

#### S-305: GOOD NEWS FOR THE CITY

Held in conjunction with the Congress on Urban Ministry, which features nationally recognized speakers addressing current issues of evangelism and justice within arenas of politics, economics, race, culture. **Prerequisite:** none. **3 SH. SCUPE S-H-304.** Counts as an elective at CTS.

#### S-306: RESTORING URBAN COMMUNITIES

Introduction to principles and practices of church-based community development. Presents the relationship between biblical faith and development practices through site visits to effective models and gives an overview of the resources and leadership skills necessary for effective community development. **Prerequisite:** none. **3 SH. SCUPE S-H-305.** Counts as an elective at CTS.

#### S-307: PUBLIC POLICY IN URBAN COMMUNITY

Examines the critical issues affecting the quality of life for those living in major metropolitan areas. An in-depth examination of one or more public policy issues, such as taxation, housing, welfare reform, public transit, or other issues chosen by students. Research and reflection will focus on the nexus between fundamental assumptions (including implicit theological content) and the formation of public policy. Implications for dissemination and public action will be addressed. **Prerequisite:** none. **3 SH. SCUPE S-H-306.** Counts as an elective at CTS.

#### S-308: GLOBALIZATION AND URBAN COMMUNITY

Examines the overwhelming economic, cultural, political (and even theological) impact of globalization on the city alongside the strategies of defense which revive the local community, building social capital and renewing the urban community as place. **Prerequisite:** none. **3 SH. SCUPE S-H-307.** Counts as an elective at CTS.

#### S-309: CROSS-CULTURAL MINISTRY INTENSIVE

Using the city as a multicultural global laboratory, this two-week intensive provides a practical theology for ministry in multicultural context, engages in biblical study of the early church's struggle with cultural barriers, encourages respect and appreciation for world views and value systems different from one's own, offers training in movement and communication across cultural divides, and exposes students directly

to a wide variety of ministries in diverse cultural settings. **Prerequisite:** none. **3 SH. SCUPE M-302.** Counts as an elective at CTS. Meets the M.Div. cross-cultural requirement.

#### S-310: CHRISTIAN TRADITIONS AND COMMUNITY DEVELOPMENT

What are the motivating values related to the Christian faith that informs churches and faith-based organizations to actively address community development and community revitalization? There are a variety of motivating values related to different Christian traditions. This course is intended to give participants an appreciation of the rich resources within a variety of Christian traditions that can form a foundation and rationale for community revitalization. We will look at six different Christian traditions, hoping not only to glean the best from each, but also prepare ourselves to work with a variety of Christian traditions in a given community that enables us to build on the assets and capacities of these Christian traditions. **3 SH. SCUPE MACD-5950-02.** Counts as an elective at CTS.

#### S-601: SUPERVISED MINISTRY PRACTICUM

Focuses on personal formation for ministry by integrating work in the ministry setting with SCUPE's academic course load. Using a case study approach, it provides a forum for faith sharing, personal self-awareness of gifts and skills for ministry, theological reflection on experience, and peer group reflection on actual ministry in response to the Gospel. **Prerequisite:** none. **Credit varies. Counts as M-616, 617 at CTS.**

## SUPERVISED CONCURRENT FIELD EDUCATION (SCOFE)

SCOFE is an educational endeavor designed to help students grow in competent practice of ministerial leadership through a multifaceted process of learning while serving. Students use their structured supervised internship as the venue and context for developing the perspectives and skills required to become practical theologians: ministers who continuously ask themselves and their congregations, "What ministry is appropriate in this context?" Appropriate ministerial practice emerges from the interface of several factors: the giftedness, faith, and spiritual sensitivity of the persons engaged in a particular ministry situation; understanding of the wisdom of God through scripture, theology, the history of God's people, and other disciplines of learning; and keen awareness of the context. SCOFE seeks to introduce students to a lifetime of reflective ministry practice.

