that a student has earned a bachelor's degree from a regionally accredited institution, or equivalent for international students. Along with a completed application, the MAMHM application requires two (2) references, one (1) from a church/ministry leader and one (1) from an academic or professional mentor and an essay response on the applicant's MAMHM Statement of Purpose.

## Application Requirements:

- Application for Admission
  - Complete and submit the Application for Admission
- Reference Forms
  - Within the Application for Admission, you will be prompted to list two references:
    - *You must provide one (1) reference from a church/ministry leader AND*
    - *one (1) reference that is either from an academic or professional mentor who has known you for at least one year.*

- Essay Responses - You will be asked to upload and submit your essay response to the following prompt below into the application portal.
  - MAMHM Statement of Purpose: Describe what draws you to Fuller Theological Seminary and to the MAMHM degree program, and how this aligns with your Christian journey so far, and your current understanding of your Christian calling and participation in God's mission in the world. In your response, please specifically discuss your prior and planned ministry (or experience) in the area of mental health. (450-650 words)
- Official Transcripts
  - Submit official transcripts from ALL post-secondary schools attended, including a transcript showing a bachelor's degree earned from an accredited institution, with a cumulative undergraduate grade point average of 2.7 or above.
    - *All transcripts are evaluated in determining admission to Fuller master's degree programs.*
    - *If you do not currently hold an accredited bachelor's or master's degree or will not receive an accredited bachelor's or master's degree before the desired term of entry, you may be eligible to apply to the MAMHM program through an alternative process. See <https://fuller.edu/admissions/requirements-and-deadlines/special-admission-requirements/> for more information.*
- Application Fee
  - A \$75 non-refundable application fee is required for applicants applying online. You may pay your application fee online with a U.S. credit card, PayPal, check, money order, or international bank transfer.
- English Language Requirements
  - If you are interested in taking any classes in English and your native language is not English, see <https://fuller.edu/admissions/requirements-and-deadlines/english-language-requirements/>.

**Curriculum.** The course of study for the MAMHM degree program requires 48 quarter units of coursework. The requirements for the degree are distributed as follows:

Foundational Course: 4 units

MAMHM Core Courses: 28 units

Electives: 16 units

**Foundational Course:** This interdisciplinary course introduces the most helpful psychological paradigms for understanding what it means to be and become more fully human.

- PF501 Foundations of Psychological Science: On Being Human (4 units)

*MAMHM Core Courses:* Coursework will cover topics including integrating faith and mental health; ethics, boundaries, and resilience in ministry; and cross-cultural communication and relationship dynamics. The capstone course will focus on developing practical plans to address mental health issues within local congregations or communities.

- PI504 Global Mental Health and Ministry: Understanding Culture, Stigma, and Care (4 units)
- PI505 Healing Conversations: Mental Health Care and Ministry Support (4 units)
- PI506 The Theology of Healing: Integrating Faith and Mental Health (4 units)
- PM505 Leading with Wisdom: Ethics, Boundaries, and Resilience in Ministry (4 units)
- ME506 Building Bridges: Cross-Cultural Communication and Relationship Dynamics (4 units)
- PG507 Faith and Data: Research and Evidence-Based Practices in Global Mental Health (4 units)
- PM508 Mental Health-Informed Ministry Practice (Capstone) (4 units)

*Elective Courses:* Choose from a variety of advanced courses tailored to the nuances and complexities of your calling, or complete a concentration in Trauma-Informed Care and Ministry.

- PG521 Introduction to Trauma and Resilience in Ministry Contexts \* (4 units)
- PG522 Crisis Intervention and Long-Term Trauma Care in Ministry Contexts \* (4 units)
- PM523 Cultural Considerations in Trauma Care \* (4 units)
- PI524 Group and Community Psychological Resilience \* (4 units)
- PI520 Global Child and Family Mental Health (4 units)
- CN504 Family Therapy and Pastoral Counseling (4 units)
- CN520 Introduction to Pastoral Counseling (4 units)
- CN535 Grief, Loss, Death, and Dying (4 units)

\*These courses are required to fulfill the optional Trauma-Informed Care and Ministry Concentration.

### **Optional Trauma-Informed Care and Ministry Concentration**

*Registration.* Registration is the student's responsibility. Special fees will be assessed for late registration, including late registration for non-classroom experiences such as internships, dissertation, etc.

*Student Handbook.* In addition to the information contained in the seminary academic catalog, essential policies, procedures and information concerning students in the program are contained in the Master of Arts in Mental Health and Ministry Student Handbook. This handbook contains not only basic academic policies, but also guidelines

for personal and professional behavior and procedures for processing grievances against students and faculty. Students are expected to comply with the policies in both handbooks.

*Distributed Learning.* The Master of Arts in Mental Health and Ministry is completed entirely online.

*Transfer of Credit.* Requests for transfer of credit for approved graduate studies done at an institution accredited by The Association of Theological Schools or a recognized regional or international accrediting agency will be evaluated on an individual basis by the Academic Advising Office. MAMHM core courses or Trauma-Informed Care and Ministry required concentration courses are not able to be transferred and must be taken within the program.

*Time Limit for Completion of Degrees.* In order to ensure that a degree, when granted, represents education that is current and reasonably focused (not acquired a little at a time over an unreasonably long period), all credit applied to the degree must be earned within a certain period of time. For the Master of Arts in Mental Health and Ministry degree at Fuller, this period has been set at ten years. This includes all credit earned elsewhere and applied to the degree, as well as all credit earned at Fuller.

## Clinical Psychology Overview

### Character and Purpose

The Department of Clinical Psychology at Fuller's School of Psychology & Marriage and Family Therapy is a unique venture in higher education. Its purpose is to prepare a distinctive kind of psychologist: individuals whose understandings and actions are deeply informed by both psychology and the Christian faith. It is based on the conviction that the coupling of the Christian understanding of persons with refined clinical and/or research skills will produce Christian psychologists with a special ability to help individuals and families on their journeys to wholeness and salvation.

Toward these goals, an attempt is made to avoid reducing human beings to the descriptive data of psychology and theology to a set of propositions about God. Instead, both disciplines are accorded mutual respect in an effort to impart to the student a genuine appreciation for the contributions of each.

At its simplest, theology may be defined as conceptualizing God and God's relationship with humankind in ways that are relevant to this day. In a sense, everyone is a theologian, holding views about God, but not everyone is an effective theologian. For this higher purpose, a serious study of theology is imperative.

The data of theology consist primarily of the self-revealing acts and words of God contained in the Scriptures. Yet it is not enough simply to quote what Scripture itself contains. Theology must encounter and speak to each new generation and situation. Its

task is to state the message of the Bible, making clear the relevance of this message to every person's current need.

On the other hand, psychology may be defined as the study of human behavior. As defined by the American Psychological Association, "Psychology is the study of the mind and behavior. The discipline embraces all aspects of the human experience — from the functions of the brain to the actions of nations, from child development to care for the aged. In every conceivable setting from scientific research centers to mental healthcare services, 'the understanding of behavior' is the enterprise of psychologists."

The distinctiveness of the School of Psychology & Marriage and Family Therapy lies in its attempt to integrate these fields in theory, research, and practice. Through a series of didactic, experiential, and reflective endeavors, theology and psychology are examined, both separately and conjointly. Students are encouraged to reflect on their own faith (intrapersonal integration) and to determine how the data of psychology and theology can be combined (theoretical integration). In addition, clinical psychology students are trained in the melding of psychology and theology in clinical practice (clinical integration). Faculty members hold the view that integration at any level is a profitable endeavor. They communicate a view of people as having been created in the image of God, with an abiding concern for their relationship to Jesus Christ. They convey the conviction that resources exist which transcend their own. They attempt to model in teaching and living the unique combination of sincere faith and professional excellence, which the School espouses.

Graduates of this program are qualified to serve in both the church and the wider community. As psychologists they serve on hospital staff, in private practice, in church-sponsored counseling centers, in community mental health clinics, in educational settings, in veteran administration clinics, and in research institutions.

### **Admission**

General standards for admission to Fuller Theological Seminary may be found in the Admission Standards section of this catalog.

Admission to the PhD or PsyD programs in clinical psychology requires that a student earns a bachelor's degree from an accredited institution. Admission to these programs is competitive. The undergraduate major is most useful when it is in the social and behavioral sciences. A minimum of five courses in basic psychology (including courses such as abnormal, developmental, experimental, physiological, social, learning, motivation, and/or personality psychology), and one course in statistics taken in a behavioral sciences department is required for entry into any of the doctoral programs in the School of Psychology & Marriage and Family Therapy. Equally important for admission to the program is a demonstrated commitment to the Christian faith as well as personal qualities of high integrity, strong motivation for service, spiritual sensitivity, and a love of learning. In addition, empathy and relationship skills are particularly important for applicants to the clinical psychology degrees. These qualities will be evaluated through

interviews with faculty, letters of recommendation from those who know the candidate well, as well as the applicant's statement of purpose.

In addition to the requirements listed above, applicants to the Clinical Psychology programs must submit the following:

- Application for Admission
- Official transcripts from all colleges and graduate schools attended
- Four reference letters (one pastoral and three academic)
- Essays (prompts included in admissions application)
- Current Curriculum Vitae

In addition, applicants whose native language is not English must submit an official Test of English as a Foreign Language (TOEFL) of at least 600 (paper), 250 (computer), or 100 (internet), taken within the past two years, or the International English Language Testing System (IELTS), Academic Format, with a minimum score of 7.0, taken within the last two years.

Application deadlines and dates for notification of admission decisions can be found at <http://www.fuller.edu/admissions>.

The Department of Clinical Psychology uses an individualized admission procedure for applicants to the PhD in Clinical Psychology and PsyD in Clinical Psychology programs. An admissions committee consisting of faculty members and graduate students review all applicants. Interviews in January and February are offered to selected applicants as part of the decision process. An invitation to interview is not a guarantee of acceptance to the program. Personal transportation and lodging costs are the responsibility of the applicant. If an in-person interview is not possible, a remote interview may be substituted. The admissions committee reviews all applications, interviews, and makes recommendations to the entire clinical psychology faculty, who then makes the final admission decisions.

### **Faculty Advisors**

The professor/student relationship is viewed as a mutual commitment. The professor makes a commitment to train each student to the doctoral level and expects a reciprocal commitment from the student to achieve doctoral quality work. Each incoming student is assigned a faculty advisor based on the student's research interests expressed in the application essays and on faculty availability. The advisor supervises the dissertation and in the case of PhD students, also the master's project. Students may change advisors during their program if their research interests diverge from their assigned advisor.

### **Curriculum**

The Department of Clinical Psychology expects its PhD graduates to be scientist-practitioners and its PsyD graduates to be practitioner-scholars. Training in psychology under these models includes a broad and up-to-date knowledge of general psychology, experiences and supervision in research, personal growth and integration, and

communication of information. Depending on the degree program, graduates may also be expected to be proficient in psychological assessment (interviewing, observation, testing), psychological intervention, and/or teaching. A wide range of approaches and research areas are represented in both the faculty and the curriculum.

The graduate course of study normally spans a period of six years for the PhD program and five years for the PsyD program. Students may select up to but no more than 16 units of course work per quarter, with the core of the curriculum scheduled during Fall, Winter, and Spring Quarters. Each curriculum is divided into four parts: theology/integration, general psychology, research and evaluation, and specific coursework tailored to each program's area of expertise. Please note that both the PhD and PsyD programs are sequenced, meaning that the organizing and scheduling of course content in a sequential matter is essential to the program to ensure that the material is presented logically and meaningfully.

### **Part I: Theology and Integration**

The uniqueness of Fuller's clinical psychology programs lies in their emphasis on relationships between psychology and theology.

**PhD Program.** Students in the PhD program will complete an MA in Theological Studies, MA in Theology and Ministry, MA in Global Missional Leadership, or Master of Divinity degree. Degrees vary in the number of units required and each degree has a version of its own curriculum, which has been adapted for the School of Psychology & Marriage and Family Therapy students. Students are encouraged to consult with their academic advisor in the Academic Advising Office to explore their options and plan their curriculum.

**PsyD Program.** Students in the PsyD program must complete a minimum of 28 units of theology and 20 units of integration. This does not result in a master's degree, but PsyD students are encouraged to complete a degree in theology or intercultural studies as well if this is consistent with their personal and professional goals. Required theology courses are as follows:

- NT500 New Testament Introduction
- OT500 Old Testament Introduction
- SF502 Introduction to Global Christian Traditions
- Christian Ethics (any course with ET prefix)
- BSE or any course with a ST, TH or CH prefix requirement
- Any SMT course
- PI503 Touchstone Course in Theology and Psychology

Students in the PsyD program may choose instead to pursue the MA in Theological Studies, MA in Theology and Ministry, MA in Global Missional Leadership, or Master of Divinity degree. Degrees vary in the number of units required and each degree has a version of its own curriculum, which has been adapted for the School of Psychology & Marriage and Family Therapy students. Students are encouraged to consult with their

academic advisor in the Academic Advising Office to explore their options and plan their curriculum.

**Theology Transfer Credit and Waivers.** Students who have earned a two-year MA degree in theology from an accredited institution prior to entering a clinical psychology program at Fuller will be required to complete the Integration Track at Fuller instead of the full theology requirement described above. Those who completed an MDiv at an accredited institution prior to entering a doctoral program in the School of Psychology & Marriage and Family Therapy will be required to complete the Integration Track at Fuller. The Integration Track includes the required units of integration specified by the student's specific degree program and two additional SMT courses. An approved petition to the Chair of Integration is required before moving forward with the Integration Track.

**General Integration Curriculum.** All students are required to take 20 units of integration course work. The integration curriculum includes several types of courses:

- *Introduction to Integration (PI800)* must be taken prior to any other integration seminar. It lays the theoretical and philosophical foundations for contemporary expressions of integration.
- *Topical Integration Elective Seminars* are offered regularly. These focus on current topics of special interest to the field of integration.
- *Readings in Integration (PI805)* are special or advanced integration readings not covered by regular integration courses. These projects must be approved by the Chair of Integration.
- *Spiritual Formation and Integrative Practice Group (PI832)* is required for all third-year clinical psychology students and will offer a small group learning experience for students to deepen their reflection on their spiritual formation and integrative practice and articulate their experience of the presence of God in their lives and their approach to integration.
- *Theological and Ethical Issues in Clinical Integration (PI838)* is required for all third-year clinical psychology students and will explore the religious and ethical implications of psychotherapy theory while aiding students to traverse the difficult task of thinking integratively in various clinical contexts.
- *Advanced Integration (PI806)* is designed to assist students in reflecting on integration. Students will complete their final integration paper during the course.

In addition to the coursework, PhD and PsyD students must attend 6 Clinical Integration Colloquia, ideally within the student's first three years in the program (there are 9 offered throughout their first three years of training). Students must sign in and out at each colloquium. Once the colloquium requirement is completed, the student will enroll in 0 units of PI856 Clinical Integration Colloquium to show that they have completed the requirement.

## **Part II: General Psychology**

The core curriculum of general psychology provides the student with a solid grounding in the literature of general psychology, covering the following areas:

- the historical roots of psychology
- psychopathology
- the biological, cognitive, affective, social, individual, and developmental bases of behavior

## **Part III: Research and Scholarship**

The curricula for all tracks include a series of two foundational general psychology courses in statistics. In addition, all students take courses in research design as well as courses in psychological measurement and assessment.

All students are exposed to a wide variety of research topics by attending 6 Research Colloquia, ideally within the student's first three years in the program (there are 9 offered throughout their first three years of training). Students must register for PG856 Research Colloquium (0 units) no sooner than the quarter in which the final colloquium will be attended. Students also participate in research teams throughout their graduate career.

In addition, all students participate in research and/or scholarship experiences, with research teams led by faculty advisors. Thus, research training involves three overlapping components: classroom instruction, direct experience, and faculty modeling. First, a thorough program of classroom instruction lays a foundation of knowledge. For PhD students, this introduction culminates in the planning and execution of a master's-level research project under the supervision of the faculty advisor. The PsyD student learns practice-based research methods and unique skills in qualitative research and program evaluation. Second, students participate in research teams under the guidance and supervision of their faculty advisor. These experiences culminate in the independent dissertation. Third, students are expected to benefit from faculty models and colloquium speakers. Faculty are engaged in ongoing research, and serve as models of the scientist-practitioner, and/or the practitioner-scholar.

**Master's Research Project.** Each PhD student must complete a master's research project prior to beginning the dissertation. Credit for the master's project is earned by registering for PG865 Master's Research. The amount of credit earned is based directly on the amount of time spent working on the research project. A minimum of 8 units is required for all students.

**Dissertation.** Each PhD student must earn a minimum of 26 dissertation units in completing the dissertation. Each PsyD student must earn a minimum of 14 units of dissertation. Dissertations are prepared in accordance with the dissertation guidelines adopted by the faculty and provided in the SoPMFT Student Handbook.

## **Part IV: Clinical Psychology Coursework and Field Training**

The clinical curriculum introduces each student to a broad sweep of target populations through clinical course work and supervised field training in various approved settings. Psychiatric inpatients and outpatients, persons with physical and/or developmental disabilities, those lacking social and/or economic resources, those from diverse racial and ethnic backgrounds, and other populations are among the groups served by students during their field training. Students also gain experience with a wide range of major assessment techniques, including behavioral observation and description, diagnostic interviewing, objective and projective testing, and specialized testing techniques such as neuropsychological assessment.

***Clinical Psychology Interventions Courses (PC800-PC819).*** All clinical psychology students, regardless of their background, are required to complete clinical interventions coursework. Such students are required to take courses in their first year of the program that will provide a foundation for clinical work. These three courses are in humanistic, psychodynamic, and cognitive and behavioral interventions. Requirements for the remaining intervention courses vary by program and track.

Intensive treatments of specific topics are offered in clinical seminars. Specific requirements for clinical seminars vary by program and track.

***Professional Ethics.*** The student will demonstrate competency in the following areas: (a) Professional Ethics, (b) State Laws, Rules, and Regulations, (c) California laws, rules, and regulations relating to the practice of psychology, (d) State laws that apply to states where the student may wish to practice. Competency is defined as obtaining a grade of B- or higher in the PC803 Legal and Ethical Issues course, and through satisfactory demonstration of ethical behavior and knowledge as measured in quarterly clinical evaluations from field training sites.

***Field Training.*** The Fuller Psychological and Family Services clinic of the School of Psychology & Marriage and Family Therapy offers clinical training opportunities to many students in clinical psychology. Students are also placed in other clinical facilities throughout the Los Angeles area for their practicum, clerkships, and internship placements. Internship placements are also made throughout the country, and students are encouraged to apply in all parts of the nation.

***Practicum.*** Practicum training occurs during the first, second, and third years of the program for PhD students and during the first and second years of the program for PsyD students, and introduces the student to the wide array of professional activities basic to the practice of clinical psychology. All students complete an in-house placement in the first year. In their second and third years, PsyD students have two 12-month placements, and PhD students have two nine-month placements. Students spend time each week in client contact, supervision groups, staff meetings, and paperwork (hours vary by program and track).

**Clerkship.** Students enroll in and contract for 12 hours of clerkship per week for 12 months, for a minimum of 576 hours for the year. This usually begins Summer Quarter following the third year for PhD students and following the second year for PsyD students. Clerkship requires a one-year commitment to one site, with a focus on psychological assessment. Prior to the clerkship, PhD students must have successfully completed Practicum 2 and PC804 Psychometric Theory & Assessment and PsyD students must have successfully completed Practicum I and PC804 Psychometric Theory & Assessment.

**Pre-Internship.** Pre-Internship is required of PhD students during their fifth year and required of PsyD students during their fourth year. Students must have successfully completed Clerkship prior to Pre-Internship.

**Internship.** The internship year consists of a minimum of 40 hours per week for 12 months, for a total of 1,900 or more hours for the year. During internship, students earn 12 units per quarter for a total of 48 units. PsyD students go on internship during their fifth year. PhD students go on internship during their sixth year.

Before being allowed to apply for an internship, students must have advanced to doctoral candidacy and have completed the dissertation proposal colloquium. The internship is the final capstone clinical training requirement, and as such, the student must have successfully completed all coursework and other field training prior to the start of the internship.

#### **Part V: Clinical Psychology Competency Evaluation**

In keeping with the faculty's responsibility to determine whether a student is competent to practice as a clinical psychologist, evaluation procedures have been developed.

**Quarterly Clinical Evaluations.** Each student will be evaluated on a quarterly basis by clinical supervisors through scheduled clinical evaluations, which are submitted to the DCT office. These evaluations are used by the Director of Clinical Training to help determine the student's quarterly field training grades.

**Comprehensive Examination.** For clinical students, a superior level of mastery of general psychology is operationally defined by the faculty as a passing score on an oral exam as well as submittal of a clinical portfolio, as outlined in the SoPMFT Student Handbook.

The Comprehensive Exam will be taken in the Winter or by Spring Quarter of the third year for PsyD students and the Winter or Spring Quarter of the fourth year for PhD students.

The oral Comprehensive Exam centers on a clinical case formulation, and the student identifies the theoretical orientation to be used for the conceptualization. The student must demonstrate the ability to successfully meet the following competency benchmarks defined by the APA and the program. The student must demonstrate ability and understanding in (1) assessment and diagnosis; (2) case conceptualization; (3) treatment planning and intervention; (4) legal and ethical issues; (5) professionalism and maturity; (6) cultural diversity; (7) integration; (8) supervision, consultation, and interprofessional/

interdisciplinary collaboration; and (9) research. The comprehensive exam is an oral format and the students must take the exam the year before they plan on applying to internship.

In recognition of the fact that the literature of general psychology changes rapidly, the validity of a passing comprehensive examination score will only be recognized for 7 years. Students who have not graduated by that time must successfully retake their comprehensive examination.

***Clinical Portfolio and Testing Log.*** The clinical portfolio consists of three domains: a log of testing experiences, a compendium of clinical documents, and a summary of clinical hours. The compendium of clinical documents includes the following:

- 1 clinical case conceptualization
- 3 assessment reports
- 1 intake summary
- 1 treatment plan
- 1 progress note
- 1 termination summary

The Clinical Psychology Student Handbook will have more details about these documents, as well as the testing log and summary of clinical hours. In addition, portions of the clinical training curriculum have been devised so that successful completion of these components may be taken as demonstration of competence in the areas of Professional Issues and Clinical Practice.

The recording of the successful completion of each domain of the Clinical Evaluation will be done in conjunction with the Program Chairs and the office of the Director of Clinical Training. The DCT is responsible for collecting the testing log and the student is responsible for submitting the compendium of documents and summary of hours online to be reviewed by the designated faculty member.

***Final Clinical Evaluation - Internship Training.*** The student will demonstrate clinical competency at an advanced level appropriate for independent practice, as the final step before the faculty certifies the student's readiness to graduate as a clinical psychologist. Satisfactory completion of internship training year will be deemed to satisfy this phase of the clinical evaluation. Satisfactory clinical evaluations, demonstrating clinical competence in all competency areas must be submitted before the end of the internship year. If at any point, the student's performance on internship is not satisfactory, a remedial plan specifying the additional work necessary and the consequences of failing to fulfill the plan will be created.

## Clinical Psychology Programs and Requirements (PhD and PsyD)

## **Doctor of Philosophy (PhD) Program: General Track (232 units)**

### General Psychology (32 units):

- PG866 Human Development in Context (2)
- PG800 History and Systems of Psychology (2)
- PG810 Physiological Psychology (4)
- PG820 Cognitive and Affective Bases of Behavior (4)
- PG830 Social Psychology (2)
- PG843 Psychopathology (4)
- PG847 Professional Development and Emerging Leaders (2)
- PG850 General Linear Models: Regression (4)
- PG851 General Linear Models: ANOVA (4)
- PG852 A Advanced Research Methods A (2)
- PG852 B Advanced Research Methods B (2)

### Research (34 units):

- PG856 Research Colloquium (0)
- PG865 Master's Research (8)
- PG900 PhD Dissertation (26)

### Clinical Psychology (126 units):

- PC803 Legal and Ethical Issues (2)
- PC804 Psychometric Theory and Assessment (4)
- PC809 Clinical Interventions: Humanistic (4)
- PC810 Clinical Interventions: Psychodynamic (4)
- PC814 Clinical Interventions: Diversity Issues (4)
- PC819 Clinical Interventions: Cognitive and Behavioral (4)
- PC855 Clinical Interventions: Supervision (2)
- PC856 Clinical Interventions: Consultation (2)

Choose any 12 units from the following courses (at least 4 units must be Assessment courses):

- PC808 Clinical Interventions: Cultural/Community (4)
- PC811 Clinical Interventions: Gerontology (4)
- PC813 Clinical Interventions: Child/Adolescent (4)
- PC818 Clinical Interventions: Group Psychotherapy (4)
- FT514 Family Therapy (4)
- FT515 Marital Therapy (4)
- PE802 Objective Personality Assessment (4)
- PE803 Rorschach (2)
- PE805 Child and Family Assessment (4)

- PE808 Child Neuropsych Assessment (2)

Field Training (88 units)

- PC806 Practicum 0 (2)
- PC820 Practicum 1 (6)
- PC821 Practicum 2 (8)
- PC824 Clerkship (12)
- PC840 Pre-Internship (12)
- PC841 Internship (48)

Integration (20 units). *Please see Section I for a list of Integration course work.*

Theology Degree. *Please see Section I for a list of possible Theology course work.*

**Doctor of Psychology (PsyD) Program: General Track (214)**

General Psychology (34 units):

- PG866 Human Development in Context (2)
- PG800 History and Systems of Psychology (2)
- PG810 Physiological Psychology (4)
- PG820 Cognitive and Affective Bases of Behavior (4)
- PG825 Introduction to Research Design (2)
- PG828 Research Methods and Dissertation Writing (4)
- PG830 Social Psychology (2)
- PG843 Psychopathology (4)
- PG847 Professional Development and Emerging Leaders (2)
- PG850 General Linear Models: Regression (4)
- PG851 General Linear Models: ANOVA (4)

Electives (16 units)

Research (14 units):

- PG856 Research Colloquium (0)
- PG902 PsyD Dissertation (14)

Clinical Psychology (44 units):

- PC803 Legal and Ethical Issues (2)
- PC804 Psychometric Theory & Assessment (4)
- PC807 Clinical Interventions: Diversity Lab (2)
- PC809 Clinical Interventions: Humanistic (4)
- PC810 Clinical Interventions: Psychodynamic (4)
- PC814 Clinical Interventions: Diversity Issues (4)
- PC816 Program Administration and Evaluation (2)

- 
- PC819 Clinical Interventions: Cognitive and Behavioral (4)
- PC833 Advanced Psychodynamic Therapies (2)
- PC853 Advanced Psychodynamic Therapies Lab (1)
- PC834 Advanced Cognitive and Behavioral Therapies (2)
- PC854 Advanced Cognitive and Behavioral Therapies Lab (1)
- PC855 Clinical Interventions: Supervision (2)
- PC856 Clinical Interventions: Consultation (2)
- PE802 Objective Psychological Assessment (4)
- 
- PE816 Advanced Assessment (4)

#### Field Training (86 units)

- PC806 Practicum 0 (2)
- PC820 Practicum 1 (12)
- PC824 Clerkship (12)
- PC840 Pre-Internship (12)
- PC841 Internship (48)

Integration (20 units). *Please see Section I for a list of Integration course work.*

Theology Component (48 units). *Please see Section I for a list of Theology course work.*

#### **Optional PsyD and PhD Academic Track: Neuropsychology**

The PsyD and PhD Clinical Psychology programs offer a track in Neuropsychology. If a student is interested in joining the track, the following procedures must be followed:

- Email one of the members of the Neuropsychology Committee to declare your intentions to follow this track.
- Neuropsychology Committee Members are Drs. Warren S. Brown and Anne Nolty.
- Keep track of your own progress throughout the program.
- Review the Neuropsychology Track form with the Program Manager and Academic Advisor throughout your matriculation.
- Once completed, give a copy of the form to the Program Manager and Academic Advisor.

In order to graduate with a transcript that states “Major Area of Study: Neuropsychology,” each student must fulfill the requirements described below:

#### Required Coursework (14 units):

- PG810 Physiological Psychology\* (4)
- PG811 Neuropsychology I: Principles and Clinical Syndromes\* (4)
- PE804 Neuropsychology II: Assessment\*(4)
- PE813 Psychopharmacology (2)

*\*Students must earn a B+ or better in these courses.*

- 

#### Clinical Placements

- In addition to formal neuropsychology Clerkship and Internship placements, at least one other formal neuropsychology training experience is required.

#### Research Requirements

- The dissertation content must be related to neuropsychology. The dissertation must be chaired by one of the core neuropsychology faculty: Drs. Warren S. Brown or Anne Nolty. If these labs are full, then the dissertation needs to be co-chaired by one of the core neuropsychology faculty.

#### Professional Development Requirements

- Students must present a neuropsychology-related research project (thesis, dissertation, or other research) at a professional neuropsychology conference (e.g., AACN, INS, NAN, or APA Division 40) prior to applying for internship.
- Students are strongly encouraged to become a student member of one or more of the following neuropsychological associations:
  - APA Division 40
  - International Neuropsychology Society
  - National Academy of Neuropsychology
  - American Academy of Clinical Neuropsychology
  - Hispanic Neuropsychological Society

#### Additional Coursework, Practica, or Didactics in Clinical Neuropsychology Requirements

- Two years of monthly neuropsychology didactic seminars (9 seminars per academic year x 2 = 18 seminars) will satisfy this requirement or one year and the Child Neuropsychology Assessment class.

#### **Optional PsyD and PhD Academic Track: Culture and Community**

The PsyD and PhD Clinical Psychology programs offer a track in Culture and Community. The purpose of the Culture and Community track is to provide students with in-depth classroom, field training, and research experiences addressing particular ethnocultural and community groups/themes. To accomplish this, the track will provide opportunities for students to work with the following populations:

- Clients seeking psychological services in a language other than English
- Clients seeking psychological services in English, within the context of their particular ethnocultural group

In order to graduate with a transcript that states “Major Area of Study: Culture and Community,” each student must fulfill the requirements described below, with a consistent focus on specific ethnocultural/language group.

Required Coursework (12 units):

Students can select from the following list of courses to meet the total of 12 units:

- PC808 Clinical Interventions: Cultural and Community Psychology (4)
- PC814 Clinical Interventions: Diversity (4)
- PI525 Integrative Issues in a Cross-Cultural Setting (2)
- PI520 Global Child and Family Mental Health (4)
- 
- 
- PC816 Program Administration and Evaluation (2)

### Clinical Requirements

Students must successfully complete two “Cultural Training Experiences” as follows:

- Two from among the following: Practicum I, Practicum II, Clerkship, or Pre-Internship placements; or
- One of the above, plus an Additional Clinical Experience (ACE) assignment

A Cultural Training Experience is defined as substantial time spent at a site providing psychological services in a non-English language while being supervised in that language and/or at a site focusing on a particular ethnocultural group. All Cultural Training Experiences must take place with clients within the same ethnocultural/language group.

Any students who desire to participate in a Cultural Training Experience in a non-English language must first do so through FPFS with clients, supervision, and consultation provided by FPFS.

ACE assignments must be at least three quarters in length and consist of supervised training of at least 8 hours per week with at least 50% clinical contact with clients in the provision of psychological services. As with any ACE assignment, approval must be given by the DCT in advance.

### Supervision and Consultation Requirements

Students must receive supervision and/or consultation consistent with the following guidelines (Language in Which Services Delivered: Supervision Group Leader):

- Spanish Language: FPFS Supervisor
- Chinese Language: Kenneth Wang
- Korean Language: FPFS Supervisor

Students working with English-speaking clients seeking treatment within the context of a particular ethnocultural group must, in addition to weekly supervision at their site, receive weekly consultation by someone knowledgeable about and competent in interventions relevant to that group. This consultation will typically be led by an SoPMFT faculty member.

### **Research Requirements**

Students must comply with the following dissertation guidelines:

- Dissertations must be focused on culture and community themes/issues, focusing on the same ethnocultural area as their Clinical Training Experiences.
- Dissertations will be chaired or co-chaired by a SoPMFT faculty member who is associated with the track.

Prior to internship, students must present a research project (thesis, dissertation, or other research) with a focus on culture and community at a professional conference (e.g. Psychology and the Other; Society for Community Research and Action; APA Division 45, 52, or 27; National Multicultural Conference and Summit; Asian American Psychology Association; National Latinx Psychology Association).

### **Professional Development Requirements**

- Students must become a student member of APA Division 45, 52, or 27.

### **Other Requirements**

- Students desiring admittance to the track must submit a letter to their advisor, including information regarding why they want to join the track, the specific ethnocultural/language group they desire to address, training plans, and plans to complete a culture and community related dissertation.
- Entry into the track will be dependent upon the availability of clinical training sites and research advisors for particular ethnocultural/language groups.
- Students are expected to keep track of their own progress as they complete the requirements of the Culture and Community track. Tracking forms are available from the Program Manager and Academic Advisor.

## **General Academic Issues**

**Registration.** Registration is the student's responsibility. Special fees will be assessed for late registration, including late registration for non-classroom experiences such as internships, dissertation, etc.

**Student Handbook.** In addition to the information contained in the seminary academic catalog, essential policies, procedures and information concerning students in the program are contained in the Clinical Psychology Student Handbook. This handbook

contains not only basic academic policies, but also guidelines for personal and professional behavior and procedures for processing grievances against students and faculty. Students are expected to comply with the policies in both handbooks.

**Academic and Clinical Reviews.** Students are formally reviewed at least once each year. All students are required to consent to academic and clinical reviews of their performance by faculty and/or appropriate clinical supervisors. The policy and procedures used for these reviews are detailed in the Clinical Psychology Student Handbook.

**Transfer of Credit.** Students who have completed graduate work in psychology at other institutions and desire a reduction in the number of psychology credit hours required to fulfill Fuller's degree requirements should contact the Program Manager and Academic Advisor after admission. Approval of the instructor of the parallel Fuller course and the Program Chair is required. Only courses taken for a letter grade in which a grade of B or higher was earned will qualify for transfer. Transfer of credit does not necessarily mean that a course requirement will be waived, and waiver of a course requirement does not necessarily mean that graduate credits are being transferred. Faculty may require specific assignments and enrollment in the course (for 0 units) to consider competencies met for the waiver of a curricular requirement.

Students who have completed graduate work in theology and desire a reduction in the number of theology credit hours required to earn a Fuller degree should contact the Program Manager and Academic Advisor. The time limit for all master's degrees in the School of Mission and Theology has been set at 10 years. This includes all credit earned elsewhere and applied to the degree, as well as all credit earned at Fuller. Where the combined period represented by transfer credit and Fuller courses to be applied to a theology degree exceeds 10 years, it is subject to the approval of the Master's Academic Affairs Committee.

The PsyD requires five years of full-time study. The PhD degree requires six years of full-time study. These timelines may be compressed by one year for students entering with graduate-level coursework in psychology and/or theology. Clinical Psychology students with previous graduate training in psychology and/or theology may apply for advanced standing. A minimum of 48 units of transferable credit is required to qualify to apply for advanced standing, which involves "collapsing" the third and fourth years of the program. Students with limited clinical psychology course work in the 48 transferable units may be asked to complete certain clinical courses in order to be allowed to collapse the third and fourth years of the program. Application for this advanced standing typically takes place in the second year, and must be approved by a vote of the clinical psychology faculty.

**Doctoral Candidacy.** A student shall formally be considered a doctoral candidate in the PhD and PsyD programs when the following criteria have been met:

- Passing the comprehensive examination.

- For PhD students, Practicum 0, I, and II have been satisfactorily completed. For PsyD students, Practicum 0 and I have been successfully completed and the vote is contingent upon successful completion of Clerkship.
- Satisfactory completion of PC803 Legal & Ethical Issues.
- Satisfactory completion of PC804 Psychometric Theory & Assessment.
- Satisfactory completion of all or all but one of the clinical interventions courses required by the student's degree program.
- Satisfactory acceptance of the master's research project (PhD only).
- Formal faculty approval.

### **In-Sequence Master's Degree in Psychology**

A Master of Arts in Psychology degree will be granted to students en route to the PhD and PsyD degrees. The requirements for the MA differ by degree program. No work is required outside of the regularly required courses and clinical experiences in the normal course of their doctoral and theology work. Students will be eligible for the degree after they have completed the following requirements (please see the Program Manager and Academic Advisor for the appropriate program coursework record, which includes specific courses required for graduation):

#### *PhD*

- General psychology (22 units)
- Clinical psychology (22 units, to include PC809, PC810, PC814, PC819)
- Electives and seminars, excluding independent studies courses (12 units)
- PG865 Master's Research (4 units)
- Practicum (8 units)
- Integration and Theology course work (20 units, to include PI800, PI503, NT500, and OT500)

#### *PsyD*

- General psychology (22 units)
- Clinical psychology (22 units, to include PC809, PC810, PC814, PC819)
- Electives and seminars, excluding independent studies courses (14 units)
- Practicum (10 units)
- Integration and Theology course work (20 units, to include PI800, PI503, NT500, OT500)

These units of psychology and theology are typically completed by the end of the student's second year in the program.

Students who have been approved for advanced standing must have the equivalent number of psychology units, have not been awarded another psychology degree based on

the units transferred in, and have been in residency for at least one year to qualify for this degree.

**Graduation and Commencement.** A student may graduate at the end of any quarter after all requirements are met. In order to participate in the June Commencement exercises, a student must have (1) completed all coursework, (2) completed all dissertation requirements by the dates specified, and (3) contracted to complete the internship at an APPIC-member internship site by no later than the fall quarter graduation date of the same year. Participation in Commencement does not constitute graduation. Graduation occurs only at the end of the quarter within which the Registrar's Office has determined that all requirements for the degree have been completed.

## Marriage and Family Therapy Overview

### Character and Purpose

The Department of Marriage and Family Therapy at Fuller Seminary's School of Psychology & Marriage and Family Therapy is committed to preparing persons for service in the field of marriage and family therapy. We seek to offer an educational environment that fosters personal integrity, Christian vision, and professional competence.

The Marriage and Family Therapy (MFT) department is identified by three hallmark characteristics.

**Spiritual Formation & Integration.** The MFT department places spiritual formation and integrative commitments at the heart of their program curriculums. There is no separation between professional development and personal formation as we believe that the self-of-the-therapist process of gaining greater awareness of one's faith perspective, cultural assumptions, and family narratives establishes a solid foundation for developing into a well-rounded and integrated family therapist. Furthermore, the MFT faculty and staff are committed to graduate training that is undergirded by a redemptive vision for the family, church, and community. This vision is Christ-centered, and integrates Christian values with the study of marriage and family relationships, through a combined curriculum of family therapy theories and interventions, integration, theological studies and the social and behavioral sciences. The goal of the faculty is to prepare persons who are thoroughly equipped in theory and in practice to directly or indirectly express God's grace in their care of individuals, couples, families, and communities.

**Clinical Training.** The MFT department is committed to providing the highest level of clinical training to beginner (MSMFT program) and licensed (DMFT program) therapists. The clinical training curriculum is based on the family systems perspective that conceptualizes the individual, couple, and family in the context of the larger ecological context of the community and society. Students have the opportunity to train with faculty supervisors who provide weekly live supervision and group training through the duration of a 10-month practicum training program. Clinical training is interconnected with the

spiritual formation framework that dovetails the priorities of formation and cultural awareness to clinical practice. The curriculums are designed to prepare students for professional licensure in the MSMFT or advanced practice in the DMFT.

**Faculty & Staff Mentorship.** The MFT department believes that formation and development occur most effectively in small group contexts. Faculty members are directly involved in formation groups with students and in every quarter of the program, students participate in formation and/or clinical training in small group (8-10 students) contexts. The academic advisor, department chair and director of clinical training work in close coordination with one another, and the faculty at large in an effort to provide a consistent and holistic approach with students.

### **Program Distinctives**

The Master of Science in Marriage and Family Therapy (MSMFT) degree is designed to prepare Christian individuals with professional clinical skills for licensure or certification as marriage and family therapists. The curriculum is designed to meet the academic requirements of Section 4980.36 or 4980.37, and Section 4999.33 of the State of California Business and Professions Code, and is recognized by the California Board of Behavioral Sciences as meeting the educational requirements for licensure as a Marriage and Family Therapist (MFT), and/or a Professional Clinical Counselor (PCC). The curriculum for the MSMFT program offered at Fuller Arizona in Phoenix is designed to meet the requirements of Title 4, Chapter 6, Section R4-6-601 and Title 4, Chapter 6, Section R4-6-501 of the Arizona Administrative Code for licensure as a Marriage and Family Therapist or Professional Counselor for the state. The training program normally requires a 9-12-month supervised practicum.

The Doctor of Marriage and Family Therapy (DMFT) degree is designed to provide advanced training to licensed mental health professionals who desire to strengthen their clinical skills and expertise under the training and consultation with experts in the field, while also broadening the vision and scope of their practice to consulting opportunities. The DMFT program offers an opportunity for licensed professionals to conceptualize the application of the clinical expertise to serve the broader community through consulting services to faith-based and non-faith-based organizations.

**Transfer of Credit.** Students who have completed graduate work in marriage and family therapy at other accredited institutions and desire a reduction in the number of marriage and family credit hours required at Fuller should contact the MFT Academic Advisor after admission. Approval of the department is required for all transfer credit.

Students who have completed graduate coursework in theology and desire a reduction in the number of theology credit hours required at Fuller should also contact the MFT Academic Advisor after admission.

**Student Handbook.** In addition to the information contained in the seminary Student Handbook, certain policies, procedures and information concerning students in the program are contained in the School of Psychology & Marriage and Family Therapy Student Handbook. Of particular importance are documents drawn up by faculty-student committees which outline guidelines for personal and professional behavior, as well as policies and procedures for processing grievances regarding students and faculty. It is an implied contract that all students will comply with regulations in both handbooks while they are students under the jurisdiction of the Department of Marriage and Family Therapy and the seminary. Therefore, all students admitted to programs in the department are expected to read, know, and comply with the policies contained in these handbooks.

**Academic and Clinical Reviews.** Students in both degree programs are reviewed annually based on their academic performance. Additionally for MSMFT students, clinical reviews of their performance by faculty and/or appropriate clinical supervisors are done on a quarterly basis. The policies and procedures used for these reviews are detailed in the School of Psychology & Marriage and Family Therapy Student Handbook and the MSMFT Clinical Training Manual.

**Personal Growth and Therapy.** Personal maturity and growth are foundational to training in marriage and family therapy. Therefore, it is expected that persons training to be marriage and family therapists possess characteristics such as personal integrity, empathy, emotional stamina and stability, an ability to manage the emotional environment of counseling others, a commitment to the historic Christian faith, and a commitment to one's own individual, marital, and family growth.

The department is committed to fostering a collegial and communal atmosphere between students, and between students and faculty. In such a relational environment, areas for personal growth are often revealed by a variety of experiences as students progress through their training. Although students are not required to enter personal therapy, this is strongly encouraged.

## Master of Science in Marriage and Family Therapy

**Admissions.** General standards for admission to Fuller Theological Seminary may be found in the Admission Standards section of this catalog.

Admission to this degree program requires that a student has earned a bachelor's degree from a regionally accredited institution, or equivalent for international students. All applicants are reviewed by an admissions committee consisting of department faculty members. The committee selects applicants qualified to engage in graduate work in marriage and family therapy. New students at both the Pasadena and Phoenix campuses are admitted to the MSMFT on an early admissions basis. Application deadlines and dates

for notification of admission decisions can be found at <http://www.fuller.edu/admissions>. Admission is competitive and is based upon four criteria.

*Personal Maturity.* Applicants must possess the emotional, spiritual, and intellectual maturity, and the vocational suitability to engage in a career in marriage and family therapy. These qualities are evaluated through letters of recommendation, the applicant's statement of purpose, and a summary of related experience.

*Grade Point Average.* Applicants normally have a minimum 3.0 GPA in their undergraduate course work.

*Prerequisite Course Work.* Applicants to the MSMFT are strongly recommended to have completed courses in the social and behavioral sciences prior to admission. A course in introductory social science research or statistics, and coursework in Theories of Personality (or Counseling Theories), Abnormal Psychology, and Lifespan Development (or Developmental Psychology) are recommended. The appropriateness of an applicant's academic preparation will be evaluated.

*Interviews.* Interviews are offered to selected applicants as part of the decision process. An invitation to interview is not a guarantee of acceptance into the program.

In addition, applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A minimum score of 250 (600 on paper-based test or 100 on the Internet-based test) on the TOEFL or 7.0 on the IELTS is required for admission to the M.S. degree program. The TOEFL or the IELTS must have been taken within the past two years. For the breakdown of the sub-scores that are required, please refer to <http://www.fuller.edu/admissions>.

***The Training Experience.*** The scope of the training experience in marriage and family therapy at Fuller is integrative in nature and encompasses a three-fold focus: 1) theoretical training in a variety of subject areas (i.e., family studies, marriage and family therapy, theology and integration, research); 2) clinical training (i.e., lab training, live observation, practicum); and 3) personal growth experiences. Throughout these training experiences, faculty strive to integrate theological and spiritual formation perspectives and areas of cultural competency.

***Integration Studies.*** The distinctiveness of the Marriage and Family Therapy Department goes beyond its commitment to excellence in training and scholarship. The faculty believe that the moral context of a Christian seminary is uniquely suited to the training of Christian therapists who will be committed to the relational health of individuals, couples, families, and the communities in which they are embedded. To that end, the task of integrating faith and cultural competence with academic and clinical training is of central importance.

The Marriage and Family Therapy faculty view this integration as a lifelong process. Coursework is intended to provide a foundation of experience, knowledge and skills, taught from a Christian perspective. Faculty encourage the integration of biblical, theological and philosophical perspectives as they communicate course material that reflects their own integrative efforts. They also seek to challenge students to begin to deal with the full range of human experience, to articulate a coherent system of values and beliefs, and to be agents of healing in the lives of individuals and their family relationships.

Additionally, the Marriage and Family Therapy faculty seek to enhance the spiritual formation of students by helping them:

1. *To know themselves as authentic Christian persons.* To engage this process, faculty help students to: develop and tell the narratives of their lives/spiritual journeys; honor the gifts, talents and strengths they possess as educators and therapists; and encourage their spiritual and cultural identities through conversation and fellowship.
2. *To grow as Christians and as Christian professionals.* In small group conversations, faculty encourage students to reflect on and grow in the virtues of Humility, Compassion, Hope and Sabbath Rest.
3. *To minister as Peacemakers in the kingdom of God.* Faculty help students to develop the self-perception of being active participants in God's work of bringing peace. In this way, students are encouraged toward an integrated understanding of their vocation, whether their ministry to individuals, families and communities is in the church or a secular setting.

It is expected that such foundations will guide graduates as they continue to develop in their various vocations as Christian professionals.

**Curriculum.** The Department of Marriage and Family Therapy prepares MSMFT students for licensure and lays the foundation for professional and personal development within the MFT field. This is reflected in the curriculum of the degree program.

Students at the Pasadena campus who are on the traditional two-year full-time track are expected to take 14-16 units of coursework per quarter until all curricular requirements have been met. Reduction in time and coursework may be allowed for prior graduate work (see Transfer of Credit above). Students who wish to maintain full time work during their studies may opt for the three-year track, where majority of the classes meet on Tuesday and Thursday late afternoons and evenings in addition to online options during the first two years of the program, with the third year requiring students to prioritize their program to complete practicum, practicum consultation and integration formation requirements. Students at the Fuller Arizona campus in Phoenix may also take coursework at a reduced load spanning three years in the program, where the majority of the classes meet on Wednesday *or* Thursday afternoons and evenings, or may opt to take coursework at a full load spanning two years in the program, where classes meet on Wednesday *and* Thursday afternoons and evenings.

The course of study for an MS degree in marriage and family therapy requires 98 quarter units of coursework (100 units if meeting the educational requirements for licensure as a LPCC in California or 102 if meeting the requirements for the LPC in Arizona). The requirements for the degree are distributed as follows:

- Marriage and Family Therapy: 36 units (38 for LPCC or LPC)
- Clinical Training: 18 units
- Family Studies: 16 units
- Family Research: 4 units
- Theology/Integration: 16 units
- Electives: 8 units (10 for LPC)

*Marriage and Family Therapy.* The marriage and family therapy curriculum gives each student a broad spectrum of theoretical approaches and clinical training experiences.

*Required:*

- FT502 Legal and Ethical Issues in Family Practice (4 units) or FT503 Legal and Ethical Issues in Therapeutic Practice (4 units; *Fuller Arizona only*)
- FT508 Psychopathology and Family Systems (4 units)
- FT514 Family Therapy (4 units)
- FT515 Marital Therapy (4 units)
- FT520 Child and Adolescent Therapy in Family Contexts (4 units)
- FT522 Assessment of Individuals, Couples, and Families (4 units)
- FT526 Addiction and Family Treatment (2 or 4 units)
- FT533 Vulnerable Family Systems: Addressing Mental Health Disparities and Complex Trauma (4 units)
- FT535 Group Therapy (2 or 4 units)
- FT549 Psychopharmacology (4 units)

*Clinical Training.* Students in the master's program in marriage and family therapy engage in clinical training throughout their studies, beginning with the first quarter. *Required:*

- FT530A Clinical Foundations 1 (2 units)
- FT530B Clinical Foundations 2 (2 units)
- FT530C Clinical Foundations 3 (2 units)
- FT550C Practicum Consultation (12 units total); FT550S Practicum Supervision (12 units total; *Fuller Arizona and Pasadena students in faculty led practica*);

*Family Studies.* The core curriculum of family studies provides the student with a solid base for understanding the psychosocial structure and functioning of marriage and the family. MSMFT students are required to complete 16 units:

- FS500 Family System Dynamics (4 units)
- FS501 Gender and Sexuality (4 units)

- FS505 Child and Family Development (4 units)
- FS511 Cultural and Ethnic Issues in Marriage and Family Intervention (4 units) or FS512 Cultural and Ethnic Issues in Therapeutic Interventions (4 units; *Fuller Arizona only*)

*Family Research.* MSMFT students are required to complete 4 units:

- FR501 Research Methods, Statistics, and Design in MFT (4)
- Additional MFT Research opportunities include:
  - FR590 Directed Study in Family Research (1-4 unit)
  - FR591 Master's Thesis (8 units)
  - FR593 Master's Research and Writing (0 units)

*Theology and Integration.* As indicated above, training therapists with a Christian perspective on spiritual, moral, emotional, and relational wholeness, is a central objective of the marriage and family therapy faculty. Therefore, the M.S. degree program requires coursework in biblical studies, ethics, and integration to equip future therapists with both the conceptual skill necessary to engage in interdisciplinary dialogue and the clinical skills necessary to provide integrative perspective in their work with individuals, couples, and families.

All MSMFT students complete the following 12 units of theology/ integration coursework:

- ET535 The Ethics of Life and Death
- *Choose two:*
  - OT500 Old Testament Introduction
  - NT500 New Testament Introduction
  - FI506 The Church as Family System

In addition, all MSMFT students complete the following 4 units of integration coursework:

- FI500 Introduction to Integration (2 units)
- FI510A/B/C/D Integration Formation Group (2 units)

***Electives.*** The MSMFT student selects 4 units of marriage and family therapy elective coursework from among the department course offerings, and 4 units as a general elective.

### **Optional MSMFT Emphasis: Emphasis in MedFT**

Passage of the Mental Health Services Act (2004) and the Affordable Care Act (2010) brings about the implementation of a “whole health” system of care, combining behavioral health with primary care. This places MFTs who have competencies in medical family therapy (MedFT) in a position to play key roles in this evolving system of care.

Offering an emphasis in MedFT gives students the opportunity to: a) Learn to conceptualize and apply systemic therapeutic interventions to address emotional and relational issues that arise for clients affected by illness; and, b) learn to work as Marriage and Family Therapists in medical contexts.

To fulfill this emphasis, the M.S. student must take the following courses:

- FT562 Medical Family Therapy: Working with Families in Systems of Illness and Health (4 units)
- FT549 Psychopharmacology (4 units)
- ET535 The Ethics of Life and Death (4 units)

MSMFT students in both the Pasadena and Phoenix campuses may elect to do the emphasis.

### **Optional MSMFT Licensing: Licensed Professional Clinical Counselor (LPCC)**

Pasadena students who desire to fulfill licensing requirements are required to complete the following courses within their degree program for a total of 100 units:

- FT526 Addiction and Family Treatment (4 units)
- FT546 Life Development / Career Counseling (4 units)
- FT550C or FT550S Practicum Consultation or Supervision, 300 client contact hours minimum (12 units)

### **Optional MSMFT Licensing: Licensed Professional Counselor (LPC)**

Phoenix students who desire to fulfill licensing requirements are required to complete the following courses within their degree program for a total of 102 units:

- FT546 Life Development / Career Counseling (4 units)
- FT535 Group Therapy (4 units)
- FT580 Counseling Theories (2 units)
- FT551S Practicum Supervision, 700 hours of experience minimum (12 units)

### **Clinical Training**

Students in the MSFMT program engage in clinical training throughout their studies. The various combinations of laboratory training, live observation, and practicum in which students participate are established upon the following eight assumptions:

1. Marriage and family therapy is a discipline that is rapidly growing and changing;
2. Marriage and family therapists should be encouraged to critically assess and research MFT theories in order to foster the development of effective methods of treatment;
3. Marriage and family therapists need to demonstrate competence in the diagnosis, prognosis and treatment of a broad spectrum of individual, marriage, family, and relationship problems;

4. Marriage and family therapists must be able to consult with a variety of professionals, including clergy persons, healthcare practitioners, psychiatrists, school personnel, psychologists, and family law specialists;
5. Marriage and family therapists need to demonstrate competence in counseling individuals, couples, and families of diverse ethnic, racial, socio-economic, religious, and cultural backgrounds;
6. Marriage and family therapists should be able to assess the moral and spiritual issues associated with relational problems;
7. Faculty help students learn the application of theory to clinical practice and give broad oversight to off-campus clinical training, and ensure that training facilities provide exposure to a diverse range of family and mental health issues; and
8. Community and/or mental health facilities must be utilized in training marriage and family therapists to ensure a broad range of exposure to mental health and family issues.

**Clinical Foundations.** All students in the MS program engage in a peer laboratory training experience during their first year. For two-year students this takes place the first two quarters in Pasadena and Phoenix. Three-year students in Pasadena take the clinical foundations series in the Fall and Winter quarters of their second year, scheduled on Thursday evenings. For three-year students in Phoenix, the clinical foundations series will take place in the Fall quarter of the second year. These weekly labs provide an initial practice experience where students can develop basic counseling skills through weekly, triad role-play, audio and/or videotaped feedback. A specially equipped observation room with a one-way mirror is utilized for the training.

After two quarters of basic training, students complete a third quarter of the Clinical Foundation series, under the direction of a faculty clinician, where students practice various assessment and family therapy techniques by participating in simulated therapy sessions.

**Practicum.** In order to graduate, MSMFT students seeking the California MFT track must have a minimum of 225 hours of direct client contact experience, with 100 of these hours being MFT relational hours devoted exclusively to child, couple, group, or family work. The student must receive a minimum of 45 units of supervision to maintain the ratio of one unit of supervision for every five hours of client contact. A "unit" of supervision is equivalent to either one hour of individual/triadic or two hours of group supervision.

Students seeking the Arizona MFT or California LPCC track must have a minimum of 300 hours of direct client contact experience, with 100 of these hours devoted exclusively to child, couple, group, or family work. The student must receive a minimum of 60 units of supervision.

Fuller Arizona students seeking the LPC track must have a minimum of 700 hours of experience, of which minimum of 300 hours must be direct client contact, with 100 of these hours devoted exclusively to child, couple, group, or family work. The student must

maintain sufficient units of supervision to meet the ratio of one unit of supervision for every five hours of client contact.

Additionally, students may also extend their practicum experience to 500 client contact hours to accommodate licensing standards in states other than California or Arizona. Students on the three-year track, in Pasadena and Phoenix, are expected to commence practicum in their second year of study.

**Practicum Consultation Groups (Pasadena campus only).** Practicum Consultation is a required component of practicum in marriage and family therapy. The purpose of practicum consultation groups is to promote the student's developing clinical and professional skills through case consultation and discussion of clinical and integration issues. Students in faculty-led practicum are required to register for a practicum supervision group in lieu of practicum consultation groups.

**Practicum Supervision Groups (Phoenix and Pasadena campuses).** Practicum Supervision is a required component of practicum in marriage and family therapy. The purpose of practicum supervision groups is to promote the student's clinical development through discussion of case reviews, clinical practice, and the program's curriculum. Supervision will be provided by a marriage and family therapist licensed and qualified to supervise in Arizona or in California.

**Clinical Evaluation.** To ensure basic competence in clinical skills, students are evaluated during Clinical Foundations and practicum courses. During Clinical Foundations 1-3, basic family therapy skills and personal readiness for practicum are assessed. During practicum, evaluation of clinical and professional progress is conducted on a quarterly basis. The Director of Clinical Training (DCT) in Pasadena or in Phoenix provides oversight to the entire evaluation process, which involves consultation with the MFT faculty, practicum supervisors, and agency directors. Questions and concerns that may arise in the evaluation are then discussed with the DCT.

## Doctor of Marriage and Family Therapy

The Doctor of Marriage and Family Therapy (DMFT) degree program is designed to provide advanced training to licensed mental health professionals. The DMFT curriculum is based on the clinician-consultant framework, placing particular emphasis in two areas: a). deepening clinical competence and b). expanding the vision to apply core clinical competencies to non-clinical settings such as churches and community organizations.

**Admission.** Admission to this degree program requires that a student has earned a master's degree from a regionally accredited institution, or equivalent for international students. All applicants are reviewed by an admissions committee consisting of department faculty members. The committee selects applicants qualified to engage in graduate work in marriage and family therapy. Application deadlines and dates for

notification of admission decisions can be found at <http://www.fuller.edu/admissions>. Admission is competitive and is based upon four criteria.

*Personal Maturity.* Applicants must possess the emotional, spiritual, and intellectual maturity, and the vocational suitability to engage in a career in marriage and family therapy. These qualities are evaluated through letters of recommendation, the applicant's statement of purpose, and a summary of related experience.

*Grade Point Average.* Applicants normally have a minimum 3.0 GPA in their graduate course work.

*Professional Licensure.* Applicants to the DMFT are required to have an active clinical license (LMFT, LCPC, LCSW, LMHC, or related licensure).

*Interviews.* Interviews are offered to selected applicants as part of the decision process. An invitation to interview is not a guarantee of acceptance into the program.

In addition, applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A minimum score of 250 (600 on paper-based test or 100 on the Internet-based test) on the TOEFL or 7.0 on the IELTS is required for admission to the M.S. degree program. The TOEFL or the IELTS must have been taken within the past two years. For the breakdown of the sub-scores that are required, please refer to <http://www.fuller.edu/admissions>.

***The Training Experience.*** The scope of the training experience in marriage and family therapy at Fuller is integrative in nature and encompasses a four-fold focus: 1) theoretical training in advanced approaches to clinical and consulting practices; 2) intensive clinical training; 3) integration of faith and cultural competence; and 4) personal growth experiences. Throughout these training experiences, faculty strive to integrate theological perspectives, increase cultural competency and awareness, and strengthen clinical acumen.

***Integration Studies.*** The distinctiveness of the Doctor of Marriage and Family Therapy program is that we train Christian clinician-consultants who are committed to the relational health of individuals, couples, families, organizations, businesses, and the communities in which they serve. Therefore, integrating faith and cultural competence within the academic setting is paramount.

We believe that as stewards of psychological and relational giftedness, we contribute as a collective community of Christians who offer wisdom, extoll grace, and participate in the ongoing reconciliation of God's creation. As applied practitioners, our work contributes to the development of character, clinical expertise, and integrative formation of our students. It is expected that such foundations will guide graduates as they continue to develop in their various vocations as Christian professionals.

**Curriculum.** The Department of Marriage and Family Therapy has adopted the clinician-consultant model for the DMFT program. This is reflected in the curriculum of the degree program.

Students who are on the traditional two-year track are expected to take 6-12 units of coursework per quarter until all curricular requirements have been met. The course of study for a DMFT degree requires 70 quarter units of coursework. The requirements for the degree are distributed as follows:

- Marriage and Family Therapy (20)
- Clinical Training (32)
- Dissertation Research (10)
- Integration (4)
- Theology (4)

**Marriage and Family Therapy.** The following MFT courses focus on advanced training and learning in clinical topics related to family therapy practice.

- FT814 Culturally-Informed Practice (4 units)
- FT816 Assessment for Clinician-Consultants (4 units)
- FT844 Trauma and Resilience (4 units)
- FT830 Advanced Seminar on Human Sexuality (4 units)
- FT818 Career & Practice Development (4 units)

**Clinical Training.** Each quarter students are in practicum consultation they will have 3-4 peers in consultation with a faculty member who will provide intensive training and live consultation in a particular model of therapy in which they are experts.

- FT828 Practicum Consultation 1 (8 units)
- FT828 Practicum Consultation 2 (8 units)
- FT828 Practicum Consultation 3 (8 units)
- FT828 Practicum Consultation 4 (8 units)

**Dissertation Research.** Students will work with a faculty advisor to develop and write a clinical research project. Examples may include case studies, theory and intervention development, or an empirical study.

- FR895 DMFT Dissertation Online Instruction (2 units)
- FR893 DMFT Dissertation (8 units)

**Integration.** The integration of faith and clinical practice is central to all curriculums within the MFT department.

- FT800 Advanced Integration in Marriage and Family Therapy (4 units)
- Theology (*choose one theology course that is approved by the academic advisor prior to registration*)

# Training and Research Facilities

## **Fuller Psychological and Family Services**

Fuller Psychological and Family Services (FPFS) is the clinical training and community mental health outreach arm of the Fuller School of Psychology & Marriage and Family Therapy. We are located on the campus of Fuller Theological Seminary in Pasadena, California. Fuller's SoPMFT was the first clinical psychology professional school in the United States established in a theological seminary, and in 1974 became the first seminary-based psychology school to receive American Psychological Association accreditation. The clinic opened in November 1964 as the Pasadena Community Counseling Center, a year before the Fuller School of Psychology & Marriage and Family Therapy opened.

One way in which FPFS is unique is that its very existence is predicated upon treating mind, body, and spirit in an integrated manner. Simply put, this means that people are more than just physical beings. It also means that psychological symptoms such as depression and anxiety often manifest as physical symptoms such as fatigue or pain. Further, it means that our spiritual health can impact and be impacted by our physical and psychological symptoms. These beliefs are inextricably linked to the establishment and ongoing vision of FPFS, a vision strongly influenced by both the Fuller SoPMFT and Fuller Theological Seminary.

Most of our clinicians are students from the Fuller SoPMFT Clinical Psychology Program and Marriage and Family Therapy Program. They are closely supervised by a network of licensed professionals employed by FPFS to help ensure they operate in an effective, safe, and ethical manner. In this way, FPFS contributes to the development of future mental health professionals while also addressing the mental health needs of local communities in an affordable manner.

FPFS therapists provide therapy services to individuals (children, adolescents, and adults), couples, families, and groups, to address a variety of symptoms associated with issues including but not limited to anxiety, depression, relationship difficulties, trauma, guilt, and bereavement. FPFS also provides neuropsychological assessment services. These services help detect the presence of neurodevelopmental disorders, which usually occur during childhood but also manifest in adults. These disorders include but are not limited to ADD/ADHD, Autism Spectrum Disorder, learning disorders, intellectual disabilities, dyslexia, processing issues, depression, and anxiety.

## **The Travis Research Institute**

The Travis Research Institute (TRI) exists to provide leadership, synergy, administrative support, and infrastructure necessary for faculty, students, and postdoctoral fellows in the SoPMFT to carry out impactful psychological and interdisciplinary research that influences the academy, the church, and society at large. TRI seeks to be:

- a producer of nationally and internationally recognized research and scholarship that is made available to many audiences
- a leader in conversations in both secular and ecclesial contexts regarding the implications of research for understanding the physical, psychological, and spiritual nature of persons and human institutions
- a significant contributor to the academic/professional formation and scholarship of the faculty, students, and alumni of the SoPMFT
- an incubator for a wide-range of research projects that can attract funding from foundations, government agencies, non-profit organizations, and private industry
- a provider of valuable financial and research support for Fuller students and faculty labs,
- a facilitator of collaborative research, both across TRI's various labs and with researchers outside of Fuller, organized into the best configuration to promote collaboration.

The Travis Research Institute is organized into research labs and projects overseen by SoPMFT faculty members. Recent research topics that have been investigated include interhemispheric communication and cognition, conflict resolution in families, cultural psychology of religion, religious coping and support, perfectionism, trauma, resilience, virtues in athletes, immigrant youth and families, and spirituality and health. Some faculty have received research grants, with which they can employ students as research assistants. A full listing of all current labs and projects is available on the TRI website: <https://www.fuller.edu/academics/school-of-psychology/travis-research-institute/>.

### **The Thrive Center for Human Development**

The Thrive Center serves two important aims: to study how young people develop into thriving adults and to provide practical tools and resources to nurture optimal human development. It seeks to promote positive child and youth development through basic and applied research and the creation of interventions and resources for parents, educators, ministers, youth workers and other adults who invest in kids. Current research programs concern thriving and spirituality, the development of character strengths and virtues, and virtue development in the context of sports. More information on the Thrive Center and its programs can be found on the Thrive Center website: <https://thethrivecenter.org/>.

### **Clinical Facilities for Field Training: Clinical Psychology**

The institutions listed below are those which were directly engaged in recent years in providing clinical experience and training to students. Some of the institutions listed have an ongoing training agreement with the Department of Clinical Psychology so that they accept a fixed number of trainees each year. Others select their trainees from many different educational institutions. The specific institutions involved in clinical training vary from year to year.

- ABA-BEARS, Rancho Cucamonga, CA
- Alhambra Unified School District, Alhambra, CA
- Aurora Las Encinas Behavioral Health Care, Pasadena, CA
- Azusa Pacific University Counseling Center, Azusa, CA
- Bienvenidos Children's Center, Montebello, CA
- Biola University Counseling Center, Biola, CA
- California Behavioral Health Clinic, Los Angeles, CA
- Carrie Horn and Associates, Private Practice, Pasadena, CA
- Casa Colina Rehabilitation Hospital Transitional Living Center, Pomona, CA
- Cedars-Sinai Medical Center, Los Angeles, CA
- Center for Autism and Related Disorders, Woodland Hills, CA
- Cheerful Helpers Child and Family Study Center, Los Angeles, CA
- Child and Family Guidance Center-Balboa, Northridge, CA
- Children's Hospital of Los Angeles, Los Angeles, CA
- Christian Counseling Ministries, Pasadena, CA
- City of Hope National Medical Center, Duarte, CA
- Della Martin Center at Huntington Hospital, Pasadena, CA
- Didi Hirsch Mental Health Services, Inglewood, CA
- El Monte Police Community Relations Office, El Monte, CA
- Elizabeth House, Pasadena, CA
- Emmaus Road Counseling/Life Pacific Bible College, San Dimas, CA
- ENKI Health and Research Systems, Inc., El Monte, CA
- Faithful Central Bible Church – Family of Champions Counseling Center, Inglewood, CA
- Fuller Psychological and Family Services, Pasadena, CA
- Greenhouse Therapy Center, Pasadena, CA
- Harbor UCLA Medical Center, Torrance, CA
- Hathaway-Sycamores Child and Family Services, South Pasadena, CA
- Heritage Clinic at the Center for Aging Resources, Pasadena, CA
- Hillview Mental Health Center, Pacoima, CA
- Intercommunity Counseling Center, Whittier, CA
- Jerry L. Pettis VA Medical Center, Loma Linda, CA
- Kaiser Permanente Los Angeles Medical Center, Dept. of Psychiatry, Los Angeles, CA
- LA County + USC Medical Center, Dept. of Psychiatry, Los Angeles, CA
- LA County + USC Medical Center, Dept. of Neurology, Los Angeles, CA
- LA County-DHS Hubert H. Humphrey Comprehensive Health Center, Los Angeles, CA
- Loma Linda University Health Care, Dept. of Pediatrics, Loma Linda, CA
- Los Angeles Christian Health Centers, Los Angeles, CA
- Los Angeles LGBT Center, Los Angeles, CA
- Pacific Clinics, Pasadena, CA
- Pacific Clinics East, Monrovia, CA

- Pasadena Mental Health Center, Pasadena, CA
- Patton State Hospital, Patton, CA
- Pepperdine University Counseling Center, Malibu, CA
- Prototypes – ICAN HCFP, El Monte, CA
- Prototypes – REACH, Pasadena, CA
- Psychology Resource Consultants, Pasadena, CA
- Rancho Los Amigos National Rehabilitation Center, Downey, CA
- San Gabriel Unified School District, San Gabriel, CA
- Southern California Neurology Consultants (SHARP), Pasadena, CA
- Stein Psychological Associates, Encino, CA
- UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA
- USC Engemann Student Health Center – Counseling Center, Los Angeles, CA
- Vanguard University Counseling Center, Costa Mesa, CA
- VA Los Angeles Ambulatory Care Clinic, Los Angeles, CA
- VA Medical Center, Long Beach, CA
- VA Medical Center, Sepulveda, CA
- VA Medical Center, West Los Angeles, CA
- Ventura County Behavioral Health, Oxnard, CA

### **Clinical Facilities for Field Training: Marriage and Family Therapy**

The institutions listed below provided clinical training for marriage and family therapy students in recent years.

- Alhambra Unified School District, Alhambra, CA
- Asian Pacific Counseling and Treatment Centers, Los Angeles, CA
- Asian American Christian Counseling Service, Alhambra, CA
- Aveson Charter School, Altadena, CA
- Cancer Support Community, Pasadena, CA
- Center for Individual and Family Therapy, Orange, CA
- Chinatown Service Center, Los Angeles, CA
- Christ’s Church of the Valley, San Dimas, CA
- Community Family Guidance Center, Cerritos, CA
- Didi Hirsch, Culver City, CA
- El Monte Police Community Relations, El Monte, CA
- Emmaus Road Christian Counseling Center (Life Pacific College), San Dimas, CA
- ENKI Health & Research Systems, Inc., El Monte, CA
- Foothill Family Services, Pasadena, CA
- Friends of the Family, Van Nuys, CA
- Fuller Psychological and Family Services, Pasadena, CA
- Hathaway-Sycamores, Pasadena, CA
- Interface Children and Family Services, Camarillo, CA
- Korean American Family Service Center, Los Angeles, CA
- Korean Community Services, Buena Park, CA

- La Vie Counseling Centers, Pasadena, CA
- Lake Ave Church Counseling Center, Pasadena, CA
- Los Angeles Christian Health Centers, Los Angeles, CA
- Odyssey Charter School, Altadena, CA
- Pacific Clinics, Pasadena, CA
- Para Los Niños, Los Angeles, CA
- Partnerships to Uplift Communities, Burbank, CA
- Pasadena Mental Health Center, Pasadena, CA
- San Gabriel Unified School District, San Gabriel CA
- Santa Anita Family Services, Monrovia, CA
- SYNC Counseling Center, Pasadena, CA
- Uplift Family Services/Hollygrove
- Vanguard University Counseling Center, Costa Mesa, CA
- Ventura County Behavioral Health, Oxnard, CA

## Course Requirements for SoPMFT Programs

**Curriculum Sheets.** The following pages provide the general course requirements needed to earn each of the master's and doctoral degrees offered by the School of Psychology & Marriage and Family Therapy. Students are encouraged to work with their advisors and program faculty members to plan and monitor their progress toward degree completion.

