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<td>Commencement</td>
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Maymester 2015
May 18–29

For additional information about specific degree programs, please contact:

**Master of Arts and Master of Divinity**

Rachel Brocker Langford & Kate Fitzkappes
Directors of Financial Aid
800-635-1116, ext. 726
rbrocker@lstc.edu or kfitzkappes@lstc.edu

Scott Chalmers
Director of Admissions
800-635-1116, ext. 727
schalmers@lstc.edu or admissions@lstc.edu

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Assistant for Advanced Studies
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kcroft@lstc.edu

José David Rodríguez
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**ACTS Doctor of Ministry in Preaching**

Gennifer Benjamin Brooks
Dean of the ACTS D.Min. in Preaching Program
800-635-1116, ext. 752
actspreaching@mccormick.edu

Lutheran School of Theology at Chicago
1100 East 55th Street, Chicago, Illinois 60615
www.lstc.edu
773-256-0700
800-635-1116
The Lutheran School of Theology at Chicago Catalog 2014–2016

The catalog is an announcement of the projected academic programs of the Lutheran School of Theology at Chicago for the academic years 2014–2015 and 2015–2016. These programs are subject to change. The information here is in no way binding upon LSTC. Rules, regulations, and academic procedures of the seminary are briefly described. Definitive information on these matters will be found in LSTC’s constitution and in the formal actions of the board of directors, the faculty and other governing bodies of the school.

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Jan Boden, Roger Bottorff, Megan Clausen, Ashley Hochhalter, Tricia Koning, Erin Koster, Dirk van der Duim

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Greetings from the President

Let me venture a guess. I’ll bet you’re not typical. If you’re looking at a seminary catalogue, that already sets you apart. Regardless which degree program interests you, the very urge to engage theological education makes you unusual. It means you have a longing and courage to serve others—through ministry, scholarship, or other means besides. And now it’s time to find the place that will best nurture your gifts and skills. Not just anywhere will do.

I hope you’ll carefully consider the choices. And with so many options, you should know clearly how the Lutheran School of Theology at Chicago is distinctive. We’re not yesterday’s school attuned to a church or world of bygone times. Instead, we want to form leaders who bear witness to the good news of Jesus Christ today, let alone the days ahead. That calls for risk—and if you want to join that venture, we might be the right place for you.

One thing you’ll find here are dedicated colleagues. Our students are innovative, daring, eager to care for those in need and willing to speak out on their behalf. They also know how to have fun, bearing an active faith filled with joy. And they wouldn’t be your only colleagues, either. Our faculty is marked by the very same temperament.

Within that community you’ll also meet deep commitments. All of us pursue a range of serious passions in distinctive ways, from ecology to social justice, from worship and arts to academics, from spiritual growth to missional outreach. Yet common to these many pathways is our shared Christian faith that trusts God’s gift of lasting life.

All of this takes place amidst a dynamic context. Chicago is remarkable environment with both global reach and diverse opportunities. It’s the ideal learning laboratory for testing your vocation, a place where cultural, economic, and religious variety abounds. No matter where you hope to serve, you can meet it all right where we’re located.

But these are only my views! Elsewhere in this catalogue, sprinkled among the usual prose, are testimonies by our students. Let them share the unusual journey they’ve taken at LSTC—then imagine how you could join in that story. And when you’re ready, I invite you to become part of this fascinating, faithful community. If ever you’re in Chicago, please come by for a visit. We’d be delighted to welcome you. Until then, may God bless your discernment.

Sincerely,

James Nieman
President
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MISSION

Mission
The Lutheran School of Theology at Chicago (LSTC), a seminary of the Evangelical Lutheran Church in America (ELCA), forms visionary leaders to bear witness to the good news of Jesus Christ.

Vision
LSTC seeks to build up the Body of Christ and work for a world of peace and justice that cares for the whole creation.

Values
LSTC is
• Christ-centered—Strives by God’s grace to follow Christ’s call to loving service.
• Responsive to context—Embraces its diverse urban setting and exciting academic environment that enable learning from and ministering to the community. Relationships with synods and congregations provide academic and practical experiences that meet the needs of the church.
• Attentive to diversity—Emphasizes knowing and honoring the perspectives of all nationalities, ethnicities, cultures, Christian traditions, and religions to form leaders whose witness to the Gospel will build communities of hospitality and reconciliation.
• Committed to excellence—Sends leaders into church and world who are prepared academically, practically, and spiritually to serve in a variety of vocational and ministry settings. Faculty members are faithful Christians who are internationally recognized scholars and teachers. Administration and staff strive to provide exemplary service to all constituents.

Welcoming Statement
LSTC strives to offer a community and academic experience that is grounded in the good news of the gospel and shaped by our urban, multicultural, ecumenical, global, interfaith and university-related context and commitments.

Our primary mission is to prepare women and men for a complex, pluralistic world in need of faithful and courageous ministers to serve in a variety of contexts. Although a large percentage of students come to LSTC to prepare for ordained or lay rostered ministries in the Evangelical Lutheran Church in America, LSTC is also enriched and transformed by ecumenical and interfaith students in our various master’s and doctoral programs, as well as ecumenical and interfaith colleagues.

As a Reconciling in Christ seminary, LSTC seeks to offer hospitality and welcome to all who enter LSTC’s academic programs. Following Jesus Christ, whose reconciling love bridged barriers and made strangers friends, we seek to welcome and learn from one another’s particularity—including but not limited to one another’s race, national or ethnic origin, age, gender, sexual orientation, gender identity and expression, physical ability, social status and theological diversity.

LSTC is always becoming a reconciling community. Reconciliation is an ongoing activity and effort that we do together.
Chicago skyline viewed from Promontory Point near LSTC
Partners

Embracing the rich diversity of metropolitan Chicago as an educational laboratory, LSTC carries out its mission in collaboration with many partners: the network of ELCA seminaries, especially Trinity Lutheran Seminary and Wartburg Theological Seminary, LSTC’s partners in the ELCA’s Covenant Cluster of seminaries; the Association of Chicago Theological Schools (ACTS) and the University of Chicago; Valparaiso University; SCUPE (Seminary Consortium for Urban Pastoral Ministry); individual, institutional and congregational colleagues in ministry; and the synods of Regions 4 and 5 of the ELCA.

LSTC’s most recent partner, Valparaiso University, began offering three degree programs on the LSTC campus in the fall of 2012: the master of business administration, the master of health administration, and the master of ministry administration. Selected courses in these degree programs may be taken by LSTC students for academic credit. The Valparaiso Law School Immigration Law Clinic is also housed at LSTC.

McCormick Theological Seminary (Presbyterian Church USA) is LSTC’s closest collaborative partner among the Hyde Park seminaries. Following the move of its campus to Hyde Park in 1975 until 2010, McCormick’s classes were held at LSTC. The two seminaries jointly own and manage the JKM Library, a leading U.S. theological library. They also jointly administer the educational ministry of the Language Resource and Writing Center (LRWC). In February 2003, McCormick completed and moved into its new administrative building on LSTC’s campus. The two schools have taken seriously the denominational agreement, “A Formula of Agreement” (1997) that established a relationship of full communion between the ELCA and the churches of the Reformation, including the Presbyterian Church (USA), and have developed a collaboration that benefits both seminaries through a shared campus and some shared services and celebrations.

Degree Programs and Resources

Because the church needs a wide variety of leaders, LSTC offers the following degree programs:

• Master of Divinity to prepare people for ordained service in the church;
• Master of Arts in Ministry to prepare people for professional service as diaconal ministers, associates in ministry, and deaconesses in the ELCA or other specialized ministries;
• Master of Arts (Theological Studies) to serve those wishing to pursue theological study as an academic discipline or for the nourishment of their faith;
• Doctor of Ministry to prepare pastors for mid-career growth in the arts of ministry;
• Master of Theology and Doctor of Philosophy to prepare people for teaching ministries or for theologically enriched pastoral leadership.
• LSTC also provides resources for theological education through:
  • JKM Library
  • The Albert “Pete” Pero, Jr. Multicultural Center
ACCREDITATION

• A Center of Christian-Muslim Engagement for Peace and Justice
• Zygon Center for Religion and Science
• Youth in Mission
• continuing education programs for pastors and lay persons
• publications such as Currents in Theology and Mission

Accreditation

The Lutheran School of Theology is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada. The following degree programs are approved: M.Div, M.A. in Ministry, M.A. in Theological Studies, D.Min., Th.M., and Ph.D. In addition, the following extension sites are accredited: Austin, Texas (TEEM), and Sigtuna, Sweden (D.Min.). The contact information for the accrediting bodies is:

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
USA
Telephone: 800-621-7440 / 312-263-0456
Fax: 312-263-7462
www.ncahlc.org

The Commission on Accrediting of the Association of Theological Schools
10 Summit Park Dr.
Pittsburgh, PA 15275
USA
Telephone: 412-788-6505
Fax: 412-788-6510
www.ats.edu

Retention Profile of LSTC M.A. and M.Div. Students

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<thead>
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<th>Year</th>
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<th>Graduated within five years or more</th>
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<th>Left program without graduating</th>
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<td>32</td>
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<td>10</td>
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</table>

Non-Discrimination Policy

The Lutheran School of Theology at Chicago, a seminary of the Evangelical Lutheran Church in America, values diversity in its faculty, staff and students. Thus, the hiring and admissions practices of the Lutheran School of Theology at Chicago offer equal opportunity to persons regardless of race, color, national and ethnic origin, age, gender, sexual orientation, gender identity, marital or veteran’s status, physical ability and social class.
Location

Chicago
LSTC’s founders believed that Christian faith and theological scholarship should engage and grapple with the challenges of a pluralistic, dynamic, and ever-changing world. They sought a location that was urban, near a university and rich with ecumenical opportunities. They chose a spot adjacent to the University of Chicago, one of America’s finest academic institutions, in the ethnically and economically diverse Hyde Park neighborhood on the Southside of Chicago. Three seminaries and the university divinity school are within a mile of LSTC, providing all the resources that the founders thought necessary to prepare excellent leaders for today’s church.

As one of America’s largest cities, Chicago offers an immense laboratory of human relationships and institutions. Chicago’s churches reflect the future of the whole church with a diversity of faiths, sizes and cultural roots.

Chicago is the political, industrial, financial, transportation, communications, and cultural hub of the Midwest. Chicago’s list of “the world’s biggest” includes several of the world’s tallest buildings (Willis Tower [formerly the Sears Tower], Swift Hall, home of the University of Chicago Divinity School
John Hancock, Trump Tower), one of the world’s busiest airports (O’Hare), and one of the world’s finest symphony orchestras (the Chicago Symphony Orchestra). Downtown Chicago features some of the most innovative and majestic architecture in North America. With world class theaters, museums, music, restaurants, and professional, semi-professional and amateur sports, there is always something to do in Chicago—even if it’s just taking a walk along the beautiful lakefront and enjoying the view.

For more information about Chicago, its history, neighborhoods, and wealth of resources, visit [www.cityofchicago.org](http://www.cityofchicago.org) and [www.choosechicago.com](http://www.choosechicago.com).

**Hyde Park**

Most Chicagoans identify themselves as residents of a particular neighborhood. LSTC is in the Hyde Park neighborhood, which is along the shore of Lake Michigan just seven miles south of downtown Chicago. Lakefront parks, tree-lined streets, public transportation, good schools and rich ethnic and cultural diversity make it one of Chicago’s sought-after residential neighborhoods. Shopping, schools, museums, the lake, the University of Chicago campus with all its amenities, and public transportation are all a short walk from LSTC’s campus.

In 1891, the University of Chicago located in Hyde Park and quickly established itself as a leading center of research, teaching and learning. Eighty-nine Nobel Prize winners have been faculty, students, or researchers at the University of Chicago. Today, with nearly 15,000 students and over 2,100 faculty members, it is a dominant presence in the neighborhood. LSTC students and faculty have full borrowing privileges at the Joseph Regenstein Library, one of the nation’s leading research libraries, located just two blocks from the seminary. In addition to being a center of research and learning in almost every field, the university provides social and cultural resources for the area, including comprehensive athletic facilities available to LSTC students. For more information about the University of Chicago see [www.uchicago.edu](http://www.uchicago.edu).

**LSTC Campus**

The Lutheran School of Theology at Chicago campus is just north of the University of Chicago campus, approximately 5 miles from downtown Chicago, and less than a mile from Lake Michigan. Classrooms, administrative and faculty offices, the Augustana Chapel, the JKM Library, the LRWC and the refectory are housed in the main building at 55th and University. A central courtyard provides an open, green space at the center of the campus. Student apartments are within two blocks of the main campus.
M.Div., M.A.T.S., and M.A.M. Programs

Leadership for a Public Church: Revised M.Div., M.A.T.S., and M.A.M. Programs

Features of the Revised M.Div., M.A.T.S., and M.A.M. Programs

Continuing in the Previous M.Div., M.A.T.S., and M.A.M. Programs

Master of Divinity (M.Div.)

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

Master of Arts in Ministry (M.A.M.)

Educational Options for M.Div., M.A.T.S., and M.A.M. Students

Undergraduate Preparation for the M.Div., M.A.T.S., and M.A.M. Programs

Candidacy for Ministry in the ELCA
Leadership for a Public Church: Revised M.Div., M.A.T.S., and M.A.M. Programs

Beginning in the 2014-15 academic year, LSTC offers revised curricula in the M.Div., M.A.T.S., and M.A.M. programs focused on cultivating competencies for leadership in a public church. This curricular revision was made in consultation with students, alumni, bishops, pastors, board members, and congregational leaders who helped articulate the kind of leadership needed for deep engagement in cultural and congregational contexts today. Consonant with our Lutheran heritage, at LSTC we want to prepare a wide range of leaders who can offer the vision that God’s love is freely given for all, that Jesus’ message is a credible source of lasting life, and that the Spirit’s work reconciles and renews. We want to form leaders for a church that declares such hope and promise in a public way.

The LSTC Strategic Plan for 2014-2017 (p. 5) further articulates this vision for leadership needed today:

**Preparing Leaders for a Public Church**

At LSTC, we are unwilling to settle for a narrative of depletion or decline in religious life. Amidst the changes and challenges that faithful Christians face today, there is still a vast opportunity for people and communities of faith actively to declare the good news of mercy, hope, justice, and peace in a world that, from local to global, often knows little of this. As a place of learning and formation, LSTC exists to support our church in making such a witness.

**Why this vision for a public church?**

Our commitment is to serve and encourage a more “public church.” Aligned with our Lutheran heritage, LSTC longs for a church that follows the cross of Christ into every place God is found, joyful or sorrowful. A public church does not remain at a distance from the wounds of our world but instead fully shares that plight and brings an alternative word of lasting life.

We resist the caricature of church as uninformed or uninvolved. We want faith communities equipped for a more credible, gracious, and effective witness to the gospel in the many ambits of life they encounter. Amidst the several other languages that predominate today, like science, commerce, law, and entertainment, we seek a distinctively Christian discourse.

**What kinds of leaders are needed?**

Such a public church will not happen by accident. In a time of institutional mistrust, our church must explore the practices that can enable our evangelical witness to thrive. While this will surely happen in many different ways, it will mainly be set in motion through the leaders our church forms and the gifts and capacities they bear into unforeseen situations.

We affirm church leaders of many kinds, not simply ordained ones. We prepare
Chris Michaelis
M.Div.

Chris Michaelis describes his call to seminary as a gradual process rather than a “lightning bolt moment.” He grew up in the ELCA, and his interest in ministry grew with time.

Chris comes from a suburb in north Texas, far from what he calls the “Lutheran motherland.” He came to Chicago with his wife, Tiffany, hoping to learn more about justice issues related to the church. Being in an urban environment has broadened his understanding of social injustice and the way it intersects with faith. He would like to return to a context similar to his hometown, where he can share what he has learned in seminary.

“The experience and learning is lost if I can’t connect that learning with where my passions lie. Here’s the challenge: suburban congregations need to get pushed beyond being comfortable to address some of [these] issues,” Chris says.

At LSTC, he feels that he’s getting the education he needs. Though he has plans for what he’d like to do after seminary, he hasn’t stopped asking questions. He is guided by both his classmates and mentors, one of whom is his pastor, Kyle Rouze, an LSTC alum. For Chris, LSTC is a safe space to explore new ideas as he learns about faith and community.

“That’s what I’m passionate about. That’s enlivening for me. I’m willing to invest myself in this,” Chris says. But for him, “It’s more important to be authentic and genuine than to have all the answers.”
visionary leaders who will in turn nurture the gifts of all of God’s people to be more amply equipped to witness in public life. We look for those who embrace the risk, creativity, care, and persistence such leadership will require, a practical wisdom that is durable and adaptive.

**How could LSTC make that happen?**
Such leadership will also not happen by accident. Long committed to the intensive preparation of people for a variety of ministries, domestic and worldwide, LSTC is now distinctively poised to rethink and improve its diverse formation of leaders for a public church yet today. This plan represents the first move along that longer trajectory of our educational mission.

Our heritage is a key resource for our future, drawing from our enduring strengths to adapt to emerging needs. We bring a particular theological voice, faithful community life, great scholarly rigor, deep practical sensitivity, and resilient institutional history to the task of providing a rich space for leadership formation. We now wish to turn these gifts toward our future.
Features of the Revised M.Div., M.A.T.S., and M.A.M. Programs

The revised M.Div., M.A.T.S., and M.A.M. curricula are structured around the interplay between contextual engagement and critical reflection on scripture and historical and theological tradition, rather than around the academic disciplines themselves. The goal is to break the academic disciplines out of their silos so that creative collaboration, cross-fertilization, and integration can flourish.

The five main areas of competencies around which the curriculum is organized are:

• **Spiritual Formation:** an ample sense of human personhood in community that evidences the spirit’s grounding and guidance.
  
  – Competency in spiritual formation means that students are able to discern the ways in which God is at work in people’s lives and in the world and provide guidance for communal participation in the renewing activity of the Spirit in local contexts.

• **Religious Heritage:** drawing the wisdom of our forebears in the faith (in scripture and in history and theology) into active engagement with emerging challenges.
  
  – Competency in religious heritage in scripture and in history and theology means that students are able to foster a communal ethos of learning and teaching, preaching, and facilitating conversations that creatively relate the Biblical and foundational theological texts, traditions, and practices of the Christian faith to exigent questions and issues in contemporary contexts.

  Note: Religious Heritage includes two competency areas:
  
  Religious Heritage I: Scripture
  Religious Heritage II: History and Theology

• **Ministerial Leadership:** oversight in and stewardship of communities that discerns and develops the gifts of all disciples.
  
  – Competency in ministerial leadership means that students are able to steward the gifts and resources of the people of God in the service of the common good as well as articulate and model faithful embodiment of the gospel in ways that are culturally sensitive and inclusive.

• **Cultural Context:** within and around each of these other competencies, the ability to know, interpret, and affect particular situations, values, and meanings.
  
  – Competency in cultural context means that students are able to think contextually, be culturally sensitive, and creatively engage a pluralistic world in interpreting the message of the gospel.

Effective formation of leadership for a public church in this model will not result from completion of a list of courses but from assessment in light of these competencies that guide the entire curriculum.
Liz Christensen  
M.Div.  

Each week in worship at LSTC, Liz Christiansen is likely to be leading music from the piano or singing with one of LSTC's choirs. Music is one way for Liz to experience God and express her spirituality.

As a piano performance major at the University of Nebraska, Lincoln, Liz expected to make a career of teaching music theory. While in school, she worked for a local congregation planning worship, preparing bulletins, and leading the music. “I realized that I wanted to go to seminary — and not to be a church musician,” she says.

In her first year at LSTC, Liz found a way to bridge the gap between being a musician and being a theologian. She did an independent study on the history of church music with Dr. Mark Bangert. “We talked about Luther’s theology of music and overlaid it with the Confessions. We also talked about cross-cultural worship and jumped into Gospel music. By thinking theologically about music, I’m able to think theologically about all other aspects of my life.”

Liz loves everything about LSTC. “Chicago is a much more urban place than I’ve ever lived. It can be a little intimidating. But I wanted to be forced out of my comfort zone. Other places would have helped me be a better me — but I wanted to be pushed and challenged. As Dr. Pickett says in his New Testament class, ‘Let the gospel unravel you.’”
Features of LSTC’s new M.Div., M.A.T.S., and M.A.M. curricula include:

• 5-9 required orienting courses (number depending on degree) providing foundation and framework
• Competency-based, with multiple pathways toward completion
• Holistic approach to theological education that is rigorous, dialogical, and experiential
• Action-reflection pedagogy that foregrounds learning in context
• Interdisciplinary and integrative in design and instruction of courses
• Hundreds of courses available through the ACTS consortium
• Chicago as your classroom

The M.Div., M.A.T.S., and M.A.M. programs at LSTC take each student’s strengths, experiences, and unique interests as a starting point, and then further equips them with the skills, knowledge, and experiences they need to develop competencies in leadership for a public church.

Designing each student’s unique program of study begins with a self-inventory of past education and experiences, as well as of vocational objectives and vision during orientation week.

Ongoing design and adjustment continues with regular advising sessions before registration each semester. Each student compiles a portfolio tracking and documenting their development and deepening of competencies during seminary. Required orienting courses and additional pathway courses lead toward competency in particular areas. These competencies are further developed and demonstrated through advanced-level courses and field education (depending on degree). Students are encouraged to view seminary as a formative stage of their lifelong journey of learning and intentional cultivation of the skills, aptitudes, and experiences needed for leadership for a public church in a variety of evolving contexts today.

Continuing in the Previous M.Div., M.A.T.S., and M.A.M. Programs

Students who entered the M.Div., M.A.T.S., and M.A.M. programs prior to 2014-15 continue under the previous curriculum in place at the time of admission. For the requirements of the previous M.Div., M.A.T.S., and M.A.M. curricula, see the 2012-14 catalog or an earlier catalog dating from the year of admission. These earlier catalogs will remain available at LSTCNet and the LSTC website.

A list of courses in the new curriculum that serve as equivalents for requirements in the previous curricula will be made available prior to registration each semester. LSTC faculty and administrators will work closely with students who entered under the previous curricula until all of these students have graduated.
Master of Divinity

The master of divinity degree (M.Div.) at LSTC in public church leadership prepares persons for ordained ministry and for pastoral and religious leadership in congregations and other settings.

Requirements of the M.Div. Program
Requirements for the master of divinity degree include successful completion of:
• 9 required orienting courses (300-level) in five competency areas;
• 18 additional pathway (400-level) and advanced (500- and 600-level) courses, for a total of 27 courses;
• minimum of 5 advanced courses (500- or 600-level) to deepen and demonstrate competency in five areas;
• 400 hours (1 unit) of clinical pastoral education (CPE);
• for students preparing for ordination in the ELCA, completion of a 12-month internship in the third or fourth year of study. (Candidates for diaconal ministry who are in the M.Div. program complete an internship requirement designed for diaconal ministry students.)