Master of Divinity students are required to complete two years of supervised ministry experience for credit, and are expected to begin their first year of SCOFE (M-516, M-517) between the completion of 18 and 45 credit hours. Students are strongly encouraged to enroll in Advanced SCOFE (M-616, M-617) and either continue a second year in their ministry site or seek a placement in a teaching site the second year that emphasizes the type of ministry that matches their long-term call.

Master of Arts in Educational and Arts Ministry students are required to complete one year of supervised experience.

Students who have completed field education requirements for graduation may continue in a supervised ministerial experience for additional credit.

SCOFE ministry placements usually begin with the fall semester of the second year of full-time coursework. Students must have placements approved no later than July 1. Placement begins with the student attending a required SCOFE start-up meeting in January. Individual interviews follow, preparing students for employment by teaching congregations. Placement in a teaching congregation means recognition of the student as a staff person in that congregation. Students work 12 to 15 hours per week,

at least September through May. In most cases, students receive a stipend for their work; in others, they volunteer their time but must be recognized as professional staff with specific responsibilities.

All SCOFE students are required to have a site supervisor with whom they meet for regular supervision. All placement sites are required to establish a ministry support committee (MSC) of four to seven adults who are not professional staff, family of staff, or family of the student. The MSC meets monthly with the student to provide support, perspective and feedback. This committee helps students evaluate progress toward learning objectives through timely feedback and by completing two written evaluations during the year. The site supervisor also provides two written evaluations, one at the end of each semester.

Students, site supervisors and MSCs are required to receive training for supervision. Students enrolled in SCOFE participate in a weekly SCOFE peer group. Carefully selected and trained pastors serve as supervisors for the SCOFE groups. Each student writes at least three issue in ministry reports per semester, dealing with specific issues or problems they are facing in ministry. In the weekly SCOFE meetings, students and supervisors examine ministry issues in order to:

- ▶ Identify theological as well as other perspectives involved;
- ▶ Assess vocational and spiritual formation implications;
- ▶ Name the presenter's interests, needs and strengths; and
- ▶ Determine appropriate strategies and actions in the student's ministry.

A learning covenant is a central component in the SCOFE process. In Basic SCOFE, each student develops a covenant for learning in consultation with the SCOFE supervisor, the SCOFE group, the site supervisor and the ministry support committee. The covenant articulates the major learning objectives that the student intends to address in SCOFE.

It becomes the basis for supervised reflection and evaluation. Developing pastoral identity is the focus of Basic SCOFE. In Advanced SCOFE, the focus is on developing leadership and collegiality within community. Peers develop a group learning covenant based on learning opportunities identified within teaching sites represented in the group. All M.Div. students are required to complete Introduction to Christian Ministry (M-514, M-515) concur-

rently with SCOFE (M-516, M-517). This year-long course guides students in developing a practical theology for discernment and decision-making in ministerial leadership. It provides resources for increased self-understanding as well as analysis of the ministerial context and skills for ministerial leadership.

## CLINICAL PASTORAL EDUCATION

Christian Theological Seminary is affiliated with the Association for Clinical Pastoral Education. Clinical Pastoral Education (CPE) offers supervised experience in pastoral care. CPE experience is highly recommended in preparation for careers in congregational ministry, chaplaincy and counseling and is generally offered in hospital settings, though outpatient and congregational settings are also available. CPE programs are offered in conjunction with accredited training centers including Clarian Health Partners (Methodist-IU-Riley Hospitals, Clarian West); St. Vincent Hospital; Deaconess Hospital, Evansville; Howard Community Hospital, Kokomo; Lutheran Hospital and Parkview Memorial Hospital, Fort Wayne; and Saint Joseph Care Group, South Bend. The student may receive certification by the Association for Clinical Pastoral Education as well as academic credit from the seminary for this work. In addition to preparing students for parish or specialized ministry, CPE is recommended for ministers seeking continuing education. Registration may be on a non-academic basis or for academic credit. Duly registered special students may later request transfer of academic credit to a degree program. Counseling students are encouraged to take CPE before applying to the counseling practicum. Contact the field education office for CPE information.