**2026-27 MASTER OF ARTS IN MENTAL HEALTH AND MINISTRY (48 units)**

Student ID: _____	Student Name (Last/First): _____
-------------------	----------------------------------

<b>FOUNDATIONAL COURSE (4 UNITS)</b>	
<input type="checkbox"/> PF501 Foundations of Psychological Science: On Being Human	Q/YR:

<b>MAMHM CORE (28 UNITS)</b>	
<input type="checkbox"/> PI504 Global Mental Health and Ministry: Understanding Culture, Stigma, and Care	Q/YR:
<input type="checkbox"/> PI505 Healing Conversations: Mental Health Care and Ministry Support	Q/YR:
<input type="checkbox"/> PI506 The Theology of Healing: Integrating Faith and Mental Health	Q/YR:
<input type="checkbox"/> PM505 Leading with Wisdom: Ethics, Boundaries, and Resilience in Ministry	Q/YR:
<input type="checkbox"/> ME506 Building Bridges: Cross-Cultural Communication and Relationship Dynamics	Q/YR:
<input type="checkbox"/> PG507 Faith and Data: Research and Evidence-Based Practices in Global Mental Health	Q/YR:
<input type="checkbox"/> PM508 Mental Health-Informed Ministry Practice (Capstone)	Q/YR:

<b>ELECTIVES (16 UNITS)</b>	
Students must choose four (4) courses from the list below.	
**Mandatory for Trauma-Informed Ministry and Care Concentration	
<input type="checkbox"/> PG521 Introduction to Trauma and Resilience in Ministry Contexts **	Q/YR:
<input type="checkbox"/> PG522 Crisis Intervention and Long-Term Trauma Care in Ministry Contexts **	Q/YR:
<input type="checkbox"/> PM523 Cultural Considerations in Trauma Care **	Q/YR:
<input type="checkbox"/> PI524 Group and Community Psychological Resilience **	Q/YR:
<input type="checkbox"/> PI520 Global Child and Family Mental Health	Q/YR:
<input type="checkbox"/> CN504 Family Therapy and Pastoral Counseling	Q/YR:
<input type="checkbox"/> CN520 Introduction to Pastoral Counseling	Q/YR:
<input type="checkbox"/> CN535 Grief, Loss, Death, and Dying	Q/YR:

Advisor Name and Signature: _____	Clearance Date: _____
-----------------------------------	-----------------------

**2026-27 PhD Curriculum** (232 Units)

Student Name:

G Number:

**I. General Psychology (32 units)**

	U	Qr	Yr
PG866 Human Development in Context	2		
PG800 History/Systems of Psychology	2		
PG810 Physiological Psychology	4		
PG820 Behavior: Cognitive/Affective Bases	4		
PG830 Social Psychology	2		
PG843 Psychopathology	4		
PG847 Professional Roles	2		
PG850 General Linear Models: Regression	4		
PG851 General Linear Models: ANOVA	4		
PG852A Advanced Research Methods 1	2		
PG852B Advanced Research Methods 2	2		

**II. Electives (20 units)**

	U	Qr	Yr
<small>(Any PC, PE, PG, PI, or Approved 500-level SOPMFT course beyond requirements)</small>			
_____			
_____			
_____			
_____			
_____			

**III. Integration (20 units)**

	U	Qr	Yr
PI800 Introduction to Integration	4		
PI806 Advanced Integration	2		
PI838 Theo/Ethical Issues in Integration	2		
PI832 Spiritual Formation & Integrative Practice Group	4		
PI856 Clinical Integration Colloquium	0		
Integration Electives (8 units)			
_____			
_____			
_____			

**IV. Research (34 units)**

	U	Qr	Yr
PG856 Research Colloquium	0		
PG865 Master's Research	2		
PG865 Master's Research	2		
PG865 Master's Research	2		
PG865 Master's Research	2		
PG900 PhD Dissertation (26)			
_____			
_____			
_____			
_____			
_____			
_____			

**Dissertation Information**

Proposal Colloquium Verification Form	Y / N
Data Colloquium Verification Form	Y / N
Final Oral Defense Verification Form	Y / N
Final Oral Defense Program	Y / N
Proquest Submission	Y / N

**Theology Requirement (check one)**

MTS (80 units)	_____
MATM (54 units)	_____
MDIV (108 units)	_____
MAGML (60 units)	_____
Integration Track	_____

**V. Clinical Psychology (126 units)**

<b>Coursework (38 units)</b>		U	Qr	Yr
PC803 Legal and Ethical Issues		2		
PC804 Psychometric Theory & Assessment		4		
PC809 Clinical Intervention: Humanistic		4		
PC810 Clinical Intervention: Psychodynamic		4		
PC814 Clinical Intervention: Diversity		4		
PC819 Clinical Intervention: Cognitive/Behavior		4		
PC855 Clinical Interventions: Supervision		2		
PC856 Clinical Interventions: Consultation		2		

Choose any **twelve (12) units** from the following coursework:

<small>At least four (4) units must be Assessment coursework</small>				
PC808 Clinical Intervention: Cultural/Community		4		
PC811 Clinical Intervention: Gerontology		4		
PC813 Clinical Intervention: Child/Adolescent		4		
PC818 Clinical Intervention: Group Psychotherapy		4		
PE802 Objective Psychological Assessment		4		
PE803 Rorschach		2		
PE805 Child and Family Assessment		4		
FT514 Family Therapy		4		
FT515 Marital Therapy		4		

**Field Training (88 units)**

	U	Qr	Yr
PC806 Practicum 0 (2 units)	0		
	0		
	0		
	2		
PC820 Practicum I (6 units)	2		
	2		
	2		
PC827 Consultation Group	0		
	0		
	0		
PC821 Practicum II (8 units)	2		
	2		
	2		
	2		
PC824 Clerkship (12 units)	4		
	4		
	4		
PC840 Pre-Internship (12 units)	4		
	4		
	4		
PC841 Internship (48 units)	12		
	12		
	12		

**Clinical Training - Internship Site Information**

Internship Verification Form	Y / N
APA Accredited	Y / N

**2026-27 PsyD Curriculum (242 Units)**

Student Name:

G Number:

<b>I. General Psychology (34 units)</b>		<b>U</b>	<b>Qr</b>	<b>Yr</b>
PG866 Human Development in Context		2		
PG800 History/Systems of Psychology		2		
PG810 Physiological Psychology		4		
PG820 Behavior: Cognitive/Affective Bases		4		
PG825 Introduction to Research Design		2		
PG828 Research Methods and Dissertation Writing		4		
PG830 Social Psychology		2		
PG843 Psychopathology		4		
PG847 Professional Roles		2		
PG850 General Linear Models: Regression		4		
PG851 General Linear Models: ANOVA		4		

<b>II. Electives (16 units)</b>		<b>U</b>	<b>Qr</b>	<b>Yr</b>
<small>(Any PC, PE, PG, PI, or Approved 500-level SOPMFT course beyond requirements)</small>				

<b>III. Integration (20 units)</b>		<b>U</b>	<b>Qr</b>	<b>Yr</b>
PI800 Introduction to Integration		4		
PI806 Advanced Integration		2		
PI838 Theo/Ethical Issues in Integration		2		
PI832 Spiritual Formation & Integrative Practice Group		4		
PI856 Clinical Integration Colloquium		0		
Integration Electives (8 units)				

<b>IV. Dissertation Research (14 units)</b>		<b>U</b>	<b>Qr</b>	<b>Yr</b>
PG856 Research Colloquium		0		
PG902 PsyD Dissertation				

<b>Dissertation Information</b>		
Proposal Colloquium Verification Form		Y / N
Final Oral Defense Verification Form		Y / N
Final Oral Defense Program		Y / N
Proquest Submission		Y / N

<b>V. Theology Component Requirement (28 units)</b>		
PI503 Touchstone: Theology/Psychology		4
OT500 Old Testament Introduction		4
NT500 New Testament Introduction		4
SF502 Intro to Global Christian Traditions		4
Any SMT course		4
Christian Ethics (any course with ET prefix)		4
Any course with a ST, TH, or CH prefix or BSE		4

<b>VI. Clinical Psychology (130 units)</b>		<b>U</b>	<b>Qr</b>	<b>Yr</b>
<b>Coursework (44 units)</b>				
PC803 Legal and Ethical Issues		2		
PC804 Psychometric Theory & Assessment		4		
PC807 Diversity Lab		2		
PC809 Clinical Intervention: Humanistic		4		
PC810 Clinical Intervention: Psychodynamic		4		
PC814 Clinical Intervention: Diversity		4		
PC816 Program Administration & Evaluation		2		
PC819 Clinical Intervention: Cognitive/Behavior		4		
PC833 Advanced Cog/Behavior		2		
PC853 Advanced Cog/Behavior Lab		1		
PC834 Advanced Psychodynamic		2		
PC854 Advanced Psychodynamic Lab		1		
PC855 Clinical Interventions: Supervision		2		
PC856 Clinical Interventions: Consultation		2		
PE802 Objective Psychological Assessment		4		
PE816 Advanced Assessment		4		

<b>Field Training (86 units)</b>		<b>U</b>	<b>Qr</b>	<b>Yr</b>
PC806 Practicum 0 (2 units)		2		
		0		
		0		

PC820 Practicum I (12 units)		2		
		3		
		3		
		4		

PC824 Clerkship (12 units)		4		
		4		
		4		

PC840 Pre-Internship (12 units)		4		
		4		
		4		

PC841 Internship (48 units)		12		
		12		
		12		
		12		

<b>Clinical Training - Internship Site Information</b>		
Internship Verification Form		Y / N
APA Accredited		Y / N

FULLER THEOLOGICAL SEMINARY

Theology Component: PsyD (48 units)

Student ID	Student Name
Advisor Signature	Clearance Date

Component Requirements (28 units)	
PI503	Touchstone in Theo/Psychology _____
NT500	New Testament Introduction _____
OT500	Old Testament Introduction _____
SF502	Introduction to Global Traditions _____
Any course with a ST, TH, or CH prefix or Biblical Studies Elective (BSE) or MT535: _____	
Christian Ethics (any course with ET prefix): _____	
Any SMT Course _____	

Integration (20 units)	
PI800	Introduction to Integration _____
PI838	Theo/Ethical Issues _____
PI806	Advanced Integration _____
PI832	Spiritual Formation & Integrative Practice Group _____
8 units of integration elective coursework: _____	
_____	
_____	

**2026-27 PsyD** (214 Units + SMT Degree)

**Curriculum Student**

Name: \_\_\_\_\_

G Number: \_\_\_\_\_

**I. General Psychology (34 units)**

	U	Qr	Yr
PG866 Human Development in Context	2		
PG800 History/Systems of Psychology	2		
PG810 Physiological Psychology	4		
PG820 Behavior: Cognitive/Affective Bases	4		
PG825 Introduction to Research Design	2		
PG828 Research Methods and Dissertation Writing	4		
PG830 Social Psychology	2		
PG843 Psychopathology	4		
PG847 Professional Roles	2		
PG850 General Linear Models: Regression	4		
PG851 General Linear Models: ANOVA	4		

**II. Electives (16 units)**

	U	Qr	Yr
(Any PC, PE, PG, PI, or Approved 500-level SOPMFT course beyond requirements)			
_____			
_____			
_____			
_____			
_____			

**III. Integration (20 units)**

	U	Qr	Yr
PI800 Introduction to Integration	4		
PI806 Advanced Integration	2		
PI838 Theo/Ethical Issues in Integration	2		
PI832 Spiritual Formation & Integrative Practice Group	4		
PI856 Clinical Integration Colloquium	0		
Integration Electives (8 units)			

**IV. Dissertation Research (14 units)**

	U	Qr	Yr
PG856 Research Colloquium	0		
PG902 PsyD Dissertation			
_____			
_____			
_____			
_____			
_____			

**Dissertation Information**

Proposal Colloquium Verification Form	Y / N
Final Oral Defense Verification Form	Y / N
Final Oral Defense Program	Y / N
Proquest Submission	Y / N

**V. Theology Requirement (check one)**

MTS (80 units)	_____
MATM (54 units)	_____
MDIV (108 units)	_____
MAGML (60 units)	_____

**VI. Clinical Psychology (130 units)**

**Coursework (44 units)**

	U	Qr	Yr
PC803 Legal and Ethical Issues	2		
PC804 Psychometric Theory & Assessment	4		
PC807 Diversity Lab	2		
PC809 Clinical Intervention: Humanistic	4		
PC810 Clinical Intervention: Psychodynamic	4		
PC814 Clinical Intervention: Diversity	4		
PC816 Program Administration & Evaluation	2		
PC819 Clinical Intervention: Cognitive/Behavior	4		
PC833 Advanced Cog/Behavior	2		
PC853 Advanced Cog/Behavior Lab	1		
PC834 Advanced Psychodynamic	2		
PC854 Advanced Psychodynamic Lab	1		
PC855 Clinical Interventions: Supervision	2		
PC856 Clinical Interventions: Consultation	2		
PE802 Objective Psychological Assessment	4		
PE816 Advanced Assessment	4		

**Field Training (86 units)**

	U	Qr	Yr
PC806 Practicum 0 (2 units)	2		
	0		
	0		
PC820 Practicum I (12 units)	2		
	3		
	3		
	4		
PC824 Clerkship (12 units)	4		
	4		
	4		
PC840 Pre-Internship (12 units)	4		
	4		
	4		
PC841 Internship (48 units)	12		
	12		
	12		
	12		

**Clinical Training - Internship Site Information**

Internship Verification Form	Y / N
APA Accredited	Y / N

**2026-27 Masters of Arts in  
Psychology (In-sequence PhD  
Students) Fall 2026 - 88 units**

Name \_\_\_\_\_ ID# \_\_\_\_\_

<b>General Psychology (24 units*)</b>			<b>U</b>	<b>Qr</b>	<b>Yr</b>
PG866	Human Development in Context		2	_____	
PG810	Physiological Psychology		4	_____	
PG820	Behavior: Cognitive/Affective Bases		4	_____	
PG843	Psychopathology		4	_____	
PG850	General Linear Models: Regression		4	_____	
PG851	General Linear Models: ANOVA		4	_____	

<b>Clinical Psychology (22 units*)</b>					
PC803	Legal and Ethical Issues		2	_____	
PC804	Psychometric Theory & Assessment		4	_____	
PC809	Clinical Intervention: Humanistic		4	_____	
PC810	Clinical Intervention: Psychodynamic		4	_____	
PC814	Clinical Intervention: Diversity		4	_____	
PC819	Clinical Intervention: Cognitive/Behavior		4	_____	

**Elective & Seminars (12 units)**  
Any SOPMFT Approved 500-level or SOPMFT 800-level course beyond requirements except Directed/Independent Studies & Field Experience

_____				_____	
_____				_____	
_____				_____	
_____				_____	

<b>Individual Research (4 units)</b>					
PG865	Master's Research		2	_____	
PG865	Master's Research		2	_____	

<b>Practicum (8 units)</b>					
PC806	Practicum 0		2	_____	
PC820	Practicum 1		2	_____	
PC820	Practicum 1		2	_____	
PC820	Practicum 1		2	_____	

<b>Integration &amp; Theology Coursework (20 units*)</b>					
Any FI, PI, or SMT courses beyond requirements					
PI503	Touchstone: Theology/Psychology		4	_____	
PI800	Introduction to Integration		4	_____	
NT500	New Testament Introduction		4	_____	
OT500	Old Testament Introduction		4	_____	
			4	_____	

\*If waiver of credit fills the following course requirements, the units from the waiver must be added to the Elective & Seminar unit requirements

**2026-27 Masters of Arts in  
Psychology** (In-sequence PsyD  
Students)- 88 units

Name \_\_\_\_\_ ID# \_\_\_\_\_

<b>General Psychology (22 units*)</b>			<b>U</b>	<b>Qr</b>	<b>Yr</b>
PG866	Human Development in Context	2	_____	_____	_____
PG810	Physiological Psychology	4	_____	_____	_____
PG820	Behavior: Cognitive/Affective Bases	4	_____	_____	_____
PG843	Psychopathology	4	_____	_____	_____
PG850	General Linear Models: Regression	4	_____	_____	_____
PG851	General Linear Models: ANOVA	4	_____	_____	_____

<b>Clinical Psychology (22 units*)</b>					
PC803	Legal and Ethical Issues	2	_____	_____	_____
PC804	Psychometric Theory & Assessment	4	_____	_____	_____
PC809	Clinical Intervention: Humanistic	4	_____	_____	_____
PC810	Clinical Intervention: Psychodynamic	4	_____	_____	_____
PC814	Clinical Intervention: Diversity	4	_____	_____	_____
PC819	Clinical Intervention: Cognitive/Behavior	4	_____	_____	_____

**Elective & Seminars (14 units)**

Any SOPMFT Approved 500-level or SOPMFT 800-level course beyond requirements except Directed/Independent Studies & Field Experience

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

**Practicum (10 units)**

PC806	Practicum 0	2	_____	_____	_____
PC820	Practicum 1	2	_____	_____	_____
PC820	Practicum 1	3	_____	_____	_____
PC820	Practicum 1	3	_____	_____	_____

**Integration & Theology Coursework (20 units\*)**

Any FI, PI, or SMT courses beyond requirements

PI503	Touchstone: Theology/Psychology	4	_____	_____	_____
PI800	Intro to Integration	4	_____	_____	_____
NT500	New Testament Introduction	4	_____	_____	_____
OT500	Old Testament Introduction	4	_____	_____	_____
_____	_____	4	_____	_____	_____

\*If waiver of credit fills the following course requirements, the units from the waiver must be added to the Elective & Seminar unit requirements

**2026-27 DMFT Curriculum (70 Units)**

Student Name: \_\_\_\_\_

G Number: \_\_\_\_\_

Matriculation Date: \_\_\_\_\_

Type of License: \_\_\_\_\_

**I. MFT Advanced Competencies (24 units)**

	<b>U</b>	<b>Qr</b>	<b>Yr</b>
FT814	Culturally-Informed Practice	4	_____
FT844	Trauma and Resilience in MFT	4	_____
FT800	Advanced Integration in MFT	4	_____
FT816	Assessment for Clinical-Consultants	4	_____
FT818	Career and Practice Development	4	_____
FT830	Advanced Seminar on Human Sexuality	4	_____

**Dissertation Information**

Proquest Submission Y / N

**Advising Notes:**

**II. MFT Consultation Specialization (32 units)**

	<b>U</b>	<b>Qr</b>	<b>Yr</b>
FT828	Practicum Consultation 1	8	_____
FT828	Practicum Consultation 2	8	_____
FT828	Practicum Consultation 3	8	_____
FT828	Practicum Consultation 4	8	_____

**III. Dissertation (10 units)**

	<b>U</b>	<b>Qr</b>	<b>Yr</b>
FR895	Dissertation Online Instruction	2	_____
FR893	Dissertation I	4	_____
FR893	Dissertation II	4	_____
FR894	Dissertation Continuation	0	_____
FR894	Dissertation Continuation	0	_____
FR894	Dissertation Continuation	0	_____

**IV. Any SMT Course (4 units)**

4 \_\_\_\_\_

**Graduation Clearance**

\_\_\_\_\_  
Date Academic Advisor

**DEPARTMENT OF MARRIAGE AND FAMILY THERAPY**  
**SCHOOL OF PSYCHOLOGY & MARRIAGE AND FAMILY THERAPY**  
**Fuller Theological Seminary**  
**2026-27 M.S. MFT DEGREE PROGRAM (98 UNITS)**  
**PROGRAM COMPLETION CHECKLIST (98 UNITS)**

Name \_\_\_\_\_ Student # \_\_\_\_\_ Matriculation Date \_\_\_ F \_\_\_ W \_\_\_ Sp 2025/26  
 Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_  
 Home Phone ( ) \_\_\_\_\_ Work Phone ( ) \_\_\_\_\_

**THEOLOGY/INTEGRATION (16 units)**

FI500 Introduction to Integration (2) \_\_\_\_\_  
 FI510A/B/C/D Integration Formation Group (2) \_\_\_\_\_  
 ET535 Ethics of Life & Death (4) \_\_\_\_\_  
**Choose Two**  
 OT500 Old Testament Introduction (4) \_\_\_\_\_  
 NT500 New Testament Introduction (4) \_\_\_\_\_  
 FI506 The Church as Family System (4) \_\_\_\_\_

**FAMILY STUDIES (16 units)**

FS500 Family Systems Dynamics (4) \_\_\_\_\_  
 FS501 Gender and Sexuality (4) \_\_\_\_\_  
 FS505 Child & Family Development (4) \_\_\_\_\_  
 FS511 Cultural and Ethnic Issues (4) \_\_\_\_\_

**ELECTIVES (8 units)**

**A. Choose (4 units):**  
 FI515 Forgive/Reconciliation/Clinical Practice (2/4) \_\_\_\_\_  
 FI531 Theol & Clinical Exploration Shame/Guilt (2/4) \_\_\_\_\_  
 FT563 Grief, Loss, Death & Dying (2) \_\_\_\_\_  
 FI540 Narrative & Family Life (4) \_\_\_\_\_  
 FT562 Medical Family Therapy (4) \_\_\_\_\_  
 FL501 Family Life Education (4) \_\_\_\_\_  
 FT546 Life Dev/Career Counseling (4) \_\_\_\_\_  
 FR591 Master's Thesis (4) \_\_\_\_\_

**B. Choose Any Elective (4 units):**

**MARITAL & FAMILY THERAPY (36 units)**

FT502 Legal & Ethical Issues in Family Practice (4)\* \_\_\_\_\_  
 FT508 Psychopathology & Family Systems (4)\* \_\_\_\_\_  
 FT514 Family Therapy (4) \_\_\_\_\_  
 FT515 Marital Therapy (4) \_\_\_\_\_  
 FT520 Child & Adolescent Therapy in Fam Contexts (4) \_\_\_\_\_  
 FT522 Assessment Indiv/Couples/Family (4) \_\_\_\_\_  
 FT526 Addiction & Family Treatment (2)\* \_\_\_\_\_  
 FT533 Vulnerable Family Systems (4)\* \_\_\_\_\_  
 FT535 Group Therapy (2)\* \_\_\_\_\_  
 FT549 Psychopharmacology (4) \_\_\_\_\_

**CLINICAL TRAINING (18 units)**

FT530A Clinical Foundations 1 (2) \_\_\_\_\_  
 FT530B Clinical Foundations 2 (2) \_\_\_\_\_  
 FT530C Clinical Foundations 3 (2) \_\_\_\_\_  
 FT550C Practicum Consultation (12)

( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_  
 ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_

**FAMILY RESEARCH (4 units)**

FR501 Research Methods, Stats, & Design in MFT (4)\* \_\_\_\_\_

**GRADUATION CLEARANCE**

**PRELIMINARY CLEARANCE**

\_\_\_\_\_  
 Academic Advisor

\_\_\_\_\_  
 Date

**\*NOTE:** May require 5 units for out of state licensure. Students are encouraged to check various states' educational requirements for MFT licensure.

DEPARTMENT OF MARRIAGE AND FAMILY THERAPY  
SCHOOL OF PSYCHOLOGY & MARRIAGE AND FAMILY THERAPY

Fuller Theological Seminary  
2026-2027

M.S. MFT DEGREE PROGRAM – LPCC Track (100 UNITS)  
PROGRAM COMPLETION CHECKLIST (100 UNITS)

Name \_\_\_\_\_ Student # \_\_\_\_\_ Matriculation Date \_\_\_ F \_\_\_ W \_\_\_ Sp 2025/26

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone ( ) \_\_\_\_\_ Work Phone ( ) \_\_\_\_\_

**THEOLOGY/INTEGRATION (16 units)**

FI500 Introduction to Integration (2) \_\_\_\_\_

FI510A/B/C/D Integration Formation Group (2) \_\_\_\_\_

ET535 Ethics of Life & Death (4) \_\_\_\_\_

**Choose Two**

OT500 Old Testament Introduction (4) \_\_\_\_\_

NT500 New Testament Introduction (4) \_\_\_\_\_

FI506 The Church as Family System (4) \_\_\_\_\_

**FAMILY STUDIES (16 units)**

FS500 Family Systems Dynamics (4) \_\_\_\_\_

FS501 Gender and Sexuality (4) \_\_\_\_\_

FS505 Child & Family Development (4) \_\_\_\_\_

FS511 Cultural and Ethnic Issues (4) \_\_\_\_\_

**ELECTIVES (8 units)**

**A. Choose One (4 units):**

FI515 Forgive/Reconciliation/Clinical Practice (2/4) \_\_\_\_\_

FI531 Theol & Clinical Exploration Shame/Guilt (2/4) \_\_\_\_\_

FT563 Grief, Loss, Death & Dying (2) \_\_\_\_\_

FI540 Narrative & Family Life (4) \_\_\_\_\_

FT562 Medical Family Therapy (4) \_\_\_\_\_

FL501 Family Life Education (4) \_\_\_\_\_

FT546 Life Dev/Career Counseling (4) \_\_\_\_\_

FR591 Master's Thesis (4) \_\_\_\_\_

**B. Choose Any Elective (4 units):**

\_\_\_\_\_

**MARITAL & FAMILY THERAPY (38 units)**

FT502 Legal & Ethical Issues in Family Practice (4)\* \_\_\_\_\_

FT508 Psychopathology & Family Systems (4)\* \_\_\_\_\_

FT514 Family Therapy (4) \_\_\_\_\_

FT515 Marital Therapy (4) \_\_\_\_\_

FT520 Child & Adolescent Therapy in Fam Contexts (4) \_\_\_\_\_

FT522 Assessment Indiv/Couples/Family (4) \_\_\_\_\_

FT526 Addiction & Family Treatment (4)\* \_\_\_\_\_

FT533 Vulnerable Family Systems (4)\* \_\_\_\_\_

FT535 Group Therapy (2)\* \_\_\_\_\_

FT549 Psychopharmacology (4) \_\_\_\_\_

**CLINICAL TRAINING (18 units)**

FT530A Clinical Foundations 1 (2) \_\_\_\_\_

FT530B Clinical Foundations 2 (2) \_\_\_\_\_

FT530C Clinical Foundations 3 (2) \_\_\_\_\_

FT550C Practicum Consultation (12)

( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_

( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_

**FAMILY RESEARCH (4 units)**

FR501 Research Methods, Stats, & Design in MFT (4)\* \_\_\_\_\_

**GRADUATION CLEARANCE**

**PRELIMINARY CLEARANCE**

\_\_\_\_\_  
Academic Advisor

\_\_\_\_\_  
Date

\*NOTE: May require 5 units for out of state licensure. Students are encouraged to check various states' educational requirements for LPC/LPCC/LCPC/MHC licensure.

**2026-27 MSMFT Arizona (98 Units)**

Student Name:

G Number:

Matriculation Date:

**I. Theology/Integration (16 units) U Qr Yr**

FI500	Introduction to Integration	2
FI510 A/B/C/D	Integration Formation Group	2
ET535	Ethics of Life and Death	4
<b>Choose Two:</b>		
OT500	Old Testament Introduction	4
NT500	New Testament Introduction	4
FI506	The Church as a Family System	4

**II. Family Studies (16 units) U Qr Yr**

FS500	Family Systems Dynamics	4
FS501	Gender and Sexuality	4
FS505	Child & Family Development	4
FS512	Cultural & Ethnic Issues in Therapy Int	4

**III. Electives (8 units) U Qr Yr**

**Choose 4 units:**

FI515	Forgiveness/Reconciliation in Clinical Practice	2/4
FI531	Theol & Clinical Exploration Shame/Guilt	2/4
FT563	Grief, Loss, Death, & Dying	2
FI540	Narrative & Family Life	4
FT562	Medical Family Therapy	4
FL501	Family Life Education	4
FT546	Life Dev/Career Counseling	4
FR591	Master's Thesis	4

**Choose Any Elective (4 units):**

4
---

**IV. Marital and Family Therapy (36 units) U Qr Yr**

FT503	Legal & Ethical Issues in Therap Practice	4
FT508	Psychopathology & Family Systems	4
FT514	Family Therapy	4
FT515	Marital Therapy	4
FT520	Child & Adolescent Therapy in Fam Context	4
FT522	Assessment Indiv/Couples/Family	4
FT526	Addiction & Family Treatment	2
FT533	Vulnerable Family Systems	4
FT535	Group Therapy	2
FT549	Psychopharmacology	4

**V. Clinical Training (18 units) U Qr Yr**

FT530A	Clinical Foundations 1	2
FT530B	Clinical Foundations 2	2
FT530C	Clinical Foundations 3	2

FT550S Practicum Supervision (12 units)

_____
_____
_____
_____
_____
_____

**VI. Family Research (4 units) U Qr Yr**

FR501	Research Meth, Stats, & Design in MFT	4
-------	---------------------------------------	---

**2026-27 MSMFT Arizona Counseling Track (102**

Units) Student Name:

G Number:

Matriculation Date:

**I. Theology/Integration (16 units)**

	<b>U</b>	<b>Qr</b>	<b>Yr</b>
FI500 Introduction to Integration FI510 A/B/ C/D Integration Formation Group ET535 Ethics of Life and Death	2		
	2		
	4		
<b>Choose Two:</b>			
OT500 Old Testament Introduction	4		
NT500 New Testament Introduction	4		
FI506 The Church as a Family System	4		

**II. Family Studies (16 units)**

	<b>U</b>	<b>Qr</b>	<b>Yr</b>
FS500 Family Systems Dynamics	4		
FS501 Gender and Sexuality	4		
FS505 Child & Family Development	4		
FS512 Cultural & Ethnic Issues in Therapy Int	4		

**III. Electives (8 units)**

	<b>U</b>	<b>Qr</b>	<b>Yr</b>
<b>Choose 4 units:</b>			
FI515 Forgiveness/Reconciliation in Clinical Practice	2/4		
FI531 Theol & Clinical Exploration Shame/Guilt	2/4		
FT563 Grief, Loss, Death, & Dying	2		
FI540 Narrative & Family Life	4		
FT562 Medical Family Therapy	4		
FL501 Family Life Education	4		
FT546 Life Dev/Career Counseling*	4		
FR591 Master's Thesis	4		

**Choose Any Elective (4 units):**

4

\*Required for LPC Track

**IV. Marital and Family Therapy (40 units)**

	<b>U</b>	<b>Qr</b>	<b>Yr</b>
FT503 Legal & Ethical Issues in Therap Practice	4		
FT508 Psychopathology & Family Systems	4		
FT514 Family Therapy	4		
FT515 Marital Therapy	4		
FT520 Child & Adolescent Therapy in Fam Context	4		
FT522 Assessment Indiv/Couples/Family	4		
FT526 Addiction & Family Treatment	2		
FT533 Vulnerable Family Systems	4		
FT535 Group Therapy	2		
FT549 Psychopharmacology	4		
FT580 Counseling Therories	2		

**V. Clinical Training (18 units)**

	<b>U</b>	<b>Qr</b>	<b>Yr</b>
FT530A Clinical Foundations 1	2		
FT530B Clinical Foundations 2	2		
FT530C Clinical Foundations 3	2		
FT550S Practicum Supervision* (12 units) *700 hours of experience required			

**VI. Family Research (4 units)**

	<b>U</b>	<b>Qr</b>	<b>Yr</b>
FR501 Research Meth, Stats, & Design in MFT	4		

# PERSONNEL

## Administration

### Senior Leadership Team

David Emmanuel Goatley, *President*

Ray Asad, *Chief Financial Officer*

Chris Blumhofer, *Chair, Faculty Senate*

Ryan Bolger, *VP Digital Transformation and CAO (Interim)*

Nicole Boymook, *Dean of Students*

Ginger Eppinette, *Assistant Vice President for Educational Excellence and Digital Innovation*

Cynthia Eriksson, *Dean, School of Psychology & Marriage and Family Therapy*

Lance Griffin, *General Counsel*

Jeff Harwell, *Chief Information Officer*

Jeff Keuss, *Dean, School of Mission and Theology*

Bernadette J. O'Halloran, *Chief of Human Resources and Organizational Development*

Wayne Park, *Chancellor, Fuller Theological Seminary, Texas*

Kara Powell, *Chief of Leadership Formation and Executive Director of the Fuller Youth Institute*

David Wang, *Diversity Council Co-Chair*

Lauren Yamaoka, *Senior Vice President of Advancement*

### Ethnic Center Leadership

Sebastian Chang Hwan Kim, *Academic Dean for the Korean Studies Center*

Daniel D. Lee, *Academic Dean for the Center for Asian American Theology and Ministry*

Ping-Cheung Lo, *Academic Dean for the Chinese Studies Center*

Dwight Radcliff, *Academic Dean for the William E. Pannell Center for Black Church Studies*

Alexia Salvatierra, *Academic Dean for the Centro Latino*

### School of Mission and Theology

Jeff Keuss, *Dean, School of Mission and Theology*

Sara Wells, *Assistant Dean, School of Mission and Theology*

Peter Altmann, *Associate Dean for the Center for Advanced Theological Studies*

Kurt N. Fredrickson, *Associate Dean of Professional Doctorates*

Kirsteen Kim, *Associate Dean for the Center for Missiological Research*

### School of Psychology & Marriage and Family Therapy

Cynthia Eriksson, *Dean of the School of Psychology & Marriage Family Therapy*

Joey Fung, *Associate Dean of the School of Psychology & Marriage and Family Therapy*

Jenny Bayless, *Program Chair, Master of Science in Marriage & Family Therapy, Arizona*

Jessica ChenFeng, *Program Chair, Doctor of Marriage & Family Therapy*

Christin Fort, *Program Chair, Doctor of Philosophy in Clinical Psychology*

Jordan Kassel, *Program Chair, Master of Science in Marriage & Family Therapy, California*  
Katherine Wiebe, *Program Chair, Doctor of Psychology in Clinical Psychology*

## Trustees

Fuller is a Nonprofit Religious Corporation governed by a Board of Trustees. In keeping with the mission, purpose, and character of Fuller Theological Seminary, all members of the Board of Trustees, faculty (regular and adjunct), and administration of the seminary sign the Fuller Statement of Faith.

Charles E. Fuller, Founder and Chairman, 1947-1955; Honorary Chairman, 1955-1968  
(*deceased*)

Harold John Ockenga, Co-Founder and Chairman, 1955-1961, 1963-1969 (*deceased*)

Jody A. De Pree Vanderwel, Chair, Board of Trustees, Managing Partner, Michigan Capital Network Venture Funds, Holland, Michigan

Tom Hsieh, Vice Chair, Board of Trustees, Fuller Theological Seminary, President, Northern Pacific Airways, Anchorage, Alaska

Daniel L. Villanueva, Treasurer, Board of Trustees, Fuller Theological Seminary; Partner, RC Frontis Partners, LP, Castle Rock, Colorado; and Vice President, Villanueva Companies

Steven Aeschbacher, Board of Trustees, Fuller Theological Seminary Pastor, Saint Louis, Missouri

Mary Vermeer Andringa, Board of Trustees, Fuller Theological Seminary, Chair Emeritus, Vermeer Corporation, Pella, Iowa

David L. Beré, Board of Trustees, Fuller Theological Seminary, Retired Chairman and Chief Executive Officer, Nonni's Foods, LLC, Oakbrook Terrace, Illinois

Nicholas Brathwaite, Board of Trustees, Fuller Theological Seminary, Co-Founder and General Partner, Riverwood Capital, Menlo Park, California

Jean Burch, Board of Trustees, Fuller Theological Seminary, Senior Pastor, Community Bible Church of Greater Pasadena, California

Kevin T. Chan, Board of Trustees, Fuller Theological Seminary, Retired Director of Engineering, Broadcom Corporation, Pasadena, California

Daniel L. Chun, Board of Trustees, Fuller Theological Seminary, Retired Senior Pastor, First Presbyterian Church of Honolulu, Honolulu, Hawai'i

Joseph Clair, Board of Trustees, Fuller Theological Seminary, Associate Provost and Professor, George Fox University, Newberg, Oregon

David M. Fung, Board of Trustees, Fuller Theological Seminary, Medical Director, West Hills Surgical Center, West Hills, California

Dr. David Emmanuel Goatley, President, Fuller Theological Seminary

Rev. Dr. Greg L. Headington, Board of Trustees, Fuller Theological Seminary, Founder and Executive Director, Global Faith Project, Dallas, Texas

Nicole Martin, Board of Trustees, Fuller Theological Seminary, President and Chief Executive Officer, Christianity Today, Hanover, Maryland

Santiago (Jimmy) Mellado, Board of Trustees, Fuller Theological Seminary, President and Chief Executive Officer, Compassion International, Colorado Springs, Colorado

Daniel Dominick Meyer, Board of Trustees, Fuller Theological Seminary, Chaplain-In-Residence, The Protestant Congregation at Ocean Reef, Key Largo, Florida

John Ortberg, Board of Trustees, Fuller Theological Seminary, Speaker, Author, Host BecomeNew.Me, Los Gatos, California

Nicholas Pearce, Board of Trustees, Fuller Theological Seminary, Founder & Chief Executive Officer, The Vocati Group Chicago, Illinois

Meritt Lohr Sawyer, Board of Trustees, Fuller Theological Seminary, Executive Pastor, Evangelical Covenant Church, Redwood City, California

Larry A. Smith, Board of Trustees, Fuller Theological Seminary, Retired President, ScholarLeaders International, Cortona, Italy

Lip-Bu Tan, Board of Trustees, Fuller Theological Seminary, Chief Executive Officer of Intel Corporation, Piedmont, California

Samuel C. Tolbert Jr., Board of Trustees, Fuller Theological Seminary, Senior Pastor, Greater St. Mary Missionary Baptist Church, Lake Charles, LA; President, National Baptist Convention of America

John Witvliet, Board of Trustees, Fuller Theological Seminary, Director, Senior Scholar and Professor of Theology, Worship, and the Arts, Belmont University, Nashville, Tennessee

C. Jeffrey Wright, Board of Trustees, Fuller Theological Seminary, Chief Executive Officer,  
Urban Ministries, Incorporated, Calumet City, Illinois

# FACULTY

The faculty of Fuller Theological Seminary are committed to the highest standards of teaching, research and writing in the various fields of theological, psychological and missiological study. Members of the seminary faculty have published hundreds of books, as well as numerous chapters or articles in books, periodicals and professional journals. Fuller professors serve as officers of professional societies and organizations and as editors of theological and professional journals and series. In addition to their teaching ministries at Fuller, they are actively involved in various kinds of ministry with churches.

Fuller's full-time faculty is supplemented each year by a number of highly-qualified visiting, affiliate, and adjunct faculty members, who enrich the curriculum of the schools.

## School of Mission & Theology

Jennifer Ackerman, B.M. Morehead State University; M.Div., Ph.D. Fuller Theological Seminary. *Assistant Professor of Preaching and Director of Brehm Preaching–A Lloyd John Ogilvie Initiative.*

Jose Abraham, B.S. St. Thomas College; B.D., Faith Theological Seminary; Th.M. United Theological College; Ph.D. McGill University. *Associate Professor of Islamic Studies.*

Steven C. Argue, B.B.A. University of Wisconsin, Madison; M.Div. Trinity International University; Ph.D. Michigan State University. *MA Ministry & Leadership Program Chair and Associate Professor of Youth, Family, and Culture*

Peter Altmann, B.A. German Language and Literature. University of Washington; M. Div. Seattle School of Theology and Psychology; Th.M. Princeton Theological Seminary; Ph.D. Princeton Theological Seminary; Habilitation, University of Zurich. *David Allan Hubbard Professor of Old Testament and Associate Dean for the Center for Advanced Theological Studies.*

Chris Blumhofer, B.A. Wheaton College; M.Div. Duke Divinity School; Ph.D. Duke University. *Associate Professor of New Testament.*

Ryan K. Bolger, B.A. University of California, Davis; M.A., M.A., Ph.D. Fuller Theological Seminary. *VP Digital Transformation and CAO (Interim), Associate Professor of Church in Contemporary Culture.*

Kutter D. Callaway, B.S., University of Colorado; M.A., Ph.D., Fuller Theological Seminary. *William K. Brehm Associate Professor of Theology and Culture and Brehm Chair of Worship, Theology, and the Arts.*

Euiwan Cho, B.A., Yonsei University; M.Div., Southern Baptist Theological Seminary; Ph.D., Southern Baptist Theological Seminary. *Academic Director for the Korean Doctor of Ministry Program and Professor of Christian Ministry.*

Scott S. Cormode, B.S. University of California (San Diego); M.Div. Fuller Theological Seminary; Ph.D. Yale University. *MDiv Program Chair and Hugh De Pree Professor of Leadership Development.*

Collin Cornell, B.A. Columbia International University; M.Div. Princeton Theological Seminary; Ph.D. Emory University. *Arthur F. Glasser Associate Professor of Bible and Mission.*

Erin E. Dufault-Hunter, A.B. Occidental College; M.A. Fuller Theological Seminary; Ph.D. University of Southern California. *MA Justice & Advocacy Program Chair and Associate Professor of Christian Ethics.*

Kurt N. Fredrickson, B.A. Westmont College; M.Div., D.Min., Ph.D. Fuller Theological Seminary. *Associate Dean for Professional Doctoral Programs and Associate Professor of Pastoral Ministry.*

Oscar A. Garcia-Johnson, B.A. University of La Verne; M.A., Ph.D. Fuller Theological Seminary. *Professor of Theology and Decolonial Studies*

George T. Givens, B.A. University of Northern Colorado; M.A. Talbot School of Mission and Theology, Biola University; Th.D. Duke University. *Associate Professor of New Testament Studies.*

Mary Glenn, B.A. San Diego State University; M.A. Regent College; M.Div. Fuller Theological Seminary; D.Min. Bakke Graduate University. *MA Chaplaincy Program Chair and Associate Professor of the Practice of Chaplaincy & Community Development.*

David Emmanuel Goatley, B.S. University of Louisville; M.Div., Ph.D. The Southern Baptist Theological Seminary. *President and Professor of Theology and Christian Ministry.*

Christopher B. Hays, B.A. Amherst College; M.Div. Princeton Theological Seminary; Ph.D. Emory University. *D. Wilson Moore Professor of Old Testament and Ancient Near Eastern Studies.*

Veli-Matti Kärkkäinen, M.A. Fuller Theological Seminary; M.Ed. University of Jyväskylä, Finland; Dr. Theol. University of Helsinki; Dr. Theol., Habil. University of Helsinki. *Professor of Systematic Theology.*

Enoch Jinsik Kim, B.S., M.S. INHA University; M.A., Ph.D. Fuller Theological Seminary. *Doctor of Global Leadership (Korean) Program Chair, PhD Intercultural Theology (Korean) Program Chair, and Associate Professor of Communication and Mission Studies.*

Kirsteen Kim, B.Sc., University of Bristol; M.A., Fuller Theological Seminary; Ph.D. University of Birmingham. *Associate Dean for the Center for Missiological Research and Paul E. Pierson Chair in World Christianity.*

Sebastian Chang Hwan Kim, B.Sc. Hanyang University; M.Div. Presbyterian University and Theological Seminary; Th.M. Fuller Theological Seminary; Ph.D. University of Cambridge. *Academic Dean for the Korean Studies Center and Robert Wiley Professor of Renewal and Public Life.*

Jeffrey F. Keuss, B.A. Seattle Pacific University; M.Div., Fuller Theological Seminary; ALM, Harvard University; Ph.D. University of Glasgow, Scotland. *Dean of the School of Mission and Theology and Professor of Theology and Culture.*

Daniel D. Lee, B.S. University of Virginia; M.Div. Princeton Theological Seminary; Th.M., Ph.D. Fuller Theological Seminary. *Academic Dean for the Center for Asian American Theology and Ministry and Associate Professor of Theology and Asian American Ministry.*

Hak Joon Lee, B.A. Chung-Nam National University; M.A. Temple University; M.Div, Th.M., PhD. Princeton Theological Seminary. *Lewis B. Smedes Professor of Theology and Ethics.*

Kyong Jin Lee, B.A. Duke University; M.T.S. Harvard University; Ph.D. Yale University. *Associate Professor of Old Testament and Political Theology*

Ping-Cheung "PC" Lo, B.A. National Taiwan University; M.A., M.Phil., Ph.D. Yale University; Ph.D. State University of New York at Buffalo. *Academic Dean of Chinese Studies Center and Dean & Rebecca Stephan Professor of Chinese Studies.*

Michaela O'Donnell, BA, Bible and Theology, Lee University; MDiv, Fuller Theological Seminary; PhD, Practical Theology, Fuller Theological Seminary. *Assistant Professor of Marketplace Leadership and Executive Director of The Max De Pree Center for Leadership*

Janette H. Ok, B.A. University of California Los Angeles; M.Div. Princeton Theological Seminary; Ph.D. Princeton Theological Seminary. *George Eldon Ladd Associate Professor of New Testament Studies.*

Wayne Park, B.F.A. Parsons School of Design; M.Div. Regent College, Vancouver; D.Min. Fuller Theological Seminary; *Assistant Professor of Congregational and Marketplace Leadership and Chancellor of Fuller Texas.*

Kara E. Powell, B.A. Stanford University; M.Div. Bethel Theological Seminary; Ph.D. Fuller Theological Seminary. *Chief of Leadership Formation, Executive Director of the Fuller Youth Institute, and Professor of Youth and Family Ministry.*

Dwight A. Radcliff Jr., B.A. Long Beach Bible College; M.Div., Ph.D. Fuller Theological Seminary. *Academic Dean, Pannell Center for Black Church Studies and Assistant Professor of Mission, Theology, and Culture.*

Soong-Chan Rah, B.A., Columbia University; MA, M.Div Gordon-Conwell Theological Seminary; Th.M., Harvard University; D.Min. Gordon-Conwell Theological Seminary; Th.D. Duke University. *Robert Boyd Munger Professor of Evangelism.*

Johnny Ramírez-Johnson, B.A. Antillean College; M.A. Andrews University; M.Ed., Ed.D., Harvard University. *Professor of Anthropology Del Centro Latino.*

Alexia Salvatierra, B.A. University of California, Santa Cruz; M.Div. Pacific Lutheran Theological Seminary; D.Miss. Fuller Theological Seminary. *MA Ministry & Theology (Spanish) Program Chair, Academic Dean of Centro Latino and Associate Professor of Mission and Global Transformation.*

David H. Scott, B.A. Wheaton College; M.A., Ph.D. Fuller Theological Seminary. *Accreditation Liaison Officer and Associate Professor of Intercultural Studies and Children at Risk.*

Chloe Sun, California State University, San Bernardino, B.S; Golden Gate Baptist Theological Seminary, M.Div; Dallas Theological Seminary, S.T.M; Fuller Theological Seminary, Ph.D. *Professor of Old Testament and Program Director of the Chinese Studies Center*

W. David O. Taylor, B.A. University of Texas at Austin; M.C.S., Th.M. Regent College, Vancouver; Th.D. Duke Divinity School. *MA Theology Program Chair, Director of Brehm Texas and Associate Professor of Theology and Culture*

Wilmer G. Villacorta, B.A. University of La Verne; M.Div., Ph.D. Fuller Theological Seminary. *Associate Professor of Intercultural Studies.*

Sara Wells, B.A., Dallas Baptist University; M.A., Regent University; Ph.D., Fuller Seminary Theology. *Assistant Dean of the School of Mission & Theology and Assistant Professor of Old Testament*

Jaclyn Williams, B.A. University of Houston; MFA University of Washington (Professional Actor Training Program); M.Div. Fuller Theological Seminary; Ph.D. University of Birmingham (UK). *Assistant Professor of the Practice of Chaplaincy & Preaching and MA Chaplaincy Program Chair.*

Amos Yong, B.A. Bethany College of the Assemblies of God; M.A. Western Evangelical Seminary; M.A. Portland State University; Ph.D. Boston University. *Professor of Theology and Mission.*

## School of Psychology & Marriage and Family Therapy

Alexis D. Abernethy, B.S. Howard University; M.A., Ph.D. University of California at Berkeley. *Senior Professor of Psychology.*

Jennifer Bayless, B.A. Trinity International University; M.S. Fuller Theological University. *Instructor in Marriage and Family Therapy and Director, Fuller Arizona MFT Program.*

Eleanor Baylon, M.S. Fuller Theological Seminary; Ph.D. Fuller Theological Seminary. *Associate Director of Clinical Training, Assistant Professor of Psychology*

Warren Shelburne Brown, Jr., B.A. Point Loma College; M.A., Ph.D. University of Southern California. *Professor of Psychology.*

Jessica ChenFeng, BA University of California, Los Angeles; M.S. Fuller Theological Seminary; Ph.D. Loma Linda University. *Associate Professor of Marriage and Family Therapy and Program Chair, Doctor of Marriage & Family Therapy.*

Cynthia B. Eriksson, B.A. Wheaton College; M.A., Ph.D. Fuller Theological Seminary. *Dean of the School of Psychology & Marriage and Family Therapy and Professor of Clinical Psychology.*

Christin J. Fort, B.A. Wheaton College; M.A., Ph.D. Fuller Seminary. *Assistant Professor of Clinical Psychology and PhD Clinical Psychology Program Chair.*

Joey Fung, B.A. University of Michigan, Ann Arbor; M.A., C.Phil., Ph.D. University of California, Los Angeles. *Associate Dean of the School of Psychology & Marriage and Family Therapy and Director of the Lee Edward Travis Research Institute and Professor of Psychology.*

Michael P. Hardin, B.A. Lubbock Christian University; M.A., Ph.D. Texas Tech University. *Professor of Doctor of Marriage and Family Therapy.*

Hillary Hodgson, B.A., M.A., M.S. Azusa Pacific University; *Director of Clinical Training for the Marriage and Family Therapy Program and Instructor in Marriage and Family Therapy*

Jordan Kassel, B.A. Western Kentucky University; M.S. Fuller Theological Seminary; *Instructor of Marriage and Family Therapy and MSMFT Pasadena Program Chair.*

Sung H Kim, B.A., M.A. Seoul National University; Ph.D. University of Texas at Austin.  
*Professor of Clinical Psychology.*

Pamela Ebstyne King, B.A. Stanford University; M.Div., Ph.D. Fuller Theological Seminary;  
*Peter L. Benson Associate Professor of Applied Developmental Science and Executive Director  
Thrive Center for Human Development.*

Cameron Lee, A.B. University of California at Berkeley; M.Div., Ph.D. Fuller Theological  
Seminary. *Professor of Marriage and Family Studies.*

Sean M. Love, B.A. Oral Roberts University; M.A., M.A.C.L., Psy.D. Fuller Theological  
Seminary. *Director of Clinical Training for Clinical Psychology and Associate Professor of  
Clinical Psychology.*

Anne A. Turk Nolty, B.S. Davidson College; M.M. University of South Carolina; M.A., M.Div.,  
Ph.D. Fuller Theological Seminary. *Associate Professor of Clinical Psychology.*

Liseth Rojas-Flores, B.A. Georgia State University; M.A., Ph.D. Adelphi University. *Professor  
of Clinical Psychology.*

Stephen W. Simpson, B.A., Wake Forest University; M.A., Ph.D. Fuller Theological Seminary.  
*Professor of Psychology and Interim PhD Clinical Program Chair.*

Alesia Starks, B.S., San Jose State University; M.S., Pacific Oaks College. *Assistant Professor  
of the Practice of Marriage and Family Therapy.*

Brad D. Strawn, B.A. Point Loma Nazarene University; M.A., Ph.D., Fuller Theological  
Seminary. *Evelyn and Frank Freed Professor of the Integration of Psychology and Theology, and  
Chair of Integration.*

Melissa Symington, B.A. Whitworth University; M.A., Ph.D. Fuller Seminary. *Associate  
Professor of Marriage and Family Therapy*

Rachel Sing Kiat Ting, M.S. Fuller Theological Seminary; Ph.D. Fuller Theological Seminary.  
*Professor of Psychology*

Andrea Waddell-Pratt, B.S. Howard University; M.S., Ph.D. Purdue University. *Associate  
Professor of the Practice of Marriage and Family Therapy.*

David C. Wang, B.A. University of California, Berkeley; Th.M. Regent College; Ph.D.  
University of Houston. *Cliff and Joyce Penner Chair for the Formation of Emotionally Healthy  
Leaders and Professor of Clinical Psychology.*

Kenneth T. Wang, B.A. National Chiao-Tung University; M.A. Wheaton College; Ph.D. Pennsylvania State University. *Professor of Psychology.*

Katherine Wiebe B.A. Gordon College; M.Div. Princeton Theological Seminary; Ph.D. Garrett-Evangelical Theological Seminary; Psy.D. Antioch University, Santa Barbara; *Associate Professor of Clinical Psychology and PsyD Clinical Psychology Program Chair*

Miyoung Christine Yoon Hammer, B.A. La Sierra University; M.S. Fuller Theological Seminary; Ph.D. Syracuse University. *Professor of Marriage and Family Therapy.*

Melissa Zwart, B.A. Azusa Pacific University; M.A., M.S., D.M.F.T. Fuller Theological Seminary. *Assistant Professor of Marriage and Family Therapy.*

# COURSE DESCRIPTIONS

## School of Mission & Theology

Courses in the School of Mission and Theology are organized according to the following groupings:

***ML Master's Level Courses (500-level)***. Courses in the Master of Divinity, Master of Arts in Theology and Ministry, Master of Arts in Theology, Master of Arts Intercultural Studies, Master of Arts in Global Leadership, Master of Arts in Ministry Leadership, and Certificate programs are signified with ***ML***. All carry a 500-level catalog number and are offered for 4 units per class unless otherwise specified.

***KThM Korean Master of Theology in Missiology (600-level)***. Courses in the Korean Master of Theology in Missiology program are signified with ***KThM***. All carry a 600-level catalog number and are offered for 4 units per class. Note that the KThM is no longer an active program and these courses are listed for archival purposes only.

***PD Professional Doctoral Courses (700-level)***. Courses in the Doctor of Ministry (English), Doctor of Ministry (Korean), Doctor of Ministry (Spanish), Doctor of Ministry in Global Ministries (Korean), Doctor of Global Leadership (English), and Doctor of Global Leadership (Korean) programs are signified with ***PD***. All carry a 700-level catalog number and are offered for variable units, as individually indicated.

***PhD Doctor of Philosophy and Master of Theology Courses (800-level)***. Courses in the School of Mission and Theology's Doctor of Philosophy and Master of Theology programs are signified with ***PhD***. All carry an 800-level catalog number and are offered for 6 units, unless otherwise specified.

***Attributes (500-level)***. Courses that satisfy an attribute requirement for a master's degree are signified with the following: ***BSE*** (Biblical Studies Elective); ***LDR*** (Leadership); ***NTX*** (New Testament Exegesis); ***OTX*** (Old Testament Exegesis); ***PM*** (Pastoral Ministry); ***P1*** (Preaching).

Certain courses in the School of Psychology & Marriage and Family Therapy are also open each quarter to qualified theology students. Except for students in the Master of Arts in Chaplaincy, tuition for all courses is based on the level, school and department of the class, not the program of the student. See the *Financial Policies* section of this catalog for more details.

## AP: Apprenticeships

**AP 500 Contextual Ministry Apprenticeship.** This course provides contextual and practical experience for students in the MATM in a church, non-profit, mission, or marketplace setting. Students will focus on reflecting theologically, gaining an understanding of the cultural context, and gaining expertise in the design, implementation, and assessment of a project in their ministry. This apprenticeship is accomplished over 1 quarter. *0 or 4 units. ML*

**AP 501 Part-time Three-quarter Apprenticeship.** This course is designed to provide practical experience for students in the MDiv program. This apprenticeship leads to the development of competencies in specific areas of ministry as well as overall exposure to ministry praxis, while deepening capacity for theological reflection in a church, non-profit, mission, or marketplace setting. This course is done consecutively over 3 quarters: AP501A, AP501B, and AP501C. If taken for 4 units, they will be applied in AP501C. *0 or 4 units. ML*

**AP 502 Apprenticeship I.** The apprenticeship course for students engaged in at least twenty hours of fieldwork per week. *Only for MDiv and MATM students. 4 units. ML*

**AP 503 Apprenticeship II.** The apprenticeship course for students engaged in at least twenty hours of fieldwork per week. *Prerequisite: AP502. Only for MDiv and MATM students. 4 units. ML*

**AP 504 Apprenticeship III.** The apprenticeship course for students engaged in at least twenty hours of fieldwork per week. *Prerequisite: AP503. Only for MDiv and MATM students. 4 units. ML*

**AP 505 Apprenticeship IV.** The apprenticeship course for students engaged in at least twenty hours of fieldwork per week. *Prerequisite: AP504. Only for MDiv and MATM students. 4 units. ML*

**AP 506 Apprenticeship V.** The apprenticeship course for students engaged in at least twenty hours of fieldwork per week. *Prerequisite: AP505. Only for MDiv and MATM students. 4 units. ML*

**AP 507 Apprenticeship VI.** The apprenticeship course for students engaged in at least twenty hours of fieldwork per week. *Prerequisite: AP506. Only for MDiv and MATM students. 4 units. ML*

**AP 508 Ministry and Missional Leadership Practicum.** This course (offered pass/fail for 0 units

for one academic quarter) is designed to provide practical experience for students with less than four years of leadership experience who are enrolled in the MA in Global Missional Leadership (MAGML) degree program. Students will focus on reflecting missiologically and theologically on their ministry, gaining an understanding of the cultural context of the ministry, growing in personal faith, and gaining expertise in the design, implementation, and assessment of a project in their ministry. *0 or 4 units. ML*

**AP 509 Full-Time Clinical Pastoral Education.** Students may complete their apprenticeship requirement by completing an ACPE or ICPT Clinical Pastoral Education program. A CPE program is often completed by students who are professionally pursuing chaplaincy. *0 or 4 units. ML*

**AP 511 Part-Time Clinical Pastoral Education.** Students may complete their apprenticeship requirement by completing an ACPE or ICPT Clinical Pastoral Education program. A CPE program is often completed by students who are professionally pursuing chaplaincy. *0 or 4 units. ML*

## BI: Biblical Interpretation

**BI 500 Bible Interpretation.** This course studies the different types and methodologies of biblical interpretation used globally over the past 200 years, with special attention to the study methods that arose and are used in Latin America. In this respect, the students will be exposed to those study methods that form the historical-critical paradigm as well as methods such as theological interpretation and the interpretation methods used in liberation theology and holistic mission. This course presents the students with the opportunity to apply these different methods in their context. *Taught in Spanish once per year. Prerequisites: OT500 or OT5 Exam and NT500 or NT5 Exam. No longer offered in English. 4 units. ML*

**BI 502 Women, the Bible, and the Church.** This course explores the biblical, theological, historical, and cultural perspectives on the role of women in the Church and world. It will examine the ancient Near Eastern socio-cultural contexts in which the biblical depiction of women developed. It will also consider how the biblical texts concerning women have been

interpreted and in turn defined the place of women in the Church and society at large. This course will examine the understanding and application of biblical texts in relation to the Christian notion of womanhood, women in Christian leadership, and the impact of feminism and feminist scholarship on biblical texts concerning women. *Prerequisites: NT500 or NT5 Exam and OT500 or OT5 Exam. Offered on occasion. 4 units. ML, BSE*

**BI 503 Biblical Interpretation in Context.** This course introduces students to a diverse range of interpretive perspectives and approaches to the Bible. Students will consider the contextual factors at work in the interpretive process and how those factors operate to provide new insights for biblical and theological reflection. They will interpret a variety of biblical texts in both testaments, with an awareness of how contextual variables shape and inform their own reading, and reflect on the interrelationship of the biblical text's three worlds in the service of responsible interpretation of the text. *Prerequisites: NT500 or NT5 Exam and OT500 or OT5 Exam. Offered on occasion. 4 units. ML, BSE*

**BI 504 Bible and Mission.** This course introduces the missional orientation of the Bible and its significance for participation in the mission of God of today. Students will consider the narrative of Scripture broadly as well as specific biblical texts that inform a Christian account of God's mission. The course will also consider both the emergence of this approach as well as how it might continue to inform Christian practice in contemporary contexts. *4 units. ML*

**BI 505 Bible, Politics and the Environment.** In an age of technocracy, globalization, and neoliberalism, how does the Bible speak to environmental issues? This course critically explores how the Bible guides us to frame key theological questions, discern through contending political symbols and discourses, and prophesy faithfully toward a just and sustainable future. *Offered on occasion. Prerequisites: NT500 or NT5 Exam and OT500 or OT5 Exam. 4 units. ML, BSE*

**BI 506 Formation of the Canon.** Why does the Protestant canon have 66 books, while the Catholic and other traditions have more? How did early Jews and Christians choose the canonical books? This course traces the canonical development of the Old and New Testaments from the writing of the texts that became the Scriptures to the discussions of canon limits in the early centuries of the church. The course addresses relevant technologies of writing and editorial comments with the texts themselves. It evaluates early "canon" lists, the oldest extant Bibles, and differences between Hebrew Tanakh, Septuagint,

and Christian Old Testament. The course will help students develop a robust view of Scripture at the foundation of Christian faith within these historical developments. *Offered on occasion. Prerequisites: NT500 or NT5 Exam and OT500 or OT5 Exam. 4 units. ML, BSE*

**BI 599 Biblical Interpretation Transfer Credit.** *Transfer credit in the discipline of Biblical Interpretation. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**BI 701 Interpret Parables and Narratives and Find the Principles of Application to Preaching/성서해석학: 비유와 서사문 해석에서 설교에의 적용까지.** Equipping course students as Christian pastors and missionaries with hermeneutical tools for interpreting biblical parables and narratives, and with principles of employing such tools properly in their preparing preaching. *4 or 8 units. PD*

## CF: Christian Formation

**CF 502 The Art and Practice of Teaching.** This course introduces students to the art and practice of teaching as a praxis of theology, with significant attention to group and individual crafting and performance of teaching. Teaching, including the shaping of learning environments, is a mode of doing practical theology that is attentive to the calling of the church to participate in God's initiatives. Major themes include formation (congregational, spiritual, and missional), constructivist learning design, developmental learning principles, action learning, and crosscultural learning. *Offered on occasion. 4 units. ML*

**CF531 Educación Cristiana/Diversidad.** This is a course on biblical, theological, and practical resources for creating a learning community in the context of ethnic diversity, particularly Latino diversity. Many aspects of a church's life and activities (worship, small groups, storytelling, education, spiritual disciplines, leadership, engaging a context) will be viewed regarding their role in forming and equipping an intercultural congregation toward gospel faithfulness. Topics include ecclesiology and missiology, the relationship between personal and corporate formation, intergenerational and intercultural life, multiple intelligences, social construction, managing programs, and spiritual formation. *Offered on occasion. Taught only in Spanish. 4 units. ML*

**CF 553 Micah Group Preacher Formation.** Micah Groups are regionally based preacher-formation groups of 10-14 men and women from diverse theological, denominational, cultural, and socio-economic backgrounds, all of whom desire to grow as empowered, wise preachers who live and lead at the convergence of worship, preaching, and justice. Through courageous conversations with members from diverse contexts, Micah Group participants experience spiritual formation and renewal that help to broaden their vision of God's heart for God's people and, in turn, strengthen and clarify their voice as preachers and leaders. As individual Micah Group members grow in their personal formation, their preaching and worship leadership takes on new life, often with significant impact on the vision and mission of their ministry communities. *4 units. ML*

**CF 591 Directed Study in Christian Formation.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**CF 599 Christian Formation Transfer Credit.** *Transfer credit in the discipline of Christian Formation. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**CF 704 Incarnational Coaching: Life and Ministry Transformation.** This practical seminar focuses on moving beyond just attending classes, and onto integrating a student's DMin learning into a comprehensive personal growth experience. The goal is to assist students to maximize the intended learning and ministry transformation from their Doctor of Ministry program. It is achieved through the integration of personal learning and the assistance of a leadership development coach. Many show up at the Doctor of Ministry program at a crossroads. They are wanting to retool themselves for greater effectiveness, and desiring to glean new insights for future direction and decision-making. Fuller DMin classes are designed to do just that, offering some of the best in training and community learning. But often, a leader goes back to their place of ministry still not certain how to process the implications of their studies. This class goes with a student, over time, helping him or her gain the true benefit from their investment and learning. *4 units only. PD*

**CF 704A Life/Ministry Transformation A.** Many show up at the DMin program at a crossroads. They are wanting to retool themselves for greater effectiveness and are desiring to glean new insights

for future direction and decision-making. Fuller DMin classes are designed to do just that, offering some of the best in training and community learning. But often, a leader goes back to their place of ministry still not certain how to process the implications of their studies. This class accompanies a student, over time, helping him or her gain the true benefit from their investment and learning. This is the first section of a four-quarter series. All four quarters are required. This course is graded SA/NS. *1 unit only. PD*

**CF 704B Life/Ministry Transformation B.** This is the second section of a four-quarter series. All four quarters are required. Students must have taken CF704A in order to register and participate. This course is graded SA/NS. *1 unit only. PD*

**CF 704C Life/Ministry Transformation C.** This is the third section of a four-quarter series. All four quarters are required. Students must have taken CF704A and CF704B in order to register and participate. This course is graded SA/NS. *1 unit only. PD*

**CF 704D Life/Ministry Transformation D.** This is the fourth section of a four-quarter series. All four quarters are required. Students must have taken CF704A, B, and C in order to register and participate. This course is graded SA/NS. *1 unit only. PD*

**CF 705 Spiritual Formation and Discipleship.** Pastors face the challenge of helping congregations develop lifestyles and worldviews that are consistent with being disciples of Jesus. It is all too easy for Christian believers to remain relatively unformed spiritually, given the pervasive impact of contemporary culture and the lack of time in the lives of most adults. The focus of this course is on how to aid/encourage/guide the process of transformation in the lives of adults seeking to follow Jesus within the complexities of a postmodern world. The pattern for growth we will consider is based on classical descriptions of the spiritual journey. *8 units. PD*

**CF 708A Ministry and Mission in an Age of Uncertainty and Crisis Reading.** This course is a directed learning unit for students to read and critically reflect on required reading with each other and their professors in preparation for attendance at CF708B. This course is graded SA/NS. *4 units. PD*

**CF 708B Ministry and Mission in an Age of Uncertainty and Crisis Seminar.** The 21st century dawned with the dream of a new era of prosperity and blessing – yet little more than 20 years later we seem to be staggering from one crisis to another. Financial collapse, a worldwide pandemic, culture wars, political upheavals and a growing militarism are creating an atmosphere of fearfulness and

uncertainty in which anything might happen - including environmental catastrophe. Discontinuous and unpredictable change is the order of the day, and the church is not immune from any of this. Megachurches that were once envied are struggling, and churches of all sizes face the challenge of even longstanding members leaving - occasionally abandoning faith, but more often claiming that our structures and systems are preventing them from faithfully following Jesus. Many younger people know nothing about faith and those brought up in church abandon what they have known from childhood. Many congregations face a demographic time bomb of probable extinction in ten years or less. Yet growing numbers are searching for meaningful answers to the big questions of life and see the church as having nothing useful to offer. Permeating all this is a communication revolution fueled by the rise of digital technology, which is redefining not just how we learn and how we speak with one another but how we make friends and form community. This course is graded SA/NS. 4 units. **PD**

**CF 708C Ministry and Mission in an Age of Uncertainty and Crisis Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at CF708B. Students will work weekly with their faculty and engage with each other over paper topic ideas and then work to write and edit their final paper. This course is given a letter grade. 4 units. **PD**

**CF 716 Educacion Cristiana.** This is a course on theological and practical resources for creating a learning community in the context of ethnic diversity, particularly Latino diversity. Many aspects of a church's life and activities (worship, small groups, storytelling, education, spiritual disciplines, leadership, engaging a context) will be viewed regarding their role in forming and equipping a conscientized intercultural congregation toward gospel faithfulness. Students will review and analyze Paulo Freire's pedagogy as an interlocutor to assess, evaluate and redesign the spiritual formation processes taking place in their congregational life. 8 or 12 units. **PD**

**CF 729 Practicing the Way of Jesus.** A guided exploration of Jesus' embodiment and teaching of the Kingdom of God and practices by which Jesus' actions and teachings might be emulated and obeyed in our postmodern context. 8 units. **PD**

**CF 729A Practicing the Way of Jesus Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in

preparation for attendance at CF792B. This course is graded SA/NS. 4 units. **PD**

**CF 729B Practicing the Way of Jesus Intensive.** Many of today's faith leaders are embracing a more holistic understanding of the gospel rooted in what Jesus described as "the kingdom of God." This rediscovery of the present availability of life with God and participation in God's work in the world invites leaders to become models and guides to spiritual formation practice and community and civic engagement. This course is designed to equip leaders with knowledge and skills for leading a congregation or other group in formation practices and community engagement experiments. This course is graded SA/NS. 4 units. **PD**

**CF 729C Practicing the Way of Jesus Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at CF729B. This course is given a letter grade. 4 units. **PD**

**CF 752 Personality and Growth: The Enneagram as a tool for spiritual formation and healthy relationships.** Your personality profoundly shapes the landscape of your spiritual journey and how you show up in your family and team relationships. This is why a spiritual discipline that is effective for one person might not be as helpful for another. Most of us get to a point in life where our normal patterns of thinking and being aren't working and we feel stuck. This isn't just about behavior, but what drives us towards certain actions: our intentions and habitual ways of thinking and doing. In recent years the Enneagram has become a popular tool for self-discovery and growth that many have found helpful, (and it has connections to the work of the desert fathers and mothers of the 4th and 5th centuries). In this course we will use the Enneagram typology to explore the journey towards kingdom reality and Christlike character formation. 8 units. **PD**

**CF 752A Enneagram/Formation Tool Reading.** This course is a directed learning unit for students to read and critically reflect on required reading in preparation for participation in CF752B. This course is graded SA/NS. 4 units. **PD**

**CF 752B Enneagram/Formation Tool Seminar.** Your personality profoundly shapes the landscape of your spiritual journey and how you show up in your family and team relationships. This is why a spiritual discipline that is effective for one person might not be as helpful for another. Most of us get to a point in life where our normal patterns of thinking and being aren't working and we feel stuck. This isn't just about behavior, but what drives us towards certain actions:

our intentions and habitual ways of thinking and doing. In recent years the Enneagram has become a popular tool for self-discovery and growth that many have found helpful, (and it has connections to the work of the desert fathers and mothers of the 4th and 5th centuries). In this course we will use the Enneagram typology to explore the journey towards kingdom reality and Christlike character formation. This course is graded SA/NS. 4 units. **PD**

**CF 752C Enneagram/Formation Tool Writing.** This course is a directed learning unit for students to engage with each other and their professors while writing a final paper based off participation in CF752B. This course is given a letter grade. 4 units. **PD**

**CF 792 Independent Study in Christian Formation.** Doctoral students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to a specified amount of academic credit. **PD**

## CH: Church History & History of Doctrine

**CH 500 Early Church History/Historia de la Iglesia Primitiva.** This course examines the development of Church History from the post-apostolic period through to the rise of Islam in the mid-seventh century. Close attention will be given to the lives and principal writings of the most significant Christian leaders and theologians, to the development of the institutional church and to its complex relationship with the state, to the outbreak of various heresies and to the church's response to heresy, and to the historical context in which these important events occurred. *Also taught in Spanish.* 4 units. **ML**

**CH 502 Medieval/Reformation History.** This course examines the development of Church History from the rise of Islam in the mid-seventh century through the Protestant and Catholic Reformations of the 16th. Particular attention will be given to the lives and principal writings of the most significant Christian leaders and theologians. The course will also consider in detail the historical context in which these events occurred. 4 units. **ML**

**CH 504 Modern Church in a Global Context/Iglesia Moderna en un Contexto Histórico Global.** This course introduces the most important themes and events in the life of the church around the world from the seventeenth through the twentieth centuries. Beginning with the post-Reformation period, students will examine the growth and contributions of the

church in Europe, Africa, Asia, South America, and Australia/Oceania. Attention will be given to some of the more important historical, theological, and cultural developments that have shaped (or been shaped by) specific regional and global historical contexts. 4 units. **ML**

**CH 506 American Christianity in a Global Historical Context.** This course analyzes the history and distinctive global roles of American Christianity in order to illumine and facilitate the interpretation of the church in the present generation. Christians from many countries and people groups have come to the United States, making it one of the most ethnically and religiously diverse nations on earth. The class offers an introductory overview of the history of Christianity in America, exploring some of the major persons, ideas, and movements that have shaped Christian faith and practice, both in North America and throughout the world. The course will also involve students in opportunities for more intensive pursuit and presentation of their particular interests in the story of North American Christianity and its global implications. *Not currently offered.* 4 units. **ML**

**CH 517 Christian Spirituality.** This course presents a historical survey of the piety and devotional practices of four of the most important Christian traditions: Eastern Orthodox, Celtic, Roman Catholic and Protestant. "Spirituality" is understood to encompass both the inward activity of the various spiritual disciplines as well as the outward activity of social involvement (see Matthew 6:6 and James 1:27). Through extensive use of primary source material, this course will examine and reflect upon the thought and piety of a number of important figures from Christian history, including St. Antony, St. Augustine, St. Bernard, Julian of Norwich, Martin Luther, John Calvin, George Herbert, Jeremy Taylor and John Wesley. *Offered on occasion.* 4 units. **ML**

**CH 527 Christianity and Science in Historical Perspective.** Scientific development since the sixteenth century has affected nearly every aspect of human culture—including the Christian church. This course will examine both the ancient harmony and modern tension that have developed when Christian theology and scientific inquiry intersect. The scope of study will range from the foundations of Western science in ancient Greece, to recent developments in biology, cosmology, physics, psychology, and medicine. *Not currently offered.* 4 units. **ML**

**CH 533 Dietrich Bonhoeffer and the Problem of Church and State.** Church-state relations have been of enormous importance to Christian history and society since the time of Jesus, yet this significance is

often overlooked in contemporary scholarship. This doctoral seminar will examine Dietrich Bonhoeffer's unique contribution to church and state relations in Germany during the 1930s and 1940s, as a way of looking more broadly at those relations throughout the past – from Patristics to the modern era, and from Germany to the United States, Latin America, Asia and Africa. The seminar will appeal to those interested in church history (all periods), theology, Christian ethics, church and state relations (broadly considered), and the life and thought of Dietrich Bonhoeffer.