Length of the M.Div.
Academic coursework for the M.Div, consisting of 27 courses (9 per year with 4 per semester and one during the January term or Maymester) and clinical pastoral education (CPE), may be completed in three years plus one summer of CPE.

For full-time students preparing for ordained ministry in the ELCA, the M.Div. is designed to be completed in four years. The first two years focus on building a strong foundation in the five competencies listed above, through eight required orienting courses along with additional pathway and advanced courses. The third year is spent on internship, engaged in full-time ministry. The final year is spent on campus integrating the internship experience through a post-internship course on Public Church as well as additional academic study with the aim of further developing and demonstrating needed competencies.

LSTC welcomes commuter and part-time students, and works with them to develop a course of study that takes into account their complex schedules and life commitments.

Outline of the M.Div. Year by Year
Year One
During the first year of the M.Div. program, development of competencies for leadership begins with four required orienting courses:
• Public Church I
• Ministerial Leadership I
• Religious Heritage I: Scripture I: Jesus within Judaism
• Religious Heritage II: History and Theology I
“I got involved in community organizing and Augustana Lutheran church simultaneously,” Toby Chow says. A philosophy Ph.D. candidate at the University of Chicago (all but dissertation), Chow started going to meetings of Southsiders Organized for Unity and Liberation (SOUL). He liked what he experienced.

“They have a method to be effective. I was impressed that SOUL and other groups on the southside were trying to get an agreement from Wal-Mart to pay a livable wage and to hire from the community where they planned to build a new store. I’d always heard the Wal-Mart is a tough opponent.”

Community organizers pushed Chow to speak at public meetings. “I never would have done that before,” he says.

The work also exposed him to disparities that are difficult to see. “As I got involved in organizing I saw disinvestment and social dislocation. I also had to go to City Hall and Springfield and I saw how out of touch people in power are... It’s tough to see that up close. Increasingly, I saw Scripture and worship as a place to fight the despair and cynicism that can well up when you encounter the powerful and malevolent systems of our society.”

Chow is in the M.Div. program, but right now he’s not sure what the future holds. “I’m wondering if there is a confluence of the ELCAs need for diversity, community organizing, and my call to ministry.”

Chow received a Hope Scholarship designed for students who are the first in their family to be an ELCA pastor.
Spiritual formation modules are integrated into orienting courses. Full-time students take five additional pathway courses (400-level) towards competency in particular areas during the first year. Students with strong academic backgrounds or extensive practical experience may request permission to move immediately to advanced-level courses (500- or 600-level), where they may continue to develop and demonstrate competency in particular areas.

**Summer between Year One and Year Two**
Generally students take 400 hours (one unit) of CPE during the summer after their first year at seminary.

**Year Two**
During the second year of the M.Div. program, students continue to develop competencies with a second set of four required orienting courses:
- Ministerial Leadership II
- Religious Heritage I: Scripture II
- Religious Heritage II: History and Theology II
- Spiritual Formation I

Full time students again take five additional pathway courses (400-level) towards competency in particular areas during the second year, or when appropriate request permission to take advanced-level courses (500- or 600-level), where they may continue to develop and demonstrate competency in particular areas.
Year Three
During the third year, most M.Div. students preparing for ordination in the ELCA, complete a 12-month internship. (Candidates seeking to be deaconesses or diaconal ministers who are in the M.Div. program complete an internship requirement designed to prepare for the diaconate.) Petitions for final year internships by students with special circumstances are given sympathetic consideration.

Year Four
During the final year of the M.Div. program, most students take their remaining nine courses, integrating their internship experience and further developing and demonstrating competency in particular areas, including:
• Public Church II

Full time students take eight additional courses, making sure that a minimum of five courses during their seminary education have been taken at the advanced level (500- or 600-level), one in each of these competency areas:
• Spiritual Formation
• Religious Heritage I: Scripture
• Religious Heritage II: History and Theology
• Ministerial Leadership
• Cultural Context

Students work with their academic advisors and the LSTC advising team to create a schedule of courses that acknowledges where they are upon admission and propels them toward development of competencies for leadership in a public church in various contexts.

Courses may be taken in any order and without prerequisite except where noted. M.Div. students preparing for internship should take the first eight required orienting courses (all except for Public Church II, which is intended to be taken following internship or during the final year) in the first two years, before internship begins.
Field Work

Clinical Pastoral Education
In this supervised experience of pastoral ministry, students undertake direct ministry to people, report and evaluate these experiences, and receive feedback from peers and supervisors in the context of a small-group setting. Master of divinity students usually take clinical pastoral education following the first year of study. The Field Education Office assists students to find placement in one of the more than 300 centers throughout the United States. An urban ministry setting is available through the Urban CPE Program.

Clinical pastoral education is open to students in any degree program.

Internship
A distinctive feature of Lutheran theological education for candidates for ordained ministry is a 12-month internship, usually taken in the student’s third year of a four-year program. The goals of the internship experience are to:
• help students fine-tune the discernment of their call by identifying strengths and weaknesses of their preparation,
• explore various models and styles of doing ministry,
• determine what should be emphasized in the final year of study.

Students on internship are engaged in as wide an experience of pastoral ministry as can be arranged. The seminary’s program ensures that interns receive the opportunity to serve and learn in the nine areas which the ELCA Constitution designates as primary functions of congregational ministry: worship, education, preaching, pastoral care, social ministry, evangelism, stewardship, ecumenism, and administration. Specific projects designed to cover significant topics not dealt with elsewhere in the curriculum are included.

All candidates for internships also participate in two workshops on ministry before the internship year and upon return to campus engage in a senior interview in which students reflect with faculty members on the learning and experience gained on internship and prepare for the final stages of the process that leads to graduation and ordination.

Master of divinity students preparing for internship should complete CPE and 8 of the required orienting courses (all except for Public Church II, which is intended to be taken following internship or during the final year) before internship begins. Exceptions may be petitioned.

For M.Div. students who are diaconal ministry candidates, the diaconal field studies and internship requirement substitutes for the 12-month internship that focuses on preparation for ordained ministry.

The internship program is open to any student who wishes to apply. The Field Education Office will work with students from other denominations who are seeking to meet their denomination’s field study requirements.
## M.Div. Requirements

<table>
<thead>
<tr>
<th>Competency Areas</th>
<th>Required Orienting Courses</th>
<th>Pathways to Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Context (CC)</td>
<td>Public Church I &lt;br&gt; First semester</td>
<td>Additional Pathway (400), Competency (500), and Advanced (600) courses, with a minimum of one CC course at the Competency/Advanced (500 or 600) level</td>
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<td></td>
<td>Public Church II &lt;br&gt; Final year</td>
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<tr>
<td>Religious Heritage I: Scripture (RHS)</td>
<td>Scripture I: &lt;br&gt; Jesus within Judaism</td>
<td>Additional Pathway (400), Competency (500), and Advanced (600) courses, with a minimum of one RHS course at the Competency/Advanced (500 or 600) level</td>
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<tr>
<td></td>
<td>Scripture II</td>
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<tr>
<td>Religious Heritage II: History and Theology (RHTH)</td>
<td>History and Theology I</td>
<td>Additional Pathway (400), Competency (500), and Advanced (600) courses, with a minimum of one RHTH course at the Competency/Advanced (500 or 600) level</td>
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<tr>
<td></td>
<td>History and Theology II</td>
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<tr>
<td>Ministerial Leadership (ML)</td>
<td>Ministerial Leadership I</td>
<td>Additional Pathway (400), Competency (500), and Advanced (600) courses, with a minimum of one ML course at the Competency/Advanced (500 or 600) level</td>
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<tr>
<td></td>
<td>Ministerial Leadership II</td>
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<tr>
<td>Spiritual Formation (SF)</td>
<td>Spiritual Formation</td>
<td>Additional Pathway (400), Competency (500), and Advanced (600) courses, with a minimum of one SF course at the Competency/Advanced (500 or 600) level</td>
</tr>
<tr>
<td></td>
<td>Modules in Spiritual Formation in Required Orienting Courses</td>
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</tr>
<tr>
<td><strong>Total: 27 Courses</strong></td>
<td><strong>9 Required Orienting Courses</strong></td>
<td><strong>18 Additional Courses, with 5 minimum at the 500 or 600 level (one in each competency)</strong></td>
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### Field Education

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<thead>
<tr>
<th>Course</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Clinical Pastoral Education (CPE)</td>
<td>During summer after first year</td>
</tr>
<tr>
<td>Internship (12 months)</td>
<td>Required of ELCA candidates for ordained ministry; traditionally in the third year, but possible to petition for the fourth, final year</td>
</tr>
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</table>
# M.Div. 4-Year Framework

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Cultural Context</th>
<th>Religious Heritage I: Scripture</th>
<th>Religious Heritage II: History/Theology</th>
<th>Ministerial Leadership</th>
<th>Spiritual Formation</th>
</tr>
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<table>
<thead>
<tr>
<th><strong>Year One</strong></th>
<th>9 Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required/Orienting (300-level)</td>
<td>Public Church I, Scripture I, History and Theology I, Ministerial Leadership I, Modules in orienting classes</td>
</tr>
<tr>
<td>Pathway/Elective (400-level)</td>
<td>Students take 5 additional pathway courses exploring interests and developing competencies</td>
</tr>
<tr>
<td>Competency/Advanced (500-600-level)</td>
<td>Students with extensive academic or practical ministry backgrounds may take one or more of these 5 additional courses at the 500-600 level, demonstrating and deepening competencies</td>
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<tr>
<th><strong>Summer after Year One</strong></th>
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<tbody>
<tr>
<td></td>
<td>Clinical Pastoral Education</td>
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<tr>
<th><strong>Year Two</strong></th>
<th>9 Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required/Orienting (300-level)</td>
<td>Scripture II, History and Theology II, Ministerial Leadership II, Spiritual Formation I</td>
</tr>
<tr>
<td>Pathway/Elective (400-level)</td>
<td>Students take 5 additional pathway courses exploring interests and developing competencies</td>
</tr>
<tr>
<td>Competency/Advanced (500-600-level)</td>
<td>Students with extensive academic or practical ministry backgrounds may take one or more of these 5 additional courses at the 500-600 level, demonstrating and deepening competencies</td>
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<tr>
<th><strong>Year Three</strong></th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Prerequisites</td>
<td>Students preparing for internship should complete CPE and 8 of the required orienting courses (all except for Public Church II, which is taken following internship or during the final year) before internship begins.</td>
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</tbody>
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### Year Four
9 Courses

<table>
<thead>
<tr>
<th>Required Orientation (300-level)</th>
<th>Public Church II</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Pathway/Elective (400-level)</th>
<th>Students take additional pathway courses exploring interests and developing competencies</th>
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<tr>
<th>Competency/Advanced (500-600-level)</th>
<th>Students take a minimum of 5 courses at the 500-600 level before graduation, at least one in each area, to demonstrate and deepen competencies</th>
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</thead>
</table>

**NOTE**
Years three and four may be reversed (by petition), for a final, fourth-year internship.
Christine Doidge  
M.A.M.  

“The choose your own adventure” ministry route is how Christine Doidge refers to her call to diaconal ministry. Trained as a commercial interior designer, Doidge’s involvement at St. James Lutheran Church in Portland, Ore., changed the way she thought about her lifestyle. “I wanted to live a faith-filled life, a Spirit-filled life,” she says.  

After searching for a graduate school or global opportunity that joined faith with work, she found the ELCA’s Young Adults in Global Mission (YAGM) program. “I knew the fact that it was a year-long program would make me get serious about my idea to put together my faith and my work.” Doidge’s year in South Africa was “a phenomenal experience! I found a new perspective on what the church looks like and truly experienced the diakonia concept.”  

When she returned to Portland, Doidge again sought ways to live out her faith through her work. An anonymous gift was made to her congregation to hire Doidge as Outreach Minister for a year. Reaching out to nearby Portland State University became one of Doidge’s projects. It was so successful that in March 2012, the campus ministry board hired her to shepherd the process of working with local congregations. Doidge found it a good trial run at diaconal work.  

Her experiences in South Africa and with St. James led her to LSTC. “I wanted to learn more about my faith and to articulate how the religious side [of what I do] plays into the practical side of things. Diaconal ministry has that.” Doidge says, “We need pastors, but I’m not called to be a pastor. I’m called to diaconal ministry. I’m excited to see where the church is going and how it will use my gifts.”
Master of Arts in Theological Studies

The Master of Arts in Theological Studies degree (M.A.T.S.) is the first theological degree for students interested in gaining a general theological education or for students interested primarily in the academic study of theology. The term “theological studies” refers to the whole spectrum of offerings in the theological curriculum.

The two-year M.A.T.S. program consists of 16 courses. The required orienting courses are foundational in nature, while the pathway and advanced electives leading to competencies allow for concentrated work in any chosen field in the curriculum or for a more generalist approach to theological study.

Students may develop a concentration in a particular competency area such as Religious Heritage I: Scripture or Religious Heritage II: History and Theology, or in a more focused area of studies, e.g., systematic theology, ethics, etc. Students may also identify an area of study in which a variety of disciplines may contribute to comprehensive knowledge of that particular subject area. For example, students who choose to concentrate in African American studies may take context-specific courses in ethics, theology, history, Bible, and ministry.

Due to LSTC’s participation in the Association of Chicago Theological Schools (ACTS), students may take advantage not only of the curricular resources of LSTC but also the extensive offerings of 10 other theological seminaries as well. A concentration requires six courses. Required orienting courses taken to fulfill basic M.A.T.S. requirements may be counted toward that total. At least one of the courses for a concentration must be at the advanced 500 level or above.

In addition to the opportunities for focused theological study, LSTC has developed particular curricular emphases, which are faculty-approved integrative programs of study in a given field of inquiry. Students pursuing a curricular emphasis will be supervised by one or more faculty members within the faculty division in which oversight of the program is lodged. LSTC’s present curricular emphases include biblical studies, environmental ministry, interfaith studies, religion and science, African descent, Hispanic ministry, Asian American, American Indian and Native Alaskan, and urban ministry. See pages 41-44 for a fuller description of these curricular emphases. The Masters Programs Manual provides a detailed account of the requirements of each emphasis.

Students with significant undergraduate work in Bible, church history, systematic theology, or another area may be able to move directly from the required orienting courses to advanced 500- or 600-level courses. All requirements for the degree must be completed within four years of admission into the program, although a petition for extension may be submitted.

Summative Evaluation

The M.A.T.S. program requires the successful completion of a Summative Evaluation which consists of a major research paper of 30-40 pages that must be completed by the middle of the final semester of study. The Summative Evaluation
earns one course credit. Students may register for the fall semester course which brings together M.A.T.S. and M.A.M. students working on their summative evaluations for mutual support and peer enrichment, as well as regular faculty guidance.

**Course of Studies**

**Required Courses**

- Public Church I
- Pathway (400-level), competency (500-level), or advanced (600-level) course in Cultural Context
- Religious Heritage I: Scripture I
- Religious Heritage I: Scripture II
- Religious Heritage II: History and Theology I
- Religious Heritage II: History and Theology II
- M.A. Course: Summative Evaluation

Spiritual Formation modules are incorporated into required orienting classes. Students take nine additional pathway (400-level), competency (500-level), and advanced (600-level courses), with a minimum of two courses taken at the competency (500) or advanced (600) level in one or two competency, for a total of 16 courses.
### M.A.T.S. Requirements

<table>
<thead>
<tr>
<th>Competency Areas</th>
<th>Required Orienting Courses</th>
<th>Pathways to Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Context (CC)</td>
<td>Public Church I</td>
<td>Additional Pathway (400), Competency (500), or Advanced (600) course in Cultural Context (CC)</td>
</tr>
<tr>
<td>Religious Heritage I: Scripture (RHS)</td>
<td>Scripture I: Jesus within Judaism</td>
<td>9 additional Pathway (400), Competency (500), and Advanced (600) courses in any competency areas, with a minimum of 2 courses at the Competency/Advanced (500 or 600) level demonstrating and deepening competency in one or two competency areas (CC, RHS, RHTH, ML, SF)</td>
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<tr>
<td></td>
<td>Scripture II</td>
<td></td>
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<tr>
<td>Religious Heritage II: History and Theology (RHTH)</td>
<td>History and Theology I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History and Theology II</td>
<td></td>
</tr>
<tr>
<td>Spiritual Formation (SF)</td>
<td>Modules in Spiritual Formation in Required Orienting Courses</td>
<td></td>
</tr>
<tr>
<td>M.A.T.S. and M.A.M. Course</td>
<td>Summative Evaluation</td>
<td></td>
</tr>
<tr>
<td><strong>Total: 16 Courses</strong></td>
<td><strong>6 Required Courses = 5 Orienting Courses and Summative Evaluation</strong></td>
<td><strong>10 Additional Courses, with 1 minimum in Cultural Context and 2 minimum at the 500 or 600 level in any competency area(s)</strong></td>
</tr>
</tbody>
</table>
Stacy Gahlman-Schroeder
M.Div.

Stacy Gahlman-Schroeder won’t be starting her first career after she finishes her M.Div. at LSTC – or her second. She refers to her call to ministry as her third career.

Before coming to LSTC, Stacy worked in information technology at an insurance company. She started for Bethel Lutheran Church in Madison, Wis., in 2007 after earning a degree in business management from Concordia University Wisconsin. She had a sense that seminary was in her future and that experience at Bethel, a congregation of 5,000 members, would be different from the congregation she might eventually serve.

“I pray that I am an example of someone who was away from the church and came back to it. Crisis brought me back—knowing that there’s something bigger than me,” Stacy says.

Stacy is a long-distance commuter, who lives in Madison with her husband, Scott. After visiting several other seminaries, she decided that the commute to LSTC would be worth it.

“LSTC felt like home. I never would have guessed that it would feel that way. I perceived that I would be the oldest one in my class, but I’ve found that all my classmates learn from one another.”

While on campus, Stacy shares an apartment with three full-time resident students. The commute to Madison takes three hours by car—four or five by bus. It’s not wasted time. She listens to a Bible audiobook or to class lectures while driving and is able to study on the bus.

Stacy is focusing on interfaith studies while at LSTC. She says, “Wherever I end up serving, I want to be able to have a base of knowledge about how to interact respectfully, hospitably, and to be a good neighbor.”
Master of Arts in Ministry

The Master of Arts in Ministry degree (M.A.M.) enables students to pursue a first theological degree that prepares them for various ministries—in daily life and in leadership positions within congregations and communities, both nationally and internationally. Like the M.A.T.S. program, the M.A.M. program consists of a strong core of required orienting courses and also offers the opportunity for focused study in a particular ministry area.

The Master of Arts in Ministry grew out of LSTC’s commitment to assist students preparing for the Diaconate in the Evangelical Lutheran Church in America and incorporates curricular expectations of the ELCA for Diaconal Ministers and Associates in Ministry. LSTC also welcomes ecumenical and interfaith students whose vocational goals make this degree preferable to the M.A.T.S.

Students may develop a concentration in a particular ministry discipline or identify a particular ministry interest that requires study in several disciplines. For example, students preparing to serve or strengthening an already existing ministry in an African American or Latino/a ministry community may take context-specific courses in ethics, theology, history, Bible, and ministry.

Due to LSTC’s participation in the Association of Chicago Theological Schools (ACTS), students may take advantage not only of the curricular resources of LSTC, but the extensive offerings of 10 other theological seminaries as well. A concentration requires six courses. Courses taken to fulfill basic M.A.M. requirements may be counted toward that total. At least four of the courses must be pathway (400-level) or advanced (500- or 600-level) courses, with a minimum of one advanced (500- or 600-level) course.

In addition to these opportunities for focused theological study, LSTC has developed particular curricular emphases, which are faculty-approved integrative programs of study in a given field of inquiry. Students pursuing a curricular emphasis will be supervised by one or more faculty members within the faculty division in which oversight of the program is lodged. LSTC’s present curricular emphases include biblical studies, environmental ministry, interfaith studies, religion and science, African descent, Hispanic ministry, Asian American, American Indian and Native Alaskan, and urban ministry. See pages 41-44 for a fuller description of these curricular emphases. The Masters Programs Manual provides a detailed account of the requirements of each emphasis.

Ecclesiastical curricular expectations have been incorporated into the M.A.M. curriculum. Diaconal Ministry candidates must complete an internship and a Diaconal Ministry Project. The successful completion of the Diaconal Ministry Project earns one academic credit, or alternatively the written report may fulfill the summative evaluation requirement of the M.A.M.

The two-year M.A.M. program consists of 16 courses. All curricular requirements for the degree must be completed within four years of admission into the program, although a petition for extension may be submitted.
Vickie Johnson  
TEEM  

Vickie Johnson came to LSTC with more hands-on experience than most students. She and her husband, Marrion Johnson Sr., have been co-pastors at their nondenominational church in the South Shore neighborhood of Chicago for 27 years. Raised as a Baptist, Johnson is now converting to Lutheranism—along with her husband and entire congregation.

Vickie and her husband led Come Alive Ministry of Faith without a larger church body overseeing their ministry. When a friend told her that the ELCA was working to welcome African-American churches like theirs into the denomination, Vickie decided to find out more. She and her husband agreed that a larger network of support would be helpful for their congregation.

In spring 2013, they both started studying at LSTC through the ELCA’s Theological Education for Emerging Ministries program (TEEM). It helps prepare women and men, particularly those with ministry experience in specific contexts such as communities of color, for ordained ministry in the ELCA. Students in this program are eligible for an abbreviated program of study, which builds on their established careers as pastors.

The very first class Vickie took at LSTC was Lutheran Confessional Heritage. “That gave me a good foundation. I like what I learned and I’m enjoying the ride now,” she said.
The required orienting courses in this degree program focus on biblical, historical, systematic and contextual study and also address specific ecclesiastical requirements. The pathway and advanced courses allow for concentrated work in a particular ministry field or a broader exploration of any area(s) of the theological curriculum that students believe will strengthen their preparation for ministry. Candidates with significant undergraduate work in Bible, church history, or systematic theology may petition to substitute more advanced courses for the foundational courses listed below or apply for credit by examination for one or more foundational courses. CPE may be credited as an elective if it does not fulfill required field studies hours.

**Summative Evaluation**
The M.A.M. program requires the successful completion of a Summative Evaluation. Master of Arts in Ministry students may complete this requirement by means of their Field Studies and a Diaconal Project, or they may prepare a major research paper (30-40 pages) or a project which demonstrates their ability to integrate theology and ministry, or theory and practice. The specific topic of the paper or project is determined by students in consultation with their academic advisor, the Director of Field Education, and the Director of the M.A. Programs. The Summative Evaluation earns one course credit.