### LEVEL I, LEVEL II CPE

A clinical pastoral education unit may be taken as a standard 10- to 12-week summer program, as an extended one-and-a-half day to two-day per week program for 30 weeks during the school year, or as negotiated. The unit introduces the student to emotional and spiritual factors in illness

and health as well as interprofessional ethics. It affords supervised experience in pastoral care. Specific outcomes for completion of Level I and Level II CPE are available in the field education office. Prerequisites: Completion of at least one academic year of theological education, fulfillment of requirements set by the Association for Clinical Pastoral Education and consent of the chaplain supervisor. Note: One unit of CPE entitles currently enrolled students to 6 semester hours of credit with payment of tuition at the off-campus rate. Students who want to receive academic credit must register for P-800, 801; P-802, 803; or P-804, 805, as appropriate. To issue academic credit for CPE, the registrar must receive written evaluations from the student and the CPE supervisor and an issued letter grade from the supervisor. Students must sign an authorization, available online ([www.cts.edu](http://www.cts.edu) under "registrar") or in the registrar's office, for the CPE supervisor to provide such an evaluation and grade.

### SUPERVISORY CLINICAL PASTORAL EDUCATION

Advanced Clinical Pastoral Training opportunities are available in the Indianapolis area for a student to pursue supervisory CPE training. Chaplaincy internships and residencies are also available. Further information about these programs is available from the CTS Pastoral Counseling Center or the Association of Clinical Pastoral Education ([www.acpe.edu](http://www.acpe.edu)).

## SPECIAL EDUCATIONAL OPPORTUNITIES

### LIFELONG THEOLOGICAL EDUCATION

Christian Theological Seminary sponsors a continuing education program to encourage lifelong learning and professional development. It offers regular short-term, non-degree opportunities for theological study to ordained and lay leaders. Lifelong Theological Education offerings are usually available free to CTS students and faculty.

### PETTICREW SEMINAR

The Petticrew Faith-in-Action Seminar was established in 1986 by C. Richard Petticrew to help church, civic leaders and pastors attain an informed and balanced perspective on some of the pressing ethical and moral issues affecting American society today. The Faith-in-Action Seminar brings together people of differing perspectives to engage in meaningful dialogue about contemporary issues.

### JEWISH CHAUTAUQUA SOCIETY

The Jewish Chautauqua Society helps make possible the teaching of courses in Jewish studies by prominent leaders from the Indianapolis Jewish community.

### RELIGION AND THE ARTS

CTS is known for its commitment to religion and the arts. In 1994, CTS established the Frederick Doyle Kershner Chair in Religion and the Arts and initiated a new program to explore and open the relationship between the arts and theology. The seminary setting is enhanced by displays of many donated works of art in the form of sculpture, oil and acrylic paintings, fabric and mixed-media pieces.

### SCUPE

CTS is a member of the Seminary Consortium for Urban Pastoral Education (SCUPE), which provides a variety of opportunities for students to experience urban life in Chicago in a context of theological reflection and sociological analysis. Students who participate in one of SCUPE's intensive courses (S-302 and S-309) may earn academic credit and fulfill the cross-cultural requirement for the M.Div. See page 65 for a listing of courses.

### OVERSEAS STUDY OPTIONS

CTS regularly offers study trips abroad for credit and cross-cultural experiences. Recent trips have included Jamaica and India. CTS students can also participate in exchange programs in Jamaica and India for credit toward certain degrees. Contact the director of cross-cultural and international programs for more information.

### AMERC

CTS is a member of the Appalachian Ministries Educational Resource Center Consortium (AMERC). AMERC provides specialized training for students preparing for ministry in the Appalachian church and other mission settings, with particular attention to small town and rural congregations. Students who participate in an AMERC seminar may receive academic credit and fulfill the cross-cultural requirement for the M.Div.