Bonhoeffer not only wrote extensively about church and state, his life and ministry during the time of the Nazis were entirely overshadowed by this complex relationship. Consequently, an examination of his engagement with church and state relations opens numerous opportunities for historical, theological, and ethical study over a broad range of engaging topics, diverse methodologies and periods, and widespread locations. *No longer offered. 4 units. ML*

**CH 549 Presbyterian Creeds.** This course is designed to enable students to enter into the theological ethos of the Presbyterian tradition. Reformed theology, culture, and tradition will be studied in its historical context and applied to the contemporary church. Special attention will be given to the Reformed confessions. *Offered on occasion. 4 units. ML*

**CH 568 History of the African-American Religious Experience.** An introduction to the history of religious movements and institutions of African Americans from the period of slavery to the present. Topics in this course will include Christianity in Africa; African religions in America; religion of the slaves; the development of the black church; the rise of black Protestant denominations; the development of religious movements among African Americans outside Protestantism (e.g., Catholicism, Judaism, and Islam); the relationship between religion and culture; race relations in American church life; gender relationships within African American religion; politics in black American churches; religious aspects of civil rights movements; and the modern role of religion in African American life. *Not currently offered. 4 units. ML*

**CH 575 Women in Church History and Theology.** This course of study places special attention on the unique contributions women have made to the Church from the Apostolic period through the mid-20th century. Such advances usually happened despite official impediments to women's spiritual leadership and active ministry, and those conflicts with the doctrine, traditions, and practices of the Church will also be highlighted. *Offered on occasion. 4 units. ML*

**CH 580 Bonhoeffer: Life and Thought.** This course is designed to introduce the student to the life and Christian thought of the German theologian Dietrich Bonhoeffer (1906-45). Bonhoeffer's principal writings will be examined, with particular attention given to the context in which they appeared. We will also attempt critically to assess Bonhoeffer's Christian thought and his contribution to contemporary theology, the church, and the life of the believer in the modern world. *Offered on occasion. 4 units. ML*

**CH 587 Missionary Work of the Early Korean Church and Modern Ministry.** This course focuses on examining how the missionary work of the early Korean Church is related to the ministry. The Methodist Church sent out Seung—ha Hong as a missionary for Korean immigrants to Hawaii in the fall of 1903. The First Independent Presbytery of the Presbyterian Church in Korea, organized on September 17, 1907, sent out Rev. Ye Keui Poong as a missionary to Jeju. Two years later, the Presbytery sent out missionaries to Russia, Manchuria and Tokyo, Japan. The 1st General Assembly of the Presbyterian Church in Korea, established on September 1, 1912, decided to send out foreign missionaries to China. The three missionaries, together with their families, set sail for the mission field, Shantung, in late September 1913. This course will focus on these early missionary works and examine the insights that the missionary works of the early Korean Church gives to modern ministry. *Not currently offered. 4 or 8 units. ML*

**CH 590 Directed Study in Church History.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**CH 599 Church History Transfer Credit.** *Transfer credit in the discipline of Church History. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**CH 742 History of Korean Christianity/한국 기독교 역사의 주요 이슈들.** This course reviews the history of Korean Protestant Christianity focusing on its major historical, theological, missiological, and social issues. *Taught only in Korean. 4 or 8 units. PD*

**CH 743 Reformation Theology for Pastoral Ministry/목회자를 위한 종교개혁 신학.** This course offers a critical examination of Protestant Reformation theology for contemporary pastoral ministry. Based on the fact that many Protestant reformers, such as Martin Luther, Ulrich Zwingli, and John Calvin were indeed pastors/priests in the 16th century, this course

will reevaluate the reformers' thoughts from a pastoral perspective, rather than from a purely systematic point of view. One of the main concerns of this course is to see whether Reformation theology still has something to contribute to the discussion of many contemporary issues (justification and sanctification, marriage and divorce, homosexuality, religious pluralism and the relationship between church and state) that the current Church needs to deal with. This course attempts to understand correctly the thoughts of the Protestant reformers in their own historical context and it will discuss whether their theologies could be applicable in the contemporary pastoral context. *Taught only in Korean. 4 or units. PD*

**CH 744 Exposition of Apostles' Creed for Preaching/포스트모던 시대의 교리적 설교를 위한 사도신경**

**연구.** The background of this course is the current rapid decrease of the number of Protestant Christians, the increase of those who identify themselves as Christians but do not belong to any church, and the growth of Christian heresies in the context of Korean and immigrant churches. Many Korean Christians are unable to articulate what they believe, particularly against the apologetic approaches of Christian heresies, and the content of their faith is not actualized in their daily lives, which are influenced more by postmodern secular ideas. One reason for these current issues is related to the lack of theological/catechetical education and the disappearance of 'doctrinal preaching' in Korean immigrant churches. For the promotion of proclaiming doctrines as Christian narratives, this course is designed to explore the Apostles' Creed, which is one of the most ancient Christian creeds that almost every Protestant denomination could theologially accept. This course will historically analyze the Creed in the context of the early church's theological controversies against various heresies for an accurate understanding of the meaning of the Creed. This course will also investigate the Protestant reformers' employment of the Creed for re-Christianizing congregations in the sixteenth-century context. Within this backdrop, this course will examine modern and postmodern ideas that have countered the traditional Christian perspectives. Finally, this course will seek the possibility of 'doctrinal preaching' as a challenging Christian narrative in the postmodern era. *Taught only in Korean. 8 units. PD*

**CH 787 Missionary Work of the Early Korean Church and Modern Ministry.** This course focuses on examining how the missionary work of the early

Korean Church is related to the ministry. The Methodist Church sent out Seung—ha Hong as a missionary for Korean immigrants to Hawaii in the fall of 1903. The First Independent Presbytery of the Presbyterian Church in Korea, organized on September 17, 1907, sent out Rev. Ye Keui Poong as a missionary to Jeju. Two years later, the Presbytery sent out missionaries to Russia, Manchuria and Tokyo, Japan. The 1st General Assembly of the Presbyterian Church in Korea, established on September 1, 1912, decided to send out foreign missionaries to China. The three missionaries, together with their families, set sail for the mission field, Shantung, in late September 1913. This course will focus on these early missionary works and examine the insights that the missionary works of the early Korean Church gives to modern ministry. *4 or 8 units. PD*

**CH 792 Independent Study.** Doctoral students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to a specified amount of academic credit. *4 or 8 units. PD*

**CH 808 Historiography.** This course is designed as a seminar for graduate students in church history, historical theology, and theology. Various theories, patterns, models, and methods associated with historical study will be considered with the aim of facilitating graduate and professional level scholarship. In addition, a number of practical tools used in historical study will also be examined in order to enhance research skills in a rapidly changing academic environment. Each will be addressed with a view to aiding students in their work on dissertations and subsequent scholarly publication. *6 units. PhD*

**CH 871 Readings in Church History.** PhD students contract with a professor to read literature and write a substantive review in their area of study. *6 units. PhD*

## CN: Counseling

**CN 504 Family Therapy and Pastoral Counseling.** The individual-in-family-within-community is the focus of study in the pastoral care and counseling of families. Family systems theory, theology, and therapy will be integrated as the student explores his/her own multigenerational family system and applies learning to one's own role in his/her family of origin and to family ministry. *4 units. ML*

**CN 520 Introduction to Pastoral Counseling.** This course will introduce students to the role of counseling as an expression of one's ministry vocation and the practice of congregational care, as

well as one's own personal development. Lectures will explore a variety of models of care as the theoretical background against which students will begin developing their own vision for pastoral practice. Lectures will also present counseling topics and situations that commonly arise in the pastorate, including (but not limited to) premarital preparation and marital counseling, mental illness and stigmatization, substance and process addiction, trauma and crisis, and grief and bereavement. *4 units. ML*

**CN 535 Grief, Loss, Death and Dying.** The nature of human suffering, the problem of theodicy, the meaning of pain, the mystery of healing, and the discovery of hope will be theological and experiential themes central to the course. Grief, pain, loss, separation, death, and dying—the major crises of life—will be explored experientially, psychologically, culturally, and theologically. The focus will be on personal growth as the preparation for a ministry of pastoral presence, care-giving, and counseling. *4 units. ML*

**CN 554 Forgiveness and Reconciliation/용서 심리 치료.** The subject of forgiveness is a sensitive theme to all relationships in family, church and society. But little pastoral resource regarding forgiveness is available to pastors or pastoral counselors. So they tend to believe that forgiveness is a quick fix for broken relationships and a bruised self. They also claim forgiveness as moral and spiritual obligation which is taught in Christian formation. This course will examine myths and misconceptions concerning forgiveness and have a correct view of forgiveness with theological, psychological, and practical aspects. This course will explore the steps of forgiveness, the process of forgiveness, the relationship between forgiveness and reconciliation, and therapeutic skills of forgiveness which can be applied to pastoral and counseling settings. To do this, this course will help pastors and pastoral counselors to be able to understand various perspectives on forgiveness and work on their own forgiveness in family relationship and social contexts and take seriously the power of forgiveness to bring people to healing and reconciliation. *Taught only in Korean. Not currently offered. 4 units. ML*

**CN 567 Spiritual Formation and the Twelve Steps.** This class provides an introduction to the twelve steps of Alcoholics Anonymous as a model for Christian spiritual formation. It will include an examination of common twelve step practices and twelve step culture with particular emphasis on spiritual

disciplines. The class will also explore helpful pastoral responses to Christians who could benefit from the twelve-step process as well as pastoral responses to spiritual seekers who practice the steps and who seek an increased understanding of the connections between twelve step process and Christian spiritual traditions. *4 units. ML*

**CN 590 Directed Study in Counseling or Psychology.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**CN 599 Counseling Transfer Credit.** *Transfer credit in the discipline of Counseling. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**CN 700A Healthcare Chaplaincy Year 1 Reading.** The first year focuses on the biblical and historical roots of caring for the sick. Students will engage a wide range of biblical texts to develop solid theological underpinning for care for the suffering and how this relates to hospital chaplaincy. Year one will also focus on the rise of modern medicine and the theological implications when care for the sick was reduced to cure over healing. This course is graded SA/NS. *6 units. PD*

**CN 700B Healthcare Chaplaincy Year 1 Writing.** This course is a directed learning unit for students to engage with each other and their professor while writing a final paper based off participation in CN700A. This course is given a letter grade. *6 units. PD*

**CN 705 Personal Health of a Leader.** What has made this the longest running course in the Doctor of Ministry Program and just as relevant today? Pastors are under stress like no other time in recent history and they need to learn how to take care of themselves. Dr. Hart will teach you how to pay attention to a pastor's personal and family life, problems of anger, depression, assertiveness, and relationship, as well as address the fuzziness of role definition and role conflicts. *8 units. PD*

**CN 705A Personal Health of a Leader Seminar.** The work of the Christian ministry has many unique joys, as well as unique emotional hazards. The stresses of ministry leadership and the impact of ministry stress are often hidden, even to leaders themselves. This seminar will examine these hazards as they pertain to the holistic health (physical, mental, relational and spiritual) of the leader, attempt to assist the leader in identifying the areas of potential personal vulnerability with an emphasis on prevention, and provide research-based resources for fostering

flourishing in ministry. Attention will be given to key aspects of the leader's personal and professional life, such as roles and role conflicts, anger, depression, burnout, systems theory, and healthy family and ministry relationships, as well as to techniques for modifying behavior. This course is graded SA/NS. 6 units. **PD**

**CN 705B Personal Health of a Leader Writing.** This course is a directed learning unit for students to engage with each other and their professor while writing a final paper based off participation in CN705A. This course is given a letter grade. 6 units. **PD**

**CN 705C Personal Health of a Leader Writing.** This course is a directed learning unit for students to engage with each other and their professors while writing a 40-50-page final paper based off participation in CN705B. This course is given a letter grade. 4 units. **PD**

**CN 706 Counseling Principles/ 건강한 사역자와 사역을 위한 상담원리와 실제.** This course is designed to provide basic preparation for the complex task of pastoral care and counseling. Emphases include the following: 1) understanding the key principles of counseling, 2) practical skills training, and 3) crisis response within the ministry setting through mental health first aid training. Numerous pastoral themes and practical challenges are also addressed. 4 or 8 units. **PD**

**CN 711 Pastoral Counseling: A Short-Term Approach.** This course introduces students to the discipline of pastoral counseling as a specialized form of pastoral care. Pastoral counseling brings theological resources into conversation with the social and behavioral sciences in order to provide care in an interdisciplinary, spiritually-integrative manner as an extension of ministry. A survey of short-term, postmodern counseling theories will be explored from an interdisciplinary, integrative perspective (particularly narrative therapy and solution-focused therapy), with attention to particular ministry issues and contexts to prepare students to provide care in congregational contexts. 8 units. **PD**

**CN 711A Pastoral Counseling Reading.** This course is a directed learning unit for students to read and critically reflect on required reading in preparation for attendance at CN711B. This course is graded SA/NS. 4 units. **PD**

**CN 711B Pastoral Counseling Intensive.** This course introduces students to the discipline of pastoral counseling as a specialized form of pastoral care. Pastoral counseling brings theological resources into conversation with the social and behavioral sciences

in order to provide care in an interdisciplinary, spiritually-integrative manner as an extension of ministry. A survey of short-term, postmodern counseling theories will be explored from an interdisciplinary, integrative perspective (particularly narrative therapy and solution-focused therapy), with attention to particular ministry issues and contexts to prepare students to provide care in congregational contexts. This course is graded SA/NS. 4 units. **PD**

**CN 711C Pastoral Counseling Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at CN711B. Students will work weekly with their faculty and engage with each other over paper topic ideas and then work to write and edit their final paper. This course is given a letter grade. 4 units. **PD**

**CN 721 Mental Health Issues in Congregations.** This course explores advanced skills in pastoral care and counseling, with a focus on caring for those with mental health issues as a specialized form of pastoral care. Pastoral care and counseling bring theological resources and Christian spirituality into conversation with the social and behavioral sciences, in order to provide care in an interdisciplinary, spiritually-integrative manner as an extension of ministry. A review of pastoral care counseling theories, models, and advanced techniques will be explored from an interdisciplinary, integrative perspective, with attention to particular ministry issues and contexts, to prepare students to provide care in congregational contexts. 8 units. **PD**

**CN 721A Mental Health Issues in Congregations.** This course explores advanced skills in pastoral care and counseling, with a focus on caring for those with mental health issues as a specialized form of pastoral care. Pastoral care and counseling bring theological resources and Christian spirituality into conversation with the social and behavioral sciences, in order to provide care in an interdisciplinary, spiritually-integrative manner as an extension of ministry. A review of pastoral care and counseling theories, models, and advanced techniques will be explored from an interdisciplinary, integrative perspective, with attention to particular ministry issues and contexts, to prepare students to provide care in congregational contexts. This course is given a letter grade. 6 units. **PD**

**CN 721B Mental Health Issues in Congregations Integration.** This course is a directed learning unit for students to engage with each other and their professor while integrating concepts of learning during participation in CN721A. This course is given a letter grade. 6 units. **PD**

**CN 725 Innovations in Healthcare Chaplaincy (Online).** This online course addresses many of the ministry tasks and competencies that serve as a foundation for professional chaplaincy. They include finding your personal strengths, the integration of spirituality and healthcare, empathic listening as a core skill, assessing the spiritual needs of patients, expanding your cultural competence, ethical decision-making in a healthcare setting, understanding grief and bereavement, the infrastructure of spiritual care, spirituality and health research, and the importance of resilience and self-care. Students will have the opportunity to expand their understanding of chaplaincy ministry and explore ways to enhance their abilities as healthcare chaplains. Students will also have the opportunity to contribute to professional chaplaincy through original research. *8 units. PD*

**CN 725A Healthcare Chaplaincy.** This online class addresses several of the complex and multi-layered categories upon which professional chaplaincy is built. These topics include historical perspectives on the culture of medicine and the intersection with professional chaplaincy, challenges of working complex hospital systems, spirituality and healthcare research, assessing patient spirituality with attuned interventions and clear, concise documentation, expanding cultural competence, faith as it relates to ethical decision-making, caring for hospital staff and the essentiality of self-care to sustain capacity for chaplain ministry. Students will have the opportunity to refresh and expand their understanding and explore ways—in conversation with their classmates—to enhance their abilities as professional chaplains. Build on what you already know, add new ideas, experiment with new possibilities—this could be a transformative class for you that will also put you in a position to make important contributions to your profession in integrating spirituality into modern healthcare settings. *6 units. PD*

**CN 725B Healthcare Chaplaincy Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at CN725A. *6 units. PD*

**CN 726A Healthcare Chaplaincy Cohort Y1.** The first year focuses on the biblical and historical roots of caring for the sick. Students will engage a wide range of biblical texts to develop solid theological underpinning for care for the suffering and how this relates to hospital chaplaincy. Year one will also focus on the rise of modern medicine and the theological implications when care for the sick was reduced to

cure-over healing. This course is given a letter grade. *6 units. PD*

**CN 726B Healthcare Chaplaincy Cohort Y1 Integration.** This course is a directed learning unit for students to engage with each other and their professor while integrating concepts learned during participation in CN726A. This course is given a letter grade. *6 units. PD*

**CN 731A Trauma Informed Ministry in Context.** Victims of crime, survivors of abuse, combat veterans, civilian survivors of disaster, as well as grieving communities experiencing the ongoing impact of pandemic realities are just a few of the groups of people who may struggle with the emotional and spiritual consequences of trauma. The psychological and physiological symptoms of trauma response show strong commonalities across populations experiencing repeated exposure to traumatic stress. This course will provide a basic understanding of the post-trauma reaction and the causes of traumatic distress. In addition, the course will address the dialogue between psychological and theological insights in trauma response and recovery and the formulation of a theology of suffering. To reinforce learning for trauma-informed ministry, students will develop models of contextual care and accompaniment to increase empathy and post-traumatic growth for trauma survivors in their communities and congregations. This course is graded SA/NS. *6 units. PD*

**CN 731B Trauma Informed Ministry in Context Writing.** This course is a directed learning unit for students to engage with each other and their professor while writing a final paper based off participation in CN731A. This course is given a letter grade. *6 units. PD*

**CN 733 Addiction as Systemic Reality.** The impact of addiction extends far beyond the health of an addicted person. We will examine the impact on family systems and on organizational life in general, as well as look at addiction from both a public health perspective and a social policy perspective. This will include an examination of the connection between addiction and other social problems, e.g., violence and child abuse. Finally, we will explore the social justice implications of various public policy positions related to addiction. In all of this we will consider how the local church and other Christian ministries might become part of the solution to this far-reaching problem. *12 units. PD*

**CN 734 Addiction and the Local Church.** The modern recovery movement has had a huge impact

on the Christian community. It seems likely that this impact will continue. In this seminar we hope to take a close look at several key pastoral competencies that might impact the ability of a local church to develop sustainable recovery ministries. These include preaching, leading, organizing and navigating diversity issues. *12 units. PD*

**CN 735 Forgiveness, Repentance, and Reconciliation/용서 심리 치료.** This course will explore the steps of forgiveness, the process of forgiveness, the relationship between forgiveness and reconciliation, and therapeutic skills of forgiveness which can be applied to pastoral and counseling settings. To do this, this course will help pastors and pastoral counselors to be able to understand various perspectives on forgiveness and work on their own forgiveness in family relationship and social contexts and take seriously the power of forgiveness to bring people to healing and reconciliation. *Taught only in Korean. 4 or 8 units. PD*

**CN 736 Ministering in Traumatized Communities (Online).** This course provides a foundation for engaging in ministry with communities who experience repeated exposure to traumatic events. You will obtain a basic understanding of post-traumatic stress, complex traumatic stress, and vicarious traumatic stress and how they are similar and different. You will examine how trauma as a way of life impacts a person's development, behaviors, and theology. We will pay specific attention to confounding issues of culture such as cultural expression, systemic oppression, racism, barriers to treatment, and stigma and how these impact traumatic stress. This course will include intentional reflection on artistic expressions of pain, healing, and resilience. The course will develop basic skills needed when ministering in traumatized contexts (triage, addressing spiritual concerns, connecting with community partners, fostering psychologically healthy church/ministry culture, and referrals). The course will consider effective ways to develop self-care to protect the minister or ministry leader from burn-out and vicarious traumatization. *8 units. PD*

**CN 751 Counseling Principles and Practices for Youth and Family Ministry.** This course is designed to provide counseling principles and practices for Korean pastors to learn how to help church members who suffer from various family issues (e.g., marriage, parenting, family dysfunction, etc.), both in the USA and Korea. It will be divided into three parts: 1) a biblical understanding of the nature of marriage and the family, 2) the basic foundations of marriage and family counseling history, theories, and role of the

pastoral counselor, and 3) the application of counseling models and techniques to appropriate situations. *4 or 8 units. PD*

**CN 761 Counseling Principles and Practices for Healthy Pastors and Healthy Ministry II.** This course is designed to provide preparation for pastors to learn the basic counseling theories and skills which are necessary for the development of healthy pastoral counseling ministry. The course will be presented with emphasis upon the foundational presuppositions underlying the task of counseling and integration with Biblical perspective. *Prerequisite: CN706. 4 or 8 units. PD*

**CN 771 Current Issues of Psychology and Counseling/심리학과 상담의 최신 이슈: 트라우마, 불안, 중독.** This course examines contemporary psychological and counseling issues that influence pastoral ministry and Christian leadership. It integrates theological insights, psychological principles, and pastoral care strategies to effectively address mental health concerns within both the church and the broader community. Key topics include trauma-informed care, anxiety and depression in ministry settings, family and marriage dynamics, addiction recovery, and the role of faith in mental health. Emphasis is placed on developing a biblically grounded, evidence-based approach to counseling that supports holistic well-being and effective ministry. *4 or 8 units. PD*

**CN 792 Independent Study in Counseling.** Doctoral students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to a specified amount of academic credit. *4 or 8 units. PD*

## DM: General Doctor of Ministry Classes

**DM 701A DMin Cohort Year 1 Part A.** In Part A students are introduced to the DMin program and their cohort foci for year 1. The focus of this quarter is on the required readings and the professors' instructions around the cohort foci. There may be a one week intensive in-person or virtual. There are online and/or virtual discussions and other assignments required for this course. This course is given a letter grade. *6 units. PD*

**DM 701B DMin Cohort Year 1 Part B.** In Part B students will focus on writing their final paper for

year 1. In this final paper students should identify and analyze their ministry context and analyze the challenge they want to address in their context. The paper should be comparable with the Introduction and Chapter 1 of the doctoral project. The paper must be research based. Students must engage with the professor at least bi-weekly on Canvas. This course is given a letter grade. *6 units. PD*

**DM 702A DMin Cohort Year 2 Part A.** In Part A students are introduced to their cohort foci for year 2. The focus of this quarter is on the required readings and professors' instructions around the cohort foci. There may be a one week intensive in-person or virtual. There are online and/or virtual discussions and other assignments required for this course. This course is given a letter grade. *6 units. PD*

**DM 702B DMin Cohort Year 2 Part B.** In Part B students will focus on writing their final paper for year 2 which can also be applied to their doctoral project. In this final paper students will write the literature review and theology chapters of their doctoral project. Students must engage with the professor at least bi-weekly on Canvas. This course is given a letter grade. *6 units. PD*

**DM 706 DMin Project.** The doctoral project is the capstone of the DMin program. It is an opportunity for students to connect knowledge gained from their coursework with the concrete realities of their ministries: (1) identifying a challenge they face in ministry and situating that challenge in their context, (2) reflecting theologically on that challenge, (3) and designing a new ministry initiative to address that challenge which must then be implemented and assessed. *4-8 units. PD*

**DM 709 DMin Research and Writing.** The course is designed to introduce DMin students to the structure of the doctoral project. The online course will familiarize students with library research, academic writing and the literature reviews. By the end of the course students will be prepared to engage with precedent research for their research topic and produce the context and challenge chapters of their project. This course is graded SA/NS. *4 units. PD*

**DM 710 Developing the DMin Doctoral Project Proposal.** This course is designed to help students learn how to craft a DMin doctoral project proposal for a ministry focus (strategy) paper. It will offer guidelines to identify a suitable topic and will familiarize the student with the DMin theological model and the related three primary components of the doctoral project. The course content will include project examples and specific research tools for each

of these three components. The student will become knowledgeable of the elements of the proposal itself, from thesis statement to bibliography, and learn how to identify both the characteristics of a strong proposal and the common problems in developing ones. *0-2 units. PD*

**DM 711 Exploring the Contours of Ministry.** This online course is the gateway into the Doctor of Ministry Program. This course should be taken immediately upon admission to the program and serves as a general orientation to the program and an introduction to the theological method and practices of the program. Students are invited to discover and share personal and ministry reflections within the context of a local community of support. This is a required first course for all students on the personalized track. *4 units. PD*

**DM 712 Latino Cohort Project Planning.** The Latino Cohort is a praxis-based series of readings, classes, and on-the-ground processes at the confluence of ecclesiology, missiology, social culture, and leadership. Students will use this directed study to prepare for writing their final project and dissertation. The seminar portion of this directed study will focus on strategic processes required to develop innovative missional projects. *4 units. PD*

**DM 745 Korean DMin Orientation/ KDMin 오리엔테이션.** This is an orientation course designed for KDMin new students. *Taught only in Korean. 0 units. PD*

**DM 746 DMin Final Project/ KDMin 졸업 논문.** Students register for this when beginning their final projects. *Taught only in Korean. 6 or 8 units. PD*

**DM 747 Final Project Workshop/ 과제를 워크샵.** This course is designed to help KDMin students understand the nature of DMin ministry projects, get acquainted with research methods useful to the advanced study of pastoral ministry, and practice some essential writing skills. *0 units. PD*

**DM 748 Final Project Research Methods/ KDMin 졸업 논문 워크샵.** This course is designed to help students get acquainted with the nature of the DMin final project, research methods, and the procedures of writing a Doctor of Ministry final project. *Taught only in Korean. 0-2 units. PD*

**DM 749 Full-Time Final Project Writing/ KDMin 졸업 논문 연장.** *Taught only in Korean. 0 units. PD*

# DP: Denominational Polity

**DP 504 Reformed Worship.** This course will explore the theology and practice of worship in the Reformed tradition. Special attention will be paid to the ways in which the distinctives of Reformed theology have contributed to historic patterns of worship. The course will develop an overview of current liturgical forms and models and provide a reflective introduction to the voices that advocate more contemporary styles of worship. Specific focus will be given to the structure of the Sunday worship service, the sacraments, hymnody, weddings, funerals, and the place of children and youth in worship. See also **CH 549 Presbyterian Creeds.** *Offered on occasion. 4 units. ML*

## ET: Christian Ethics

**ET 501 Christian Ethics/Ética Cristiana.** A foundational course in Christian ethics that studies core Christian ethical vision, values, and convictions (telos, norms, and virtues) shaping and guiding Christian moral agency, decisions, and ecclesial practices. The course discusses the methods of ethical decisions, authority of Scripture, formation of moral agency, norms of love and justice, together with the issues of economic, racial, and ecological justice, the sanctity of life, sexual faithfulness, and violence and peacemaking with special attention to global, pluralistic contexts of Christian ministry today. *Also taught in Spanish. 4 units. ML*

John Calvin, a leader of the Reformation, once observed that the human heart is an idol factory. This course examines idolatry as a central theological and ethical concern through an interdisciplinary lens, drawing from biblical studies, theology, psychology, and sociology. Students will explore key biblical narratives and historical manifestations of idolatry to understand how the human condition gives rise to idols—how they are manufactured, how they shape desire, social structures, and political allegiances, and how they seduce God's people. Special attention will be given to the modern idols of money (neoliberalism), sex (hedonism), and power (white nationalism), inviting critical reflection on the church's prophetic and pastoral vocation in an age of distorted loves and divided loyalties. *4 units. ML*

**ET 513 Perspectives on Social Ethics.** An exploration of the relationship between biblical faith and

contemporary social and political life, with special attention to current patterns of evangelical engagement with politics in the United States and around the world. The course will survey the diverse forms of contemporary evangelical political engagement as well as the varied content of evangelical views on selected public issues, including human rights, the environment, sexuality and family issues, poverty, church-state concerns, and war. *4 units. ML*

**ET 515 Scripture and Ethics.** This doctoral seminar examines the intersection between biblical texts and contemporary ethical reflection. The course engages modern ethical frameworks—including postmodern and communitarian critiques, phenomenological ethics of encounter, and biopolitical and political-theological approaches—to explore how Scripture informs moral reasoning and public responsibility. Particular attention is given to ecological and decolonial ethics, inviting students to interpret biblical traditions in conversation with contemporary challenges of power, vulnerability, and planetary life. *6 units. ML*

**ET 517 Politics and the Global Church/La Política y la Iglesia Global.** This course will provide students with an introduction to the important voices and debates surrounding the topic of faith, politics, and cultural diversity in the global church. *Also taught in Spanish. Offered on occasion. 4 units. ML*

**ET 520 Biblical and Practical Peacemaking.** The way of Jesus in the New Testament and his message of the breakthroughs of the reign of God centrally include the way of peacemaking. We will seek to deepen our understanding of that way and our ability to teach it and model it. We will compare major present-day ethical positions—nonviolence, just war, and just peacemaking—as they relate to overcoming terrorism, preventing nuclear war, peace in the Middle East, and practical peacemaking among church members, including role-playing conflict resolution within churches. And we will study how to begin inward/outward journey small groups in churches with a mission of following Jesus in peacemaking. *4 units. ML*

**ET504 God and Idols: Battles in the Human Heart.** John Calvin, a leader of the Reformation, once observed that the human heart is an idol factory. This course examines idolatry as a central theological and ethical concern through an interdisciplinary lens, drawing from biblical studies, theology, psychology, and sociology. Students will explore key biblical narratives and historical manifestations of idolatry to understand how the human condition gives rise to

idols—how they are manufactured, how they shape desire, social structures, and political allegiances, and how they seduce God’s people. Special attention will be given to the modern idols of money (neoliberalism), sex (hedonism), and power (white nationalism), inviting critical reflection on the church’s prophetic and pastoral vocation in an age of distorted loves and divided loyalties. *4 units ML*

**ET 522 Christian Ethical Traditions: Liberationist, Evangelical, and Emergent.** Developing a strong Christian ethic means being aware of key traditions that influence our approaches to ethics. This is because particular ethical traditions face specific cultural, moral, and political challenges and responsibilities. This course will explore key portions of the Christian ethical landscape, with special focus upon Liberationist (e.g., African-American, Latino/a, and Feminist ethics), Evangelical (including Protestant influences of major Evangelical traditions), and Emergent church perspectives. Students will be invited to engage these perspectives and enter into dialogue in such a way that allows a generous conversation with these traditions in relation to the student’s own background and influences. *Not currently offered. 4 units. ML*

**ET 523 Power, Resilience, and Justice.** This interdisciplinary course utilizes resources from theology and the social sciences to develop frameworks for empowerment amidst stress and trauma. We introduce models for understanding crises and one’s response to crises in context and then identify resources and opportunities for meaningful and transformative engagement. Family systems theory and moral theology serve as lenses that deepen students’ insight, enable adaptive change, and promote personal and communal resilience and thriving amidst injustice in our world. *4 units. ML*

**ET 525 Ethics of Dietrich Bonhoeffer.** Dietrich Bonhoeffer, pastor, theologian, and resistor of the Nazi regime, has been claimed as an ethicist of responsibility, peace, divine command, and more. In this class we will explore Bonhoeffer primarily as an ethicist of formation. Formation lies at the heart of Bonhoeffer’s ethical project and links the realities of discipleship and ethics in his historical context, personal story, and theological writings. We will engage these themes from within our own contexts in order to better practice and understand discipleship and ethics in our life together as Christians. *4 units. ML*

**ET 528 Creation Care and Sabbath Economics.** In a time of unprecedented ecological crisis and economic inequality that threaten the sanctity of God’s creation and human life, all Christians are called to the faithful stewardship of creation care and witness to God’s justice. This course studies the theological and ethical grounds and directives of creation care and Sabbath economics that inform our personal and corporate responsibility as the followers of Jesus. The study includes 1) an analysis of the detrimental impact of global capitalism on the ecology and 2) an exploration of appropriate spiritual formation, communal practices, and public policy proposals of creation care and the Sabbath economics in local, national, and global contexts. *4 units. ML*

**ET 533 Christian Discipleship in a Secular Society.** This class explores “secular” conceptions of what is suitable and pleasing in various arenas—economics, politics, ecology, sexuality, and ethnicity. We also discuss the importance of having a theology of suffering and evil as it pertains to these subjects. We will develop an explicitly Scripture-shaped vision of the world, so that we might worship God truthfully and participate in Christ’s ongoing work of creating us and all creation anew. *4 units. ML*

**ET 535 The Ethics of Life and Death.** This course considers ethical concerns arising at the beginning of life (e.g. prenatal screening, abortion, infertility, reproductive technologies, embryonic stem cell research), through chronic conditions and urgent health crises, and finally considers medicalization of our dying process. Given the cultural distance of the biblical world from our biotechnological society, some find it challenging to know how Scripture informs our relationship to medicine and health care. This course investigates secular and religious approaches while assuming that the Scripture and the Christian tradition remain central for living faithfully as embodied creatures. *4 units. ML*

**ET 543 The Theology and Ethics of Martin Luther King, Jr.** The aim of the course is to study King’s key theological and ethical motifs and the distinctive characteristics of his spiritual formation and public ministry in shaping our own ministerial and public leadership in today’s religious, cultural and political contexts. In particular, the course focuses on King’s communal and political spirituality and ethics as they are related to his ideas of God, the beloved community, humanity, love, justice, and the mission of the church, exploring his enduring relevance and legacy in the global era. *4 units. ML*

**ET 545 Theology and Ethics in Asian-American Contexts.** This course studies emerging theologies

and ethics of Asian American Christianity. Using an interdisciplinary approach, it examines distinctive social and historical contexts, cultural heritages and values of Asian American communities in a critical conversation with Scripture and Christian traditions. Major themes and topics include, among others, immigration and transnationalism, legacy and influence of Confucianism, Pan Asian Americanism, racialization and identity development and construction, and intergenerational and gender conflicts. *Not currently offered. 4 units. ML*

**ET552 Theology in the Public Sphere.** This course examines the nature, rationale and methodologies of public theology by exploring appropriate public engagement of theology in contemporary society. It employs biblical, historical, theological and socio-political methodologies to examine theoretical considerations and practical engagement of Christian churches in the public sphere. It will develop a definition of public theology as critical, reflective and reasoned engagement of theology in the wider society. Topics to be covered include the following: biblical and theological concepts of the public sphere; public theology in Christian tradition; methodologies of public theology; issues of public theology including Christian peace-making, ecological crisis, economic justice, and secular politics. *Offered on occasion. 4 units. ML*

**ET 557 Faith, Work, and Marketplace.** The vast majority of Christians spend the bulk of their adult lives working. The vast majority of Christian churches spend almost no time discussing the working lives of their people. This course addresses this significant gap by introducing students to a range of theological, ethical, and pastoral reflections on faith, work and the marketplace. *Offered on occasion. 4 units. ML*

**ET 565 Christian Perspectives on War and Peace.** The Christian church has been wrestling with the ethical questions of violence and war since its very inception. How should followers of Jesus understand war and engage in peacemaking? Is warfare ever justified? Can a good Christian serve in the military at all? This course will offer students a broad biblical, theological, and historical overview of Christian reflections on war and peace. Students will also investigate and interact with major voices within the just war and peacemaking traditions of Christianity. Different experiences of, and reflections on, warfare from the global church will also be introduced. *4 units. ML*

**ET 566 Theological Foundations for Ethics and Leadership in Chaplaincy.** This course provides a biblically-based theological foundation for the

practices of embodied Christian witness, ethics and leadership in chaplaincy. Students will learn how to negotiate the diverse systems and institutional contexts of chaplaincy in their roles as leaders and ethical advisors within organizations. *4 units. ML*

**ET 590 Directed Study in Ethics.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**ET 599 Christian Ethics Transfer Credit.** *Transfer credit in the discipline of Christian Ethics. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**ET 702 Military Ethics.** This course provides an overview of the nature and history of institutional ministry, including the chaplaincy's identity, purpose, and functional roles. You will examine the biblical and theological foundations of a ministry of presence, which often comprises the core of chaplaincy ministry. You also will review the various types of chaplaincy and explore the commonalities, distinctives, and expectations of military, health care, public safety, correctional, sports, campus, and disaster relief chaplains. Additionally, the course will develop a professional comprehensive range of biblical-theological knowledge, skills and abilities for ministry leadership in chaplaincy. Supplemental areas of expertise will be introduced at a basic level focusing on specialized skills in pastoral, caregiver and emotional/spiritual support for a chaplain. The emphasis is to develop a basic understanding of how chaplaincy impacts organizations with the Gospel message in military, institutional and organizational communities. *8 units. PD*

**ET 703A Church in the Public Square Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at ET703B. This course is graded SA/NS. *4 units. PD*

**ET 703B Church in the Public Square Intensive.** This course brings together Christian theology with engagement in the public square. In an intensive setting, students will engage in a number of writings on political theology, using these writings and in-class discussion to develop and hone their own political theology. They will examine popular sectarian critiques of Christians engaging in politics, and develop responses to them. By the end of the course, the student will be able to articulate and defend their theology of public engagement, stating first what it means to be a faithful follower of Jesus and then how to live that out in the political realm. To give students

a sense of how others have understood and embodied this dual role for Christians, students will be given the opportunity to interact with others in the DC area. In addition, guest lecturers will be utilized to assure a thorough engagement with the topic. This course is graded SA/NS. *4 units. PD*

**ET 703C Church in the Public Square Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at ET703B. This course is given a letter grade. *4 units. PD*

**ET 721 Engaging Post-Christian World.** In North American contexts, observers may ascribe a decline in religiosity to the rise of what is sometimes called "secularism." But what is secularism exactly? And this decline in religiosity, is it really a decline, or is it a shift? And how would we know? Because many faith leaders remain in the dark about these cultural transitions, both advocates or detractors of secularization misunderstand the phenomenon and are ill-prepared to engage the "post-Christian" context in which they actually find themselves. As just one example, more and more people are interested in theology but not in church. Others are spiritual but not religious, or are even developing the secular as its own spirituality. A variety of cultural observers, both secular and religious, are attempting to chart the new landscape that the multiplication of these secularities and spiritualities creates. Even beyond the important intellectual context, average believers and seculars of all types are affected by the mixture of secular and religious that has ensued in the wake of modernity, globalization, and pluralism. This makes Christian mission exceedingly more complex than in the premodern era, and more exciting. It is one thing as evangelists to try and attract Millennials and Nones to the church. More effective, and perhaps essential in a post-modern context, is to develop facility with the language and discourse of those making a transition to a post-Christian worldview, to comprehend the history of this development, and to receive training in ethnographic practices that will equip them for mission in this emerging context. Faith leaders are called, in our era, not simply to think about these transitions in theology, but also to observe and write about them in winsome ways that open the church to the post-Christian world in which it finds itself. "Whether we "spiritualize" our life or "secularize" our religion, whether we invite [humanity] to a spiritual banquet or simply join them at the secular one, the real life of the world, for which we are told God gave his only begotten Son, remains hopelessly beyond our religious grasp." (Alexander Schmemmann) *8 units. PD*

**ET 742 Ethics and Ministry in a Multicultural Context/다문화 상황에서의 기독교 사역.** This course studies the ethical and ministerial challenges and opportunities that face Korean/Korean American churches in a pluralistic cultural context. Experiencing a radical transition from a culturally homogeneous society to a postmodern global society, Korean churches in particular sometimes find it challenging to develop a capacious and competent theology and ethics. (Korean American churches also face a similar difficulty due to the radical nature of cultural pluralism in the U.S.) Many church pastors and leaders feel frustrated, even incompetent, facing the various challenges of pluralism. With its attention to the intersection of ethics and culture in Christian ministry, this course surveys several prevailing ministry models, such as emerging church, missional church, and cell church, assessing their respective strengths and limitations in addressing the challenges of ministry in a postmodern society. The goal is to help students to develop their own ministry model that is culturally relevant, as well as biblically and ethically faithful in their local contexts. *Taught only in Korean. 4 or 8 units. PD*

**ET 792 Independent Study in Ethics.** Doctoral students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to a specified amount of academic credit. *4 units. PD*

**ET 815 Scripture and Ethics.** This doctoral seminar examines the intersection between biblical texts and contemporary ethical reflection. The course engages modern ethical frameworks—including postmodern and communitarian critiques, phenomenological ethics of encounter, and biopolitical and political-theological approaches—to explore how Scripture informs moral reasoning and public responsibility. Particular attention is given to ecological and decolonial ethics, inviting students to interpret biblical traditions in conversation with contemporary challenges of power, vulnerability, and planetary life. *6 units. PhD*

**ET 846 God and Globalization.** Globalization is a new civilization-shaping force that is making a profound impact on our institutional life at all levels, including communication, jobs, education, popular culture, authority, power, etc. Its proper understanding is critical for Christian public ministry, ethical analysis, public policy, and international peacemaking. Relying on critical social-cultural theories, the course studies 1) the nature, dynamics, and impact of globalization, and 2) Christian theological and ethical responses to the challenges of globalization. The dynamics of

conflict and order and freedom and community are the key undercurrents of the course. *6 units. PhD*

**ET 859 Methods in Christian Ethics.** This seminar studies several representative methods in Christian ethics in a systematic and comparative way through the analysis of their underlying theological and philosophical assumptions and the essential ingredients that shape each method in a particular way. The goal is to help students to sharpen their analytical and synthesizing skills in Christian ethical reasoning through a comparative study of key variables, and to explore their own methodology in Christian ethics in critical conversations with other moral traditions and methods. *6 units. PhD*

**ET863 Theology in the Public Sphere.** This seminar examines methodologies of public theology by discussing some key public theologians to explore theoretical considerations and practical engagement of Christian theology in the public sphere. It also explores the concepts of the public sphere from philosophical, socio-political, and theological perspectives in order to relate theology in the public domain. The aim of this seminar is for the students to critically assess various methodologies and decide the most appropriate method for their own research project. *6 units. PhD*

**ET 871 Readings in Christian Ethics.** PhD students contract with a professor to read literature and write a substantive review in their area of study. *6 units. PhD*

## EV: Evangelism

**EV 500 Integral Evangelism.** This course will examine the formation of a holistic vision for integral evangelism in the context of contemporary culture. Gracious and effective communication of the good news of the Christian gospel involves the complex interplay of many factors. Drawing from studies in communication, evangelism, Biblical theology, and contemporary culture, participants in this course will engage in an exegesis of culture, an exploration of the mandate and means of evangelism, the Biblical theological foundation of holistic expressions of the gospel and the development of skills in listening, speaking, and embodying the gospel. *4 units. ML*

**EV 505 Witness and Justice.** This course will introduce students to an understanding of social and public ministry as an expression of evangelism, discipleship, and spirituality. Students will develop biblical, theological and social ethical reflection on the mission of the Church and her public witness and

ministry with specific attention towards justice. *4 units. ML*

**EV 506 Evangelism and Church Planting.** This course explores the life transforming Gospel message and the numerous ways to communicate this Good News in our respective contexts. This course focuses especially on equipping pastors and lay leaders in ways to engage in evangelism, both personally and corporately. *Offered on occasion. 4 units. ML*

**EV 507 Evangelism Next.** In recent years, evangelism as a church practice has come under scrutiny. Specific expressions of evangelism have asserted themselves as the norm in church life. While the practice of evangelism has been challenged, the need for some expression of communicating the evangel has increased. This conference (and the course) will examine how deconstructing faith may be a necessary expression of evangelism in a post-Christendom era. We will go on to examine ways to re-construct and discover expressions of evangelism that are Biblical, relevant, and applicable to the contemporary context. *Not currently offered. 4 units. ML*

**EV 519 Evangelism entre Hispanos.** This course is designed to equip church leaders to develop effective evangelistic strategies for their church's distinctive ministry context. The course seeks to emphasize that evangelism is through conversion rather than by transfer, thus establishing a "culture of evangelism." Therefore, the class will provide a theological basis for evangelism and for the communication of the gospel in contemporary Hispanic culture. It will provide tools with which each student can develop evangelistic strategies so that they can plan personal, cell-group (small group) evangelism, and massive scopes appropriate to their own context. We will also consider the incorporation of new converts. *Taught only in Spanish. 4 units. ML*

**EV 527 Biblia, Contexto, y Post Modernismo.** A course to read the Bible for mission commission as mandated by Christ. A careful study of the biblical method of contextualization for preaching addressing cultural, gender and race barriers for preaching the gospel. Principles for intercultural communication and diversity approaches will be examined. *Taught only in Spanish. 4 units. ML*

**EV 532 Recovery Ministry in the Local Church.** This course will examine the theological foundations of recovery ministry as well as the personal dynamics of recovery and practical considerations for developing recovery ministries in the local church. *Offered on occasion. 4 units. ML*

**EV 590 Directed Study in Evangelism.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**EV 599 Evangelism Transfer Credit.** *Transfer credit in the discipline of Evangelism. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**EV 715 Reinventing Evangelism: Telling the Jesus Story through Life, Word and Community.** This course explores the theory, strategy, and methodology of evangelism. It argues that to do effective, holistic, biblical evangelism that takes seriously the culture and needs of those one seeks to reach, it is necessary to build a proper theoretical foundation (that sees the Bible with fresh eyes), adopt an appropriate strategy (that makes sense to the given situation), and understand the wide range of methodologies that exist for doing evangelism (by exploring an array of outreach options). *8 units. PD*

**EV 729 Planting Multiethnic Churches.** The landscape of American society is rapidly changing. With the changing face of American society, there is an increased need for the planting and developing of multiethnic churches. However, the current construct of American evangelicalism poses numerous obstacles to planting and developing multiethnic churches. The work of planting multiethnic churches, therefore, is a task that requires complex thinking. This course will explore the process of socio-cultural exegesis, understand social-historical realities, engage in theological reflection, and explore kingdom issues that impact and shape the planting of healthy and growing churches in the contemporary context. *8 units. PD*

**EV 733 Enchanting Faith: Worship, Spiritual Formation, and Evangelism in a Secular Age.** The defining feature of our modern, secular age is “disenchantment,” pervasive disbelief in the supernatural. The impact of disenchantment is most clearly evidenced in the rise of the Nones, along with increasing rates of agnosticism and atheism. Belief in God, to say nothing of miracles, angels and the power of prayer, is increasingly difficult in our disenchanted age. If so, disenchantment is the single greatest challenge facing the modern church. The course will examine the cultural and historical forces driving disenchantment and explore resources for “enchanting” faith in worship, spiritual formation, and evangelism. *8 units. PD*

**EV 733A Enchanting Faith: Worship, Spiritual Formation, and Evangelism in a Secular Age**

**Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at EV733B. This course is graded SA/NS. *4 units. PD*

**EV 733B Enchanting Faith: Worship, Spiritual Formation, and Evangelism in a Secular Age Intensive.** The defining feature of our modern, secular age is “disenchantment,” pervasive disbelief in the supernatural. The impact of disenchantment is most clearly evidenced in the rise of the Nones, along with increasing rates of agnosticism and atheism. Belief in God, to say nothing of miracles, angels and the power of prayer, is increasingly difficult in our disenchanted age. If so, disenchantment is the single greatest challenge facing the modern church. The course will examine the cultural and historical forces driving disenchantment and explore resources for “enchanting” faith in worship, spiritual formation, and evangelism. *4 units. PD*

**EV 733C Enchanting Faith: Worship, Spiritual Formation, and Evangelism in a Secular Age Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at EV733B. This course is given a letter grade. *4 units. PD*

**EV 734 Prophetic Lament and Social Engagement in Korean Context/한국적 상황에서의 예언자적 애통과 사회참여.** The purpose of this course is to aid students in the formation of the practice of prophetic lament that leads to social engagement in the Korean context. The student will be introduced to the historical and theological foundations of a holistic ecclesiology. Students will learn how to exegete social and cultural contexts to discern the theological issues at stake and to learn how to make spiritual sense of those situations in a way that leads to faithful action. *4 or 8 units. PD*

**EV 735 Marketplace Theology and Ministry in Korean Context/한국적 상황에서의 일터신학과 사역.** Based on James Loder’s thoughts and William Frankena’s theories, this course integrates the general Enneagram into the Christian Enneagram and studies practical application to church ministry. First, Loder’s qualitative dialectics and Frankena’s Box are examined in general. In addition, practical models that can apply the Christian Enneagram integrated with these insights to the ministry situation of the Korean church and Korean immigrant church (mission branch church) will be built. *4 or 8 units. PD*

**EV 792 Independent Study in Evangelism.** Doctoral students may contract with a faculty member to

complete reading, writing, and other learning activities equivalent to a specified amount of academic credit. *4 units. PD*

## FE: Field Education

**FE 561 Leadership I: Foundations for Incarnational Youth Ministries.** Practicum in the basic methods of evangelistic youth outreach, emphasizing the development of personal relationships with young people through relevant forms of group ministry. A portion of the course focuses on the recruitment, training and ongoing enabling of volunteers for outreach ministries to youth. *Offered only for Young Life staff. 4 units. ML*

**FE 562 Leadership II: Building Resources for Incarnational Youth Ministries.** This course is designed to build the skills of people in youth ministry as well as their ability to train others in the areas of discipleship, adult ministry, camping, and fundraising. *Offered only for Young Life staff. 4 units. ML*

## GM: General Ministry

**GM 535 Supervision and Organizational Leadership.** YoungLife staff receive on-the-job supervision and oversight as it relates to their seminary learning. *YoungLife staff only. 4 units. ML*

**GM 538 Ministrando en un Mundo Diverso e Interconectado.** Examination of key aspects of human diversity, racism, intergenerational conflict and global migrations that are currently shaping the local church and its members will be studied. Social science approaches will be balanced and compared with biblical narratives and pertinent theological readings for securing approaches to ministry with a diverse global population. Theories of social sciences, biblical narratives, and theological readings will be explored in order to identify emergent models for addressing the needs of the local congregation and its individual members. Each student will work in developing a personalized model for dealing with a particular need they are currently facing in ministry. *Taught only in Spanish. 4 units. ML*

**GM 554 Leadership and Diversity: Gender, Multicultural, and Ethnicity.** Students will be challenged to consider how cultural and gender issues relate to effective Christian leadership, especially in congregations. Students will articulate the ways in which they have been formed as leaders and will be introduced to central themes in leadership theory. We will examine leadership in relation to issues of ethnicity, culture, gender, and

postmodernity. Students will become more fully aware of self and context and will thus become more effective leaders in churches and other organizations. *Offered on occasion. 4 units. ML, LDR*

**GM 555 Evangelicalism and Race.** This course examines the complex relationship between US Evangelicalism and the topics of race, racialization, racism, racial reconciliation, and racial justice. The course will explore the biblical, theological, sociological, and historical dimensions of the struggle for racial justice in the U.S. Evangelical context. We will also discuss the implication for ministry and Christian witness in the local church context. *Offered on occasion. 4 units. ML*

**GM 574 Iglesia Evangélica Latina-Retos Para el Futuro.** An analysis of the current challenges facing Latino Protestant churches in the United States and a framework for looking at the issues that they will need to address in the future. This course provides a description of the principal challenges, some of the ways that churches have responded in the past, the assets Latinos have to address the challenges, and an outline for framing the Latino church's mission in the future. *Not currently offered. Taught only in Spanish. 4 units. ML*

**GM 590 Directed Study in General Ministry.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**GM 599 General Ministry Transfer Credit.** *Transfer credit in the discipline of General Ministry. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**GM 700A Urban Apologetics.** This course provides evangelistic training and apologetic skills for ministry in the urban context. Drawing upon apologetic, historical and missiological resources, students will gain interdisciplinary tools to engage in wholistic evangelism. Students will emerge from this course refined academic rigor, practical skills and hands-on experience. This course is given a letter grade. *6 units. PD*

**GM 700B Urban Apologetics Integration.** This course is a directed learning unit for students to engage with each other and their professor while integrating concepts learning during participation in GM700A. This course is given a letter grade. *6 units. PD*

**GM 715 Theology of Urban Ministry.** The complexity of the urban context requires theological depth and the ability to formulate and contextually apply a

relevant and robust urban biblical theology. In this course, we will seek to gain experience in engaging in a social cultural analysis to understand the nature and context of urban ministry. Analysis of the social context will move us towards the formation of a relevant urban theology. Through biblical analysis, spiritual reflection, and communal discernment we will move toward a theology of urban ministry that will provide the foundation for impactful engagement with complex urban systems. We will study how the practice of an urban pastoral theology is a fulfillment of the pastoral office and the ongoing work of the urban church. We will affirm that contextualized urban ministry transforms both the congregation and its community, and therefore requires informed, intentional leadership. *12 units. PD*

**GM 715A Urban Ministry Cohort Year 1 Reading.**

This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at GM715B. This course is graded SA/NS. *4 units. PD*

**GM 715B Urban Ministry Cohort Year 1 Intensive.**

The complexity of the urban context requires theological depth and the ability to formulate and contextually apply a relevant and robust urban biblical theology. In this course, we will seek to gain experience in engaging in a social cultural analysis to understand the nature and context of urban ministry. Analysis of the social context will move us towards the formation of a relevant urban theology. Through biblical analysis, spiritual reflection, and communal discernment we will move toward a theology of urban ministry that will provide the foundation for impactful engagement with complex urban systems. We will study how the practice of an urban pastoral theology is a fulfillment of the pastoral office and the ongoing work of the urban church. We will affirm that contextualized urban ministry transforms both the congregation and its community, and therefore requires informed, intentional leadership. This course is graded SA/NS. *4 units. PD*

**GM 715C Urban Ministry Cohort Year 1 Writing.**

This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at GM715B. This course is given a letter grade. *4 units. PD*

**GM 716A Urban Ministry Cohort Year 2 Reading.**

This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at GM716B. This course is graded SA/NS. *4 units. PD*

**GM 716B Urban Ministry Cohort Year 2 Intensive.**

The landscape of American society and American cities is rapidly changing. With the changing face of American cities, there is an increased need for awareness and sensitivity toward the issue of race and racial reconciliation within church and community leadership. This course explores the history and current reality of the American church through the lenses of race, ethnicity, and culture, paying particular attention to the obstacles and gaps present in much of the evangelical landscape. We will examine the role of the theological imagination in the formation of the race question. We will explore the necessity of a renewed theological imagination to bring reconciliation and justice into the urban context. This course is graded SA/NS. *4 units. PD*

**GM 716C Urban Ministry Cohort Year 2 Writing.**

This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at GM716B. This course is given a letter grade. *4 units. PD*

**GM 717 The Practice of Urban Ministry.**

This course will explore a variety of approaches and methodologies to urban ministry. We will explore the relationship of ethics and theology to community building and transformation in the urban context. We will discuss a systems approach to address the systemic complexities of cities, particularly as pastoral leaders in the urban context. We will emphasize practical ministry skills and ministry practices that reflect our social, cultural, and historical analysis as well as our biblical, theological reflection. We will give particular attention to the practices of faith-based community development, community organizing, and the development of beloved communities of faith as approaches to the church's role in the spiritual and social transformation of the urban context. We will also assess how leaders can keep themselves spiritually formed, connected in community, and healthy in order to avoid burnout and to sustain their ministries for the long haul. *12 units. PD*

**GM 717A Urban Ministry Cohort Year 3 Reading.**

This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at GM717B. This course is graded SA/NS. *4 units. PD*

**GM 717B Urban Ministry Cohort Year 3 Intensive.**

This course will explore a variety of approaches and methodologies to urban ministry. We will explore the relationship of ethics and theology to community building and transformation in the urban context. We will discuss a systems approach to address the structural complexities of cities, particularly as

pastoral leaders in the urban context. We will emphasize practical ministry skills that reflect social, cultural, and historical analysis, as well as thoughtful biblical and theological reflection. We will give particular attention to the practices of faith-based community development, community organizing, and the development of beloved communities of faith as approaches to the church's role in the spiritual and social transformation of the urban context. We will examine how a leader's own cultural, ethnic, gendered, and economic lenses impact both spiritual and community leadership. We will also assess how leaders can keep themselves spiritually formed, connected in community, wise in relation to systems and power active around them, and healthy in order to avoid burnout and to sustain their ministries for the long haul. This course is graded SA/NS. *4 units. PD*

**GM 717C Urban Ministry Cohort Year 3 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at GM717B. This course is given a letter grade. *4 units. PD*

**GM 718 Urban Ministry Project Plan.** The Urban Ministry Cohort is a praxis-based series of readings, classes, and on-the-ground processes at the confluence of ecclesiology, missiology, social culture, and leadership. After 3 years of classes, including specified research, processes, and papers, students will use this directed study to prepare for writing their final project. The final project phase is focused on the development of an effective ministry plan and a plan for leadership development that effectively serves the complex context of urban ministry. *4 units. PD*

**GM 720 Spirituality and Ministry.** This seminar is designed to give understanding and experience of the spiritual life and its disciplines, as defined by the New Testament and the history of the disciples of Jesus. To do so, it is offered in a retreat setting. The course will include a study of classics in the field of Christian spirituality, along with some historical and systematic treatments. This is to be substantially completed before the seminar sessions. A special focus is placed on the spiritual life and disciplines in the context of Christian ministry. *8 units. PD*

**GM 720A Spirituality and Ministry Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at GM720B. *4 units. PD*

**GM 720B Spirituality and Ministry Intensive.** This seminar is designed to give understanding and experience of the spiritual life and its disciplines, as defined by the New Testament and the history of the

disciples of Jesus. To do so, it is offered in a retreat setting. The course will include a study of classics in the field of Christian spirituality, along with some historical and systematic treatments. This is to be substantially completed before the seminar sessions. A special focus is placed on the spiritual life and disciplines in the context of Christian ministry. *4 units. PD*

**GM 720C Spirituality and Ministry Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at GM720B. *4 units. PD*

**GM 726A Transformational African American Church Leadership Cohort Year 1 Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at GM726B. This course is graded SA/NS. *4 units. PD*

**GM 726B Transformational African American Church Leadership Cohort Year 1 Intensive.** In a fluctuating context of socio-theological, socio-political, socio-economic, and historical change, the African American church remains at the center of Black life in the U.S.; yet, this structure is rapidly shifting and many younger African Americans do not see the Black Church as a valid and authoritative space for their lives. What might this signify for the 21st century African American pastor, leader, and worker? This course will focus on the historic and socio-historic contributions of the African-American Church from its birth as a slave church, its development as a collective socially transformative movement, and the rise of mega churches. Attention will be given to the issues and challenges facing the African-American Church presently as well as to opportunities for a more fruitful future. Students will engage ways in which the African-American Church can serve as a vital gift to the broader Church regardless of its ethnic or racial makeup. The question of the need for a Post-Black Church will be explored as well. This course is graded SA/NS. *4 units. PD*

**GM 726C Transformational African American Church Leadership Cohort Year 1 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at GM726B. This course is given a letter grade. *4 units. PD*

**GM 792 Independent Study in General Ministry.** Doctoral students may contract with a faculty member to complete reading, writing, and other

learning activities equivalent to a specified amount of academic credit. *4 units. PD*

## HT: History and Theology

### **HT 599 History and Theology Transfer Credit.**

*Transfer credit in the discipline of History and Theology. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

## IS: Integrative Studies

### **IS 590 Directed Study in Integrative Studies.**

Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

## IT: Intercultural Theology

### **IT 801A Theological Understanding in Intercultural**

**Perspective I/교차문화적 관점에서의 신학적 이해 A.** This is a two-part doctoral seminar (6 units total) that introduces students to the discipline of intercultural theology by defining the field (Fall quarter) and examining major themes and issues (Spring quarter). It will take an Evangelical perspective on intercultural theology that includes historical, biblical/theological, and sociological/ anthropological approaches. Intercultural theology will be studied as a critical interaction of local contextual concerns and the meeting of regional theologies. It engages with the cultural embeddedness of global and local theological forms. By the end of the course students will be ready to begin to provide careful critiques of the methodologies of traditional theological and missiological approaches, and to formulate creative and theologically responsible approaches for the future from the perspective of intercultural theology. All along the way, students will begin to research specific topics germane to their own projects and to locate them within the field of intercultural theology. *Taught only in Korean. 3 units. PD*

### **IT 801B Theological Understanding in Intercultural**

**Perspective II/교차문화적 관점에서의 신학적 이해 B.** This is a two-part doctoral seminar (6 units total) that introduces students to the discipline of intercultural theology by defining the field (Fall quarter) and

examining major themes and issues (Spring quarter). It will take an Evangelical perspective on intercultural theology that includes historical, biblical/theological, and sociological/ anthropological approaches. Intercultural theology will be studied as a critical interaction of local contextual concerns and the meeting of regional theologies. It engages with the cultural embeddedness of global and local theological forms. By the end of the course students will be ready to begin to provide careful critiques of the methodologies of traditional theological and missiological approaches, and to formulate creative and theologically responsible approaches for the future from the perspective of intercultural theology. All along the way, students will begin to research specific topics germane to their own projects and to locate them within the field of intercultural theology. *Taught only in Korean. 3 units. PD*

### **IT 802A Method and Theory in Intercultural**

**Theology I/교차문화신학 연구설계와 방법 A.** This is a two-part doctoral seminar (6 units total). The first part (3 units) introduces students to the discipline of missiology by defining the field and examining major themes and issues. It will take an Evangelical perspective on missiology that includes historical, biblical/theological, and sociological/ anthropological approaches. Missiology will be studied as a concern of the whole church for the whole gospel in the whole world and for each particular context. By the end of the first part students will be ready to begin to provide careful critiques of movements and ideas of mission in the recent past, and to formulate creative and theologically responsible approaches for the future. All along the way, students begin to research specific topics germane to their own projects and locate such within the field of missiology. The main aim of the second part (3 units) is to facilitate each student to frame their initial literature review for their main discipline. This facilitation will take two forms: (1) exposure to other research projects and literature, and (2) study methods and tools to design the key elements of research design. *Taught only in Korean. 3 units. PD*

### **IT 802B Method and Theory in Intercultural**

**Theology II/교차문화신학 연구설계와 방법 B.** This is a two-part doctoral seminar (6 units total). The first part (3 units) introduces students to the discipline of missiology by defining the field and examining major themes and issues. It will take an Evangelical perspective on missiology that includes historical, biblical/theological, and sociological/ anthropological approaches. Missiology will be studied as a concern of the whole church for the whole gospel in the whole

world and for each particular context. By the end of the first part students will be ready to begin to provide careful critiques of movements and ideas of mission in the recent past, and to formulate creative and theologically responsible approaches for the future. All along the way, students begin to research specific topics germane to their own projects and locate such within the field of missiology. The main aim of the second part (3 units) is to facilitate each student to frame their initial literature review for their main discipline. This facilitation will take two forms: (1) exposure to other research projects and literature, and (2) study methods and tools to design the key elements of research design. *Taught only in Korean. 3 units. PD*

**IT 803 Tutorial 1: Initial Literature Review/초기**

**문헌연구 튜토리얼.** This class has a tutorial format done 1:1 with faculty and a student. The main aim of this course is to facilitate each student to frame their initial literature review for their main discipline. Students will work with their mentor to produce a review of the literature in their chosen major discipline that can form part of their Initial Research Proposal. *Taught only in Korean. 6 units. PD*

**IT 804A Tutorial 2: Literature in Theology I A/신학**

**연구 튜토리얼 A.** This class has a tutorial format done 1:1 with faculty and a student. The class has A and B parts, each carrying one quarter. Students will work with their tutor to produce a collection of theories, concepts, and trends of their chosen major theological discipline. With tutorial 3, tutorial 2 lays the foundational literature review of the dissertation. *Taught only in Korean. 3 units. PD*

**IT 804B Tutorial 2: Literature in Theology I B/신학**

**연구 튜토리얼 B.** This class has a tutorial format done 1:1 with faculty and a student. The class has A and B parts, each carrying one quarter. Students will work with their tutor to produce a collection of theories, concepts, and trends of their chosen major theological discipline. With tutorial 3, tutorial 2 lays the foundational literature review of the dissertation. *Taught only in Korean. 3 units. PD*

**IT 805A Tutorial 3: Literature in Intercultural**

**Studies A/교차문화연구 튜토리얼 A.** This class has a tutorial format done 1:1 with faculty and a student. The class has A and B parts, each carrying one quarter. Students will work with their tutor to produce a collection of theories, concepts, and trends of their chosen intercultural studies. With tutorial 2,

tutorial 3 lays the foundational literature review of the dissertation. *Taught only in Korean. 3 units. PD*

**IT 805B Tutorial 3: Literature in Intercultural**

**Studies B/교차문화연구 튜토리얼 B.** This class has a tutorial format done 1:1 with faculty and a student. The class has A and B parts, each carrying one quarter. Students will work with their tutor to produce a collection of theories, concepts, and trends of their chosen intercultural studies. With tutorial 2, tutorial 3 lays the foundational literature review of the dissertation. *Taught only in Korean. 3 units. PD*

**IT 806A Methods A/교차문화신학 방법론 A (성서해석학과**

**신학).** This class is done as a seminar mode or a 1:1 with faculty and a student. Students will learn from their tutor specific methodologies for collecting data from the precedent documents or the field. With Methods 2 and 3, the current class lets the students collect and create new data, which the precedent materials do not have. *Taught only in Korean. 3 units. PD*

**IT 806B Methods B/교차문화신학 방법론 B (신학화 연구).**

This class is done as a seminar mode or a 1:1 with faculty and a student. Students will learn from their tutor specific methodologies for collecting data from the precedent documents or the field. With Methods 1 and 3, the current class lets the students collect and create new data, which the precedent materials do not have. *Taught only in Korean. 3 units. PD*

**IT 806C Methods C/교차문화신학 방법론 C (질적, 양적**

**연구 방법론).** This class is done as a seminar mode or a 1:1 with faculty and a student. Students will learn from their tutor specific methodologies for collecting data from the precedent documents or the field. With Methods 1 and 2, the current class lets the students collect and create new data, which the precedent materials do not have. *Taught only in Korean. 3 units. PD*

**IT 806D Methods Intercultural and Public**

**Theology/교차문화신학 방법론 D (교차문화신학과 공공신학**

**방법론).** This seminar is to equip Korean PhD students to develop their own methods by interacting with intercultural theology and public theology in order to shape their dissertation to fulfill the overall learning outcomes of the Korean PhD in Intercultural Theology program. This seminar covers distinctive methods of intercultural theology and public theology, as well as comparison and integration of these two theological disciplines, so that students' work will be enhanced by

these two new theological methods for their PhD research. *Taught only in Korean. 3 units. PD*

**IT 807A Tutorial 4: Research and Analysis A/연구 및 분석 튜토리얼 A.** This class has a tutorial format done 1:1 with faculty and a student. The class has A and B parts, each carrying one quarter. Students will work with their tutor to produce unique data by integrating the collected results from the field and precedent theories. Tutorial 4 will create unique perspectives on the precedent theories in the research area. *Taught only in Korean. 3 units. PD*

**IT 807B Tutorial 4: Research and Analysis B/연구 및 분석 튜토리얼 B.** This class has a tutorial format done 1:1 with faculty and a student. The class has A and B parts, each carrying one quarter. Students will work with their tutor to produce unique data by integrating the collected results from the field and precedent theories. Tutorial 4 will create unique perspectives on the precedent theories in the research area. *Taught only in Korean. 3 units. PD*

**IT 808A Tutorial 5: Interdisciplinary Integration A/학제간 통합 연구 튜토리얼 A.** This class has a tutorial format done 1:1 with faculty and a student. The class has A and B parts, each carrying one quarter. Students will work with their tutor to produce unique data by integrating the collected results from the field and precedent theories. With tutorial 4, tutorial 5 will create and develop unique perspectives on the precedent theories in the research area. *Taught only in Korean. 3 units. PD*

**IT 808B Tutorial 5: Interdisciplinary Integration B/학제간 통합 연구 튜토리얼 B.** This class has a tutorial format done 1:1 with faculty and a student. The class has A and B parts, each carrying one quarter. Students will work with their tutor to produce unique data by integrating the collected results from the field and precedent theories. With tutorial 4, tutorial 5 will create and develop unique perspectives on the precedent theories in the research area. *Taught only in Korean. 3 units. PD*

**IT 891 Independent Study Methods/개인 수업.** This course is an independent study for one quarter. Students and faculty will have regular meetings on a 1:1 basis either online or in person mode. with faculty and a student for one quarter. Students will learn from their tutor a specific methodology for research. *Taught only in Korean. 3 units. PD*

## KM: Korean Doctor of Global Leadership

### **KM 700 Orientation to DGL Program/선교학**

**박사과정의 입문.** This class addresses the overview, basic knowledge, and necessary study skills for the Korean DGL program in order to help new students to get acquainted with the program. This class helps students to build up their missiological framework and introduces various areas of missiology that can be studied through the Korean DGL program. As a result, participants will be able to understand their own research in light of overall missiology and will be able to create a portfolio that is based on more practical knowledge. *Taught only in Korean. 0 or 2 units. PD*

**KM 701 Research Design/연구 설계.** This class is designed to help students understand the research design process and cultivate research skills to complete doctoral studies. This class will teach students to write a program design paper, which will serve as a road map for their doctoral dissertations. Overall, the class deals with research focus, literature reviews, and research methodologies. *Taught only in Korean. 4 units. PD*

### **KM 702 Literature Review Seminar/문헌연구.**

Learning fundamental research skills and knowledge for the missiological documents research will be the primary work of this class. Based on the understandings of essential knowledge, different perspectives, and critical issues of the missiology, students will gain the ability to collect, analyze, and critique the supporting documents for their areas of specialties. *Taught only in Korean. 4 units. PD*

### **KM 703 Tutorial 1: Literature Review/문헌연구**

**튜토리얼.** In this tutorial, students will write a paper of about 40 to 60 pages under the guidance of a professor. Students will research core missiological literature in general area and also in their areas of research emphasis. Consequently, they will establish the foundation of missiological theory that is necessary for the research of their dissertation. *Taught only in Korean. 8 units. PD*

### **KM 704 Mixed Research Methodology/통합연구**

**방법론.** This class will focus on learning necessary methodologies for the field research of the Korean DGL program. Students will select their field and resources, which will be collected from the field based

on a theory from the Missiological Seminar. Based on the selected resources, students will study the chosen method that is best appropriate for understanding the chosen field. After understanding qualitative and quantitative methods, students will mix at least two methods for creating proper information by using Mixed Method. Furthermore, Human Subject Research seminar will be included. *Taught only in Korean. 4 units. PD*

**KM 705 Tutorial 2: Field Research/현장 연구 토티리얼.**

This tutorial is designed to help students with their field research. Students will research their field based on what they have learned in the prerequisite seminar and by the guidelines from Human Research Subject seminar. In order to understand the field situation for the dissertation, students must collect data, analyze, and write up the findings. Students will learn based on the Survey Research Methods (Quantitative) and further learn mixed methodology by adding Qualitative Methods. *Taught only in Korean. 4 units. PD*

**KM 706 Strategic Application Seminar/전략적 응용**

**세미나.** This class offers an in-depth, advanced examination of leadership and organizational change. Students will not only explore the nature of personal leadership but also the dynamics of organizational change. Upon completion of this class, students will learn the nature of change in dynamics, the role of change agents, and the process of organizational change. As a result, students will be able to analyze their leadership assets and the characteristics of the organization, which they are involved in. Furthermore, students will learn to develop their own leadership skills and organizational change. *Taught only in Korean. 4 units. PD*

**KM 707 Tutorial 3: Strategic Application/전략적 응용**

**토티리얼.** This class is designed to help students write Tutorial for strategic and practical methods in order to change leadership and organizational dynamics. Students will explore the organizational dynamics and change models theoretically. They will evaluate their leadership assets and also the characteristics of their organizations to make practical strategies for organizational change. Through this Tutorial, they will find out the core elements of the personal leadership development and organizational change in order to write their dissertation. *Taught only in Korean. 4 units. PD*

**KM 708 Integration Seminar/종합 세미나.** This seminar serves to integrate the previous three

Tutorials and their prerequisite seminars for the effective write-up of the final dissertation. Each of student's faculty committee will lead this seminar according to the general dissertation guidelines. *Taught only in Korean. 0 units. PD*

**KM 710 Theology of Mission/선교 신학.** Christianity from the beginning was a global faith— with its center of gravity in the Middle East, Africa, and Asia before it became a predominantly Western religion (c. 900). Now, after roughly five centuries, it is re-emerging as a non-Western phenomenon. A full historical account reveals a faith that is inherently global because it is ultimately local and therefore never fully defined by any historical phase or context. This course explores Christianity's first two thousand years with a primary focus on the inherent dynamic that propels cross-cultural transmission and the critical elements that have defined the experience and expressions of the faith in successive heartlands *Taught only in Korean. 4 units. PD*

**KM 711 Public Engagement of Theology in Mission and Marketplace/선교와 마켓 플레이스를 위한 공공신학과**

**실천.** This course examines the nature, rationale and methodologies of public theology by exploring the appropriate engagement of theology in contemporary mission and the marketplace. It employs biblical, historical, theological and socio-political methodologies to examine theoretical considerations and practical interaction of Christian churches and mission in the public sphere. By using the concepts of public missiology, Christian worldview, and the marketplace, it will develop the critical, reflective and reasoned engagement of theology in the wider society. Topics to be covered include the following: biblical and theological concepts of the public sphere; public theology in Christian tradition; Christian mission and worldview; methodologies of public theology; issues of public theology including Christian peace-making, ecological crisis, economic justice, and secular politics. As a theology-centered one, the class will fulfill the DGL's learning outcomes 1 (demonstrate abilities to integrate missiological disciplines and global concerns as related to the subject areas) and 2 (demonstrate sensitivity to global issues and contextual diversity). *4 units. PD*

**KM 712 Socio-cultural Analysis for the Contextualization in Mission and**

**Marketplace/선교와 마켓 플레이스의 상황화를 위한**

**사회문화분석.** Socio-Cultural Analysis for Applied Missiology class aims to let each participant form a

framework for analyzing their ministry context and organization anthropologically and sociologically. With related key concepts and theories, students will demonstrate how to define their research field, actual dynamics in the organization, and inside and outside circumstances that affect the people's minds and behavior in the field. As a bridge between the Literature review class and field research activity, the analysis result from the class will stick the research focus to the missiological theories and the reality of the field. As a context and behavior science-centered one, this class will fulfill the DGL's learning outcomes 3 (demonstrate abilities to analyze and evaluate their organizations, ministries, or churches) and 4 (demonstrate abilities to apply research and missiological reflection to specific situations in their ministry contexts). *4 units. PD*

### **KM 713 Global Leadership for Korean**

**Christians/한국 기독교인들을 위한 글로벌 리더십.** Global Leadership for Korean Christianity class aims to educate the students to address God's given blessings to Korean churches and to learn the blessings intercultural so that it becomes shareable with the churches around the globe. Students will study the key process of theologizing mission, global leadership theories, and the contextualization process. As a result of the study, students will demonstrate an ability to make the blessings in the local become international and appropriate in different contexts. As an integrated class with global leadership, theology of the Korean church, and contextualization process, this class will fulfill the DGL's learning outcomes 1 (demonstrate abilities to integrate missiological disciplines and global concerns as related to the subject areas) and 4 (demonstrate abilities to apply research and missiological reflection to specific situations in their ministry contexts). *4 units. PD*

### **KM 790 DGL Dissertation/선교학 박사 논문.**

Missiological foundations, field analysis, and community transforming leadership are integrated in the dissertation. Therefore, the dissertation aims at equipping leaders to competently integrate theory and praxis within the twenty-first century context of globalization. Consequently, students will be able to present a missiological strategy appropriate to their personal calling, which will be effectively applied to the dedicated community. *Taught only in Korean. 8 units. PD*

### **KM 790A DGL Dissertation A/선교학 박사 논문.**

Missiological foundations, field analysis, and community transforming leadership are integrated in

the dissertation. Therefore, the dissertation aims at equipping leaders to competently integrate theory and praxis within the twenty-first century context of globalization. Consequently, students will be able to present a missiological strategy appropriate to their personal calling, which will be effectively applied to the dedicated community. Students should pass the Draft Review at the end of KM790A to register KM790B. *Taught only in Korean. 4 units. PD*

### **KM 790B DGL Dissertation B/선교학 박사 논문.**

Missiological foundations, field analysis, and community transforming leadership are integrated in the dissertation. Therefore, the dissertation aims at equipping leaders to competently integrate theory and praxis within the twenty-first century context of globalization. Consequently, students will be able to present a missiological strategy appropriate to their personal calling, which will be effectively applied to the dedicated community. *Taught only in Korean. 4 units. PD*

### **KM 791 Independent Study in Korean Mission/개인**

**수업.** Doctoral students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to a specified amount of academic credit. *4 units. PD*

## **LD: Leadership**

**LD 500 Leadership.** The course teaches students to engage organizational change in congregations and other organizations. The course will specifically address ways to engage the context within which the organization exists. *4 units. ML, LDR*

**LD 515 Presbyterian Polity and History.** This course is designed to assist in preparing students for pastoral leadership within the Presbyterian Church USA context. This course will help equip students to pass the Presbyterian Polity ordination exam, educate them on Presbyterian History, and train them in pastoral leadership for Presbyterian churches. *Offered on occasion. 4 units. ML*

**LD 590 Directed Study in Leadership.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**LD 599 Leadership Transfer Credit.** *Transfer credit in the discipline of Leadership. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**LD 700A Leading the Church to Engage the World Seminar.** We live in a world of division, injustice and

brokenness. Regularly, Christians are confronted by racism, sexuality/gender conflict and confusions, poverty and economic inequity, and other forms of injustice. What is the role of the church in engaging these injustices of the world? How does the gospel relate to these injustices? How do we lead our churches into the engagement of these social ills of our world for the gospel? This course will take a deep dive into all these questions via three sections of material. 1.) We explore the cultural frameworks of a post Christendom culture. 2.) We will delve deeply into what the gospel is and how it shapes us to encounter the brokenness of the world, proclaim it and make space for God's salvation in Christ to take shape in people's lives and the social realities we encounter. 3.) We will explore racism, sexuality and poverty as social issues and how the church makes space for the gospel in each one. Our last day together will explore stories, case studies, and imagine how our churches can become the means of grace and gospel disrupting the powers and healing the social ills of our world. *6 units. PD*

**LD 700B Leading the Church to Engage the World Writing.** This course is a directed learning unit for students to engage with each other and their professor while writing a final paper based off participation in LD700A. This course is given a letter grade. *6 units. PD*

**LD 703 Leading for Organizational and Congregational Change.** In a rapidly changing world, the primary task of leadership is to energize a community of people toward their own transformation in order to meet the challenges of the uncharted terrain before them. It is what Ronald Heifetz calls adaptive leadership and defines as the practice of mobilizing people to tackle tough challenges and thrive. Transformational Leadership is the product of a leader's own personal competency, relational congruence and adaptive capacity. *12 units. PD*

**LD 703A Leading Change Cohort Year 1.** In a rapidly changing world, the primary task of leadership is to energize a community of people toward their own transformation in order to meet the challenges of the uncharted terrain before them. It is what Ronald Heifetz calls "adaptive leadership" and defines it as "the practice of mobilizing people to tackle tough challenges and thrive." Transformational Leadership is the product of a leader's own personal competency, relational congruence and adaptive capacity lived out in a particular context. This course is graded SA/NS. *6 units. PD*

**LD 703B Leading Change Cohort Year 1 Writing.**

This course is a directed learning unit for students to write a 40-50-page final paper based on attendance at LD703A. Students will work weekly with the faculty and engage with each other over paper topic ideas and then work to write and edit their final paper. This course is given a letter grade. *6 units. PD*

**LD 703C Leading Change Cohort Year 1 Writing.**

This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at LD703B. This course is given a letter grade. *No longer offered. 4 units. PD*

**LD 704 Personal Calling and Contribution: Lifelong Leadership Formation Year 1.**

This first course in the Lifelong Leadership Formation cohort will lay the groundwork for developing leaders according to God's unique shaping work. Leadership Emergence Theory is the body of research related to how God shapes leaders over a lifetime. The three core components of time analysis, processing, and the response patterns will be explored and used to interpret and provide insights to a leader's life, and how leadership development is first, and foremost, aligning to God's forming work. *12 units. PD*

**LD 704A Coaching and Mentoring Leaders Year 1.**

Students will gain applied knowledge in the skills of coaching and mentoring including forming conversational pathways, applying four essential macro-skills, and the integration of coaching and mentoring for life-long formation. The five-day, onsite Winter quarter intensive seminar will use the insights gained from the Fall quarter towards real-time tools and application including various models such as the "IDEA" coaching path that focuses on how to develop a coaching posture. Students will leave the intensive seminar with assignments that focus on intentional coaching in addition to an online practicum intended to sharpen their skills. This course is given a letter grade. *6 units. PD*

**LD 704B Coaching and Mentoring Leaders Year 1 Integration.**

This course is a directed learning unit for students to write their final paper for Year 1. In this final paper students should identify and analyze their ministry context and analyze the challenge they want to address in their context. The paper should be comparable with the Introduction and Chapter 1 of the doctoral project. This course is given a letter grade. This course is given a letter grade. *6 units. PD*

**LD 705A Coaching and Mentoring Leaders Year 2.**

Year 2 of the cohort develops the skill of coaching the person while working the problem, rather than coaching the problem and working the person

shifting the focus towards students learning how to coach others and towards equipping mentors and coaches with the skills of discernment, insight and observation as they work with persons they coach. This course is given a letter grade. *6 units. PD*

**LD 705B Coaching and Mentoring Leaders Year 2 Integration.** In this quarter students will focus on writing their final paper for year 2 which can also be applied to their doctoral project. In this final paper students will write the literature review chapter of their doctoral project. Students must engage with the professor at least bi-weekly on Canvas. This course is given a letter grade. *6 units. PD*

**LD 706 Visionary Leadership for the Church.** Every church has a unique expression of the Great Commission. This course will familiarize students with the thought framework to develop vision clarity and the leadership skills to uncover the unique expression in a local congregation. This course would ask the five irreducible questions of vision clarity and provide students the tools to answer these questions for a local congregation: 1. What are we doing? 2. How are we doing it? 3. Why are we doing it? 4. When are we successful doing it? 5. Where is God taking us? *8 units. PD*

**LD 707 Leading for Organizational and Congregational Change 2.** John Calvin began his Institutes by declaring that all "true and sound wisdom" came from the "knowledge of God and of ourselves". This second year of the cohort will look at the spiritual, psychological capacities necessary for resilient, effective leadership and the spiritual, physical, and emotional practices for maintaining high degrees of health and functioning amidst the stresses of leadership. While leadership begins in "Technical Competence," it is validated in the leader's "Relational Congruence". It is in Year 2 of this cohort that we focus on the leader's own life, emotional and spiritual health, resilience, emotional intelligence, and capacity for ongoing personal transformation and the practices that support it. *12 units. PD*

**LD 707A Leading Change Cohort Year 2.** John Calvin began his Institutes by declaring that all "True and sound wisdom" came from the "knowledge of God and of ourselves." This second Section will look at the spiritual, psychological and emotional capacities necessary for effective leadership. While leadership begins in "Technical Competence", it is validated in the leader's "Relational Congruence". This week of study will take the leader through exercises and discussion about his or her own internal and external congruence, sense of self, and the spiritual resources necessary for healthy leadership. The Ignatian

Spiritual Exercises will be introduced and practiced during these two weeks of classes. This course is given a letter grade. *6 units. PD*

**LD 707B Leading Change Cohort Year 2 Integration.** This course is a directed learning unit for students to engage with each other and their professor while integrating concepts learned during participation in LD707A. This course is given a letter grade. *6 units. PD*

**LD 707C Leading Change Cohort Year 2 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at LD707B. *No longer offered. 4 units. PD*

**LD 708 Spiritual Formation and Biblical Growth: Lifelong Leadership Formation Year 2.** This second course in the Lifelong Leadership Formation cohort will explore how God forms and shapes the interior journey and intimacy of the leader. Spiritual formation explores and deeper understanding and view of both God and the individual. Issues of identity and self-awareness will be explored as well as models for discipleship and Bible-centeredness. Spiritual formation and growth principles from the second course will be integrated into the lifelong development and emergence constructs introduced in course one. *12 units. PD*