**Field Studies**
Master of Arts in Ministry students engage in supervised ministry practice. ELCA candidates seeking to become Associates in Ministry, Deaconesses, and Diaconal Ministers complete 600 hours of work and a project (200 hours—which may be used toward the fulfillment of the summative evaluation). These field studies are supervised by the Director of Field Education. Students of other faith traditions may take Ministry in Context, a year-long supervised ministry course that includes a field placement and monthly seminar, or a basic unit of Clinical Pastoral Education.

**Course of Studies**

**Required Courses:**
- Public Church I
- Religious Heritage I: Scripture I or II
- Religious Heritage II: History and Theology I or II
- Ministerial Leadership I or II
- Spiritual Formation I or Growth in Faith
- Grace Incarnate-Lutheran Confessions (ecumenical students may substitute a course in the theological heritage of their particular denomination or a polity course, if required by their judicatory)
- Ethics Course
- M.A. Course: Summative Evaluation or Ministry Project
Sam Nelson
M.Div.

As the son of a pastor, Sam Nelson decided that he would “take a break from church” while he attended California Lutheran University. But he and a friend attended the Sunday evening worship there. Another friend encouraged him to check out the Wednesday evening services and he started to go to those, too. Then Sam took a job helping with the Sunday evening service, and by his senior year he was in charge of the Wednesday service.

Sam debated with himself about whether to pursue a Ph.D. in psychology or to go to seminary. Soon after he started an M.A. in psychology at American University in Washington, D.C., he figured out that, as his vocation, psychology is a “round peg in an oval hole. It fit, but it didn’t fill up all the spaces.”

There came a moment when Sam knew he would go to seminary. “It was Maundy Thursday, at a church in Washington, D.C. I was returning to my pew after having my feet washed, and I had a sense of calm and completeness. I thought, ‘This is where I belong; what I need to be doing.’ That lasted for about a minute and then I was terrified. I started the process of talking with parents, friends, and family. They gave me the courage to try seminary.”

Now that he’s in the M.Div. program at LSTC, Sam is at peace with the sense that the doubts are part of the process. “It’s evident that those questions never go away -- and that’s okay.”

Still fascinated by psychology, Sam plans to earn a concentration in pastoral care as part of his M.Div. studies.
• Diaconal Formation Event
• Field Studies (may receive course credit if the written report does not fulfill required course #8, Summative Evaluation)

Students take six or seven additional pathway (400-level), competency (500-level), or advanced (600-level) courses, with a minimum of one course taken at the competency (500) or advanced (600) level in a selected area for a total of 16 courses.

**M.A.M. Requirements**

<table>
<thead>
<tr>
<th>Competency Areas</th>
<th>Required Orienting Courses</th>
<th>Pathways to Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Context (CC)</td>
<td>Public Church I</td>
<td>Additional Pathway (400), Competency (500), or Advanced (600) course in Ethics</td>
</tr>
<tr>
<td>Religious Heritage I: Scripture (RHS)</td>
<td>1. Scripture I or II</td>
<td>2. Grace Incarnate: Lutheran Confessions, OR denominational equivalent</td>
</tr>
<tr>
<td>Religious Heritage II: History and Theology (RHTH)</td>
<td>1. History and Theology I or II</td>
<td>2, Grace Incarnate: Lutheran Confessions, OR denominational equivalent</td>
</tr>
<tr>
<td>Ministerial Leadership (ML)</td>
<td>1. Ministerial Leadership I or II</td>
<td>6 or 7 additional pathway (400), Competency (500), and Advanced (600) courses in any competency areas, with a minimum of 1 course at the Competency/Advanced (500 or 600) level in any competency area (CC, RHS, RHTH, ML, SF)</td>
</tr>
<tr>
<td>Spiritual Formation (SF)</td>
<td>Spiritual Formation I OR SF 401 Growth in Faith</td>
<td>6 or 7 additional pathway (400), Competency (500), and Advanced (600) courses in any competency areas, with a minimum of 1 course at the Competency/Advanced (500 or 600) level in any competency area (CC, RHS, RHTH, ML, SF)</td>
</tr>
<tr>
<td>MATS and MAM Course</td>
<td>Summative Evaluation Or Ministry Project</td>
<td>6 or 7 additional pathway (400), Competency (500), and Advanced (600) courses in any competency areas, with a minimum of 1 course at the Competency/Advanced (500 or 600) level in any competency area (CC, RHS, RHTH, ML, SF)</td>
</tr>
<tr>
<td>ELCA Requirement (Denominational requirements for other religious bodies substituted)</td>
<td>Diaconal Formation Event</td>
<td>6 or 7 additional pathway (400), Competency (500), and Advanced (600) courses in any competency areas, with a minimum of 1 course at the Competency/Advanced (500 or 600) level in any competency area (CC, RHS, RHTH, ML, SF)</td>
</tr>
<tr>
<td>Field Studies (Denominational requirements for other religious bodies substituted)</td>
<td>Written report may be used for Summative Evaluation, or, if distinct, may count as an additional, 10th course.</td>
<td>6 or 7 additional pathway (400), Competency (500), and Advanced (600) courses in any competency areas, with a minimum of 1 course at the Competency/Advanced (500 or 600) level in any competency area (CC, RHS, RHTH, ML, SF)</td>
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</tbody>
</table>

**Total: 16 Courses**

**9-10 Required Courses**

**6-7 Additional Courses, with 1 minimum at the 500 or 600-level in any competency area; one of the elective courses may be CPE, if it does not fulfill Field Studies hours**
ELCA Preparation for Associates in Ministry, Deaconesses, and Diaconal Ministers

Students intending to serve as Associates in Ministry, Deaconesses, and Diaconal Ministers in the ELCA should establish a relationship with their synodical candidacy committee. An endorsement and approval process similar to that for ordained ministry, though abbreviated because of the shorter program, is available for M.A.M. students. The Director of the M.A. Programs and the Coordinator for Candidacy are available to advise students about the candidacy process. Since ELCA candidacy requirements are currently being revised, LSTC faculty and administrators will work closely with students to make sure their program of studies meets all denominational requirements. Students with other denominational or religious affiliations may have additional field education requirements and expectations which will need to be worked out in conversation with their denominational or religious bodies.

Program Options

Credit for Previous Study

Master of Arts in Theological Studies and M.A.M. candidates may petition to gain credit by examination for any of the core course requirements. They may also petition to substitute a more advanced course for the core course if prior coursework has been successfully completed (B or higher) that covers the basic material of the core course.

Cross-Registration

The seminary encourages its students to make use of the rich variety of courses offered in other Chicago area seminaries. Information about these offerings is available through the ACTS online catalog accessible at www.lstc.edu. The registrar publishes a list of courses that are suitable for substitution of core requirements each year.

Clinical Pastoral Education (CPE)

Both M.A.T.S. and M.A.M. candidates may receive one elective credit for CPE. However, M.A.M. students using CPE to fulfill the field studies requirement may not receive an elective credit for CPE.

Advanced Standing with Credit

International students who enroll at LSTC for a full academic year may earn the M.A.T.S. degree and Lutheran year students may earn either the M.A.M. or the M.A.T.S. degree, provided that they are assigned sufficient advanced standing on the basis of previous master’s level theological study. Students must complete at least eight courses at LSTC, including the Summative Evaluation, in order to qualify for the M.A.T.S. or the M.A.M degree. All students eligible for advanced standing may contact the Director of M.A. programs, who reviews the relevant academic records and determines what advanced standing may be granted.
What feeds the body can also feed the spirit. That’s what M.A.M. student Amy Westphal believes.

After moving from her native Texas to Massachusetts, Amy became involved in local agriculture. She learned from Argentinean and Brazilian coworkers about the healing aspects of food.

“I loved learning about what people eat, the way it’s produced, knowing the whole process and, once it hits the plate, what it does for you,” Amy says. Food and food justice became more of a spiritual practice for her. She completed a degree in nutrition at Texas State University in 2012.

At the request of her congregation, Amy began working with migrant ranch hands, mothers, and children to help them make nutritious meals that fit their schedules and budgets. It taught her about building trust across cultures and honoring ethnicity while encouraging healthy food choices.

For a long time, Amy didn’t feel accepted in the church because of her sexuality. She came out only to the pastor. As she became more involved in choir and a community garden, Amy began to feel that she belonged there. When she decided to go to seminary and enter candidacy, Amy came out to the church Council. “They didn’t care about my sexuality. They affirmed my call,” she says.

At LSTC, Amy is involved with the Green Zone, organizing events around food justice. She feels called to work with Latino/a communities and is working on becoming bi-lingual. “I am called to diaconal ministry rather than to the parish, specifically to food justice and migrant workers. I hope that this call will manifest itself in working on borders—creating social justice pathways for those who need a voice.”
Dual Degree Program
In consultation with the University of Chicago School of Social Service Administration, LSTC offers a coordinated program of studies. Students may earn the M.A.T.S. or M.A.M. degree from LSTC and the A.M. degree from the University of Chicago (the equivalent to a master of social work degree). For more information, see page 45.
Undergraduate Preparation for the M.Div., M.A.T.S., and M.A.M. Programs

LSTC accepts students with undergraduate majors in all fields. Undergraduate majors and courses in the humanities and social sciences, including religious studies, English literature, history, sociology, and international languages and cultures provide a strong foundation for seminary education.

Students are encouraged to take Greek and/or Biblical Hebrew at the undergraduate level. If a full academic year of undergraduate work in a biblical language has recently been completed with a grade of B or above, students may be permitted to take advanced Bible courses that develop and demonstrate the competency in scriptural interpretation needed for ministry and theological leadership.

M.Div. with Bexley Seabury Federation toward Ordination in the Episcopal Church

LSTC offers an M.Div. program in cooperation with the Bexley Seabury Federation for students preparing for ordination in the Episcopal Church. Students follow the requirements of the LSTC M.Div. program, substituting and supplementing certain courses to provide the necessary denominational preparation. For details concerning required courses through the Bexley Seabury Federation in Anglican history, liturgy, spirituality, and polity, please consult the LSTC Director of the M.Div. Program or the Academic Dean.
Part-time, Commuter, International, and Transfer Students

Part-time and Commuter Students
The seminary welcomes part-time and commuter students and seeks to offer evening and block courses to accommodate their schedules. Online courses through LSTC and partner institutions further increase flexibility for part-time and commuter students. Since masters level study is rigorous and demands significant blocks of time for all students, part-time and commuter students are encouraged to take advantage of particular spaces at LSTC (the LRWC, study areas at JKM, and the commuter lounge, described on page 110) to find havens for computer access, quiet reading and interactive study groups. Early evening worship opportunities and community events are also important aspects of seminary learning, some of which are planned especially with commuter students in mind.

International Students
International students with F-1 or J-1 status must study on a full-time basis because of U.S. government regulations.

Transfer Students
Students transferring to LSTC from other seminaries may receive credit for some or all of their previous work. Transcripts are evaluated by the Directors of the MDiv and M.A. programs, who study how the requirements of a student’s previous seminary curriculum fit those of LSTC’s curriculum. Students earning an LSTC degree must spend one full year of coursework (9 courses) in residence.

Educational Options for M.Div., M.A.T.S., and M.A.M. Students

Emphases and Concentrations
LSTC’s curriculum allows freedom and flexibility for students in the M.Div., M.A.T.S., and M.A.M. programs to develop their own pathways toward essential competencies, as well as to concentrate their study in areas of personal interests. With the resources and hundreds of courses in the ACTS Consortium, and January term opportunities with several ELCA seminaries, LSTC students are able to develop the skills they need for specific ministries.

Emphases
A curricular emphasis enables M.Div., M.A.T.S., and M.A.M. students to acquire knowledge and expertise in an area of study that goes beyond the basics of a given area in the core curriculum and allows students to gain confidence and discipline in a designated scholarly area.
Allison Bengfort
M.Div./Dual degree
Allison Bengfort knew that she wanted to pursue a master’s degree in social work, but she wasn’t sure where. While visiting various schools, she sat in on a class through LSTC and the University of Chicago’s dual degree program. During the class, she thought, “I have to go here.” After completing two years of this program, she’s happy with her choice.

Allison is from Davenport, Iowa. She has a B.A. in religion from St. Olaf College in Northfield, Minn. Before entering the dual degree program, she worked for two years as a caseworker in Minneapolis, Minn.

The dual degree program allows students to earn an M.Div., M.A.T.S., or M.A.M at LSTC while concurrently earning an A.M. in social work (M.S.W. equivalent) from the University of Chicago. The program integrates social work and theology while allowing students to finish both degrees at an accelerated pace. Allison is earning an M.Div at LSTC in addition to her A.M in social work. She plans to graduate in 2017.

LSTC’s ecumenical focus is another factor that attracted Allison to the dual degree program. She has been involved in courses and programs at other seminaries in the area, and these experiences have enhanced her education.

Allison feels comfortable navigating her two interrelated degree programs. “You have to stay on top of the requirements for each program,” she said. “The best guides for planning your schedule are other students in the dual program.”

Allison hopes to become a pastor at a church with a focus on social justice work. With both of her degrees, she will be uniquely equipped to serve others.
LSTC’s long-held strengths and commitments in the areas of biblical studies, urban ministry, interfaith studies, religion and science, culture-specific, and environmental ministry have led faculty members to create emphases in these areas. Detailed information on all these emphases may be found in the *LSTC Student Handbook*.

Upon successful completion of an emphasis, the student receives a certificate from LSTC and a notation is made on the student’s transcript.

**Concentrations**

M.Div., M.A.T.S., and M.A.M. candidates may develop an area of concentration in any discipline represented by the LSTC faculty. The professor or professors in a specific field determine which courses are essential for a concentration in that field and identify pertinent related courses. At least four of the courses must be electives at the 400 level or above.

**African Descent, Hispanic/Latino/a, Asian American/Pacific Islander, American Indian/Native Alaskan Emphases**

In preparation for ministry with the African Descent, Hispanic/Latin@, American Indian/Alaska Native, or Asian American/Pacific Islander communities, LSTC offers M.Div., M.A.T.S., and M.A.M. candidates the opportunity to receive additional course work in theology as it pertains to these ethnic communities. Field Education/Practicum is done within the respective congregations/agencies of color giving the students practical ministry experience. To further develop their understanding of doing ministry and forming valuable networking opportunities, students are encouraged to participate in conferences and workshops. A final reflection essay will be required to show an integration of this emphasis in the constructive theological formation of the candidates.

For more information, contact Rev. Dr. Cheryl S. Pero, director of the Albert “Pete” Pero Jr. Multicultural Center at cpero@lstc.edu.

**Biblical Studies Emphasis**

Students who choose the biblical studies emphasis gain the tools, confidence, and discipline to make Bible study a lifelong activity. Components of the emphasis are: course requirements and a senior project. Students should seek classes and other opportunities to use Hebrew and Greek.

For more information, contact Dr. Klaus-Peter Adam, Professor of Old Testament, at kpadam@lstc.edu or Dr. Ray Pickett, Professor of New Testament at rpickett@lstc.edu.

**Environmental Ministry Emphasis**

This curricular emphasis enables M.Div., M.A.T.S., and M.A.M. students to gain the knowledge and experience to address environmental issues from a theological and a practical perspective in the congregation and other ministry settings. The environmental ministry emphasis requires that students work together in a covenant
M.DIV., M.A.T.S., AND M.A.M. OPTIONS

group on projects with LSTC’s Green Zone to acquire training for work in the parish or community. Course work, field components, and a senior project are the other emphasis requirements.

For more information, contact Dr. Barbara Rosing, professor of New Testament, at brossing@lstc.edu or Dr. Ben Stewart, Gordon A. Braatz Associate Professor of Worship and Dean of Augustana Chapel at bstewart@lstc.edu.

Interfaith Emphasis
For a number of years, LSTC has excelled in the arena of interfaith dialogue, offering in particular a range of advanced courses in Christian-Muslim relations, and taking advantage of rich local opportunities for inter-religious studies. A Center of Christian-Muslim Engagement for Peace and Justice and endowed professorship in Christian-Muslim Studies have opened new doors for LSTC to enhance an already established reputation as a center for interfaith dialogue.

For more information, contact Dr. Mark Swanson, Harold S. Vogelaar Professor of Christian-Muslim Studies and Interfaith Relations, at mswanson@lstc.edu.

Religion and Science Emphasis
This curricular emphasis enables M.Div., M.A.T.S., and M.A.M. students to establish competency in various aspects of the dialogue between theology and science. It equips students to participate in public dialogue about the significance and impact of science, technology and religion on their own society as well as in a
Louis Tillman  
M.Div. 

Although he’s still an M.Div. student, Louis Tillman has the schedule of a CEO. In addition to taking classes full-time, Tillman works part-time, is involved in coaching and mentoring, and serves on several boards.

Louis is a first-generation Lutheran who grew up in Atlanta, Ga. Although he thought he was “done with church” after he was confirmed, his older sister got him to volunteer at the ELCA’s Youth Gathering in Atlanta when he was 15. “It really opened my eyes. I was shocked by the demographics,” Louis says. “I wondered, ‘Why are there not a lot of people who look like me?’”

Instead of walking away from the ELCA, Louis got more involved—serving on the Lutheran Youth Organization board, being part of the ELCA’s African Descent Association, and being a voting member at the 2009 Churchwide Assembly.

Louis is the fifth recipient of the Bridges Scholarship, which was established at Carthage College and LSTC to provide full-tuition scholarships for persons of color who have gifts for ministry and plan to attend seminary. At Carthage, he did a double major in business administration and public relations. He hopes to earn a dual degree while at LSTC—an M.Div. and an M.B.A. through Valparaiso University’s program based here.

“I see myself as a coach and a mentor to those who are considered to be an underdog. I specifically make it my duty and goal to reach out to those in many different environments who have great potential and leadership qualities, but are voiceless. I love to identify the various skill sets in these individuals and to help in developing them as leaders of our church. I believe that they are the ones who will soon be taking the reins and reforming the church in many new and innovative ways. I am a servant and not a savior.”
global perspective. It includes course requirements, regular participation in religion and science activities, a field component, and a senior project. For more information, contact Dr. Lea Schweitz, associate professor of systematic theology/religion and science and director of the Zygon Center for Religion and Science at lschweitz@lstc.edu.

Urban Ministry Emphasis
Students who choose the urban ministry emphasis will develop skills for urban ministry in such areas as social analysis, worship, evangelism, stewardship, teaching, pastoral care, preaching, community organizing, managing a small congregation, developing ministry opportunities, building relationships with community organizations and agencies, leadership styles, and self/family care. Through courses, Ministry in Context and internship sites, workshops, and networking, students will develop a sense of vocation about urban ministry, become culturally appropriate leaders, and be able to work collaboratively with community organizations and agencies.

For more information, contact Dr. Richard J. Perry, Jr., Professor for church and society/urban ministry at rjerry@lstc.edu
Dual Degree Program
In cooperation with the University of Chicago School of Social Service Administration, LSTC offers a coordinated program of studies. Students earn the M.Div., M.A.T.S., or M.A.M. degree from LSTC and the A.M. degree from the University of Chicago (the equivalent to a master of social work degree).

Each school accepts credit for as many as five courses taken by students at the other school as well as jointly-approved clinical pastoral education and second-year field placements. These provisions make it possible for students to complete the M.Div. and A.M. in five years rather than the six that would normally be required. Students combining the M.A.M. or M.A.T.S., and A.M. degree may complete the two degrees in three years instead of four years. Students have the opportunity to interrelate the two fields during the entire period of study.

Dual degree students normally apply for university admission during their first year of seminary studies. The Office of Vocation, Admissions, and Financial Aid assists interested students, in consultation with the academic dean and director of field education.

Studies in Race, Culture, and Ethnicity

The Albert “Pete” Pero Jr. Multicultural Center
The purpose of the Pero Multicultural Center is to cultivate a multicultural educational environment for all students at LSTC where the recruitment and preparation of leaders from African Descent, Arab-Middle Eastern, American Indian/Alaska Native, Asian/Pacific Islander, and Latin@ communities leads to a fulfilling theological education and professional leadership experience. The center assists LSTC to continue long-established initiatives and to develop new initiatives.

Hispanic/Latino/a Studies
Students committed to serving effectively in Hispanic/Latino/a communities will find vital resources at LSTC and the surrounding ACTS schools. Courses taught in Spanish, or bi-lingually in Spanish and English, fulfill required or elective course requirements in the M.A.T.S., M.A.M., and M.Div. programs. LSTC also offers opportunities for Ministry in Context, clinical pastoral education (CPE), and internship placements in Hispanic/Latino/a settings.

LSTC is a partner seminary in the national Hispanic Summer Program, inaugurated by Dr. Justo L. González. The Hispanic Summer Program is the only place where Hispanic seminarians regularly come together for an ecumenical educational experience that deals with the issues and experiences of Hispanics and their churches. The most distinguished Hispanic and Latin@ ecumenical faculty members in the U.S. teach in this program.

The seminary also has close ties with the José David Rodríguez Center for Pastoral and Theological Studies in the Caribbean Synod, which is related to the Evangelical Seminary in San Juan, Puerto Rico. LSTC students may participate in the course offerings and field education opportunities of the center.
Every other year the ELCA-sponsored Evaristo Falcó Lecture brings a distinguished Hispanic or Latin American scholar to LSTC. The lecture series is designed to enrich the continuing education of Hispanic/Latino/a Lutheran and ecumenical religious leaders in the United States, the Caribbean, and Latin America. Original works of Lutheran Hispanic/Latino/a scholars have been published by the initiative of the Hispanic/Latino/a Studies program at LSTC. Some of these books are the collective product of various sponsoring groups and institutions. The lectures and books are available through the Pero Multicultural Center at mc@lstc.edu.

The seminary also provides faculty support for the Seminario Luterano de Augsburgo in Mexico City and, with Wartburg Theological Seminary, supports the Lutheran Seminary Program in the Southwest.

A number of Latino/a scholars teach courses to meet the curricular needs of students in the M.Div., M.A.T.S., and M.A.M. programs. Cross-registration opportunities within ACTS provide further resources, including significant Hispanic Ministries programs conducted by the nearby Catholic Theological Union, SCUPE, and Garrett-Evangelical Theological Seminary in Evanston.

LSTC’s master of theology and doctor of philosophy degree programs have become a major center for training Spanish-speaking scholars for service throughout North and South America. Advanced Ph.D. Latino/a students at LSTC have served as directors and teachers in the Metropolitan Chicago Synod’s Diaconía Program for the formation of Latino/a diaconal ministers who serve in Chicago Lutheran congregations with Hispanic/Latino/a Ministries.