**LD 710A Faith, Work, and Marketplace Cohort Y1.** Students will develop a biblical and theological foundation for thinking about vocation, work, and the marketplace. They will read key texts that will orient them to historical and theological conversations about work and calling, and learn to think critically about the complex state of work in the modern world by attending to diverse, global voices on the topic. Students will also learn to listen deeply to the lived experiences of people's work in their respective contexts. Finally, students will begin to develop a series of research questions and problems that will guide their studies and the development of their final doctoral project. This course will be given a letter grade. *6 units. PD*

**LD 710B Faith, Work, and Marketplace Cohort Y1 Integration.** In Part B students will focus on writing their final paper for year 1. In this final paper students should identify and analyze their ministry context and analyze the challenge they want to address in their context. The paper should be comparable with the Introduction and Chapter 1 of the doctoral project. The paper must be research based. Students must engage with the professor at least bi-weekly on Canvas. This course is given a letter grade. *6 units. PD*

**LD 711A Faith, Work, and Marketplace Ministry Cohort Y2.** Students will build and expand upon topics presented in the first year, with more opportunities to tailor their learning to their unique interests and contexts and to explore ideas that are resonant with their research problem. Faculty will introduce students to diverse models of marketplace ministry and congregational transformation from around the country and the world. During this year, students will also begin to imagine how they might lead organizational and congregational change in their unique context on issues related to faith, work, and vocation. By the end of year two, students will begin to work on their final doctoral projects. This course is given a letter grade. *6 units. PD*

**LD 711B Faith, Work, and Marketplace Ministry Cohort Y2 Integration.** This course is a directed learning unit for students to engage with each other and their professor while integrating concepts of learning during participation in LD711A. Students will focus on academic writing in Year Two. Students will work to submit their HSR pre-screening, HSR certificate, and part two of their proposal (project implementation and assessment, which will be written during Year Three). This course is given a letter grade. *6 units. PD*

**LD 712 Formation Groups for Leaders 2.** The Formation Groups for Leadership 2 provides an opportunity for leaders who have already participated in a Fuller Formation Group to continue to deepen their spiritual and leadership formation by taking on responsibility for co-leadership in a Fuller Formation Group. Students will be asked to contextualize their experience to create a community of ongoing formation for their own ministry context. *4-12 units. PD*

**LD 713 Holy Spirit: Leadership and Practice.** This first-year course is the year of theology. In sum, it will frame the entire three-year experience, developing a broad and robust understanding of the life of the Holy Spirit in biblical, historical, and theological contexts. What does the Bible say about the Holy Spirit? What does historical theology say about the life of the Holy Spirit? This course offers a foundation that will be built upon for the entire three-year period. Special attention will be given to the pneumatology of the early church. Components of the course will focus on: 1) a biblical view of the Holy Spirit; 2) historical controversies regarding the Spirit (i.e. Montanism); 3) the ongoing relationship between Spirit and Scripture; and 4) how the historic Christian church has understood and conceptualized the life of the Spirit in the believer, the church, and the world; 5)

establishing an historically "orthodox" theology of the Spirit; 6) the exploration of the Spirit's "gift" in each student; and, 7) the beginning of virtual mentorship with their paired mentor. *12 units. PD*

**LD 713A Pentecostal-Charismatic Ministry Year 1.** Our journey in Year 1 will be both deep and wide: deep into what it means to be pentecostal, its charisms and attractiveness (including its message of power, healing, and prosperity), and how it mobilizes, catalyzes, and drives our hearts, loves, and aspirations; and wide in an exploration of its multiplicities across the world, including its embodied performances, inter- and trans-cultural contextualizations, and misguided beliefs and practices. Along the way, students will better understand themselves and their ministries, including their ministry/missional communities, by identifying afresh the challenges we confront and the opportunities before us. This course is given a letter grade. *6 units. PD*

**LD 713B Pentecostal-Charismatic Ministry Year 1 Writing.** This course is a directed learning unit for students to write their final paper for Year 1. In this final paper students should identify and analyze their ministry context and analyze the challenge they want to address in their context. The paper should be comparable with the Introduction and Chapter 1 of the doctoral project. This course is given a letter grade. *6 units. PD*

**LD 714A Pentecostal-Charismatic Ministry Year 2.** Having named our ministry/missional question, this second year seeks to identify theoretical, theological, and practical resources to nurture understanding, development, and transformation—in particular, how to envision and share God's hope and healing for our churches and missional communities. Students will also be taking concrete steps toward degree program completion such as writing up a literature review and getting a research or project proposal accepted even as they will interact not only with the cohort leader/professor but also with a small group of other student peers, giving and receiving critical feedback on our conceptualizations and articulations. This course is given a letter grade. *6 units. PD*

**LD 714B Pentecostal-Charismatic Ministry Year 2.** This course is a directed learning unit for students to engage with each other and the professor while writing a final paper based off participation in LD714A. This course is given a letter grade. *6 units. PD*

**LD 715 Leading for Organizational and Congregational Change Year 3.** While leadership begins in Technical Competence, and is validated in

the leader's Relational Congruence, it becomes transformational through the development of Adaptive Capacity. In Year 3 of this cohort the focus is on developing the capacity to frame up the change needed, research and adapt the subject matter relevant to the change process, create and give leadership to a transformation team that will lead the innovative initiatives that create the conditions for an organization to embrace adaptive change, and work with the established organizational leaders to maintain the mission of the organization during the change process. This includes maintaining disciplined attention to the change process, and embedding the changes within a new and sustainable organizational culture. The student will use this course to research material specifically relevant to the final project, to develop the change process and strategy that will be the center of the final project and to develop a strategic plan for leading the change process that will be the focus of the student's final project. *12 units. PD*

**LD 715A Leading Change Cohort Year.** The particular temptation for leaders engaging in adaptive leadership is to believe that knowledge of the concepts of Adaptive Leadership is sufficient to bring organizational transformation. In fact, reliance upon knowledge is a classic expression of 'work avoidance'. Year Three will take an in-depth look at the practices of adaptive leadership with a study of verbatim case studies that come from student's project. Some key process skills to be explored include Identifying Adaptive Challenges, The Observations-Interpretations-Interventions model, the necessity of healthy conflict, and the use of a Transformation Team to institutionalize the desire change. In addition, this year will feature online peer-peer and professor-student coaching conversations. This course is given a letter grade. *6 units. PD*

**LD 715B Leading Change Cohort Year 3 Integration.** In this quarter students will focus on writing their final paper for year 3 which can also be applied to their doctoral project. In this final paper students can write the practice and assessment chapters of their doctoral project. Students must engage with the professor at least bi-weekly on Canvas. This course is given a letter grade. *6 units. PD*

**LD 715C Leading Change Cohort Year 3 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at LD715B. This course is given a letter grade. *No longer offered. 4 units. PD*

**LD 716 Community and Culture: Lifelong Leadership Formation Year 3.** This third course in the Lifelong Leadership Formation Cohort will explore

the unique role culture and community play in the developing leaders today. Missional community and organizational culture theory will be the body of ideation related to this class as it explores how God uses place and accountable relationships to further shape the personal development of those who lead. This class will also explore how organizational culture is formed and shaped to adopt a more developmental paradigm. *12 units. PD*

**LD 717 Leading for Organizational & Congregational Change Year 4/회중과 조직의 변화**

**이끌기.** This is the Year 4 course of the Leading for Organizational and Congregational Change cohort. The focus is on engaging in the contextualized theological reflection that enables the student to lead a change process that is both rooted in an organization's core theological convictions and missional rationale and suggests new innovative experiments that is ideologically continuous and theologically consistent. This course teaches students to use Practical Theology methodology to investigate, understand, communicate, and utilize the congregation or organization's spoken or unspoken theological commitments to inspire and shape a change leadership initiative. *Taught only in Korean. 4 units. PD*

**LD 718 Biblical Foundations for Faith, Work, Economics, and Vocation: Year 2.** The goal is for students to develop their own rich theological understanding of the mission of God amidst faith-work, economics, and vocation (FWE). The course assumes that students already have a solid biblical theology of work. The purpose of the readings is to challenge, expand, and enrich students' current understanding with a variety of diverse perspectives, questions, contexts, and issues. Course assignments and discussions will challenge students to creatively apply the diverse texts they are reading to their specific contexts, vocations, and ministries. *12 units. PD*

**LD 718A Faith, Work, Economics, and Vocation Year 2 Cohort Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at LD718B. *4 units. PD*

**LD 718B Faith, Work, Economics, and Vocation Year 2 Cohort Intensive.** Building on the biblical foundations established during the first year, the second year will develop and deepen students own theologies of work, economics, and vocation. Students will explore a diverse variety of Christian reflections on work, economics, and vocation from

historians, theologians, sociologists, and marketplace thought-leaders. Classical theological voices will be included from the early and medieval church, the Reformation, and more contemporary theologians and global church leaders. Students will also learn to theologically engage non-Christian writings about the state of work in the 21st century. Examining the increasingly global, dynamic, contingent, and technological world, students will consider what Christian leadership looks like in such a context. The diverse and carefully curated list of theological, sociological, and cultural readings will inform our seminar discussions about the calling of the church to effectively equip disciples for faithful vocations in the marketplace. Once again, conversations with marketplace leaders will add perspective as well as down-to-earth examples of embodied theology and vocation. *4 units. PD*

**LD 718C Faith, Work, Economics, and Vocation Year 2 Cohort Writing.** In this course, students will be writing the final seminar paper for Year 2 FWEV Cohort class. *4 units. PD*

**LD 719 Contextualized Leadership and Organizational Development: African-American Leadership.** This course considers unique challenges for Black and Brown communities surrounding various social issues created by the current political climate alongside the demand that has arisen out of the #MeToo/#TimeIsUp movements for men to rethink their theologies around gender roles. The course examines the need for and development of leadership in the African-American Church that includes deeper reflection on the empowerment of women in pastoral leadership and the dismantling of theologies and structures which marginalize women while taking advantage of their dominant presence in the African-American Church. Empirical data will be utilized to charge students in creating transformational leadership changes with their respective contexts. The utilization of media theory rooted in critical race theory and womanism will be emphasized heavily. *12 units. PD*

**LD 719A Transformational African American Church Leadership Cohort Year 3 Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at LD719B. This course is graded SA/NS. *4 units. PD*

**LD 719B Transformational African American Church Leadership Cohort Year 3 Intensive.** From a socio-political and socio-economic standpoint, the United States has realized the transition from the Obama era to the era of Trump. The current political

climate has created unique challenges for Black and Brown communities surrounding such social issues as immigration, criminal justice with an emphasis on mass incarceration, public education, and employment to name a few. The broader issue of the #MeToo/#TimeIsUp movements are providing an atmosphere for women to courageously tell their stories of sexual abuse and harassment as well as demand that men rethink their mental frameworks and theologies around gender roles. These dynamics simultaneously create shifts in the mission fields surrounding the African-American Church and bring further challenges and stressors for the African-American Pastor. There is an opportunity for the African-American Church to reflect on the deepening of its commitment to being an empowering worship center, experiencing greater fruitfulness as a prophetic and transforming force for the marginalized and oppressed, and addressing pastoral leadership and emotional health. The leadership focus must include deeper reflection on the empowerment of women in pastoral leadership and the dismantling of theologies and structures which marginalize women while taking advantage of their dominant presence in the African-American Church. Empirical data will be utilized to charge students in creating transformational leadership changes with their respective contexts. The utilization of media theory rooted in critical race theory and womanism will be emphasized heavily. This course is graded SA/NS. *4 units. PD*

**LD 719C Transformational African American Church Leadership Cohort Year 3 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at LD719B. This course is given a letter grade. *4 units. PD*

**LD 720 The Holy Spirit and the Church: Holy Spirit Leadership & Praxis Cohort Year 2.** This course is year 2 of the Holy Spirit Leadership and Praxis Cohort and focuses on the Holy Spirit and the church. It will develop a broad and robust understanding of the life of the Holy Spirit in the life of the church, pastoral ministry, and institutional life. How does the Spirit work in the context of the church? How do we pastor in light of the Spirit? Special attention will be given to the role of the Spirit in leadership and pastoral work. Components of the second-year course will focus on: 1) spiritual formation and the Spirit; 2) Pentecostal and Charismatic expressions in the church; 3) the gifts of the Holy Spirit; 4) the use and abuse of the gifts of the Holy Spirit; 5) Holy Spirit and leadership; 6) spiritual discernment; and 7) the Spirit in the sacramental traditions. *12 units. PD*

**LD 721 Rhythms of Healthy Christian Leadership.** Pastors and Christian leaders often embody stressful, emotionally-taxing, and fast-paced lifestyles that leverage great demands on their own personal well-being. When not attended to, they can become, in the words of Will Willimon, “quivering masses of availability.” This course will help the pastor and Christian leader to think through, theologize, and embody rhythms and life-styles that nurture long-term, sustainable ministry on spiritual, emotional, intellectual, physical, and relational dimensions. Together, professor and students will study and enact historic Christian disciplines necessitated by this distinctive identity such as Sabbath-keeping, silence, exercise, virtues, counseling, confession, spiritual direction, friendship, prayer, and reading & receiving the Word. This course will give the student a new theological and practical framework to orient their lives around rhythms that bring health and well-being, with particular attention given to pastoral work. *8 units. PD*

**LD 721A Rhythms of Healthy Christian Leadership Reading.** This course is a directed learning unit for students to read and critically reflect on required reading in preparation for attendance at LD721B. This course is graded SA/NS. *4 units. PD*

**LD 721B Rhythms of Healthy Christian Leadership Intensive.** Pastors and Christian leaders often embody stressful, emotionally-taxing, and fast-paced lifestyles that leverage great demands on their own personal well-being. When not attended to, they can become, in the words of Will Willimon, “quivering masses of availability.” This course will help the pastor and Christian leader to think through, theologize, and embody rhythms and life-styles that nurture long-term, sustainable ministry on spiritual, emotional, intellectual, physical, and relational dimensions. Together, professors and students will study and enact historic Christian disciplines necessitated by this distinctive identity such as Sabbath-keeping, silence, exercise, virtues, counseling, confession, spiritual direction, friendship, prayer, and reading/receiving the Word. This course will give the student a new theological and practical framework to orient their lives around rhythms that bring health and well-being, with particular attention given to pastoral work. This course is graded SA/NS. *4 units. PD*

**LD 721C Rhythms of Healthy Christian Leadership Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at LD721B. Students will work weekly with their faculty and engage with each other over paper

topic ideas and then work to write and edit their final paper. This course is given a letter grade. *4 units. PD*

**LD 722 Leading in Liminal Times: Foundations of Transitional/Interim Ministry.** We lead in liminal times, between a known past and an uncertain future. Coupled with increasing longevity, this affords seasoned leaders an opportunity to serve in transitional and interim roles. Depending upon the skills and experiences they've honed through years of ministerial practice, transitional/interim leaders may find some of their skills/experiences more relevant than others. This course will assist the student in evaluating which opportunities are best suited for their skills and experience. The course will also help the judicatory leader evaluate suitability and improve assessment of transitional/interim candidates. The course culminates in a student generated transitional/interim strategy which takes into account factors such as, but not limited to, contextualization, cultural reconciliation, conflict resolution and/or lay/staff engagement. *8 units. PD*

**LD 722A Leading in Liminal Times: Foundations of Transitional/Interim Ministry Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at LD722B. This course is graded SA/NS. *4 units. PD*

**LD 722B Leading in Liminal Times Intensive: Foundations of Transitional/Interim Ministry Intensive.** We lead in liminal times, between a known past and an uncertain future. Coupled with increasing longevity, this affords seasoned leaders an opportunity to serve in transitional and interim roles. Depending upon the skills and experiences they've honed through years of ministerial practice, transitional/interim leaders may find some of their skills/experiences more relevant than others. This course will assist the student in evaluating which opportunities are best suited for their skills and experience. The course will also help the judicatory leader evaluate suitability and improve assessment of transitional/interim candidates. The course culminates in a student-generated transitional/interim strategy which takes into account factors such as, but not limited to, contextualization, cultural reconciliation, conflict resolution and/or lay/staff engagement. This course is graded SA/NS. *4 units. PD*

**LD 722C Leading in Liminal Times: Foundations of Transitional/Interim Ministry Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at LD722B. This course is given a letter grade. *4 units. PD*

**LD 723A Faith, Work, Economics, and Vocation Cohort Year 3 Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at LD723B. This course is graded SA/NS. 4 units. **PD**

**LD 723B Faith, Work, Economics, and Vocation Year 3 Intensive.** The goal of the third-year course is for students to develop a nuanced understanding of how the integration of faith, work, economics, and vocation (FWEV) might be worked out in the church for the sake of God's work in the world. Building on the biblical foundations of the first year and the theological reflections of the second year, students in year three will begin by focusing on ecclesiology. The nature of the church will be considered from a variety of Christian traditions and perspectives, including diverse cultural viewpoints. Students will be encouraged to consider the implications of ecclesiological positions for the theology and practice of work. Missional ecclesiology and its relevance to the integration of faith, work, economics, and vocation will receive special attention. This course is graded SA/NS. 4 units. **PD**

**LD 723C Faith, Work, Economics, and Vocation Year 3 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at LD723B. This course is given a letter grade. 4 units. **PD**

**LD 724 Adoptive Church: creating one community out of many.** Using lessons and experience learned from a variety of diverse churches creating an adoptive framework of church strategy and practice, this seminar will draw together insights that will enable any church to reframe who and what they do to become who they are. This seminar re-grounds our practices of church life by creating an *adoptive church* where each one is welcomed, nurtured and empowered to live into their mutual calling in Christ together. By developing a practical theology of New Testament biblical community, we explore what it means and looks like to develop biblically faithful and contextually applied strategy and structure that infuses everything we do as a local body. 8 units. **PD**

**LD 725A Reimagining Congregational Leadership and Formation Cohort Year 1 Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at LD725B. 4 units. **PD**

**LD 725B Reimagining Congregational Leadership and Formation Cohort Year 1 Intensive.** The first year introduces the central ideas of missional

theology and the vocation of the church and applies them to the practice of discipleship. Biblically and theologically, we will develop the practice of discipleship in relation to the picture of the church as the image of God and its calling to follow in the way of Jesus and embody God's reign on earth. Practically, the cohort will examine common assumptions and models of discipleship in relation to the mission of God. Reformation and renewal is necessary since Christendom and colonialism have shaped mainstream assumptions on discipleship. Of particular concern will be individualistic approaches to discipleship growing out of contractual political theory that views congregational engagement and commitment simply as an individual choice that often has a minimal role in the conversion of belief, behavior, and belonging in Christ. Alternative models of discipleship that move beyond merely individualistic models will be explored along with concrete processes and practices designed to support the development of these approaches in the life of the local congregation. 4 units. **PD**

**LD 725C Reimagining Congregational Leadership and Formation Cohort Year 1 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at LD725B. 4 units. **PD**

**LD 726A Leadership Foresight Y1.** This course will equip the leader with the theology, principles and procedures of cultural exegesis and forecasting. In partnership with The Brehm Center, leading thinkers and futurists from the communication industries of Southern California will be guests. The course will examine how assessment of cultural changes, a biblical theology and societal needs can help a leader forecast organizational and cultural shifts rather than just react to them. The student will learn how to pivot vision and methodology, while retaining orthodoxy and increasing multicultural reconciliation. This course will equip tomorrow's leader with the tools required to lead others into greater participation in the *missio Dei*. This course is given a letter grade. 6 units. **PD**

**LD 726B Leadership Foresight Y1 Writing.** This course is a directed learning unit for students to engage with each other and their professor while writing a final paper based off participation in LD726A. This course is given a letter grade. 6 units. **PD**

**LD 727A Leadership Foresight Cohort Year 2.** Year Two discusses goals, methodologies, and evaluation strategies that can help an ecclesial organization increase its ability to meet future societal and spiritual needs. The student will look at the increasing

influence of technology through biblical, spiritual, and multicultural lenses. Topics discussed will include, but not be limited to, artificial intelligence, virtual/augmented realities, new expressions of the church, instantaneous communication, micro-communities, social disparity, and the challenge of electronic depersonalization. Impact upon and opportunities for the church will be examined, including topics such as moving away from attractional methodologies, not leaving behind the status quo, multicultural mutuality, addressing socioeconomic disparity, embracing deep reconciliation, and the church's relevance in a virtual future. This course is given a letter grade. *6 units. PD*

**LD 727B Leadership Foresight Cohort Year 2 Integration.** This course is a directed learning unit for students to engage with each other and their professor while integrating concepts learned during participation in LD727A. Students will focus on academic writing in Year Two. Students will work to submit their HSR pre-screening, HSR certificate, and part two of their proposal (project implementation and assessment, which will be written during Year Three). This course is given a letter grade. *6 units. PD*

**LD 728A Leadership Foresight Cohort Year 3.** Year Three will develop within the student an ability to predict cultural/societal changes and then evaluate them through theologically informed inquiry. It will investigate how the future and an orthodox theology intersect and/or conflict. And it will assist the student in assessing the theological, ethnic, and historic beliefs of the denomination or informal network in which they serve. This course will also assist the leader with the creation of a theology of ministry that takes into consideration God's unchangeableness (immutability) in character, will, and nature. The student will strengthen their own theological foundations while simultaneously forecasting future questions and conflicts for their theology. Theologians from Fuller Seminary will be guest speakers. The goal of this and all courses in this cohort is foresight, cultural reconciliation, biblical fidelity, and transformational application. This course is given a letter grade. *6 units. PD*

**LD 728B Leadership Foresight Cohort Year 3 Integration.** In this quarter students will focus on writing their final paper for year 3 which can also be applied to their doctoral project. In this final paper students can write the practice and assessment chapters of their doctoral project. Students must engage with the professor at least bi-weekly on Canvas. This course is given a letter grade. *6 units. PD*

**LD 729A Reimagining Congregational Formation and Leadership Year 2 Reading.** This course is a directed learning unit for students to read and critically reflect on required reading in preparation for participation in LD729B. This course is graded SA/NS. *4 units. PD*

**LD 729B Reimagining Congregational Formation and Leadership Year 2 Seminar.** The second year builds on the first and applies the ideas of missional theology and the vocation of the church to the practice of evangelism. Biblically and theologically, we will develop the practice of evangelism in relation to the picture of the church as the Body of Christ and its calling to be an instrument and manifestation of God's reign on earth. Practically, the cohort will examine and critique common notions of evangelism built around the proclamation of a set of ideas that we simply believe. We will expand the practice of evangelism to include the church's public witness through doing grassroots social and economic justice as well as truly proclaiming good news. The cohort will also give attention to the role of the congregation as God's sent people in the work of establishing God's dream for the earth and all creation and in so doing we will subject classic notions of salvation to critical scrutiny. In addition, we will examine various models and approaches of this more expansive understanding of evangelism as well as formative practices designed to promote and establish a faithful congregational witness in society. This course is graded SA/NS. *4 units. PD*

**LD 729C Reimagining Congregational Formation and Leadership Year 2 Writing.** This course is a directed learning unit for students to engage with each other and their professors while writing a 40-50-page final paper based off participation in LD729B. This course is given a letter grade. *4 units. PD*

**LD 730 The Holy Spirit, Leadership, and Mission: Holy Spirit Leadership & Praxis Cohort Year 3.** The third year will expand the students' engagement of the Holy Spirit in both leadership and missional respects. Building on year one (Bible and Theology) and year two (Spirit and the church), the main themes that will be developed in the third year will be: 1) the relationship between the Holy Spirit and global crises; 2) particular attention will be given to a pneumatological understanding to the environmental crisis; 3) the Holy Spirit and evangelism; 4) Spirit and mission; 5) Spirit, principalities, and powers; 6) an orthodox theology of Holy Spirit as they relate to gender and sexuality; and, 7) the continuation of mentorship with the paired mentor. *12 units. PD*

**LD 730A Holy Spirit, Leadership & Ministry Practice Cohort Year 3 Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at LD730B. This course is graded SA/NS. 4 units. *PD*

**LD 730B Holy Spirit, Leadership & Ministry Practice Cohort Year 3 Intensive.** The third year will expand the students' engagement of the Holy Spirit in both leadership and missional respects. The main themes that will be developed in this year's conversation will be: 1) the relationship between the Holy Spirit and global crises; 2) particular attention will be given to a pneumatological understanding to the environmental crisis; 3) the Holy Spirit and evangelism; 4) Spirit and mission; 5) Spirit, principalities, and powers; 6) an orthodox theology of Holy Spirit as they relate to gender and sexuality; and, 7) the continuation of mentorship with the paired mentor. The cohort will meet on the campus of Fuller in Pasadena. This course is graded SA/NS. 4 units. *PD*

**LD 730C Holy Spirit, Leadership & Ministry Practice Cohort Year 3 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at LD730B. This course is given a letter grade. 4 units. *PD*

**LD 731A Leading for Healthy Growth Cohort Year 1 Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at LD731B. 4 units. *PD*

**LD 731B Leading for Healthy Growth Cohort Year 1 Intensive.** This course is the first course of a three-year DMin cohort on Leading for Healthy Growth. Year one of the cohort focuses on the essential roots of discipleship. Growing the roots down deep this year will result in the growth and fruit of the subsequent years: discipleship is the root of all successful ministry. This first year will include both personal applications for the students as well as relevant applications to their ministry situation. Topics will include cultivating discipling and missional engagement, the evaluation of current group life and spiritual formation, and the basics of coaching and being coached for fruitful discipleship. 4 units. *PD*

**LD 731C Leading for Healthy Growth Cohort Year 1 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at LD731B. 4 units. *PD*

**LD 732A Leading for Healthy Growth Cohort Year 2 Reading.** This course is a directed learning unit for

students to read and critically reflect on required reading in preparation for attendance at LD732B. This course is graded SA/NS. 4 units. *PD*

**LD 732B Leading for Healthy Growth Cohort Year 2 Intensive.** This course is the second course of a three-year DMin cohort on Leading for Healthy Growth. Year two will examine methods for identifying and developing new leaders, who are essential for the ongoing growth of healthy ministry. Year two will focus both on helping students develop their own leadership capacity, as well as teaching them how to develop the leadership capacity of others. Each student will create a clear path to leadership development for their ministry. Topics covered will include gifts mobilization, effective ministry flow, accountable leadership, teambuilding, staff reviews and supervision, training and management, and situational leadership. The goal is to embed the DNA of leadership development into the culture of the church. This course is graded SA/NS. 4 units. *PD*

**LD 732C Leading for Healthy Growth Cohort Year 2 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at LD732B. Students will work weekly with their faculty and engage with each other over paper topic ideas and then work to write and edit their final paper. This course is given a letter grade. 4 units. *PD*

**LD 733A Leading for Health Church Growth Year 3 Reading.** This course is a directed learning unit for students to read and critically reflect on required reading in preparation for participation in LD733B. This course is graded SA/NS. 4 units. *PD*

**LD 733B Leading for Health Church Growth Year 3 Seminar.** Building on the roots of discipleship and the growth of leadership development, Year Three of the cohort brings us to a focus on the multiplication of fruitful ministry. Toward this end, we will do an assessment of the Body of Christ and its essential systems: how they are functioning, how they are interconnected, and how they are working together to accomplish their intended purpose. The awareness of what is working well and what is not working well is essential for determining where improvement and alignment are needed--the multiplication of ministry is dependent on the health of the body. After learning to assess, students will then learn to facilitate change effectively alongside others, leading to sustainable, continuous improvement and long-term growth. Essentially, they will learn to work on the ministry to make it effective, fruitful, and sustainable. This course is graded SA/NS. 4 units. *PD*

**LD 733C Leading for Health Church Growth Year 3 Writing.** This course is a directed learning unit for students to engage with each other and their professors while writing a 40-50-page final paper based off participation in LD733B. This course is given a letter grade. *4 units. PD*

**LD 734A Reimagining Congregational Formation and Leadership Year 3 Reading.** This course is a directed learning unit for students to read and critically reflect on required reading in preparation for participation in LD734B. This course is graded SA/NS. *4 units. PD*

**LD 734B Reimagining Congregational Formation and Leadership Year 3 Seminar.** The third year builds on the first two and applies the ideas of missional theology and the vocation of the church to the practice of worship. Biblically and theologically, we will develop the practice of worship in relation to the picture of the church as the dwelling place of the Spirit and our calling to reorganize our lives in awareness of the preeminence of Christ and in awe of the loving and liberating presence of God. Practically, the cohort will examine and scrutinize standard notions of worship and its role in the life of the church from the perspective of the God encountered through the Spirit in scripture, ecclesial traditions, and diverse experiences. We will conceive of worship as an integral expression of the mission of the church rather than as a discrete activity separate that mission. In worship, the congregation enacts and exhibits a provisional demonstration of God's determined intentions for creation as a foretaste of the world intended by God—a world where everyone has enough and no one needs to be afraid. The cohort will explore models for the reimagination of worship along these lines and develop specific liturgical practices in support of these models. This course is graded SA/NS. *4 units. PD*

**LD 734C Reimagining Congregational Formation and Leadership Year 3 Writing.** This course is a directed learning unit for students to engage with each other and their professors while writing a 40-50-page final paper based off participation in LD734B. This course is given a letter grade. *4 units. PD*

**LD 740A Missional-Entrepreneurs Cohort Year 1.** In year one, learners will focus on understanding the complexities of our post-Christian context and how missional-apostolic leadership and cultivating such competencies is needed for our current post-Christian context. Biblical and theological topics will be discussed and sifted through a missional hermeneutic to generate an innovative imagination poised to resolve suffering and restore hope in our

cities and neighborhoods. Topics of discussion range from maintenance to innovation, apostolic leadership, social entrepreneurship, business as mission, place-making, eschatological realism, and current trends in the missional conversation relating to the practice of missional-oriented community impact. This course is given a letter grade. *6 units. PD*

**LD 740B Cultivating Leadership Y1 Writing.** In this course, the student will focus on writing their final paper for year one. In this final paper, students should identify and analyze their ministry context and the challenge they want to address in their context. The paper should be comparable with the Introduction and Chapter 1 of the doctoral project. The paper must be research-based. This course is given a letter grade. *6 units. PD*

**LD 750 The Christian Leadership and Communication.** This doctoral course is an introductory subject on the characteristics, identity and paradigm of Christian leadership. It promotes the development and implementation of Christian leadership in response to the needs of rapid changes in the current socio-cultural situation for the various Christian communities. In particular, the theological and cultural-anthropological understanding will be required for the development of communication as one of the key instruments for practicing leadership. In addition, the students will learn the paradigm of transitional or liminal leadership in this ultra-technological era. *4 or 8 units. PD*

## LG: Biblical Language Studies

**LG 500 Hebrew Tools for Biblical Interpretation/Elementos del Hebreo para la Interpretación Bíblica.** This course offers a limited introduction to biblical Hebrew, including the writing system, basic lexicon, morphology, and syntax. The emphasis is on the responsible employment of standard reference works, commentaries, and Bible software to the practice of Old Testament interpretation in ministry contexts. *Also taught in Spanish. 4 units. ML*

**LG 502A/B Beginning Hebrew/Hebreo Elemental.** The elements of Hebrew vocabulary, morphology and grammar. Offered as a two-quarter sequence, four units per quarter. *Students must register for these classes in two consecutive quarters. If they cannot take LG502B the quarter immediately after completing LG502A, they must re-register for LG502A (as a 0 unit*

pass/fail registration) prior to taking LG502B. 4 units each. **ML**

**LG 506 Intermediate Hebrew.** This course investigates the morphology and syntax of Biblical Hebrew and goes beyond the work possible in LG502. Grammatical study will be enhanced by relevant reading from Old Testament texts. *Prerequisite: LG502 and permission of instructor.* 4 units. **ML**

**LG 510 Greek Tools for Biblical Interpretation/Elementos del Griego para la Interpretación Bíblica.** This course provides a limited introduction to and practice in the use of exegetical Greek for ministry. It emphasizes an inductive approach to working with the Greek New Testament and important linguistic matters that influence understanding New Testament texts. The course stresses the use of standard tools for Greek study (including software) instead of extensive memorization of forms and vocabulary in order to focus on the practical use of the Greek New Testament. *Also taught in Spanish.* 4 units. **ML**

**LG 512A/B Beginning Greek/Griego Elemental.** The elements of New Testament Greek vocabulary, morphology and grammar. Offered as a two-quarter sequence, four units per quarter. *Students must register for these classes in two consecutive quarters. If they cannot take LG512B the quarter immediately after completing LG512A, they must re-register for LG512A (as a 0 unit pass/fail registration) prior to taking LG512B.* 4 units each. **ML**

**LG 512C Readings in New Testament Greek.** LG512C provides opportunities for students to develop skills in reading and translating the New Testament in Greek, facility with koine Greek grammar and syntax, and interpretive practices that are informed by an intermediate knowledge of New Testament Greek. 4 units. **ML**

**LG 525 Biblical Aramaic.** The elements of biblical Aramaic learned through study of the Aramaic portions of Ezra and Daniel. *Prerequisite: LG502.* 4 units. **ML**

**LG 533 Beginning Ugaritic.** This course, the first of a two-course sequence, introduces the language, literature, and culture of Ugarit, a Late Bronze Age city-state on the coast of the Mediterranean whose language was in the same cultural stream as Hebrew. Special attention is given to the ways in which the study of this material has profoundly informed and improved the study of the Old Testament. *Prerequisite: LG502.* 4 units. **ML**

**LG 534 Ugaritic II: Special Topics.** This course, the second of a two-course sequence, delves deeper into

the language, literature, and culture of Ugarit, giving special attention to the ways that Ugaritology affects the study of the Hebrew Bible. Weekly seminar discussions on selected topics will expose students to the growing literature on Ugarit. *Prerequisite: LG533.* 4 units. **ML**

**LG 535 Beginning Akkadian.** This course, the first of a two-quarter sequence, begins to introduce the Akkadian language, and to survey the history and literature of ancient Mesopotamia, giving special attention to the ways that Assyriology affects the study of the Old Testament. *Prerequisite: LG502 or written permission of instructor.* 4 units. **ML**

**LG 536 Advanced Akkadian.** This course, the second of a two-quarter sequence, completes the introduction of the Akkadian language. It also surveys the culture and literature of ancient Mesopotamia, giving special attention to the ways that Assyriology affects the study of the Old Testament. *Prerequisite: LG535.* 4 units. **ML**

**LG 546 Northwest Semitic Texts.** This course will introduce the student to the more important remains of the literature of the NW Semitic sphere from the first millennium B.C., i.e., Old Phoenician, Old Aramaic, Old Hebrew, and Ammonite, and Moabite. *Prerequisite: LG502.* 4 units. **ML**

**LG 590 Directed Study in Biblical Languages.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. 4 units. **ML**

**LG 599 Biblical Language Studies Transfer Credit.** *Transfer credit in the discipline of Biblical Language Studies. Used in posting approved external transfer credit for which there is no direct Fuller equivalent.* 4 units. **ML**

**LG 806 Advanced Hebrew Grammar.** This course investigates the morphology and syntax of Biblical Hebrew. Its approach is largely synchronic, but includes diachronic elements. Grammatical study will be enhanced by relevant reading from Old Testament texts. *Not currently offered.* 2 units. **PhD**

**LG 833 Beginning Ugaritic.** This course, the first of a two-course sequence, introduces the language, literature, and culture of Ugarit, a Late Bronze Age city-state on the coast of the Mediterranean whose language was in the same cultural stream as Hebrew. Special attention is given to the ways in which the study of this material has profoundly informed and improved the study of the Old Testament. *Not currently offered.* 2 units. **PhD**

**LG 834 Ugaritic 2: Special Topics.** This course, the second of a two-course sequence, delves deeper into the language, literature, and culture of Ugarit, giving special attention to the ways that Ugaritology affects the study of the Hebrew Bible. Weekly seminar discussions on selected topics will expose students to the growing literature on Ugarit. *Not currently offered.* 2 units. **PhD**

**LG 835 Beginning Akkadian.** This course is the first of a two-quarter sequence, introducing students to the Akkadian language. Additionally, this course surveys the history and literature of ancient Mesopotamia, giving special attention to the ways that Assyriology affects the study of the Old Testament. *Not currently offered.* 2 units. **PhD**

**LG 836 Advanced Akkadian.** This course is the second of a two-quarter sequence, introducing students to the Akkadian language. Additionally, this course surveys the history and literature of ancient Mesopotamia, giving special attention to the ways that Assyriology affects the study of the Old Testament. *Not currently offered.* 2 units. **PhD**

**LG 846 Northwest Semitic Texts.** This course will introduce the student to the more important remains of the literature of the NW Semitic sphere from the first millennium B.C., i.e., Old Phoenician, Old Aramaic, Old Hebrew, Ammonite and Moabite. *Not currently offered.* 2 units. **PhD**

## MB: Behavioral Sciences

**MB 517 Methods, Models, and Tools for Social Change.** Social sciences epistemic focus on research question, truth, and theory in dialogue with theological and philosophical values. Introduction to qualitative and quantitative descriptions including review of mean, mode, and median as well as ethnographic interviews with an emphasis on understanding epistemic differences of research style. Exploration of research approaches for understanding population-focus praxis-oriented inquiry. 4 units. **ML**

**MB 524 Christian Anthropology from the Margins/Antrpología Cristiana desde la Periferia.** Developing an epistemology of diversity and cultural contextualization via truth seeking by reading selected biblical passages from the margins. Challenging the limits of discrete anthropological and theological epistemologies by gesturing toward a transdisciplinary understanding of an emerging

practical theology for the purpose of contextualizing Christian theological thinking. Enabling students' cultural, racial and ethnic exploration for self-awareness and facilitating engagement with diverse communities. *Also taught in Spanish.* 4 units. **ML**

**MB 526 Anthropology and Global Engagement.** This course focuses on application of anthropological and sociological insights for engagement and witness in diverse cultural settings. Exploring the interface of proposition, story, and wisdom in cultural context serves as one of the foundational approaches to cultural competence. 4 units. **ML**

**MB 533 Social Analysis and Contextualization.** A course on Social Analysis and Contextualization will teach you how to exegete the culture and context of a church plant to help develop churches that are relevant and transformative. *Offered on occasion.* 4 units. **ML**

**MB 591 Directed Study in Behavioral Sciences.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. 4 units. **ML**

**MB 599 Behavioral Sciences Transfer Credit.** *Transfer credit in the discipline of Behavioral Sciences. Used in posting approved external transfer credit for which there is no direct Fuller equivalent.* 4 units. **ML**

**MB 690 ThM Thesis in Behavioral Sciences/ThM논문.** ThM students must contract with a faculty member to supervise researching and writing their thesis. *Taught only in Korean.* 4 units. **KThM**

**MB 691 Independent Study in Behavioral Sciences/독립연구.** ThM students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *Taught only in Korean.* 4 units. **KThM**

**MB 769 Research Methods.** This course is designed to introduce DGL students to the structure of the contextually applied research dissertation. MB769 will familiarize students with the overall dissertation outline, library research, academic writing and the literature critique. The course content will include videos, readings, and resources to help prepare and guide students for their dissertation journey. 4 units. **PD**

**MB 773 Issues of Context.** The focus of year 2 is on studying context and developing a contextualized approach to the cohort's program foci. The seminar may also address current trends, research, and

relevant issues in relation to mission and the program foci. This course is SA/NS. 4 units. **PD**

**MB 774 Studying Contexts.** This fully online seminar will guide students in the selection of methodological approach(s) and the design of specific instruments for data collection (or selection), and for data analysis. 4 units. **PD**

**MB 775 Contextual Analysis Applied.** This course is a directed learning unit for students to write portions of their dissertation. 30-40 page draft of literature review on second variable in the dissertation. Students should interact with around 15-30 sources. This course is graded. 4 to 6 units. **PD**

**MB 800 Tutorial in Behavioral Science.** Students contract with a faculty member to complete reading and/or field research and a report on the same. 6 units. **PhD**

**MB 800A/B Tutorial in Behavioral Science.** Students contract with a faculty member to complete reading and/or field research and a report on the same over two quarters. *Parts A and B are each 3 units.* **PhD**

**MB 801 Methods in Behavioral Science.** Students contract with a faculty member to conduct reading and a pilot study using the method they have chosen. 3 or 6 units. **PhD**

**MB 805A/B/C Tutorial.** Students work with their mentor to complete a literature review in their primary discipline over three quarters. *Parts A, B, and C are each 3 units.* **PhD**

**MB 824 Christian Anthropology from the Margins.** Developing an epistemology of diversity and cultural contextualization via truth seeking by reading selected biblical passages from the margins. Challenging the limits of discrete anthropological and theological epistemologies by gesturing toward a transdisciplinary understanding of an emerging practical theology for the purpose of contextualizing Christian theological thinking. Enabling students? cultural, racial and ethnic exploration for self-awareness and facilitating engagement with diverse communities. 3 units. **PhD**

**MB 890 PhD Dissertation in Behavioral Sciences.** PhD students register for this during the first quarter they are working on their dissertation. 4 units. **PhD**

**MB 891 ThM Thesis in Behavioral Sciences.** ThM students register for this during the first quarter they are working on their thesis. 6 units. **PhD**

**MB 894 Dissertation Writing for PHD ICS.** The Dissertation Writing course is designed to help students through the dissertation writing process by giving resources, advice, confidence, and support to

conceive, plan, write, revise, and format their dissertation. Students take this course with their mentor as soon as they transition to the dissertation writing stage of the program as the first of six units in the dissertation phase of the program. *Students registered for MB 894 will be reported as enrolled full-time.* 1 unit. **PhD**

## MC: Church and Mission

**MC 509 The Church in a Culture of Technology.** In this course, we will document the social media revolution through an analysis of Google, Facebook, YouTube, Blogging, Wikipedia, Twitter, Second Life, and mobile phones. We will be exploring how this cultural change impacts churches. How do we pursue the reign of God in these new cultures? We will be drawing on historic missiological understandings as well as contemporary insights to seriously engage participatory cultures with the gospel of Christ. 4 units. **ML**

**MC 525 Starting and Multiplying New Churches.** A practical course designed to provide students with a grasp of the issues and dynamics involved in planting churches. With spiritual formation as the foundation, students will learn how to develop a strategy for starting and multiplying churches that is applicable in any context and community. This course will address current church planting models, methods, and processes. *Offered on occasion.* 4 units. **ML**

**MC 591 Directed Study in Church and Mission.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. 4 units. **ML**

**MC 599 Church and Mission Transfer Credit.** *Transfer credit in the discipline of Church and Mission. Used in posting approved external transfer credit for which there is no direct Fuller equivalent.* 4 units. **ML**

**MC 690 ThM Thesis in Church and Mission/ThM논문.** ThM students must contract with a faculty member to supervise researching and writing their thesis. *Taught only in Korean.* 4 units. **KThM**

**MC 691 Independent Study in Church and Mission/독립연구.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *Taught only in Korean.* 4 units. **KThM**

**MC 800 Tutorial in Church in Mission.** Students contract with a faculty member to complete reading and/or field research and a report on the same. 6 units. **PhD**

**MC 800A/B Tutorial in Church in Mission.** Students contract with a faculty member to complete reading and/or field research and a report on the same over two quarters. *Parts A and B are each 3 units.* **PhD**

**MC 801 Methods in Church in Mission.** Students contract with a faculty member to conduct reading and a pilot study using the method they have chosen. 6 units. **PhD**

**MC 890 PhD Dissertation in Church in Mission.** PhD students register for this during the first quarter they are working on their dissertation. 4 units. **PhD**

**MC 891 ThM Thesis in Church in Mission.** ThM students register for this during the first quarter they are working on their thesis. 6 units. **PhD**

**MC 894 Dissertation Writing for PHD ICS.** The Dissertation Writing course is designed to help students through the dissertation writing process by giving resources, advice, confidence, and support to conceive, plan, write, revise, and format their dissertation. Students take this course with their mentor as soon as they transition to the dissertation writing stage of the program as the first of six units in the dissertation phase of the program. *Students registered for MC 894 will be reported as enrolled full-time. 1 unit.* **PhD**

## MD: Holistic Mission

**MD 500 Globalization, Poverty, and Christian Mission.** This course examines the globalization phenomenon as a deeply rooted historical change process that has significant impact on the contemporary church and the poor. The course consists of two parts. The first part of the course examines the political, economic, and cultural dimensions of globalization with a view toward unraveling myth from reality and applying biblical lenses to this assessment. Supporters and skeptics are examined, as are the major global players who have the power to shape the nature of globalization. The second part of the course briefly examines the impact of globalization on the church and global mission, but primarily focuses on the impact of globalization on the poor and a critical examination of global proposals for eradicating poverty. 4 units. **ML**

**MD 525 Poverty and Development.** This course explores the challenges of empowering the poor in a world marked by marginalization, disempowerment,

abuse and injustice. Poverty is explored from a number of perspectives, concluding with a biblical framework. Responses to poverty are then explored, including the goals of transformational development and the process and principles by which it is pursued. The focus is largely on development in the global South. 4 units. **ML**

**MD 530 Homelessness, Housing and Home in the Global Context.** This course explores the theology, missiology and history of the evolving global realities of homelessness, housing and home. We will think critically and engage with the complex intersecting issues (i.e. mental health, trauma, gentrification, forced migration, redlining) and approaches (including relief, advocacy, collaboration and development) in order to understand the integral mission, role and response of the church. 4 units. **ML**

**MD 532 Christian Community Development.** This course will explore and engage the theological, contextual and missional implications and engage in the application of CCD (Christian Community Development) principles based on the work of John Perkins and the ABCD (asset-based community development) methodology developed by John McKnight and John Kretzman for the sustainable development and transformation of communities based on their resources, strengths, assets and potential rather than their needs and deficits. 4 units. **ML**

**MD 543 Mission with Children at Risk.** There are children in every society that struggle with complex social challenges; from economic poverty and malnutrition to abuse, neglect, and exploitation. This course makes use of insights and approaches from a variety of disciplines to help Christians understand what mission (and particularly cross-cultural mission) with these children can achieve when it is grounded in research and committed to appropriately sharing the whole Gospel. *Offered on occasion.* 4 units. **ML**

**MD 557 Children, Refugees and Conflict.** This class offers a missiologically-informed overview and analysis of the links between conflict zones and the effects and opportunities it provides children, as well as the range of responses that can and should be provided to children and/or their families as they seek safety. Special emphasis is placed on the experiences of and responses to children within conflict zones, in refugee camps, and during the resettlement process. *Offered on occasion.* 4 units. **ML**

**MD 558 Children and the Kingdom.** This course equips students with Biblical, theological, and cultural resources that will aid them in constructing contextual theologies of children, youth, and

childhood intended to inform ministry praxis and edify the Church. The primary lens used will be a consideration of Jesus' own words about—and behavior with—children, and especially the ways in which he connected his disciples' understanding of childhood with his teachings on the Kingdom of God. Specific focus will be placed on developing missional theologies that respect and are responsive to dynamics of race, gender, class, and disabilities. *Offered on occasion. 4 units. ML*

**MD 575 Childhood: Global Perspective.** This course is a survey of the recent interdisciplinary field of Childhood Studies as a source of greater understanding for mission and ministry. It presents ways to integrate insights from theology, history, sociology, and cross-cultural psychology in order to consider specific topics in ministry with children such as spiritual development, the relationship between globalization and children/youth, children's rights, and the more extreme challenges that some children and youth face globally. *Offered on occasion. 4 units. ML*

**MD 591 Directed Study in Holistic Mission.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**MD 599 Holistic Mission Transfer Credit.** *Transfer credit in the discipline of Holistic Mission. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**MD 690 ThM Thesis in Holistic Mission/ ThM논문.** ThM students must contract with a faculty member to supervise researching and writing their thesis. *Taught only in Korean. 4 units. KThM*

**MD 800 Tutorial in Holistic Mission.** Students contract with a faculty member to complete reading and/or field research and a report on the same. *6 units. PhD*

**MD 800A/B Tutorial in Holistic Mission.** Students contract with a faculty member to complete reading and/or field research and a report on the same over two quarters. *Parts A and B are each 3 units. PhD*

**MD 805A/B/C Tutorial in Holistic Mission.** Students work with their mentor to complete a literature review in their primary discipline over three quarters. *Parts A, B, and C are each 3 units. PhD*

**MD 890 PhD Dissertation in Holistic Mission.** PhD students register for this during the first quarter they are working on their dissertation. *3 units. PhD*

**MD 891 ThM Thesis in Holistic Mission.** ThM students register for this during the first quarter they are working on their thesis. *6 units. PhD*

**MD 894 Dissertation Writing for PHD ICS.** The Dissertation Writing course is designed to help students through the dissertation writing process by giving resources, advice, confidence, and support to conceive, plan, write, revise, and format their dissertation. Students take this course with their mentor as soon as they transition to the dissertation writing stage of the program as the first of six units in the dissertation phase of the program. *Students registered for MD 894 will be reported as enrolled full-time. 1 unit. PhD*

## ME: Crosscultural Communication

**ME 591 Directed Study in Crosscultural Communication.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**ME 690 ThM Thesis in Crosscultural Communication/ ThM논문.** ThM students must contract with a faculty member to supervise researching and writing their thesis. *Taught only in Korean. 4 units. KThM*

**ME 691 Independent Study in Crosscultural Communication/ 독립연구.** ThM students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *Taught only in Korean. 4 units. KThM*

**ME 800 Tutorial in Crosscultural Communication.** Students contract with a faculty member to complete reading and/or field research and a report on the same. *6 units. PhD*

**ME 800A/B Tutorial in Crosscultural Communication.** Students contract with a faculty member to complete reading and/or field research and a report on the same over two quarters. *Parts A and B are each 3 units. PhD*

**ME 801 Methods in Crosscultural Communication.** Students contract with a faculty member to conduct reading and a pilot study using the method they have chosen. *6 units. PhD*

**ME 805A/B/C Tutorial in Crosscultural Communication.** Students work with their mentor to

complete a literature review in their primary discipline over three quarters. *Parts A, B, and C are each 3 units. PhD*

**ME 890 PhD Dissertation in Crosscultural Communication.** PhD students register for this during the first quarter they are working on their dissertation. *4 units. PhD*

**ME 891 ThM Thesis in Crosscultural Communication.** ThM students register for this during the first quarter they are working on their thesis. *6 units. PhD*

**ME 894 Dissertation Writing for PHD ICS.** The Dissertation Writing course is designed to help students through the dissertation writing process by giving resources, advice, confidence, and support to conceive, plan, write, revise, and format their dissertation. Students take this course with their mentor as soon as they transition to the dissertation writing stage of the program as the first of six units in the dissertation phase of the program. *Students registered for ME 894 will be reported as enrolled full-time. 1 unit. PhD*

## MH: Mission History

**MH 506 The Making of Global Christianity.** This course explores Christianity's first two thousand years with a primary focus on the inherent dynamic that propels cross-cultural transmission and the critical elements that have defined the experience and expressions of the faith in successive heartlands. Five core issues will guide the discussion: the translation principle, or indigenous appropriations and vernacular expressions of the faith; the agents and agencies of missionary expansion; major movements of reformation and renewal; interaction with other major faiths; and causative factors in the periodic shifts or extermination of the faith. *4 units. ML*

**MH 515 God's Mission in Historical and Global Perspectives.** This course takes an overview of discourse on the mission of God in the twentieth century from historical and global perspectives through the examination of mission conferences and church councils. Important mission theologies and practices arising from local and global mission conferences are discussed and attention is paid to individuals, organizations and movements that have had a significant impact. *Taught only in Korean. No longer offered. 4 units. ML*

**MH 518 World Christianity.** It is well known that Christianity is a world religion and that, in the twentieth-century, its center of gravity shifted from

the West to the Majority World. Christianity is not only globally widespread but also locally rooted in communities, peoples, and nations. Moreover, it is interconnected through mission movements, global churches, organizations, networks, and diasporas. The study of world Christianity is interdisciplinary as it cuts across the humanities and the social sciences; ecumenical in that it includes ancient churches and historic denominations, as well newer ones; and global in its inclusion of the West, which it at the same time de-centers. We will foreground global issues and local agency as we consider: church and mission history and historiography; Christian communities, migrations, and diasporas; distinctive forms of church, worship, and theology; Christian relations with religions and ideologies; and church interaction with the wider society, politics, and economics. This is a PhD-level course to which selected masters students may be admitted. *4 units. ML*

**MH 526 Christianity in China, Korea, and Japan.** During the 20th century Christianity, an Asian religion, finally became resident in East Asia as an Asian religion. The countries of Korea, Japan, and China have common cultural threads but diverse trajectories that have shaped Christian development in particular ways. This course studies some of those developments of Christianity in East Asia as distinct from the West (although in dialogue with the West) and as distinct from South Asia. *Not currently offered. 4 units. ML*

**MH 591 Directed Study in Mission History.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**MH 599 Mission History Transfer Credit.** *Transfer credit in the discipline of Mission History. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**MH 690 ThM Thesis in Mission History/ ThM논문.** ThM students must contract with a faculty member to supervise researching and writing their thesis. *Taught only in Korean. 4 units. KThM*

**MH 691 Independent Study in Mission History/독립연구.** ThM students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *Taught only in Korean. 4 units. KThM*

**MH 800 Tutorial in Mission History.** Students contract with a faculty member to complete reading and/or field research and a report on the same. *6 units. PhD*

**MH 800A/B Tutorial in Mission History.** Students contract with a faculty member to complete reading and/or field research and a report on the same over two quarters. *Parts A and B are each 3 units. PhD*

**MH 801 Methods in Mission History.** Students contract with a faculty member to conduct reading and a pilot study using the method they have chosen. *3 or 6 units. PhD*

**MH 805A/B/C Tutorial in Mission History.** Students work with their mentor to complete a literature review in their primary discipline over three quarters. *Parts A, B, and C are each 3 units. PhD*

**MH 818 World Christianity.** It is well known that Christianity is a world religion and that, in the twentieth-century, its center of gravity shifted from the West to the Majority World. Christianity is not only globally widespread but also locally rooted in communities, peoples, and nations. Moreover, it is interconnected through mission movements, global churches, organizations, networks, and diasporas. The study of world Christianity is interdisciplinary as it cuts across the humanities and the social sciences; ecumenical in that it includes ancient churches and historic denominations, as well newer ones; and global in its inclusion of the West, which it at the same time de-centers. We will foreground global issues and local agency as we consider: church and mission history and historiography; Christian communities, migrations, and diasporas; distinctive forms of church, worship, and theology; Christian relations with religions and ideologies; and church interaction with the wider society, politics, and economics. This is a PhD-level course to which selected masters students may be admitted. *6 units. PhD*

**MH 890 PhD Dissertation in Mission History.** PhD students register for this during the first quarter they are working on their dissertation. *4 units. PhD*

**MH 891 ThM Thesis in Mission History.** ThM students register for this during the first quarter they are working on their thesis. *6 units. PhD*

**MH 894 Dissertation Writing for PHD ICS.** The Dissertation Writing course is designed to help students through the dissertation writing process by giving resources, advice, confidence, and support to conceive, plan, write, revise, and format their dissertation. Students take this course with their mentor as soon as they transition to the dissertation writing stage of the program as the first of six units in the dissertation phase of the program. *Students registered for MH 894 will be reported as enrolled full-time. 1 unit. PhD*

## MI: Mission Integration

**MI 507 Pressing Forward: Leading Missional Transformation for Justice.** This course serves as a capstone to the cohort portion of the Master of Arts in Justice and Advocacy (MJA). Students will have the opportunity to reflect upon and synthesize their learning in the MJA, focusing on key discoveries and transformative themes; with the goal of further engaging and more deeply understanding their work as part of the mission of God towards justice. Students will be challenged to develop next steps and practices for themselves and their organizations as agents of God's shalom. *MJA only. 4 units. ML*

**MI 508 MATME Curso de Culminacion.** Students will be required to demonstrate competencies consistent with the stated learning outcomes of the MATME program. To achieve this requirement, students will utilize a combination of threaded discussions, small group projects, presentations, reading reports, local exegesis and a final integrative paper. Students will have the opportunity to reflect upon and synthesize their learning in the MATME, to focus on key discoveries and transformative themes that have informed their lives and their ministries, and to understand more deeply the implications of Christian faith and praxis as part of God's integral mission in their contexts. *Taught only in Spanish. 0-2 units. ML*

**MI 509 Interconnectedness and Agency in Mission.** Interconnectedness is characteristic of the world in which mission takes place -- its ecology, economy, peoples, religions, and philosophies. Agency in mission is often hidden, like the work of the Spirit, women, lay people, colonized and marginalized people. Combining religious studies and biblical-theological perspectives, the course will help students to deal with the question of power in order to discern the work of the Spirit within it by Christological criteria and learn the meaning of participating in God's mission. *Limited enrollment as part of doctoral seminar, permission of instructor required. 4 units. ML*

**MI 553 MJA Field Integration.** Students will have the opportunity to reflect deeply upon coursework and cohort experiences as they embody an approach to shalom in their own context, developing a dialogical practice that will inform their evolving work and commitment to justice and advocacy. *Pass/Fail. Open to MJA students only. 0 units. ML*

**MI 553A MJA Field Integration A.** This component to the Master of Arts in Justice and Advocacy (MJA) degree has been designed to function in a slightly different manner than a traditional Field Placement or Internship. This Field Integration (FI) seeks to assist the student to put into practice, within their own context, the tools they are learning and to develop practices that can sustain their work. *Pass/Fail. Prerequisite: 3 completed quarters in the MJA program. Open to MJA students only. 0 units. ML*

**MI 553B MJA Field Integration B.** This course serves as the second half of the Field Integration requirement for the MA in Justice and Advocacy. This component to the Master of Arts in Justice and Advocacy (MJA) degree has been designed to function in a slightly different manner than a traditional Field Placement or Internship. This Field Integration (FI) seeks to assist the student to put into practice, within their own context, the tools they are learning and to develop practices that can sustain their work. *Pass/Fail. Prerequisite: MI553A. Open to MJA students only. 0 units. ML*

**MI 554A MAC Field Integration A.** This component of the Master of Arts in Chaplaincy (MAC) degree has been designed to function in a slightly different manner than a traditional Field Placement or Internship. This Field Integration (FI) allows the student to put into practice, within a particular chaplaincy context, the tools and skills they are learning. In so doing, they will broaden their understanding of and engagement with chaplaincy, and develop practices and competencies that can sustain them in their chaplaincy work as they are provided opportunities to be mentored onsite and engage in supervised chaplaincy. At the end of each FI quarter (for a total of 2), students will write two reflection papers focused on their chaplaincy experience and the chaplaincy context. *Pass/Fail. Open to MAC students only. 0 units. ML*

**MI 554B MAC Field Integration B.** This component of the Master of Arts in Chaplaincy (MAC) degree has been designed to function in a slightly different manner than a traditional Field Placement or Internship. This Field Integration (FI) allows the student to put into practice, within a particular chaplaincy context, the tools and skills they are learning. In so doing, they will broaden their understanding of and engagement with chaplaincy, and develop practices and competencies that can sustain them in their chaplaincy work as they are provided opportunities to be mentored onsite and engage in supervised chaplaincy. At the end of each FI quarter (for a total of 2), students will write two

reflection papers focused on their chaplaincy experience and the chaplaincy context. *Pass/Fail. Prerequisite: MI554A. Open to MAC students only. 0 units. ML*

**MI 591 Directed Study in Mission Integration.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**MI 599 Mission Integration Transfer Credit.** *Transfer credit in the discipline of Mission Integration. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**MI 691 Independent Study in Mission Integration/독립연구.** ThM students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *Taught only in Korean. 4 units. KThM*

**MI 770 Missiological Foundations.** Missiology is multidisciplinary and integrative of the cognate disciplines within the field broadly including theology, history, the state of the Church, leadership, and the social sciences. This intensive introduces students to missiological concepts appropriate to broadly understanding the discipline. The focus of year 1 is to build the missiological, theological, historical, and biblical foundations of mission and your program foci. The structured hours for this course should focus on lectures and readings. *4 units. PD*

**MI 771 Missiological Foundations and Research Applied.** This course is a directed learning unit for students to write portions of their dissertation. 30-40 page draft of literature review on one variable in the dissertation. Students should interact with around 15-30 sources. This course is graded. *4 to 6 units. PD*

**MI 772 Missiological Integration.** The focus of year 4 is on integrating the components of all previous coursework in the degree. Consider how the student will incorporate missiological, theological, historical, and biblical foundations of mission, a contextualized approach to the cohort's program foci, and organizational change from their research findings. Students will submit an integrated draft of all the chapters the student has written thus far. This course is graded. *4 to 6 units. PD*

**MI 803 Advanced Missiological Research.** This course is designed to provide incoming PhD students in Intercultural Studies with an introduction to the program and help them begin the process of structuring their research. Students will reflect on the

role that advanced scholarship makes to the mission of the Church and begin the process of refining their understanding of what contribution they will seek to make through their program and beyond. *3 units. PhD*

**MI 804A/B/C Missiology As A Discipline.** This course directs participants through a series of missiological texts designed to give them a deeper appreciation of the global nature of missiological thinking and develop their own strengths as missiologists. Students will work together to hone each other's skills, especially with regards to mission theology and the history of Christianity. *Parts A, B, and C are each 3 units. PhD*

**MI 806 Advanced Missiological Research II.** This course prepares students for their Initial Research Proposal Evaluation by teaching basic research design principles and offering community feedback on successive drafts of their proposals. *3 units. PhD*

**MI 807 ThM Thesis Writing and Design.** This course allows the student to plan out exactly what they are going to do in their thesis under the supervision of a faculty or adjunct faculty member. This course will culminate with a ThM Thesis Proposal, which the student must submit at the end of the Thesis Design course, prior to registering for the Thesis. *2-4 units. PhD*

**MI 805 Literature Review.** The main aim of this course is to facilitate each student to frame their initial literature review for their main discipline. This facilitation will take two forms: (1) exposure to other research projects and literatures through active participation in colloquia and conferences, and (2) work with their mentor to produce a review of the literature in their chosen major discipline that can form part of their Initial Research Proposal in the Spring quarter. These two dimensions of the course will be integrated through dedicated classroom and online activities led by the instructor that process the learning from the wider engagement and also provide guidance on writing a literature review. *6 units. PhD*

**MI 805A Literature Review.** This is the first part of MI805, the aim of which is to facilitate each student to frame their initial literature review for their main discipline. This facilitation will take two forms: (1) exposure to other research projects and literatures through active participation in colloquia and conferences, and (2) work with their mentor or advisor to produce an annotated bibliography of their chosen major discipline. These two dimensions of the course will be integrated through dedicated classroom and online activities led by the instructor

that process the learning from the wider engagement and also provide guidance on surveying the literature and preparing an annotated bibliography. The annotated bibliography will form the basis of the literature review that they will complete in MI805B. *Prerequisite: MI803. 3 units. PhD*

**MI 805B Literature Review.** This is the second part of MI805, the aim of which is to facilitate each student to frame their initial literature review for their main discipline. This facilitation will take two forms: (1) exposure to other research projects and literatures through active participation in colloquia and conferences, and (2) work with their mentor or advisor to produce a review of the literature in their chosen major discipline. These two dimensions of the course will be integrated through dedicated classroom and online activities led by the instructor that process the learning from the wider engagement and also provide guidance on writing a literature review. The literature review will be based on the annotated bibliography completed by the student in MI805A. *Prerequisite: MI803. 3 units. PhD*

**MI 806 Advanced Missiological Research 2.** The main aim of this course is to facilitate each student to frame their initial literature review for their main discipline. This facilitation will take two forms: (1) exposure to other research projects and literatures through active participation in colloquia and conferences, and (2) work with their mentor to produce a review of the literature in their chosen major discipline that can form part of their Initial Research Proposal in the Spring quarter. These two dimensions of the course will be integrated through dedicated classroom and online activities led by the instructor that process the learning from the wider engagement and also provide guidance on writing a literature review. *Prerequisite: MI803. 3 units. PhD*

**MI 809 Interconnectedness and Agency in Mission.** Interconnectedness is characteristic of the world in which mission takes place -- its ecology, economy, peoples, religions, and philosophies. Agency in mission is often hidden, like the work of the Spirit, women, lay people, colonized and marginalized people. Combining religious studies and biblical-theological perspectives, the course will help students to deal with the question of power in order to discern the work of the Spirit within it by Christological criteria and learn the meaning of participating in God's mission. *3 or 6 units. PhD*

**MI 850 Instructor in Training.** Students work under the direct supervision of a faculty member to learn how to design, develop, and teach a course. *0 units. PhD*

**MI 890 PhD Dissertation in Mission Integration.**

PhD students register for this during the first quarter they are working on their dissertation. *4 units. PhD*

**MI 894 Dissertation Writing for PHD ICS.**

The Dissertation Writing course is designed to help students through the dissertation writing process by giving resources, advice, confidence, and support to conceive, plan, write, revise, and format their dissertation. Students take this course with their mentor as soon as they transition to the dissertation writing stage of the program as the first of six units in the dissertation phase of the program. *Students registered for MI 894 will be reported as enrolled full-time. 1 unit. PhD*

## MK: Korean Mission

**MK 591 Directed Study in Korean Mission.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**MK 700 Globalization, the Poor, and Christian**

**Mission/세계화, 빈곤, 선교.** In this course, students will be introduced to the theology of mission from an evangelical Protestant perspective. Through a survey of key contributors who left a lasting impact on 21st century missiology, students will explore Trinitarian perspectives on the mission Dei, the reign of God, and contextual theology. *Taught only in Korean. 4 or 8 units. PD*

**MK 703 Theology of Mission/선교 신학.** Christianity from the beginning was a global faith—with its center of gravity in the Middle East, Africa, and Asia before it became a predominantly Western religion (c. 900). Now, after roughly five centuries, it is re-emerging as a non-Western phenomenon. A full historical account reveals a faith that is inherently global because it is ultimately local and therefore never fully defined by any historical phase or context. This course explores Christianity's first two thousand years with a primary focus on the inherent dynamic that propels cross-cultural transmission and the critical elements that have defined the experience and expressions of the faith in successive heartlands *Taught only in Korean. 4 or 8 units. PD*

**MK 706 Cross-cultural Church Planting/타문화권 교회**

**개척.** This course is a study in the planting and development of missionary churches. The purpose of this course is to help students understand the importance, the principles and practices of cross-cultural church planting and development. It gives

the students practical suggestions as to how to plant and develop churches into self-governing, self-supporting and self-propagating indigenous churches. *Taught only in Korean. 4 or 8 units. PD*

**MK 707 Missiological Hermeneutics/선교학적 해석학.**

This course is an exploration of missional interpretation of the Bible. Participants will grapple with the importance of mission for reading the Bible. This will include the missional orientation of the biblical narratives, mission paradigms of the canon of the Bible, and contemporary contexts of faith communities, as they seek to understand the significance of mission in reading the Bible and mission practices in their contexts. *Taught only in Korean. 4 or 8 units. PD*

**MK 709 Missions of Future/선교의 미래: 광장의**

**증거자들.** The world of today has changed so fast in recent years on a global scale that peoples of the world are all in loss and try to make sense out of it. We Christians believe that God is in control in all these and the Lord even leads all the changes to restore the whole world to Him as His mission. We also have a perspective to believe that He communicates to us about the divine meanings of these changes in order to invite Christians to participate in His work. Students in this course are to review various changes in the world based on empirical research data and to examine emerging initiatives in mission from this missional perspective. Our missions of today move toward witnessing in public arena from reinforcing religious institutions. Students are challenged to reflect on future ramifications of these changes theologically and ecclesiastically. *Taught only in Korean. 4 or 8 units. PD*

**MK 710 Church Planting/교회 개척.**

After a brief overview of the major world religions, students explore growing spiritual movements from all over the world. Taking cues from Donald McGavran's in-depth study of people group movements to Christ in India, students create possibilities for transformation and growth in their own church/mission communities. In addition, students look for ways to engage various spiritual movements in light of the gospel of the kingdom *Taught only in Korean. 4 or 8 units. PD*

**MK 713 Self-Care in Ministry/사역자의 자기관리.**

The goal of this course is to introduce the student to all relevant and basic aspects of self-care, the resources necessary in sustaining effective ministry for a fruitful, longer, and healthier service to God and His people, and potential pitfalls and consequences of

failure to care for oneself. The course includes the utilization of assessment instruments (i.e., Maslach Burnout Inventory & Holmes and Rahe Stress Scale) and helping the student develop understanding and skills needed to identify the signs of stress and burnout. Furthermore, special emphases will be on the importance of having a sound understanding of a theological foundation of self and the biblical mandate of rest (Sabbath) and their applied implications for the well-being of Christian care providers. The method of instruction is an interactive, adult learning model. *Taught only in Korean. 4 or 8 units. PD*

**MK 718 Thinking Anthropologically for Global Mission/세계선교를 위 인류적 사고기.** This course seeks to integrate anthropological concepts and theories with effective Christian witness in cross-cultural/intercultural ministry contexts. Cultural Anthropology has long sought to understand the elements of human commonality while appreciating how those common elements are managed by each society. By combining cultural theories with ministry experience, the course encourages students to recognize personal cultural biases and appreciate the relevance of anthropological thinking to church and mission. Course principles are applied to the transmission of the Gospel in ecclesial and/or missional contexts in order to encourage the transformation of communities in any cultural context including North American urban settings. *Taught only in Korean. 4 or 8 units. PD*

**MK 719 Urban Ministry in Global Context/글로벌 시대의 도시 사역과 선교.** Participants of this course will get acquainted with the city, urbanites, and missiological theories related to the urban society and gain tools for exegeting their own cities. Participants will reestablish their perspectives on cities in light of biblical perspective, sociological objectivity, and ecclesiological perspective. As a result, they will be able to develop a mission strategy and a model of a church that are more appropriate to their own city and the global context. *Taught only in Korean. 4 or 8 units. PD*

**MK 720 Communicating the Gospel Crossculturally/사역과 커뮤니케이션.** In this course, various communication principles for effective communication of the gospel to people with a different background in a globalized world will be studied. Effectively creating an understanding of the Christian message in witness, worship, spiritual formation, and church planting requires learning how

human beings communicate. Based on God's model of incarnational principles, the course provides the student with a study of the principles and processes of communicating within both local contexts and across cultures. The course would help students apply principles to the Korean culture to help those involved in a cross-cultural ministry and those involved in the ministry within the same culture. *Taught only in Korean. 4 or 8 units. PD*

**MK 729 Introduction to Islam/이슬람 개론.** A foundational course covering the emergence and development of Muslim faith and practice by journeying through Islam's defining stages of development. The course will look at Islam's main components both thematically as well as by an exploration of its varieties of expression. Students will be exposed both to the traditional Muslim narrative as well as the more academic critical contemporary narrative about Islam. Implications for Christians living and ministering among Muslims as well as the advancement of good Christian-Muslim relations will remain the driving concerns. *Taught only in Korean. 4 or 8 units. PD*

**MK 733 Crucial Issues in Korean Missions/한국 선교의 중요 쟁점.** This course addresses the critical issues in the contemporary mission of evangelical churches with special reference to the Korean mission. The course will help students understand unique assets and problems of the Korean mission in order for them to make unique contributions to the development of the Korean mission. *Taught only in Korean. 4 or 8 units. PD*

**MK 740 Missiological Consilience/선교학적 통섭.** This course integrates the learning from courses in missiology taught in the School of Mission and Theology. It enables students to engage in missiological integration and equips them with the appropriate skills and tools to do so. *Taught only in Korean. 4 or 8 units. PD*

**MK 741 Korean Mission History/한국 교회 선교 역사.** Traces the missionary movement of the Korean church from its inception to the present as a major force in contemporary world mission. *Taught only in Korean. 4 or 8 units. PD*

**MK 742 New Perspective of Mission/선교의 새로운 관점들.** This course explores key elements of Christian mission from diverse perspectives to foster a balanced understanding of mission and seeks viable pathways for desirable mission practices in our time. To this end, it critically examines existing Christian

mission paradigms, views mission from the perspective of God's mission and the participation of God's people, and seeks pathways for mission practices within the context of the concrete life and ministry of local churches. Specifically, it aims to develop theological, biblical, historical, cultural, and practical perspectives of mission, and based on these, establish the direction and practical strategies for mission. *Taught only in Korean. 4 or 8 units. PD*

**MK 746 Power Encounter/복음과 영적 전쟁.** The term "power encounter" refers to signs and wonders, healing and deliverance, dreams and visions, and other such acts of God's power, often experienced in the context of sharing Christ and extending His Kingdom. The theme of power encounter is developed in both the Old and New Testaments and is a key aspect of intercultural ministry. The course will focus on worldview and spiritual power, the biblical validity and contemporary relevance of power encounter, power encounter and the planting and growth of the church, and various ministry models involving healing prayer, deliverance, spiritual warfare, and intercessory prayer. Numerous case studies will be discussed in class. *Taught only in Korean. 4 or 8 units. PD*

**MK 750 Lifelong Leadership Development/평생 지도력 개발.** This course explores the nature of Christian leadership development slightly based on J. Robert Clinton's *Leadership Emergence Theory*. The course also highlights an integration of spiritual leadership, inner life formation, identity and how God shapes a leader over a lifetime for unique purposes. Development of a leader's life takes place: (1) in the context of God's sovereign formative hand, (2) in the context of time and (3) in context of a leader's response to God's formation. The course also aims to provide perspectives that enable students to assist others in their lifelong development. *Taught only in Korean. 4 units. PD, KThM*

**MK 752 Critical Leadership/세기 영성 리더십.** This course provides a balanced categorization of leadership subjects into three major elements: 1) leadership basal elements (leader, followers, situation), 2) leadership influence means (leader behavior, means/resources/power), and 3) leadership value bases (biblical, cultural). The items under these major categories are then studied both from Christian and secular viewpoints. This course also addresses the theory of spiritual leadership formation and leadership development. Also, students will examine their own leadership styles in the light of several

leadership models discussed in the class. In addition to the essential leadership concepts, numerous important leadership topics in practical context are considered, such as the anthropological bases for leadership, biblical leadership, organizational culture, leadership emergence patterns, dealing with criticism and the change dynamics. The spiritual formation emphasizes in the course seek to identify some of the key biblical values for spiritual leaders and to demonstrate from a biblical point of view some of the ways leaders emerge and influence. *4 or 8 units. PD*

**MK 754 Developing Giftedness in Leaders/지도자 은사 발견과 개발.** An in-depth study of the doctrine of spiritual gifts, with an emphasis on leadership gifts (both directive and supportive). Points out responsibility for identifying, developing and releasing gifted people. Uses Holland's profile to suggest creation of structures through which gifts can operate. Suggests convergence as a major goal for Level-4 and Level-5 leaders. *Taught only in Korean. 4 or 8 units. PD*

**MK 755 Discipleship in Missions/선교와 제자도.** The course will help students understand the life and work of a believer and how discipleship is related to the coming of the kingdom of God. It is to let the students know that believers who receive eternal life as a free gift by sacrifice of our Lord Jesus Christ (John 3:16) ought to have discipleship that motivates them to give, yield, and sacrifice (1 John 3:16) for the coming of the kingdom of God. This course is to provide the students with theoretical and practical knowledge of Christian discipleship. *Taught only in Korean. 4 or 8 units. PD*

**MK 759 Mission, Ethics, and Public Life/선교, 윤리, 공공신학.** This course will examine how Christian mission is able to make an impact on public life in contemporary society. Topics to be covered include the following: evangelism and conversion; creative ways of being church in public; conflicts and Christian peace making; ecological crisis and affirming God's creation; globalization and economic justice; and religious communities in secular contexts. *Taught only in Korean. 4 or 8 units. PD*

**MK 765 Mission Theology: Missional Life/선교적 삶의 실천을 위한 선교신학.** This course seeks to introduce students to the skills of doing theology in search of Biblical truth, in relation to a broad range of complex issues involved in missiology. Students will learn to observe, analyze, integrate, and apply traditional theological questions in new and creative ways that

examine, test, inform, and shape their missiology. In addition to the broad overview, each student will learn to examine the basic theological presuppositions most significant to that student's academic focus in SIS. Such an exercise in theologizing will deal with specific theological themes, examine theological assumptions and their relationship to particular cognate disciplines, relate the task of doing theology today with the Church's theologizing down through the centuries, and converse with today's differing confessional and contextual streams of theology of mission with particular emphasis on theological reflection in mission as that is being developed in action and reflection among Korean churches and mission agencies around the world. *Taught only in Korean. 4 or 8 units. PD*

#### **MK 767 The Church in a Culture of**

**Technology/기술사회 속의 지역 교회.** In this course, students explore how the church might dwell in the new spheres of social media (Web 2.0). Through analysis of participatory cultures, students will explore the varied uses of cell phones, Twitter, Facebook, YouTube, Wikipedia, blogging, and Second Life. Students will identify possible missiological responses of the church to new media, seeking to engage the digital world with the gospel of the Kingdom. *Taught only in Korean. 4 or 8 units. PD*

#### **MK 770 Pastoral Leadership in Complex Ethnic**

**Contexts/다문화 목회 리더십.** This course is an examination of the nature of Christian leadership in the complex context of the immigrant and ethnic church. Pastoral ministry requires a wide range of abilities and the application of a range of ministry tools. Leadership in the immigrant and ethnic church requires wisdom that combines valid theories, accurate knowledge, critical values, relevant skills, and practical experience. This course will introduce aspects of effective leadership such as systems thinking, non-anxious leadership, change management, cross-cultural competency, congregational learning, assessment, and holistic formation as they relate to clergy leading the church *Taught only in Korean. 4 or 8 units. PD*

#### **MK 771 Developing Ministry Strategies/사역을 위한**

**전략 개발.** Through this course, students will learn strategic approaches and perspectives to develop their ministry with considering the field context to fulfill their calling. Participants learn God's strategy model and the theories such as strategy general, analysis of the field, understanding the audience,

organization, and available resources. Change process theories is another backbone of this course. As a result, students will have theoretical and practical knowledge to develop effective ministry plans and to be change agents for their ministry. *Taught only in Korean. 4 or 8 units. PD*

#### **MK 772 Making of Global Christianity/세계 기독교**

**형성사.** Christianity was a global faith (with its center of gravity in Africa, Asia, and the Middle East) before it became a predominantly Western religion (c.1500); and, after roughly five centuries, it has once again reemerged as a hugely non-Western phenomenon. A full historical account reveals a faith that is inherently global because it is ultimately local and therefore never fully defined by any historic phase. This course provides a missiological exploration of Christianity's two thousand-year history with a primary focus on the processes of cross-cultural transmission and the critical elements that have defined the experience and expression of the faith in successive heartlands. Five core issues will guide the discussion: the translation principle (or indigenous appropriations and vernacular expressions of the faith); the agents and agencies of missionary expansion; major movements of reformation and renewal; interaction with other faiths; and causative factors in the periodic shifts or extermination of the faith. *Taught only in Korean. 4 or 8 units. PD*

#### **MK 773 Christian Anthropology from the**

**Margins/기독교 문화 인류학.** Developing an epistemology of diversity and cultural contextualization via truth seeking by reading selected biblical passages from the margins. Challenging the limits of discrete anthropological and theological epistemologies by gesturing toward a transdisciplinary understanding of an emerging practical theology for the purpose of contextualizing Christian theological thinking. Enabling students' cultural, racial and ethnic exploration for self-awareness and facilitating engagement with diverse communities. *Taught only in Korean. 4 or 8 units. PD*

#### **MK 775 God's Mission in Historical and Global**

**Perspective/역사적/글로벌 상황에서의 하나님의 선교.** This course presents an overview of the mission of God from historical and global perspective. The approach is by geographical area, showing how the Christian faith has taken root and grown in different contexts worldwide. Important mission theologies and practices arising from local and global mission conferences are discussed and attention is paid to individuals, organizations and movements that have

had a significant impact. *Taught only in Korean. 4 or 8 units. PD*

**MK 776 Developing a Missional Church in Korean Context/한국 상황에서 선교적 교회 세우기.** With rapid growth and stagnation, the Korean church is now faced with signs of crisis that signals the downfall in various aspects. Now is the time to go back to the essence of church and be renewed through new and creative ministries. In such perspective, Missional Church is an appropriate movement to the contemporary culture that can bring new and creative ministries that would renew the essence of church. Through this course students will gain understanding of the essence of the calling for church and the people of God based on the relation of Korean church and mission leaders to the mission of the triune God, and also form a ministry/mission paradigm that is appropriate for today through analyzing models of missiological ministries of the communities being sent. *Taught only in Korean. 4 or 8 units. PD*

**MK 778 Foundations of Missional Leadership/선교적 리더십 기초.** Missional leadership is the integration of leadership studies with theology and practice rooted in missio Dei. Topics include complex social environments, changing roles for pastors, and different approaches to change, all in light of God's grace among church participants and in the surrounding contexts. Students will interact with biblical texts and key theological themes, including Trinity, pneumatology, Christology, Christian anthropology, missiology, and ecclesiology. *Taught only in Korean. 4 or 8 units. PD*

**MK 782 Ecclesiology for a Global Church/글로벌 교회론 연구.** The course will provide students with a biblical and theological framework for thinking about the nature and purpose of church. Special attention is given to the biblical narrative (creation to eschaton), ecclesiological traditions and contemporary intercultural contexts that frame, infuse, and shape an ecclesiology for a global church. Ecclesiology for a global church describes various intercultural contexts in how local churches are being missional that may provide (1) missiological implication for one's own local church, and (2) a fuller description of new facets, themes and issues of the global church. *Taught only in Korean. 4 or 8 units. PD*

**MK 783 Understanding Family Dynamics and Developing Basic Counseling Skills/다세대 한인 가정 이해와 회복.** Family relationships across several generations are important in all societies, but they

have been foundational to understanding Korean families. However, modern technology and the impact of Western influences have resulted in rapid changes, and families have become increasingly diverse in structure and in function. In tracing Confucian heritage in Korea and its development in relation to the family, problems of continuity and transition will be explored, particularly in the contemporary Korean family context and development of self. This course will take an integrative framework reflecting on the contributions from modern developmental psychology, family systems, and narrative psychology. The dialogue between self-development and interpersonal, social, cultural, relational, and spiritual perspectives will be encouraged. As a part of the course assignment, students will explore the generational and historical trauma, unfinished business, and strengths of family ties over time through multigenerational family analysis. *Taught only in Korean. 4 or 8 units. PD*

**MK 784 Thinking Missiologically/선교학적으로 사고하기.** As with every field of study, missiology has its particular focus, literature, and methods. To engage in missiological integration requires appropriate skills to use the tools and resources available. This course introduces the student to these skills and the basic perspectives and tools. A special feature of the course is the use made of the case study model to engage missiological investigation, reflection, and action. The School of Mission and Theology' framework for missiological study-Word, Church, and World will be employed. Because effective missiology is developed interactively, opportunity will be given for collaboration in learning. *Taught only in Korean. 4 or 8 units. PD*

**MK 785 Welfare Mission and Pastoral Ministry/복지선교와 기독교 사역.** After organizing the concept of welfare mission and pastoral ministry, which are the essence of biblical church social work, with public theology viewpoint, in-depth study will be done on specific practice measures and techniques that realize welfare mission and pastoral ministry. *Taught only in Korean. 4 or 8 units. PD*

**MK 786 Pastoral Missiology/목회 선교학.** The premise of this course is that the local church is the basic unit of God's mission to the world. A church that does not understand itself to be a mission is not fully the Body of Christ. The task of pastoral missiology is to equip every pastor to lead the local church in engaging its mission, first of all in its local context and then in the regions beyond. *Taught only in Korean. 4 or 8 units. PD*

**MK 787 Mission and Spirituality/선교적 영성.** The purpose of this course is to help the students understand the biblical-theological basis and practical-experiential dimensions of Christian spirituality, and to reflect on diverse spirituality-related themes particularly from a missiological perspective. As a result, the students will be challenged to establish a deeper and more holistic foundation for Christian life, ministry, and mission *Taught only in Korean. 4 or 8 units. PD*

**MK 788 Cross-Cultural Leadership/타문화권 리더십.** The subject of this course is the cross-cultural study of leadership, i.e., how leaders lead followers in diverse cultural settings. While individuals vary significantly in their capabilities and skills to lead others, each social setting places demands, constraints, and requirements of legality and procedure upon leaders. All leaders must work within the bounds of these variables, regardless of their personal gifts. The lectures in the course are illuminated by the theory and data of social and political anthropology. *Taught only in Korean. Taught only in Korean. 4 or 8 units. PD*

**MK 790 Missional Worship/미셔널 예배.** God's people are called to participate in the mission of God reconciling the creation. Missional worship can be understood as a time and place in which God's people embody God's mission by participating in the ministry of recovery and reconciliation of the creation. This course provides the students in various ministerial contexts with foundations and practical guides for the integrative understanding and practice of 'worship forming mission' as an emerging topic for contemporary Christian life and ministry. In order to help students embody 'worship forming mission' in the Christian community and personal life, this course explores the themes of the relationship between worship and mission, missional worship (ritual practice embodying God's mission of reconciliation), and worshipful mission (life living out the call of God's mission) in detail. *Taught only in Korean. 4 or 8 units. PD*

**MK 792 Independent Study in Korean Mission/ DMinGM 심화 독립 연구.** Doctoral students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to a specified amount of academic credit. *Taught only in Korean. 4 or 8 units. PD*

**MK 796 DMin Final Project/ DMinGM 졸업 논문.** Students register for this when beginning their final project. *Taught only in Korean. 8 units. PD*

**MK 799 Full-time Final Project Writing/ DMinGM 졸업 논문 연장.** Students register for this when continuing to write their final project. *Taught only in Korean. 0 units. PD*

## ML: Mission Leadership

**ML 517 Power Dynamics and Transformation for Global Leader/Dinámicas de Poder y Transformación para Líder Global.** Power dynamics are an inherent part of the human experience. They are intricately woven into our relationships, personal development, and ministry. A solid understanding of power is essential for a global leader's comprehensive transformation. This course encourages students to reflect on their assumptions about power, which personal experiences and outdated mental models may influence. By examining key perspectives on power dynamics and developmental principles, students can create a proposal for fruitful and transformative leadership. *Only taught in Spanish. 4 units. ML, LDR*

**ML 519 Power, Gender and Christian Leaders.** This course will explore these dynamics in an interdisciplinary approach with attention given to theological, historical, social and scriptural perspectives. The course will guide students through a process of reflection identifying their power assumptions originating from their personal narrative and rooted in longstanding paradigms informed by the complexity of power and gender/ethnic relationships. Through the use of seminal perspectives and constructive social and spiritual disciplines, students will have the opportunity to integrate a plan for effectively leading others. *4 units. ML*

**ML 523 Mentoring/Mentoria.** This course is an in-depth study of mentoring as a life-shaping relationship between mentor, mentee, and the Holy Spirit. Without circumventing the acquisition of skills, this course focuses on how mentoring affords an environment and relationship for shaping character and encouraging spiritual formation and soul care. The course underscores that no one ideal mentor exists, but that multiple mentors are needed. The dynamics for growing mentoring relationships will be explored. Focus will be given to the need for mentoring balance with mentors, peer mentors, and mentees (mentoring 360). Context will be in view including cross-cultural and cross-generational mentoring. The student will consider current

mentoring models and strategies for the emerging generation. Course design seeks to foster both personal applications and applications in the student's current context and ministry. *Also taught in Spanish. 4 units. ML*

**ML 524 Focused Lives.** This course explores the formative dynamics of a leader's journey toward more focused life and ministry. These dynamics flow out of being and are embedded in each leader's story or narrative. The course builds upon J. Robert Clinton's discoveries and insights into these dynamics. Focused life concepts will be illustrated through a comparative and narrative approach to several historical, contemporary, and biblical men and women leaders. Students will, in turn, reflect on their own personal narratives in search of ways that God has been guiding them toward a more focused life, vocation/calling, and role. *4 units. ML*

**ML 530 Lifelong Development/Desarrollo Continuo.** This course explores the nature of Christian leadership development slightly based on J. Robert Clinton's *Leadership Emergence Theory*. The course also highlights an integration of spiritual leadership, inner life formation, identity and how God shapes a leader over a lifetime for unique purposes. Development of a leader's life takes place: (1) in the context of God's sovereign formative hand, (2) in the context of time and (3) in context of a leader's response to God's formation. The course also aims to provide perspectives that enable students to assist others in their lifelong development. *Also taught in Spanish. 4 units. ML*

**ML 535 Intercultural Leadership.** This course explores the nuances of leadership in the intercultural contexts. We will cover the theories behind intercultural leadership, identify components of culture, introduce the basic principles in intercultural communication, and develop understanding of intercultural synergies in organizational behavior within multicultural setting. *4 units. ML*

**ML 536 Value-Based Leadership in the New Testament.** This course utilizes many leadership perspectives, most of which are cross-cultural, to test and explore these findings in the New Testament. What does the New Testament say about these various leadership perspectives (such as leadership elements, leadership styles, philosophical models, leadership emergence theory, mentoring, change dynamics, etc.) as the framework for studying leadership? The New Testament is one of the best leadership resources and least used for that purpose. *4 units. ML*

**ML 542 Leadership for Transformation.** This course entails an examination of the theological foundations of a leadership for transformation. In the end, the course will elucidate the environments, processes, pathways, strategies, and practices that foster growth, renewal and transformation for others within the students' organizations and contexts. *Offered on occasion. 4 units. ML*

**ML 560 Intercultural Change Dynamics.** Whether serving the Church, mission agency, NGO, nonprofit, or market-place contexts, all ministries require substantive change and transformation at some point. Most of the time change is not anticipated or intentional and therefore is ineffective. In Change Dynamics, an overview of seminal theories of change will be introduced, especially in our two-week, face-to-face time. Students will apply an organizational change strategy to a current situation or conduct a postmortem case study on an organizational change from the past. *Offered on occasion. 4 units. ML*

**ML 565 Intercultural Organizational Leadership.** This course will provide an introduction to the seminal theories in organizational dynamics including purpose/vision of ministries, ministry values, learning organizations, and organizational structures, culture, and life cycles. Through the use of the seminal theories, case studies, and the final project, students will have the opportunity to analyze their own organizations and plan for the future. *Offered on occasion. 4 units. ML*

**ML 591 Directed Study in Mission Leadership.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**ML 599 Mission Leadership Transfer Credit.** *Transfer credit in the discipline of Mission Leadership. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**ML 690 ThM Thesis in Mission Leadership/ ThM논문.** ThM students must contract with a faculty member to supervise researching and writing their thesis. *Taught only in Korean. 4 units. KThM*

**ML 691 Independent Study in Mission Leadership/독립연구.** ThM students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *Taught only in Korean. 4 units. KThM*

**ML 722A Misión Transformadora: Intensive (Fall 2026).** The first course of the first DMin cohort year

introduces the program's formative framework through the theological foundations of the *Missio Dei* and vocational discernment in context. Delivered in a hybrid intensive format, students begin rooting their leadership in a robust theological understanding of Christian vocation, integrating contextual reflection and Christian spirituality as foundations for faithful and critically engaged ministry. The residential component is designed to consolidate each student's missional identity in dialogue with faculty and cohort peers, inaugurating a learning community committed to God's mission in real, complex, and challenging contexts. Graded with a letter grade. Taught only in Spanish. *4 units. PD*

**ML 722B Misión Transformadora: Research (Winter 2027).** The second course of the first DMin cohort year deepens the theological foundations established in the intensive through critical reading and disciplined theological reflection. Building organically on the prior course, it engages the theology of mission and the spirituality of the leader as cornerstones of Christian leadership, while introducing theological and socio-intercultural tools for analyzing ministry context, vocation, and leadership from anthropological and trinitarian perspectives. By linking identity, tradition, experience, and theology to the mission of the Kingdom of God, students advance toward a more rigorous and contextually grounded understanding of ministry. Graded with a letter grade. Taught only in Spanish. *4 units. PD*

**ML 722C Misión Transformadora: Writing (Spring 2027).** The third and final course of the first DMin cohort year brings the year's theological and vocational formation to culmination through critical theological writing. Students develop a personal theological framework for missional leadership, integrating vocational identity, spiritual reflection, and contextual diagnosis into a cohesive reflective essay that articulates their sense of calling and its grounding in God's mission. This writing course not only consolidates the academic integration of the year's content but also deepens each student's understanding of Christian leadership as vocation, discernment, and transformative service in community. Graded with a letter grade. Taught only in Spanish. *4 units. PD*

**ML 775 Issues of Context.** The focus of year 2 is on studying context and developing a contextualized approach to the cohort's program foci. The seminar may also address current trends, research, and relevant issues in relation to mission and the program foci. *4 units. PD*

**ML 776 Leadership Change.** The focus of this module is on understanding the nature of leadership as it impacts the missiological response to the students' research findings. *4 units. PD*

**ML 777 Change Dynamics.** In collaboration with the members of the cohort, students will analyze the leadership and structures of their organizations or ministries in order to determine the most appropriate changes that will effectively address the critical issues emerging from the missiological and contextual findings of the overall research project. *4 units. PD*

**ML 778 Leadership and Change Dynamics Applied.** This course is a directed learning unit for students to write portions of their dissertation. Final version of all literature review chapters and a 15-20 page write up of the student's methodology chapter. This course is given a letter grade. *4 to 6 units. PD*

**ML 790 DGL Dissertation.** This is the writing phase of the DGL degree for students to complete and defend their dissertations. Students will work with the cohort professors and mentors throughout the writing and defending processes. *8-12 units. PD*

**ML 790A Dissertation Writing A.** This is the writing phase of the DGL degree for students to complete and defend their dissertations. Students will work with the cohort professors and mentors throughout the writing and defending processes. This is the first of two classes students will take for dissertation writing. *4 or 6 units. PD*

**ML 790B DGL Dissertation.** This is the writing phase of the DGL degree for students to complete and defend their dissertations. Students will work with the cohort professors and mentors throughout the writing and defending processes. This is the second of two classes students will take for dissertation writing. *4 or 6 units. PD*

**ML 800 Tutorial in Mission Leadership.** Students contract with a faculty member to complete reading and/or field research and a report on the same. *6 units. PhD*

**ML 800A/B Tutorial in Mission Leadership.** Students contract with a faculty member to complete reading and/or field research and a report on the same over two quarters. *Parts A and B are each 3 units. PhD*

**ML 801 Methods in Mission Leadership.** Students contract with a faculty member to conduct reading and a pilot study using the method they have chosen. *6 units. PhD*

**ML 805A/B/C Tutorial in Mission Leadership.** Students work with their mentor to complete a

literature review in their primary discipline over three quarters. *Parts A, B, and C are each 3 units. PhD*

**ML 890 PhD Dissertation in Mission Leadership.** PhD students register for this during the first quarter they are working on their dissertation. *4 units. PhD*

**ML 891 ThM Thesis in Mission Leadership.** ThM students register for this during the first quarter they are working on their thesis. *6 units. PhD*

**ML 894 Dissertation Writing for PHD ICS.** The Dissertation Writing course is designed to help students through the dissertation writing process by giving resources, advice, confidence, and support to conceive, plan, write, revise, and format their dissertation. Students take this course with their mentor as soon as they transition to the dissertation writing stage of the program as the first of six units in the dissertation phase of the program. *Students registered for ML 894 will be reported as enrolled full-time. 1 unit. PhD*

## MM: Mission General

**MM 591 Directed Study.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**MM 599 Mission General Transfer Credit.** *Transfer credit in the discipline of Mission General. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**MM 690 ThM Thesis in Mission/ ThM논문.** ThM students must contract with a faculty member to supervise researching and writing their thesis. *Taught only in Korean. 4 units. KThM*

**MM 691 Independent Study/독립연구.** ThM students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *Taught only in Korean. 4 units. KThM*

**MM 800 Tutorial in Mission.** Students contract with a faculty member to complete reading and/or field research and a report on the same. *6 units. PhD*

**MM 800A/B Tutorial in Mission.** Students contract with a faculty member to complete reading and/or field research and a report on the same over two quarters. *Parts A and B are each 3 units. PhD*

**MM 801 Methods in Mission.** Students contract with a faculty member to conduct reading and a pilot study using the method they have chosen. *6 units. PhD*

**MM 805A/B/C Tutorial in Mission.** Students work with their mentor to complete a literature review in their primary discipline over three quarters. *Parts A, B, and C are each 3 units. PhD*

**MM 890 PhD Dissertation in Mission.** PhD students register for this during the first quarter they are working on their dissertation. *4 units. PhD*

**MM 891 ThM Thesis in Mission.** ThM students register for this during the first quarter they are working on their thesis. *6 units. PhD*

**MM 894 Dissertation Writing for PHD ICS.** The Dissertation Writing course is designed to help students through the dissertation writing process by giving resources, advice, confidence, and support to conceive, plan, write, revise, and format their dissertation. Students take this course with their mentor as soon as they transition to the dissertation writing stage of the program as the first of six units in the dissertation phase of the program. *Students registered for MM 894 will be reported as enrolled full-time. 1 unit. PhD*

## MN: Urban Mission

**MN 520 Encountering the City.** Urbanization is a major force in our global world. As global citizens, we need to understand this urbanizing world and think critically about the church's response in our changing world. This one-week intensive explores these dynamics, introducing various macro-lenses for seeing the city – theological, anthropological/sociological, ecclesiological ecological, as well as seeing through street-level eyes. *4 units. ML*

**MN 533 Organizing Urban Communities/Organizando Comunidades Urbanas.** The course is designed to introduce the student to the principles and methodologies of community organizing as a way to engage churches in community transformation. Students will learn about the process of bringing urban residents together to address injustice and create more effective and humane systems and structures as well as the particular role and potential contribution of the church to this process. Various models of community organizing, including faith-based and faith-rooted efforts, will be examined. Students will also understand the biblical and theological mandate for community transformation as part of a holistic mission strategy. Each student will develop a strategy for engagement applicable to their mission and ministry context based on an actual community analysis project. *Also taught in Spanish. 4 units. ML*

**MN 536 Urban Immersion: Transforming the City.** This course is designed as an interactive, participatory learning immersion that will connect participants with the historical and contemporary socio-cultural and ministry dynamics of Los Angeles. Using the city as our lab, we will journey through city streets, exploring both the urban context and faith responses to the context. We will engage the whole person, using a model analysis guide, as we encounter various approaches to personal, community and city transformation. *4 units. Fee. ML*

**MN 591 Directed Study in Urban Mission.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**MN 599 Urban Mission Transfer Credit.** *Transfer credit in the discipline of Urban Mission. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**MN 690 ThM Thesis in Urban Ministry/ ThM논문.** ThM students must contract with a faculty member to supervise researching and writing their thesis. *Taught only in Korean. 4 units. KThM*

**MN 691 Independent Study/독립연구.** ThM students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *Taught only in Korean. 4 units. KThM*

**MN 800 Tutorial in Urban Mission.** Students contract with a faculty member to complete reading and/or field research and a report on the same. *6 units. PhD*

**MN 800A/B Tutorial in Urban Mission.** Students contract with a faculty member to complete reading and/or field research and a report on the same over two quarters. *Parts A and B are each 3 units. PhD*

**MN 801 Methods in Urban Mission.** Students contract with a faculty member to conduct reading and a pilot study using the method they have chosen. *6 units. PhD*

**MN 805A/B/C Tutorial in Urban Mission.** Students work with their mentor to complete a literature review in their primary discipline over three quarters. *Parts A, B, and C are each 3 units. PhD*

**MN 890 PhD Dissertation in Urban Mission.** PhD students register for this during the first quarter they are working on their dissertation. *4 units. PhD*

**MN 894 Dissertation Writing for PHD ICS.** The Dissertation Writing course is designed to help students through the dissertation writing process by giving resources, advice, confidence, and support to

conceive, plan, write, revise, and format their dissertation. Students take this course with their mentor as soon as they transition to the dissertation writing stage of the program as the first of six units in the dissertation phase of the program. *Students registered for MN 894 will be reported as enrolled full-time. 1 unit. PhD*

**MN 891 ThM Thesis in Urban Mission.** ThM students register for this during the first quarter they are working on their thesis. *6 units. PhD*

## MO: Spiritual Dynamics

**MO 506 Healing Prayer for Intercultural Ministry.**

This course explores the theory and practice of healing prayer with particular emphasis on its application in intercultural ministry. The approaches to prayer taught in the course deal primarily with healing for emotional wounds, painful memories, and freedom from demonic oppression (i.e., “inner healing” or “deep level healing”). Numerous case studies and prayer models will be covered in class. The primary aim of the course is to equip students with both a biblical framework and practical skills to be able to pray for healing with compassion, wisdom, and the power of the Holy Spirit. *Offered on occasion. 4 units. ML*

**MO 507 Power Encounter.** The term “power encounter” refers to signs and wonders, healing and deliverance, dreams and visions, and other such acts of God’s power, often experienced in the context of sharing Christ and extending His Kingdom. The theme of power encounter is developed in both the Old and New Testaments and is a key aspect of intercultural ministry. The course will focus on worldview and spiritual power, the biblical validity and contemporary relevance of power encounter, power encounter and the planting and growth of the church, and various ministry models involving healing prayer, deliverance, spiritual warfare, and intercessory prayer. Numerous case studies will be discussed in class. *Offered on occasion. 4 units. ML*

**MO 591 Directed Study in Spiritual Dynamics.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**MO 599 Spiritual Dynamics Transfer Credit.** *Transfer credit in the discipline of Spiritual Dynamics. Used in*

posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. **ML**

**MO 690 ThM Thesis in Spiritual Dynamics/ ThM논문.**

ThM students must contract with a faculty member to supervise researching and writing their thesis. *Taught only in Korean. 4 units. KThM*

**MO 691 Independent Study/독립연구.**

ThM students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *Taught only in Korean. 4 units. KThM*

**MO 800 Tutorial in Spiritual Dynamics.** Students contract with a faculty member to complete reading and/or field research and a report on the same. 6 units. **PhD**

**MO 800A/B Tutorial in Spiritual Dynamics.** Students contract with a faculty member to complete reading and/or field research and a report on the same over two quarters. *Parts A and B are each 3 units. 6 units. PhD*

**MO 801 Methods in Spiritual Dynamics.** Students contract with a faculty member to conduct reading and a pilot study using the method they have chosen. 6 units. **PhD**

**MO 805A/B/C Tutorial in Spiritual Dynamics.** Students work with their mentor to complete a literature review in their primary discipline over three quarters. *Parts A, B, and C are each 3 units. 6 units. PhD*

**MO 890 PhD Dissertation in Spiritual Dynamics.** PhD students register for this during the first quarter they are working on their dissertation. 4 units. **PhD**

**MO 891 ThM Thesis in Spiritual Dynamics.** ThM students register for this during the first quarter they are working on their thesis. 6 units. **PhD**

**MO 894 Dissertation Writing for PHD ICS.** The Dissertation Writing course is designed to help students through the dissertation writing process by giving resources, advice, confidence, and support to conceive, plan, write, revise, and format their dissertation. Students take this course with their mentor as soon as they transition to the dissertation writing stage of the program as the first of six units in the dissertation phase of the program. *Students registered for MO 894 will be reported as enrolled full-time. 1 unit. PhD*

## MP: Contemporary Culture

**MP 591 Directed Study in Contemporary Culture.**

Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. 4 units. **ML**

**MP 691 Independent Study in Contemporary Culture/독립연구.**

ThM students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *Taught only in Korean. 4 units. KThM*

**MP 800 Tutorial in Contemporary Culture.** Students contract with a faculty member to complete reading and/or field research and a report on the same. 6 units. **PhD**

**MP 800A/B Tutorial in Contemporary Culture.**

Students contract with a faculty member to complete reading and/or field research and a report on the same over two quarters. *Parts A and B are each 3 units. PhD*

**MP 801 Methods in Contemporary Culture.**

Students contract with a faculty member to conduct reading and a pilot study using the method they have chosen. 6 units. **PhD**

**MP 805A/B/C Tutorial in Contemporary Culture.**

Students work with their mentor to complete a literature review in their primary discipline over three quarters. *Parts A, B, and C are each 3 units. PhD*

**MP 890 PhD Dissertation in Contemporary Culture.** PhD students register for this during the first quarter they are working on their dissertation. 4 units. **PhD**

**MP 891 ThM Thesis in Contemporary Culture.** ThM students register for this during the first quarter they are working on their thesis. 6 units. **PhD**

**MP 894 Dissertation Writing for PHD ICS.** The Dissertation Writing course is designed to help students through the dissertation writing process by giving resources, advice, confidence, and support to conceive, plan, write, revise, and format their dissertation. Students take this course with their mentor as soon as they transition to the dissertation writing stage of the program as the first of six units in the dissertation phase of the program. *Students registered for MP 894 will be reported as enrolled full-time. 1 unit. PhD*

# MR: Religions

**MR 500 World Religions and Mission.** The purpose of this course is to introduce students to major religions of the world focusing on their origin and development, beliefs and practices, and worldviews and institutions. The course will also survey major Christian responses to other religions. After successfully completing this class, students will be able to engage people of other faiths respectfully and better equipped to participate in God's mission in a religiously and culturally pluralistic society. *4 units. ML*

**MR 535 Christ and Confucius.** How should Christians engage with people of other faiths? Confucianism is a way of life, an imperial ideology, a spiritual tradition, and a vastly influential religious philosophy. This course explores the dissonance and consonance between Confucian thought and Christian theology so that we know how to find a common conversation topic that can open the door for the gospel. It also seeks to prepare those serving in Confucian-influenced environments to articulate the Gospel and theology contextually. *4 units. ML*

**MR 536 Engagement with Confucian, Daoist, and Buddhist Spiritualities.** For centuries, Western missionaries and Asian church leaders have debated how to engage with the sacred books of Confucianism, Daoism, and Buddhism, which are influential in China, Korea, Japan, and Vietnam. This course focuses on exploring and assessing the spiritual depths of selected canonical writings of these three faiths, which students can engage in either English or Chinese. After reviewing key missiological-theological topics such as theology of culture, contextualization, theology of other faiths and interfaith dialogue, previous attempts to express the gospel of Jesus Christ in communities influenced by these texts will be critically reviewed. *4 units. ML*

**MR 547 World Religion in Art and Symbol.** This course explores the world's major religions (Hinduism, Buddhism, Judaism, Christianity, Islam, Sikhism, Taoism and Confucianism) by looking at art and symbols and other nonverbal means of expression. Instead of focusing on the study of central texts of these faith traditions, the course investigates their art, symbolism, and rituals. Students will explore the nonverbal and sensory elements of these religions and discuss their meaning and role. For example, they will look at the importance and the role of architecture, color, sound, rhythm, images and how they impact believers

consciously and unconsciously and are essential elements of beliefs and practices. *Offered on occasion. 4 units. ML*

**MR 550 Introduction to Islam.** A foundational course covering the emergence and development of Muslim faith and practice by journeying through Islam's defining stages of development. The course will look at Islam's main components both thematically as well as by an exploration of its varieties of expression. Students will be exposed both to the traditional Muslim narrative as well as the more academic critical contemporary narrative about Islam. Implications for Christians living and ministering among Muslims as well as the advancement of good Christian-Muslim relations will remain the driving concerns. *4 units. ML*

**MR 552 Muslim-Christian Encounter.** This course examines Muslim-Christian relations since the inception of Islam to the present times, with examples from around the world. It analyzes historical events and key people who shaped the relations between Christians and Muslims over the centuries and suggests how their legacy affects current interactions between Muslims and Christians. The course allows students to discover a variety of models and principles of Muslim-Christian encounters, with attention paid to the different historical and geopolitical contexts. Particular historical, ecclesiological, and theological issues will be addressed and guidelines for practical encounters explored. Students will have the opportunity to examine their own perceptions of the Muslim world and how it affects their interactions with Muslims. *Offered on occasion. 4 units. ML*

**MR 553 Islam in North America.** This course addresses the social, political, and religious/theological dimensions of allegedly the fastest growing religion in America, namely, Islam. Among the topics to be covered are: 1) The history of Islam in America, 2) Current demographics, 3) Social/Political/Religious organizations developed by Muslims, 4) Political activity of Muslims in America, 5) Methods and strategies of Da'wah to Christians (evangelization of Christians), 6) Converts to Islam, including their social and emotional challenges, and 7) Adaptation of Islam to America. This course will help students develop both conceptual and logical tools to respond not only to Muslim evangelization (Da'wah), but also to evangelizing Muslims. *Offered on occasion. 4 units. ML*

**MR 554 Models of Witness in Muslim Contexts.** This course will focus on various models of witness in Muslim contexts that are culturally relevant and bearing fruit. Special emphasis will be given to case

studies and recent literature/research. Issues discussed in class include cultural adaptation of cross-cultural workers, Muslim worldview, relationship building, women's issues, contextualization, power ministries, insider movements, intercessory prayer, culturally relevant Bible translations, and the planting of new congregations. As a part of the course, students will be expected to have interaction with Muslims in the community. *Offered on occasion. 4 units. ML*

**MR 557 Women and the Role of the Family in Islam.** This course examines the varieties of identities and roles of women in historic and contemporary Islam as evidenced by the Qur'an, the Traditions, the Law, and current writings and experience, and the implications of these for interacting with Muslims. Some of the topics dealt with are the religious role and status of Muslim women, their social status, their place in the family, their participation in the Muslim society, and the current debates about gender issues in Islam. This course will explore women's status from a local and global perspective. It will cover various Christian perspectives on Muslim women and examine biblical views of gender as they relate to gender issues in Islam. *Offered on occasion. 4 units. ML*

**MR 563 Applied Anthropology in Muslim Contexts.** The ability to understand the cultures of Muslim communities, as well as the change dynamics shaping them, is indispensable to leadership in ministry among Muslims. This seminar for field-experienced leaders in intercultural ministry among Muslims will equip participants with tools of cultural anthropology, particularly ethnographic research and appreciative inquiry. They will learn to understand better the Muslim communities they seek to serve. It will also give participants the opportunity to apply anthropological insight to practical aspects of ministry among Muslims. Each participant will write and present a short paper about one such practical issue and will participate in peer review of others' papers. *4 units. ML*

**MR 570 Al-Azhar Seminar: Islamic Theology** A travel seminar, in which students will travel to Cairo for three weeks of lectures with Al-Azhar University faculty on Islamic Theology (ʿIlm al-Kalām), in addition to preparatory sessions on Zoom and discussion time in Cairo with Fuller faculty. Students will learn the place of theology among the disciplines in Islamic religious scholarship, and will learn the history of Islamic theological debates and the major historical and modern branches of Islamic theology, as well as learning Al-Azhar's unique approach to religious scholarship, which influenced the historical

development of Western university curricula. *Prerequisite MR550 and permission of Instructor. 4 units. ML*

**MR 574 Cultures of Muslim Societies.** Muslims, who constitute the world's second largest religious group, can be found in all countries in the world. The course will highlight the diversity of the Muslim world without denying the factors that contribute to its unity. The following topic will be introduced: languages and literature, the interaction between men and women, modest clothing, attitude toward parents and elders, legal practices, food habits, genealogies, hospitality, wealth, medicines, popular religious practices, poetry and music, calligraphy, and arts. *Offered on occasion. 4 units. ML*

**MR 579 Judaism and Jewish-Christian Relations.** This class examines both the fundamental tenets of Judaism as well as the relationship between the Jewish and Christian religious traditions. While the main focus of the course will be modern Judaism and twentieth century developments in Jewish-Christian relations, the history of the "parting of the ways" and the resulting mutually exclusive self-definitions of Judaism and Christianity sets the backdrop for the contemporary context. *Offered on occasion. 4 units. ML*

**MR 581 Qur'ānic Studies.** A travel seminar, in which students will travel to Cairo for three weeks of lectures with Al-Azhar University faculty on topics in Qur'ānic Studies, in addition to preparatory sessions on Zoom and discussion time in Cairo with Fuller faculty. Students will learn Islamic approaches to interpretation of Scripture and commentaries (Tafsīr), as well as the role of the "Occasion of Revelation" (Asbāb al-Nuzūl) in interpretation, and also the Islamic tradition of scholarship on variant readings of the sacred text (ʿIlm al-Qirāʾāt). Students will also learn Al-Azhar's unique approach to religious scholarship, which influenced the historical development of Western university curricula. *Prerequisite: MR500. 4 units. ML*

**MR 582 Al-Azhar Seminar: Islamic Jurisprudence and Ethics.** A travel seminar, in which students will travel to Cairo for three weeks of lectures with Al-Azhar University faculty on Islamic Jurisprudence (Fiqh) and Ethics, in addition to preparatory sessions on Zoom and discussion time in Cairo with Fuller faculty. Students will learn to distinguish between Sharīʿa (divinely given precepts) and Fiqh (human interpretation of those precepts). They will learn the major schools (madhāhib) of Fiqh, the epistemological sources (Uṣūl) of Fiqh, and the role of the "Purposes of the Law" (Maqāṣid al-Sharīʿa) in adapting the interpretation of Islamic Law to modern

contexts. Students will also learn Al-Azhar's unique approach to religious scholarship, which influenced the historical development of Western university curricula. *Prerequisite: MR500. 4 units. ML*

**MR 583 Sufism Seminar at Al-Azhar.** A travel seminar, in which students will travel to Cairo for three weeks of lectures with Al-Azhar University faculty on Sufi thought and practice, in addition to preparatory sessions on Zoom and lectures and discussion time in Cairo with Christian faculty. Students will learn about the historical development of classical Sufism and about major concepts of Islamic mysticism such as fanā' and baqā' and the Sufi "Path," and students will read primary texts by prominent Sufi mystics. Students will also be exposed to Al-Azhar's unique approach to religious scholarship, which influenced the historical development of Western university curricula. Students will observe Muslim and Christian scholars dialoguing in real time, and be able to ask questions of renowned Muslim scholars on Sufism. *4 units. ML*

**MR 591 Directed Study in Religions.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**MR 599 Religions Transfer Credit.** *Transfer credit in the discipline of Religions. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**MR 690 ThM Thesis in Religions/ ThM논문.** ThM students must contract with a faculty member to supervise researching and writing their thesis. *Taught only in Korean. 4 units. KThM*

**MR 691 Independent Study in Religions/ 독립연구.** ThM students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *Taught only in Korean. 4 units. KThM*

**MR 800 Tutorial in Religions.** Students contract with a faculty member to complete reading and/or field research and a report on the same. *6 units. PhD*

**MR 800A/B Tutorial in Religions.** Students contract with a faculty member to complete reading and/or field research and a report on the same over two quarters. *Parts A and B are each 3 units. PhD*

**MR 801 Methods in Religions.** Students contract with a faculty member to conduct reading and a pilot study using the method they have chosen. *3 or 6 units. PhD*

**MR 805A/B/C Tutorial in Religions.** Students work with their mentor to complete a literature review in

their primary discipline over three quarters. *Parts A, B, and C are each 3 units. PhD*

**MR 890 PhD Dissertation in Religions.** PhD students register for this during the first quarter they are working on their dissertation. *4 units. PhD*

**MR 891 ThM Thesis in Religions.** ThM students register for this during the first quarter they are working on their thesis. *6 units. PhD*

**MR 894 Dissertation Writing for PHD ICS.** The Dissertation Writing course is designed to help students through the dissertation writing process by giving resources, advice, confidence, and support to conceive, plan, write, revise, and format their dissertation. Students take this course with their mentor as soon as they transition to the dissertation writing stage of the program as the first of six units in the dissertation phase of the program. *Students registered for MR 894 will be reported as enrolled full-time. 1 unit. PhD*

## MS: Bible Translation

**MS 591 Directed Study in Translation.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**MS 690 ThM Thesis in Bible Translation/ ThM논문.** ThM students must contract with a faculty member to supervise researching and writing their thesis. *Taught only in Korean. 4 units. KThM*

**MS 691 Independent Study in Bible Translation/ 독립연구.** ThM students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *Taught only in Korean. 4 units. KThM*

**MS 800 Tutorial in Bible Translation.** Students contract with a faculty member to complete reading and/or field research and a report on the same. *6 units. PhD*

**MS 800A/B Tutorial in Bible Translation.** Students contract with a faculty member to complete reading and/or field research and a report on the same over two quarters. *Parts A and B are each 3 units. PhD*

**MS 801 Methods in Bible Translation.** Students contract with a faculty member to conduct reading and a pilot study using the method they have chosen. *6 units. PhD*

**MS 805A/B/C Tutorial in Bible Translation.** Students work with their mentor to complete a literature

review in their primary discipline over three quarters. *Parts A, B, and C are each 3 units. PhD*

**MS 890 PhD Dissertation in Bible Translation.** PhD students register for this during the first quarter they are working on their dissertation. *4 units. PhD*

**MS 891 ThM Thesis in Bible Translation.** ThM students register for this during the first quarter they are working on their thesis. *6 units. PhD*

**MS 894 Dissertation Writing for PHD ICS.** The Dissertation Writing course is designed to help students through the dissertation writing process by giving resources, advice, confidence, and support to conceive, plan, write, revise, and format their dissertation. Students take this course with their mentor as soon as they transition to the dissertation writing stage of the program as the first of six units in the dissertation phase of the program. *Students registered for MS 894 will be reported as enrolled full-time. 1 unit. PhD*

## MT: Mission Theology

**MT 503 Theology of Mission.** In this course, students will be introduced to the theology of mission from an evangelical Protestant perspective. Through analysis of key sources and investigation of scholarly contributions which left a lasting impact on 21st century missiology, students will explore Trinitarian perspectives on the *missio Dei*, the reign of God, and contextual theology. Every mission is guided by a vision and by values. In the Theology of Mission course, we explore the vision and values of the Christian mission, by examining concepts such as *missio Dei*, the Reign of God, and Incarnation. We investigate the meaning of mission, its origins in the Trinitarian heart of God, and its goals and methods. By following debates in the Lausanne Movement over the last half century, we look at how Evangelicals have dealt theologically with issues such as the priority of evangelism, cultural diversity, secularism, religious plurality, and violence. We study the Lausanne Covenant (1974) and the Cape Town Commitment (2010) in their contexts, and compare these with the mission statements of other global Christian bodies. The signature assignment is a researched theological response to a particular mission practice. The aim is to be able to think theologically about mission so that practice is authentic, and consistent with the Gospel we proclaim. *4 units. ML*

**MT 535 Theology of Suffering and Joy.** This course will examine the twin themes of suffering and joy in scripture and Christian history. The more recent interdisciplinary, pastoral, intercultural and

theological developments for ministry on the mission field and for NGOs will be viewed through the lens of a theology of suffering and joy. *4 units. ML*

**MT 591 Directed Study in Mission Theology.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**MT 599 Mission Theology Transfer Credit.** *Transfer credit in the discipline of Mission Theology. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**MT 690 ThM Thesis in Mission Theology/ ThM논문.** ThM students must contract with a faculty member to supervise researching and writing their thesis. *Taught only in Korean. 4 units. KThM*

**MT 691 Independent Study in Mission Theology/독립연구.** ThM students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *Taught only in Korean. 4 units. KThM*

**MT 800 Tutorial in Mission Theology.** Students contract with a faculty member to complete reading and/or field research and a report on the same. *6 units. PhD*

**MT 800A/B Tutorial in Mission Theology.** Students contract with a faculty member to complete reading and/or field research and a report on the same over two quarters. *Parts A and B are each 3 units. PhD*

**MT 801 Tutorial in Mission Theology.** Students contract with a faculty member to conduct reading and a pilot study using the method they have chosen. *3 or 6 units. PhD*

**MT 803 Theology of Mission.** This 800-level course is a development of MT503 and will be taught concurrently with it whenever a faculty person who also teaches or mentors at 800-level teaches it. Students will be introduced to the theology of mission from an evangelical Protestant perspective and critically engage it at a level appropriate to PhD study and with particular attention to mission theological methods and theories. Through analysis of key sources and investigation of scholarly contributions which left a lasting impact on 21st century missiology, students will explore Trinitarian perspectives on the *missio Dei*, the reign of God, and contextual theology. *3 or 6 units. PhD*

**MT 805A/B/C Tutorial in Mission Theology.** Students work with their mentor to complete a literature

review in their primary discipline over three quarters. *Parts A, B, and C are each 3 units. PhD*

**MT 890 PhD Dissertation in Mission Theology.** PhD students register for this during the first quarter they are working on their dissertation. *4 units. PhD*

**MT 891 ThM Thesis in Mission Theology.** ThM students register for this during the first quarter they are working on their thesis. *6 units. PhD*

**MT 894 Dissertation Writing for PHD ICS.** The Dissertation Writing course is designed to help students through the dissertation writing process by giving resources, advice, confidence, and support to conceive, plan, write, revise, and format their dissertation. Students take this course with their mentor as soon as they transition to the dissertation writing stage of the program as the first of six units in the dissertation phase of the program. *Students registered for MT 894 will be reported as enrolled full-time. 1 unit. PhD*

## NE: New Testament Exegesis

**NE 517 New Testament Exegesis (Modern text).** Exegetical study of the text of a New Testament book or books or portions of a New Testament book in a modern language. *Prerequisite: NT500. 4 units. ML, BSE*

**NE 527 New Testament Exegesis (Greek text)/Exégésis.** Exegetical study of the text of a New Testament book or books or portions of a New Testament book in Greek. *Prerequisite: LG510 or LG512 and NT500. 4 units. ML, BSE, NTX*

**NE 561 Luke and the American Road Movie.** This course will pursue a dialogue between the biblical journey motif in Luke and the American road movie, engaging such shared themes as pilgrimage, dislocation, race, gender, wealth, family, community and reconciliation. The course will (1) study the chief passages and theological themes found in the extensive journey motif in the Gospel of Luke, (2) view and discuss selected American road movies, (3) facilitate a cultural and theological dialogue between the two, and (4) foster interpretive skills for biblical narrative and contemporary film. *Offered on occasion. 4 units. ML, BSE*

**NE 590 Directed Study in Hermeneutics or New Testament Exegesis.** Students may contract with a faculty member to complete reading, writing, and

other learning activities equivalent to four units of academic credit. *4 units. ML*

**NE 599 New Testament Exegesis Transfer Credit.** *Transfer credit in the discipline of New Testament Exegesis. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

## NS: New Testament Studies

**NS 508 Women in the New Testament.** This course will examine the particular ways that women feature prominently in the New Testament. To do so, it will consider the experiences of women in the historical and cultural context(s) of the first-century Mediterranean world, and it will ask how the New Testament writers draw on and also press against available cultural constructs. The course will also consider the implications of the New Testament teaching about women for ministry and discipleship today. *4 units. ML*

**NS 537 Parables of Jesus.** This course provides an introduction to the study of the parables of Jesus, with an emphasis on understanding them in their historical context and interpreting them for teaching and preaching. We will also explore such issues as the role or function of parables in Jesus' proclamation of the kingdom of God, the history of interpreting the parables, and how parables, imagery and metaphor work. *Prerequisite: NT500. 4 units. ML, BSE*

**NS 581 NT Seminar: Research Methods.** A seminar in which participants explore through readings, practice, and critical discussion the range of methods employed in contemporary NT study. The entire research process will be discussed, modeled, and practiced. *Not currently offered. 4 units. ML, BSE*

**NS 590 Directed Study in New Testament Theology.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**NS 599 New Testament Studies Transfer Credit.** *Transfer credit in the discipline of New Testament Studies. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**NS 740 New Testament Backgrounds for Preachers/설교자를 위한 신약성경 배경사.** This is a course on historical, sociological, and cultural

backgrounds of the New Testament with a focus on how to utilize them for sermon preparation. This course orients students to explore rich textures of a NT text and translate their significance to the contemporary audience. *Taught only in Korean. 4 or 8 units. PD*

## NT: New Testament Studies

**NT 500 New Testament Introduction/Introducción al Nuevo Testamento.** This course orients students to the literature of the New Testament in its various literary, historical, and theological contexts and to New Testament interpretation in service of Christian practice. *Also taught in Spanish. 4 units. ML*

**NT 525 Biblical Theology and Theological Hermeneutics.** An exploration of the development and current status of modern “biblical theology,” and the contemporary recovery of a theological hermeneutics in relation to the biblical theology movement. *Prerequisite: NT500. Only offered as part of doctoral seminar. 4 units. ML, BSE*

**NT 526 Advanced Greek: Apostolic Fathers.** This is a 6-unit seminar for doctoral students, also offered at the 500-level as a 4-unit course open to a limited number of master’s-level students. This seminar combines close reading of the Greek text of the Apostolic Fathers together with exposure to critical issues in the interpretation of this corpus of early Christian literature, including its significance for understanding the New Testament. *Prerequisite: LG512A and B and NT500. Only offered as part of doctoral seminar. 4 units. ML, BSE*

**NT 527 Critical Issues in Matthew.** This CATS seminar, open also to a limited number of master’s students by professor’s approval, consists of a detailed exegetical study of the narrative of Matthew, including an examination of controversial theological, literary, and historical issues that bear upon its interpretation. Those issues include Matthew’s testimony about the law, the nature of divine judgment in Christological key, the import of Old Testament passages, and the force of Matthew’s Gospel relative to the diverse Jewish community of the time of its composition. *Prerequisite: NT500. Only offered as part of doctoral seminar. 4 units. ML, BSE*

**NT 546 The New Testament and Discipleship.** God uses the Bible to speak to people and to transform their lives. This class examines select New Testament texts and how they present the call and the work of

discipleship. It does so by examining three areas: (1) Interpretive: How do particular texts envision discipleship? (2) Hermeneutical: How do New Testament texts shape their readers? What practices of reading and habits of listening facilitate transformation? What roles do genre and the form of the text play? (3) Communicative: How are Christian leaders to learn from and draw on the Bible in their preaching and teaching in ways that facilitate transformation? How do we view the Bible in relation to other structures that facilitate discipleship? *Prerequisite: NT500. 4 units. ML, BSE*

**NT 550 New Testament Ecclesiology for Ministers/목회자를 위한 신약의 교회론.** This course is designed to critically examine the New Testament understanding of the Church and her missions. In the course, students will discuss the formation of Christian identities, communities, missions, and ministry practices in and through the Church. The course will also explore the New Testament principles of being and doing a church and their applications in the earliest Christian centuries and the last few centuries. *Not currently offered. Taught only in Korean. 4 or 8 units. ML*

**NT 556 Jesus, the Church, & Violence.** This course will examine violence according to the New Testament, particularly in light of violence against oppressed people in the Americas, and consider how the church is called to understand violence in, among, and against us and others. While the course will deal with the violence of war, it will be concerned to develop for students a self-implicating description of violence that is thicker than what conventionally passes as the activity of war or killing. To that end, we will consider the relation between the God of Israel and violence as borne out in the New Testament drama of Jesus and his church and pursue the question of the social position from which violence is described and contemplated. The principal aim of the course’s theological description and contemporary insight is to promote the Christian life as one of peacemaking by the Spirit of Jesus in and through the church. *Prerequisite: NT500. Offered on occasion and rarely online. 4 units. ML, BSE*

**NT 557 Slavery in the New Testament.** This class will examine slaves and slavery in the New Testament. Slavery was a ubiquitous social reality in the NT and its writers found in it a potent theological and ethical image. We will consider (1) the historical and cultural contexts of slavery in the NT, (2) the presence of slaves in the earliest Christianity, (3) the varied uses of slave language to portray Jesus and envision discipleship, and (4) how various NT writers critique

slavery. The aim of our study is an understanding of slavery in the NT and the capacity to be led by Scripture to think theologically and ethically about that image today. *Prerequisite: NT500. 4 units. ML, BSE*

#### **NT 560 The New Testament in Its Ancient**

**Contexts.** An advanced seminar, open to a limited number of advanced master's-level students, focuses on specific topics in the study of the ancient contexts of the NT. *Prerequisite: LG502 and LG512 or LG500 and LG510, and NT500, and written permission of the instructor. 4 units. ML, BSE*

**NT 566 Critical Issues in the Study of Paul.** This is a seminar for doctoral students which is also offered to a limited number of master's-level students. This seminar offers an examination of selected topics in current study of the Pauline epistles, including literary, historical, and theological issues. Topics include the nature of Pauline theology; the socio-economic context of the Pauline mission; Paul and the law; Paul and the Gentiles; Paul, ethnicity, and race; Paul and Scripture; Paul as apocalyptic theologian; and Paul and empire. *Prerequisite: Permission of the instructor. Only offered as part of doctoral seminar. 4 units. ML, BSE*

**NT 599 New Testament Studies Transfer Credit.** *Transfer credit in the discipline of New Testament Studies. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

#### **NT 744 Narrative Interpretation for Developing Biblical Theological Context in Ministry/성경신학**

**컨텐츠 개발을 위한 내러티브 성경해석.** This is a course on how to use narrative criticism to identify and present the biblical theological contour(s) of the Old and New Testaments in their interrelationship with an aim to develop teaching and preaching content for church ministry. This course orients students to explore the narrative world of scripture from a biblical theological perspective that honors both unity and diversity. *Taught only in Korean. 4 or 8 units. PD*

#### **NT 745 Biblical Theology of the New Testament**

**1/목회자를 위한 신약성서 신학 1.** This course is designed to provide pastors with an in-depth study of NT theology and with an opportunity to reflect on the most effective way of preaching the gospel in their ministry today. Broadly the course consists of two parts: the first part examines Jesus' life and work to understand his gospel of the Kingdom of God, and the second part deals with the apostolic gospel of the death and resurrection of Jesus Christ as exemplified in the Pauline corpus. Attention is paid to the

hermeneutical issues of exegetical methods, interpretation and contextualization. With many Korean pastors in mind who have had an inadequate training in Biblical theology and theological integration, the course is also designed to provide them with the Biblical theological foundation for their diverse ministries. *Taught only in Korean. 4 or 8 units.*

**PD**

#### **NT 746 Biblical Theology of the New Testament**

**2/목회자를 위한 신약성서 신학 2.** This course is a sequel to Biblical Theology of the New Testament for Pastors I. It will focus on the various forms of the apostolic preaching of the gospel of Jesus Christ as exemplified by Matthew, Mark, Luke, John, the Epistle to the Hebrews, and the Book of Revelation. It will help pastors to understand the unity and diversity of NT preachings of the gospel, to draw the hermeneutical insights for their own interpretation and contextualization of the gospel today. It will also provide them with the Biblical theological foundation for their diverse ministries. *Taught only in Korean. 4 or 8 units. PD*

#### **NT 750 New Testament Ecclesiology for**

**Ministers/목회자를 위한 신약의 교회론.** This course is designed to critically examine the New Testament understanding of the Church and her missions. In the course, students will discuss the formation of Christian identities, communities, missions, and ministry practices in and through the Church. The course will also explore the New Testament principles of being and doing a church and their applications in the earliest Christian centuries and the last few centuries. *4 or 8 units. PD*

#### **NT 792 Independent Study in New**

**Testament/독립연구.** Doctoral students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to a specified amount of academic credit. *4 or 8 units. PD*

**NT 801 New Testament Research Methods.** This is a seminar in which participants explore through readings, practice, and critical discussion the range of methods employed in contemporary New Testament study. The entire research process will be discussed, modeled, and practiced. *6 units. PhD*

**NT 824 Critical Issues in John.** This seminar introduces students to perennially challenging and important issues in the study of the Gospel of John, including the socio-historical contexts in which the Johannine tradition grew; the Gospel's presentation of Jesus in its historical and theological dimensions *vis-à-vis* Judaism, the Roman empire, and early Christianity;

and recent developments in the study of the Gospel. 6 units. **PhD**

**NT 825 Biblical Theology and Theological Hermeneutics.** An exploration of the development and current status of modern “biblical theology,” and the contemporary recovery of a theological hermeneutics in relation to the biblical theology movement. 6 units. **PhD**

**NT 826 Advanced Greek.** This seminar combines close reading of the Greek text of the Apostolic Fathers together with exposure to critical issues in the interpretation of this corpus of early Christian literature, including its significance for understanding the New Testament. 6 units. **PhD**

**NT 827 Critical Issues in Matthew.** A doctoral seminar devoted to exegetical study of the Greek text and literary art of the Gospel of Matthew, the critical issues that dominate the corresponding scholarly literature, the central theological ethical questions raised and addressed by the narrative, including Christian supersessionism. 6 units. **PhD**

**NT 860 The New Testament in Its Ancient Contexts.** This seminar focuses on specific topics in the study of the ancient contexts of the New Testament. 6 units. **PhD**

**NT 866 Critical Issues in the Study of Paul.** This seminar offers an examination of selected topics in current study of the Pauline epistles, including literary, historical, and theological issues. Topics include the nature of Pauline theology; the socio-economic context of the Pauline mission; Paul and the law; Paul and the Gentiles; Paul, ethnicity, and race; Paul and Scripture; Paul as apocalyptic theologian; and Paul and empire. 6 units. **PhD**

**NT 871 Readings.** PhD students contract with a professor to read literature and write a substantive review in their area of study. 6 units. **PhD**

**NT 891 ThM Thesis.** This is a designated directed reading course for the purpose of bringing the student’s thesis topic into focus, in order to test its appropriateness and feasibility in terms of content, scope, and method. This objective is accomplished by writing and passing the thesis proposal. 6 units. **PhD**

**NT 893 ThM Thesis.** Students register for these units while writing their thesis. 6 units. **PhD**

## OD: Organizational Development Studies

**OD 708 Power, Inequality, and Reconciliation in the Church.** Many of us desire multicultural table fellowship in our congregations, organizations and communities. However, before everyone -- regardless of race/ethnicity, gender, class, etc., can enjoy an equal seat and voice at the table, we must address the social/structural inequalities that impede this goal. This course explores the psychological theory, practical strategy, and biblical basis of true reconciliation. It argues that true reconciliation, goes beyond mere multicultural interaction to address the power discrepancies between cultural groups that exist within congregations, organizations and beyond. It also argues that the unseen forces (both individual and social/structural) that perpetuate inequality between cultural groups must be brought into conscious awareness and addressed in the context of reconciliation. This course will equip leaders to assess their own passive and active contributions to disunity in the Church, evaluate the individual and social/structural factors that impede true reconciliation in their own congregations and organizations, and develop a hopeful, biblically-sound, practical strategy to dismantle these factors and build unity. 8 units. **PD**

**OD 722 Missional Leadership for a Multicultural World.** This course uses a series of tools that enable leaders to identify the personal capacities and leadership competencies they will require for effective leadership in a period of rapid transformation. It also provides a framework for understanding the nature and effects of discontinuous change and transition within a globalized Latino community. Using systems and complexity theory this course blends theology and ministerial practice in a new understanding of missional leadership within the Latino community in a multicultural world. 12 units. **PD**

**OD 722A Presencia y Poder Year 1 Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at OD722B. 4 units. **PD**

**OD 722B Presencia y Poder Year 1 Intensive.** Primer año: Los estudiantes estudiarán la teología del Espíritu Santo de acuerdo con las narrativas bíblicas, especialmente en el Nuevo Testamento en relación con la experiencia de Pentecostés y sus implicaciones teológicas y misioneras. Los y las estudiantes también estudiarán la presencia del Espíritu Santo en la historia de la iglesia, especialmente durante la Reforma y durante el avivamiento de Azusa. 4 units. **PD**

**OD 722C Presencia y Poder Year 1 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at OD722B. *4 units. PD*

**OD722A Pastoral Transformadora para el Siglo XXI: Intensive (Fall 2024).** This first course in the Doctor of Ministry Cohort is an experiential, hybrid-format intensive designed to cultivate self-awareness — intellectual, spiritual, intercultural, vocational, and emotional — for effective Christian ministry. Students engage in a week-long residential intensive at the Pasadena campus alongside virtual sessions, participating in immersive activities, peer dialogue through Integral Formation Forums (FFI), and guided reading across biblical, spiritual, intercultural, vocational, and emotional health resources. Grounded in practical theology and decolonial thought from the Global South, this course establishes the experiential foundation of the three-course first-year cohort sequence. Graded with a letter grade. Taught only in Spanish. *4 units. PD.*

**OD722B Pastoral Transformadora para el Siglo XXI: Research (Winter 2025).** The second course in the first-year DMin Cohort deepens the experiential knowledge gained in OD722A through a fully virtual, reading-intensive format rooted in critical reflection. Students engage with advanced literature across five dimensions of transforming pastoral formation — theology and context, spirituality, culture, emotional health, and vocational discernment — while maintaining a reflection journal, writing analytical essays, and participating in weekly peer Integral Formation Forums. The course culminates in a short pastoral essay on tenderness as public witness, generating a first articulation of each student's emerging pastoral vision. Graded with a letter grade. Taught only in Spanish. *4 units. PD.*

**OD722C Pastoral Transformadora para el Siglo XXI: Writing (Spring 2025).** The third and final course of the first-year DMin Cohort moves students from reflection into written application, integrating knowledge from the preceding courses into a first formal research project. Conducted entirely online, students formulate key research questions, develop an annotated bibliography on their chosen ministry topic, and produce an initial written pastoral vision informed by the five dimensions of transforming pastoral formation. Students participate in collegial dialogues and virtual sessions with the professor, and rewrite their self-narrative as a mature, critically-informed leadership profile. Graded with a letter grade. Taught only in Spanish. *4 units. PD.*

**OD 723 Leading Turnaround Churches.** More than 85% of Christian congregations in America are either plateaued in their membership or are actively declining in the midst of a growing national population (Whitesel & Hunter, 2000:14). This course is designed to address this situation by attending the four greatest barriers to renewing congregations. The first barrier is the lack of understanding among leaders of the four forces that control change, which of the forces are present in each congregation, and what strategies are effective for bringing about change in each scenario. Secondly, a clash of modern and postmodern cultures is yielding tensions between groups in methods, goals and strategies for turnaround change. These cultural predilections will be analyzed and a strategy designed for your unique context. Thirdly, turnaround change is often thwarted by failures at change in the past, and thus a postmortem on previous change experiences will be followed by an investigation of the six-stages and five-triggers needed for bringing about unifying change. Finally, facilitating turnaround change will require leaders to adapt and shift their leadership styles and strategies as change occurs. Subsequently, from this seminar will emerge a personalized and strategic plan for assisting a church or churches in changing their course toward more effective fulfillment of the Great Commission. *8 units. PD*

**OD 723A Leading Turnaround Church Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at OD723B. *4 units. PD*

**OD 723B Leading Turnaround Church Intensive.** More than 85% of Christian congregations in America are either plateaued in their membership or are actively declining in the midst of a growing national population (Whitesel & Hunter, 2000:14). This course is designed to address this situation by attending the four greatest barriers to renewing congregations. The first barrier is the lack of understanding among leaders of the four forces that control change, which of the forces are present in each congregations, and what strategies are effective for bringing about change in each scenario. Secondly, a clash of modern and postmodern cultures is yielding tensions between groups in methods, goals and strategies for turnaround change. These cultural predilections will be analyzed and a strategy designed for your unique context. Thirdly, turnaround change is often thwarted by failures at change in the past, and thus a postmortem on previous change experiences will be followed by an investigation of the six-stages and five-triggers needed for bringing about unifying change.

Finally, facilitating turnaround change will require leaders to adapt and shift their leadership styles and strategies as change occurs. Subsequently, from this seminar will emerge a personalized and strategic plan for assisting a church or churches in changing their course toward more effective fulfillment of the Great Commission. *4 units. PD*

**OD 723C Leading Turnaround Church Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at OD723B. *4 units. PD*

**OD 723A Leading Turnaround Churches.** Most churches today are not growing, even while the national population continues to rise (Ryan Burge, "Religion in 2024: The Plateau Is the Real"). This course tackles that challenge directly by focusing on the four greatest barriers to renewing congregations. First, many leaders do not yet understand the four forces that drive all congregational change. You will learn how each force functions, how to identify which forces are active in your setting, and what strategies consistently foster renewal in each scenario. Second, churches are experiencing real tension between heritage and innovation cultures. These cultural patterns shape methods, goals, and expectations. You will analyze these dynamics and design an approach tailored to your unique context. Third, past attempts at change often create hesitancy or fatigue. You will conduct a guided analysis of previous efforts and learn the six stages and five triggers that reliably move congregations toward unified and lasting change. Finally, turnaround leadership must prepare congregations to be future-ready. You will explore key areas that shape tomorrow's church. This course is given a letter grade. *6 units. PD*

**OD 723B Leading Turnaround Churches Integration.** This course is a directed learning unit for students to engage with each other and their professor while integrating concepts learning during participation in OD723A. This course is given a letter grade. *6 units. PD*

**OD 729 Urban Context of Theology and Ministry.** The course is designed to acquaint the student with the socio-cultural dynamics that affect the quality of life, inform theology and challenge the manner in which ministry is conducted in our urban world. It provides a framework for developing a theology of the city as the basis for effective ministry. Using a multi-disciplinary approach, the course blends theology and ministerial practice in a new understanding of the urban context as the locus theologus for ministry from a Latino/a perspective. *12 units. PD*

**OD 729A Poder y Presencia Cohort Year 2 Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at OD729B. This course is graded SA/NS. Taught only in Spanish. *4 units. PD*

**OD 729B Poder y Presencia Cohort Year 2 Intensive.** The second course of the Cohort is focused on the social and spiritual evaluation of societies: The aim is to explore and identify the different needs of the intervention of the Holy Spirit. An important component of this section of the course will be the evaluation of the different Latin American and Hispanics theological and missional church responses to the social and spiritual needs of individuals and communities. We will study some church educational, theological, health, and social service institutions in Latin America and the Hispanic USA. And we will evaluate the theological and missional responses to those contextual challenges. This course is graded SA/NS. Taught only in Spanish. *4 units. PD*

**OD 729C Poder y Presencia Cohort Year 2 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at OD729B. This course is given a letter grade. Taught only in Spanish. *4 units. PD*

**OD 729A Pastoral Transformadora para el Siglo XXI: Intensive (Fall 2025).** The first course of the second DMin cohort year is an experiential, hybrid-format intensive focused on cultivating community identity and missional resilience. Drawing on biblical frameworks such as the book of Nehemiah and the narrative of Luke 10, students develop strategic alliances and active listening skills while immersing themselves in models of missional resilience that promote healing and shalom. Combining a week-long residential intensive in Pasadena with virtual sessions, students engage in collegial peer forums, guided reading, and reflective exercises across five dimensions of transforming pastoral formation. Graded with a letter grade. Taught only in Spanish. *4 units. PD*

**OD 729B Pastoral Transformadora para el Siglo XXI: Research (Winter 2026).** The second course of the second DMin cohort year deepens students' formation through a fully virtual, reading-intensive format centered on critical reflection and community theology. Guided by themes of community rootedness, intercultural reflection, active listening, strategic alliances, and methodological resilience, students engage with advanced literature in ecclesiology, missiology, decolonial thought, and social theology. Weekly peer interaction in thematic

Integral Formation Forums (EFIT) and a final essay on community theology and missional resilience prepare students for the doctoral writing project ahead. Graded with a letter grade. Taught only in Spanish. 4 units. **PD**

**OD 729C Pastoral Transformadora para el Siglo XXI: Writing (Spring 2026).** The third and final course of the second DMin cohort year shifts the focus to practical theology methodology and doctoral research design. Students explore Practical Theology as a multifaceted framework for Christian praxis, engage with qualitative and mixed research methodologies, and apply these tools to produce a first draft of their doctoral ministry project proposal. Minimizing assigned readings in favor of maximized methodological application and writing, the course is co-facilitated by two professors and culminates in an integrative scholarly proposal. Graded with a letter grade. Taught only in Spanish. 4 units. **PD**

**OD 730A Pastoral Transformadora para el Siglo XXI (Fall 2026).** This course launches the third year of the cohort through an intensive experience in Los Angeles, where diverse transformational ministries serve as living laboratories for theological and pastoral reflection. Through site visits, contextual observation, dialogue with ministry leaders, and communal discernment, students will expand their pastoral imagination in order to respond creatively and faithfully to the challenges of their own global ministry contexts. The course integrates experience, reflection, and praxis by connecting the urban immersion with the ongoing development of each student's doctoral project and the initial accompaniment of content readers. Graded with a letter grade. Taught only in Spanish. 4 units. **PD**

**OD730B Pastoral Transformadora para el Siglo XXI (Winter 2027).** This course supports students as they move from doctoral proposal design toward the disciplined application of their research methodology. Each student will review and strengthen the coherence among their research problem, guiding questions, theological framework, ministry context, method, sources, and expected outcomes, while advancing the collection, organization, or analysis of materials relevant to the final project. With the support of the cohort mentor, thematic groups, and content readers, the course seeks to strengthen the academic, pastoral, and methodological quality of the doctoral project. Graded with a letter grade. Taught only in Spanish. 4 units. **PD**

**OD730C Pastoral Transformadora para el Siglo XXI. (Spring 2027).** This course is devoted to the expansive production of the doctoral manuscript. Students will

focus on drafting, integrating, and revising chapters or substantial sections of their final DMin project, with the goal of completing a first draft or making significant progress toward it. The course emphasizes disciplined writing, argumentative coherence, integration of practical theology, contextual research, and transformative pastoral proposal, as well as strategic feedback from the cohort mentor and content readers in preparation for the completion of the project during the fourth year. Graded with a letter grade. Taught only in Spanish. 4 units. **PD**

**OD 740 Faith and Marketplace Ministry/기독교**

**신앙과 일터 리더십.** This course aims to help students inhabit a biblical theological vision for life in the marketplace. It will seek to locate an understanding of ministry in the marketplace within the wider context of God's mission, and the mission and ministry of the church in the world. The marketplace includes all the areas where exchange takes place including business, professions, not-for-profits, e-commerce and the church. Taught only in Korean. 4 or 8 units. **PD**

**OD 753 One Body, Many Frustrations.** A Systems Approach to Congregations & Conflict Management: Every congregation/ministry/organization has its share of relationship difficulties. Approaching such concerns as if they were the result of individual failures alone can sometimes exacerbate the problem. This course will help participants learn how to "think systems" in a way that creates new possibilities for responding to such challenges. This course is designed to help participants understand and respond more positively to the relationship difficulties that are so common to congregational and/or organizational life, including conflicts within the families of members and ministry leaders, conflicts between leaders, and conflicts between members and leadership. Lectures will begin with a biblical and theological vision of the church and of Christian discipleship that will help ground the effort to improve congregational/organizational relationships, then draw upon what is broadly known as a "systems approach" to describe how the key insights from a variety of systemically-oriented theories can be applied to the ministry context. 8 units. **PD**

**OD 753A Leading through Congregational Conflict: A Family Systems Approach.** This course is designed to help participants understand and respond more positively to the relationship difficulties that are so common to congregational and/or organizational life, including conflicts within the families of members and

ministry leaders, conflicts between leaders, and conflicts between members and leadership. Lectures will begin with a biblical and theological vision of the church and of Christian discipleship that will help ground the effort to improve congregational/organizational relationships, then draw upon what is broadly known as a “systems approach” to describe how the key insights from a variety of systemically-oriented theories can be applied to the ministry context. This course is graded SA/NS. *6 units. PD*

**OD 753B Leading through Congregational Conflict: A Family Systems Approach Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at OD753A. This course is given a letter grade. *6 units. PD*

**OD 755 Conflict and Compassion in Churches and Organizations.** Relationship is central to the biblical story and crucial for psychological flourishing, but it is also the very matrix in which we experience heartbreak, trauma, and loss. While spiritual leaders often gain competency in exegesis, doctrine and speaking, they are often ill-prepared for the complexity of relational conflict. In this course, we explore theological dimensions of conflict, systems that host conflict, dynamics of trauma and abuse, and pathways to compassion and transformation. *8 units. PD*

**OD 761A Entrepreneurial Ministry.** With rapid and disruptive change as our constant companion, many of us have had to reimagine models for ministry and life. Amidst this, there lies both grief and also opportunity. It takes a set of cultivated muscles to face both ourselves and the change around us so that we might seize the opportunity before us. By drawing on frameworks of entrepreneurship, and practical theology, we can set our sights on the creative, redemptive call that lies at the heart of what it means to belong to Jesus so that we might join God in tending to the needs of the world in our times. This seminar explores theoretical and practical frameworks for students who want to experiment with the entrepreneurial way in their life, leadership, and ministry context. *6 units. PD*

**OD 761B Entrepreneurial Ministry Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at OD761A. *6 units. PD*

**OD 777 Promoting Biblical Missional Transformation.** This course will equip participants to lead missional change by improving their skills in two areas. First and foremost, participants will

themselves have a fresh encounter with Scripture, both directly and through dialogue with recent literature. Participants will have an opportunity to articulate their own renewed understanding of the missional character and message of the Bible. Second, participants will learn and begin to employ a new tool for guiding congregational transformation. Using the work of Roxburgh and Romanuk, participants will learn how to guide congregations through a process of discovery, in which their renewed understanding of God’s Word and of themselves gets translated into missional action. *12 units. PD*

**OD 777A Poder y Presencia Cohort Year 3 Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at OD777B. This course is graded SA/NS. *4 units. PD*

**OD 777B Poder y Presencia Cohort Year 3 Intensive.** The third educational component of this Cohort is focused on theological integration, missional understanding, theological creativity, and spiritual growth. This year the readings and dialogues will be related to the challenges the churches will face in the coming decade. And we will explore and write on the different theological and Biblical alternatives to respond efficiently to those extraordinary challenges. This section of the course will emphasize the importance of the Holy Spirit in the design and creation of pertinent, contextual, and transforming missionary programs. This course is graded SA/NS. *4 units. PD*

**OD 777C Poder y Presencia Cohort Year 3 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at OD777B. This course is given a letter grade. *4 units. PD*

**OD 778 Advancing Leadership: Practical Ministry Amidst Theological Tensions, Cultural Change, and Competing Demands.** The goal of the course is to teach students how to translate their theological commitments into the day-to-day situations common to life in a religious organization. The course will introduce the range of skills and practices one needs to lead effectively. We will emphasize how these skills are grounded in theology, biblical studies, ethics, and church history. A major theme of the course will be that the listening and communication skills it takes to be a good pastor, preacher and teacher are the very skills that make a good leader. *8 units. PD*

**OD 778A Advanced Christian Leadership Reading.** This course is a directed learning unit for students to

read and critically reflect on required reading in preparation for participation in OD778B. This course is graded SA/NS. 4 units. **PD**

**OD 778B Advanced Christian Leadership Seminar.**

This course is designed for students who have been in ministry long enough to understand that ministering is riddled with competing commitments. How are we then to lead in the midst of these embedded tensions? The course will introduce the range of skills and practices one needs to lead God's people faithfully and effectively. We will emphasize how these skills and practices are grounded in theology, biblical studies, ethics, and church history. A major theme of the course will be that the listening and communication skills it takes to be a good pastor, preacher and teacher are the very skills that make a good leader. This course is graded SA/NS. 4 units. **PD**

**OD 778C Advanced Christian Leadership Writing.**

This course is a directed learning unit for students to engage with each other and their professors while writing a final paper based off participation in OD778B. This course is given a letter grade. 4 units. **PD**

**OD 786 Transforming Your Leadership**

**Development.** Applicable both to existing organizations and those starting new movements, this practical seminar guides students into a biblically-based, principle-driven approach to leadership development. Jesus himself started with those who were not religious, he lived life and practiced ministry alongside them. Following this pattern cultivates a leadership development process that starts with evangelism and results in the multiplication of disciples, leaders, groups, ministries, churches, and movements. Failure to incorporate the DNA and the processes of leadership development that Jesus used results in less effective leadership development, and truncates the potential growth for the kingdom. This course is designed for leaders who are tired of the status quo, and are ready to see Jesus raise up generative leaders that multiply all levels of ministry. The process will be challenging, and transforming. 8 units. **PD**

**OD 792 Independent Study.** Doctoral students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to a specified amount of academic credit. 4 units. **PD**

## OT: Old Testament

**OT 500 Introduction to the Old Testament/Introducción al Antiguo Testamento.** This course orients students to the literature of the

Old Testament in its various literary, historical, and theological contexts and to Old Testament interpretation in service of Christian practice. The books of Genesis, Exodus, Deuteronomy, 2 Samuel, Job, Psalms, Isaiah, Jeremiah, and Daniel will be the focus of study. *Also taught in Spanish.* 4 units. **ML**

**OT 517 Old Testament Exegesis (Modern text)/Exégesis.** Exegetical study of the text of an Old Testament book or portions of an Old Testament book in a modern language. *Prerequisite: OT500. Also taught in Spanish.* 4 units. **ML, BSE**

**OT 527 Old Testament Exegesis: Writings (Hebrew text)/Exégesis.** Exegetical study of the Hebrew text of an Old Testament book or portions of an Old Testament book. *Prerequisite: LG500, LG502, or LG502A/B; OT500.* 4 units. **ML, BSE, OTX**

**OT 550 Human Rights and the Old Testament.** This course will examine the diverse ways in which the prophetic literature of the Hebrew Bible responds to trauma, attending especially to issues raised by the Babylonian exile. The course will identify some of the theological, psychological and practical concerns raised by this experience and examine the various ways in which the biblical texts respond to these concerns. Special attention will be paid to the books of Jeremiah, Ezekiel, and Lamentations, as well as parts of the book of Isaiah and the book of Psalms, exploring how these texts represent ancient responses to trauma relevant to the modern world. *Prerequisite: OT500. Only offered as part of doctoral seminar.* 4 units. **ML, BSE**

**OT551 Old Testament Ethics.** This course is an advanced seminar on the content of Old Testament ethics, on methods in the study of Old Testament ethics, and on issues raised by setting the Old Testament in the context of Christian faith and vice versa. This seminar is offered to a limited number of master's-level students. *Only offered as part of doctoral seminar. Prerequisite: Permission of the instructor.* 4 units. **ML, BSE**

**OT 554 Ancient Near Eastern and Ancient Israelite Religion.** This course is intended to introduce students to the critical study of the religions of ancient Israel and Judah. It is an advanced seminar primarily for doctoral students open on a limited basis to qualified master's-level students. *Prerequisite: Permission of instructor. Only offered as part of doctoral seminar.* 4 units. **ML, BSE**

**OT 564 The Text of the Old Testament.** Every translation of the Bible that is read today is based on many decisions about what text to translate—decisions that most readers are largely unaware of,

but that can make large differences in the interpretation of the texts. This course deals with the nature and origin of the major textual witnesses to the Old Testament. The course will study the text of different OT books, examining particular passages where the text raises problems, the way scholars emend the text, and the way different English translations approach the text. *Prerequisite: OT500. Only offered as part of doctoral seminar. 4 units. ML, BSE*

**OT 565 Reading the Megilloth: the Five Festival Scrolls.** This course reads closely the five short books that are grouped together and read at annual religious festivals: the Song of Songs, Book of Ruth, Book of Lamentations, Ecclesiastes, and Book of Esther. *Prerequisite: OT500. 4 units. ML, BSE*

**OT 568 Food, Famine, and Feasting in the Old Testament.** Are we what we eat? Long viewed as secondary to more “spiritual” concerns, the practical and social matters of eating and drinking appear at decisive points in the texts of the Old Testament. In this course we will investigate the dynamics surrounding the material, social, religious, political, and theological aspects of eating and drinking in the Old Testament. Through attention to these details in and behind the ancient texts, we will seek intersections between these texts and our current lives. *Prerequisite: OT500. Offered on occasion. 4 units. ML, BSE*

**OT 573 Theologies of Exile in the Old Testament.** This course will examine the diverse ways in which the Hebrew Bible develops theologies of exile in relation to the Assyrian and Babylonian exiles of Israel and Judah. Specific focus will be given to how the biblical texts relate the topic of exile to certain theological and humanitarian concerns, such as the status of the refugee, the pollution of the land, and issues related to divine presence and absence. In addition, the class will consider how the literature of the Persian period offers diverse perspectives on how the biblical writers developed theologies after the exile in the early Second Temple Period. Towards this end, the class will do a close reading of selected texts from the Torah, Prophets, and Writings in order to examine how the biblical texts represent responses to questions about exile, dislocation, and refugee movements for both the ancient and modern world. *Prerequisite: OT500. Offered on occasion. 4 units. ML, BSE*

**OT 574 Poverty, Wealth, and Economics in the Old Testament.** Economic topics dominate the news cycles, political debates, and many of our major life decisions. Unsurprisingly, these issues also play

important roles throughout the Bible. This course seeks to understand Old Testament perspectives on economic issues such as poverty and wealth. It investigates the ancient social- historical background, such as the agricultural way of life, in order to provide a solid foundation for understanding the texts’ perspectives on the economic questions of their world. In a second step, students will set the Old Testament texts in conversation both with texts from the New Testament and with their concrete modern settings. They will construct approaches to economic concerns for individual Christians, churches, and broader social settings. *Prerequisite: OT500. Offered on occasion. 4 units. ML, BSE*

**OT 575 Science Fiction and the Hebrew Bible.** Students in this course read and discuss selected texts from the Hebrew Bible alongside several works of contemporary science fiction, especially (but not only) works written by Black, Afrofuturist, and Africanfuturist authors. The goal of such comparative reading is to re-envision biblical writings as utopian or dystopian literature produced by communities experiencing alienation, displacement, or oppression—akin to science/speculative fiction. The Christian theological significance of this approach will be considered throughout. *Prerequisite: OT500. 4 units. ML, BSE*

**OT 576 Experiencing the Land of the Bible.** This course introduces students to Middle Eastern sites that form the background of the events recounted in the Bible, from the archaeological remains of the Davidic kingdom to the sites of Jesus’ ministry. *Offered as part of the Israel Immersion Course. Prerequisite: OT500 or NT500. 4 units. ML, BSE*

**OT 581 History and the Old Testament.** Rowan Williams said that “good theology does not come from bad history.” And William Faulker wrote, “The past is never dead; it’s not even past.” We continue to live with the histories that we recount. What do we know about the history of the Old Testament and how do we know it? How have the stories of the ancient past been told in recent times, and what’s at stake there? This seminar is intended to ground advanced graduate students in the scholarly conversation about the history of Israel, which is the foundation for every other critical method in Old Testament scholarship. The course begins with a consideration of the sources of data for writing the history of Israel and continues with reflections on methodology. The later weeks involve case studies on specific historical periods and moments, as well as special topics such as social history, and philosophies of historiography.