**African-American Studies**

LSTC’s location provides excellent resources to prepare students for ministry in the African American community and to introduce the student body as a whole to the African American religious and theological experience. Many of Chicago’s prominent African American religious, political, and business institutions are located near the seminary. Leaders in the African American community are available for discussion and dialogue and occasionally serve as auxiliary faculty persons. African American Lutheran pastors give of their time to mentor LSTC students interested in African American ministry and theology. Some courses at the seminary and in ACTS include field trips to African American congregations, to communities throughout the Chicago area, and to various organizations. Field education and internship opportunities are available in African American congregations.

African American professors at the seminary regularly offer courses in African American Bible, religion, theology, and ethics. Students may cross-register for courses offered at ACTS schools that will equip them to better serve in the African American community. These courses, which sometimes may be substituted for a required course at the seminary, are regularly offered by world-famous African and African American scholars and faculty members.

Through a coordinated effort by African and African American professors of
Kat Borchers
M.A.T.S.
Kat Borchers got a start on ministry before coming to LSTC. As an undergraduate student at LSTC’s partner college, Valparaiso University, she met other students who invited her to join the deaconess program, which prepares students for ministry of word and service. At LSTC, she is looking to build on her theological education.

Kat splits her time between LSTC and the church she is called to serve, Lutheran Church of the Ascension in Northfield, Ill. Following her 2012 consecration as a deaconess, she works there half-time with confirmation students and high school youth. She also preaches there quarterly and hopes to start an ESL program, which would fit with her undergraduate major in French and minor in Spanish.

At LSTC, her love of languages flourishes in the M.A.T.S. program. She is making the most of LSTC’s membership in the Association of Chicago Theological Schools, which allows students at Chicago seminaries and divinity schools to take courses at other allied institutions. Kat was able to take a full year of Hebrew at McCormick Theological Seminary. Her classes at LSTC and MTS are a “joyful challenge.”

Kat especially enjoys teaching and biblical translation. She hopes to teach at a college one day. Her heart is drawing her toward international service — teaching or Bible translation — particularly following a summer she spent in Haiti. Though work often fills up her schedule, Borchers finds time to attend events on campus with other students. In the fall, she plays on LSTC’s flag football team. The rest of her time is devoted to class work, where she hopes to become strong in unfamiliar academic areas. “I’m filling in my weaker spots — what will help me now and with an international context in the future.”
ACTS seminaries and the Divinity School of the University of Chicago, special lectures and programs are made available to students.

**Women’s Studies**

Chicago is a center of feminist/womanist scholarship and women of diverse social and ethnic perspectives have found this city to be an enriching and challenging place to do their work. LSTC students who wish to focus on issues of women and ministry may take courses with women scholars at any of the 11 seminaries in the Association of Chicago Theological Schools (ACTS) consortium.

The required courses of the LSTC curriculum also incorporate women’s perspectives and concerns. Core and elective courses, conferences and discussions address social issues of particular concern to women (e.g. sexual abuse, domestic violence, the development of women’s voices and leadership, the interpretation of scriptural texts that are hurtful to women, and God imagery in public worship). A particular specialty at LSTC is womanist theology and ethics.

The Urban CPE Consortium, Inc., program includes sites at which students may focus especially on women's strengths, suffering, and pressing issues.

**Travel Seminars and Exchange Programs**

The January Term offers many opportunities for travel, both within and outside the United States. Students may enroll in travel seminars sponsored by any of the ACTS Schools (see www.actschicago.org) or in one of the J-Term travel seminars sponsored by the ELCA seminaries.

LSTC participates in international exchange programs with partner institutions overseas and collaborates with other ELCA seminaries and Lutheran bodies (such as the Lutheran World Federation) in assisting students who desire to study and learn in another country. Such exchanges do not normally take place until the second year of study or later. Early planning is essential since normally only one place is reserved for LSTC students at these institutions and often the exchange will not take place unless LSTC and the cooperating institution each have a student eligible to participate in the program. Students who desire to study overseas should consult with their advisor and the academic dean.

Students may also apply for an overseas internship through the ELCA’s Horizon Internship Program.

LSTC, the network of ELCA seminaries, and other Chicago seminaries provide opportunities for international study and travel for U.S. students because they recognize that:

- creative theologies and educational programs being developed outside the United States demonstrate how the gospel can be contextualized in diverse situations;
- seeing the United States from another point of view provides new eyes for the mission in the U.S. and new sensitivity to the positive and negative roles this country plays around the world;
- the global church abounds with fresh understandings of worship, music, and evangelism, and it has developed diverse ministries, such as catechists and
evangelists, to broaden students’ understanding of the office of ministry;
• we live in a pluralistic world in which other religions and ideologies encounter
  the gospel and offer it a striking challenge;
• studying for the ministry with and among students in other countries will
  enhance collegiality in ministry and deepen ideas about piety, faith, ethics, and
  spirituality.

Seminary Consortium for Urban Pastoral Education (SCUPE)
LSTC is a member of the Seminary Consortium for Urban Pastoral Education
(SCUPE) which provides specific programs of study in urban pastoral education.
SCUPE works cooperatively with Chicago-area churches and community agencies
in its commitment to develop competent and creative leaders who can work with
the realities of power, poverty, and pluralism found in cities.

SCUPE periodically hosts the Congress on Urban Ministry, which brings
together persons involved in urban ministry throughout the nation. The coordinator
of the urban ministry emphasis or the registrar can provide further information about
SCUPE and the congress.

Washington House of Studies
LSTC students have the opportunity to participate in the program of the
Washington, D.C., House of Studies maintained by the Lutheran Theological
M.DIV., M.A.T.S., AND M.A.M. OPTIONS

Seminary at Gettysburg. This program offers a chance to study firsthand the dynamics of political life in the nation’s capital while pursuing studies in political ethics and social analysis and other related fields, including courses offered by the Washington Theological Consortium.

Lutheran Seminary Program in the Southwest (LSPS)
LSTC and Wartburg Theological Seminary in Dubuque, Iowa, share responsibility for the Lutheran Seminary Program in the Southwest, which is known for its unique cultural and linguistic accent in theological education. LSTC students may take Spanish intensives and summer courses in Hispanic ministry for credit toward their LSTSC degree. Through its TEEM program (Theological Education for Emerging Ministries), LSPS helps students develop skills and sensitivity needed for ministry among people of an Hispanic cultural background. Its particular areas of emphasis include ethnic specific ministry, inner city and rural ministry, renewal of congregations in decline, and innovative mission starts. The Director at LSPS earned the Ph.D. degree at LSTC. For more detailed information about LSPS visit www.lsps.edu.

Rural Ministry
LSTC seeks to form visionary leaders for the ministry of the whole church. Its urban location lends a unique character to its work in the field of rural, town and country, and suburban ministry.

Chicago is recognized throughout North America and around the world as the center of a vast network of international agribusiness concerns and activities. The Chicago Board of Trade, several farm implement manufacturing corporations, and a variety of reporting and forecasting agencies make Chicago a center of planning for and influence upon the agricultural sector. Thus the dynamics of the city and of rural America are closely interrelated and interdependent.

Each year, the seminary offers a rural ministry immersion course, a travel seminar in January or May which draws on the expertise both of noted rural analysts and of pastors and lay leaders carrying on dynamic rural ministries in the Midwest. This course has been developed by rural ministry leaders from Midwest synods in collaboration with LSTC faculty partners. It provides opportunities for seminarians to live in a rural area and to participate in the activities of rural congregations and communities.
Admission to the M.Div., M.A.T.S., and M.A.M. Programs

The Lutheran School of Theology at Chicago admits and welcomes men and women of any race, color or national origin.

The Office of Vocation, Admissions, and Financial Aid processes applications to the master of divinity, master of arts in ministry, and master of arts in theological studies programs. Anyone interested in these programs may contact the Admissions Office at 773-256-0726 or admissions@lstc.edu. Admissions information and forms are also at www.lstc.edu/prospective-students/apply/forms.php

Pre-Seminary Study

Students enter seminary today with a wide variety of backgrounds. The Association of Theological Schools (ATS) outlines areas of study which LSTC agrees may provide a good foundation for preparation for theological studies: English language and literature; history, including non-western cultures as well as European and American cultures; philosophy; natural sciences; social sciences, including psychology, sociology and anthropology; biblical and modern languages; religion; and the fine arts and music.

Students are strongly encouraged to take Greek and/or Biblical Hebrew at the undergraduate level. If a full academic year of undergraduate work in a biblical language has recently been completed with a grade of B or above, students may be permitted to demonstrate and deepen their competency through taking an advanced Bible course (500 or 600-level) that engages the text in the original Greek or Hebrew.

Requirements for Acceptance

Applicants are reminded of the nature and character of the seminary as an institution established by the church for the preparation of pastors and other professional workers. Consideration for acceptance includes not only the applicant’s academic and personal record but also the congruence of their intentions with the basic purposes of the seminary.

Applicants for the M.Div. degree must hold the baccalaureate degree from an accredited college or university. Records and references should indicate an ability to pursue theological studies. In special circumstances, the seminary will also consider applications from a limited number of persons who may lack a baccalaureate degree but who can demonstrate that they possess the knowledge, academic skill, and ability associated with those who hold a baccalaureate degree.

The standard of academic performance that normally applies when evaluating undergraduate transcripts is a “B” average (3.0 or above on a 4.0 scale). However, admissions decisions also take into account other factors such as patterns of progress in the applicant’s academic history, difficulty of the undergraduate program and standards of the school attended, letters of reference, success in other graduate programs, and performance in an applicant’s career life.

The seminary expects that ELCA candidates will acquire basic acquaintance with
the Scriptures and the catechism as a part of their ecclesial readiness.

**English Language Skills**
The seminary requires that all entering students take a written assessment in English language skills prior to their first fall orientation and to follow through on any recommendations made through the assessment. Applicants whose native language is not English (who have not graduated from an undergraduate or graduate program in which English was a primary language of instruction) must attend the Summer Language Institute of the Language Resource and Writing Center in July – August or take the Test of English as a Foreign Language (TOEFL) or provide other evidence of competence in English.

**Candidacy for Ministry in the ELCA**
ELCA applicants planning for rostered ministry positions should initiate the steps of the candidacy process as soon as possible, in most cases 12 months or more before beginning studies. See detailed candidacy information beginning on page 54.

**M.Div. Students from Other Denominations**
LSTC welcomes students from other denominations. Students will be assisted to do the Ministry in Context field work assignment in their own denomination. The 12-month internship is waived or adjusted to meet a student’s particular denominational requirements.

**Guidelines for Transfer Credit for Master’s-Level Students**
It is the responsibility of the Dean and Vice President for Academic Affairs at LSTC to review requests and render a decision about transfer credits. Courses completed at another ATS-accredited institution may transfer and be credited toward one of LSTC’s first theological degree programs up to half of the credits of the LSTC degree, according to the following additional criteria:

Each course for which a student is seeking transfer credit is demonstrably related in subject matter to the work required for the LSTC degree. Students will submit syllabi for courses they are seeking to transfer in order to help determine their transferability, and to assess (a) whether a course fulfills a core course requirement or (b) whether it may be transferred as an elective. The dean will consult with the appropriate faculty member when such is needed to assess (a).

Students have demonstrated success in the courses they wish to transfer. A grade of B or above is accepted as an adequate record of success.

Before transfer credit is awarded for any course, an official transcript from the school where the course was taken must be received by the dean and vice president for academic affairs of LSTC.
Application Process
The admissions office will provide application forms upon request. They are also available at www.lstm.edu/prospective-students/apply/forms.php. Application forms require the submission of college and any other graduate school transcripts, letters of recommendation, and a brief autobiography.

Interested persons should apply as early as possible in the academic year preceding the year in which they wish to begin their studies—that is, nine to 12 months before the anticipated time of enrollment. Applications are considered on a “rolling” basis. Once an application is complete, the admissions office will notify the applicant about the admissions committee’s action within four weeks of the decision. Although there is no formal cut-off date, late applicants may find it difficult to assemble the necessary documents or to secure housing.

Visiting the Seminary
LSTC encourages prospective students to visit the campus as guests of the seminary in order to meet faculty and students and to learn about the academic programs. Advance notice to the admissions office will make it possible for student hosts to meet visitors and help to see that they have a rewarding visit.

Seminary Sampler
Twice a year, in the fall and in the spring, the Office for Vocation, Admissions, and Financial Aid hosts a two-and-a-half-day event for anyone interested in pursuing a church vocation and/or theological education. These Seminary Sampler events provide an opportunity to explore and experience the dynamics of seminary life by attending classes and worship, tour the campus and neighborhood, and interact with others who are discerning and responding to God’s call.

The Admissions Office also holds occasional Seminary Sampler Nights for prospective commuter and part-time students. Please contact the Admissions Office at admissions@lstc.edu for more information about Seminary Sampler or visit www.lstm.edu/prospective-students/visit/.
Candidacy for Ministry in the ELCA

Candidacy in the Evangelical Lutheran Church in America is the churchwide process of preparation and formation leading to ordained ministry of word and sacrament or to rostered lay ministry as a deaconess, diaconal minister, or commissioned associate in ministry. Candidacy involves the partnership of candidate, congregation, candidacy committee, seminary, and the ELCA Congregational and Synodical Mission Unit. The ELCA Candidacy Manual contains full details about the candidacy process. This manual is available online at www.elca.org/Resources/Candidacy or in the JKM Library.

The coordinator for candidacy at the seminary assists students and synods in maintaining ecclesiastical relations and in coordinating the requirements of synod and seminary.

Only candidates approved by a candidacy committee are recognized and available for first call throughout the ELCA. The synods of the ELCA act on behalf of the whole ELCA in the candidacy process. Candidacy committees are responsible for:

- determining the readiness of persons to enter the candidacy process and to begin theological education (entrance),
- endorsing individuals as candidates (endorsement) for a particular roster, and
- determining an individual’s qualifications and readiness to serve in rostered ministry (approval).

Every student seeking any ELCA rostered position passes through the following steps in the candidacy process. Candidates planning to become associates in ministry, diaconal ministers, or deaconesses participate in the same stages but the timing and some forms will vary with each individual’s situation.

The Congregational and Synodical Mission Unit of the ELCA is currently working on some changes to the Candidacy Manual and, therefore, the candidacy process. At the time of this writing, the changes are still being developed. The ELCA is considering a proposal to have only one lay ministry roster. If that proposal goes forward, it would not be official until voted on at the 2016 ELCA Churchwide Assembly. Stay abreast of these possible changes on the ELCA Candidacy web pages, www.elca.org/Resources/Candidacy.

Entrance Decision

Individuals begin candidacy by establishing contact with a synod candidacy committee. The synod often provides the individual with a discernment resource and the names of potential mentors. Application for candidacy includes an autobiographical essay. A student must show a minimum of one year’s active membership in a congregation of the ELCA in order to receive a positive entrance decision. The synod will request a congregational registration and arrange for an initial interview and a psychological and career evaluation. When all entrance steps have been completed, the applicant participates in an interview with the candidacy committee, which leads to the entrance decision.
The seminary will not normally extend a final offer of admission to an ELCA applicant before receiving notification of a positive entrance decision by a candidacy committee. An applicant who has begun but not yet completed the entrance step in candidacy may receive a provisional offer of admission by the seminary. The seminary will withdraw such a provisional offer if the candidacy committee does not make a positive entrance decision by December 31 of the first year of study. (The seminary adjusts this deadline proportionately for those entering in the J-Term or Spring semester.)

Endorsement
Endorsement is the second step in the candidacy process and requires that students submit an essay by September 1 of their second year of full-time studies to their candidacy committees and their academic advisor. Shortly after that, an endorsement panel interviews the student to vote for endorsement, postponement, or denial. The endorsement panel also makes suggestions for candidates’ continued growth during their remaining time at LSTC and internship.

Approval and Assignment
For students on a regular study and internship schedule, approval and assignment take place during the student’s senior year. A final essay is submitted to the candidacy committee by September 1. In order to enter the assignment process in the ELCA, students must receive a positive evaluation of their internship work by the Field Education Office and a majority vote affirming their candidacy from the seminary faculty. These decisions are usually made by December for students on a regular study and internship schedule. Candidacy committees conduct approval interviews after the faculty decision and make their recommendation regarding approval for ordination or commissioning by January. Assignments to regions and synods occur in October and February.

Diaconal Ministry
Diaconal ministry in the ELCA is “a form of leadership ministry designed to enable the church to more effectively fulfill its mission in the world.” Diaconal ministers serve in a variety of capacities—as chaplains in hospitals, prisons and hospice centers; as college or seminary professors; as community organizers or social service workers, to name but a few examples. LSTC is a partner with the student, her/his candidacy committee, and the ELCA in preparation for this lay rostered ministry. The three components to preparing for diaconal ministry include a theological degree, Lutheran ministerial formation, and field studies. The student also participates in the ELCA candidacy process.

Theological Degree Program
Students must receive a positive entrance decision from their candidacy committee to enter seminary in the theological degree program best suited for their ministry goals. Most diaconal ministry candidates enroll in the M.A.M. program, which
includes a special track for diaconal ministry candidates (see chart on page 34). Other candidates choose the M.Div. degree, especially those entering chaplaincy.

**Lutheran Ministerial Formation**
On behalf of the ELCA, the Lutheran Theological Seminary at Gettysburg hosts the diaconal ministry formation event each J-Term at its Center for Diaconal Ministry Preparation in Gettysburg, Penn. This event has a profound effect on students and helps them clarify and articulate their sense of call to diaconal ministry. Students must have a positive entrance decision from their candidacy committees in order to attend the formation event. See http://www.elca.org/en/Resources/Candidacy#sthash.Ff3f8GHa.dpuf for more information.

Formation for diaconal ministry also requires each student to enter into a relationship with a spiritual director. A minimum of 40 hours will be spent on spiritual direction and/or reflection and may be applied to the total number of field study hours.

**Field Studies**
Since diaconal ministry takes place on the boundaries where church and society interface, diaconal ministers must be able to understand and articulate the dynamics between congregational and societal systems. The field studies component includes the areas of contextualization, reflection, integration, and evaluation.

The student may arrange a variety of experiences, including Ministry in Context and CPE placements, to complete the field studies requirement. These elements should give the candidate supervised experience in three integral areas of preparation for diaconal ministry:
- understanding and working with a congregation in relationship to the larger community,
- gaining expertise in a chosen area of specialization,
- theological and spiritual reflection about the relationship between these two areas.

The field studies component of diaconal ministry requires a total of 800 hours, with 200 devoted specifically to the diaconal ministry project. The seminary will grant one course credit for the field studies experience. Although students may choose not to apply for academic credit, they must complete the field studies requirement and submit documentation of completion to the field education office.

For M.A.M. students, the Ministry in Context course (ML-402) may count for either one elective credit or 200 hours of field studies. Students may also receive credit for up to two units of CPE.

**Diaconal Ministry Project**
The diaconal ministry project is the student’s opportunity to engage a congregation or congregations at the interface of societal need and Christian service. It includes both a congregational component and work in the area of declared expertise. The
diaconal ministry project requires 200 hours of service and can serve as the student’s summative evaluation in the M.A.M. program.

The seminary’s field education office and the director of the M.A.M. program can provide further information about the diaconal ministry program at LSTC. More information about diaconal ministry is at the ELCA Center for Diaconal Ministry Preparation at Lutheran Theological Seminary at Gettysburg. See www.lts.edu/Programs/DiaconalMinistry.

The “Lutheran Year”
LSTC welcomes candidacy students who are earning their theological degrees from other divinity schools or seminaries and who are required to affiliate with an ELCA seminary during the first full term of their theological studies.

The ELCA Candidacy Manual sets forth the following purpose and objectives for the residency year:
• to provide the candidate with a solid grounding in Lutheran systematic theology and the Lutheran Confessions, and to enable the candidate to articulate a Lutheran theological perspective. This happens not only in the study of theology, but in the study of church history, Bible, worship, preaching, education, pastoral care, and ethics;
• to provide the candidate with a sound understanding of ministry in a Lutheran context: a clear sense of the centrality of Word and Sacrament; an appreciation of the relationship between lay and ordained ministries; a familiarity with policy and practice associated with approval, call, and mobility; and the expectations of the Evangelical Lutheran Church in America of its ordained ministers;
• to enable the candidate to establish relationships with future colleagues in ministry which are marked by mutual support and accountability.

The educational backgrounds of students who participate in the Lutheran year of study at an ELCA seminary are varied. Some come from a school that has a strong concentration in Lutheran studies. Others come from a school where that was not possible. The year of studies at LSTC may take a variety of forms, depending on a student’s educational background, ecclesiastical experience, and the recommendations of the student’s candidacy committee.

A prototypical course of studies for students includes courses in Church History, the theology of Luther, systematic theology, worship, preaching, ethics, public church, and other courses as desired by the student, the candidacy committee, or the school.

The Candidacy Manual states that the “internship year must be scheduled in consultation with the candidacy committee and the ELCA-affiliated seminary. The internship may follow the completion of the M.Div. degree at a non-ELCA seminary prior to the year of study at an ELCA seminary, or it may follow the year of study at an ELCA seminary. Four hundred hours of supervised clinical ministry is also a requirement for all candidates for ordained ministry.”
The Lutheran year is for the purpose of formation as well as education. Students completing the Lutheran year are assigned a faculty advisor and expected to participate fully in seminary activities as part of the formation process, including participation in seminary and Growth in Faith offerings.

Students who fulfill eight courses for the Lutheran year or as a part of candidacy studies (e.g., Theological Education for Emerging Ministries, Associate in Ministry certification) receive a certificate of studies awarded at graduation.

**Lutheran Year and Th.M. Program at LSTC**

Lutheran Year students are encouraged to undertake the Th.M. degree program in Lutheran ministry studies at LSTC. The Lutheran Year and the Th.M. program are two distinct programs at LSTC, each requiring a separate application for admission.

Lutheran Year students who are interested in the Th.M. program at LSTC should familiarize themselves with the goals and requirements of both programs, keeping in mind the following:

- whenever the goals of the two programs conflict, the Lutheran Year receives priority.
- many courses taken for the Lutheran Year at LSTC may be taken at the Th.M. level, in order to work toward the six-course requirement of the Th.M. degree.
- the Th.M. may take longer than one year to complete, due to course and language requirements and the comprehensive examination. With the advisor’s approval, a Th.M. thesis may take the place of the Th.M. comprehensive examination.