*Prerequisite: OT500. Only offered as part of doctoral seminar. 4 units. ML, BSE*

**OT 582 Exodus in New Contexts.** The book of Exodus is foundational in understanding the rest of the Scripture. This course is designed to dive deeper into the Exodus text (English) and introduces multiple approaches for discovering the meaning of the book and applying it in teaching and preaching. The methods include source and redaction criticism, literary and rhetorical criticism, liberation criticism, post-colonial interpretation, contextual interpretations in multiple cultural contexts as well as its reception history. *Prerequisite: OT 500. 4 units. ML, BSE*

**OT 583 Ancient Near Eastern History, Literature, and Culture.** This course is an introductory survey of ancient Near Eastern history, literature, and culture from prehistoric times to Alexander's conquest. Civilizations singled out for focus include Sumer, Egypt, Hatti, Babylonia, Assyria, Israel, and Persia. Special attention will be paid to the ways in which surrounding cultures impinged on and influenced Israel and Judah, including detailed comparison of biblical and ANE texts during each class session. In addition to historical events and texts, students will be asked to master basic geographical data, and will be briefly introduced to the languages and writing systems of some of the cultures covered. *Prerequisite: OT500. Not currently offered. 4 units. ML*

**OT 588 Old Testament Critical Approaches.** An advanced seminar primarily for doctoral students open on the 500 level on a limited basis to qualified master's-level students. *Prerequisite: Permission of instructor. Prerequisite: OT500. Only offered as part of doctoral seminar. 4 units. ML, BSE*

**OT 590 Directed Study in Old Testament.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**OT 599 Old Testament Transfer Credit.** *Transfer credit in the discipline of Old Testament. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**OT 745 Biblical Theology of the Old Testament for Pastors/목회자를 위한 구약성서신학.** This course will adopt a thematic approach, with an emphasis on Yahweh's role relationships and expectations. The impact of the Old Testament on the New Testament will be considered throughout. The course will cover the major themes of creation and the Sinai covenant and associated subthemes, namely wisdom as a creation subtheme and Israel's religion and the

Davidic covenant as covenant subthemes, and internationalism as a subtheme of both creation and covenant. The various themes will be studied via theological exegesis of particular texts. *Taught only in Korean. 4 or 8 units. PD*

#### **OT 746 Seminar on the Pentateuch/하나님나라**

**신학으로 읽는 목회오경.** The goal of this course is to undertake a theological study of the Pentateuch with special attention to its main theme, the Kingdom of God. While covering the whole Pentateuch, it seeks to focus on the book of Deuteronomy and its land theology, which best summarizes the theology of the Pentateuch. Conducted in Korean, this class is expected to help students delve into the depth and width of the Pentateuch with attention to its place in the unfolding of the entire history of redemption. *Taught only in Korean. 4 or 8 units. PD*

#### **OT 747 Old Testament Prophets for the**

**Preaching/설교를 위한 구약 예언서.** This course is designed for preaching on prophetic books. It will have limited scholarly content on the prophetic books but will mainly focus on an introduction to the prophetic books, the prophetic style, which covers the characteristic speech patterns of the prophets, and the primary texts of Isaiah, Jeremiah, Ezekiel, Daniel, and the twelve minor prophets with a focus on the message. The course will also analyze the current state of prophetic preaching in the Korean church and provide specific guidelines for preaching from the prophets. *4 or 8 units. PhD*

#### **OT 751 Christian Worldview and the OT/구약 윤리와**

**기독교 세계관.** This course examines Old Testament ethics within the framework of Israel's worldview and its relationship to a Christian worldview. Students will explore the objects, tasks, and methodologies of OT ethics, engaging diverse genres such as law, narrative, and poetry, while evaluating approaches like divine command and natural law ethics. Through close readings of key passages, the course connects major biblical themes—creation, fall, and redemption—to concrete ethical issues. *4 or 8 units. PD*

**OT 805 Old Testament Theology Seminar.** This seminar is a study of Old Testament theology looking at both the history of scholarship and contemporary models of theology. Its emphasis is the examination of the role of the biblical text in the task of Old Testament theology, the intertextual dimensions, and influences of Hebrew and Jewish thought as integral to the construction of Old Testament theology. *6 units. PhD*

**OT 833 Jerusalem in the Biblical Tradition and Ancient History.** This course will examine the place of Jerusalem in ancient historical and literary settings, from the second millennium BCE to the second century CE. Attention to the biblical tradition is primary and we will also look at relevant primary sources (e.g. Amarna Letters and Neo Assyrian Annals), archaeological reports, and literary-historical reconstructions related to the first and second temple periods. *6 units. PhD*

**OT 850 Human Rights in the Old Testament.** This PhD seminar constitutes an inquiry into the Old Testament's view of human rights. The course will reflect on the mechanisms and degree to which the Biblical material may have influenced ideas of human rights. The question of whether human rights proceed primarily from secular humanist moral principles or a Biblical doctrine will be explored through a comparative study of the ancient Israelite creation theology and modern intellectual discourse. *6 units. PhD*

**OT 854 Israelite Religion in Its Ancient Near Eastern Context.** This course is intended to introduce students to the critical study of the religions of ancient Israel and Judah. Engaging both biblical and ancient near Eastern primary texts, it acquaints students with the similarities and differences between Israelite and Judean beliefs and practices and those of their neighbors. A reading of major secondary literature introduces students to the major theories of nature and diachronic changes in Israelite religion. Research projects will familiarize students with the comparative study of the Old Testament and encourage them to think about the relevance and proper application of the material to the interpretation of the Bible. *6 units. PhD*

**OT 861 Directed Study.** A program of reading in Old Testament hermeneutics designed to provide background for a PhD student who expects to write a dissertation in this area. *6 units. PhD*

**OT 862 Old Testament Textual Criticism.** This seminar will develop basic work in textual criticism taught in OT801 Critical Approaches to the Old Testament. It will feature reading on the theory and practice of textual criticism and work through Old Testament passages that pose textual problems. *2 units. PhD*

**OT 865 Old Testament Ethics.** This is a seminar on the content of Old Testament ethics, on method in the study of Old Testament ethics, and on issues raised by setting the Old Testament in the context of Christian faith and vice-versa. *6 units. PhD*

**OT 881 Israel: History and Historiography.** This seminar is intended to ground advanced graduate students in the scholarly conversation about the history of Israel, which is the foundation for every other critical method in Old Testament scholarship. The course begins with a consideration of the sources of data for writing the history of Israel, and continues with reflections on methodology. The final weeks are case studies on specific historical periods and moments, as well as special topics such as social history, and philosophies of historiography. *6 units. PhD*

**OT 888 Critical Approaches to the Old Testament.** The primary goal of this seminar is to develop understanding and use of various methodological approaches to Old Testament texts. Among the approaches that the seminar will include are canon, form-, historical-, literary-, redaction, rhetorical, social scientific, and text-criticism. *6 units. PhD*

**OT 891 ThM Thesis.** This is a designated directed reading course for the purpose of bringing the student's thesis topic into focus, in order to test its appropriateness and feasibility in terms of content, scope, and method. This objective is accomplished by writing and passing the thesis proposal. *6 units. PhD*

**OT 893 ThM Thesis.** Students register for this to begin writing their thesis. *6 units. PhD*

## PF: Psychological Foundations

**PF 501 Foundations of Psychological Science: On Being Human/Fundamentos: Ciencias de la Psicología.** Drawing upon the leading edge of psychological science, this course aims to introduce students to the most helpful psychological paradigms for understanding what it means to be and become more fully human, not merely as individuals, but as embodied persons-in-relation. By translating the findings of the psychological sciences into practical tools and strategies for anyone called to pursue psychological well-being in their own lives and the lives of those entrusted to their care, it is eminently practical. Its central focus is on the person of the minister/theologian/Christian as the primary site for engaging in theological reflection and the primary tool for effective Christian leadership. The common thread running throughout the class is an exploration of anthropology from the standpoint of the human as fundamentally embodied, embedded, extended, enacted, and emergent. And while the course addresses the psychological aspects of the many and

varied ways in which human life and relationality so often break down, it is ultimately oriented toward thriving. That is, it operates with the assumption that, as image-bearers of an abundantly creative God, the ultimate end of the human being is not merely to survive, but to thrive. Or, in the words of Irenaeus, "The glory of God is the human person fully alive." *Also taught in Spanish. 4 units. ML*

## PH: Philosophy

### **PH 504 Christian Worldview and Contemporary Challenges/Cosmovisión Cristiana y Retos Contemporáneos.**

In some sense, everybody has a worldview, more or less self-conscious and coherent. The different worldviews have a major impact on our values and actions. Do Christians also have a specific worldview? Or do they usually and easily adopt the world's worldviews, just adapting them to the gospel or also adapting the gospel to them? To answer these questions, we will have to explore what a worldview is exactly, if there is such a thing as a worldview previous to modernity, and if postmodernism is or is not a worldview. These questions will guide us to a more comprehensive question about the relationship between Christianity and its context, not just in the past, but also in our postmodern context. *Also taught in Spanish. Not currently offered. 4 units. ML*

**PH 510 Christian Apologetics.** This course explores the major challenges that Christianity faces in North America in the beginning of the twenty-first century. The approach is to develop an apologetic framework by (1) surveying the way Christians have defended the faith throughout the history of the church; (2) proposing three models—Classical, Modern, and Postmodern—that have been used to defend the faith; and (3) developing a pastoral strategy for defending the truth of Christianity and thus commending the faith to unbelievers. *4 units. ML*

**PH 590 Directed Study in Philosophy of Religion.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**PH 871 Readings in Philosophy.** PhD students contract with a professor to read literature and write a substantive review in their area of study. *6 units. PhD*

## PM: Pastoral Ministry and Theology

**PM 504 Pastoral Ministry/Cuidado Pastoral.** This course is a survey of pastoral ministry, focusing on the ideas, skills, and personal development necessary for a student to learn various aspects of pastoral care. This is not a course in pastoral counseling. The course prepares students to give care both in congregational contexts and in contexts that go beyond the congregation (e.g. nonprofit organizations). *Also taught in Spanish. 4 units. ML, PM*

**PM 506 Asian American Pastoral Ministry.** This is a practical theology course that engages theological, conceptual, and practical matters in ecclesiology and pastoral leadership in Asian American contexts. *Offered on occasion. 4 units. ML, PM*

**PM 509 Family-Based Ministry.** This course explores family-based ministry on the theoretical basis of human developmental psychology. We first look at the theories of human developmental psychology (Piaget, Eriksons, Kohlberg, Fowler, Nelson, and Loder) in an overview. These theories are then developed into family-based ministry models tailored to the educational situation of the Korean Church and the Korean Immigrant Church including the Korean church in the mission field. *Not currently offered. 4 units. ML*

**PM 514 Missional Church and Leadership/Iglesias Misionales y Liderazgo.** This is a practical theology course that engages biblical, theological, and practical matters in ecclesiology and leadership. The work of lay and clergy leadership is explored in regard to fostering an environment in which all participants are to be formed into an interpretive community that is engaged with God personally and corporately in congregation formation, spiritual formation, and missional formation. Working from a praxis-theory-praxis perspective, the course will attend to topics as they are integrated in a practical theology methodology with an emphasis on *missio Dei*. *Also taught in Spanish. 4 units. ML, LDR*

**PM 528 Introducción a estudios de cuidado espiritual y capellanía: una perspectiva pastoral y teológica.** As more individuals in our current context identify themselves as "spiritual" rather than "religious," there is a growing need for spiritual care for people in crisis outside the traditional ecclesial settings. One of the main questions is how Christian leaders help those spiritual care seekers find God in the midst of pain and suffering or cope with situations of spiritual and emotional crisis? *4 units. ML*

**PM 537 Migration and Transnational Identities.** This online course introduces migration theory and transnationalism as tools for understanding ministry

and mission among migrant communities. The course will place migration within a global context and will help students use Practical Theology (PT) and missiology to address specific ministry contexts. *Offered on occasion. 4 units. ML*

**PM 545 Research Methods in Practical Theology.** At the 500-level, this is a 4-unit course available to a limited number of students as approved by the professor. This seminar introduces students to a wide range of social science research methods in order to prepare them to work with these methods within a practical theological or intercultural studies modality. Students will become familiar with major research protocols, methods, and strategies so they can proficiently analyze and critique the design, implementation, results reporting, interpretations, conclusions, and limitations of any social science research. There will also be training on the Schools of Theology/Intercultural Studies Human Subjects Review processes. In addition, each student will design and implement a qualitative research project and present their results to the class. *Only offered as part of doctoral seminar. 4 units. ML*

**PM 549 Learning Communities: Practical Theology and Christian Education.** This is a doctoral seminar offered to a limited number of master's level students as approved by the professor. The seminar engages methods of practical theology with a focus on Christian education in relationship with studies in learning organizations and communities of practice. Prerequisite: Permission of instructor. *Not currently offered. Only offered as part of doctoral seminar. 4 units. ML*

**PM 556 Practical Theology Methods.** This is a doctoral seminar for all PhD students in Practical Theology and is offered to a limited number of master's level students as approved by the professor. Practical theology offers distinctive methods for advanced research in the field. This PhD seminar is customized for each offering to allow the professor to instruct students in their approach to doing practical theology while instilling appreciation for other methods as well. *Not currently offered. 4 units. ML*

**PM 559 Fundamentals of Chaplaincy.** This course provides an overview of the nature and history of the chaplain's identity, purpose, and functional roles. You will examine the biblical and theological foundations of a ministry of presence comprising the core of chaplaincy ministry. You also will review the various types of chaplaincy and explore the commonalities, distinctives and expectations of military, health care, public safety, correctional, sports, campus and disaster relief chaplains. Additionally, the course will

develop biblical-theological knowledge, skills and abilities for ministry leadership in chaplaincy. Supplemental areas of expertise will be introduced at a basic level focusing on specialized skills in pastoral, caregiver and emotional/spiritual support for a chaplain. The emphasis is to develop a basic understanding of how chaplaincy impacts organizations with the Gospel message in military, institutional and organizational communities. *4 units. ML, PM*

**PM 561 Christian Chaplaincy and Pluralistic Contexts.** Christian chaplains provide spiritual care in diverse spaces. This course explores the theological and missiological foundations of Christian identity and chaplaincy as well as approaches for engaging with and providing spiritual care to people of various beliefs and practices. Students will discover how to be faithful to their identity, rooted in God's belovedness and to think critically about the guiding principles for navigating pluralistic contexts. *4 units. ML, PM*

**PM 563 Chaplaincy Engagement and Spiritual Care.** This course will guide students in the integration of theology, theory, and practice within culturally aware and relevant spiritual care. This will be achieved by facilitating engagement and incorporation of working knowledge of psychological and sociological disciplines, as well as religious beliefs and practices, in the provision of an organizationally collaborative practice of chaplaincy. Students will also create and implement a practical framework for maintaining the holistic well-being of the caregiver. *4 units. ML*

**PM 567 Cultural Theory, Epistemology, and Theological Praxis.** At the 500-level, the 4-unit course is offered to a limited number of master's level students as approved by the professor. This is an advanced and interdisciplinary theology seminar that addresses representations of culture, the production of global designs, the multiple expressions of modernities and colonialities, and the popular mediation of environmental ethics. With attention to epistemology and praxis, matters of theology and methodology will be engaged in the study of "the land" (Gaia/Pachamama), politics, economy, subjectivities, and religions. The hermeneutical implications of a decolonizing-praxis for theology, ethics, and ministry will be considered in an interdisciplinary manner, with attention to the potential participation of the Church in God's mission within hegemonic global designs. *Only offered as part of doctoral seminar. 4 units. ML*

**PM 571 Christian Enneagram and Church Ministry.** Based on James Loder's thoughts and William Frankena's theories, this course integrates the

general Enneagram into the Christian Enneagram and studies practical application to church ministry. First, Loder's qualitative dialectics and Frankena's Box are examined in general. In addition, practical models that can apply the Christian Enneagram integrated with these insights to the ministry situation of the Korean church and Korean immigrant church (mission branch church) will be built. *Not currently offered.* 4 units. **ML**

**PM 590 Directed Study in Pastoral Ministry and Theology.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. 4 units. **ML**

**PM 599 Pastoral Ministry and Theology Transfer Credit.** *Transfer credit in the discipline of Pastoral Ministry and Theology. Used in posting approved external transfer credit for which there is no direct Fuller equivalent.* 4 units. **ML**

**PM 709 Family-Based Ministry.** This course explores family-based ministry on the theoretical basis of human developmental psychology. We first look at the theories of human developmental psychology (Piaget, Eriksons, Kohlberg, Fowler, Nelson, and Loder) in an overview. These theories are then developed into family-based ministry models tailored to the educational situation of the Korean Church and the Korean Immigrant Church including the Korean church in the mission field. 4 or 8 units. **PD**

**PM 741 Theology and Practice of Pastoral Ministry in the Korean Context/한국적 상황에서의 목회신학과**

**실천.** This course will help pastors/leaders/missionaries working in busy, compulsive environments examine their pastoral vocation and identity from the perspective of pastoral theology. Student will redefine his/her pastoral identity as theologian, spiritual physician, prophet, and human in contemporary social and cultural contexts *Taught only in Korean.* 4 units. **PD**

**PM 748 Cell-Based Church Ministry/셀/가정교회**

**사역의 성경적 원리와 실천.** There is a growing interest in cell-based church ministry in Korean and Korean-American churches. A number of pastors are eager to adopt it under various names in their local churches, but without seriously reflecting on its biblical and theological foundation. This course is designed to expound the biblical principles of cell-based church ministry, analyze the historical developments of this movement around the world, and suggest a biblical and effective cell-based church ministry model for

Korean and Korean-American congregations. *Taught only in Korean.* 4 or 8 units. **PD**

**PM 771 Christian Enneagram and Church Ministry/기독교 애니어그램과 교회 사역.** Based on James Loder's thoughts and William Frankena's theories, this course integrates the general Enneagram into the Christian Enneagram and studies practical application to church ministry. First, Loder's qualitative dialectics and Frankena's Box are examined in general. In addition, practical models that can apply the Christian Enneagram integrated with these insights to the ministry situation of the Korean church and Korean immigrant church (mission branch church) will be built. 4 or 8 units. **PD**

**PM 792 Independent Study.** Doctoral students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to a specified amount of academic credit. 4 units. **PD**

**PM 845 Qualitative and Quantitative Research Methods for Practical Theology.** This course introduces students to a wide range of social science research methods in order to prepare them to work with them within a practical theological modality. Students are expected to become familiar enough with major research protocols, methods and strategies so as to be able to proficiently analyze and critique the design, implementation, results reporting, interpretations, conclusions and limitations of any social science research. In addition, each student will design and implement a qualitative research project and present their results to the class. 6 units. **PhD**

**PM 849 Learning Communities: Practical Theology and Christian Education.** The seminar engages methods of practical theology with a focus on Christian education in relationship with studies in learning organizations and communities of practice. 6 units. **PhD**

**PM 856 Practical Theology Methods.** Practical theology offers distinctive methods for advanced research in the field. This PhD seminar is customized for each offering to allow the professor to instruct students in their approach to doing practical theology while instilling appreciation for other methods as well. Prerequisite: Permission of instructor. 6 units. **PhD**

**PM 867 Cultural Theories, Epistemologies, and Theological Praxis.** This is an advanced Practical Theology seminar focused on culture, regarding both local and global contexts within multiple forms of modernity and coloniality. With attention to epistemology and praxis, matters of theology and

methodology will be engaged in the study of various topics, including religions, the self, society, globalization, generational change, race and ethnicity, pluralism, digital media, and the gospel/ecclesiology. *6 units. PhD*

**PM 871 Readings in Pastoral Ministry and Theology.** PhD students contract with a professor to read literature and write a substantive review in their area of study. *6 units. PhD*

**PM 893 ThM Thesis in Pastoral Ministry and Theology.** Students register for this to begin writing their thesis. *6 units. PhD*

## PR: Preaching

**PR 500 Introduction to Preaching and Worship/ Introducción a la Predicación y la Adoración.** This course introduces students to basic theological and practical dimensions of worship and worship leadership with a particular focus on preaching. Students will be exposed to diverse traditions and practices of worship. Additionally, they will become aware of critical resources that can support their efforts in leading worship and preaching in faithful and fitting ways inside and outside of traditional liturgical contexts. As such, this class will help students cultivate sensibilities and skills that will serve them well in a range of ministry roles, whether as church planters, pastors, chaplains, or lay leaders in the church. Worship is addressed as a foundational and formational communal call and response between God and creation. Preaching is addressed as an act of congregational worship and a means by which the diverse gifts and ministries of God's people bear witness to God's reign in and for the world. Worship leadership and preaching are taught and learned within an extended conversation between students and the professor, shaped by the church's calling to proclaim the Word of God in service of God's mission. *Prerequisites: OT500, NT500, and any BSE. Also taught in Spanish. 4 units. ML*

**PR 501 Preaching in the African-American Tradition.** This course is designed to provide students with an opportunity to examine cultural nuances and traditions associated with the formulation and development of the African American preaching style. Special attention will be given to the historical, psychological, and communal relationships that helped develop and shape the method and practice of preaching in the African American tradition. *Prerequisite: PR500. 4 units. ML, P1*

**PR 508 Preaching, Media and Technology.** PR508 is designed as a 4-unit practicum in preaching that

follows PR500 in the sequence of required preaching courses. The course provides students with an opportunity to work the "Developing" and "Mastery" levels of competence by preparing, preaching, listening to, responding to, and assessing sermons in a classroom setting. Instructors lead students through the following steps: assessing one's prior preaching experience; setting personal goals for the class; preparing and preaching sermons; receiving feedback on sermons and engaging in self - assessment; making specific plans for continued growth and improvement; reflecting on one's experience during the class; setting goals for continued learning and growth in preaching after completion of the class. This course will emphasize the connection between preaching and technology, focusing on how technology shapes contemporary approaches to communication and discipleship as well as providing assessment of and instruction in using multi-sensory elements in preaching.

*Prerequisite: PR500. 4 units. ML, P1*

**PR 509 Evangelistic Preaching.** Evangelism begins with a message—that message is the Gospel. The proclamation of this message, of this Gospel is the defining characteristic of every disciple and every church of Jesus Christ. This course will explore and encourage experimentation with both proven and innovative approaches in this foundational calling through the preparation, delivery and reflection of gospel-centered sermons. The objective in this course is not the perfection of individual sermons. It is to afford students insights, skills and guidance in the practice of this demanding and yet fruitful task.

*Prerequisite: PR500. 4 units. ML, P1*

**PR 517 Preaching for Occasions.** PR517 is designed as a 4-unit practicum in preaching that follows PR500 in the sequence of required preaching courses. The course provides students with an opportunity to work the "Developing" and "Mastery" levels of competence by preparing, preaching, listening to, responding to, and assessing sermons in a classroom setting. Instructors lead students through the following steps: assessing one's prior preaching experience; setting personal goals for the class; preparing and preaching sermons; receiving feedback on sermons and engaging in self - assessment; making specific plans for continued growth and improvement; reflecting on one's experience during the class; setting goals for continued learning and growth in preaching after completion of the class. This course will emphasize preaching for funerals, weddings, and holidays.

*Prerequisite: PR500. 4 units. ML, P1*

**PR 521 Predicando en un Contexto Multicultural.** Building upon the foundation established in PR500, this four-unit seminar seeks to establish, develop, and perfect the method of communication that was learned in the previous class. In addition, through the required readings and lectures the course will strive to help the students to strengthen their spiritual life and ministry practice. *Not currently offered. Taught only in Spanish. 4 units. ML, P1*

**PR 524 Preaching Without Notes.** This preaching practicum is designed to give students experience in preaching messages that are delivered with minimal or no reliance on manuscript or notes. Enrollment will be limited to eight students. Each will preach two sermons during the course. All sermons will be videotaped. Some of the sessions will include lecture and discussion; other sessions will involve preaching and class feedback. *Not currently offered. 2 units. ML*

**PR 528 Preaching in the Traditions.** Both St. Augustine and Karl Barth are held dear in many circles of Western Christianity. But their approaches to preaching are radically different. This course will use these two shapers of the homiletical tradition as a sort of foil for ourselves by exploring what may be their encouragements and critiques of the student's own preaching. *Prerequisite: PR500. Not currently offered. 4 units. ML, P1*

**PR 535 Preaching the Bible as Scripture.** This course provides opportunities for practicing and reflecting upon preaching from Scripture as a unified witness to the God of Israel that finds its center in the life, death, and resurrection of Jesus Christ. Integrating biblical, theological, and pastoral exegesis, this course cultivates habits of reading, thinking, and speaking appropriate to building up communities of disciples in the service of God's mission. *Not currently offered. Prerequisite: PR500. 4 units. ML, P1*

**PR 536 Preaching Faith, Hope, and Love.** PR536 is a 4-unit practicum in preaching that follows PR500 in the sequence of required preaching courses. The course provides students with an opportunity to work the "Developing" and "Mastery" levels of competence by preparing, preaching, listening to, responding to, and assessing sermons, with a particular emphasis on the skills of storytelling, metaphor, and personal witness to form vibrant communities of disciples marked by faith, hope, and love. Instructors lead students through the following steps: assessing one's prior preaching experience; setting personal goals for the class; preparing and preaching sermons; receiving feedback on sermons and engaging in self-assessment; making specific plans for continued growth and improvement; reflecting on one's

experience during the class; setting goals for continued learning and growth in preaching after completion of the class. *Not currently offered. Prerequisite: PR500. 4 units. ML, P1*

**PR 538 Preaching as Leadership.** This class is designed as a 4-unit elective in preaching that follows PR500 in the sequence of required preaching courses. This course focuses upon preaching as an exercise in congregational leadership. Students will theologially reflect on various pastoral situations and practice preaching that effectively shapes the congregational culture in light of what God through the Scriptures is saying and doing. The course provides students with an opportunity to work the "Developing" and "Mastery" levels of competence by preparing, preaching, listening to, responding to, and assessing sermons (on this topic) as a class. Instructors lead students through the following steps: assessing one's prior preaching experience; setting personal goals for the class; preparing and preaching sermons; receiving feedback on sermons and engaging in self-assessment; making specific plans for continued growth and improvement; reflecting on one's experience during the class; setting goals for continued learning and growth in preaching after completion of the class. *Prerequisite: PR500. 4 units. ML, P1*

**PR 540 Preaching Wisdom Literature.** PR540 is designed as a 4-unit elective in preaching that follows PR500 in the sequence of required preaching courses. This course focuses upon preaching and biblical Wisdom Literature. The course provides students with an opportunity to work the "Developing" and "Mastery" levels of competence by preparing, preaching, listening to, responding to, and assessing sermons on biblical Wisdom Literature as a class. Instructors lead students through the following steps: assessing one's prior preaching experience; setting personal goals for the class; preparing and preaching sermons; receiving feedback on sermons and engaging in self-assessment; making specific plans for continued growth and improvement; reflecting on one's experience during the class; setting goals for continued learning and growth in preaching after completion of the class. *Prerequisite: PR500. 4 units. ML, P1*

**PR 541 Preaching Joyful Discipleship.** This course will emphasize preaching joyful discipleship, working on the preaching skills of invitation (to the positive disciplines of faith, such as gratitude and generosity), exhortation (away from the detractors from discipleship, such as worry and greed), and envisioning (casting vision for faithful communities of

discipleship), all rooted in strong exposition of Scripture. *4 units. ML, P1*

**PR 542 Methods in Embodied Preaching.** This course is designed to introduce students to the theory and methodology of embodied preaching practice. Embodied preaching is defined as a holistic preaching practice that engages preaching as a spiritual discipline and an art form. The aim is to engage integrated mind, body, and spirit learning. Aspects of this embodied practice include utilizing performing artists training methods, as well as contemplative prayer and scripture reading practices. Students will continue to develop the skills of sermon development, preparation and delivery through the use of these methods and practices. *Prerequisite: PR500. 4 units. ML, P1*

**PR 544 Preaching as Worship Leadership.** This course will focus on the role of preaching as a formative act of worship and the role of the preacher as primary worship leader in a service of a worship. Students will continue to develop skills in the development, preparation, and delivery of the sermon with special attention to crafting orders of worship that support listeners' preparation for and response to hearing the Word proclaimed. *Prerequisite: PR500. 4 units. ML, P1*

**PR 545 Womanist Pastoral Preaching.** This course is designed to introduce participants to Womanist Pastoral Preaching. Womanist Pastoral Preaching centers its homiletical method at the intersection of prophetic preaching, pastoral proclamation, and womanist theological praxis. Womanist Pastoral Preaching is not preaching exclusively for or by women preachers. It is prophetic preaching that seeks to foster hope, healing, and liberation for all people through its intentional consideration of the gospel message through a womanist lens. Students will develop the skill necessary to construct and deliver sermons that proclaim the gospel with attentiveness to a womanist lens by engaging womanist principles to challenge oppressive systems, overcome traditional understandings, and otherwise empower marginalized communities in the sermon. *Prerequisite: PR500. 4 units. ML, P1*

**PR548 Intercultural Preaching.** Cultural and ethnic diversity is increasingly at the forefront of congregational life, so it is crucial that we who lead through preaching are equipped to speak words of vision, hope, and grace-filled clarity. This course will equip students who hope to preach in settings where the culture differs from their own, or in settings marked by diversity. It will integrate insights from Scripture and from intercultural communication

theory, rooted in a robust theology of how congregations can be both recipients and agents of reconciliation and healing. It will equip preachers to preach with deepened awareness of their context and of the culturally complex landscape of Scripture itself. The course is designed as a 4-unit practicum in preaching that follows PR500 in the sequence of required preaching courses. The course provides students with an opportunity to work the "Developing" and "Mastery" levels of competence by preparing, preaching, listening to, responding to, and assessing sermons in a classroom setting. Instructors lead students through the following steps: assessing one's prior preaching experience; setting personal goals for the class; preparing and preaching sermons; receiving feedback on sermons and engaging in self - assessment; making specific plans for continued growth and improvement; reflecting on one's experience during the class; setting goals for continued learning and growth in preaching after completion of the class. *Prerequisite: PR500. 4 units. ML, P1*

**PR 547 Artful Preaching.** This course will engage in fundamental art-making techniques as spiritual practices to increase curiosity, creativity, courage, and contemplation in the act of preaching. No previous artistic experience or ability required! Students will learn to incorporate very basic practices of visual art, music, dance, and poetry alongside their usual exegetical work in the development and preparation of sermons. The primary goal of these practices is to nurture the formation of the preacher, but students will also be encouraged to experiment with creative elements in the delivery of sermons. *Prerequisite: PR500. 4 units. ML, P1*

**PR 550 Learning from Women Preachers.** This class examines the homiletical wisdom of select women preachers throughout the history of the global church. Special attention is given to diverse female preachers in the past and present who have engaged in embodied proclamation inside and outside of the traditional pulpit. Students will learn insights and practices from women preachers that can contribute to the spiritual formation of the preacher, the sermon preparation process, and the delivery of sermons. *Prerequisite: PR500. 4 units. ML, P1*

**PR 551 Preaching and Spiritual Formation in the Local Church.** This class examines the integral relationship between preaching and spiritual formation in the local church. Spiritual formation is broadly understood as a holistic, embodied, and Spirit-directed process of becoming more whole in Jesus Christ for the good of the world and the glory of

God. Students will explore the nature and role of spiritual formation in the life of the preacher, the preparation and delivery of sermons, and the cultivation of a missionally engaged congregation in the world. *Prerequisite: PR500. 4 units. ML, P1*

**PR 590 Directed Study in Preaching.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**PR 599 Preaching Transfer Credit.** *Transfer credit in the discipline of Preaching. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**PR 701A Preaching and Teaching the Bible without Being Anti-Semitic Reading.** This course is a directed learning unit for students to read and critically reflect on required reading in preparation for attendance at PR701B. This course is graded SA/NS. *4 units. PD*

**PR 701B Preaching and Teaching the Bible without Being Anti-Semitic Intensive.** Antisemitism has a long and terrible legacy in the preaching and teaching of the Christian church. Most Christian leaders have great love and respect for our Jewish brothers and sisters, but we nevertheless struggle to avoid antisemitism in our preaching and teaching. This course will challenge Christian leaders to teach and preach the Hebrew Bible in ways that respect Jewish perspectives and the Jewish people, and will challenge students to avoid even unintentional anti-Semitism. Issues both ancient and contemporary will be addressed. This course is graded SA/NS. *4 units. PD*

**PR 701C Preaching and Teaching the Bible without Being Anti-Semitic Writing.** This course is a directed learning unit for students to write a final paper based off attendance at PR701B. Students will work weekly with their faculty and engage with each other over paper topic ideas and then work to write and edit their final paper. This course is given a letter grade. *4 units. PD*

**PR 710 The Practice of Preaching and Loving God.** This course focuses on preaching and the practice of loving God. Students will explore themes of spiritual formation, ecclesiology, and missiology as they apply to the practice of preaching. Micah Groups are preacher-formation groups from the Ogilvie Institute of Preaching at Fuller Seminary, in partnership with the Calvin Institute of Christian Worship. Each regionally-based group is composed of 12 preachers and 2 facilitating leaders; men and women from varied denominational, racial, educational, and cultural backgrounds. Members serve in a variety of ministry settings including churches of all types and

sizes (from large, multi-staffed churches to small, emerging congregations), hospitals, universities, and parachurch organizations. We believe preacher-formation happens in this kind of stimulating, reflective, diverse community. *4-12 units. PD*

**PR 712 Preaching and Teaching on the Old Testament.** A study of how to discern the message of Old Testament texts in light of their historical meaning, and of how to communicate it. The course focuses on texts for which we can more easily discern approaches to preaching or teaching, rather than on texts we find more difficult such as ones concerning war or cleanness-uncleanness. *8 units. PD*

**PR 712A Prophetic Proclamation: Preaching as Protest.** This course examines hermeneutical principles and homiletical forms that engage the proclamation of the Gospel in speaking truth to power. We will look at diverse approaches to biblical interpretation and homiletical claims from African American, Latin American liberation and Asian North American practitioners. We will explore how the liberating power of Christ and the cross provides the foundation and impetus in working for God's transformative justice in Church and society and how preaching can interrogate and confront injustice in our contexts and present an alternative narrative of holistic redemption in God's promises. This course is given a letter grade. *6 units. PD*

**PR 712B Prophetic Proclamation Integration.** This course is a directed learning unit for students to engage with each other and the professor while writing a final paper based off participation in PR712A. This course is given a letter grade. *6 units. PD*

**PR 713 The Formation of the Preacher.** The loss of homiletical formation, as necessary to cultivate and sustain the integrity of the preacher's life and speech, has been a major factor in the modern "crisis of preaching." To address this important matter, this seminar will utilize readings, discussion, presentations, small group interaction, self-assessment and reflection to move towards discerning the necessary intellectual, spiritual, and moral habits required for homiletical practice faithful to the gospel of God's reign. *8 units. PD*

**PR 713A Preaching and Christian Spiritual Formation.** Can people really change? If so, how do people change? And to what extent might Christian preaching contribute toward deeper individual and collective transformation? Drawing on biblical, theological, and psychological insights, this class addresses these and other questions in hopes of

fostering a more integrated relationship between Spirit-empowered preaching and Christian spiritual formation. Along with exploring how to cultivate a Christ-centered formational congregational culture, students will consider the nature and role of spiritual formation in the life of the preacher, the sermon preparation process, and the cultivation of holistic, communal proclamation that invites others into personal change and participation in the triune God's mission in the world. This course is graded SA/NS. 6 units. **PD**

**PR 713B Preaching and Christian Spiritual Formation Integration.** This course is a directed learning unit for students to engage with each other and their professor while integrating concepts of learning during participation in PR713A. This course is given a letter grade. 6 units. **PD**

**PR 714 The Preacher's Message.** Focusing on the message of preaching, this course takes a fresh look at the all often neglected habits and capacities of prayerful study of Scripture, theological reflection, and pastoral leadership in the practice of preaching. Rather than emphasizing the "mechanics of preaching," which tends to reduce the preacher's witness to the word of God to matters of style, personality, skill and technique, the person and work of the preacher is explored and reflected upon as a calling that unites learning, devotion, and discipline for building up the church as the body of Christ in the world. 8 units. **PD**

**PR 715A Preaching the Gospel of Justice.** This course will explore the call of the preacher to proclaim the gospel of justice, which holds the Good News of God's grace hand-in-hand with the Good News of God's justice. Students will become a learning community, actively engaging with one another's preaching as we seek together to do justice, love mercy, and walk humbly with God, leading others to do the same. This course is given a letter grade. 6 units. **PD**

**PR 715B Preaching the Gospel of Justice Writing.** This course is a directed learning unit for students to engage with each other and the professor while writing a final paper based off participation in PR715A. This course is given a letter grade. 6 units. **PD**

**PR 722 Contemporary Options for Preaching and Teaching.** This course examines unique and non-traditional approaches to preaching and teaching for ministry in the 21st century context. It will articulate practical avenues for preachers and teachers in the local church to engage their communities and

neighborhoods in creative, biblically-informed, and theologically-mindful ways. 8 units. **PD**

**PR 722A Preaching and Teaching Today.** This course is a directed learning unit for students to engage with each other and their professor while writing a final paper based off participation in PR722A. This course is given a letter grade. 6 units. **PD**

**PR 722B Preaching and Teaching Writing.** This course is a directed learning unit for students engage with each other and their professor while

writing a final paper based off participation in PR722A. This course is given a letter grade. 6 units. **PD**

**PR 722C Preaching and Teaching Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at PR722B. *No longer offered.* 4 units. **PD**

**PR 724 A Multi-Cultural Homiletic: Cross-cultural preaching.** The 21st century world is becoming more and more diverse. America is no exception. No longer a predominantly white nation, Hispanics, Asians, and other ethnicities now call the United States their home. As such, cross-cultural communication is a necessity in all areas of life, not just in the secular world but also in the ecclesiastical world. Such preaching is a vital element for the modern-day church. If the preacher is to empower the church to be effective in discipling all people according to the Great Commission, the preacher must be equipped to offer a multicultural homiletic that communicates beyond the preacher's own indigenous cultural traditions. Consequently, this course will empower students to develop a Biblical, theological, and sociological understanding of cross-cultural preaching and will equip students with the tools to broaden their approaches to preaching to reflect a greater sense of cross-cultural praxis. 8 units. **PD**

**PR 724A Multicultural Homiletic Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at PR724B. 4 units. **PD**

**PR 724B A Multi-Cultural Homiletic Intensive.** The 21st century world is becoming more and more diverse. America is no exception. No longer a predominantly white nation, Hispanics, Asians, and other ethnicities now call the United States their home. As such, cross-cultural communication is a necessity in all areas of life, not just in the secular world but also in the ecclesiastical world. Such preaching is a vital element for the modern-day church. If the preacher is to empower the church to be effective in discipling all people according to the Great Commission, the preacher must be equipped to

offer a multicultural homiletic that communicates beyond the preacher's own indigenous cultural traditions. Consequently, this course will empower students to develop a Biblical, theological, and sociological understanding of cross-cultural preaching and will equip students with the tools to broaden their approaches to preaching to reflect a greater sense of cross-cultural praxis. *4 units. PD*

**PR 724C A Multi-Cultural Homiletic Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at PR724B. *4 units. PD*

**PR 742 Engaging the Word in the Emerging Cultures of the Twenty-first Century/이머징 문화와**

**설교.** In the Korean and Korean American context, preaching the Word of God is an integral part of pastoral ministry. After many years of ministry, however, a number of pastors often feel their sermons are not effective as much as they are supposed to be. What is worse, they don't even know what their problems are and where to begin in order to fix those problems. But with the help of four preachers, they will have a chance to re-check the biblical foundations of preaching, articulate the goal of preaching clearly, analyze the socio-cultural and theological contexts and needs of their own congregations, and learn how to use various tools available to them in their preparation and delivery of a sermon. *Taught only in Korean. 4 or 8 units. PD*

**PR 743 Preparation and Delivery of Biblical Preaching/성경적 설교 작성법과 전달.** This course aims at teaching the students to become more effective preachers by studying biblical theology, hermeneutics, Christ-centered preaching, and preparation and delivery of biblical preaching. Through this course, many more preachers will be trained and equipped to spiritually awaken their congregations. *Taught only in Korean. 4 or 8 units. PD*

**PR 744 Transformative Preaching: Forming the Church through Creative, Cultural, and Practice-based Sermons.** The art of preaching is a two-fold miracle: the transformation of the preacher, and the transformation of the congregation through the preacher. This course is designed to reclaim the transformative effect of preaching in both the pastor and community. We will thoughtfully engage what it means to enhance the quality of a sermon through story, creativity and sensory experience. Further, we will engage how to expand a preacher's cultural influence across racial, political, denominational, and economic barriers. *8 units. PD*

**PR 744A Transformative Preaching Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at PR744B. This course is graded SA/NS. *4 units. PD*

**PR 744B Transformative Preaching Intensive.** The art of preaching is a two-fold miracle: the transformation of the preacher, and the transformation of the congregation through the preacher. This course is designed to reclaim the transformative effect of preaching in both the pastor and community. We will thoughtfully engage what it means to enhance the quality of a sermon through story, creativity and sensory experience. Further, we will engage how to expand a preacher's cultural influence across racial, political, denominational, and economic barriers. This course is graded SA/NS. *4 units. PD*

**PR 744C Transformative Preaching Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at PR744B. This course is given a letter grade. *4 units. PD*

**PR 745 Preaching as a Theologically Reflective Practice/신학적 성찰 훈련으로서의 설교.** Explores preaching as theologically reflective practices of the church that centers on Scripture and engages local and global contexts. We will reflect on preaching as a formative activity in the church's worship, notable homiletical approaches, the exegetical process and sermon crafting for different biblical genres, and lifelong formation of the preachers as a member of a faith community. *Taught only in Korean. 4 or 8 units. PD*

**PR 746 Creativity, Arts and Preaching.** This interdisciplinary course is designed to instruct students to be creative in their hermeneutical approach to the sacred text, develop multi-sensory skills of imagination, and eventually utilize various art forms in their preaching practice; such art forms as music, painting, poem, theater, film, dancing, architecture, fashions, etc. come in as dialogical partners. The course thus aims for a holistic aesthetic education and practice of Christian message making. *4 or 8 units. PD*

**PR 747 Text-Driven Preaching: Preaching That Communicates Scripture with Clarity/본문이 이끄는 설교: 본문이 잘 들리는 설교.** This seminar aims to study the theory and practice of Text-Driven Preaching to equip and support preachers in the field. Participants will engage with biblical preaching literature and explore the theology and characteristics of text-driven preaching. They will learn sermon preparation

methods that preserve the essential components of text-driven preaching. Additionally, this course will cover techniques for Scripture reading that brings the text to life. To enhance sermon clarity and effectiveness in real-life settings, students will participate in preaching practicums. They will analyze their strengths and areas for improvement. Furthermore, a preaching clinic will be conducted to refine sermon delivery, focusing on posture, voice control, facial expressions, gestures, and the effective use of media and microphones. The seminar will also explore various rhetorical strategies to help participants develop a distinct and effective preaching style. *4 or 8 units. PD*

**PR 871 Readings in Preaching.** PhD students contract with a professor to read literature and write a substantive review in their area of study. *6 units. PhD*

## RS: Doctoral Research and Dissertation

**RS 886 Comprehensive Exams in Theology.** This course is designed for CATS students to prepare, research, and sit-for their 4 comprehensive exams. The comprehensive examinations mark a point of transition and mid-course evaluation between Stage One (in which students complete their first seven graduate seminars or directed readings and language study) and Stage Two of the program (in which students complete their final seminars and write the dissertation). Students must take all four comprehensive examinations within one designated two-week period. They are normally written, essay-type examinations, four hours each in duration. *Students registered for RS 886 will be reported as enrolled full-time. 6 units. PhD*

**RS 887 Comprehensive Exams in Intercultural Theology/종합고사.** The purpose of the comprehensive exams is to ensure that PhD graduates can demonstrate mastery of the wider academic fields that have informed their research and to which they will make an original contribution. Students identify the topics of their comps at the stage of their RPD. In the comprehensive exams course, the mentor provides preparation and helps the student compile a mastery list. *Offered only in Korean. Students registered for RS 887 will be reported as enrolled full-time. 1 unit. PhD*

**RS 888 Comprehensive Exams in Intercultural Studies.** The purpose of the comprehensive exams is

to ensure that PhD graduates can demonstrate mastery of the wider academic fields that have informed their research and to which they will make an original contribution. Students identify the topics of their comps at the stage of their RPD. In the comprehensive exams course the mentor provides preparation and helps the student compile a mastery list. Faculty with expertise in each topic set and grade the exams, which are coordinated and proctored by the CMR Office. *Students registered for RS 888 will be reported as enrolled full-time. 1 unit. PhD*

**RS 890 Dissertation Work (Active).** Doctoral students register for this for zero units to maintain full-time enrollment during quarters in which they are continuing work on a dissertation but the required number of dissertation units for the program has already been met. *0 units. By permission only. May be repeated a maximum of 3 times. PD, PhD*

**RS 891 Dissertation Work (Less-than-Half-Time).** Doctoral students register for this for zero units to maintain less-than-half-time enrollment during quarters in which they are continuing work on a dissertation but the maximum units toward it have already been met. *0 units. May be repeated until the maximum program time limit has been met. PD, PhD*

**RS 892 Dissertation in Theology.** The dissertation is the culmination of the PhD TH, to which all coursework and comprehensive exams contribute. It should be independent research that makes an original contribution to knowledge, shows mastery of the topic chosen, and demonstrates academic skills commensurate with PhD level study. *Students registered for RS 892 will be reported as enrolled full-time. May be repeated until a maximum of 6 units has been earned. 1-5 units. PhD*

**RS 893 Dissertation in Intercultural Theology/교차문화신학 박사 논문.** The dissertation is the signature assignment of the Intercultural Theology program. It should reflect every element and design in the research design. Students will integrate the reliable results from method and tutorial data, develop those different and independent products, and combine them as one completed research result. *Offered only in Korean. Students registered for RS 893 will be reported as enrolled full-time. May be repeated until a maximum of 6 units has been earned. 1 unit. PhD*

**RS 894 Dissertation in Intercultural Studies.** The dissertation is the culmination of the PhD ICS, to which core courses, tutorials, methods courses, and comprehensive exams contribute. It should be independent research that makes an original

contribution to knowledge, shows mastery of the topic chosen, and demonstrates academic skills commensurate with PhD level study. *Students registered for RS 894 will be reported as enrolled full-time. May be repeated until a maximum of 5 units has been earned. 1 unit. PhD*

## SF: Shared Foundations

### **SF 502 Introduction to Global Christian Traditions/Tradiciones Cristianas en contexto**

**Global.** What is theology? And what are the implications of theology for the practice of history, ethics, public life, and Christian witness? The theological task involves entering into the centuries-long and worldwide conversation of the church and her members regarding what it means to live faithfully in the present in light of how God has moved in the past. This course is designed to provide an orientation to a series of critical issues, events, and figures in church history and theology, reaching from early Christianity through the Middle Ages and European Reformations to the modern world. In doing so, it aims to equip students with a foundational understanding of the development and discourses of Christian doctrine and history. *Also taught in Spanish. 4 units. ML*

### **SF 503 Living Missiologically/Perspectivas**

**Misiológicas para la Vida.** How is it that we might live our lives deeply formed by Missiological understanding? Living Missiologically is an integrative, intersectional, and interdisciplinary course which introduces three aspects of missiology to facilitate personal missiological formation. First, students will explore Trinitarian perspectives on the reign of God, as they also explore the historical global development of the church in the world. Second, the identity and practices of Christian mission as a people called, gathered, and sent by God are introduced. In accomplishing the second task the roles of culture, epistemic definitions of truth as a message of Christianity, as well as the nature of the relationship of God with creation (including humans) is explored. Third, students will develop new skills for cultural engagements combining the Bible, theology, history, the social sciences, and the church's practices as tools. The disciplines of social sciences (including cultural, religious, economic, and political studies) are particularly engaged as partners in understanding the church in its mission context. This course will interrogate past and current perspectives within

missiology and show that the diverse contexts of mission produce a variety of ways of reasoning missiologically. Finally, in this course, students will enact historic Christian disciplines necessitated by this distinctive identity (worship, community, friendship, inculturation, witness, mercy, advocacy, creation care, inter-religious dialogue, and reconciliation) in order to cultivate a missiologically reflective practice of Christian living in the world. *Also taught in Spanish. 4 units. ML*

### **SF 505 Foundations of Practical**

**Theology/Fundamentos: Teología Práctica.** The purpose of this course is to teach students how to move from specific situations to theological reflection, and then to action. The course emphasizes the need for students to learn the ability to minister in Jesus's name even in new and changing social circumstances. Students will learn how to exegete social circumstances in order to discern the theological issue(s) at stake in them and they will learn how to make spiritual sense of those situations in a way that leads to faithful action. *Also taught in Spanish. 4 units. ML*

### **SF 506 Vocational Formation in**

**Seminary/Formación Vocacional.** While all Christians share an overarching call to God's work in the world, how are each of our vocations discerned, developed, and sustained across a lifetime and in our particular context? This course considers "calling" through historical Christian practices that include discernment, lament, and stewardship. Students explore the values and assumptions about vocation present in their setting. By integrating course resources with their lived experience, students reflect on their vocational journey in and for their social and cultural context. *Also taught in Spanish. Open only to students in the MDiv or MATM program. 4 units. ML*

### **SF 507 Formation of the Intercultural Leader.**

SF507 is the foundational course for students exploring their call to Intercultural Leadership. Building on an in-depth understanding of their own social location, students will integrate vocational, missiological, and leadership resources so as to inform their own unique call to Intercultural Leadership. Students will create a mission statement (one's self understanding of their life purpose and calling) and will draft a Rule of Life (a set of everyday spiritual practices) that will shape and support their vocation so that they might cultivate an integrative and missiologically-informed practice of Intercultural Leadership. By the end of the course, students will have gained an understanding of the MAGML degree as a whole, and their final project will include

designing a comprehensive learning plan consistent with their calling and formation as intercultural leaders. *Open only to students in the MAICS or MAGML programs. 4 units. ML*

**SF 508 Our Vocation and God's Shalom.** Like those engaged in athletic events, those engaged in advocacy must enact disciplines that will sustain them for their calling over time. Through studying and enacting historical practices of the Christian life (e.g., listening, discernment, lament, and stewardship), this course encourages students' holistic formation for their vocation. In response to God's invitation and in dialogue with others around these and other practices, students will fashion a Rule of Life that supports our core calling to love God and neighbor. *Open only to students in the MJA program. 4 units. ML*

**SF 509 Formation for Theological Studies.** This course helps students to integrate resources and methods of theological studies with their discipleship and navigate a pathway through the MAT/MTS degree program that furthers their vocation. As an integrative course, it explores the identity and practices of Christian vocational formation as a people called, gathered, and sent by God. Together, professor and students study and enact historic Christian disciplines necessitated by this distinctive identity (such as, listening, discernment, and stewardship), fashioning them into a Rule of Life that shapes and supports the student's theological studies and vocation. *Open only to students in the MAT program. 4 units. ML*

**SF 510 Our Vocation and Chaplaincy.** This course provides a biblically-based and theologically grounded introduction to the theory and practice of chaplaincy in which students articulate a sense of vocational formation for chaplaincy. Students will integrate personal and vocational beliefs, values, traditions, and practices, engage course resources, and develop practices (listening, rhythms of rest, honoring the body, and lament) rooted in their lived experiences, communities, and distinct socio-cultural context for the embodiment of the ministry of God's presence and holistic wellness for the spiritual care practitioner. *Open only to students in the MA in Chaplaincy program. 4 units. ML*

**SF 512 Introduction to Global Christian Traditions for Chaplaincy.** This course introduces students to the discipline of Christian theology and explores its application for the practice of chaplaincy and Christian witness. Drawing from the rich diversity of the world-wide Church, this course provides an orientation to key Christian doctrines such as: the triune God, the person and work of Jesus Christ and

the Holy Spirit, creation, theological anthropology, sin, salvation, ecclesiology, and eschatology. In so doing, the course helps provide a theological foundation for the practice of chaplaincy through its strong emphasis on the practical implications of these doctrines. It serves other courses by resourcing students with a proper appreciation of the importance and relevancy of theology for spiritual development and life-giving practices while grounding students in a deeper understanding of the Christian faith. *Open only to students in the MA in Chaplaincy program or the MDiv Chaplaincy Concentration. 4 units. ML*

**SF 520 Theological Studies Capstone.** This is the capstone course for MAT/MTS. All students, whatever their concentration, will share and integrate their learning from the program in view of their vocation and design a final project appropriate to their particular interests. The course is an independent study course taken with an assigned instructor and supported by the Writing Center and the Library. *Prerequisite: 60 units. 4 units. ML*

**SF 521 Missiology Capstone.** As with every field of study, missiology has its particular focus, literature, and methods. These are largely taught across different classes in the MAGML curriculum in relation to a set of theories, theologies, and attitudes. The primary task of this capstone class is to offer the opportunity for students to integrate the tools, resources, and understandings they have learned by applying them to specific cross-cultural mission concerns. Students do this in the first part of the class by working in groups to address a series of case studies. They work together to identify salient issues, research the context, apply theories and theology, and propose possible solutions. In the second part of the class, they work independently to either: develop and address a case study drawn from their research so far (following the pattern learned in the first half of the course) or propose and complete a research project on a missiological topic of their choice. *Prerequisite: 56 units. 4 units. ML*

**SF 522 Working Towards Resiliency, Wellness, and Hope for the Chaplain.** In this course students will identify strategies for holistic wellness for themselves and tools for navigating critical situations and painful realities, assess and build their capacity and resiliency, and begin to develop a theology and spirituality of hope. Theological, missiological, and practical frameworks for reflection and God's shalom for the chaplain will be emphasized throughout the course. *Open only to students in the MA in Chaplaincy program. 4 units. ML*

**SF 591 Directed Study: Shared Foundations.**

Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

## SP: Spirituality and Spiritual Direction

**SP 542 Puritan and Early Evangelical**

**Spirituality/청교도와 초기 복음주의 영성.** This course will examine the principles and practices of Puritan and early Evangelical spirituality with a focus on how these writings emphasize the importance of growing into deeper maturity in Christ. This course will also consider how ministers and church leaders can serve as “physicians of the soul” to integrate and apply these teachings for the contemporary church. *Not currently offered. Taught only in Korean. 4 units. ML*

**SP 590 Directed Study in Spirituality.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**SP 599 Spirituality and Spiritual Direction Transfer Credit.** *Transfer credit in the discipline of Spirituality and Spiritual Direction. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**SP 720 Christian Spirituality.** Christian spirituality is a topic both wide-ranging and specific, and this first year of the three-year cohort cycle will put some boundaries and definitions on just what Christian spirituality is. Instead of tracing the history of Christian spirituality in a linear fashion, the topic will be investigated via the many spiritual disciplines that have been popular over the last two millennia. Students will also be given reading choices within the corpus of historical texts. And regarding the theology of Christian spirituality, students will begin to articulate their own theological method and begin to fashion a theology of Christian spirituality. *12 units. PD*

**SP 720A Christian Spirituality Cohort Year 1.** The concentration of our first gathering is to frame up the entire three-year experience, developing a broad and robust understanding of just what is “Christian Spirituality.” Pastors and ministry leaders often neglect their own souls as they nobly minister to those in their care. Herein, students will learn not only the content of the rich history of Christian spirituality, but also consider how this spirituality can

become enmeshed in their own theologies of ministry, and, finally, to be applied in their own lives and ministries. Students will develop a personal “theology of Christian spirituality” which will guide them throughout the course of study. This course is given a letter grade. *6 units. PD*

**SP 720B Christian Spirituality Cohort Year 1**

**Integration.** This course is a directed learning unit for students to engage with each other and their professor while integrating concepts learned during participation in SP720A. This course is given a letter grade. *6 units. PD*

**SP 721 Christian Spirituality and the Doctrine of**

**Creation.** Christian spirituality is a topic both wide-ranging and specific, and this second year of the three-year cohort cycle will develop the concept and practice of spirituality in the crucible of the doctrine of creation. Looking at practices and disciplines of spirituality through the prism of one particular doctrine will give students the opportunity to develop a deep understanding of creation, plus it will equip them with tools to replicate the process with other doctrines. Students will be reading both traditional theological texts and texts that will expand their thinking on the doctrine of creation. Regarding the theology of Christian spirituality, students will continue to articulate their own theological method and will continue work on their own theology of Christian spirituality. *12 units. PD*

**SP 721A Christian Spirituality Cohort Year 2.** In the second year, we will meet in Boundary Waters, Minnesota and explore the connection between Christian spirituality and nature, including forays into the north woods and waterways of the Boundary Water Area Canoe Wilderness, with a special emphasis on Jürgen Moltmann’s theology of creation. Students will be challenged spiritually, intellectually, and physically to connect their ministry lives to the broader creation, and to the Creator. Other Resources: Brad Shannon and Adventurous Christian Outfitters This course is given a letter grade. *6 units. PD*

**SP 721B Christian Spirituality Cohort Year 2**

**Integration.** This course is a directed learning unit for students to engage with each other and their professor while integrating concepts of learning during participation in SP721A. This course is given a letter grade. *6 units. PD*

**SP 722 Spiritual Direction 1.** This course explores the theory, strategy, and methodology of spiritual direction. It argues that doing effective, holistic, spiritual direction is greatly enhanced by blending

growing competencies in three primary areas: 1) Counseling/people helping skills, 2) Classic historical models of spiritual direction from the days of the early church to the 21st century, and 3) Modern evangelical understanding of Christian spiritual formation that maintains a high Christology. This first course in a 3-course series will also include the component of students receiving spiritual direction and interacting with a spiritual director. It will be argued in the course that it is possible to do spiritual direction in a way that is informed by modern psychological understanding of the person while drawing from both classical spiritual direction practices and in a way that has a high Christology and is unapologetic about the goal of helping others take on more of the character of Christ. *12 units. PD*

**SP 722A Spiritual Direction Year 1.** The first year focuses on the biblical and historical roots of spiritual direction through the early church and the desert fathers and mothers. Students will cultivate greater attentiveness to their interior movements as they engage with the foundational practices of silence and listening. In addition, students are required to receive spiritual direction with a trained director before starting the cohort and through the duration of the program. Students will also begin practicing spiritual direction with their cohort peers under supervision. Students on the supervision track will begin mentoring and supervising their peers as well as teaching some of the training sessions and contemplative practices. This course is graded SA/NS *6 units. PD*

**SP 722B Spiritual Direction Year 1 Writing.** This course is a directed learning unit for students to engage with each other and their professor while writing a final paper based off participation in SP722A. This course is given a letter grade. *6 units. PD*

**SP 722C Spiritual Direction & Formation Cohort Year 1 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at SP722B. This course is given a letter grade. *No longer offered. 4 units. PD*

**SP 724 The Practice of Hearing and Noticing God.** This seminar is designed to give understanding and experience of the spiritual life and its disciplines, with specific emphasis on Hearing and Noticing God's presence and activity. The rhythms will be personal and communal experiences, with guided instruction and debriefing sessions. *4 units. PD*

**SP 725 Deepening Spiritual Formation and Soul Care.** This course consists of three major foci. The first is aimed at casting a comprehensive vision for

spiritual formation for the local church, a vision which takes seriously both the mission of the church and a depth of care for people. The second focus aims at the care of the most troubled and difficult people in the congregation, highlighting addiction, personality disorders, and more. The Enneagram will be featured as one important tool for pastoral care. The third turns the focus on the busy and exhausted pastor, whose own wholeness and flourishing is critical for the formation and care of God's people. *8 units. PD*

**SP 726 Spiritual Direction 2.** This course continues to explore the theory, strategy, and methodology of spiritual direction. It argues that doing effective, holistic, spiritual direction is greatly enhanced by blending growing competencies in four primary areas: (1) Counseling/people helping skills, (2) Classic historical models of spiritual direction from the days of the early church, (3) Classic historical models of spiritual direction with a particular focus on Ignatian spirituality, and (4) Modern evangelical understanding of Christian spiritual formation that provides a vibrant orthodox Christology at the core of thought and practice in spiritual formation and direction. This second course in a 3-course series will include the component of students receiving spiritual direction and more specifically being guided through the 19th Annotation of Ignatian Spiritual Exercises by a spiritual director. In addition, they will provide monthly spiritual direction to two directees and be in quarterly supervision with a trained supervisor. Course instructors will argue that the framework for spiritual formation and direction is greatly enhanced by modern psychological perspectives on the person and other key Christian sources, with a particular emphasis on the high Christology of the classical Christian tradition. *12 units. PD*

**SP 726A Spiritual Direction Cohort Year 2 Reading.** Year two focuses on the process of discernment. The course will go deeper into the dynamics of encounter and experience with the Holy Spirit. The course will also cover the themes of embodiment and Ignatian spirituality. Students will also begin practicing spiritual direction with at least two directees under supervision. This course is given a letter grade. *6 units. PD*

**SP 726B Spiritual Direction Cohort Year 2 Intensive Integration.** In this class students will focus on writing their final paper for year 2 which can also be applied to their doctoral project. In this final paper students will write the literature review chapter of their doctoral project. Students must engage with the professor at least bi-weekly on Canvas. This course is

given a letter grade. This course is given a letter grade. *6 units. PD*

**SP 726C Spiritual Direction Cohort Year 2 Writing.**

This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at SP726B. This course is given a letter grade. *No longer offered. 4 units. PD*

**SP 727A Embracing the Stranger.** Hospitality—welcoming “God in the stranger”—is central to missional praxis. And yet, churches struggle mightily with hospitality. Why do churches, ostensibly following a Messiah who broke bread with the stigmatized and ostracized, so often retreat into practices of exclusion, scapegoating and the quarantine of gated communities? Seeking the origins of this disjoint with the goal of calling our faith communities into the practices of hospitality, the class will begin by exploring the biblical and theological foundations of hospitality. Upon this foundation the varieties and expressions of hospitality will be surveyed. The numerous obstacles to hospitality (from the social to the psychological) will also be identified and explored. Finally, this analysis will culminate in the argument that the “will to embrace,” which undergirds the practices of hospitality, requires a suite of capacities (and/or virtues) that must be cultivated through intentional spiritual formation. This course is given a letter grade. *6 units. PD*

**SP 727B Embracing the Stranger Integration.** This course is a directed learning unit for students to engage with each other and their professor while integrating concepts of learning during participation in CN721A. This course is given a letter grade. *6 units. PD*

**SP 728 Spiritual Direction 3.** This course continues to explore the theory, strategy, and methodology of spiritual direction while shifting during the third year to provide more attention for both praxis skills and shaping the third major paper to focus on the DMIN research project. It continues to be argued that doing effective, holistic, spiritual direction is greatly enhanced by blending growing competencies in four primary areas: (1) Counseling/people helping skills, (2) Classic historical models of spiritual direction from the days of the early church, (3) Classic historical models of spiritual direction with a particular focus on Ignatian spirituality, and (4) Modern evangelical understanding of Christian spiritual formation that provides a vibrant orthodox Christology at the core of thought and practice in spiritual formation and direction. Course instructors will argue that the framework for spiritual formation and direction is

greatly enhanced by modern psychological perspectives on the person and other key Christian sources, with a particular emphasis on the high Christology of the classical Christian tradition. *12 units. PD*

**SP 728A Spiritual Direction Cohort Year 3.** Year three focuses on deepening spiritual leadership. The course will engage with global voices in Christian spirituality. In year three, students will be equipped with the skills to lead group spiritual direction. They will also receive peer supervision as they continue their practice as spiritual directors. This course is given a letter grade. *6 units. PD*

**SP 728B Spiritual Direction Cohort Year 3 Integration.** In this quarter students will focus on writing their final paper for year 3 which can also be applied to their doctoral project. In this final paper students can write the practice and assessment chapters of their doctoral project. Students must engage with the professor at least bi-weekly on Canvas. This course is given a letter grade. *6 units. PD*

**SP 728C Spiritual Direction Cohort Year 3 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at SP728B. This course is given a letter grade. *No longer offered. 4 units. PD*

**SP 729A Christian Spirituality Cohort Year 3 Reading.** This course is a directed learning unit for students to read and critically reflect on required reading in preparation for participation in SP729B. This course is graded SA/NS. *4 units. PD*

**SP 729B Christian Spirituality Cohort Year 3 Seminar.** The nexus of Christian spirituality and our everyday lives will be the focus of the third year, learning about cultural hermeneutics and challenging the students to take their theology of Christian spirituality—developed in year one—and apply it to the world in which we find ourselves. This course is graded SA/NS. *4 units. PD*

**SP 729C Christian Spirituality Cohort Year 3 Writing.** This course is a directed learning unit for students to engage with each other and their professors while writing a 40-50-page final paper based off participation in SP729B. This course is given a letter grade. *4 units. PD*

**SP 736 C. S. Lewis as Model and Mentor.** This course takes place in the historic and beautiful cities of Oxford and Cambridge, England, where C.S.Lewis lived and worked most of his life. It will enable participants to visit and experience the sites most closely associated with him, as well as meet and hear some people who knew Lewis or studied him in

depth. Lewis' was the second-best known voice in the UK during the Second World War and is regarded as the most influential Christian apologist and communicator in the time since. Over 200 million copies of his books have appeared in nearly 20 languages, with sales continuing to increase every year. His relationship with Joy Davidman has been turned into a successful stage play, television drama and feature film. Lewis was influential in the conversion of many significant public figures during this time and his legacy even lives on in popular culture today. This course will explore the versatile, innovative and profound nature of his writings – apologetic, spiritual, fantasy, autobiographical, and fictional – with a view to asking what he can still teach today to those involved in evangelistic, pastoral, educational, spiritual, student or children's ministries. **8 units. PD**

**SP 738 Cultivating Spiritual Thriving.** Informed by the fields of positive psychology and Christian spiritual formation, this course will examine the possibility of cultivating our lives of faith and community in a culture that pushes us to live shallowly and relate to other people superficially. We will look at recent writing on flourishing (including Susan Phillips's *The Cultivated Life: From Ceaseless Striving to Receiving Joy*) and moral community (including Jonathan Haidt's *The Righteous Mind: Why Good People Are Divided by Politics and Religion* and Christine Pohl's *Living into Community: Cultivating Practices That Sustain Us*). Practices of personal and communal development will be taught in an environment of mutual interest and respect for individual differences. This is an integrative course that explores the identity and practices of Christian community as a people called, gathered, and sent by God. Together, professor and students study and will enact historic Christian disciplines necessitated by this distinctive identity. **8 units. PD**

**SP 739 Self-Care in Ministry (in a canoe).** Ministry is a demanding profession, and multiple studies have shown conclusively that ministry leaders are stressed, anxious, and burned out; their physical, emotional, and spiritual lives are in jeopardy. This course will get students far away from their ministry contexts, taking them deep into the Boundary Waters Canoe Area Wilderness, where for a week they will paddle canoes, hike portages, and reconnect with God in nature. Together, students will consider how they can care for themselves and their ministries and make commitments that will allow them to flourish in life and ministry going forward. **8 units. PD**

**SP 739A Self-Care in Ministry Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at SP739B. **4 units. PD**

**SP 739B A Self-Care in Ministry Intensive.** Ministry is a demanding profession, and multiple studies have shown conclusively that ministry leaders are stressed, anxious, and burned out; their physical, emotional, and spiritual lives are in jeopardy. This course will get students far away from their ministry contexts, taking them deep into the Boundary Waters Canoe Area Wilderness, where for a week they will paddle canoes, hike portages, and reconnect with God in nature. Together, students will consider how they can care for themselves and their ministries and make commitments that will allow them to flourish in life and ministry going forward. **4 units. PD**

**SP 739 A Self-Care in Ministry Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at SP739B. **4 units. PD**

#### **SP 740 Paul's Spirituality and Pastoral**

**Leadership/바울의 영성과 목회리더십.** The apostle Paul has been considered one of the most prominent pastoral leaders throughout church history. Hence, it is only natural for pastors in all generations to try to align themselves with him with regard to spirituality and pastoral leadership. This course is designed to clearly articulate the principles of spirituality and pastoral leadership primarily from the Pauline epistles. *Taught only in Korean.* **4 or 8 units. PD**

**SP 741 Everyday Spirituality/일상생활의 영성.** It is widely recognized that the theological task has yielded to the needs of the professional Christian worker, and that spirituality has historically been associated with monastic movements, retreat centres and people not engaged deeply with the normal pressures of life in secular society. This course will address the Biblical emphasis of everyday, vocational holiness, providing both a theological foundation for the ministry of the ordinary Christian and a spiritual motivation. Developing a Christian lifestyle involves much more than being faithful in devotional and church activities. In this course we will consider our mentalities, pressures, environments and Christian patterns of response. *Taught only in Korean.* **4 or 8 units. PD**

#### **SP 742 Puritan and Early Evangelical**

**Spirituality/청교도와 초기 복음주의 영성.** This course will examine the principles and practices of Puritan and early Evangelical spirituality with a focus on how

these writings emphasize the importance of growing into deeper maturity in Christ. This course will also consider how ministers and church leaders can serve as “physicians of the soul” to integrate and apply these teachings for the contemporary church *Taught only in Korean. 4 or 8 units. PD*

**SP 754 Roots and Foundations of Spiritual Formation and Direction.** This course is the first year of the Spiritual Direction and Formation Cohort and explores the biblical, theological, and historical roots of spiritual direction. It also explores the personal and psychological dynamics of this Christian practice. The course will focus on developing competencies and skills in three main areas: 1) Biblical, theological, and historical understanding of spiritual direction in various Christian traditions; 2) self-awareness of strengths and growth areas in cultivating listening skills; and 3) knowledge of and experience with various contemplative spirituality practices. Students will be expected to be receiving spiritual direction as well as being supervised practice of spiritual direction in peer groups. *12 units. PD*

**SP 755 The God Encounter in the Christian Mystics.** The long historical tradition of Christian mysticism highlights the mysterious and dynamic God-human relationship as well as the deep human desire for direct encounter with God. This course surveys the writings of influential Christian mystics throughout church history from the early desert tradition until today. These writings touch on themes such as discernment, suffering, creativity, and desire. This course is for DMin students who are looking to deepen their own spiritual lives. At the same time, this course will equip DMin students to guide the inner spiritual experience with those they lead. The mystics provide for us a practical framework for guiding the holistic formation of persons. *8 units. PD*

**SP 755A The God Encounter.** The long historical tradition of Christian mysticism highlights the mysterious and dynamic God-human relationship as well as the deep human desire for direct encounter with God. This course surveys the writings of influential Christian mystics throughout church history from the early desert tradition until today. These writings touch on themes such as discernment, suffering, creativity, and desire. This course is for DMin students who are looking to deepen their own spiritual lives. At the same time, this course will equip DMin students to guide the inner spiritual experience with those they lead. The mystics provide for us a practical framework for guiding the holistic formation of persons. This course is given a letter grade. *4 or 6 units. PD*

**SP 755B The God Encounter Integration.** This course is a directed learning unit for students to engage with each other and the professor while writing a final paper based off participation in SP755A. This course is given a letter grade. *6 units. PD*

**SP755C The God Encounter Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at SP755B. *No longer offered. 4 units. PD*

**SP 756A Spiritual Direction and Formation Cohort Year 2 Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading and online engagement. This course is graded SA/NS. *4 units. PD*

**SP 756B Spiritual Direction and Formation Cohort Year 2 Intensive.** This second intensive course in the Spiritual Direction and Formation cohort continues to explore the biblical, theological, and historical roots as well as the personal, practical and psychological dynamics of the Christian practice of spiritual direction. Our emphasis in further foundations for the ministry of a spiritual director, will include an in-depth experience in The Spiritual Exercises of St. Ignatius of Loyola. This course is graded SA/NS. *4 units. PD*

**SP 756C Spiritual Direction and Formation Cohort Year 2 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at SP756A. This course is given a letter grade. *4 units. PD*

**SP 767 Leaders as Spiritual Mentors.** This course introduces students to the principles and practices of mentoring for spiritual leadership. The class readings, presentations, discussions, and exercises focus on the question: how can mentoring form healthy staff and leadership relationships for effective ministry for today's church? The biblical examples of Jesus and the apostle Paul as well as a careful study of the historical models that have been employed throughout the history of the church will shape this course. A critical theme that further undergirds this experiential learning is the role of the Holy Spirit in mentoring. Further, the principles of contemplative listening and discernment will guide students in developing methods for companioning others. Special emphasis will be devoted to cultivating the skills of mentoring in various ministry contexts including one-on-one, meetings, small groups, and leading worship. *8 units. PD*

**SP 770A Spiritual Direction and Formation Cohort Year 2 Reading.** This second reading course in the Spiritual Direction and Formation cohort continues to

explore the biblical, theological, and historical roots as well as the personal, practical and psychological dynamics of the Christian practice of spiritual direction. Our emphasis in further foundations for the ministry of a spiritual director, will include an in-depth experience in The Spiritual Exercises of St. Ignatius of Loyola. Our three-year series continues in academic study and reflection, growth in Christian formation and self-awareness, and experiential engagement in contemplative spirituality practices, all of which are necessary for training in spiritual direction. There is an ongoing expectation that each student will be receiving spiritual direction, with a trained person to offer the spiritual Exercises. Students will also be expected to begin, under supervision, practicing the skills of spiritual direction with classmates with the goal of offering direction with directees, within the year as will be announced in the seminar. This course continues a focus on developing competencies and skills in these primary areas: 1) Biblical, theological, and historical understanding of the practice of spiritual direction in various Christian traditions, 2) Personal awareness of strengths and growth areas with regard to cultivating the listening skills required for spiritual direction, and offering direction 3) Knowledge of and experience with The Spiritual Exercises, to deepen the student's own spiritual life, and then incorporate the learnings and experiences utilizing spiritual direction practices and concepts in a variety of ministry settings. *4 units. PD*

**SP 792 Independent Study in Spirituality and Spiritual Direction.** Doctoral students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to a specified amount of academic credit. *4 units. PD*

## ST: Systematic Theology

### **ST 505 Trinity, Revelation, and Salvation.**

Systematic Theology 1 is a survey of systematic (doctrinal or constructive) theology that focuses on the doctrines of the revelation, Trinity (patrology, christology, pneumatology), and salvation. In keeping with systematic theology's nature as an integrative discipline, the course considers carefully biblical, historical, philosophical, and contemporary theological materials, with a special focus on global, contextual, and diversity issues. Throughout, interdisciplinary connections are pursued and

investigated (even beyond theological disciplines). The implications of the trinitarian faith to current issues such as liberation, justice, equality, gender, environment, and religious plurality are carefully discussed with the ultimate goal of helping the students learn to practice "embodied" theological thinking for the sake of the diverse ministry settings in the Global Church. *4 units. ML*

### **ST 506 Creation, Church, and Consummation.**

Systematic Theology 2 is a survey of systematic (doctrinal or constructive) theology that focuses on the doctrines of the creation, providence and divine action; theological anthropology, church and her mission, and eschatology. In keeping with systematic theology's nature as an integrative discipline, the course considers carefully biblical, historical, philosophical, and contemporary theological materials, with a special focus on global, contextual, and diversity issues. Throughout, interdisciplinary connections are pursued and investigated (even beyond theological disciplines). The implications of the trinitarian faith to current issues such as liberation, justice, equality, gender, environment, and religious plurality are carefully discussed with the ultimate goal of helping the students learn to practice "embodied" theological thinking for the sake of the diverse ministry settings in the Global Church. *4 units. ML*

**ST 510 Introduction to Black Theology.** This course is designed to introduce students to the field of Black theology, with particular attention to theological discourse in, and from, the Black experience in the African American context. The course will provide an overview of the background, context, content, development, and implications of Black theology. Students will be introduced to the seminal works in the field, the ongoing work of Black theology, the constant redefining of the Black experience, and the responses from (and impacts on) the Black church in America. Global implications and realities of the African Diaspora with regard to Black theology will also be detailed. *4 units. ML*

### **ST 511 Orientation to Theological**

**Studies/Orientación para Estudios Teológicos.** This course prepares beginning theology students for seminary studies. It introduces them to the academic environment and ethos of Fuller Seminary, with particular focus on developing skills of research and writing necessary to participate and thrive in this environment. *Also taught in Spanish. 4 units. ML*

**ST 525 Pneumatology: Contemporary Trends and Developments.** This doctoral seminar, open to advanced master's level students, is designed to

investigate and discuss critically current pneumatologies, doctrines of the Holy Spirit, with particular focus on new approaches and orientations. The course offers a critical study of the doctrine of the Spirit from some leading theologians—Orthodox, Catholic, and Protestant, including evangelicals—as well as pneumatologies of Pentecostal/charismatic movements. Furthermore, Feminist, Liberationist, “Green,” and political views of the Spirit as well as emerging pneumatologies from Africa, Asia, and Latin America will be carefully assessed. The course will also include a comparative theology aspect with an investigation of the Spirit in Islamic traditions. *4 units. ML*

**ML**

**ST 529 Theological Method.** This doctoral seminar, open to a limited number of advanced master’s level students, is designed to investigate and discuss critically competing methodologies and approaches in contemporary systematic/constructive theology including their philosophical, hermeneutical, and cultural ramifications. Approaches to be studied include mainline Protestant and Catholic, post-liberal, postmodern, Radical Orthodox, postmetaphysical, post-colonial, canonical-linguistic, and various types of Liberationist and other “contextual” or “global” theologies, as well as Evangelical responses and constructive proposals. Prerequisite: Permission of instructor. *4 units. ML*

**ST 530 Karl Barth and Evangelicalism.** An Analysis of Karl Barth’s theology as a constructive paradigm for evangelical theology, with an emphasis on his understanding of the Word of God, the Trinity, Incarnation, Salvation, Worship, Ethics and Ministry. Particular attention will be given to the continuing relevance of Karl Barth’s theology for evangelical theology and praxis. *Offered on occasion. 4 units. ML*

**ST 538 Ecclesiology: Current Trends Worldwide.** This doctoral seminar, open to a maximum of five advanced master’s level students, studies ecclesiastical traditions and developments at the international and ecumenical level as well as ecclesiologies of some leading contemporary theologians. Special topics include mission, unity, communion, Eucharist, charisms, and the ministry of the whole people of God. *4 units. ML*

**ST 544 Asian American Theologies.** This course critically engages methodologies and approaches in Asian American theologies covering representative theologians and key issues. It will explore their operating philosophical, political, and cultural presuppositions as well as their existential and pastoral concerns. Students will be tasked to integrate the key insights and lessons from these

theologies for their understanding of their own identity, theology, and ministry. *Offered on occasion. 4 units. ML*

**ST 555 Teología de la Comunidad Latina.** This course introduces the student to the major themes and specialized disciplines that deal with U.S. Latino(a)/Hispanic communities. The approach is practical and intends to forge a critical environment for interpreting religious practices, culture, ministry models, and social structures that so far have shaped the contours of Latino living. The end product is a critical ecclesiology for churches whose constituency is the Latina community or whose intention is to embrace such a community and issues at some point. *Taught only in Spanish. Offered on occasion. 4 units. ML*

**ST 557 Eastern Orthodox Theology.** Orthodox and Protestant Christians often reveal a mutual ignorance of each other’s tradition. This course will introduce students to Orthodox theology through a survey of the principal theological vehicles which have shaped its present identity. This course will survey the origins and development of the apostolic, primitive church, pursuing the western and eastern trajectories from a historical, theological, and practical perspective. Key topics will include comparative views of the creation, fall, free will, salvation, the doctrine of God, the apophatic tradition, ecclesiology, sacramentality, Christology and pneumatology, the theology of the icon, spiritual life and eschatology. Included will be an evaluation of the areas of convergence and divergence. *Offered on occasion. 4 units. ML*

**ST 572 Bonhoeffer: Life and Thought.** This course is designed to introduce the student to the life and Christian thought of the German theologian Dietrich Bonhoeffer (1906-45). Bonhoeffer’s principal writings will be examined, with particular attention given to the context in which they appeared. We will also attempt critically to assess Bonhoeffer’s Christian thought and his contribution to contemporary theology, the church, and the life of the believer in the modern world. *Not currently offered. 4 units. ML*

**ST 574 Theology of C.S. Lewis.** This course surveys a wide range of C. S. Lewis’s theological and imaginative writings, with a view to major themes, including apologetic, theological, and spiritual. *Offered on occasion. 4 units. ML*

**ST 590 Directed Study in Theology.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**ST 599 Systematic Theology Transfer Credit.**

*Transfer credit in the discipline of Systematic Theology. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**ST 746 Film and Theology/영화와 영성.** By portraying life in its possibility and limitation, contemporary film invites theological reflection. This course will (1) view and discuss selected recent films, both Korean and Western, (2) provide the student critical skills helpful for film interpretation, and (3) explore possible theological approaches to film criticism, concentrating upon how the Bible and film might be brought into mutually enriching dialogue. *Taught only in Korean. 4 or 8 units. PD*

**ST 747 Spirituality and Ethics for Korean**

**Churches/한국 교회를 위한 영성과 윤리.** This course offers a critical study of the spirituality and ethics of Korean Protestant churches in response to its current crisis. Through a genealogical study of prevailing moral ethos, operating theology, and spiritual practices (e.g. early dawn service, vocal unison prayer, support for foreign missions, etc.), this course examines what historical-social forces and cultural traditions have contributed to the formation and configuration of the spirituality and ethics of Korean churches, and why the current patterns of ministry and spirituality are facing a major crisis in new social contexts. To overcome the crisis, the course explores the alternative theological and ethical paradigm grounded in the doctrines of the Trinity and covenant, which will help to revitalize the ministry and spiritual practices of Korean churches in new social and cultural contexts. *Taught only in Korean. 4 or 8 units. PD*

**ST 829 Theological Methods.** This doctoral seminar is designed to investigate and discuss critically competing methodologies and approaches in contemporary systematic/constructive theology including their philosophical, hermeneutical, and cultural ramifications. Approaches to be studied include mainline Protestant and Catholic, post-liberal, postmodern, Radical Orthodox, postmetaphysical, post-colonial, canonical-linguistic, and various types of Liberationist and other "contextual" or "global" theologies, as well as Evangelical responses and constructive proposals. Prerequisite: Permission of instructor. *6 units. PhD*

**ST 838 Ecclesiology: Current Trends.** This doctoral seminar studies ecclesiastical traditions and developments at the international and ecumenical level as well as ecclesiologies of some leading contemporary theologians. Special topics include

mission, unity, communion, Eucharist, charisms, and the ministry of the whole people of God. *6 units. PhD*

**ST 840 The Holy Trinity: Theological Explorations.**

This course offers an in-depth study of the doctrine of the Trinity focusing on a number of key texts, and emphasizing (a) the careful reading and interpretation of these works, and (b) the theological retrieval of the ideas, concepts, and models of the Trinity found in these works for the purposes of contemporary constructive theology. *6 units. PhD*

## TC: Theology and Culture

**TC 500 Theology and Culture.** This course is an introduction to contemporary culture, its philosophies and practices, and the challenges and opportunities it presents to effective Christian ministry and mission. *4 units. ML*

**TC 509 Theology and Pop Culture.** This course involves students in a dialogue between theology and pop culture, drawing upon a variety of contemporary pop cultural forms such as sports, digital media, technology, video games, film, TV, music, street art, fashion, etc. Particular attention is paid to the formative potential of pop culture, as well as the possibility of the Spirit's presence in and activity through pop culture. *Offered on occasion. 4 units. ML*

**TC 511 Theology and Hip-Hop Culture.** This course is an introduction to the basic issues of a Christian interpretation of hip hop culture. Its purposes are to briefly introduce students to the major theological and biblical perspectives that have been developed in approaching hip-hop culture and to develop in the student a practical and biblical wisdom whereby cultural artifacts may be understood and engaged. The purpose in the broadest sense is to develop a hip-hop cultural literacy. A major part of the course will focus on particular cultural "texts" in order to practice strategies of reading and interpretation that are informed by Christian perspectives. *4 units. ML*

**TC 513 Fashion Theology.** This course explores the fascinating ways theology intersects with fashion's social, aesthetic, linguistic, performative, narrative, and ethical elements. Moving beyond fashion as merely an expression of Western European high-culture, fashion is assessed as a global phenomenon drawing on a number of registers that are basic to human expression. In doing so, participants gain essential tools for thinking theologically about not only fashion, but indeed, about a number of cultural

practices that compose our everyday life. *Offered on occasion. 4 units. ML*

**TC 515 Theology and Pop Music.** This course will investigate some of the social, ethical, and psychological implications of popular music upon theology, and in turn seek a theological engagement with the diverse and varied contours of popular music. We live in an age where popular music provides a “soundtrack” to our lives; this course will explore the theological implications of this cultural artifact. The course will explore the relationship between music makers and their audiences from a phenomenological and theological perspective. The primary objective of this course is to create an environment in which the highest possible academic engagement with theology and popular music results in students who are capable of deep and critical reflection and engagement with theology and popular music; that these students are able to identify and think critically about the places where theology and popular music converge and diverge, as well as and the implications for the church now and church future. *Offered on occasion. 4 units. ML*

**TC 516 Visual Arts and the Christian.** This course is an introduction to Christian reflection and practice in the visual arts. The major emphases will be (1) the actual practice of viewing and making art in the context of prayer and meditation, focusing on art and character (with support of Mako Fujimura); (2) the historical and theological context of art and faith; and (3) the role of the arts in the wider community and in worship. By lectures, discussions, art projects and museum visits, students will engage with significant examples of art as a way of developing a critical appreciation and a Christian appropriation of this dimension of life—with respect to its value for worship and witness. *Offered on occasion. 4 units. ML*

**TC 521 Theology and Contemporary Literature.** This course will explore significant literary works, inviting theological dialogue with these works. *Offered on occasion. 4 units. ML*

**TC 525 Spiritual Formation through the Art of the Psalms.** This course explores the possibilities for spiritual formation through the psalms as well as through art that has been created in response to the psalms. After a brief introduction to the biblical and theological landscape of the psalms, students will explore how the church throughout history and across the globe has made use of the psalms for the purposes of personal and communal formation, they will be given opportunities to write their own psalms of lament, imprecation, and praise, and they will examine ways in which the psalms intersect with the

music, poetry, visual art and films of ethnically and denominationally diverse artists in service of the formation of individuals and congregations. *4 units. ML*

**TC 530 Theology and Film.** This course will consider one particular aspect of a theology of culture, theology and film. The course will view and discuss selected films, provide the student with the critical skills helpful for film interpretation, and explore possible theological approaches to film criticism. *4 units. ML*

**TC 533 Theology and Television.** This course will consider a theology of culture by focusing on one of the most pervasive cultural forms in the Western world: Television. It will engage the technologies, narratives, ideologies, and ritual practices of hyper-modern culture through the lens of television as a contemporary form of life. The course will provide students with a set of analytical tools for critical understanding and sympathetic engagement with the medium of TV (with an emphasis on American television), but it will also address a number of contextual approaches to the medium in order to develop a constructive theology of TV—one that will enable Christian leaders to articulate and demonstrate the Gospel in ways that are meaningful to modern persons inhabiting a mediated world of rapid techno-cultural change. *Offered on occasion. 4 units. ML*

**TC 540 The Arts in Worship.** This course is an introduction to Christian reflection on and the practice of the arts in worship. By lectures, discussions, and conversations with artists, students will discover ways in which the different media of art open up and close down liturgical, communal, theological, formative and missional possibilities for a given congregation in corporate worship. *4 units. ML*

**TC 541 Vocation of the Artist in Biblical, Historical, Theological, and Contemporary Perspective.** This course introduces the student to biblical, theological, historical and contemporary models for the vocation of an artist and offers a vocational model that seeks to encompass a broad range of professions, stations of life and cultural contexts. With this broad perspective in mind, students will explore examples within the arts where artists have expressed or articulated their sense of calling; the virtues, practices and spiritual disciplines (both individual and communal) of an artistic vocation; the biblical, theological and spiritual contours of a mature human life; the aesthetic dimension of an artist’s calling; the practical conditions of a flourishing artist; and the

mission of a believer artist in light of God's mission in the world. *4 units. ML*

**TC 550 Theology of Sport and Fitness.** From the Olympics, to the World Cup, to the weekly golf outing, sport captivates and entralls. Few aspects of human culture have been so consistently present throughout history as sport. It has a pull on our lives, whether we are participants or spectators, which is often impossible to describe. It is no wonder then that discussion of sport has entered into religious and theological conversations. Running alongside sport is the recent surge of fitness and fitness culture, which are showing a tremendous influence on how we live our lives and perceive human thriving. This course will look at sport and fitness historically, ethically, culturally, and theologically—with detailed attention to the place of the body—all through a Christian lens. Where is God in these activities? What is God up to when we pursue sport and fitness? *Offered on occasion. 4 units. ML*

**TC 564 A Theology of Beauty.** This course explores how different eras of history and how specific cultural contexts have informed theological ideas about beauty. Beginning with ancient Hellenistic views of beauty, the course reviews Patristic, Medieval, Reformed, Enlightenment, twentieth and twenty-first-century construals of beauty (Global South, secularist, contextualist, popular, etc.). The goal of the course is a clearer theological understanding the role of beauty in the theoretical and practical work of the church, whether in academic or ecclesial, liturgical or missional contexts. *4 units. ML*

**TC 565 Worship and Culture.** This doctoral seminar is open to a limited number of master's level students by special permission. This class will explore the relationship of cultures, their values, symbols, and rituals to Christian worship. It will explore national and ethnic cultures, as well as generational, class, artistic, and technological cultures. We will focus on gaining an understanding—leading to an application—of theories of culture and worship. *Prerequisite: Permission of instructor. Only offered as part of doctoral seminar. Not currently offered. 4 units. ML*

**TC 567 Theology in a Post-Secular World.** In the late-modern West, atheism, secular humanism, and/or naturalism are now “live options” in ways that they have never been before. While the United States remains one of the most religious of Western countries, a significant (and growing) minority of the population is not simply abandoning religious

practice or religious institutions under the guise of being “spiritual but not religious,” but consciously self-identifying as atheist/humanist/naturalist. This class explores the historical development of this (largely Western) phenomenon, and investigate the intellectual sources that fund the contemporary cultural imagination—sociological, psychological, philosophical, and, ultimately, theological. Although the broader concerns of the course have to do with the cultural significance of atheism, it will focus in particular on aesthetics. That is, it will take up the question of whether and how the aesthetic impulse imbedded within a/theism might prove instructive for developing a constructive Christian theology in the late-modern world. *Only offered as part of doctoral seminar. 4 units. ML*

**TC 568 The Cultures of Modernism.** The rise of industrial modernism and its subsequent offspring offered a challenge to traditional culture and notions of beauty. This seminar will explore the ways in which the development of cultures spawned by this movement dispersed through a broad range of social and poetic practices that make everyday life meaningful and even spiritual. The seminar will explore ways of thinking about these spaces as loci theologicae—that is places where God is present and active. *Not currently offered. Only offered as part of doctoral seminar. 4 units. ML*

**TC 588 Engaging Independent Films.** The course will engage postmodern storytelling, public discourse, and globalization theologically by studying one of our primary, culture shaping forces: the movies. This course will investigate some of the social, religious, aesthetic, ethical, and psychological implications of international, independent film upon theology. It will in turn seek to engage in a theological dialogue/critique with these movies in order to explore the kind of Gospel demonstration and articulation demanded by fiercely “glocal” contexts that are increasingly defined by a “spiritual-but-not-religious” ethos. *Not currently offered. 4 units. ML*

**TC 590 Directed Study in Theology and Culture.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**TC 599 Theology and Culture Transfer Credit.** *Transfer credit in the discipline of Theology and Culture. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**TC 709 Theology and Pop Culture: The Art of Interpretive Leadership.** With congregations

increasingly barraged by electronic inputs, ministers must learn the art of interpretive leadership – finding God within digital media. This multidisciplinary course will engage students in a two-way dialogue between pop culture and theology, with emphasis upon music, movies, TV, art, fashion, and sports. Students will develop a biblical, theological, and sociological understanding of these art forms and a critical understanding of the advertising, consumerism, and globalization that drives pop culture. *8 units. PD*

**TC 710A Transformational African American Church Leadership Cohort Year 2 Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at TM710B. This course is graded SA/NS. *4 units. PD*

**TC 710B Transformational African American Church Leadership Cohort Year 2 Intensive.** With the move of the Alt-Right into the mainstream U.S. public sphere, 4 out of 5 White evangelicals voting for Trump, the increase of hate crimes, and the weaponization of religion through political rhetoric, what does it mean to be Black and “Christian” then? This cohort will focus on the disconnect and intersections between the development of Black theology, Reconciliation theology, and the African American church situated within Black popular culture, a post-civil rights era, and the development of Black Lives Matter movement. Students will gain a deeper understanding of and critically evaluate African American subcultures: Hip Hop, Black film, urban popular culture, and video games, which directly affect the ability of the African American church to become more prolific missionally. Models of community development and transformation will be explored, dissected, and evaluated so that students develop a theology of culture within their respective contexts. Lastly, there will be a great emphasis placed on examining and deconstructing the current political climate which is deeply connected with race, gender, and class. This course is graded SA/NS. *4 units. PD*

**TC 710C Transformational African American Church Leadership Cohort Year 2 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at TC710B. This course is given a letter grade. *4 units. PD*

**TC 711A Ministry and Mission in a Digital Age.** This course in practical theology focuses on the opportunities which digital technology is offering for effective mission and ministry, and the implications for leadership in the new emerging context. Biblical and theological perspectives combined with insights from history and the social sciences will provide

lenses through which to understand and engage with a rapidly changing and fearful world, while the development of practical skills in crafting materials for the online environment is the core component of this course. *6 units. PD*

**TC 711B Ministry and Mission in a Digital Age Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at TC711A. *6 units. PD*

**TC 800 Theology and Cultural Theory.** This is the core methods course for all theology and culture doctoral students. It surveys the landscape of contemporary Western culture, its philosophies and practices, and the challenges and opportunities it presents for constructive theological projects. *6 units. PhD*

**TC 842 Liturgy and the Arts.** This seminar will offer doctoral and masters students the opportunity for a close reading of texts related to theologies and histories of the arts in corporate worship (i.e. liturgy), along with the biblical arguments and the contextual circumstances that give specific shape to the liturgical arts. We will also take time to read texts which explore the specific nature and function of particular media of art: poetry, narrative, music, visual art, architecture, dance, theater, and the emerging arts. The hope is that students will acquire a clearer understanding of the patterns of thought, the ecclesial commitments and the contextual dynamics that inform specific practices of the liturgical arts in cross-historical and cross-cultural perspective. *6 units. PhD*

**TC 849 Theology of General Revelation.** This seminar considers general revelation, that is, the experience of divine encounters that occur outside the church and without direct reference to Jesus Christ, both as a biblical and a theological and philosophical reality. It will explore this in the context of contemporary culture and reflect on the implications for aesthetics, interfaith dialogue and spirituality. By extension it will pay attention to the way these larger cultural conversations may influence future developments within Christian theology itself. *6 units. PhD*

**TC 860 Theology and Culture Seminar.** This seminar is designed to encourage students to develop an intentional and critical methodology for interpreting and engaging cultural products (i.e. literary texts, films, music, etc.). In the broadest sense the course is designed to develop cultural literacy from a Christian perspective. The approach will be, first of all, to focus on particular cultural “texts” and develop strategies of

reading and interpretation that are informed by biblical and theological perspectives. *6 units. PhD*

**TC 862 Dante's Divine Comedy in the Context of Medieval Art and Theology.** This seminar will read Dante's Divine Comedy and explore its relation to fourteenth- and fifteenth-century art and theology. Student preparation and discussion will focus critical attention on the themes and characteristics of Dante's work as an expression of the medieval figural imagination and its consequent understanding of theology. *Offered on occasion. 6 units. PhD*

**TC 864 A Theology of Beauty.** Ideas of beauty were in eclipse for much of the 20th century. Recently beauty has received renewed attention. In this course, students will explore together historical, philosophical, biblical, theological, and cultural understandings of beauty with the goal of developing their own constructive theology of beauty. *6 units. PhD*

**TC 867 Theology and Culture in a Post-Secular World.** The viability of atheism as a "live-option" is a uniquely modern phenomenon--one that reflects and embodies the contemporary cultural imagination. This class will investigate both the historical sources of modern atheism and the variety of lived atheism(s) that are prevalent among contemporary persons. In doing so, it will ask the question of how we might (re)construct a theology of culture that both learns from and engages in conversation with the aesthetic impulses embedded within these atheism(s) in order to think critically about the church's mission in the modern world. *6 units. PhD*

**TC 868 The Aesthetics of Modernism.** It is often believed the rise of industrial modernism offered a challenge to traditional culture and notions of beauty. This class will explore the ways aesthetic practices have been liberated from their captivity to high culture and dispersed through a broad range of poetic practices that make everyday life meaningful and even spiritual. The class will explore ways of thinking about these spaces as *loci theologicae*--that is, places where God is present and active. *6 units. PhD*

**TC 871 Readings in Theology and Culture.** PhD students contract with a professor to read literature and write a substantive review in their area of study. *6 units. PhD*

## TH: Theology

**TH 507 Portraits of Human Nature.** This course will consider perspectives on human nature that allow for

resonance and integration between theology, psychology, and human sciences. It will present descriptions of the nature of humans emerging from a number of perspectives, including neuroscience, cognitive psychology, philosophy, theology, biblical studies, ethics, and aesthetics. A central thesis that will be explored is a monist, or physicalist, view of humans and how a robust theological anthropology of this sort informs Christian life, ministry, and faithfulness on the ground in our everyday lives. *4 units. ML*

**TH 515 Wesleyan Theology.** This course will examine the theological distinctives of Wesleyan theology beginning with its initial developments in John Wesley's contributions and continuing through contemporary expressions. Topics will include sanctification, free will, social action, as well as additional themes. Throughout the quarter we will explore the particulars of Wesleyan theological method and see how this develops distinctive theological priorities and is expressed in local and global ecclesial patterns. *Offered on occasion. 4 units. ML*

**TH 516 Ecclesiology: Church's Mission, Ministry, Worship.** The purpose of this course is to discuss ecclesiology, the doctrine of the church, including her nature and distinctive features; mission and presence in the world; ministry and ministers; worship and liturgy; charisms and gifts; sacraments and ordinances; as well as unity and diversity. Particular attention will be paid to the importance of discerning and appreciating Church's global and contextual diversity and plurality in the midst of the complex world of the third millennium. As new challenges facing the Church include both secularism(s) and religious diversity, a dialogue with Islamic ummah alongside a careful consideration of socio-political, cultural, and other societal factors in relation to church's mission will be a part of the task. *Offered on occasion. 4 units. ML*

**TH 517 Eschatology.** This doctoral seminar will discuss eschatology, the doctrine of "last things" in an interdisciplinary matrix of theology, sciences, and religious studies (particularly Islam). The domain of contemporary eschatology includes the "end" and destiny of personal and communal life as well as our planet and the whole cosmos. Topics include scientific predictions of the near- and far-future of human life, our planet, and cosmos; the Christian and Islamic theology of death and resurrection of the body; millennial views; the judgment and hell; the nature of heaven, the new heaven and new earth; and the

implications to current life of eschatological hope.  
*Offered on occasion. 4 units. ML*

**TH 535 Celtic Theology.** This course will examine historical, theological, and expressive themes related to Celtic theology, an indigenous approach to Christianity that arose in early medieval northern Europe, and has had a continuing impact across the wider Christian world. Throughout the course, our study will attend to the distinct influences that shaped early leaders and enter into the holistic approach to theology that tightly integrated non-dualistic theology, rigorous spiritual discipline, evangelism, narrative, and artistic expression. Students will be invited into expressive involvement that reflects the themes of study and invited to consider how this approach to theology may inform our contemporary challenges. *Offered on occasion. 4 units. ML*

**TH 538 Contextualized Lived Theology.** This doctoral seminar is designed to engage missiological, practical, applied, and lived theology that emerges from specific and particular contextual realities. We will develop the definition and framework of lived theology and its application to ecclesial and missiological practices. This course will engage the work of indigenous theological scholarship, particularly how theology translates to practice within indigenous communities. Constructive and critical engagement of extant missiology and practical theology literature with contextual lived theology will be conducted. This course will require pre-reading with online engagement with the bulk of the instruction in-person at Eloheh Farm (home of the Woodleys) in Oregon. In-person instruction will require active participation in the full range of practices at Eloheh Farm. *Prerequisite: Permission of Instructor. 4 units. ML*

**TH 545 Theology of Grace.** This course critically engages theology of grace through the perspective of Martin Luther's theologia crucis (theology of the cross) for ministry. The focus will be on using theology of the cross as a paradigm for how we understand the gospel and who God is. Covering historical and doctrinal aspects of the development of Luther's Reformation insight for contemporary theological method, works of justice, and pastoral ministry, the course presents the critical edge of the gospel against legalism, moralism, religiosity, and spiritual ideologies. *4 units. ML*

**TH548 Theology of Family.** This course constructively engages theology of family for doctrinal interactions and for Christian formation and ministry. Incorporating dynamics of racial and cultural difference, along with the place and significance of

family in theology, various critical concerns around parents and ancestors, marriage and singleness, and parenting will be addressed. *4 units ML*

**TH 553 Race, Religion, and Theology in America.** What is the relationship between theology and race? How does our understanding of racial identity and experience of racism inform and shape our theological traditions, religious institutions and religious practices? In this course students will engage in critical theological reflection from the perspectives of African American, Asian American, and Latino/a and Native American theologies, as a critique to racialized hegemonic Euro-American theologies. Students will gain new theological perspectives that challenges the notion that 'white theology' is normative and supra-contextual. *Offered on occasion. 4 units. ML*

**TH 555 Comparative Theology.** The purpose of this course is to teach the methods and practices of putting Christian faith in a dialogue with other faith traditions as well as conduct a number of case-studies regarding key Christian beliefs such as revelation, Trinity, Christ, salvation and church. The dialogue partners include the two Abrahamic cousins (Judaism and Islam) and two major Asiatic faith (Hinduism and Buddhism). As a part of learning the basics of meaningful dialogue with the religious Other, the course will also provide some foundational introduction of the said faith traditions and their defining scriptural and doctrinal documents. *Offered on occasion. 4 units. ML*

**TH 559 Theologies of the Holy Spirit.** This course will examine scriptural, historical, and theological themes related to pneumatology, the study of the Holy Spirit. Throughout the course, our study will be attentive to elements of orthodoxy, orthopraxy, and orthopathy in coming to terms with a holistic understanding of the work of the Spirit in our lives, our contexts, and throughout the world. *4 units. ML*

**TH 590 Directed Study in Theology.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**TH 599 Theology Transfer Credit.** *Transfer credit in the discipline of Theology. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**TH 740 Sociological Study of Religion/교회와 사회:**

**종교사회학적 이해와 목회적 적용.** An analysis of the principal theorists in empirical and structural studies of the relationship of religion and society for

application to investigations of the role of religion/Christianity in the Korean/Korean American contexts. Sociological study of religion properly enables pastors to have a clearer picture of the real social world. Under the intensifying influence of the process of globalization and its complexity, the sociological study of religion and its methodology will be an effective tool for broadening their perspective, which is often narrowed by individualistic belief systems, and for challenging their ministry in the local churches. *Taught only in Korean. 4 or 8 units. PD*

**TH 741 Public Theology in Theory & Practice for Korean Ministers/목회자를 위한 공공신학의 이론과 실제.**

This seminar examines the nature, rationale and methodologies of public theology by exploring appropriate public engagement of theology in contemporary society. It employs biblical, historical, theological and socio-political methodologies to examine theoretical considerations and practical engagement of Christian churches in the public sphere. It will develop a definition of public theology as critical, reflective and reasoned engagement of theology in the wider society. Topics to be covered include the following: biblical and theological concepts of the public sphere; public theology in Christian tradition; methodologies of public theology; public responsibility and credibility of Korean churches; issues of public theology, including Christian peace-making, ecological crisis, economic justice, and secular politics. *Taught only in Korean. 4 or 8 units. PD*

**TH 761 Church and Society in Sociology of Religion.** This lecture will focus on the basic theory of Sociology of Religion with the primary purpose of obtaining the perspective of sociologically analyzing the relationship between church and society. Through this analysis, we want to solve—from a sociological perspective—the meaning of Christians living in a modern, pluralistic society as citizens of God's Kingdom. And, through this socio-religious approach, we will analyze problems arising not only within the church but also occurring outside of the church with respect to that society, thereby seeking alternate solutions to overcoming the crisis facing the church. *4 or 8 units. PD*

**TH 817 Eschatology.** This doctoral seminar, open to a limited number of advanced master's level students, will discuss eschatology, the doctrine of "last things" in an interdisciplinary matrix of theology, sciences, and religious studies (particularly Islam). The domain of contemporary eschatology includes the "end" and destiny of personal and communal life as well as our planet and the whole cosmos. Topics include scientific

predictions of the near- and far-future of human life, our planet, and cosmos; the Christian and Islamic theology of death and resurrection of the body; millennial views; the judgment and hell; the nature of heaven, the new heaven and new earth; and the implications to current life of eschatological hope. *6 units. PhD*

**TH 832 Seminar in Reformed Theology.** The Seminar in Reformed Theology will be offered approximately every two or three years and will focus on traditional theological topics (selection varies from year to year), with an emphasis on how theology and exegesis are shaped by each other and by their specific historical contexts. *6 units. PhD*

**TH 838 Contextualized Lived Theology.** This doctoral seminar is designed to engage missiological, practical, applied, and lived theology that emerges from specific and particular contextual realities. We will develop the definition and framework of lived theology and its application to ecclesial and missiological practices. This course will engage the work of indigenous theological scholarship, particularly how theology translates to practice within indigenous communities. Constructive and critical engagement of extant missiology and practical theology literature with contextual lived theology will be conducted. This course will require pre-reading with online engagement with the bulk of the instruction in-person at Eloheh Farm (home of the Woodleys) in Oregon. In-person instruction will require active participation in the full range of practices at Eloheh Farm. *Prerequisite: Permission of Instructor. 6 units. PhD*

**TH 846 Theological Anthropology.** Co-taught by a systematic theologian and philosopher, this doctoral seminar studies theological anthropology, the doctrine and understanding of human beings in Christian perspective, from a philosophical and theological perspective, including relevant biblical and historical, as well as scientific views. The focus will be on the meaning and significance of the image of God in Christian tradition, including the complex questions of identity and "self," as well as in the dualist and physicalist accounts of human being. The cultural and "global" conditioning of these issues will be discussed in relation to Feminist, African-American, and other "contextual" views. *6 units. PhD*

**TH 861 Contemporary Christology.** This seminar provides an overview of different contemporary Christologies and other related doctrines. *6 units. PhD*

**TH 866 Pneumatology: Contemporary Trends and Developments.** This seminar provides an overview of

contemporary trends and developments in pneumatology. 6 units. **PhD**

**TH 867 The Doctrine of the Atonement.** This course considers a number of approaches to, and central issues in the doctrine of the atonement. Particular attention is given to questions pertaining to the coherence of different atonement models and the connection of the doctrine to other theological loci, in dialogue with key thinkers in the Christian tradition. 6 units. **PhD**

**TH 871 Readings in Theology.** PhD students contract with a professor to read literature and write a substantive review in their area of study. 6 units. **PhD**

**TH 891 Public Theology Methods.** This seminar examines methodologies of public theology by discussing some key public theologians to explore theoretical considerations and practical engagement of Christian theology in the public sphere. The aim of this seminar is for the students to critically assess various methodologies and decide the most appropriate method for their own research project. 6 units. **PhD**

## TM: Missions

**TM 507 Thriving Multiethnic Churches/Etnos e Iglesias Las Narrativas Interculturales de la Vida en los Estados Unidos.** This course will introduce students to the narratives of US ethnic groups with theoretical materials from cultural/social anthropology and intercultural communication. Students will be given means for perceiving, understanding, and developing ministry in the context of the multicultural US environment. The course will attend to theological and spiritual resources that support church leadership, with heuristic foci on African-American, Hispanic-American, Asian-American and Euro-American experiences. *Also taught in Spanish. Offered on occasion.* 4 units. **ML**

**TM 528 Asian American Identity and Ministry.** This course, designed for both Asian Americans and non-Asian Americans, teaches practical theology method for the task of constructing local theologies in Asian American contexts, which will be framed as the interaction of four key layers, the Asian American Quadrilateral: (1) Asian religious and cultural heritages, (2) Migration/post-immigration experience, (3) American culture, and (4) Racialization. Drawing upon historical, theological, ecclesial, biblical, and social science perspectives, this contextual engagement will serve gospel faith and praxis for Asian Americans. 4 units. **ML**

**TM 590 Directed Study in Missions.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. 4 units. **ML**

**TM 599 Missions Transfer Credit.** *Transfer credit in the discipline of Missions. Used in posting approved external transfer credit for which there is no direct Fuller equivalent.* 4 units. **ML**

**TM 700A Pastor as Public Theologian Reading.** This course is a directed learning unit for students to read and critically reflect on required reading in preparation for participation in TM700B. This course is graded SA/NS. 4 units. **PD**

**TM 700B Pastor as Public Theologian Seminar.** In this course we will explore effective pastoral strategies for addressing the challenges that Christians face in our divisive public life. We will reflect on how present-day ministry can benefit from the insights of "public theology" in equipping believers for public engagement. Special attention will be given to faithful preaching on political topics, the place of patriotic themes in worship, and encouraging dialogue on matters about which seriously disagree. We will include a focus on how the church negotiates these matters in diverse national contexts. This course is graded SA/NS. 4 units. **PD**

**TM 700C Pastor as Public Theologian Writing.** This course is a directed learning unit for students to engage with each other and their professors while writing a final paper based off participation in TM700B. This course is given a letter grade. 4 units. **PD**

**TM 701 Transformation and Ministry in a Captive World.** Liberation theology has sought to liberate the disenfranchised from poverty, oppression, and social injustice. Two frameworks that developed from this theology have been captivity theology and *misión integral* (integral mission) both which advocate for a holistic ministry mindset. This course examines the captivity theology and holistic ministry models to guide those called to minister in a world still held captive by personal and systemic sin as seen every day in real life and mainstream media. It will explore how those who work for and with the local church can seek personal and social transformation in their cities through civic engagement tools and narratives from the margins. In addition, guest lecturers may be utilized to assure a thorough engagement with the topic. 8 units. **PD**

**TM 701A Transformation and Ministry in a Captive World.** Liberation theology has sought to liberate the disenfranchised from poverty, oppression, and social

injustice. Two frameworks that developed from this theology have been captivity theology and *misión integral* (integral mission) both of which advocate for a holistic ministry mindset. This course examines the captivity theology and holistic ministry models to guide those called to minister in a world still held captive by personal and systemic sin as seen every day in real life and mainstream media. It will explore how those who work for and with the local church can seek personal and social transformation in their cities through civic engagement tools and narratives from the margins. In addition, guest lecturers may be utilized to assure a thorough engagement with the topic. This course is graded SA/NS. *6 units. PD*

**TM 701B Transformation and Ministry in a Captive World Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at TM701A. This course is given a letter grade. *6 units. PD*

**TM 702 Living Missionally in Place.** Place matters to God. God's first act of creation in Genesis 1 is place, the heavens and the earth. Place is more than the geography and the background of God's story; it is a main character. Place holds identity, strengths, narratives, and memories, connects us with each other, roots us in the sacred and plays a role in personal, communal and systemic development and transformation. Place is the context for our belonging and meaning, shared history and living missionally. This course is designed as an interactive, participatory learning intensive in Los Angeles that engages students with place (both created and built environments) and provides opportunity to explore the theological, spiritual, missiological, sociological and historical lenses of place. Students will reflect on faith practices, the ministry of God's presence, and assess the role of place in God's work, the mission of the church and the student's vocation in their particular context. *8 units. PD*

**TM 702A Living Missionally.** Place matters to God. God's first act of creation in Genesis 1 is place, the heavens and the earth. Place is more than the geography and the background of God's story, it is a main character. Place holds identity, strengths, narratives, and memories, connects us with each other, roots us in the sacred and plays a role in personal, communal and systemic development and transformation. Place is the context for our belonging and meaning, shared history and living missionally. This course is designed as an interactive, participatory learning intensive in Los Angeles that engages students with place (both created and built environments) and provides opportunity to explore

the theological, spiritual, missiological, sociological and historical lenses of place. Students will reflect on faith practices, the ministry of God's presence, and assess the role of place in God's work, the mission of the church and the student's vocation in their particular context. This course is given a letter grade. *6 units. PD*

**TM 702B Living Missionally Integration.** This course is a directed learning unit for students to engage with each other and the professor while writing a final paper based off participation in TM702A. This course is given a letter grade. *6 units. PD*

**TM 702C Living Missionally Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at TM702B. *No longer offered. 4 units. PD*

**TM 703A Public Theology Cohort Year 1.** What if Dostoevsky was right when he said, "Beauty will save the world"? What if divine beauty--an otherworldly beauty built on the death of Jesus--is precisely how God has saved and is saving the world? In Year 1 of this cohort, members will gain a foundational knowledge of theological aesthetics, with particular attention given to the doctrine of atonement and to the relationship between art and faith. Diverse theological sources, ranging from Makoto Fujimura to Hans Urs von Balthasar to James Cone, will ground students in a practical theology that can be the foundation for their pastoral leadership within their own cultural setting. This course is graded SA/NS. *6 units. PD*

**TM 703B Public Theology Cohort Year 1 Writing.** This course is a directed learning unit for students to engage with each other and their professor while writing a final paper based off participation in TM703A. This course is given a letter grade. *6 units. PD*

**TM 704A Public Theology Cohort Year 2.** In Year 2 the cohort turns its collective attention to the church, asking what a practiced theological aesthetics might look like in a community of Christians devoted to living out the *imago Dei* as co-makers with the divine Maker. The author Wendell Berry serves as a primary source for this kind of ecclesiology. Berry's portrayal of Port William, a fictitious town in rural Kentucky, provides one of the most surprising and compelling renderings of the church and the kingdom of God in the past century. Berry's work will be augmented by other theological and cultural sources, giving cohort members a wide and profound canvas for painting their own ecclesiologies. The goal of such an ecclesiology is a healthy church culture that will

sustainably bless its own local context. This course is given a letter grade.

6 units. **PD**

**TM 704B Public Theology Cohort Year 2 Writing.**

This course is a directed learning unit for students to engage with each other and their professor while writing a final paper based off participation in TM704A. This course is given a letter grade. 6 units. **PD**

**TM 705A Public Theology Cohort Year 3.** A theology founded upon divine beauty and an ecclesiology dedicated to curating and expressing this beauty demand pastoral leadership that is creative and public. How does our preaching of the cross change when we agree with theologian Hans Urs von Balthasar, that “the most sublime of beauties is a beauty crowned with thorns and crucified”? How can pastors cultivate a culture of making within their churches and contexts? What is the role of the pastor in addressing areas of brokenness within culture, particularly the brokenness of racism? These and other pressing cultural questions will be asked and constructively addressed in Year 3. This course is given a letter grade. 6 units. **PD**

**TM 705B Public Theology Cohort Year 3**

**Integration.** In this quarter students will focus on writing their final paper for year 3 which can also be applied to their doctoral project. In this final paper students can write the practice and assessment chapters of their doctoral project. Students must engage with the professor at least bi-weekly on Canvas. This course is given a letter grade. 6 units. **PD**

**TM 710 The Local Congregation as a Mission**

**Outpost.** Lesslie Newbigin wrote that the only hermeneutic of the gospel is a congregation of men and women who believe it and live by it. The only church that makes a difference in culture is a real, tangible, visible church. Too many congregations have very little impact on culture, choosing instead to live in isolation and irrelevance. Any congregation in any setting has the opportunity, and the obligation to be a Missional outpost. But beyond that, the local church must begin to see itself in terms of being a dynamic movement rather than a static organization. This course will explore movement dynamics and will investigate how the church can re-conceive and structure itself for multiplication and influence. We will explore the theological, missiological, as well as the sociological basis for Missional movements and how that identity emerges and is lived out in the practices of a local congregation. 8 units. **PD**

**TM 710A Church as a Mission Outpost Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at TM710B. This course is graded SA/NS. 4 units. **PD**

**TM 710B Church as a Mission Outpost Intensive.**

This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at TM710B. This course is graded SA/NS. 4 units. **PD**

**TM 710C Church as a Mission Outpost Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at TM710B. This course is given a letter grade. 4 units. **PD**

**TM 716 Missional Ecclesiology.** Jürgen Moltmann said “It is not the church that has a mission of salvation to fulfill in the world; it is the mission of the Son and the Spirit through the Father that includes the church.” (*The Church in the Power of the Spirit*, London, 1977, p. 64). This articulation breaks down many traditional patterns of thinking about and practicing the church. It presents many challenges to those who would lead their churches into His Mission. It calls for a new posture for the church in the world. This course explores how to think about, practice, lead and embody the church in the world as a participant in God’s mission. 8 units. **PD**

**TM 720A Ministry in a Secular Age.** It seems uncontested that Protestantism is in crisis. Both denominations and congregations feel the poignant pressure of the secular to do something or perish. We sense that the forces of a secular age are everywhere. However, the challenges we face in this kind of secular age (inside late modernity) are such that if we are not careful, our best intentions could make things worse. Too often our Protestant denominations and congregations are confused or misguided on what it means to be living inside a secular age. Therefore, it is very important to understand what we mean by “secular,” and to recognize the ways that the secular impacts our sense of a good life (both personally and institutionally). Particularly, we need to explore how our imagination for transcendence, revelation, and divine action become eclipsed by a more immanent frame of reflection. This course will provide a deep exploration of the philosophies, social theories, and theologies that examine what it means to live in a secular age. Drawing on these works, and our discussions of them, students will be invited to examine a theological vision of ministry that addresses the challenges and possibilities of the secular age. We will make a shift from seeing the

secular as a loss of institutional prestige or vitality, and instead recognize how our imaginations become caught in immanence, disenchantment, and enclosed views of the self and world. This course is graded SA/NS. 6 units. **PD**

**TM 720B Ministry in a Secular Age Integration.** This course is a directed learning unit for students to engage with each other and their professor while integrating concepts of learning during participation in TM720A. This course is given a letter grade. 6 units. **PD**

**TM 742 Desert Spirituality and Urban Ministry in the Korean Context/한국적 상황에서의 사막의 영성과 도시 목회.** This course is about ministering to people up close and face-to-face in an urban setting. It will take a holistic approach, advocating that broken spirits, broken wills, broken societies, broken lives, and broken bodies all merits the attention of the local church. Spiritual formation and holistic ministry will be seen as complementary parts of living the Christian life in all situations, but especially in an urban setting. Serious attention will be given to early Christian monasticism for the affluent urban setting in 21st century Korea. *Taught only in Korean.* 4 or 8 units. **PD**

**TM 743 Missional Churches and Leadership in Korean Contexts/한국적 상황에서의 선교적 교회와 리더십.** This is a course on biblical, theological, and practical matters in ecclesiology and leadership in the Korean context. The work of lay and clergy leadership is explored in relationship to congregation formation, spiritual formation, and holistic ministry formation. All participants in the church are to be formed into an "interpretive community" that is engaged with God personally and corporately in spiritual formation and in missional life. Working from a praxis-theory-praxis perspective, the course will attend to topics as they are integrated in a practical theology methodology. *Taught only in Korean.* 4 or 8 units. **PD**

**TM 744 Church Renewal and Planting Based on the Gospel of the Kingdom of God/하나님 나라 복음에 기초한 교회 갱신과 개척.** This course analyzes core causes of the crisis facing the current Korean church, and aims to propose a method through which an alternative based on the theology of the Gospel of the Kingdom of God can be constructed. It explores the relationship between two unchanging truths in the Kingdom of God theology and the Gospel and searches contemporary meaning of five factors/DNA of the Gospel of the Kingdom of God: seeker-

friendliness, authentic community, balanced growth, internal and external reformation, and desire for worship. It attempts to create a practical strategy for building up the church via theories and practices of church growth: evangelism, discipleship, community. It gives and deepens a comprehensive overview of how to renew and plant churches based on such ecclesiology. *Taught only in Korean.* 4 or 8 units. **PD**

**TM 746 Missional Church and Spirituality in a Culture of Fear/공포의 문화 속에서의 선교적 교회와 영성.** Why are Korean churches enthusiastic about missional churches? Are the theories of missional church born in the post-Christian society suitable for Korean churches? What are the alternative ecclesiastical, pastoral, and spiritual practices for Korean local churches experiencing decline beyond plateau? This course deals with the theological, spiritual, sociological, and practical issues of the ecclesiology of missional church as an alternative in a cultural of fear. Working from a triple cycle of attentiveness-social analysis-hospitality, the course will attend to topics as they are integrated in the Christian Spirituality. *Taught only in Korean.* 4 or 8 units. **PD**

**TM 750A Ministry and Leadership in Asian Contexts Year 1.** The first year will focus on biblical and theological foundations for spiritual formation in a chaotic, rapidly changing, fast-paced world, with particular emphasis on the unique context of Asia. Leaders will cultivate greater attentiveness to their inner life and walk with God. We'll mine the theological roots for resilience alongside adaptive leadership principles while exploring spiritual practices for a thriving life, leadership, and ministry. This course is given a letter grade. 6 units. **PD**

**TM 750B Ministry and Leadership in Asian Contexts Year 1 Integration.** This course is a directed learning unit for students to write their final paper for Year 1. In this final paper students should identify and analyze their ministry context and analyze the challenge they want to address in their context. The paper should be comparable with the Introduction and Chapter 1 of the doctoral project. This course is given a letter grade. 6 units. **PD**

**TM 751A Ministry and Leadership in Asian Contexts Year 2.** Year two looks at polycentric leadership as a new paradigm of leadership for the complex cultural and historical contexts in which we live, with specific focus on Asia. Students will delve into six themes of the theoretical model and review case studies to explore ministry praxis. They will examine the importance of disciplinmaking as a core

ministry focus for fruitful practice. This course is given a letter grade. *6 units. PD*

**TM 751B Ministry and Leadership in Asian Contexts Year 2 Integration.** In the third quarter students will focus on writing their final paper for year 2 which can also be applied to their doctoral project. In this final paper students will write the literature review chapter of their doctoral project. Students must engage with the professor at least bi-weekly on Canvas. This course is given a letter grade. *6 units. PD*

**TM 753 Church Rising: New Seasons for the Church.** We live in an ever-increasing multicultural, multiethnic, urbanized, polarized, and divided mission field. The church of the future must serve as a force of shalom, compassion, justice, reconciliation, and transformation in the midst of this reality. Whether the context of ministry is urban, suburban, or rural the aftershocks of tremendous cultural shifts and challenges call for a rethinking of the church fundamentals of evangelism, discipleship, and mission. The church has a missional opportunity to reimagine its faithful and fruitful next season. Pastors play a key role in the reimagining process, uniquely called and positioned to influence healthy and flourishing congregations. *8 units. PD*

**TM 753A Church Rising.** We live in an ever-increasing multicultural, multiethnic, urbanized, polarized, and divided mission field. The church of the future must serve as a force of shalom, compassion, justice, reconciliation, and transformation in the midst of this reality. Whether the context of ministry is urban, suburban, or rural, the aftershocks of tremendous cultural shifts and challenges call for a rethinking of the church fundamentals of worship, discipleship, and witness. The church has a missional opportunity to reimagine its faithful and fruitful next season. Pastors play a key role in the reimagining process, uniquely called and positioned to influence healthy and flourishing congregations. How might we imagine new forms and practices of church in this new season of ministry? How do local congregations reflect the gospel in concrete, sometimes troubled, contexts? This course is given a letter grade. *6 units. PD*

**TM 753B Church Rising Integration.** This course is a directed learning unit for students to engage with each other and their professor while integrating concepts of learning during participation in TM753A. This course is given a letter grade. *6 units. PD*

**TM 757 The Theology and Practice of Place: Engaging Neighborhoods and Social Space.** The majority of communities in the United States have

become void of relational vitality, primarily because of the loss of informal public places. The absence of an informal public life is largely the result of suburban sprawl, the rise of the automobile culture and the proliferation of home entertainment that often inhibits face-to-face communication. America has become a culture of displacement and isolation. The lack of a robust theology of place in America manifests itself in a church that rarely understands how to effectively engage in relationships where people live, work and play. This course will combine both theory and practice as we (a) explore a theology of place by surveying the themes of place throughout Scripture (b) survey trends in American history that have led to a culture of displacement (c) highlight the importance of incarnational presence as the appropriate response to displacement; and (d) discuss practical steps to engage neighborhoods and social space. *8 units. PD*

**TM 758 Engaging Culture(s) for God's Mission.** Mission requires cultural engagement. Culture includes language, ways of life, symbols, economic structures and all manner of rituals and narratives that enable human beings to cooperate, live in and make meaning together. Culture is the means by which we communicate and inhabit the gospel. This class will give the student a comprehensive framework from which to understand culture, understand the gospel in relation to culture and understand the church as the witness to the gospel in culture. The class will enable each student to shape a theology of church and culture that frames new possibilities for the church to engage culture and proclaim the gospel amidst a world in need of God's forgiveness, reconciliation, healing, justice, and renewal of all things. *8 units. PD*

**TM 759 Missional Leadership in Biblical Narrative/성경적 내러티브 속에서의 선교적 리더십.** Working from practical theology methods, this course will attend our cultural context, narratives of God's disruptive initiatives in scripture, and a reshaping of leadership theories with a priority on God's agency. Through bible commentaries, using a missional lens on the bible, examining leadership theories in light of scripture, this course will focus on bible and missional ecclesiology. *Taught only in Korean. 4 or 8 units. PD*

**TM 762A The Mission of the Church in Middle Eastern Contexts Reading.** Leslie Newbigin wrote that the only hermeneutic of the gospel is a congregation of men and women who believe it and live by it. The only church that makes a difference in culture is a real, tangible, visible church. Every congregation in any setting has the opportunity and

the obligation to be a missional outpost. But beyond that, the local church must begin to see itself in terms of being a dynamic movement rather than a static organization. This course will explore how local churches might reimagine their work in light of the primary work of God the missionary. We will explore the theological, missiological, and sociological basis for missional movements and how that identity emerges and is lived out in the practices of a local congregation. This module will address the challenges that face churches located in the ever-changing Middle East. Emphasis will be placed on the missional church in Middle Eastern contexts. *4 units. PD*

**TM 762B The Mission of the Church in Middle Eastern Contexts Intensive.** This course will explore how local churches might reimagine their work in light of the primary work of God the missionary. We will explore the theological, missiological, and sociological basis for missional movements and how that identity emerges and is lived out in the practices of a local congregation. This module will address the challenges that face churches located in the ever-changing Middle East. Emphasis will be placed on the missional church in Middle Eastern contexts. *4 units. PD*

**TM 762C The Mission of the Church in Middle Eastern Contexts Writing.** In this course, students will be writing their Year 1 seminar paper for The Mission of the Church in Middle Eastern Contexts Course. *4 units. PD*

**TM 763A Ministry and Leadership in Middle East Contexts Year 2 Reading.** This course is a directed learning unit for students to read and critically reflect on required reading in preparation for participation in TM763B. This course is graded SA/NS. *4 units. PD*

**TM 763B Ministry and Leadership in Middle East Contexts Year 2 Seminar.** The second year will focus on a subject of vital importance to the Middle Eastern church, and the global church: the interfaith context. Considering the recent evolution of religious sentiment in the Middle East, this module will expand students' understanding of Islam, its historical development, and its present-day constituents in the countries of the Middle East. Further it will orient students to Christian-Muslim relations, alerting them to the ongoing importance of why contextualization and renewal of a religion are essential to its success and growth. Finally, we will consider the future of Arab Christianity in its Muslim-majority context, its relationships with the global church, and the forms of support and awareness from the West which will most help the local church to survive and thrive in this

challenging context. These themes will be developed as each student looks at their own ministry context. This course is graded SA/NS. *4 units. PD*

**TM 763C Ministry and Leadership in Middle East Contexts Year 2 Writing.** This course is a directed learning unit for students to engage with each other and their professors while writing a 40-50-page final paper based off participation in TM763B. This course is given a letter grade. *4 units. PD*

**TM 764A Ministry and Leadership in Middle East Contexts Year 3 Reading.** This course is a directed learning unit for students to read and critically reflect on required reading in preparation for participation in TM764B. This course is graded SA/NS. *4 units. PD*

**TM 764B Ministry and Leadership in Middle East Contexts Year 3 Seminar.** Year three of the cohort will address the uniqueness of Middle Eastern Christianity and the place of the Arabic church in the context of the global church. The focus of this module will be practical, presenting models and skills for pastoral and preaching ministry, sharing themes relevant to effective leadership in the church, and touching on issues such as the dynamics of change. Additionally, the mission of the church will be looked at from a variety of biblical, historical, and practical perspectives, so that serious consideration can be given to the theology and work of the Holy Spirit in the growth and health of the church, and to the unique challenge of evangelism in the Middle Eastern context. This module will challenge pastors to think creatively and concretely about the church's role, as well as their own, in shaping and healing society, addressing issues of social justice, community development, conflict resolution, and doing ministry among younger generations. The pastor's work of theological and cultural reflection will be introduced as a principal means for personal renewal and for our engagement with society. This course is graded SA/NS. *4 units. PD*

**TM 764C Ministry and Leadership in Middle East Contexts Year 3 Writing.** This course is a directed learning unit for students to engage with each other and their professors while writing a 40-50-page final paper based off participation in TM764B. This course is given a letter grade. *4 units. PD*

**TM 765 Benedictine Spirituality for the Korean Protestant Spiritual Formations/한국**

**개신교영성형성을 위한 베네딕트 영성.** This course explores the spirituality of Benedict, the father of European monasticism, centered on his Rule. Students will examine the value and meaning of

Benedict's spirituality on theological, sociological, and psychological levels. In particular, students will study its connection to desert spirituality rooted in the Eastern tradition, the theological implications of asceticism and monasticism, and applications for spiritual formation in Protestant communities through The Rule of Benedict. *4 or 8 units. PD*

**TM 767 Cultural Anthropology for the Missional Church/선교적 교회를 위한 문화인류학.** This seminar is designed to teach basic anthropological concepts and theories and ethnographic research skills from a Christian gospel perspective and to help the students learn and discuss the following areas from a cross- (or inter-) cultural perspective in light of the Incarnation of Jesus Christ. The areas to discuss include the dynamic relationships between the gospel and cultures, the ontological meanings of the local church, and the missiological implications of their missional existence. Hence, the seminar intends to enable the student to evaluate their ministries and apply the anthropological insights gained through this seminar to their future ministries. *4 or 8 units. PD*

**TM 568 Spiritual Direction for Pastoral Ministry.** This course introduces the ministry of spiritual direction for pastoral contexts. Spiritual direction is one of Christian spiritual disciplines which helps Christians to deepen their relationship with God through participating in a covenantal conversation in one-on-one or small group settings. First, this course guides participants to understand spiritual direction theoretically and practically by exploring its definition, history, characteristics, and methods. Second, it deals with related topics such as qualities of spiritual directors, difficulties in spiritual direction relationships, supervision for directors, comparison with other practices like pastoral counseling, and mentoring, and spiritual direction in various contexts. The course consists of lecture, discussion, and practice. *4 or 8 units. PD*

**TM 792 Independent Study in Missions.** Doctoral students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to a specified amount of academic credit. *4 units. PD*

## TR: General Transfer

**TR 599 General Transfer Credit (500 Level).** *500-Level general transfer credit. Used in posting approved external transfer credit only. 4 units. ML*

**TR 799 General Transfer Credit (700 Level).** *700-Level general transfer credit. Used in posting approved external transfer credit only. 4 units. PD*

**TR 899 General Transfer Credit (800 Level).** *800-Level general transfer credit. Used in posting approved external transfer credit only. 3-6 units. PhD*

## TS: Global Theology

**TS 530 Global Church and Christian Doctrine.** Drawing mainly from Systematic Theology, influenced by Church History/Historical Theology, this interdisciplinary doctoral seminar investigates the origins, historical developments, and current state of Christian doctrine with a view toward recent contextual, global, and intercultural interpretations in the worldwide church. Although case studies will be conducted on how Trinity, Christology, salvation, and human nature have been shaped and conditioned from the church's beginning to contemporary times by religious, cultural, socio-political, economic, and other contextual factors, the special focus of the course is ecclesiology, including the nature, mission, ministry, liturgy/worship, and sacraments/ordinances. Methodological questions are central to the course in order to allow the students of various theological disciplines to assess, engage, and construct Christian beliefs for the third millennium. *Only offered as part of doctoral seminar. 4 units. ML*

**TS 535 Orientation to Theological Methods and Approaches.** This is a masters level section of a doctoral seminar designed to investigate and discuss critically competing, diverse methodologies and approaches in contemporary international, global theology including their philosophical, hermeneutical, and cultural ramifications. Particular emphasis is placed on "contextual" and "global" methodologies, including those from Africa, Asia, and Latin America; liberationists of various sorts; post-and decolonialists; as well as, women (Feminist, Womanist, mujerista, those from Africa, Asia, and Latin America). Furthermore, post-liberal, postmodern, canonical-linguistic, radical orthodox, and other constructive approaches as well comparative and interdisciplinary methods will be scrutinized. *4 units. ML*

**TS 537 Reformed Theology and Modernity.** Reformed Theology and Modernity - This seminar will investigate the relationship between Reformed theology and modernity in the work of Herman Bavinck and Abraham Kuyper. Bavinck's Reformed Dogmatics and Kuyper's Lectures on Calvinism will serve as core texts for the course. This seminar will

consider the ways in which these two theologians attempted to articulate the theological themes of revelation, trinity, Christology, and mission in their own modern contexts. In light of these readings, students will consider the ways in which Reformed theology might need to be reimagined again in their own modern, global, and pluralistic contexts. *4 units. ML*

**ML**

**TS 550 Advanced Christian Ethics.** Offers a focused exploration of the major voices and issues at work in the contemporary field of Christian Ethics. Students become conversant in the major methodological schools of thought in philosophical and theological ethics. Students develop their own Christological approach to Christian Ethics. *4 units. ML*

**TS 552 Political Theology and Ethics.** Politics, Theology, and Ethics. This seminar examines influential historical and contemporary voices in the fields of political theory, theology, and ethics. It also explores a variety of theological understandings of and approaches to political life (Catholic, Reformed, Liberationist, Anabaptist, etc). The aim of this seminar is for the students to critically assess a variety of methodologies, while developing their own method and voice for political theology and ethics in relation to their specific research project. *4 units. ML*

**TS 560 Global Context and Public Sphere.** The nature and dynamics of Christian ministry and social witness are radically changing in the context of globalization, digitization, and neoliberal economy. These forces are transforming our social institutions (including churches), cultural ethos, interpersonal communications, and boundaries of public and religious identities. Taking an interdisciplinary approach, this seminar studies the complex nature, the public theological meanings and the ethical implications of the changes in diverse global contexts from a perspective of Christian theology, history, ethics, and cultural studies. *Only offered as part of doctoral seminar. 4 units. ML*

**TS 599 Global Theology Transfer Credit.** *Transfer credit in the discipline of Global Theology. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**TS 830 Global Church and Christian Doctrine.** Drawing mainly from Systematic Theology, influenced by Church History/Historical Theology, this interdisciplinary doctoral seminar (open to advanced master's level students) investigates the origins, historical developments, and current state of Christian doctrine with a view toward recent "contextual," "global," and intercultural

interpretations in the worldwide church. While case-studies will be conducted on how theological anthropology (race and identity), Trinity, Christology, and salvation have been shaped and conditioned beginning from the early church to contemporary times by religious, cultural, socio-political, economic, and other contextual factors, the special focus of the course is on ecclesiology, including the nature, mission, ministry, liturgy/worship, and sacraments/ordinances. Methodological questions are central to the course in order to allow the students of various theological disciplines to assess, engage, and construct Christian beliefs for the third millennium. *6 units. PhD*

**TS 832 Theology and Culture.** This seminar provides students with the capacity to develop their own theological hermeneutic for interpreting, understanding, and engaging both their local cultural context and "culture" writ large, which includes but is not limited to: (1) concrete cultural products (e.g., literary texts, films, music, visual art, etc.); (2) cultural practices (religious, aesthetic, political); (3) cultural phenomena (e.g., broader societal trends, movements, and sensibilities); (4) cultural theories (philosophy, psychology, critical theory); (5) cultural systems/structures (socio-economic, ideological, technological); (6) cultural identities (ethnic, linguistic, tribal, national); and (7) cultural "traces" (the underlying volkgeist(s) of a society or societies). In the broadest sense, the aim of this seminar is to develop a constellation of cultural competencies for Christian leaders who live, move, and have their being in increasingly globalized, hybrid, porous, and pluralistic contexts. *6 units. PhD*

**TS 835 Orientation to Theological Methods and Approaches.** This doctoral seminar is designed to investigate and discuss critically competing, diverse methodologies and approaches in contemporary international, global theology including their philosophical, hermeneutical, and cultural ramifications. Particular emphasis is placed on "contextual" and "global" methodologies, including those from Africa, Asia, and Latin America; liberationists of various sorts; post-and decolonialists; as well as, women (Feminist, Womanist, mujerista, those from Africa, Asia, and Latin America). Furthermore, post-liberal, postmodern, canonical-linguistic, radical orthodox, and other constructive approaches as well comparative and interdisciplinary methods will be scrutinized. *6 units. PhD*

**TS 837 Reformed Theology and Modernity.** Reformed Theology and Modernity - This seminar will investigate the relationship between Reformed

theology and modernity in the work of Herman Bavinck and Abraham Kuyper. Bavinck's Reformed Dogmatics and Kuyper's Lectures on Calvinism will serve as core texts for the course. This seminar will consider the ways in which these two theologians attempted to articulate the theological themes of revelation, trinity, Christology, and mission in their own modern contexts. In light of these readings, students will consider the ways in which Reformed theology might need to be reimagined again in their own modern, global, and pluralistic contexts. *6 units.*

**PhD**

**TS 840 Theology and Science: Origins, Workings, and "End" of Cosmos.** This interdisciplinary doctoral seminar will focus on issues in contemporary science that have a bearing on Christian theology. Topics to be discussed include the following: cosmology, evolution, and creation; fine-tuning and design; quantum physics and divine action; thermodynamics and evil; suffering and theodicy; future of life and cosmos, and eschatology: time and eternity.