For further information about the Th.M. program at LSTC, see pages 61–65. Please note that the application deadline for the Th.M. program is January 15, although petitions to accept late applications submitted by Lutheran Year students will be considered. Application instructions and forms may be found on the LSTC website at www.lstc.edu/prospective-students/advanced/apply.php.
Advanced Degrees

Introduction to the Th.M. and Ph.D. Programs
Master of Theology
Doctor of Philosophy
Admission to the Th.M. and Ph.D. Programs
Doctor of Ministry
Introduction to the Th.M. and Ph.D. Programs

A program of advanced theological study has been a vital part of the seminary’s mission, going back to its predecessor school, Chicago Lutheran Theological Seminary in Maywood, Ill., and augmented by the heritage brought from St. Louis by Christ Seminary-Seminex. The number of students in the master of theology/doctor of philosophy (Th.M./Ph.D.) programs is approximately 70, with about 45 students in residence. International students represent a large and very important part of the program with respect to both their numbers and their contributions to theological dialogue and community life.

The Th.M./Ph.D. programs have many special features that contribute to an excellent advanced education in the classical theological disciplines, in conversation with the contemporary world:

• the faculty is made up of scholars who are leaders in their fields and who bring years of graduate teaching to bear upon their task;
• the student body consists of scholars from around the world (approximately one-half of all Th.M./Ph.D. students are from other countries, and some arrive with years of seminary teaching in their own backgrounds);
• students have access to the resources of the JKM Library, one of the foremost theological collections in the country, supplemented by the libraries of other members of ACTS and the University of Chicago, including the Joseph Regenstein Library;
• students in the program are encouraged to study with distinguished faculty at neighboring seminaries and the University of Chicago to greatly enrich course selection and broaden the student’s experience through dialogue with additional discipline partners;
• the degree offered has an ecclesial and ecumenical base;
• the Language Resource and Writing Center (LRWC) provides excellent support for all students, including writing assessments and recommendations for all incoming students, the Summer Language Institute for new international students, a Learning Partner program pairing international and North American students, yearly intensive pedagogy seminars, and courses in languages, writing, and academic skills;
• several LSTC and Hyde Park Cluster centers, including A Center of Christian-Muslim Engagement for Peace and Justice, the Albert “Pete” Pero Jr. Multicultural Center, and the Zygon Center for Religion and Science, enhance the academic environment, as do the conferences, lectures, and other events held on the adjacent University of Chicago campus;
• two refereed, academic journals, Currents in Mission and Theology and Zygon: Journal of Religion and Science, published from LSTC’s campus, signal a commitment to scholarship at the highest level.
Despite his father’s desire that all three of his sons would be Lutheran pastors, Emmanuel Penumaka started out as a lawyer. He did not want to be a pastor. Instead, he studied law and became a public prosecutor. “I spent one year full-time and three years doing it part-time and I realized I was not happy dealing with criminal cases,” Emmanuel says. “That’s when I went for theological studies.”

He earned a bachelor of divinity degree in Bangalore, where he studied Hebrew and Old Testament with Theodore N. Swanson, father of LSTC professor Mark Swanson. Pastor Penumaka first served a rural parish, then one in a town, and finally a parish in a city of six million people.

“The people’s faith made me a pastor,” Emmanuel says as he describes the strong faith and trust in God that he witnessed among his poorest parishioners. “They see Jesus in their pastor. They never see the weak side of poverty. They made me strong and inspired me to recommit myself to being a leader for their sake.”

Pastor Penumaka traveled to Hong Kong to do a master’s degree. While there, he became a missionary pastor for a Chinese congregation, part of the South Asia Mission Project. He was disturbed by a different kind of suffering he observed. “People in Hong Kong were workaholics. Their families suffered because they did not have quality time with their families. Children became victims. They didn’t have the love and care that can create something different in society. This destroyed family culture,” Emmanuel says.

Seeing this suffering and thinking about theology of the law, Emmanuel came across Vítor Westhelle’s book, The Scandalous God. This inspired him to apply to the Ph.D. program at LSTC.

Pastor Penumaka’s passion is to study and to teach. After earning his degree, he would like to return to Hong Kong to teach in a Lutheran school. “I want to help people realize the purpose of life and to recognize the suffering we bring into our own life.”
Master of Theology

The master of theology (Th.M.) degree is a second master’s degree designed to equip students with fuller knowledge and insight concerning a focused area or discipline of theological study than that acquired at the M.Div. or M.A. level. For students admitted into the Ph.D. program at LSTC, the Th.M. constitutes the first stage of the doctoral program.

Fields of Study
Students in the master of theology (Th.M.) degree program choose from five areas of concentration: Lutheran ministry studies, biblical studies, historical studies, theological studies, and world Christianity and mission.

The Th.M. in Lutheran ministry studies is designed for students who desire to acquire the knowledge, insight, and skills needed for visionary leadership in Lutheran ministry for today’s world. This degree program provides an attractive option for LSTC affiliates who have completed their M.Div. or equivalent at another institution and are spending their Lutheran year at LSTC.

The program in biblical studies is offered in two forms, one of which includes work in both the Old and the New Testament, the other concentrating in one testament.

The student in historical studies may work generally on the history of the Christian tradition or may concentrate on a particular period or problem. Theological studies in the Th.M. program consist primarily of work in contemporary theology with extensive attention to its historical background.

The program in world Christianity and mission involves students in missiology, ecumenical relations, cultural environment, and world religions, as well as in the relation of the church to the social and political situation in various areas of the world. Those on furlough from overseas ministries may find this program of special interest.

General Requirements and Time Limit
Requirements in the Th.M. program include:
• six courses at the advanced graduate level,
• one or two biblical languages or a modern research language, depending on area of study, and
• a comprehensive examination.

Students must complete all requirements for the Th.M. degree within four years from the date of their first course registration.

Transfer of Credits
The division in which students are engaged in Th.M. work may grant a transfer of credit for one semester course from an accredited institution that is determined to be
comparable in level to the advanced graduate seminars in the Th.M./Ph.D. programs at LSTC. Decisions concerning the transfer of credits into the Th.M. program are generally made after the first semester of studies at LSTC, and the quality of the student’s work is an important factor in this consideration.

**Coursework**

In each field, the curriculum for the master’s degree consists of six courses in the chosen field and in related areas determined in consultation with the faculty advisor. The normal load for a full-time student is three courses per semester. Th.M. students may consider pursuing the degree on a part-time basis, one course per semester for three years for example, or in a combination of part-time and full-time study. International students with F-1 or J-1 status must pursue a full-time course of study because of U.S. government regulations. For some first-year international students, two courses and intensive English instruction per semester may be considered full-time study.

**Language Requirement**

In all fields students must show competence at a scholarly level in the English language, which is the primary language used in the program of studies. Students
studying both Old and New Testaments must be competent in both Greek and Hebrew for admission into the program, while those concentrating in the Old Testament must be competent in Hebrew and those concentrating in the New Testament in Greek. Advanced competence in the requisite biblical languages must be demonstrated through examination before the comprehensive examination.

In historical and theological studies and in world Christianity and mission, students for whom English is not a primary language may petition to have advanced academic English count as their modern research language. Students for whom English is the primary language often select German, French, Spanish or Arabic as their modern research language, although students are encouraged to petition to have the language most central to their research interests accepted. Competence in the selected research language must be demonstrated through examination before the comprehensive examination.

**Application from the Th.M. Program to the Ph.D. Program**

Students admitted into the Th.M. program who want to be considered for admission into the Ph.D. program must submit

- a written petition to take the Th.M. comprehensive examination at the qualifying level,
- three letters of recommendation with at least two written by LSTC faculty members,
- a two-page essay of intellectual and vocational goals,
- GRE scores if not already submitted,
- two academic papers from courses taken at LSTC,
- any other materials required by the faculty division.

In addition, the petitioner must demonstrate fulfillment of the first language requirement(s) for the Ph.D.

This petition and all supporting documents listed above must be submitted to the Advanced Studies Office along with the comprehensive/qualifying examination proposal, for action by the faculty division in advance of the comprehensive/qualifying examination.

If the petition is approved, the student will be allowed to take the Th.M. comprehensive examination at the qualifying level. A decision regarding admission into the Ph.D. program will be made subsequently by the entire faculty division on the basis of this examination as well as on the strength of the other materials submitted and of the student’s performance during the entire program. Strategic interests related to faculty workload and the development of selected academic fields of study will also be considered.

Admission from the Th.M. program into the Ph.D. program is highly selective and not automatic. In successful cases, the Th.M. comprehensive examination passed at the qualifying level serves as the Ph.D. qualifying examination, and students receive credit for courses taken during the Th.M. program as part of the twelve courses required for the doctorate.
Doctor of Philosophy

The doctor of philosophy (Ph.D.) degree program offers students the opportunity to acquire advanced expertise in a chosen field and to focus upon a selected subject of research. Goals of the program include helping students gain a wide range of disciplinary knowledge, developing their skills in research methodologies, and sharpening their abilities to express ideas orally and in writing. Students work closely with faculty advisors throughout their program. The culmination of the program is the doctoral dissertation, which sets forth a thesis and demonstrates its validity through extensive research, analysis, and synthesis of ideas.

The size of the Th.M./Ph.D. student body at LSTC ensures opportunity for lively interaction and participation in the seminars, while affording each student the individual faculty attention appropriate to education at this level.

Fields of Study

The seminary offers the Ph.D. degree in the fields of Old Testament, New Testament, historical studies, theological studies (including concentrations in Christian ethics/church and society, religion and science, systematic theology, and theological anthropology), and world Christianity and mission.

Biblical Studies

Students work in both the Old Testament and the New Testament during the first year (or six courses) before the qualifying examination, but concentrate upon the testament of choice during the second half of the course requirements. The program requires a minimum of two seminars in the testament that is not the area of concentration. Doctoral work in this field emphasizes both the mastery of the technical tools of critical biblical scholarship and the significance of the biblical witness for the life of the church.

Historical Studies

Building on a broad mastery of the history of the Christian tradition and the tools of historiography, students may concentrate upon a particular period or problem corresponding to personal interests and faculty strengths.

Theological Studies

The discipline of systematic theology involves the task of working out a critical restatement of the Christian faith in light of the challenge of the contemporary intellectual and cultural context. The student works to gain a firm grasp of the historical background of contemporary problems and to attend to their philosophical dimensions. The goal is to combine mastery of the work done by others with the student’s own growing competence in “doing theology.” The student may undertake studies in Christian ethics/church and society, systematic theology, and theological anthropology as concentrations within this field. There also are opportunities for doctoral study in religion and science, using the resources of the Zygon Center for Religion and Science.
Chingboi Guite, (2014, Th.M.)/Ph.D.

As Chingboi earned her undergraduate degree in zoology, it came to her that she should study theology. Unsure of this call, she pursued three options while she prayed and discerned where God was leading her. Chingboi took the exam to enter graduate school in zoology and also the one to study theology as she looked for a job.

Following her desire for a cross-cultural experience, Chingboi applied to Tokyo Christian University. While there, she found a mentor and a desire to continue her studies in theology. Both led her to Chicago.

“My mentor in Tokyo had studied at the University of Chicago and knew of the ACTS system here. He recommended that I apply to schools in Chicago.”

“The professors at LSTC are very understanding. I come from an evangelical Baptist church and am preparing to go back to meet the needs of my church. The faculty understand this. They are open to helping me to strengthen what I want to say rather than telling me to do things a certain way. I want to contribute in a meaningful way to what my church needs.”

“LSTC is a very Christ-centered place. The spiritual side of what happens here is as important as the academics. Even in the advanced studies classes, we’ll have a deep academic discussion and then the professor will ask, ‘What does this mean to us as a believing community?’ What we learn is not just an academic exercise, it needs to apply back to us as a faith community.”
World Christianity and Mission
World Christianity and mission builds on the programs in historical and theological studies at LSTC. It draws on the resources of the Association of Chicago Theological Schools, especially the Catholic Theological Union and McCormick Theological Seminary, and the University of Chicago. Students in this field are admitted either in historical studies/world Christianity and mission or in theological studies/world Christianity and mission. Students desiring to focus on interfaith and cross-cultural studies are encouraged to consider this concentration.

General Requirements and Time Limit
Requirements in the doctoral program include:
• 12 courses at the advanced graduate level, including at least one year of full-time study,
• demonstration of the ability to use foreign languages as research tools,
• a qualifying examination at about the mid-point of coursework (the successful completion of which leads to receiving the Th.M. degree),
• preparation of a dissertation proposal,
• a field examination,
• writing a dissertation,
• defense of the dissertation at a final colloquy.

Pedagogical training, including an intensive pedagogy seminar and experience as a teaching or research assistant is also highly recommended.

Students must complete all requirements for the Ph.D. degree within seven years after their first course registration.

Transfer of Credits
The division in which students are engaged in Ph.D. work may grant a transfer of credits for up to two semester courses from an accredited institution that are determined to be comparable in level to the advanced graduate seminars in the Th.M./Ph.D. programs at LSTC. To be considered for transfer of credits, students must first pass the qualifying examination.

Within the ELCA Covenant Cluster for Theological Education, LSTC has an agreement to provide preferential standing for qualified students in the S.T.M. program at Trinity Lutheran and Wartburg Theological Seminaries. Students from either institution who are accepted into the Ph.D. program may be able to transfer all of their S.T.M. credits to the LSTC doctoral program.

African-American Scholars Program
In 1990 the seminary’s board of directors established an African-American scholars program designed to increase the number of African-American professors on the faculty, and this program continues now under the auspices of the ELCA Covenant Cluster (LSTC, Trinity Lutheran and Wartburg Theological Seminaries). Under this plan, cluster seminaries identify a promising African-American doctoral student
and provide special financial support during his or her doctoral program. The first candidate to participate in this program was Dr. Richard J. Perry, Jr., professor of ethics/church and society/urban ministry at LSTC. Candidates for this program may contact the dean and vice president for academic affairs for more information.
The Hispanic Theological Initiative Consortium
In 2007, the Lutheran School of Theology at Chicago joined 16 other Ph.D.-granting institutions in the United States to establish the Hispanic Theological Initiative Consortium presently based at Princeton Theological Seminary. Among the goals of this organization is a commitment to identify and prepare highly trained educators and leaders; an increase in the recruitment, retention and graduation rates of Latina/o Ph.D. students; a growth in the presence of Latina/o faculty; and the creation of a forum for the exchange of information, ideas and best practices to address the needs of Latina/o faculty and students. Six students who successfully completed their Ph.D. degrees at LSTC have participated in this consortium. Latina/o Ph.D. candidates for this program may contact the Director of Advanced Studies for more information.

Admission to the Th.M. and Ph.D. Programs
The Advanced Studies Office processes admission applications to the Th.M. and Ph.D. degree programs. All admission decisions on individual applications are made by the appropriate faculty division. Persons who are interested in the Th.M. and Ph.D. programs should visit www.lstc.edu/prospective-students/advanced/apply.php, where application instructions and all forms are available or contact the Advanced Studies Office at advancedstudies@lstc.edu or (773) 256-0745.

Admission
Completed applications for admission into the Th.M. and Ph.D programs and all supporting documents must be received by the Advanced Studies Office no later than January 15 in order to be considered for admission and financial aid for the following academic year.

International students living outside of the United States are encouraged to submit a completed application form and supporting documents to the Advanced Studies Office by October 1 of the year prior to the one in which they hope to begin their studies, in order to allow time to explore visa matters and sources of financial aid.

Lutheran international students seeking financial support should apply through their national church to the Director for Leadership Development, Global Mission Unit, Evangelical Lutheran Church in America, 8765 West Higgins Road, Chicago, IL 60631, USA. For more information, contact Tammy Jackson, Director for Leadership Development at Tammy.Jackson@elca.org or 773 380-2639. Completed applications are due by October 15.

Requirements for Acceptance
An M.Div. degree or its equivalent is a prerequisite for admission to the seminary’s Th.M./Ph.D. programs. Supporting documents, such as transcripts and letters of reference, are specified on the application form. The seminary may also request a
diagnostic review or examination of the applicant.

All applicants for admission to the Ph.D. program who are from the United States and Canada must either take the Graduate Record Examination (GRE), General Test only, or submit the results of this examination if they have taken it recently.

Applicants for whom English is not a primary language, including all applicants from abroad, must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), which are given regularly at many centers throughout the world. Scores more than two years old will not be accepted. This examination may be waived if students can demonstrate that they have already earned a graduate degree in which the language of instruction was English.

The seminary requires all entering students to take a written assessment in English language and writing skills prior to their first fall semester and to follow through on any recommendations made through the assessment as an official part of their degree program.

As part of a collaborative agreement within the Covenant Cluster of ELCA seminaries, students from Trinity Lutheran Seminary and Wartburg Theological Seminary who have received their S.T.M. with high honors and who have been recommended by their faculty will receive priority consideration for admission to the LSTC doctoral program. In most cases, the S.T.M. degree work of such students will be judged to satisfy the first stage of the Ph.D. program at LSTC, through the qualifying examination.

**Tuition and Fees**

Information about current tuition and fees may be found in the “Costs of Seminary Education” section starting on page 111.
Doctor of Ministry

LSTC provides two doctor of ministry programs through partnerships with other seminaries. The ACTS Doctor of Ministry in Preaching involves six other Chicago seminaries in addition to LSTC. The seminary offers the Ecumenical Doctor of Ministry with concentrations in cross-cultural ministries, liturgy, spirituality, educating for witness, and Hispanic theology and ministry in collaboration with two other Hyde Park seminaries.

Doctor of Ministry in Preaching

The ACTS Doctor of Ministry in Preaching is a joint program of seven member seminaries of the Association of Chicago Theological Schools (ACTS): Chicago Theological Seminary, Garrett-Evangelical Theological Seminary, Lutheran School of Theology at Chicago, McCormick Theological Seminary, North Park Theological Seminary, Northern Seminary, and Seabury Western Theological Seminary. Participants apply to the program through any of the participating seminaries and the seminary through which one enters is also the degree-granting school. The program admits a maximum class of 32 participants across schools.

The ACTS D.Min. in Preaching program is a three-year program. During each year, participants spend three weeks during the summer in residence in Chicago taking courses, engaging in colloquies related to parish projects, developing their thesis subjects, and other program topics.

Year One

In the first year of the program, participants complete two courses and one colloquy during their three weeks in Chicago. The required course is “Preaching as Interpretation” and participants also select one elective. The colloquy focuses on diagnostic evaluation and the creation of the parish project. During the academic year and between the first and second summers, participants complete a parish project in their place of ministry in conjunction with persons in their ministry site.

Year Two

During the second year, participants again complete two courses and one colloquy during their three weeks in Chicago. The core course is “Preaching as Performance” and participants also select one elective. The colloquy serves to develop learning goals for the program, design parish courses, initiate the thesis subject, and examine the sermon preparation process. During the academic year and between the second and third summers, participants complete another parish project in their place of ministry in conjunction with persons in their ministry site.

Year Three

During the third year, participants complete the last three-week summer residency in Chicago. The core course is “Preaching as Social Transformation” and participants also select one elective. The colloquy continues the objectives of
the two previous summers. Participants then complete a thesis during the year following the third residency.

**Awarding of the Degree**
The seminary awards the D.Min. degree to those candidates who fulfill the requirements of the program and have made full payment of all financial obligations including any to JKM Library and other ACTS schools that have provided services.

**Admission**
Application forms and other information about the D.Min. in Preaching Program are available by contacting:

ACTS D.Min. in Preaching Program  
5460 S. University Avenue  
Chicago, IL 60615  
773-947-6270  
www.actsdminpreaching.org/contact-us

Applications are also available for downloading at www.actsdminpreaching.org

Completed applications for the program should be sent to LSTC’s Advanced Studies Office.

Prerequisites for admission to this program are an M.Div. degree or its equivalent from an accredited theological school (with a B average), at least
three years of full-time pastoral experience, and recommendations from both the governing board and a preaching assessment committee of the applicant’s current ministry context.

The applicant must submit a completed application form, transcripts of graduate theological studies and any other graduate work, the statements of assessment, and a non-refundable $50 application fee to the Advanced Studies Office office by January 31 of the entering year. The seminary’s doctor of ministry committee reviews all applications and forwards its recommendation to the D.Min in preaching program committee, which includes representatives from each of the participating seminaries. The program committee makes entrance decisions before March 1.

**Tuition and Fees**
Information about current tuition and fees is available in the costs of seminary education section on page 111.

**Further Information**
The ACTS D.Min. in Preaching is administered by the program coordinator, whose office is located at 5460 S. University Ave., Chicago, IL 60615. Further information about the program is available by writing to the coordinator or by calling 773-947-6270.

**Ecumenical Doctor of Ministry**
The Ecumenical Doctor of Ministry program, with concentrations in cross-cultural studies, liturgy, spirituality, Hispanic theology and ministry, and educating for witness is sponsored by the Catholic Theological Union, the Lutheran School of Theology at Chicago and McCormick Theological Seminary. Concentrations enable participants to advance the integration of their knowledge and skills in specific ministry areas. Students apply and may matriculate through any of the three participating seminaries, which would be the degree-granting school.
Cross-cultural Studies Concentration
This concentration is for persons who already have experience in cross-cultural ministry who are not members of the culture in which they serve or are ministering in a minority culture. In the latter case the minister may or may not be a member of that same minority culture.

Degree work helps students develop tools for analyzing cultures, communicating across cultural boundaries, and using differing styles of leadership appropriate to living on cultural boundaries.

Liturgy Concentration
This concentration is for persons who already have experience in liturgical ministries. It is designed to enable students to make the entire worship event more effective. By combining historical and systematic studies with emerging pastoral methods students will learn to construct worship in light of liturgical traditions and to assess the effectiveness of worship in particular communities.

Spirituality Concentration
The concentration in spirituality is designed to enhance the reflective and pastoral skills of those who wish to foster spiritual development through leadership within Christian communities. The concentration emphasizes the leader’s growth in theological, historical, and cross-cultural awareness as well as in pastoral expertise.

Educating for Witness Concentration
This concentration is designed for those who assume leadership in educating believers both in the knowledge and in the practice of their faith. It combines religious education, communications, proclamation, what Roman Catholics call “evangelization” and catechesis with the study of key religious values and practices (e.g., peace-building, the promotion of justice, etc.). The concentration invites students to consider together such key values and practices side by side with the strategic means for forming people in these values and practices.

Hispanic Theology and Ministry
Hispanic Theology and Ministry models pastoral y teología en conjunto in preparing leaders for this fastest growing population in our churches.

Program Requirements
The Ecumenical D.Min. program consists of 10 course credits distributed as follows:
- core colloquia (2 course credits)
- electives in the concentration (4 course credits)
- electives outside the concentration (2 course credits)
- D.Min. thesis-project (2 course credits)
The minimum time to complete the course work is one academic year plus a one-week August intensive. The entire program, including thesis-project, ordinarily is completed in not less than two years and not more than five years.