Alongside Christian tradition, relevant topics in relation to the Islamic tradition will also be engaged, to add a comparative theological perspective. *6 units.*

**PhD**

**TS 845 Glocalization and Religio-Cultural Pluralism.** This CATS seminar explores the possibilities for constructive theology when the normative "centers" of theology are interrogated, decentered, and reconstituted. Animated by the "glocal" and plural contexts in which contemporary theology takes place, consideration will be given to the interrelations between representations of culture, the production of global designs, the multiple expressions of modernities and colonialities, and the popular mediation of environmental piety. With a particular focus on epistemology and praxis, students will develop a critical perspective for reflecting theologically on "the land" (Gaia/Pachamama), politics, economies, (post)modern subjectivities, and religions. The hermeneutical implications of a decolonizing-praxis for theology, culture, ethics, and ministry will be considered in an interdisciplinary manner, with attention to the potential participation of the Church in God's mission as it unfolds within hegemonic global designs. *6 units. PhD*

**TS 850 Christian Ethics.** Offers a focused exploration of the major voices and issues at work in the contemporary field of Christian Ethics. Students become conversant in the major methodological schools of thought in philosophical and theological ethics. Students develop their own Christological approach to Christian Ethics. *6 units. PhD*

**TS 852 Political Theology and Ethics.** Politics, Theology, and Ethics. This seminar examines influential historical and contemporary voices in the fields of political theory, theology, and ethics. It also explores a variety of theological understandings of and approaches to political life (Catholic, Reformed, Liberationist, Anabaptist, etc). The aim of this seminar is for the students to critically assess a variety of methodologies, while developing their own method and voice for political theology and ethics in relation to their specific research project. *6 units. PhD*

**TS 854 Public Theology.** Offers a focused exploration into the historical development of public theology as discipline. Students become conversant in the diverse methodological issues and voices currently active within the field. Students develop their own constructive theological approach to core concepts like secularism, modernity, and the public square. *6 units. PhD*

**TS 860 Global Context and Public Sphere.** The nature and dynamics of Christian ministry and social witness are radically changing in the context of globalization, digitization, and neoliberal economy. These forces are transforming our social institutions (including churches), cultural ethos, interpersonal communications, and boundaries of public and religious identities. Taking an interdisciplinary approach, this seminar studies the complex nature, the public theological meanings and the ethical implications of the changes in diverse global contexts from a perspective of Christian theology, history, ethics, and cultural studies. *6 units. PhD*

**TS 871 Readings in Global Theology.** PhD students contract with a professor to read literature and write a substantive review in their area of study. *6 units. PhD*

## TX: Capstone Registrations

**TX 500 MA in Theology Capstone Essay/Ensayo MA Teologica.** After completing at least 60 units, students in the Master of Arts in Theology program must submit a one-page (250-300 words) essay reflecting on the academic capacities gained in their course of study, particularly in terms of their elective or emphasis courses. *Also taught in Spanish. 4 units. ML*

**TX 501 MAML Capstone Project.** After completing at least 40 units, students in the MA in Ministry Leadership program must submit an 800-1000 word

response to a case study question (they choose from three options). This required assignment asks students to address the case study by drawing on coursework and experience to offer an integrated theological and ministry response. It gives opportunity for students to demonstrate the level of learning gained throughout the program. *Prerequisite: 40 units. 0 units. ML*

## VF: Vocational Formation

### VF 801 Formation and the Academic Vocation

**1/학문적 소명 형성 1.** Requirements for Christian formation, teaching and learning, and professional development are met through a series of activities—some planned annually, others biannually. VF801 includes a combination of interests: the craft of research, Christian formation, and teaching and learning (also known as pedagogy or andragogy). *Also taught in Korean. 1 unit. PhD*

### VF 802 Formation and the Academic Vocation

**2/학문적 소명 형성 2.** CATS requirements for Christian formation, teaching and learning, and professional development are met through a series of activities—some planned annually, others biannually. VF802 includes a combination of interests: Christian formation and professional development. *Also taught in Korean. 1 unit. PhD*

### VF 803 Formation and the Academic Vocation

**3/학문적 소명 형성 3.** Doctoral requirements for Christian formation, teaching and learning, and professional development are met through a series of activities—some planned annually, others biannually. VF803 includes a combination of interests: Christian formation and teaching and learning (also known as pedagogy or andragogy). *Also taught in Korean. 1 unit. PhD*

### VF 804 Formation and the Academic Vocation

**4/학문적 소명 형성 4.** Requirements for Christian formation, teaching and learning, and professional development are met through a series of activities—some planned annually, others biannually. VF804 includes a combination of interests: Christian formation, professional development, and teaching and learning (also known as pedagogy or andragogy). *Also taught in Korean. 0-1 unit. PhD*

## WS: Worship Studies

**WS 514 Music as Theological Expression.** This course is intended to be a survey of how music has been used in the church and as art as a means of declaring the message of God in the world and an expression of faith. Students will be guided through historical periods, trends, styles, controversies, and varieties of musical media from past to present. The course will aid the student to consider the theological issues relating to the use of music in worship and the world at large. *Offered on occasion. 4 units. ML*

### WS 515 Worship Leadership: Formation and Skill.

This course will be an interactive experience for planning, leading, administering, and evaluating corporate worship, particularly from the standpoint of the musical leader. There will be personal and group experiences, including journaling of worship experiences, creating materials for corporate worship, principles for working with volunteers, all combined with an emphasis on spiritual formation and pastoral and theological principles of worship leading. Students will be encouraged in the use of a wide spectrum of worship styles and resources, in addition to evaluating their use for specific purposes within sacred settings. Maximum benefit for this course will be received by the student who is an active music worship leader in a regular worship setting. *Offered on occasion. 4 units. ML*

### WS 518 Worship, Wisdom, and Liturgical

**Leadership.** What goes into planning a worship service? Why are services, orders of worship, and liturgies constructed in a certain order and with specific elements? How does one wisely lead worship or liturgy? This course explores the historical, biblical, practical, theological, and liturgical dimensions of worship wisdom and liturgical leadership, and examines issues relating to the planning and implementing of worship on the Lord's Day in various Christian traditions. With a blend of theological underpinnings and practical knowledge, the course will be devoted to the actual practice of worship wisdom and liturgical leadership, and the careful theological planning of worship. Students will be given the opportunity to participate in the planning process of worship services, will be exposed to the worship life of actual congregations, and plan worship for a particular church. Further, the course gives opportunity to develop skills in sermon preparation; the church year; the public reading of Scripture; leading in prayer, extempore and prescribed; application of pastoral care in worship; musical selection; worship wisdom; and liturgical leadership. This course is designed for people from all

Christian traditions and denominations. *Offered on occasion. 4 units. ML*

**WS 590 Directed Study in Worship Studies.** Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**WS 599 Worship Studies Transfer Credit.** *Transfer credit in the discipline of Worship Studies. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**WS 741 Worship in Theory and Practice/예배의 이론과 실제.** The history of Christian worship is, as James White observed, is the story of a tradition in transition. As Christianity became a global religion it struggled to develop a process of translating worship from one culture to another. This course will first explore the history and theology of Christian worship, as it developed predominantly in the West. It will then turn to the history of Korean Christianity and the strengths and weakness of the enculturation that has taken place. The goal of the course is for the student to become a more effective reflective practitioner as a worship leader and planner. *Taught only in Korean. 4 or 8 units. PD*

**WS 743 Exploring Church Space and Worship Practices/예배 탐방 연구와 분석.** This course will explore church space and worship practice as they affect the main ministerial shape of contemporary churches. The service of worship in a church building functions as a kind of threshold to show ecclesiastical identity. This course will lead the students to read, interpret, and evaluate real practice and worship space not only by reading the written sources but also by critically experiencing the living people in their worship spaces. *Taught only in Korean. 4 or 8 units. PD*

**WS 745 Renewal of Christian Worship/기독교 예배 갱신과 변화.** Renewing Christian worship has been a vexing yet inevitable task for contemporary pastors. In the flood of resources of renewing Christian worship pastors are required to develop and articulate practices of worship appropriate to the tradition, culture, and need of the congregation as well as the guide of the Bible. This course first explores various ways of renewing Christian worship throughout the history of Christianity (mainly for the past fifty years) such as mainline denominations, charismatic movement, praise and worship, contemporary worship, missional worship, etc. This course also critically analyzes each different way of renewing Christian worship by focusing the intentions and results of them. Lastly, this course discusses the

practical principles and ways of renewing the service of worship in the local church by integrating theology and culture with pastoral discretions. *Taught only in Korean. 4 or 8 units. PD*

**WS 746: Worship Leadership: Formation and Skill.**

This course will be a thoughtful experience for planning, leading, administering, and evaluating corporate worship, particularly from the standpoint of those who plan and lead worship, whether musician, pastor, or other leadership personnel. There will be personal and group experiences, including journaling of worship experiences, creating materials for corporate worship, principles for working with volunteers, all combined with an emphasis on spiritual formation, pastoral, and theological principles of worship leading. Students will be encouraged in the use of a wide spectrum of worship styles and resources, in addition to evaluating their use for specific purposes within sacred settings. Maximum benefit for this course will be received by the student who is an active leader/planner in a regular worship setting. *8 units. PD*

**WS 746A Worship Leadership: Formation & Skill Reading.**

This course will be a thoughtful experience for planning, leading, administering, and evaluating corporate worship, particularly from the standpoint of those who plan and lead worship, whether musician, pastor, or other leadership personnel. There will be personal and group experiences, including journaling of worship experiences, creating materials for corporate worship, principles for working with volunteers, all combined with an emphasis on spiritual formation, pastoral, and theological principles of worship leading. Students will be encouraged in the use of a wide spectrum of worship styles and resources, in addition to evaluating their use for specific purposes within sacred settings. Maximum benefit for this course will be received by the student who is an active leader/planner in a regular worship setting. *6 units. PD*

**WS 746B Worship Leadership: Formation & Skill Writing.**

This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at WS746A. This course is given a letter grade. *6 units. PD*

**WS 792 Independent Study in Worship Studies.**

Doctoral students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to a specified amount of academic credit. *4 units. PD*

**WS 840 History of Worship and Preaching.** This seminar explores the history of Christian worship and

preaching. Attention will be given to particular figures, trends, movements, theories, and methods within a larger narrative of religious, social, cultural, and religious continuity and change. This historical survey will introduce the interdisciplinary methods of reconstructing the events of worship and preaching through the history of the church. *6 units. PhD*

**WS 841 Theology and Worship.** This seminar surveys the writings in theology and worship and the field of liturgical theology. It will explore the origins of liturgical theology, examine the discussions about its scope and applications, and invite participants to begin the task of constructing their own liturgical theology. *6 units. PhD*

**WS 851 Studies in Preaching Practices.** This seminar surveys issues related to preaching as both art and craft, emphasizing the integration of wisdom, virtue, and skill appropriate to homiletics as a practice of the church. *6 units. PhD*

**WS 852 Hermeneutical Issues in Preaching and Worship.** This seminar explores hermeneutical issues in relation to all aspects of preaching and worship as interpretive practices of the church. This course deals with interpretive issues and theories involved with the "texts" of both scripture and worship services. It also addresses cultural exegesis and how that shapes the choices made in both preaching and worship. *6 units. PhD*

**WS 871 Readings in Worship Studies.** PhD students contract with a professor to read literature and write a substantive review in their area of study. *6 units. PhD*

## YF: Youth, Family, and Culture

**YF 500 Foundation of Youth Ministry.** This course provides the foundational concepts and best practices to prepare the student for ministry to the young in both a church and non-church setting in any context. The course will provide a basic understanding of adolescent development, contemporary culture, and historical and contextual models of youth ministry thinking and practice. The course is designed to help the student to think and respond theologically to the needs and expectations of the young and their families in a church or organization, and provides practical tools enabling the student to design a theologically sound youth ministry program suitable in any context. *4 units. ML*

**YF 501 Introduction to Youth Ministry.** This course gives an overview of contemporary culture, especially as it affects youth ministry, and provides historical and theological youth ministry concepts and grounding. In addition, a broad spectrum of ministry programs and issues will be addressed, such as "youth ministry as practical theology," the changing family, organizing a ministry program, missions and service, and ministering in a multi-cultural, multi-contextual world. *IYM only. 4 units. ML*

**YF 502 Leadership in Youth Ministry.** The purpose of this course is to teach students the calling, roles, and responsibility of Christian leadership in any context, but especially youth ministry. Issues discussed include the meaning of being a Christian leader; how to develop a volunteer leadership program, how to recruit, initiate, train, nurture, and care for volunteer leadership; the necessity for encouraging people in their giftedness, even if that may mean helping them to move on from youth ministry; and how to lead, equip, and best utilize interns and paid staff. The graduate will understand an approach to practical theology, leadership philosophy and theology, and various models and approaches to leadership necessary for engaging in leadership in youth and family ministry. *Offered on occasion. 4 units. ML, LDR*

**YF 504 Introduction to Family Ministry.** This course presents an analysis of the current understanding and "modes" of "family ministry" over and against a theological, sociological, and developmental understanding of contemporary culture. Various models of family ministry will be examined, and through the use of case studies, lectures, and research, students will learn how to create a family ministry program and/or strategy that best suits the needs and vision of a given church or ministry organization. *4 units. ML*

**YF 519 Adolescent Faith Longevity.** This course is designed to help students understand the dynamics of long-term faith development among adolescents. This course will weave together theological reflection and social science research in a Practical Theology approach that will primarily focus on 3 contexts: the adolescent's family, the youth ministry, and the overall congregation. *Offered on occasion. 4 units. ML*

**YF 521 Youth, Learning, and the Digital Age.** This course explores the intersection of theology, developmental theory, teaching and learning, and contemporary digital culture. The course will provide an understanding into curriculum development with youth, how youth learn, and the aspects of digital culture that inform and shape the ways in which we

minister to and with youth. This course is designed to help students think through contextualizing the teaching ministry of the church based on the developmental needs of youth in a rapidly-changing, globalized, and post-pandemic world. *4 units. ML*

**YF 522 Emerging Adult Spirituality and Ministry.**

This course will seek to understand the unique opportunities and challenges evident in the emerging adult stage of life [ages 18-29]. Specifically, we will explore emerging adults' experiences regarding their faith journeys, spiritual struggles, and relationships with the church. Together, we will reimagine ministry that is good news to emerging adults and attempt to answer one of the biggest questions asked in churches today: "Where have all the 20-somethings gone?" *4 units. ML*

**YF 523 The Youth Minister as Person.** This course provides an integrated overview of the process of human development in various social contexts with particular emphasis on implications for people in full time ministry. We will address psychological, cultural, family, and theological perspectives on the nature of personal and social development as we seek to answer the question, "What is God's intention for persons to develop into?" A life-span approach will explore core areas of identity development including: moral/faith, gender and sexuality, family, and cultural/ethnicity. Students will also reflect on their own life experiences in light of the course content. *IYM only. 4 units. ML*

**YF 525 Spiritual Formation for Youth Ministry.** This course explores principles and practices for nurturing young people's spiritual formation—while holding space for students to reconnect with those steps on their own journey. Students will grow in their understanding of key spiritual formation concepts and practices, stages of faith, and contextualization for effectively nurturing faith formation in teenagers. *4 units. ML*

**YF 534 Youth, Race, and Culture.** Using practical theological reflection, this course will examine youth ministry in a racialized society, and the way churches might address the ever-changing relationship between youth ministry and culture. In particular, we will examine youth ministry with a specific eye toward their quest for flourishing. Together, we will discover the various ways young people pursue, express, embody, and grasp for flourishing. Further, we will explore how we might accompany youth on their quest toward flourishing. The primary questions will include: What does it mean for young people to flourish in light of issues that might emerge in a racialized society? To this end, we will explore basic

terminology, personal narratives, theoretical language, and redemptive practices related to race, class, and the flourishing of young people. Creativity will be a central feature in this course. Art, in particular, will be used as an artifact to curate youth culture as well as a central mode of exploring youth culture within the content of the course. *Offered on occasion. 4 units. ML*

**YF 590 Directed Study in Youth, Family, and Culture.**

Students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to four units of academic credit. *4 units. ML*

**YF 599 Youth, Family, and Culture Transfer Credit.**

*Transfer credit in the discipline of Youth, Family, and Culture. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 4 units. ML*

**YF 722 Theological Lenses for Framing Youth, Family, and Culture Topics.**

Our advocacy for young people requires careful thinking that is able to frame the forces affecting youth, their family systems, and their cultural contexts through theological lenses. Traditional youth ministry has created many opportunities and also perpetuated many hurdles for the way churches/ministries seek to support young people. Newer forms of youth ministry often get caught in the impossible quest for relevance with no clear theological rudder that guides their work. This course is year 1 of a 3-year cohort on Youth, Family, and culture. We will focus on ensuring that our approaches, rooted in practical theology, ground us in a theological integrity that is able to navigate the forces of traditionalism and relevance. We will seek to understand key theological concepts that inform the way we minister to young people. *12 units. PD*

**YF 722A Youth, Family, and Culture Cohort Year 1 Reading.**

This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at YF722B. This course is graded SA/NS. *4 units. PD*

**YF 722B Youth, Family, and Culture Cohort Year 1 Intensive.**

In Year 1 we will focus on ensuring that our approaches, rooted in practical theology, ground us in a theological integrity that is able to navigate the forces of traditionalism and relevance. We will seek to understand key theological concepts that inform the way we minister to young people. This course is graded SA/NS. *4 units. PD*

**YF 722C Youth, Family, and Culture Cohort Year 1 Writing.**

This course is a directed learning unit for students to write a 40-50-page final paper based off

attendance at YF722B. This course is given a letter grade. *4 units. PD*

**YF 728 Psychosocial and Spiritual Development of Adolescents.** God has designed us as whole, integrated persons. The dominant understanding of spirituality and spiritual development and formation, however, is that discipleship, especially for young disciples, is about being taught and led into an awareness of the mandates and culture of the faith. Contemporary discipleship, and especially adolescent discipleship methods and strategies, has become more about living according to precepts and principles than a dedicated and committed faith in Jesus Christ. This course will first ground the student in the latest issues and perspectives on adolescent development, then formulate a robust biblical theology of discipleship, and conclude with being trained how to contextually apply that theological understanding in the developing lives and journeys of children and adolescents. *12 units. PD*

**YF 728A Youth, Family, and Culture Cohort Year 2 Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at YF728B. This course is graded SA/NS. *4 units. PD*

**YF 728B Youth, Family, and Culture Cohort Year 2 Intensive.** In Year 1 we will focus on ensuring that our approaches, rooted in practical theology, ground us in a theological integrity that is able to navigate the forces of traditionalism and relevance. We will seek to understand key theological concepts that inform the way we minister to young people. This course is graded SA/NS. *4 units. PD*

**YF 728C Youth, Family, and Culture Cohort Year 2 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at YF728B. This course is given a letter grade. *4 units. PD*

**YF 729 Developing Holistic Ecclesiology.** As the fabric of American society (and most others) has unraveled, and our society has rapidly dismantled any semblance of meaningful community, even in family life, the Church has fallen in step. Beginning in the 1970s, parish ministry became less about collective communal support and mission and more about consumeristic fragmented programming. As churches limited the definition of effective ministry to growth, and staff and programs were added to expand the church's reach into specific populations, the resulting cost was a shell of community where people neither knew each other nor wanted to know each other. This course will enable the student to

recapture a vibrant and contextual understanding of what the church has always been called to be a gathering of God's people, loving the Creator and one another, in order to fulfill our calling to follow the Spirit as the kingdom of God moves toward fulfillment. *12 units. PD*

**YF 729A Youth, Family, and Culture Cohort Year 3 Reading.** This course is a directed learning unit for students to read and critically reflect on 4,500 pages of reading in preparation for attendance at YF729B. *4 units. PD*

**YF 729B Youth, Family, and Culture Cohort Year 3 Intensive.** In year three, students will shift their learning toward addressing ministry implications regarding youth, family and culture. They will stretch themselves beyond attempting to improve older models of youth and family ministry, attempting to create new paradigms for understanding, support, advocacy, and formation through their own ministry contexts. Through reading, reflection, interaction with their peers, and personal engagement with leading experts in the field, students will develop informed methods for implementation that support young people in their communities. *4 units. PD*

**YF 729C Youth, Family, and Culture Cohort Year 3 Writing.** This course is a directed learning unit for students to write a 40-50-page final paper based off attendance at YF729B. *4 units. PD*

**YF 733 Youth Ministry in Practice.** In preparing to lead and lead others in ministry, there is no greater opportunity for theological reflection than to engage with 3,000 youth workers from dozens of denominations and nations. This is especially true in youth ministry, where the population served is constantly changing and ministry to them is highly contextual, intense and fluid. This course brings together Doctor of Ministry Youth, Family and Culture students who have either completed their cohort course requirements, have taken at least one cohort course, or for personalized track students, as well as any masters' students who are interested in studying the practice of youth ministry. For the DMin student, this course provides the opportunity to apply theory and learning with analysis and critique of contemporary ministry practice while leading master's students in theological, psychosocial and cultural reflection. This 4-unit course fulfills for masters' students a Youth, Family and Culture emphasis requirement, as well as a C5 Contextualization requirement, and for DMin this fulfills the final course requirement beyond the three cohort classes. *4 units. PD*

**YF 734 Churches Growing Young.** This course will explore American churches' struggle to involve and retain teenagers and emerging adults, as well as provide a theoretical and practical framework for how congregations can respond to the young people in their community. Participation in the Fuller Youth Institute's Growing Young Cohort (GYC) with a church staff or volunteer team is required. The GYC consists of monthly webinars, coaching calls, team meetings, two on-site summits in Pasadena, utilization of an online congregational assessment tool, and development of a church transformation plan, spread over a 12-month period. *4-12 units. PD*

**YF 792 Independent Study in Youth, Family, and Culture.** Doctoral students may contract with a faculty member to complete reading, writing, and other learning activities equivalent to a specified amount of academic credit. *4 units. PD*

# COURSE DESCRIPTIONS

## School of Psychology & Marriage and Family Therapy

Courses in the School of Psychology & Marriage and Family Therapy are organized according to the following groupings:

***MFT Master's Level Marriage and Family Therapy Courses (500-level).*** Courses in the Master of Science in Marriage and Family Therapy program are signified with ***MFT***. These courses are generally available only to MSMFT students, unless otherwise noted. All carry a 500-level catalog number.

***MHM Master's Level Mental Health and Ministry Courses (500-level).*** Courses in the Master of Arts in Mental Health and Ministry program are signified with ***MHM***. These courses are generally only available to MAMHM students, unless otherwise noted. All carry a 500-level catalog number and are not open to auditors.

***DMFT Doctoral Marriage and Family Therapy Courses (800-level).*** Courses in the Doctor of Marriage and Family Therapy program are signified with ***DMFT***. All carry an 800-level catalog number.

***DP Doctoral Psychology Courses (800-level, with some 500 and 900-level).*** Courses in the PhD Clinical Psychology and PsyD Clinical Psychology programs are signified with ***DP***. All carry an 800-level, with some 500 and 900-level courses as indicated.

Certain courses in the School of Psychology & Marriage and Family Therapy are also open each quarter to qualified theology students. Tuition for all courses is based on the level, school, and department of the class, not the program of the student. See the *Financial Policies* section of this catalog for more details.

### FI: Family Integration

**FI 500 Introduction to Integration.** Students meet in small groups with faculty to tell their own narratives and listen to the narratives of others, as a means to begin exploring vocation, gifts, and identity. The group process spans four quarters (three quarters for students in the three-year program at the Pasadena campus). 2 units. ***MFT***

**FI 506 The Church as a Family System.** This course seeks to develop an understanding of local congregations in terms of their social dynamics as family-like systems. The course is organized around four interacting aspects of congregational life: communicational behavior, emotion regulation, story-narrative, and organizational structure, and is designed for those who anticipate being in congregational leadership (whether as a pastor or lay

leader), as well as those who seek to support them. *Open to all students. 4 units. MFT*

**FI 510A/B/C/D Integration Formation Group.** Students meet in small groups with faculty to tell their own narratives and listen to the narratives of others, as a means to begin exploring vocation, gifts, and identity. The group process spans four quarters (three quarters for students in the three-year program at the Pasadena campus). *Pass/Fail. 2 units. MFT*

**FI 512 Integrative Approaches to Sexuality and Gender** This course examines sexuality and gender within clinical practice and ministry contexts using a biopsychosocial-spiritual framework. Students explore how developmental processes, relational dynamics, theological positions, cultural influences, and power structures shape experiences and perspectives on sex and gender. Attention is given to the diversity of sexual expression, identity, ability, orientation, and relational structures. Reflective exploration of personal narratives is designed to help students cultivate deeper self-awareness, identify bias, and foster emotional, spiritual, personal, relational, and professional growth. *Open to SMT and Clinical Doctoral students only. 4 units. MFT*

**FI 515 Forgiveness, Reconciliation and Clinical Practice.** This course is designed to provide an overview of the primary approaches, applications, and research related to the area of forgiveness in clinical practice. Forgiveness assessment, issues concerning domestic violence, infidelity, as well as the theological and intergenerational implications of forgiveness are discussed. *Offered in Fuller Arizona only. 2 units. MFT*

**FI 531 Theological and Clinical Exploration of Shame and Guilt.** This course explores what it means to be an integrated person, psychologically, spiritually and interpersonally with particular emphasis on shame and guilt. Attention is given to integrating theological and psychological theory and practical application for work with clients in diverse racial, ethnic and denominational family contexts. *Offered in Fuller Arizona only. 2 units. MFT*

**FI 540 Narrative and Family Life.** This course is an introduction to the relevance of narratives and the formation of stories in the lives of families. The application of narrative to conceptions of healing and wholeness are explored, with particular emphasis upon the themes of love and loss/suffering. Students will gain an understanding of the value of narrative

constructs in both family therapy and ministry. *Not currently offered. 4 units. MFT*

**FI 590 Directed Study in Family Integration.** An independent study under the supervision of an MFT faculty on a topic of study not covered in the degree curriculum. *1-4 units. MFT*

## FR: Family Research

**FR 501 Research Methods, Statistics, and Design in Marriage and Family Therapy.** This course is an overview of the principal concepts of social science research methodology and associated statistical procedures, and the relevance of these to evidence-based clinical practice and professional development for the marriage and family therapist. Special emphasis is given to survey research methodology used in the study of couples and families, and a synthesis of qualitative and quantitative approaches is encouraged. *4-5 units. MFT*

**FR 590 Directed Study in Family Research.** An independent study under the supervision of an MFT faculty on a topic of study not covered in the degree curriculum. *1-4 units. MFT*

**FR 591 Master's Thesis.** Assigns credit for research conducted for completion of a master's thesis. *Prerequisite: FR501 or permission of the instructor. 8 units required. MFT*

**FR 592 Master's Thesis Continuation.** To be used when a student has fulfilled the 8-unit FR591 requirement. *0 units. MFT*

**FR 593 Master's Research and Writing.** To be used when a student works with a faculty member to write and publish articles outside of a course. *0 units. MFT*

**FI 599 Family Integration Transfer Credit.** *Transfer credit in the discipline of Family Integration. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 2 or 4 units. MFT*

**FR 893 DMFT Dissertation.** The project may be a clinical case study, program evaluation, integrative literature review, program development, intervention evaluation or other approved empirically based project. *2-4 units. DMFT*

**FR 895 DMFT Dissertation Online Instruction.** This course provides an overview of the dissertation requirement for the DMFT program and covers the following dissertation types: clinical case study; program evaluation; integrative literature review; program development; intervention evaluation; or other empirically based project. Upon completion of

this course, students gain a clear understanding of the dissertation timeline and expectations. To address these goals, a combination of lecture, demonstration, practice, readings and discussions are implemented. *2 units. DMFT*

## FS: Family Studies

**FL 501 Family Life Education.** This highly interactive course helps students develop their psychoeducational presentation skills. Students will learn the skills of teamwork, audience interaction, roleplay, and coaching. Those who successfully complete the course and attend the requisite number of hours will be officially certified as Family Wellness Instructors. *Open to all students. 4 units. MFT*

**FL 590 Directed Study.** An independent study under the supervision of an MFT faculty on a topic of study not covered in the degree curriculum. *2 or 4 units. MFT*

**FS 500 Family Systems Dynamics.** This course prepares the student of marriage and family to conceptualize the dynamics of family relationships in systemic terms. The course surveys a variety of theoretical perspectives adopted across the history of family therapy and what each contributes to our understanding of social processes within the family and between the family and its environment. *Open to all students. 4 units. MFT*

**FS 501 Gender and Sexuality.** This course examines sexual anatomy, physiology, sexual disorders, sexual development and normative age-related sexual changes, sexual response cycles, sexual interviewing techniques, current evidence-based literature, sexuality research, and history of sexology. Additionally, this course examines the social, psychological, physical, ethical and theological dimensions of gender and human sexuality. Prerequisite FT515. *4 units. MFT*

**FS 505 Child and Family Development.** This course provides an integrated overview of human development from infancy through the end of life focusing on clinical application and personal integration of developmental theory. Psychological and cultural perspectives on the nature of personal and social development are addressed. A life-span approach will explore core areas of development including: attachment, identity, personality, morality, spirituality, gender and sexuality, family and relationship, developmental potential, and culture/ethnicity. Students will reflect on their life

experiences and apply course content to their therapeutic setting in light of the course content. *Open to all students. 4 units. MFT*

**FS 511 Cultural and Ethnic Issues in Marriage and Family Intervention.** Students in this course explore their own cultural narratives and develop an awareness of the cultural assumptions and values they bring into the therapeutic encounter. Using the “informed, not-knowing” posture of cultural humility, students learn about salient values and ways to have informed curiosities about select racial and ethnic groups. *4 units. MFT*

**FS 512 Cultural and Ethnic Issues in Therapeutic Interventions.** Students in this course explore their own cultural narratives while developing an awareness of the cultural assumptions and values that are brought into the therapeutic encounter. This course also explores the various cultural and ethnic issues that affect potential clients, from a historical and trauma-informed lens. While the course examines a wide variety of cultural and ethnic family groups, special emphasis is placed on understanding the specific issues related to clinical practice and education with African-American, Asian-American, Latinx/Hispanic, and Native-American families. *Offered in Fuller Arizona only. 4 units. MFT*

**FS 590 Directed Study in Family Studies.** An independent study under the supervision of an MFT faculty on a topic of study not covered in the degree curriculum. *1-4 units. MFT*

**FS 599 Family Studies Transfer Credit.** *Transfer credit in the discipline of Family Studies. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 2 or 4 units. MFT*

## FT: Family Therapy

**FT 502 Legal and Ethical Issues in Family Practice.** This course offers a survey of the legal and ethical issues relevant to the practice of marriage and family therapy. These topics include confidentiality, informed consent, dual relationships, licensing standards, and family law. Students learn the application of ethical principles to specific professional and moral dilemmas. The course includes a review of California’s laws governing the practice of marriage and family therapists. *4-5 units. MFT*

**FT 503 Legal and Ethical Issues in Therapeutic Practice.** This course offers a survey of the legal and ethical issues relevant to the clinical practice of

behavioral health. These topics include confidentiality, informed consent, dual relationships, licensing standards, and family law. Students learn the application of ethical principles to specific professional and moral dilemmas. The course includes a review of Arizona laws governing the practice of marriage and family therapists and counselors. *Offered in Fuller Arizona only. 4 units. MFT*

**FT 508 Psychopathology and Family Systems.** This course focuses on psychopathology, diagnosis, and the family in cultural contexts. Review and application of the Diagnostic and Statistical Manual: DSM-5TR to mental health diagnosing of individuals and families is the primary focus of the course. Students gain knowledge sufficient to understand DSM-5 diagnostic criteria, and to understand mental health issues of individual and family dysfunction. Students will explore current social attitudes concerning psychopathology and treatment, focusing particularly on implications of psychopathology and Christian faith and spirituality. Upon completion of the course students will be able to make clinical diagnoses using the DSM-5 classification and documentation format using clinical examples from written vignettes and media. Students opting to take the additional unit will explore global effects of DSM classification and psychopathology. *4-5 units. MFT*

**FT 514 Family Therapy.** This course introduces an integrative approach to engaging in family therapy. Building on communication, structural, strategic, developmental, narrative, contextual, and brief models, this approach includes gender, culture, and spiritual dimensions when doing therapy with families. *Prerequisite: FS500. 4 units. MFT*

**FT 515 Marital Therapy.** This course provides an overview of leading approaches to marriage/couples' treatment. The course addresses theories of marital interaction and approaches to clinical treatment. Assessment and treatment issues involving domestic violence are reviewed. *4 units. MFT*

**FT 520 Child and Adolescent Therapy in Family Contexts.** This course offers an introductory survey on issues related to the diagnosis and treatment of children and adolescents both in individual and family settings. Cognitive-behavioral and family therapy techniques for common childhood and adolescent issues such as depression, oppositional disorder, anxiety, abuse, eating disorders, substance abuse and suicide are explored. *Prerequisite: FS500, FS505, FT508, and FT522. 4 units. MFT*

**FT 522 Assessment of Individuals, Couples, and Families.** This course provides an introduction to the process of assessment in the context of therapy with individuals, couples and children. It entails the implementation of supplemental measures to support clinical judgment. The aim of this course is to prepare students for work within multiple settings. Students will learn how to facilitate intake assessments, create treatment plans, administer and score psychological measures, and utilize clinical documentation from a systemic perspective. Special emphasis will be given to treatment planning within various marriage and family therapy theories. *Prerequisite: FT508. 4 units. MFT*

**FT 526 Addiction and Family Treatment.** This course provides the student with an understanding of addiction, alcoholism, and the most commonly abused drugs, and examines the current treatment modalities with emphasis upon the Twelve Step programs and their place in the treatment continuum. Emphasis is placed upon learning the language of recovery and how to work with both the addicted person as well as the codependent and family members. Community referral resources and therapy techniques suitable for the marriage and family therapist in the treatment and referral of families affected by addiction are also covered. *2, 4, or 5 units. MFT*

**FT 530A/B Clinical Foundations 1 and 2.** This clinical training course assists students in the practice of basic family therapy skills with individuals, couples and families. This learning experience spans two quarters of studies and includes triad role-play, live and written feedback and videotaped projects. The course includes a focus on basic clinical skills as well as practical training to hold empathetic space for individuals, and couples and families. *2 units each. MFT*

**FT 530C Clinical Foundations 3: Advanced Skills.** This course focuses on the application of theory to case conceptualization and therapeutic practice. Students practice various assessment and family therapy techniques by participating as therapists in simulated marriage and/or parent-child therapy sessions. *Pass/Fail. 2 units. MFT*

**FT 533 Vulnerable Family Systems: Addressing Mental Health Disparities and Complex Trauma.** This course provides a broad overview of the mental health adjustment of ethnic minority children and families, and examines the processes that affect their adjustment. An ecological systems framework is

emphasized with special attention to how mental health disparities impact children and families. The course also focuses on complex trauma and PTSD, and state of the art assessment and evidence-based treatment models for individuals and families are reviewed. *Prerequisite: FS511. 4-5 units. MFT*

**FT 534 Solution-Focused Brief Therapy.** The course focuses on the theory, application, and research of Solution-Focused Brief Therapy (SFBT). Interviewing skills and the use of microanalysis to better understand the process of therapeutic dialogue are addressed, including how the Christian faith can be discussed as a resource and strength for clients. *Not currently offered. 4 units. MFT*

**FT 535 Group Therapy.** This course examines the role of group psychotherapy for the family therapist. The course focuses on both the theoretical and practical aspects of group dynamics, processes, and methodologies available to the family therapist. Specific types of group therapies, including topic/skill centered, couples, and multifamily groups are discussed. *Prerequisite: FT514. 2, 4, or 5 units. MFT*

**FT 546 Life Development and Career Counseling.** This course provides an overview of the theory and practice of adult development and career counseling including a focus on its relevance in mental health practice. Special attention is given to exploring the role of vocational calling in adulthood and the role of spirituality in shaping an understanding of career purpose and vocation. *Required for LPCC or LPC licensure. 4-5 units. MFT*

**FT 549 Psychopharmacology.** This course is designed to provide MFT students with a basic knowledge of psychopharmacology – its scope, effectiveness and hazards. An understanding of when and how to request a consultation for medication, as well as the important role of psychotherapy in supporting the appropriate use of psychopharmacological agents are covered. *Prerequisite: FT508. 4 units. MFT*

**FT 550C Practicum Consultation.** Required to meet BBS regulations for students who are concurrently enrolled in practicum in the Pasadena program. Students are required to attend a weekly, one-hour practicum consultation during the Fall, Winter, and Spring quarters of their second or third year in the program. Practicum Consultation provides an opportunity for program faculty to promote and review a student's clinical development and promote ongoing application of the family systems framework. *Pasadena students only. 0 units when practicum begins*

*in spring or summer and 4 units for Fall, Winter, and Spring of practicum. To be registered concurrently with a practicum placement. MFT*

**FT 550S Practicum Supervision.** Practicum Supervision is intended to promote students' clinical development through discussion of case review and clinical practice within a particular theoretical model. Supervision is provided by a licensed faculty member in the state who provides live supervision. Arizona students: Supervision is provided by a marriage and family therapist licensed and qualified to supervise in Arizona. Both MFT and LPC students register for FT550S. *0 or 4 units. MFT*

**FT552A/B Faculty Led Practicum.** Faculty-Led Practicum is 4-unit course that spans across 2- quarters (Fall = 2 units; Winter = 2 units) where students are supervised and live-observed in a specific therapeutic modality. Students learn to conceptualize and apply treatment interventions from the model while seeing clients at a practicum training site. The course is uniquely situated in the curriculum as a course that is concurrently an elective and a practicum course. Thus, aspects of the course are subject to requirements in the Practicum Clinical Training Manual managed by the DCTs office. Enrollment in this course is contingent upon submission of a formal application and subsequent acceptance by the Instructor and the DCT office. *Prerequisite: FS500; FS505; FT502 or FT503; FT508; FT514; FT515; FT530A/B/C. MFT*

**FT 556 Professional Development and Ethical Practice.** This course is designed to address the application of legal and ethical principles to the practice of marriage and family therapy. Students currently enrolled in practicum will use this course to further explore their professional development as marriage and family therapists. Students will also explore various legal and ethical issues encountered in their practicum training. *1 unit. MFT*

**FT 557 Research and Clinical Practice.** This course is designed to further student competence in applying research principles and findings to clinical practice. Students will be assigned to review and summarize extant empirical research literature on a topic related to the practice of marital and family therapy. In a small group format, students will discuss with each other and the professor the direct clinical relevance of the literature reviewed, while developing different areas of interest by exposure to the variety of resources reviewed by other students. The discussion will also address matters of research design and

evaluation, with a review of the key themes of the movement toward empirically supported therapies. 1 unit. **MFT**

**FT 563 Grief, Loss, Death, and Dying.** This course will explore the nature of human suffering, the problem of theodicy, the meaning of pain, the mystery of healing, the discovery and impartation of hope. These and related topics will be addressed from both a theological and experiential perspective. Grief, pain, loss, separation, death and dying - the major crises of life - will be explored experientially, psychologically, systemically, culturally and spiritually. The focus will be on personal growth as the preparation for pastoral presence, care-giving and counseling. *Offered in Fuller Arizona only.* 2 units. **MFT**

**FT 562 Medical Family Therapy: Working with Families in Systems of Illness and Health.** This course is designed to provide students with the basic conceptual models of medical family therapy (MedFT): Biopsychosocial-spiritual (BPS-S) approach, models of integrated care, illness typologies. Distinction and understanding of the strengths and challenges of each model are explored. The course culminates in a project where students research a specific disease and using the BPS-S and family systems frameworks construct a case formulation on a clinical vignette. *Required course for MedFT Emphasis.* 4 units. **MFT**

**FT 580 Counseling Theories.** This course is designed to further student competence in understanding and applying traditional theories of counseling to their work as clinicians. *Required for LPC track students at Fuller Arizona.* 2 units. **MFT**

**FT 590 Directed Study in Marriage and Family Therapy.** An independent study under the supervision of an MFT faculty on a topic of study not covered in the degree curriculum. 1-4 units. **MFT**

**FT 599 Family Therapy Transfer Credit.** *Transfer credit in the discipline of Family Therapy. Used in posting approved external transfer credit for which there is no direct Fuller equivalent.* 2 or 4 units. **MFT**

**FT 800 Advanced Integration in Marriage and Family Therapy.** This course is designed to assist students in reflecting on the relationship theology/religion has to their training in marriage and family therapy. Students are required to develop and to articulate an integrative perspective from their field of study, and are afforded the opportunity to integrate theological and psychological perspectives with their clinical practice. To address these goals, a combination of lecture, demonstration, practice,

readings and discussions are implemented. 4 units. **DMFT**

**FT 810 Play and Adolescent Therapy.** This course offers advanced training on issues related to the diagnosis and treatment of children and adolescents both in individual and family settings. Students receive instruction on how to incorporate clinical knowledge pertaining to play and adolescent therapy in consultation settings with churches and organizations. To address these goals, a combination of lecture, demonstration, practice, readings and discussions are implemented. *No longer offered.* 4 units. **DMFT**

**FT 814 Culturally-Informed Practice.** This course seeks to increase students' multicultural competence by exploring clinical and consultation issues related to multicultural humility, inclusion, and equity. Topics covered include cultural identity development, cross-cultural clinical and consultation interaction, and the impact of those interactions on clinical and consultation efficacy. To address these goals, a combination of lecture, demonstration, practice, readings and discussions are implemented in the course. 4 units. **DMFT**

**FT 816 Assessment for Clinician-Consultants.** This course seeks to increase students' knowledge on the integration of assessments into psychotherapy. Students receive in-depth instruction on selected testing instruments and emphasis is placed on the significance and utility of assessments on interventions for individuals, couples, families, and organizations. To address these goals, a combination of lecture, demonstration, practice, readings and discussions are implemented. 4 units. **DMFT**

**FT 818 Career & Practice Development.** This course is designed to help students enhance their knowledge and practice of marketing psychological services. Topics such as market segmentation, target marketing and developing a practice development strategy for clinical and consultation services are covered. Students are required to apply these concepts to develop their own comprehensive private practice development plan, tailored to their specific interests, goals and values. To address these goals, a combination of lecture, demonstration, practice, readings, and discussions are implemented. 4 units. **DMFT**

**FT 828 Practicum Consultation 1-4** Practicum students are required to attend 8 hours per week of practicum consultation during the Winter, Spring and Summer quarters of their first year in the program

and the Fall quarter of their second year in the program. Practicum consultation provides an opportunity for program faculty to enhance and deepen the student's clinical development through the application of a specific modality chosen by the student. *8 units. DMFT*

**FT 830 Advanced Human Sexuality and Sex Therapy.** This course examines specific sexual disorders found in the DSM-5. Consideration is also given to: alternate forms of sexual expression, creating a safe and ethical environment for treatment, emerging forms of intimate expression and relationships, possible impacts of disability on the experience of sexuality, and the self of the therapist. The course focuses on sexual issues and the redefinition of gender roles in the family, as well as providing an overview of sex therapy approaches in which doctoral level MFT students learn to diagnose, assess and treat sexual disorders within the scope of their clinical practice. *4 units. DMFT*

**FT 844 Trauma and Resilience.** This course focuses on the types of trauma commonly experienced by clients, symptoms and repercussions of experiencing trauma, and empirically validated models for the treatment of trauma-related diagnoses. Common diagnoses are reviewed, along with assessments and evaluations for making proper diagnoses. The course also addresses how the Christian faith can be a resource and strength for clients who experienced trauma, and students learn to become certified in empirically validated models. To address these goals, a combination of lecture, demonstration, practice, readings and discussions are implemented. *4 units. DMFT*

**FT 899 Family Therapy Transfer Credit.** *Transfer credit in the discipline of Family Therapy. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 2 or 4 units. DMFT*

## PC: Clinical Psychology

**PC 803 Legal and Ethical Issues.** This course provides a survey of the current Ethical Principles of Psychologists and Code of Conduct and the current professional practice laws regarding clinical psychology. Particular focus will be given to application of ethics, with attention to legal issues where most relevant. An integrative worldview will be emphasized. Each class period will involve discussion

by students, and/or small group exercises. There will also be some presentations by the instructor. *Typically offered in Fall. 2 units. DP*

**PC 804 Introduction to Psychometric Theory and Psychological Assessment.** The primary objective of this course is to introduce students to theoretical and practical issues in psychological assessment and evaluation. In particular, we focus on issues in the application of psychological assessment tools in clinical practice. To that end, we will familiarize students with a variety of clinical assessment tools. We will focus on test administration and scoring, and interpretation and communication of assessment results. We will review the empirical literature on the application of common instruments, with special attention to areas of current controversy. Finally, we will cover topics of psychometric theory including the nature of measurement and scales, reliability and validity of assessment tools, and measurement error. *Typically offered in Fall for PhD students and Winter for PsyD students. 4 units. DP*

**PC 806 Practicum 0.** A 9-month introductory training experience, focused on utilizing Rogerian client-focused therapy. *Minimum 2 hours per week. 2 units. DP*

**PC 807 Clinical Interventions: Diversity Lab.** The goal of this course is to facilitate cultural competence through case conceptualization. It is expected that students will gain cultural competence through the presentations and discussions of cases involving FPFS clients they are treating during the quarter and from discussion of cases presented by their fellow students. *Prerequisite: PsyD only. Typically offered in Fall. 2 units. DP*

**PC 808 Clinical Interventions: Cultural and Community.** This course will focus on psychological understandings of the person and psychotherapy from a cultural and community perspective. It traces the emergence of cultural and community psychology as an independent discipline from its roots in culture, society, philosophy, theology, and the natural sciences. *Prerequisite: PC814. May be counted as a PI-course. Taught on occasion. 4 units. DP*

**PC 809 Clinical Interventions: Humanistic.** This course is designed to teach and develop fundamental therapeutic skills applicable to all modes of therapy, including establishing a therapeutic alliance, learning basic psychotherapy techniques, and exercising professionalism. The course utilizes a variety of teaching methods including lecture and discussion, role-playing, review of expert videotaped sessions,

and supervised clinical training. Students learn how to offer and accept clinical feedback as a tool for professional growth. Increased awareness of one's own feelings and behaviors in session, and how to use both for therapeutic advantage, constitute important components of the course. *Typically offered in Fall. 4 units. DP*

**PC 810 Clinical Interventions: Psychodynamic.** This course introduces students to core concepts of psychoanalysis and the basic approaches to psychoanalytic psychotherapy. The first part of the course provides an historical overview of the development of psychoanalytic thought, with special attention given to the distinguishing features of major psychoanalytic "schools." The second part of the course suggests a foundational approach to psychoanalytic psychotherapy that integrates a variety of psychoanalytic concepts. The course utilizes a variety of teaching modes including lecture, small group discussions, role-playing, film, and supervised clinical experience. In addition to the classroom lectures, students are required to attend weekly small groups throughout the year. Students will learn how to effectively offer and accept feedback as a tool for professional growth. *Typically offered in Spring. 4 units. DP*

**PC 811 Clinical Interventions: Gerontology.** This course will introduce students to theories, common psychopathology, and empirically supported treatments related to the practice of psychology with older adults. The purpose of the course is for students to become familiar with common psychiatric problems encountered by older adults, theoretical literature explaining late life development, and therapeutic approaches that are empirically supported or show promise. Manualized therapies for depression and caregiver stress will be covered. Finally, issues pertaining to death and dying will be examined, including end-of-life concerns, hospice care, and suicidality. Attention will be given to the role of spirituality and culture in helping older adults cope and ways to integrate these crucial factors into the assessment and intervention with older adults. *Prerequisites: PC810, PC814, and PC819. Taught on occasion. 4 units. DP*

**PC 813 Clinical Interventions: Child/Adolescent.** This course provides an introduction to clinical work with children and adolescents. The primary theoretical framework for the course is developmental psychopathology. Students will gain an understanding of the relationship between normal and abnormal development in youth. Students will

also be prepared to provide evidence-based clinical tools and strategies for working with youth from diverse cultural, religious and social backgrounds. The traditional emphasis on pathology is counterbalanced by the introduction of the perspective of positive youth development and an asset approach to clinical practice. *Prerequisites: PC810, PC814, and PC819. Taught on occasion. 4 units. DP*

**PC 814 Clinical Interventions: Diversity Issues.** The goal of this course is to facilitate self-understanding, understanding of others, and cultural competence. While our focus is limited to a few selected people groups and topics, it is expected that the culture-general principles that emerge will be helpful in working with people from diverse backgrounds. *Prerequisites: PC810, PC819. Typically offered in Fall. 4 units. DP*

**PC 816 Program Administration and Evaluation.** This course is designed to address core principles and standards of administration and clinical leadership within organizations devoted to the delivery of professional psychological services, and the practice of evaluation of clinical, educational, and organizational programs. Students will be exposed to important organizational dynamics and processes, and will consider ranging elements that interface with organizational function and health, including cultural, ethical, and potential spiritual concerns relevant to program administration, leadership, and evaluation. Students will learn how to utilize the methods and materials of administration and evaluation appropriate for different program settings, stages, and needs. Students will participate in simulation activities and sample evaluation exercises for organizations addressing real-world needs. *Typically offered in Spring. 2 units. DP*

**PC 818 Clinical Interventions: Group Psychotherapy.** The aim of the course is to introduce students to therapy practice and research in group psychotherapy. Group process therapy techniques, group development phases, and group leadership will be observed, discussed, and practiced. *Prerequisites: PC810, PC814, and PC819. Taught on occasion. 4 units. DP*

**PC 819 Clinical Interventions: Cognitive and Behavioral.** This course will provide a foundational overview of Cognitive and Behavioral Therapy (CBT), with special focus on case conceptualization and interventions using Beck's Cognitive Therapy model. Foundational theoretical concepts, such as automatic

thoughts, core beliefs, and the interplay of symptoms with thoughts and beliefs will be covered. The course will focus on a variety of foundational CBT interventions, such as case formulation, psychoeducation, relaxation training, coping skills training, cognitive restructuring, and problem-solving. Diverse perspectives on Cognitive Behavioral Therapy and implicit assumptions underlying CBT will be examined throughout the course. The course will also examine the strengths and weaknesses of CBT concepts and interventions in relation to spiritual and religious diversity, cultural diversity, and the myriad of other diverse groups that therapists work with. Students will engage in readings and discussion focused on working with diverse clients using culturally responsive approaches in applying CBT concepts and interventions. Students will discuss and consider spiritually integrative approaches to CBT, from a Christian perspective. *Typically offered in Winter. 4 units. DP*

**PC 820 Practicum 1.** A 9-month, 10-12 hours per week (PhD) or 12-month, 12-16 hours per week (PsyD) clinical practicum, normally in an off-campus setting. *Prerequisite: PC803 and PC806. 12 units. DP*

**PC 821 Practicum 2.** A 9-month, 12-16 hours per week clinical practicum, normally in an off-campus setting. *Prerequisite: PC820. 8 units for PhD. 12 units for PsyD. DP*

**PC 824 Clerkship.** A 12-month, 12-16 hours per week clinical placement designed primarily to provide intensive experience in diagnosis and assessment. *12 units. DP*

**PC 827 Practicum Consultation Group.** This course, for PhD students only, provides a forum for case presentation and case conceptualization, as well as an opportunity for discussion of integrative case material and professional formation issues. *Prerequisite: PhD only. 0 units. DP*

**PC 833 Advanced Cognitive and Behavioral Therapies.** This course will review foundational cognitive and behavioral approaches to psychotherapy taught in PC819, focusing on key theoretical concepts and core competencies that help students identify and treat a range of core beliefs that frequently underlie pathology. Students will evaluate their own theoretical knowledge in these foundational concepts, as well as their skills in applying these key competencies. This course will then introduce students to two advanced, cutting edge Cognitive Behavioral therapies that heavily integrate foundational cognitive and behavioral

concepts, skills, and knowledge into a treatment package. These two therapies are Trauma Focused Cognitive Behavioral Therapy (TF-CBT), and Acceptance and Commitment Therapy (ACT). Diverse perspectives on Cognitive Behavioral Therapy and implicit assumptions of these therapies will be examined throughout the course. The course will also examine the strengths and weaknesses of these therapies in relation to spiritual and religious diversity. This course must be taken concurrently with PC853. *Prerequisite: PsyD only and PC819. Corequisite: PC853. Typically offered in Spring. 2 units. DP*

**PC834 Advanced Psychodynamic Therapies.** The aim of this course is to provide advanced knowledge in the areas of Psychodynamic theory, case conceptualization, and application. This will be accomplished by first establishing a strong, robust theoretical framework, focusing on key concepts and core competencies. Class lectures and assignments (including the development of detailed case conceptualizations) will be designed to foster a deep and nuanced understanding of Psychodynamic therapy, with the goal of enabling students to articulate the what, why, and how of this model. This course must be taken concurrently with PC8xx. *Prerequisite: PsyD only and PC810. Corequisite: PC854. Typically offered in Winter. 2 units. DP*

**PC 853 Advanced Cognitive and Behavioral Therapies Lab.** This course will take a hands-on approach to ensure that students learn to apply the theory and skills they are taught in PC833 Advanced Cognitive and Behavioral Therapies. This will be accomplished by integrating the student's Practicum I clinical training into the course, meaning that students will be treating real clients provided by Fuller Psychological and Family Services (FPFS) using the cognitive and behavioral theory and interventions taught in PC833 and in PC819, while receiving weekly group case consultation from the course instructor (a licensed psychologist). Students will also receive weekly individual supervision from their FPFS supervisor. This course must be taken concurrently with PC833. *Prerequisites: PsyD only and PC819. Corequisite: PC833. Typically offered in Spring. 1 unit. DP*

**PC854 Advanced Psychodynamic Therapies Lab.** The course will take a hands-on approach to ensure that students are learning to apply the theory and skills they are taught in PC834 Advanced Psychodynamic Therapies. This will be accomplished by integrating Practicum I field training into the course, meaning that students will be treating real clients provided by Fuller Psychological and Family

Services (FPFS) using the psychodynamic principles/interventions taught in PC834, while receiving weekly group case consultation with the course instructor (a licensed psychologist). Students will also receive weekly individual supervision from an FPFS supervisor connected to the class. This course must be taken concurrently with PC834. *Prerequisites:* PsyD only and PC810. *Corequisite:* PC834. *Typically offered in Spring. 1 unit. DP*

**PC 836 Human Sexuality.** This course is designed to meet California requirements for training in the physiological, psychological, and social-cultural variables associated with sexual identity, sexual behavior, and sexual disorder. *Prerequisite:* PC809, PC810, PC819. *Typically offered every other Summer. 4 units. DP*

**PC 838 Alcoholism and Substance Abuse.** This course is designed to meet California requirements for training in the detection and treatment of alcoholism and chemical dependency. This course will help students develop a working conceptual model of substance abuse through review and comparison of several available models; address various drugs and substances of abuse and harm, and related behavior and health consequences; review etiologic factors in substance abuse and prepare students to conduct alcohol and drug abuse assessment and treatment; compare and contrast 3 dominant forms of intervention (12 Step; CBT; Motivational); and review basic principles and methods of relapse prevention. *Prerequisite:* PG810. *Taught on occasion. 2 units. DP*

**PC 840 Pre-Internship.** A 12-month, 12-16 hours per week clinical placement. *Prerequisite:* PC824. *4 units per quarter for four quarters. DP*

**PC 841 Internship.** A 12-month full-time clinical placement at an APA-accredited site. *Prerequisite:* PC840 and PG847. *12 units per quarter for four quarters. DP*

**PC 846 Additional Clinical Experience.** *0 units. DP*

**PC 855 Clinical Interventions: Supervision.** This course presents theory and practice of clinical supervision. Students will learn the competency-based meta-model of clinical supervision that aligns with APA Health Service Psychology Competencies. Learners also develop knowledge and practical skills in conducting clinical supervision, including understanding core components of supervision, personal factors in supervision, legal and ethical issues in supervision, diversity issues in supervision, and components of the supervision contract and

evaluation. Students will be exposed to multiple theoretical models of supervision. *Prerequisites:* PC810, PC814, and PC819. *Typically offered in Spring. 2 units. DP*

**PC 856 Clinical Interventions: Consultation.** This course presents theory and practice of consultation. Students will be exposed to several models of consultation, including clinical consultation, organizational assessment and analysis, and community consultation and prevention. Learners develop practical skills in conducting organizational consultation and training, including conducting meetings, making presentations, entering and analyzing organizations, team building, executive coaching, transition management, and diversity training. The course provides skills needed for clinical consultation to schools, churches, community agencies, and other organizations. *Prerequisites:* PC810, PC814, and PC819. *Typically offered in Winter. 2 units. DP*

**PC 899 Clinical Psychology Transfer Credit.** *Transfer credit in the discipline of Clinical Psychology. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 2 or 4 units. DP*

## PE: Psychology

**PE 802 Objective Psychological Assessment.** This course introduces students to the most commonly used objective psychological assessment tools in clinical psychology. In this class students will learn how to administer, score, and interpret the MMPI-2, MMPI-2-RF, MCMI-III, PAI, the NEO Inventories, and other brief instruments including BDI-II. Also, students will learn how to integrate findings from those inventories and communicate them effectively to the client or referrals through an interpretive report or feedback. To address these goals, a combination of lecture, demonstration, practice, readings, and discussions will be used. *Prerequisite:* PC804. *4 units. DP*

**PE 803 Rorschach.** This clinical seminar is designed to introduce students to administration, scoring, and interpretation of the Rorschach Inkblot Technique, using Exner's Comprehensive System. Students will develop basic competence in these skill areas, with the intention that more advanced skills will be developed during clerkship and internship training experiences. *Prerequisite:* PC804. *Taught on occasion. 2 units. DP*

**PE 804 Neuropsychology II: Assessment.** This course is designed to equip students with a deeper understanding of the relationship between human brain function and behavior, with particular emphasis on the assessment of cognitive functions. Skills developed in this class will include the administration, scoring, and interpretation of commonly used neuropsychological instruments, and advanced conceptualization of neuropsychological issues from a clinical standpoint. *Prerequisites: PG811, PG810, and PC804. Typically offered in Spring. 4 units. DP*

**PE 805 Child and Family Assessment.** This course covers a bio-psycho-social approach to the evaluation of children, families, and couples. Formal assessment (e.g., psychological tests, self-report measures) as well as informal assessment (e.g. observation, play therapy) will be used to teach students how to evaluate children and families, diagnose effectively, and develop appropriate interventions and other recommendations. *Prerequisite: PC804. Taught on Occasion. 4 units. DP*

**PE 899 Psychology Transfer Credit.** *Transfer credit in the discipline of Psychology. Used in posting approved external transfer credit for which there is no direct Fuller equivalent. 2 or 4 units. DP*

**PE 808 Child Neuropsychological Assessment.** This course is designed to provide an introduction to the critical issues involved in the neuropsychological assessment of children. Topics covered will include: overview of common neurodevelopmental and neurological disorders, administration, scoring, and interpretation of commonly used neuropsychological instruments in pediatric assessment, and differential diagnosis and treatment planning. *Prerequisites: PC804, PG810, PG811, and PE804. Taught on occasion. 2 units. DP*

**PE 813 Psychopharmacology.** This course is designed to provide an understanding of when and how to request a consultation for medication, as well as the important role of psychotherapy in supporting the appropriate use of psychopharmacological agents, will be covered. It is as important to know when not to medicate as it is to know when to refer for medication. A particular emphasis will be placed on how therapists can discover and stay up to date on the latest research into the effectiveness and hazards of the major psychopharmacological agents. Furthermore, since there is a general, negative resistance to the use of these medications in many Christian clients, several 'integrative' issues that can help a therapist overcome such resistance when it is

not warranted, will be explored. *Prerequisites: PG810 and PG843. Typically offered in Spring. 2 units. DP*

**PE 816 Advanced Assessment.** This course is designed to be an advanced course in the application, scoring, and interpretation of personality assessments, focusing on assessment tools such as the Sixteen Personality Factors Questionnaire (16PF), the Minnesota Multiphasic Personality Inventory-2-Restructured Form (MMPI-2-RF), and the Rotter Incomplete Sentence Blanks (RISB). Students will learn in greater depth about the development, construction, psychometrics, and appropriate use of these tests. A feature of this course is that students will administer 2 fully-integrated personality assessment batteries to clients provided through Fuller Psychological and Family Services (FPFS), score and interpret those batteries, write formal reports documenting the assessment results, and conduct feedback sessions with the clients. Students will attend a weekly 2-hour lab where they will receive assistance on their specific cases via group supervision. *Prerequisites: PsyD only and PE802. Typically offered in Winter. 4 units. DP*

## PF: Psychological Foundations

**PF 501 Foundations of Psychological Science: On Being Human.** Drawing upon the leading edge of psychological science, this course aims to introduce students to the most helpful psychological paradigms for understanding what it means to be and become more fully human, not merely as individuals, but as thriving persons-in-relation. As an interdisciplinary and practical course, findings of psychological science are discussed in light of theology and are translated into practical tools and strategies to inform the psychological and spiritual growth of the student and to equip them to nurture flourishing in those entrusted to their care. As such, its central focus is on the person of the minister/theologian/Christian as the primary site for engaging in psychological and theological reflection and the primary tool for effective Christian leadership. *4 units. ML, MHM*

## PG: General Psychology

**PG 507 Faith & Data: Research and Evidence-Based Practices in Global Mental Health.** This course introduces students to essential evaluation skills for assessing mental health needs in ministry settings. Students learn how to apply evidence-based interventions tailored to cultural and resource constraints. Students will understand the importance of data-driven decision-making in faith-based mental health programs and will develop the ability to critically analyze and implement research findings in practical ministry. Not open to auditors. *4 units. MHM*

**PG521 Introduction to Trauma and Resilience in a Ministry Context.** This course introduces students to types of trauma and its impacts on individuals and communities in ministry contexts, covering types of trauma responses (e.g. neurobiological, physiological, somatic, and relational), protective factors, and resilience practices that promote healing. Not open to auditors. *4 units. MHM*

**PG522 Crisis Intervention and Long-Term Trauma Care in Ministry Contexts.** This course introduces students to trauma-informed care practices, individual crisis intervention (including psychological first aid and skills for psychological recovery), long-term care of trauma survivors, and strategies for creating safe and supportive ministry environments. Not open to auditors. *4 units. MHM*

**PG 800 History and Systems of Psychology.** This course is designed to provide clinical psychology students an opportunity to reflect upon the field as a whole—specifically to examine the history of the profession and evolution of ideas over time. Students will focus on psychological understandings of the person from the perspective of historical development and systems of thought. It traces the emergence of psychology as an independent discipline from its roots in culture, philosophy, theology, and the natural sciences. Students will be encouraged to critically evaluate how intellectual and cultural contexts have shaped the current trends in contemporary psychology and explore how globalization will impact the future direction of the field. *Typically offered in Winter. 2 units. DP*

**PG 808 Independent Readings.** Special or advanced reading in areas not covered by regular courses in the curriculum. May be repeated for credit if a new area is chosen. *Prerequisite: Permission of instructor. 2 or 4 units. DP*

**PG 810 Physiological Psychology.** This course will cover the fundamental anatomy, physiology, biochemistry, pharmacology, and endocrinology of

the brain that underlies human and animal behavior. We will study information processing in nerve cells, sensory perception and motor control, and the neurophysiology of complex behaviors such as sleep, emotion and aggression, reward and punishment, learning and memory, and the physiological basis of mental disorders. *Typically offered in Fall. 4 units. DP*

**PG 811 Neuropsychology I: Principles and Clinical Syndromes.** This course is designed to equip students with foundational knowledge for the study of brain-behavior relationships that underlie normal and disordered functioning. Cognitive domains will be presented in the context of specific neurological, developmental, psychiatric, and environmental disorders. *Prerequisite: PC804 and PG810. Typically offered in Winter. 4 units. DP*

**PG 820 Cognitive and Affective Bases of Behavior.** This course will consider the cognitive and affective dimensions of human mental processing. Specific topics to be covered include the cognitive and affective aspects of: (1) perception and attention; (2) mental imagery; (3) information processing; (4) the representation of information in memory; (5) reasoning and problem solving; (6) the use of language in thought; (7) theories and research of emotion; and (8) unconscious mental processes. Class discussion will include consideration applications to various clinical issues. *Prerequisite: PG810. Typically offered in Spring. 4 units. DP*

**PG 823 Attachment** This course will provide an overview of attachment theory, research, and application for clinical use. History and background of the theory will be addressed, as well as key concepts and theoretical underpinnings. The course will emphasize theory and research in the following areas: attachment and emotion regulation, neurobiology of attachment, attachment and change, attachment injuries and psychopathology, and attachment and spirituality. Students will also be taught to identify different patterns of attachment and implications for the practice of psychotherapy. The first half of the course will be devoted to theory and research, while the latter portion will focus on clinical application. *Prerequisite: PC810, PC814, and PC819. Taught on occasion. 4 units. DP*

**PG 824 Psychology Teaching Methods.** This course is designed to provide a framework for college-level course preparation and teaching methods. This class is based on the pedagogy that learning and teaching is communal in nature. As teachers, we are to create space and a capacity for connectedness in the lives of

students (Palmer, 1993). Upon this foundation, we will discuss best practices in course design and development, as well as evidence-based teaching strategies and classroom application. This course will highlight active learning strategies, as opposed to passive or lecture-based learning. Finally, the course will offer space for students to reflect on education as a spiritual journey, and their own experience and emerging identity as a teacher. *Taught on occasion. 4 units. DP*

**PG 825 Introduction to Research Design.** This course covers the foundational steps of scientific inquiry, including identifying research questions, conducting literature searches, and forming testable hypotheses. Students will explore various research designs, such as survey research, experimental, quasi-experimental designs, and case studies. They will also examine the strengths, limitations, and ethical considerations of each approach. *2 units. DP*

**PG 828 Research Methods and Dissertation Writing.** This course builds upon competencies gained in Intro to Research Design, ANOVA, and Regression. The course is split into theoretical and practical components. In the theoretical portion of the class, you will learn about various research methods, including qualitative, quantitative, and mixed-methods research. In the practical portion of the class, you will develop your own research ideas, data analysis strategies, and methodology. The expectation is that you will use this portion of the course to complete a substantial draft of your dissertation draft (Intro & Methods). *4 units. DP*

**PG 830 Social Psychology.** This course provides an overview of the major theories, issues, data, and research methodologies in social psychology. Topics covered will include: social cognition, group processes, leadership, conformity, persuasion, dyadic processes in close relationships, romantic relationships, prosocial and antisocial behavior, and prejudice, stereotyping, and stigma. Applications of social psychological research to clinical practice will be highlighted. *Typically offered in Summer. 2 units. DP*

**PG 843 Psychopathology.** This course will provide students with a comprehensive survey of psychopathology and application of DSM-V. Emphasis is placed on the student developing a working conceptual model of psychopathology including theoretical, etiological, and symptomatic considerations. Its purpose is to provide a foundation upon which diagnostic and etiological considerations can be based, and the therapeutic task undertaken.

This course will focus primarily on adults but will also address children. *Typically offered in Fall. 4 units. DP*

**PG 847 Professional Development and Emerging Leaders.** This course is designed to facilitate the transition from student to early career professional. Learners will explore skills and knowledge needed to become a professional psychologist and leader in the field. Emphasis will be placed on assisting learners in continuing to develop their professional identity and personal leadership style in preparation for the pre-doctoral internship journey. *Prerequisite: Must be applying to internship the following academic year. Typically offered in Spring. 2 units. DP*

**PG 850 General Linear Models: Regression.** This course briefly covers elementary statistics but primarily focuses on multiple regression analyses. Regression analysis is at the heart of statistics, and a sound knowledge of regression methods will serve you well as you design and conduct masters and dissertation research projects. To address these goals, a combination of lecture, demonstration, small-group exercises, and discussions will be used. *Typically offered in Winter. 4 units. DP*

**PG 851 General Linear Models: ANOVA.** This statistics course is designed to assist students in continuing to develop the skills necessary to design, analyze, and evaluate professional research and program evaluation studies. The major focus of this course will be understanding and using analysis of variance techniques. An additional focus of this course will be continuing to explore and evaluate the research literature in the individual student's interest area. The combination of these course objectives will serve to advance students' progress toward completing the research requirements of their program. *Prerequisite: PG850. Typically offered in Spring. 4 units. DP*

**PG 852A/B Advanced Research Methods.** The course, which spans over two quarters, is the third in the research methods sequence. It builds upon competencies gained in both Regression and ANOVA courses. Taken together, the three courses will help students with their own independent or semi-independent research (e.g., master's level research). The course is split into theoretical/ general and practical/ specific components. In the theoretical/ general portion of the class, students will learn about research design elements and concerns particular to clinical research in psychology. Students will explore issues and ideas that are important to consider in conducting ethical and scientifically sound clinical

research. In the practical/ specific portion of the class, students will develop their own research ideas, data analysis strategies, and interpretation of results. *Prerequisite: PhD only and PG850 and PG851. Typically offered in Winter and Spring. 4 units. DP*

**PG 856 Research Colloquium.** Colloquia are offered three times per year by distinguished research psychologists. Students in the first three years of the program are expected to attend 6 lectures featured during these years. *0 units. DP*

**PG 857 Individual Research.** Assigns credit for independent research and evaluation projects conducted prior to the dissertation. May be repeated for credit. *Prerequisite: Permission of the instructor. Variable credit. DP*

**PG 861 Hierarchical Linear Modeling.** Much social/behavioral sciences research involves nested or hierarchical data structure (e.g., clients nested within therapists, or repeated measures nested within persons, who are in turn nested within organizations). The method of hierarchical linear modeling (HLM) has proven to be an effective tool to deal with this type of data structure. The goal of this course is to gain familiarity and build expertise in the use of HLM. Emphasis is placed on the mastery of concepts and principles, development of skills in model building and results interpretation, and development of critical analysis skills in understanding research using HLM. Topics will include, but are not limited to, the logic of HLM, principles of estimation and hypothesis testing, model building, cross-sectional models, longitudinal data analysis, and missing data and model assumptions. *Prerequisite: PG850 and PG851. Taught on occasion. 4 units. DP*

**PG 862 Latent Variable Modeling.** Much psychological research involves latent variables (e.g., transcendence, coping, intellectual humility, interpersonal relatedness, or latent classes/clusters), which can be either categorical or continuous, just as for observed variables. The crossing of latent and observed variables produces four different types of latent variable models (see the table below). The goal of this course is to gain familiarity and build expertise in the use of these four models. Emphasis is placed on the mastery of concepts and principles, development of skills in model building and results interpretation, and development of critical analysis skills in understanding research using latent variable models. Topics include, but are not limited to, categorical data analysis (e.g., logistic regression), exploratory/confirmatory factor analysis, path

analysis, item response theory, latent class analysis, latent profile analysis, and some combination of these models. *Prerequisite: PG850 and PG851. Taught on occasion. 4 units. DP*

**PG 863 Quantitative Text Data Analysis.** This course covers quantitative methods for text data analysis popular in (computational) social sciences, which are built upon methods developed in machine learning (statistics & computer science), computational linguistics, and natural language processing (NLP). Traditionally, qualitative analysis, content analysis (e.g., coding by trained coders), or dictionary methods are popular choices for the analysis of text data such as transcripts of interviews and psychotherapy or unstructured responses to questionnaires. This course specifically focuses on the methods of Latent Semantic Analysis (LSA: Deerwester et al., 1990), Latent Dirichlet Allocation (LDA; Blei, Ng, & Jordan, 2003), and Structural Topic Model (STM: Roberts, Stewart, & Airoldi, 2016). These quantitative methods, as unsupervised learning on texts, are typically used to “discover the hidden thematic structure in large archives of documents” (Blei, 2011). Those themes identified are used to classify the terms and the documents into discrete categories (i.e., categorization). Furthermore, the features (e.g., metadata like authors or composition time of documents) of the documents are used as predictors in the group comparison of documents or in the identification of longitudinal patterns of thematic change in texts. All text data analyses are done in R (R Development Core Team, 2021) via the ‘lsa’, ‘tm’ (Feinerer & Hornik, 2014), ‘topicmodels’ (Grün & Hornik, 2013), and ‘stm’ packages. Important and necessary topics like association of terms and documents (e.g., cosine values), pre-processing (e.g., reducing similar words to their common root and removing item numbers and punctuations), Dirichlet distribution, supervised learning methods for text data (e.g., deep learning on texts) are discussed using examples and R codes. *Taught on occasion. 4 units. DP*

**PG 865 Master’s Research.** The project is typically an empirical research study. If a theoretical master’s project is completed, the dissertation must be empirical in nature. *PhD students only. 8 units required. DP*

**PG 866 Human Development in Context.** This course presents an overview of the major theories, issues, data, and research methodologies of the life span covering infancy through senescence. *Typically offered in Fall. 2 units. DP*

**PG 870 Special Topics in Psychology.** Special Topics in Psychology courses are courses that are intended to cover emerging issues, topics or specialized content that is not represented in the main curriculum. Special topics courses are designed to vary and will not be made a regular, on-going part of the curriculum. 2 or 4 units. **DP**

**PG 871 Psychology Teaching Practicum.** The Psychology Teaching Practicum provides students the opportunity to participate in supervised teaching of psychology courses. It is taken on a Pass/Fail basis. Note: If you are an international student, this 0-unit enrollment would count as a CPT opportunity as it is considered an integral part of our established curriculum and directly relates to the student's major work and professional development. *Prerequisite: PG824. Conferral of Master of Arts Psychology from SoPMFT. Permission of Program Chair.* 0 units. **DP**

**PG 899 General Psychology Transfer Credit.** *Transfer credit in the discipline of General Psychology. Used in posting approved external transfer credit for which there is no direct Fuller equivalent.* 2 or 4 units. **DP**

**PG 900 PhD Dissertation.** The project constitutes the equivalent of a half-time load for four quarters and is designed to be completed during the fifth year. *Prerequisite: Completion of master's research project. Minimum 24 units required.* **DP**

**PG 902 PsyD Dissertation.** The project may be a program evaluation, integrative literature review, scientific case study, program development, intervention evaluation, or some other empirically based project. *Minimum 8 units required.* **DP**

## PI: Integration

**PI 503 Touchstone Course in Theology and Psychology.** This course is designed to introduce clinical psychology students both to the discipline of theology and to the practice of doing theology and psychology in the world in which they live and work. This course seeks to support individuals to work in diverse settings with diverse populations, by gaining self-awareness with regards to the exploration of their faith tradition and cultural identity, with a focus on gender, ethnic and/or racial identity, privilege, marginalization and difference. In order to help students develop as constructive theologians, the course will explore core issues of Christian theology that are most directly related to their integrative work as Christian health service professionals. *Typically offered in Winter.* 4 units. **DP**

**PI 504 Global Mental Health and Ministry.** This course examines mental health disparities in various cultural and socio-economic contexts. It explores the role of faith communities in reducing stigma and promoting well-being. Students will be able to develop culturally responsive strategies for engaging communities in mental health education, while learning practical methods for building sustainable mental health initiatives in diverse regions. Not open to auditors. 4 units. **MHM**

**PI505 Healing Conversations: Mental Health Care and Ministry Support.** This course is designed to familiarize students with a range of common mental health concerns, with the goal of increasing compassionate understanding to decrease stigma. Topics covered will include both common conditions such as depression and anxiety, as well as less common conditions that are highly stigmatized, such as addiction. Students will explore non-clinical approaches to providing care and support in church and ministry settings, and will be taught key skills in active listening and crisis intervention. Not open to auditors. 4 units. **MHM**

**PI506 The Theology of Healing: Integrating Faith and Mental Health.** This foundational course explores biblical and theological perspectives on mental health distress and well-being. It examines the intersection of Christian spiritual practices and psychological support for common mental health concerns. Students will develop a framework for integrating faith-based interventions with mental health care as they are introduced to ethical considerations in offering spiritual and mental health guidance. Not open to auditors. 4 units. **MHM**

**PI 513 Portraits of Human Nature.** This course will attempt to establish a perspective on human nature that allows greater resonance and integration between science and faith. It will present descriptions of the nature of humans emerging from the perspective of a number of scientific disciplines, including biology, genetics, neuroscience, and cognitive psychology, while considering their implication from the viewpoints of philosophy, theology, biblical studies, and ethics. Particular attention will be paid to the concepts of free will and moral agency with respect to the reductionism and determinism often presumed to be implied by neuroscience. The central thesis that will be explored is a monist, or holist, view of humans; that is, human nature will be considered as it might be encountered without body-mind or body-soul dualism. *Prerequisite: PI800. Typically offered in Winter.* 4 units. **DP**

**PI 520 Global Child and Family Mental Health** This course is an introduction to child/adolescent and family mental health in a global context. Within the social determinants of health framework and international initiatives, such as the United Nations Sustainable Development Goals (SDGs), students will examine resilience and unique challenges affecting children and their families' health, including poverty and structural adversity; infectious diseases, particularly COVID-19; war and conflict; migration, displacement, among others. The course will include available resources, barriers, and prevention proposals for humanitarian and ministry settings across the globe. *Typically offered in Fall. 4 units. DP*

**PI524 Group and Community Psychological Resilience.** This course introduces students to forms of disaster, concepts of collective trauma, and forms of community-based responses to disaster in the ministry context. It explores how to foster community resilience through collective and group healing practices in the Christian settings. Not open to auditors. *4 units. MHM, DP*

**PI 525 Integrative Issues in a Cross-Cultural Setting (Guatemala).** During this 2-week course in Guatemala, students learn how mental health needs are being addressed in a country that has been ravaged by political violence and poverty. Through lectures by mental health professionals and encounters with the colors, scenery, and folklore of a beautiful country, ways to promote effective healing are explored. *Prerequisite: PI800. Typically offered every other Summer. 4 units. DP*

**PI 526 Trauma and Faith.** Victims of violence, survivors of abuse, combat veterans, and refugees are just a few of the groups of people who may struggle with the emotional and spiritual consequences of trauma. The psychological and physiological symptoms of the trauma response show strong commonalities across populations. This course will provide a basic psychological, theological and missiological understanding of trauma reactions, traumatic distress, and resilience. Students will learn and practice skills consistent with Trauma-Informed ministry. *Prerequisite: 16 units of completed coursework. Taught on occasion. 4 units. DP*

**PI535 Psychological and Theological Perspectives of Spirituality and Thriving.** Given the increasing shifts in the religious and spiritual landscape of our world, this interdisciplinary course is designed to explore how healthy spirituality can contribute to human thriving and flourishing societies. Drawing on

Christian theological accounts of flourishing, a biblical vision of living life "to the full" (John 10:10), and contemporary psychological perspectives of thriving, this course explores human telos—the purpose and goal of being human—and looks to psychology to understand human development towards those ends. Specifically, the course examines spirituality (or spiritual formation) as a dynamic, relational, and developmental process that shapes how people make meaning of their lives through their experience of God (or other understandings of the sacred or transcendence), identity, virtue development, and purpose and vocation. The course integrates psychological research on spiritual and faith development with theological reflection and introduces the Thrive Spiritual Health Framework as a means of understanding how religion, spirituality, and/or faith may promote resilience and thriving. Designed for students in SOPMFT and SMT, the course emphasizes personal and vocational formation alongside developing integrative skills for discerning and supporting spiritual health and thriving in various ministry and clinical settings. Special attention is given to the challenges of systemic adversity, trauma, and self-care. *Prerequisite: PI503 and PI800. Taught on occasion. 4 units. DP*

**PI 800 Introduction to Integration.** This course will explore models of integrating social science, especially clinical psychology with insights from Christian theology. Students will be exposed to a wide range of models of integration with the goal of assisting students in developing their own perspectives and convictions regarding integration. *Prerequisite: PI503. Typically offered in Spring. 4 units. DP*

**PI 805 Readings in Integration.** Special or advanced integration readings not covered by regular integration courses. *Prerequisite: PI800 and permission of integration chair. 2 or 4 units. DP*

**PI 806 Advanced Integration.** This course is designed to assist students in reflecting on the relationship theology/religion has to their studies in clinical psychology in their final year of coursework. This course will provide students the opportunity to integrate theological and psychological readings into a final research paper or clinical integrative case conceptualization. *Prerequisite: PI800 and PI838. Typically offered in Spring. 2 units. DP*

**PI 820 Imitation, Mimetic Theory & Human Transformation.** This course is designed as an introduction to contemporary theory and research on

the generative, foundational, and historically overlooked role of imitation in human life. It will focus primarily on the mimetic theory of René Girard as well as empirical research on imitation from the cognitive, social, developmental, and neurosciences.

Implications for understanding the Judeo-Christian tradition and Christian Theology as well as the theory and practice of psychotherapy will be addressed.

*Prerequisite: PI503 and PI800. 4 units. DP*

**PI 831 Cultural and Spiritual Narrative in Psychotherapy.** Narrative has emerged as an increasingly influential and integrating paradigm in psychology. Narrative yields a form of understanding of human experience, both individual and collective, and places particular events within a framing context which gives meaning. As a primary embodiment of our understanding of the world and ourselves and linked to attachment, the meaning-making process and the stories people construct give definition to their identity. This course will combine didactic and experiential elements in order for students to develop a clearer understanding of the formation of their personal identity and build the capacity to respond to the client's cultural and spiritual narrative in clinical context. Particular attention will be paid to autobiographical memory, self-narrative, and identity development. *Prerequisite: PI503, PI800, and PC814. Taught on occasion. 2 units. DP*

**PI 832 Spiritual Formation and Integrative Practice Group.** The aim of the course is to provide an experiential formation group that will offer a small group learning experience for students to deepen their reflection on their spiritual formation and integrative practice. Students will articulate their experience of the presence of God in their lives and their approach to integration. *Prerequisite: PI503, PI800 and must be in Year 3 or above. Typically offered in Spring. 4 units. DP*

**PI 836 The Spiritual Life of the Psychotherapist and Clinical Applications.** This course will explore classic practices and understandings from Christian spirituality and spiritual formation as relevant to both personal development and clinical practice. Students will be encouraged to focus on their own individual process of spiritual development and to view this dynamic as being inseparable from human flourishing and the therapeutic process. *Prerequisite: PI503 and PI800. 2 units. DP*

**PI 837 Relational Psychoanalysis and Christian Redemption** The theory and practice of Relational Psychoanalysis mirrors the Christian cycle of the fall,

atonement, and redemption. This course will explore the concepts of Relational Psychoanalysis in comparison and contrast to the Christian theology of sin and redemption. The first part of the course provides an overview of relational psychoanalytic thought alongside selected readings from the Bible and Christian theology. Special attention will be given to how Christian faith informs case conceptualization and the way in which typical Christian practice, such as prayer and reading Scripture, might integrate with relational psychodynamic work. Part of the course will also feature guest lectures from practitioners offering a variety of perspectives on the practical integration of faith and psychodynamic psychotherapy. Much of the class will revolve around seminar-style discussion of the reading. *Prerequisites: PI503 and PI800. Typically offered every other Summer. 4 units. DP*

**PI 838 Theological and Ethical Issues in Clinical Integration Intermediate Integration.** Required for all third-year doctoral students, this course will explore the religious and ethical implications of psychotherapy theory while aiding students to traverse the difficult task of thinking integratively in various clinical contexts. *Prerequisite: PI503 and PI800. Typically offered in Fall. 2 units. DP*

**PI 840 Religion at the Heart of Humanness: The Analytical Psychology of Carl Gustav Jung.** Carl Jung's Analytic Psychology will be explored through reading [primarily his own words], discussion, writing, and application. Key concepts will be explored—including ego, typology, shadow, anima and animus, the unconscious, the Collective Unconscious, complex[es], self/Self archetype, individuation, dream analysis/amplification, and active imagination. Since Jung began to lecture, teach, and analyze, his ideas and observations have had a significant effect on the theories and practices of psychotherapy and spirituality (and, on psychology of religion, clinical pastoral care, and spiritual direction, during the 20th century). His contributions are broad and deep, though often unrecognized or misunderstood. We will also make a comparison and contrast of Jung's thought with Christian doctrine and practice, and other religions. His personal, cultural and historic premonitions on diversity, as well as their limits and limitations, will be highlighted. Students will have the opportunity to apply Jungian concepts and practice to dreams, myth, folk/fairy tales, religion and culture. *Prerequisite: PI503 and PI800. Taught on occasion. 4 units. DP*

**PI 856 Clinical Integration Colloquium.** Colloquia are offered three times per year by distinguished

therapists. Students in the first three years of the program are expected to attend 6 of the 12 lectures featured during these years. *Prerequisite: PI503 and PI800. 0 units. DP*

**PI 860 Special Topics in Psychology Integration.**

Special topics in psychology integration courses are courses that are intended to cover emerging issues, topics or specialized content focused on the integration of psychology and theology or missiology that is not represented in the main curriculum.

Special topics courses will vary and will not be made a regular or on-going part of the integration curriculum. *Prerequisite: PI503 and PI800. 2 or 4 units.*

**DP**

## PM: Ministry

**PM 505 Leading with Wisdom: Ethics, Boundaries, and Resilience in Ministry.** This course will strengthen the leadership skills needed to navigate complex pastoral and mental health challenges.

Topics related to counseling ethics will be examined within a larger framework of pastoral ethics, including an exploration of the ethical uses of power. Real-world case studies of ethical dilemmas in faith-based mental health work will be explored. Students will also develop a personal resilience strategy to prevent burnout and sustain long-term ministry impact. Not open to auditors. *4 units. MHM*

**PM 508 Mental Health-Informed Ministry Practice.**

This course is a capstone course that offers students a practical experience in developing and implementing mental health support programs specifically designed for ministry or community service settings. Students will create a program that addresses mental health-related challenges individuals or families face, focusing on prevention, healing, and resilience-building strategies within a faith-based context. Emphasizing compassionate, trauma-informed care, the course encourages students to integrate spiritual resources and culturally sensitive approaches to meet the needs of

diverse family systems affected by mental health needs. Not open to auditors. *4 units. MHM*

**PM 523 Cultural Considerations in Trauma Care.**

This course addresses the cultural and spiritual contexts of trauma, including the impact of trauma in church history. It explores how cultural and religious beliefs shape the perception, experience, and recovery from trauma. Students will learn to recognize and respond to the unique dynamics of trauma within diverse Christian communities, and to adapt trauma-informed practices with sensitivity and care. Not open to auditors. *4 units. MHM*

## RS: Doctoral Research and Dissertation

**RS 890 Dissertation Work (Active).** Doctoral students register for this for zero units to maintain full-time enrollment during quarters in which they are continuing work on a dissertation but the required number of dissertation units for the program has already been met. *0 units. May be repeated a maximum of 3 times. DP, DMFT*

**RS 891 Dissertation Work (Less-than-Half-Time).**

Doctoral students register for this for zero units to maintain less-than-half-time enrollment during quarters in which they are continuing work on a dissertation but the maximum number of registrations in RS890 has already been met. *0 units. May be repeated until the maximum program time limit has been met. DP, DMFT*

## TR: General Transfer

**TR 599 General Transfer Credit (500 Level).** *500-Level general transfer credit. Used in posting approved external transfer credit only. 2 or 4 units. MFT*

**TR 899 General Transfer Credit (800 Level).** *800-Level general transfer credit. Used in posting approved external transfer credit only. 2 or 4 units. DMFT, DP*