**Admission**
The Office of the Ecumenical Doctor of Ministry Program coordinates admission to this program. Application forms and other information are available by contacting the director at:

Mary Frohlich, R.S.C.J.
Catholic Theological Union
5401 S. Cornell Avenue
Chicago, IL 60615
(773) 371-5466
frohlich@ctu.edu

Completed applications for the program should also be sent to this address. You may also contact the director of D. Min programs at LSTC lstcdmin@lstc.edu.

**Requirements for Acceptance and Application Process**
Prerequisites for admission to this program through LSTC are an M.Div. degree or its equivalent from an accredited theological school (with a B average) and five years of full-time ministry experience in the area of concentration. In addition, the applicant must obtain a letter of recommendation from an ecclesiastical superior who can evaluate his/her ministry experience, someone qualified to comment on the applicant’s academic record, and a peer in ministry.

Applicants must submit a completed application form and other required documents to the Ecumenical D.Min. program office by April 15 of the entering year. That office forwards the applications to the LSTC D.Min. office. The seminary’s doctor of ministry committee reviews them and sends its recommendations back to the Ecumenical D.Min. program office.

**Tuition and Fees**
$12,000 for the entire three-year program

**Further Information**
The Ecumenical D.Min. program is administered by a program director whose office is at 5420 S. Cornell Ave., Chicago, IL 60615. For further information write the director at the address above or telephone 773-324-8000. Information also can be obtained from the office of the LSTC D. Min director lstcdmin@lstc.edu.
Academic Resources

JKM Library and Other Collections
Language Resource and Writing Center
Technology for Teaching and Learning
Association of Chicago Theological Schools Centers
LSTC as Green Zone
Publications
Academic Awards
Quiet study spaces in the JKM Library
JKM Library

The JKM Library emphasizes its instructional role, providing classroom and workshop instruction as well as the more traditional one-on-one reference service. Users’ questions and requests will be answered both in person and through infocommons@jkmlibrary.org.

All of JKM’s policies and procedures, services, hours, links to its databases and other electronic resources, and its on-line catalog can be found on the library’s website, www.jkmlibrary.org. On campus, JKM provides patron computers, free scanning, wireless access, photocopying as well as research instruction and traditional library services.

The “K” of “JKM” stands for the Krauss Library, named for the Rev. Dr. Paul H. Krauss, pastor of Trinity English Lutheran Church, Fort Wayne, Ind., from 1920 to 1967. The Krauss Library resulted from the merger of several seminaries to form the Lutheran School of Theology at Chicago. The collection has been further enhanced by collaboration from 1970 until 1981 with the Jesuit School of Theology at Chicago (the “J”), and, since 1975, with McCormick Theological Seminary (the “M”). Today the collection is housed in the west wing of LSTC’s academic complex, and consists of over 417,000 items.

Other Libraries

The JKM Library is a member of I-Share, a consortium of 86 libraries in Illinois, holding more than 36 million items. A complete list of I-Share libraries is on the JKM website at the Links tab. I-Share libraries offer Universal Borrowing in which patrons may borrow items from any of the I-Share libraries by requesting them through the catalog when those items are not available at JKM. Requested items are sent from the lending library to JKM via courier. I-Share’s reciprocal borrowing policy also allows JKM patrons to visit any other I-Share library and borrow items onsite. This Universal Borrowing is distinct from interlibrary loans, which is a relationship among libraries not in I-Share.

Through direct borrowing or by using a courier system, students and faculty may also borrow materials from all of the member libraries of the Association of Chicago Theological Schools (ACTS), nine seminary libraries holding 2 million volumes and 12,000 current periodical titles.

In addition, Hyde Park is a remarkable place to study because of the many libraries within walking distance of the seminary. These include the Joseph Regenstein Library and the John Crerar Library of the University of Chicago, where seminary faculty and students have borrowing privileges, as well as the libraries of the Catholic Theological Union and Chicago Theological Seminary.
Rare Book and Manuscript Collections
The JKM Library houses several significant LSTC-owned collections including manuscript codices from the 10th through the 13th centuries (these include an entire New Testament, individual gospels, and gospel lectionaries), early printed materials, Luther manuscript letters and printed works, Swedish and German hymnals, several original editions of Luther’s German Bible and many 16th century treatises and pamphlets. Scholars may access these collections by making arrangements with Ralph Klein, LSTC Rare Books Curator (rklein@lstc.edu). In 2008, McCormick Theological Seminary entered into an innovative partnership with the world-renowned Newberry Library. At that time approximately 2,035 McCormick rare books (650 of which came from Lane Theological Seminary) moved to the Newberry on irrevocable deposit.
Institute for Syriac Manuscript Studies
Founded in 1989 through the generosity of a group of Milwaukee business people, the Institute for Syriac Manuscript Studies (The Arthur Vööbus Collection on Film) is one of several unique scholarly resources at LSTC. Syrian Orthodox Christianity began in New Testament times and is a comparatively little known dimension of early Christian beginnings. Through the life-long efforts of the late Arthur Vööbus, professor of New Testament and early church history at LSTC, thousands of valuable manuscripts from the Syriac tradition have been photographed and are now housed at LSTC.

In 2005 LSTC entered into an agreement with the Oriental Institute of the University of Chicago in which the Institute took on the administrative responsibilities related to the archive including plans to digitize and complete the cataloging of the collection. All inquiries should be directed to Stuart Creason, Research Associate, the Oriental Institute at cre9@midway.uchicago.edu

LSTC and ELCA Archives
The LSTC archives contain the records of the Lutheran School of Theology itself, as well as those of three of its predecessor seminaries: Augustana Theological Seminary, Chicago Lutheran Theological Seminary, and Central Lutheran Theological Seminary. The Sittler Archives are also housed on the LSTC campus.

The archives of the Evangelical Lutheran Church in America (ELCA), housed in a building near the Chicago headquarters of the ELCA, provide special research opportunities for students of North American Lutheran church history. These archives are the official repository of the records created and received by the Evangelical Lutheran Church in America and its predecessor bodies. They document activities of the church in society, church extension, home and world missions, ecumenism, worship, parish education, and theological education.

The ELCA archives also contain records of major church leaders, including their personal papers, and of a number of church-related social welfare agencies, educational institutions, synods, and congregations. Additional information about these archives is available on the ELCA’s Internet site at www.elca.org/About/History/Archives.
LSTC and McCormick Theological Seminary jointly operate the Language Resource and Writing Center (LRWC), which is located on the third floor of the east wing. The LRWC tailors its services to meet the needs of individual students and hires students as learning partners who work collaboratively to improve writing skills, negotiate course work, do research, and develop second and third language skills including Spanish and Korean.

In addition, the LRWC offers:
- a year-long sequence of English-as-second-language classes for listening/speaking and reading/writing;
- Writing for Seminary, also a sequenced class for native English speakers;
- Study Methods for Theological Education, a course that orients students to the critical tools they are expected to use in their seminary studies;
- the Summer Language Institute, a two-month intensive course focusing on language skills and meeting the cross-cultural challenges of living and studying in a foreign country.

The LRWC also houses a computer laboratory where students can write papers and do electronic research via the Internet and CD-ROM resources. In collaboration with JKM library staff, the LRWC provides training in the use of computers and the Internet as resources for theological study.

The LRWC is a “home away from home” for students from both seminary communities. It provides a safe and nurturing environment in which students may grow and learn from each other, gaining new insights and new communication skills along the way.
Crystal Silva-McCormick, Th.M./Ph.D.

Crystal Silva-McCormick’s first experience with Islam was when she visited a mosque as part of a college class. It planted a seed of affection and respect that grew into a desire to educate the Christian church about Islam.

That desire grew when she was at Austin Presbyterian Theological Seminary. Crystal worked for a professor who hosted Iftar dinners, interfaith scriptural conversations, and other activities to foster a better understanding of Islam. “I met a lot of Muslims through those activities. The first time I heard the call to prayer, I cried. It was a very moving experience.”

Along with her interest in Islam, Crystal developed an interest in feminist theology as well as Muslim-Christian relations. She heard about LSTC from the professor for whom she had worked. In fall 2011, Crystal began her Ph.D. studies in Islam and Interfaith Studies at LSTC.

Crystal is also pursuing research on Islam in Spain and Islam in Mexico. “I want to see how Muslims have created a ‘Hispano-Muslim’ culture and I can utilize my fluency in Spanish to study the primary sources.”

The United Church of Christ, the denomination in which Crystal will be ordained, is very supportive of her Ph.D. studies. “We don’t know, yet, where I will serve, but they are supporting me in this. The UCC and the ELCA do a lot of work together in the Middle East and Palestine.”
Technology for Teaching and Learning

Because of the diverse learning styles and backgrounds of its students and the increasing availability of theology and religion resources in digital form, the Lutheran School of Theology supports diverse pedagogies and encourages study in small groups as well as individual efforts. Technology plays an increasing role in these strategies both for professors and for students.

The LSTC Information Technology Services Department (ITS) and the Teaching and Learning Technologist provide assistance to the faculty and students of LSTC. Digital projectors and other multimedia equipment have been installed in a number of classrooms and media carts are available for use in other classrooms. Biblical concordance programs are available in the LRWC. In recent years LSTC has committed itself to develop online courses, especially for the benefit of commuting students. Courses at LSTC are supported by the Jenzabar Learning Management System and accessible through LSTCNet, the LSTC student portal. LSTCNet also provides students with direct access to on-line registration and to their academic and financial records. Wireless internet access is available in classrooms and throughout most areas of the campus.
The Association of Chicago Theological Schools (ACTS) is a consortium of 11 seminaries which provide a wealth of resources to all of the students in those schools. ACTS fosters cooperation among its member institutions, particularly in the areas of student cross-registration, library access and acquisitions policies, and interchange among faculty members.

All ACTS schools are accredited members of the Association of Theological Schools in the United States and Canada. Each is affiliated with or sponsored by a denomination, a diocese, or a consortium of religious orders. Each offers a professional degree program for ministry, and most offer other master’s and doctoral degrees as well.

The cooperative structure of ACTS makes it possible for students and faculty to pursue their work, study, and reflection interacting with people from many different cultural and theological traditions. ACTS makes special efforts in the areas of African-American studies, women’s studies, Hispanic studies, interfaith studies, and the provision of theological language courses.

Students may also choose from the hundreds of offerings of ACTS institutions, subject to limitations specified by the degree program in which they are enrolled, without additional charges of any kind. This can be done simply by filling out an ACTS Cross-Registration and Grade Report form during the normal registration period. The ACTS online catalog, accessible through the LSTC website or at www.acts-chicago.org, provides full information on the courses to be taught at the 11 schools in the coming year, as well as academic information on the regular and adjunct faculty members of the various schools.

ACTS Member Schools
ACTS member schools in the immediate vicinity of LSTC include Chicago Theological Seminary (United Church of Christ), McCormick Theological Seminary (Presbyterian), and the Catholic Theological Union, a federation of more than 30 Roman Catholic religious orders.

Seminaries located in other areas of the Chicago region are Meadville Lombard Theological School (Unitarian/Universalist), Northern Baptist Theological Seminary (American Baptist), North Park Theological Seminary (Evangelical Covenant), Bexley-Seabury Seminary Federation (Episcopal), Garrett-Evangelical Theological Seminary (United Methodist), Trinity Evangelical Divinity School (Evangelical), and Mundelein Seminary of the University of St. Mary of the Lake, the seminary of the Roman Catholic Archdiocese of Chicago.

Together, the schools within ACTS offer a rich network of resources for theological education, making the Chicago area one of the leading centers for theological education in the world. It has been said that the only other place more people study Christian theology is Rome, Italy. The ACTS online catalog is accessible through the LSTC website or at www.actschicago.org.
Graduate courses at the Divinity School and other departments or divisions of the University of Chicago may also be taken, although students may find them more appropriate and beneficial in the advanced stages of their program. The bi-registration plan with the University of Chicago permits students to take courses at half of the usual University of Chicago tuition cost. Information on course offerings should be obtained from the particular school, department, or division of the university, or on-line at their website. The Registrar’s Office at LSTC may be able to assist in directing inquiries concerning course offerings and registration at the University of Chicago.

Centers

A Center of Christian-Muslim Engagement for Peace and Justice

For many years LSTC has drawn upon Chicago’s many cultures and various faiths to teach students how to witness to God’s love in Christ Jesus while understanding and respecting the faiths of Jews, Muslims, Hindus, Buddhists and neighbors from other faith traditions. The seminary has long been teaching courses on Jewish contributions to Christian thought, and since 1991 has offered team-taught courses on Islam and Christian-Muslim relations.

Over the years, LSTC has been privileged to welcome Muslims from around the world who come to study for advanced degrees with concentrations in interfaith studies. LSTC was chosen for this unique interfaith exchange because of its excellent faculty, its diverse urban setting and the resources available through LSTC’s relationship with the Hyde Park Cluster Seminaries and the University of Chicago. Thanks to a generous gift, LSTC is able to enhance these efforts and move into a deeper, more intentional and sustained relationship with the Muslim community. September 2006 marked the establishment of the Harold S. Vogelaar Chair in Christian-Muslim Studies and Interfaith Relations and the inauguration of A Center of Christian-Muslim Engagement for Peace and Justice.
Engagement for Peace and Justice (CCME). The primary work of the chair and center is to foster and deepen relations between Christians and Muslims, and to make significant contributions to the larger purpose of promoting peace and building bridges of mutual understanding, cooperation and respect among people of all faiths.

A strong core of courses in Islam and Christian-Muslim relations are routinely offered and additional courses are available at other ACTS schools. These offerings provide many opportunities for students who wish to take a course or two in Christian-Muslim relations or for students seeking a concentration in Christian-Muslim studies.

The Center also sponsors workshops and conferences as opportunities to deepen and develop mutual understanding between communities. Interfaith creative arts programs (plays and concerts), social justice activities, and skill-building sessions are all a part of the Center’s work. For additional information, contact CCME program coordinator, Sara Trumm at ccme@lstc.edu.

The Albert “Pete” Pero Jr. Multicultural Center
LSTC has been committed to multicultural theological education and church leadership since its inception in 1962. Multiculturalism is one of the distinguishing marks of LSTC. Recognizing that our understanding of multiculturalism has evolved in the seminary’s 50-year history, the center emphasizes the exposure of students to multiculturalism in their theological education preparation in order for them to be able to minister in a multicultural world. With the exception of America Indian/Alaska Native communities and the descendants of those Africans brought to the U.S. as slaves, all cultures have been transported from other global contexts to the United States. As a consequence, the Pero Multicultural Center celebrates LSTC’s international students and their families. The center is intentionally
connected to the Evangelical Lutheran Church in America (ELCA) and seeks to engage congregations of the Metropolitan Chicago Synod of the ELCA — the synod within which LSTC is located.

Examples of LSTC’s multicultural commitment to working with and developing resources for theological education include: jointly sponsoring with other ecumenical seminaries and schools of divinity at accredited universities the national ecumenical Hispanic Summer Program (1980-present) and housing its office at LSTC (2001-present), and collaborating with Wartburg Theological Seminary in the Latino/a track of the program of Theological Education for Emerging Ministries (TEEM) with offices at the Lutheran Seminary Program of the Southwest (LSPS) in Austin, Texas.

The work of the center began in 2006 when LSTC received a three-year grant from the ELCA to create a multicultural center. It was to recruit and prepare candidates from under-represented racial and ethnic cultures in the ELCA for rostered leadership in the church. This partnership emerged from a long and productive relationship between LSTC and the ELCA (as well as its predecessor bodies) in preparing visionary leaders from these constituencies.

In 2011 the LSTC Board of Directors approved changing the center’s name to the Albert “Pete” Pero Jr. Multicultural Center to honor the multicultural contributions and legacy of the Rev. Dr. “Pete” Pero, Jr., professor emeritus of systematic theology.

An important initiative of the Pero Multicultural Center is to provide academic emphases that enrich the program of studies for LSTC students interested in culturally specific ministries. In 2009, the LSTC faculty approved a Hispanic/Latino/a ministry emphasis as part of its M.Div., M.A.T.S. and M.A.M. degree curricula. In May 2010, the faculty approved comparable emphases for the African Descent and Asian American communities, and in December 2011, the faculty approved an American Indian/Alaskan Native emphasis. Upon successful completion of the requirements, the student who has focused on a particular emphasis will receive a special certificate during commencement. Dr. Cheryl Pero offers a for-credit Biblical course annually: Reading Scripture through Multicultural Perspectives.

The Pero Multicultural Center develops programs, events, and activities to enrich the curriculum of LSTC’s degree programs as well as to provide lifelong learning opportunities for lay persons. It works with the Field Education Office, churchwide agencies, synods, cluster Lutheran and ecumenical seminaries, congregations, and community organizations to identify multicultural human resources, congregations, immersion experiences and opportunities for internship, ministry in context, and other possibilities for multicultural theological and ministerial formation.

Zygon Center for Religion and Science (ZCRS)
The Zygon Center for Religion and Science (ZCRS) is dedicated to relating religious traditions and scientific knowledge in order to gain insight into the origins, nature, and destiny of humans and their environment, and to realize the
common goal of a world in which love, justice, and responsible patterns of living prevail. Seeking to harness religion and science together in this shared purpose, ZCRS takes its distinctive name from the Greek word for “yoking” or “joining.” Established in 1988, ZCRS is a partnership of the Lutheran School of Theology at Chicago (LSTC) and the Center for Advanced Study in Religion and Science (CASIRAS). ZCRS is a leading center in the field and the only such center directly associated with a Lutheran seminary. The center shares its offices with Zygon: Journal of Religion and Science, the oldest peer-reviewed academic journal in the field.

The life of the Zygon Center takes shape in teaching, research, and outreach. Teaching includes several course offerings, the M.A./M.Div. study emphasis and the Th.M./Ph.D. specialization in religion and science, and faculty advising for LSTC students. Offered in alternating academic years, The Epic of Creation and The Future of Creation are graduate-level seminary courses and public lecture series in which affiliated faculty from several universities and seminaries offer scientific, biblical, and theological perspectives on our common origins and nature, and on our shared destiny and environment. Offered annually, the Advanced Seminar in Religion and Science explores new and enduring issues through interdisciplinary inquiry in a research seminar for faculty, graduate students, and other professionals; recent seminar topics have included “Surveying the Interface of Humans and (Other) Animals,” “Perspectives on Humanity,” and “Science Explores the Inner Self.” Lectures in all three courses are free and open to the public, and course credit is available through LSTC or via cross-registration through other schools of the Association of Theological Schools (ACTS). For more information, please see www.zygoncenter.org and the course listings at www.lstc.edu/academics/courses/.

The study emphasis in religion and science gives M.A.T.S., M.A.M., and M.Div. students the opportunity to develop their scholarly interests and ministry capacities through an individualized program of coursework, fieldwork, and projects. The specialization in
religion and science gives Th.M. and Ph.D. students the opportunity to pursue research, develop teaching expertise, and write theses or dissertations in consultation with faculty advisors. ZCRS courses also support the emphasis in environmental ministry. For more information, please see the descriptions for concentrations and emphases in this catalog or online.

Dr. Lea F. Schweitz, associate professor of systematic theology/religion and science, serves as director of ZCRS and is the primary faculty advisor to LSTC students in religion and science. Dr. Gayle E. Woloschak, molecular biologist and professor at the Feinberg School of Medicine at Northwestern University, serves as associate director of ZCRS and adjunct professor of religion and science at LSTC and is available as an advisor. Affiliated faculty at LSTC and other institutions also advise and mentor doctoral, master’s, and ministry students at LSTC.

The Zygon Center’s Religion and Science Student Society welcomes graduate, professional, and ministry students from schools across the region for interdisciplinary dialogue, collegial connection, and professional development. The society sponsors events including a film series, field trips, and public lectures by leading scientists and scholars.

The Zygon Center’s Student Symposium on Science and Spirituality gathers graduate students from across the nation for a symposium series including student paper workshops, keynote presentations, and panel discussions. Recent themes have included “Sacred Soil, Living Water, Holy Air: Science, Spirituality, and the Elements of Earthly Life,” “What Is Our Human Future?” and “What Does It Mean to Be Human?” Prizewinning student papers have been published in peer-reviewed journals such as Zygon: Journal of Religion and Science and Currents in Theology and Mission. The next Student Symposium is scheduled for 2014-2015.

For further information, visit www.zygoncenter.org, email zcrs@lstc.edu, or call 773-256-0670.

LSTC as a Green Zone
Since the late 1980s, the Lutheran School of Theology at Chicago (LSTC) has been a leader in equipping students with theological foundations and practical skills to lead congregations and communities in the care of creation. The seminary has been designated as a leading institution by Theological Education to Meet the Environmental Challenge, named as a leader in sustainable theological education by Sojourners magazine, and supported by the ELCA Hunger and Environment Program.

Founded by Dr. David Rhoads, the Green Zone is a working group of students, staff, and faculty committed to integrate care for creation into the life of the seminary through:

• worship, including the Feast of St. Francis of Assisi, the Season of Creation, Earth Week, and liturgical actions throughout the year
• education, including lectures, film screenings, Growth in Faith workshops, and Leadership Conference workshops
• institutional practices, including energy conservation, recycling, composting, and
sustainable landscaping
• personal practices, including sustainable eating, community gardening, composting, recycling, and energy conservation
• public ministry and advocacy, including seminary work in support of congregational, synodical, denominational, and ecumenical efforts

For more information, please email greenzone@lstc.edu.

The Environmental Ministry Emphasis, directed by Dr. Barbara Rosing, offers M.A.T.S., M.A.M., and M.Div. students the opportunity to learn to address environmental issues in their ministry and scholarship. For more information, please see the description of study emphases in this catalog or online.

The Green Zone recommends the following resources for environmental ministry:
• The Web of Creation (www.webofcreation.org/), home of the Green Congregation Program with a website full of resources for congregations working on environmental justice and sustainability.
• Let All Creation Praise (www.letallcreationpraise.org/), home of the Season of Creation movement in North America with resources for congregations worshipping God with care for creation.
• Bible and Ecology (www.bibleandecology.org/), with resources for pastors, students, scholars, activists, and artists wanting to explore the scriptural foundations of sustainability and stewardship.
• Lutherans Restoring Creation (www.lutheransrestoringcreation.org/), home of a grassroots movement promoting care for creation in the full life and mission of the Evangelical Lutheran Church in America (ELCA).
Publications

Currents in Theology and Mission
The seminary publishes *Currents in Theology and Mission*, a bi-monthly journal containing essays on important theological research and on current opportunities for and challenges to ministry. Each issue also includes reviews of recent theological books and presents preaching helps for each Sunday and major festival of the church year. Wartburg Theological Seminary and Pacific Lutheran Theological Seminary cooperate with LSTC in the publishing of *Currents*. Professors Kathleen D. Billman, Samuel D. Giere, Craig L. Nessan serve as the general editors for *Currents*. Professors Ralph W. Klein, Edgar M. Krentz, and Craig L. Nessan serve as book review editors. Barbara K. Lundblad serves as editor of Preaching Helps. Faculty members and alumni from the partner schools serve on the editorial board. Ann Rezny serves as assistant editor. Students receive a reduced subscription rate. Business and editorial correspondence may be addressed to:

*Currents*
1100 East 55th Street
Chicago, IL 60615
773-256-0751
currents@lstc.edu

Zygon Journal of Religion and Science

*Zygon: Journal of Religion and Science* is the leading refereed academic English-language journal in its field and has been continuously published on a quarterly basis since 1966. It is present in over 3,000 academic libraries worldwide, including LSTC’s JKM Library. Annually, the journal publishes over 1,000 pages of articles that deal with the many ways in which religious convictions and scientific knowledge interact.

*Zygon* is an independent journal, owned by IRAS, the Institute on Religion in an Age of Science, and CASIRAS, the Center for Advanced Study in Religion and Science, in which the LSTC participates. The publishing agent is Wiley-Blackwell. The editorial office shares space with the Zygon Center for Religion and Science (ZCRS).

The current editor is Willem B. Drees, professor of philosophy of the humanities and dean, Tilburg School of Humanities, the Netherlands. He succeeds long-time editor, Dr. Philip Hefner, professor emeritus (LSTC) and senior fellow of the Zygon Center for Religion and Science.

Article abstracts may be found on the web at www.zygonjournal.org.

Information on subscriptions, including reduced rates for students, is available by contacting the *Zygon Journal* office at zygon@lstc.edu or 773 256-0671.
Academic Awards

LSTC faculty, alumni, and other supporters of the educational mission of the seminary deeply value the need for future leaders of the church to be skilled biblical exegetes, knowledgeable interpreters of the Christian tradition, and outstanding practitioners of ministry. In support of these hopes, donors to the seminary have made possible through their generous giving the following awards for excellence. More extensive information about the prizes, including the contact persons, eligibility requirements, and deadlines for submission, is published each academic year via LSTC’s website, the Student Handbook, and the student newspaper.

Bible and Lutheran Faith Prize
Established through the generosity of an anonymous donor, the Bible and Lutheran Faith Prize challenges LSTC students to remember that their critical analysis and interpretation of biblical texts really matters for people in the Lutheran church today. Authors of essays engage a scriptural text critically and explicitly illustrate the Bible’s relevance for the contemporary world of Lutheran ministry, theology, practice, worship, or ethics.

Alex LaChapelle and Bekki Lohrmann shared the 2014 James Kenneth Echols Preaching Prize
James Kenneth Echols Prize for Excellence in Preaching
The James Kenneth Echols Prize is an annual preaching competition established and funded by Mr. LeRoy T. Carlson, a long-time generous supporter of LSTC’s ministry, in honor of James Kenneth Echols, president of LSTC from 1997 - 2011. The goals of the prize are to promote the quality and excellence of preaching, to inspire students at LSTC to use fully their varied gifts to improve their preaching skills, to increase the visibility and importance of preaching the gospel on the LSTC campus and the world beyond, and to recognize the Rev. Dr. James Kenneth Echols and his many contributions to LSTC by naming the prize in his honor.

Edgar Krentz Prize for Greek Exegesis
This prize comes from an endowment established by the children of Edgar Krentz, Christ Seminary-Seminex Professor Emeritus of New Testament, to support the teaching and learning of biblical Greek at LSTC. Students are invited to submit an exegetical paper that uses the Greek language to interpret a New Testament text theme. Evaluative criteria include the significance of the text or problem addressed; the use of the Greek language and philological data in New Testament interpretation; quality and clarity of English writing; and application of the conclusions reached to the contemporary church and/or world.

Lutheran Confessions Prize
The annual Lutheran Confessions Prize is made possible by a generous gift from an anonymous donor and is intended to foster contemporary research in the sixteenth-century evangelical Lutheran tradition. Essays submitted for consideration must reflect intensive scholarly research in the Lutheran Confessions and/or the writings of the sixteenth-century Lutheran reformers, although they need not be limited to those sources. Writers are encouraged to bring the Reformation heritage into intentional dialogue with the contemporary theological world.
Lifelong Learning

Certificate of Studies
Youth in Mission
Maymester/Summer Program
Conferences, Lectures, and Other Events
Certificate of Studies

For students completing just one year of course work (a minimum of eight courses) LSTC offers a certificate of studies. This opportunity may be of interest to persons who desire to gain competence in one or more fields of theological study but are not in a position to undertake a two- or four-year degree program. Plans for the year are developed on an individual basis. Certificates are awarded at commencement.

Youth in Mission

Youth in Mission is about a journey and journeys. It is about the journey that youth are on as they grow through their adolescence and learn about their place in this world and about the other places and people that are in this world with them. It is about learning how our journeys are connected throughout generations and places with others in our own communities, as well as with the countless peoples from whom we have yet to learn. Finally, it is about our journey with Jesus, and recognizing how we are called to do mission in a new but very old way. Youth in Mission programs give youth a setting that will encourage learning about these new and very old ways of doing mission.

Youth in Mission is a leadership development program that offers unique experiences to youth and youth groups by providing experiential learning opportunities in four particular areas:
• Mission
• Cultural Immersion
• Social Justice
• Theology

Youth in Mission also provides guest housing through LSTC’s Youth Center, which is available for use by church youth groups and other groups in need of housing during retreats, seminary visits, and other events in Chicago. For more information on this facility, visit the Youth in Mission website: yim.lstc.edu. Or contact:

Youth in Mission
1100 East 55th Street
Chicago, IL 60615
773-256-0725
youthinmission@lstc.edu
www.lstc.edu/yim
Maymester/Summer Program

Each year LSTC offers several summer courses, primarily designed for master’s level and continuing education students. LSTC students may take a summer course at other neighborhood seminaries, thanks to a summer cross-registration agreement among several of the Hyde Park theological schools. Summer offerings in participating schools are advertised during the spring semester through the LSTC website. Elective courses in the ACTS D.Min. in Preaching Program are also open to interested practitioners with appropriate prerequisites. Housing is available for an additional charge.

Conferences, Lectures, and Other Events

Leadership Conference
At this annual event, acclaimed theologians and other experts address issues that are both current and crucial to the life of the church. Recent topics were: “Fear Not: Risks, Ministry and the Gospel” (2014) “Faithful Living in an Interfaith World” (2013) and “Identity and Context” (2012). Rostered professionals and interested laity gather for intellectual and spiritual refreshment through lectures, worship, workshops, and displays. Class reunions and presentation of awards to distinguished alumni are other highlights of the event.

World Mission Institute
Each year LSTC hosts the World Mission Institute, which is jointly sponsored with LSTC, Catholic Theological Union and McCormick Theological Seminary for the purpose of focusing on interpreting the worldwide mission of the church. Recent institute themes: “Christians in the Middle East,” “Immigrant Churches and Mission Today,” “Spiritual Ways: Spirituality, Meditation, and Mission,” “Religion and Media Technology: Resources and Challenges,” “Peace Making: Conflict Transformation and Healing.”

Tithing and Stewardship Foundation
The purpose of the Tithing and Stewardship Foundation is to promote the practice of proportionate giving which leads to and beyond the tithe and which encourages spiritual growth in the sharing of time, talent and treasure. The foundation continues its almost 100-year effort to promote the practice of solid stewardship and tithing. The foundation was formed by a group of lay persons, and its primary source of funding comes from a trust established by founder Thomas Kane.

In May 2006, the Tithing Foundation board donated the foundation and all of its assets to the Lutheran School of Theology at Chicago with the understanding that LSTC would continue to keep alive the goal of stewardship and tithing education, information and practices. Since then, LSTC has been updating the foundation’s publications and resources, developing workshops and refreshing the
organization’s website. Recent workshops have been “Preaching and Stewardship,” “Re-visioning Stewardship,” and “Stewardship and Social Justice.”

The Tithing and Stewardship Foundation also hosts graduating seniors and their family members at the Senior Capstone Event each spring. The Capstone Event provides students with information on tithing and stewardship and access to other valuable resources, during a weekend that includes recreation and relaxation. For more information visit http://tithing.lstc.edu/

The Scherer Lecture
Made possible through the Eleanor and Arnold Scherer Endowment Fund, this annual lecture addresses some aspect of the church’s worldwide mission, missiology, or the life of the world Christian community.

Lutheran Heritage Lecture
The annual Lutheran Heritage Lecture series is designed to provide a contemporary perspective on the Lutheran tradition.

Chapel Music Series and Manz Organ Series
Begun in 2005 to celebrate the new Augustana Chapel and the Ruth and Paul Manz Organ, the Chapel Music Series presents artists and programs that encompass sacred, secular, classical, contemporary and unusual compositions. In the Manz Organ Series, organists present a short noontime organ recital the first Tuesday of each month from September through May.
Other On-campus Events

Each year, a number of planned conferences and lectures take place at LSTC. Recent conferences and lectures have included an interfaith conference, Faithful Living in an Interfaith World; an annual Pero Lecture given by Sherman Hicks; and a lecture by the Rev. Dr. Mitri Raheb. A Center of Christian-Muslim Engagement for Peace and Justice sponsors an annual half-day workshop with Jewish, Christian, and Muslim scholars examining the texts of their scriptures concerning a specific topic. The Albert “Pete” Pero Jr. Multicultural Center hosts celebrations related to the heritages of different ethnic populations present in the United States. The Zygon Center for Religion and Science presents lectures, classes, and other events focused on the relationship of religion and the sciences. The Green Zone at LSTC hosts a number of events that focus on environmental stewardship.
Life Together

Worship and Spiritual Life
Healthy Life
Community Life, Student Government, and Other Activities
Resident and Commuter Life
Conduct Expectations and Grievance Procedures
Students walk through font
Life Together

Students entering LSTC bring high hopes and expectations about life together in a seminary community. They also experience others’ high hopes and expectations for them as future religious leaders. It is important, in the midst of these high mutual expectations and the rigors and deadlines of graduate study to remember that “life together” is a gift of God to be received and savored with gratitude. It is also an invitation to worship and praise God, to study with and learn from one another, and to care for one another and the world God loves.

LSTC offers students a variety of resources to nurture their spiritual lives, find companions in their faith journeys, and strengthen their skills as citizens and leaders. Students who “ask, seek, and knock” will easily find guides, mentors, and friends to nurture the academic, spiritual, civic and professional dimensions of their lives. The Cornelsen Director of Spiritual Formation/Pastor to the Community, the dean of the chapel, members of the faculty, the coordinator of international student affairs, and the people who assist them are able to support students in the spiritual and social areas of their lives. Each student also has an academic advisor who, though especially involved in academic and professional endeavors, often proves to be a strong source of encouragement and support in integrating the various dimensions of seminary life.

Worship and Spiritual Life

Worship and Music

Worship is central to life together at LSTC. In its Mission Statement on Worship, LSTC claims its identity as the church of Jesus Christ, sustained by the word and sacraments of the church and by the power of the Spirit. LSTC’s worship seeks to be catholic, contextual, inclusive, and confessionally Lutheran. The seminary treasures the variety of gifts brought to the community by individuals, and worship teams make every effort to incorporate them for the edification of all. Planned by the community itself, it incorporates the diversity of gifts and people in the seminary community.

Teams of students, faculty, and staff plan and lead services each week during the academic year. Music, both vocal and instrumental, plays a significant part in the life of worship. The cantor to the seminary community and a student chapel staff assist the dean of the chapel in coordinating the planning process. The cantor also works with the LSTC Cantorei and the director of the Gospel Choir along with the dean of the chapel to provide music for seminary services. Opportunities to exercise musical gifts are available in a variety of ways.

Worship Schedule

Chapel services are held regularly at 11 a.m. on class days (Monday–Thursday), with Holy Communion celebrated each Wednesday. The services employ the liturgical, hymnic, and musical resources of the Christian tradition including Evangelical Lutheran Worship, This Far By Faith, Libro de Liturgia y Cantico, Worship
and Praise as well as ecumenical and emerging resources. The weekly pattern for worship includes services of word and prayer, the office of morning prayer, and eucharist, with syncopations including contemplative services such as Holden Prayer Around the Cross, services of blessing, and other special services. At every eucharist an offering is gathered all of which is given to those who are hungry or in need. This pattern for worship forms a foundation for the spiritual life of the entire LSTC community.

Healthy Life
Wellness is multi-dimensional—made up of spiritual, vocational, intellectual, emotional, physical, social, and financial dimensions of well-being. Spiritual well-being is intertwined with and influences our well-being in all other dimensions. The Office of the Pastor to the Community uses the Wholeness Wheel (www.porticobenefits.org/PorticoBenefits/CallToLiveWell.aspx) as a learning and discernment tool to assist students in a variety of ways to tend their bodies, souls, and relationships for academic, professional and personal sustainability and excellence.
Physical Health and Wellness
At the beginning of each academic year, at orientation, the Office of the Pastor to the Community provides a health resource fair offering a wealth of information about staying healthy.

Through an agreement with the University of Chicago, members of the seminary community have access to the university’s athletic complex located across the street from LSTC’s campus. For a reasonable annual fee, community members can use the swimming pool, weight room, racquetball courts, step and rowing machines, stationary bikes, and an indoor track. The Office of the Pastor to the Community processes memberships to the facility.

Students regularly (weekly) organize basketball, volleyball, and soccer games in the gymnasium of St. Thomas the Apostle Catholic Church, one block east of LSTC. Sometimes a students vs. faculty/staff basketball game is held. The prize is the coveted “Presidential Shoe” award.

In addition to planned activities, many members of the community walk, run, or bicycle to keep fit. Paved paths along Lake Michigan make it possible to walk, jog, and bicycle the five miles to downtown Chicago.

The Office of the Pastor to the Community shares information about physicians and dentists who accept the insurance of LSTC students, faculty, and staff.

Pastoral Care and Support
The Office of the Pastor to the Community maintains a list of professionals outside the seminary community who can provide consultation, counseling, advocacy, or mediation for students. The pastor to the community works collaboratively with members of the LSTC faculty and staff as well as student leaders to provide community-building opportunities and resources for conflict negotiation.

The pastor to the community engages in pastoral care with members of the LSTC community, with special attention to the needs of degree program students.

Spiritual Life
In the role of Cornelsen Director for Spiritual Formation, the Pastor to the Community encourages each student, faculty, and staff member to develop a discipline of personal Bible study and prayer, and helps form spiritual growth groups for this purpose, particularly for first-year M.Div. students through the Christian Life Community (CLC) program.

The director of spiritual formation develops and supervises a host of Growth in Faith (GIF) activities intended to encourage and support strong, vibrant faith. Students in all degree programs, as well as their family members, may take advantage of these opportunities for strengthening their spiritual lives. Examples of the many opportunities offered are: “Journey to Wholeness: An At-Home Prayer Retreat,” “Speaking One’s Truth in Love: The Art of Non-Blameful Confrontation,” “Let’s Talk! Living Our Multicultural Story,” and workshops on liturgical dance, beer-brewing, and knitting prayer shawls.
The Spiritual Friends Program connects individual students with spiritual directors—clergy and laity from a variety of Christian traditions who serve as off-campus mentors with whom students can safely pray, converse, and discern. Students may make arrangements for entering a spiritual direction relationship through the Cornelsen Director of Spiritual Formation. The Spiritual Friends Program is supported by a gift to the seminary, is free for students up to a certain number of sessions, and may be taken for Growth in Faith credit.

Community Life, Student Government, and Activities

At LSTC, students, faculty and staff create a community in the midst of busy and varied schedules. The community gathers for events which help us share and celebrate our life together: orientation introductions and celebrations as the school year begins, the international Christmas party, and a wide variety of events sponsored by the Office of the Pastor to the Community and campus groups.

International Student Affairs Office

LSTC established the International Student Affairs Office (ISAO) in response to the growing number of international students in the community. The director for international student affairs, as part of the Office of the Pastor to the Community, coordinates orientations and transition programs and assists international students with visas and other concerns.

ISAO operates the Duty Free Shop, which receives donated goods to share at no cost with the LSTC community.

Student Government

LSTC has three student government organizations: Master’s Student Association (MSA) represents M.A.T.S., M.A.M., and M.Div. students, the Graduate Student Association (GSA) represents Th.M. and Ph.D. students and the International Students Association (ISA) represents all of LSTC’s international students. MSA consists of elected representatives from each class and a student spouse representative. GSA and ISA also have elected leadership (president, secretary, and treasurer). MSA, ISA and GSA advocate on behalf of students in relation to the faculty and administration. Each organization has an elected advisory representative to LSTC’s board of directors.

Student Involvement and Service

Students serve on seminary-wide committees such as the Community Life Committee, faculty and administrative search committees, and policy-review committees. As the need arises, students form special interest committees, such as the Anti-Racism Task Force, which works toward consciousness-raising and change related to institutional racism, and Thesis 96, which works toward the full-inclusion
of persons of all sexual orientations and gender identities. Many students volunteer as tutors, in soup kitchens or overnight shelters, at the local food pantry, or in other service or fund-raising projects which they hear about through the Office of the Pastor to the Community. Many students regularly work on campus in the refectory, library, mailroom, administrative offices and for security.

**Refectory**
LSTC’s Refectory is another center of community life on campus. Open from 7:30 a.m.– 6:00 p.m. Monday through Wednesday, 7:30 a.m. – 2:00 p.m. Thursday and Friday during the academic year, it serves as a meeting and eating place for everyone on campus and members of the Hyde Park community. Breakfast, made to order from the grill, is available all day. Lunch, from 11:30 a.m. – 2:00 p.m. includes a choice of different entrees each day, soup of the day, grilled sandwiches and a salad bar. The Refectory has wireless internet and is also open evening hours during the academic year as a place to gather and to study.

*Healthy food is available in the Refectory*
Other Activities
Students and others are encouraged to establish new traditions and activities. Student-planned activities have included forums about sexuality and ministry; workshops on mental health and gender; clergy fashion shows, chili cook-offs, prom and other fundraisers for the senior class; talent shows; open mic nights; art shows; and staging of plays and musicals.

Resident and Commuter Life

Housing
Resident students enjoy the advantages of being on campus and the proximity to the library, refectory and others living in LSTC housing. Students with families find good public schools nearby. The LSTC courtyard, nearby Nichols Park, the University of Chicago campus, and the lakefront offer green space for recreation,
walks and picnics. Swings and other playground equipment in backyards of the apartments are a natural gathering place for children in the community.

The seminary offers students affordable and spacious one-, two-, and three-bedroom apartments for families and two-, three-, and four-person shared apartments for singles who would like roommates. These vintage Chicago apartments are located across from the seminary and create a space for community, study, and relaxation. Dogs and cats are welcome in family apartments only.

**Single Students**

Single students may share an apartment with one, two or three roommates. Apartments are arranged as suites and each student has his or her own bedroom. Common space includes the kitchen, living room, and bathroom. Depending on availability, single students may choose to live alone in a one-bedroom apartment at the housing rate for families.

Cost details may be found on page 117 in the “Costs, Fees, and Financial Assistance” section of this catalog.

**Families**

Single students or families may rent one-, two-, or three-bedroom apartments. The apartments have a kitchen, living room, dining room, bathroom, and bedroom(s). The larger two- and three-bedroom apartments are first made available to students with children.

Cost details may be found on page 117 in the “Costs, Fees, and Financial Assistance” section of this catalog.
Commuter Life
LSTC’s sizable commuter population meets the challenge of balancing classes, studying, work and/or family life and commuting in many ways. Students often schedule classes for one or two days a week and stay on campus in the commuter house. Others share the commute with students from the same area or form study groups near their homes. The Refectory, the JKM Library, the Shelf Lounge and the commuter house are places commuter students use throughout the day for study and socializing.

Commuter House
The commuter house apartment is located at 5430 S. University Ave #3 (3rd floor) and it is co-ed. There are five bedrooms, a full kitchen, and two bathrooms. Each bedroom will have one or two single beds and the apartment can be divided into male and female sides. There is basic cable TV and internet service.

Students may stay one or two nights per week. Students needing more than two nights are encouraged to apply for shared student housing. Because there is no live-in manager, cleaning of the apartment common areas, bathrooms, kitchen, appliances, etc. is the shared responsibility of the Commuter House residents. Applications and information is available through the LSTC Housing office, managed by Paul Knutson pknutson@lstc.edu; 773-256-0771.

Costs for 2014-15: 1 night per week per semester is $300; 2 nights per week per semester  is $450; J-Term or Maymester is $30 per night.

Conduct Expectations and Grievance Procedures
LSTC is a place where people from a variety of backgrounds gather to study theology and prepare for ministry. The marks of our seminary—multicultural, ecumenical, interfaith, university-related, urban and global—shape our student body and offer a challenging and enriching context in which to learn and live.

The seminary expects community members to listen to and seek to understand others, to convey that understanding, to share their own views truthfully and charitably, and to resolve conflicts in a manner that allows for constructive change and forgiveness. Students, like faculty and staff, are expected to conduct themselves in a manner befitting leadership in the church.

Expectations of appropriate conduct and grievance procedures for the protection of students and other members of the LSTC community may be found in the Student Handbook. Inappropriate conduct may be grounds for dismissal from seminary and may lead the faculty not to approve the granting of a degree.
Costs, Fees, and Financial Assistance

Costs of Seminary Education
Financial Assistance
Costs of Seminary Education

We give thanks to God for the financial blessings given to LSTC to fulfill its mission of forming visionary leaders to bear witness to the good news of Jesus Christ.

Only a small portion of the cost of an LSTC education is borne by students through tuition charges. Tuition covers approximately 20 percent of LSTC’s educational expenses. Income from gifts and endowment, financial support from the synods in Regions 4 and 5, and support from the national budget of the ELCA cover the remainder of the costs. Every student at LSTC benefits from the generosity of donors, past and present.

Funds designated for LSTC Financial Aid and given to students pays nearly 55 percent of the tuition charged by LSTC. Many students receive substantial support from individual congregations, synods, ELCA scholarships, other organizations, and family. With the assistance of the Office of Vocation, Admissions and Financial Aid, each student will develop a plan that works for him or her for meeting all the costs of seminary education.

Both the ELCA and LSTC expect all students to be responsible managers of their financial resources. Through workshops and other offerings on stewardship, individual financial management, counseling, and fair payment policies, the seminary seeks to assist all students in being fiscally responsible.

Costs quoted in this section are those currently in effect and are subject to change. Present and incoming students will be given notice of any such changes.
COSTS AND FEES

Estimated Costs
The table below estimates typical first-year costs for various degree programs at LSTC. The costs are shown for only the student (no spouse or dependents). D.Min. costs are for the summer residency program. Actual costs will vary depending upon the specific characteristics/needs of the student and the degree program pursued. More detailed cost estimates for families and additional years of study are available from the Vocation, Admissions and Financial Aid Office. This table is presented “for information only” to prospective students and others interested in the cost of seminary education.

<table>
<thead>
<tr>
<th>Type of Cost</th>
<th>Explanations</th>
<th>M.A.M.S./M.A.T.S./M.Div.</th>
<th>D.Min.</th>
<th>Th.M./Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Costs:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
<td>$15,300</td>
<td>$4,000</td>
<td>$20,712</td>
</tr>
<tr>
<td>Health Insur. (U.S.)</td>
<td>Cost of “Basic Plan”</td>
<td>2,837 (est.)</td>
<td>NA</td>
<td>2,837 (est.)</td>
</tr>
<tr>
<td>Activity/Tech Fee</td>
<td></td>
<td>150</td>
<td>0</td>
<td>130</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td>$18,287</td>
<td>$4,000</td>
<td>$23,679</td>
</tr>
<tr>
<td><strong>Indirect Costs:</strong> (12 month budget)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing (M.Div./M.A.T.S./M.A.M., shared)</td>
<td></td>
<td>$5,304</td>
<td>$1,155</td>
<td>$5,304</td>
</tr>
<tr>
<td>Furniture (if renting from LSTC)</td>
<td></td>
<td>480</td>
<td>0</td>
<td>480</td>
</tr>
<tr>
<td>Rental Insur.</td>
<td></td>
<td>190</td>
<td>0</td>
<td>190</td>
</tr>
<tr>
<td>Utilities/Phone</td>
<td></td>
<td>1,158</td>
<td>0</td>
<td>1,158</td>
</tr>
<tr>
<td>Food</td>
<td></td>
<td>2,400</td>
<td>350</td>
<td>2,400</td>
</tr>
<tr>
<td>Personal</td>
<td></td>
<td>1,250</td>
<td>100</td>
<td>1,250</td>
</tr>
<tr>
<td>Recreation</td>
<td></td>
<td>600</td>
<td>200</td>
<td>600</td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
<td>600</td>
<td>0</td>
<td>600</td>
</tr>
<tr>
<td>Books/Supplies</td>
<td></td>
<td>1,100</td>
<td>500</td>
<td>1,100</td>
</tr>
<tr>
<td>Medical Ded.</td>
<td></td>
<td>500</td>
<td>0</td>
<td>500</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>2,500</td>
<td>1,000</td>
<td>2,500</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td>$16,082</td>
<td>$3,305</td>
<td>$16,082</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td>$34,369</td>
<td>$7,305</td>
<td>$39,761</td>
</tr>
</tbody>
</table>

Costs may vary, due to the individual student’s circumstances.
COSTS AND FEES

Application Fees
A non-refundable application fee must accompany each application for admission into a degree program:
- $50 for Th.M./Ph.D.
- $35 for Ecumenical D.Min.
- $50 for ACTS D.Min. Preaching

Tuition
Tuition for masters and doctor of philosophy degree programs is charged at these rates per course:
- $1,700 for M.Div., M.A.T.S., and M.A.M. A typical course load is nine courses in the first, second and fourth years of the M.Div. program. Internship is usually done during the third year (no coursework).
- $3,452 for Th.M./Ph.D. A typical course load is six courses in the first and second year (with no coursework after the second year).
- Audited courses, credit by examination, and credit for experience are charged at half the per course rate.
- Th.M./Ph.D. students who are not presently taking courses must pay a continuing relations fee each semester (equal to half of the per course rate; currently $1,726 per semester for 2014-15) to retain active status in the Graduate Studies Program.
Tuition for the Doctor of Ministry Programs is:
• $14,974 for all coursework for the Ecumenical D.Min.
• $10,887 for all coursework for the ACTS D.Min. Preaching

These tuition rates are subject to change each year, but increases will not apply to candidates already accepted into the program.

This basic fee covers tuition for all courses, seminars, and workshops under the direct control of the seminary or negotiated by the seminary with an adjunct institution. This basic fee does not cover the student’s travel, lodging, board, books, or commencement expenses.

Each student is responsible for covering the program costs.

The ACTS D.Min. program rate is billed in six installments over the first three academic years of the program (i.e., one-sixth is billed each semester).

The Ecumenical D.Min. program rates are billed in four installments over the first two academic years of the program (i.e. one-fourth is billed each semester).

D.Min. annual continuation fees:
• The ACTS D.Min. in Preaching Program charges a $450 annual continuation fee to students whose program extends beyond three academic years.
• The Ecumenical D.Min. Program charges a $400 annual continuation fee to full-time students whose program extends beyond two academic years and part-time students whose program extend beyond five academic years.

Other Fees
The activity fee supports a wide range of student interests and activities:
• $35 MSA fee per semester for M.A. and M.Div.
• $25 GSA fee per semester for Th.M./Ph.D

Some field studies fees for diaconal ministry may apply for setting up field studies sites and/or internships.

The graduation fee for all programs is $350. It must be paid even if the candidate chooses not to participate in graduation ceremonies. It is billed at the beginning of the spring semester in the year of graduation and due by the end of the payment grace period for that semester. This fee does not include the cost to purchase or rent academic garb for the graduation ceremony.

The $500 one-time affiliation fee for Lutheran students attending non-ELCA seminaries wishing to affiliate with LSTC must be paid in full with the application for affiliation.

Health Insurance
All students (including interns) who are enrolled more than half-time in any degree program are required by the ELCA to participate in the Seminary Student National Health Insurance Program (SSNHIP). International Students have different
requirements and should check with the International Student Affairs Office about available options (see note below).

Students who wish to waive this coverage must provide proof of coverage under another qualifying health plan. Students insured under SSNHIP may also purchase coverage for their spouses and/or dependents. Details on billing, waivers, and plan specifics are available at www.eiiasip.org. Questions may be directed to Laura Wilhelm at lwilhelm@lstc.edu.

Students on approved leave and graduates awaiting their first call are eligible to continue basic coverage in the insurance plan (subject to some restrictions).

Students registered for less than half-time may purchase SSNHIP coverage if they wish. They pay a slightly higher fee directly to the company.

The LSTC International Student Affairs Office coordinates insurance for international students and can supply specific information on available coverage and copies of the federal insurance criteria. Coverage varies and is based upon family size (individual vs. family). Half of the annual premium is billed each semester. All international students with F-1 and J-1 status and their families are required to carry insurance that meets U.S. governmental criteria. International students may choose to decline coverage in SSNHIP if they provide proof of coverage in another plan that meets federal criteria.

**Housing Fees**

Single students may share an apartment with one, two or three roommates. Shared apartments are arranged as suites and each student has his or her own bedroom. Common space includes the kitchen, living room, and bathroom. 2014-15 rents per person for apartments shared by single students are:
• 2 bedrooms (2 students sharing) $442/month (large room); $406/month (standard room)
• 3 bedrooms (3 students sharing) $340/month (large room); $305/month (standard room); $284/month (economy room)
• 4 bedrooms (4 students sharing) $284/month (large room); $249/month (standard room); $228/month (economy room)

Family/private apartments have a kitchen, living room, dining room, bathroom, and bedroom(s). The larger 2- and 3-bedroom apartments are first made available to students with children. 2014-15 rents for family/private apartments are:
• $782/month for 1 bedroom
• $858/month for 2 bedrooms
• $929/month for 3 bedrooms

All leases are supported by a written agreement executed by the Housing Office. Lease terms are up to one year and end on June 30. The following housing fees also apply:
• a $100 non-refundable housing application fee must be paid with the housing application
• the damage deposit for LSTC students is one half month’s rent (the minimum deposit is $100)
• a basic furniture rental is available for $40 per month, and is not prorated within a specific month
• the $100 annual per-pet fee is non-refundable and not prorated. It must be paid before occupancy or before a pet is housed in the apartment (whether or not it is owned by the renter). If an undisclosed pet is discovered in an apartment, a $200 fee will be assessed covering the remaining lease term. Fish are excluded from the pet fee. Pet fees are charged annually July 1.
Payment and Collection Policies

Payment of Fees, Deposits, and Other Charges
Payment of fees, deposits, and other charges is a contract between the student and the seminary. All fees, deposits, and other charges due at each payment installment must be paid by the date indicated. If any unpaid balance remains after the grace period, a late fee will be assessed. The student may have an agreement with a sponsor to pay fees and deposits on behalf of the student. However, it is the responsibility of the student to pay all fees and deposits in a timely manner. Only students who have paid their fees, deposits, and other charges can register for classes, sit for exams, and graduate from the seminary. Failure to pay fees and deposits on a timely basis may cause the student to be barred from further studies (including sitting for final exams), regardless of any agreement between the student and their sponsor.

This section summarizes the LSTC’s payment and collection policies. More details can be found in the Student Handbook, and are available from the Finance Office.

Tuition and Fee Payment
• At least 50 percent of the semester tuition and health insurance charges must be paid before classes begin. The remaining tuition and insurance charges must be paid within the grace period (September 30 for fall semester and February 28 for spring semester). Documented LSTC financial aid and loan commitments with disbursement dates within the first two weeks of class may satisfy the 50 percent payment requirement (granting of provisional registration). Be sure to consult with the Finance Office concerning your financial aid and loans long before classes begin.
• 100 percent of tuition for J-Term, Summer Session, and audited courses must be paid before classes begin.
• 30 percent of tuition for a Maymester class will be incurred for courses dropped after the official drop date.
• All other fees and charges must be paid in full before classes begin.
• If charges are to be paid to the seminary by a church, agency, or sponsor other than the student, the student is responsible to insure that the payment is received when due. Failure of the church, agency, or other sponsor does not relieve the student of responsibility for payment of such charges.
• All fees must be paid by check or credit card (Visa or Mastercard) in U.S. funds. Be sure to include your LSTC ID# on all payments for prompt and proper credit. A $25 returned payment fee (in addition to any fees charged by banks) will be imposed for insufficient funds/returned checks or credit card charges denied.

Federal Loans
• If utilizing a federal loan for payment, the amounts due LSTC for the entire loan period (see related provision immediately following this provision) will be applied against the loan proceeds possibly restricting all or a portion of any resulting credit balance in the student’s account. These amounts due LSTC would
include tuition, health insurance charges, rent, other fees, and any other amounts currently owed the seminary.

Account Balances and Disbursements
• When a student requests a disbursement from his/her student account, there must be an adequate credit balance to cover unpaid and anticipated charges during the relevant time period.
• There are three relevant time periods to assess credit balances during the academic year: September through January (fall semester and J-Term), February through June (spring semester), and July through August (summer session).
• To determine the portion of an existing credit balance that may be disbursed, a calculation of all amounts due LSTC will be done for the relevant time period (as noted above), including tuition, health insurance charges, rent, other fees, and any other amounts currently owed the seminary.
• Anticipated move-out rent credits and the rental security deposit cannot be included in the calculation to provide more funds available for disbursement from a current credit balance.
• Anticipated students loans, LSTC financial aid, scholarships, or gifts cannot be included in the calculation to provide more funds available from a current credit balance.

Registration and “Financial Hold”
• In order to register, all students will be informed of the payment policies and be required to sign a promissory note (an agreement to be responsible for all charges incurred).
• Provisional registration and normal registration can be withdrawn for students not meeting their payment obligations.
• Any past due balance in a student account at the end of the semester grace period (30 September for fall semester and February 28 for spring semester) will be assessed a 5 percent late fee, and 1.5 percent past due interest each month thereafter.
• When a student’s account becomes past due, the student will be placed on “financial suspension” and a “finance hold” will be applied on the student’s account in the CX/JENZABAR System. The finance hold will prevent the student from: registering for classes; receiving transcripts, diplomas, and other official documentation from the seminary; participating in graduation, internships, and other degree-related requirements; use of the JKM Library; renewing their annual apartment lease; and receiving other seminary services. The financial suspension will be reversed (and the related finance hold released) by the Finance Office when the student has completely satisfied their outstanding balance, including any late fees, past due interest, and collection fees.
• When a student’s account becomes more than 90 days past due, the account can be referred to an external collection agency. The student will be responsible for all collection costs along with reasonable attorney’s fees and court costs, not to
PAYMENT AND COLLECTION POLICIES

exceed 50 percent of the original principal balance.

- When a student’s account becomes more than 180 days past due, the student will be placed on “financial withdrawal.” At this point the student will be administratively withdrawn from the admitted program of study. Any student wishing to return to the program of study must completely satisfy the outstanding balance in their student account, including any late fees, past due interest, and collection fees; present a letter of petition for re-admittance to the chief financial officer; and submit a $100 re-admittance fee with the petition.

- When a student’s account has been referred for outside collection or becomes more than 180 days past due, or when a student presents 3 or more returned checks and/or credit card payments to LSTC in a 12-month period, that student will be placed on a “cash only” basis for the next two academic semesters in which classes are taken (J-Term and summer session are cash-only basis for everyone). During this time, the student’s semester charges would not qualify for the payment grace period. In these cases, all semester charges (including tuition, student health insurance, and any other billed charges) must be paid in full before classes begin.

- The names of students with past due balances must be given to the academic dean, dean of students, director of financial aid, and the student’s faculty advisor for their information and appropriate use in interpreting the importance of fiscal responsibility.

LSTC Payment and Collection Policies are reviewed on an annual basis by the Administration and Finance Committee of the LSTC Board of Directors. Administration of the policy is the primary responsibility of the Finance Office, with support and collaboration of all other seminary departments and faculty. Exceptions to these policies are allowed only by action of the chief financial officer.
Financial Assistance

LSTC seeks to be a responsible steward of its financial aid resources and expects student recipients of this aid to exercise the same care. Because of the communal nature of our relationships with each other, we affirm and expect a commitment to fairness and honesty in both the student’s application for financial aid and in the seminary’s financial aid award process.

**M.Div., M.A.T.S., and M.A.M. Programs**

LSTC awards financial aid only to students who have been formally admitted to the M.Div., M.A.T.S., M.A.M., and candidacy programs, including students pursuing either degree as part of the coordinated program of ministry and social work offered by LSTC and the University of Chicago. Special and non-degree students are not eligible.

The seminary determines eligibility for financial aid on the basis of need and merit. Need is defined as the differential (gap) between the student’s personal financial assets and liabilities and the cost of education at the seminary. LSTC financial aid grants do not exceed the total cost of the tuition and book allowance for students. Need-based financial aid is not available for any off-campus study for which LSTC does not receive a tuition payment.

Financial aid is awarded per academic year, but is renewed each year providing the student maintains a 2.0 GPA. Awards are distributed to the student’s account at the beginning of each academic term based on the number of classes being taken.

Financial aid is available for M.Div. students for a maximum of nine (9) courses per fiscal year for the three years of academic study (not internship). No student will receive financial aid for more than a total of 27 courses for the entire program of study.

Financial aid is available for M.A.T.S./M.A.M. students for a maximum of eight (8) courses per fiscal year with a limit of 16 courses for the entire program of study.

The seminary encourages students to seek grants from other sources to supplement financial aid. Normally the seminary will not reduce the amount of financial aid awarded due to additional funds secured by the student, unless the student’s personal financial position is permanently altered during the academic program.
Additional M.Div Scholarships
There are many organizations that offer scholarship assistance to students pursuing seminary education. The following two are available to LSTC M.Div students pursuing ordained ministry.

Munderloh Scholarship Foundation
The Munderloh Foundation was founded in 1959 by Mr. and Mrs. Alfred C. Munderloh, members of St. James Lutheran Church of Grosse Pointe Farms, Mich., for the purpose of helping to fund the educational costs of men and women studying for the ministry and teaching careers in the Lutheran church.

The Munderloh Foundation awards scholarship grants to seminary students who are in financial need and who are committed to becoming pastors in the parish ministry of the Evangelical Lutheran Church in America. Each scholarship grant is contingent upon the student accepting the “challenge” of actively recruiting another to undertake a life’s vocation in parish ministry. Applications will be given in the spring to all entering students seeking a call to parish ministry and must be returned to the LSTC Office of Vocation, Admissions and Financial Aid before June 30th. Please refer to www.munderloh.org for further information.
Siebert Lutheran Foundation
The Siebert Lutheran Foundation annually makes grant money available to assist with the educational expenses of seminary students who are members of Lutheran congregations in the state of Wisconsin. Students must be enrolled full-time at LSTC and plan for ordination in the Lutheran pastoral ministry. Application forms may be downloaded from the Siebert Foundation website at www.siebertfoundation.org and must be returned to the LSTC Office of Vocation, Admissions and Financial Aid, along with a letter from their pastor verifying their church membership, by June 15th. Please refer to the Siebert website for further information.

Other Financial Aid Resources
It is important to pursue non-seminary sources of financial aid to help with seminary costs. Students should seek financial assistance from their church and synod as well as from family and friends. Those who are aware of your call and gifts may be pleased to help with the costs of books and tuition, in addition to offering their prayers.

The Fund for Theological Education (FTE) has several scholarships available to seminary students, as well as a database of additional scholarships available under “Fund Finder” located at the bottom of the list of FTE scholarships on their website at www.fteleaders.org.

The Opal Dancey Foundation gives out grants to MDiv students who are from or who go to seminary in the Great Lakes Region (http://www.opaldanceygrants.org/). A scholarship search can also be made through www.fastweb.com.

Please contact the LSTC Office of Vocation, Admissions, and Financial Aid for application materials or additional information.

Th.M/Ph.D. Programs
Limited financial assistance is available to Ph.D. students in the form of advanced graduate tuition scholarships and fellowships.

Tuition scholarships are awarded in amounts sufficient to cover a certain percentage of the total tuition for courses toward the doctoral degree and for up to two years of continuing relations fees. Tuition scholarships are generally awarded for the first four years of the Ph.D. program. Students apply for tuition scholarships at the same time that they complete the application for admission into the Ph.D. program. Admission to the Ph.D. program does not guarantee financial assistance, however.

Several fellowships are also awarded to LSTC doctoral students each year. The William J. and Elizabeth M. Danker Fellowship and the Eleanor and Arnold Scherer Fellowship are both designated for international students. The Robert Marshall Graduate Fellowship is awarded to North American students. These fellowships are awarded for a one-year period on the basis of merit. Students are nominated by the faculty divisions. Other awards designated for LSTC Ph.D. students include the International Women’s Scholarship, the Palestinian Christian Scholarship, and the
FINANCIAL ASSISTANCE

Ralph W. Klein Fellowship in Biblical Studies. Fellowships and scholarships may be used to cover course tuition or living expenses, as the student sees fit.

Lutheran international students seeking financial support should apply through their national church to the Director for International Leadership Development, Global Mission Unit, Evangelical Lutheran Church in America, 8765 West Higgins Road, Chicago, IL 60631, USA. For more information, contact Tammy Jackson, Director for International Leadership Development at Tammy.Jackson@elca.org or (773) 380-2639. Completed applications are due by October 15.

Due to budgetary constraints, tuition scholarships and fellowships are not normally available for Th.M. students.

Doctor of Ministry Programs
Financial support may be available from the student’s parish and church body. Some financial aid is available from LSTC for qualified candidates. Specific information is available from the Advanced Studies Office.

Student Employment Opportunities
The seminary assumes that a normal load of courses requires full-time study. However, it recognizes that many students find it necessary to seek part-time employment. The seminary maintains a file of job opportunities for students seeking part-time work and spouses seeking full-time employment.

Many of the available off-campus jobs are within walking distance of the campus. The seminary itself employs a number of students on its maintenance crew, in the library and food service, as faculty assistants, and in part-time clerical positions. Employment applications are available from the vice president for operations.

For the sake of the integrity of the academic program, a student should not work more than 20 hours per week while carrying a full course load. A student who must work more than this should expect to spend more than the normal number of years completing degree requirements.

Student Loan Program
The seminary’s financial aid and loan policy reflects its commitment to helping make it financially possible for students to follow a call to service as a teacher, pastor, diaconal minister, social worker or other professional. LSTC is part of the William D. Ford Direct Loan Program, but works with students to help them first seek other sources of funding first, which in many cases make loans unnecessary. It is important to note that the Office of Financial Aid refers to the financial aid program and the loan program separately and does not package loans with financial aid grants from LSTC.

When a student has exhausted all other forms of assistance, he or she may turn to low-interest, long-term student loans. Borrowing from this source, even at the favorable terms currently available, should be planned carefully in order to avoid the
Abel Arroyo, M.Div.

Seminary is a journey for every future pastor, but for M.Div. student Abel Arroyo, it has been just that—literally.

Born in Peru, Abel moved with his family to Costa Rica as a child. When he was a teenager, they moved to California. After starting college in the Washington State, Abel returned to Costa Rica to continue his studies.

He planned to study just long enough to earn a bachelor’s degree, but because he turned 21 outside of the United States, his visa was invalidated. He was unable to return to Peru or the United States. Since he was in Costa Rica on a student visa, he had to keep studying.

“It was a case where you fall through the cracks for a long time, but that gave me a lot of opportunities to travel and see realities I wasn’t familiar with,” Abel says. “That defined why I wanted to become a pastor, which is something I didn’t consider before. My dad was a pastor and I thought that wasn’t the life I wanted for myself.”

Several years later, Abel was notified that if he wanted to reactivate his visa he had ten days to gather his paperwork and travel to the U.S. embassy in Lima, Peru. Abel raced to collect his materials and presented them on the last possible day. His passport was stamped and he immediately boarded a plane.

Abel’s mentor, Hector Carrasquillo, ELCA director for Latino ministries, recommended LSTC. Abel was attracted by LSTC’s multicultural faculty. His first semester here was a formative time. He also met his fiancée, fellow M.Div. student Janelle Neubauer. “[I’m] discovering that even though there is an otherness inherently in the immigrant experience, I am recognizing that we have a lot in common. Finding good friends and finding a person I love who loves me back is God-given,” he says.
accumulation of unmanageable debt. Nevertheless, when necessary, students should take advantage of the government loan programs, which are designed especially for them.

Information and links to start the process of obtaining a student loan are at www.lstc.edu/prospective-students/finance/loans.php.
Course Offerings
Course Offerings

Courses listed here recently have been offered at LSTC. Students may also choose courses from the offerings of other Association of Chicago Theological Schools (ACTS), subject to limitations specified by the degree program in which they are enrolled. There is no charge for cross-registration at ACTS schools apart from the tuition normally paid to the student’s own school.

Each spring ACTS publishes an online catalog of course offerings at its 12 member schools for summer school and for the coming year. This online catalog provides the course numbers and descriptions, the names of faculty teaching the courses, and the dates and times the courses are offered. Printed copies of the ACTS catalog are available for use at the Registrar’s Office, the Academic Dean’s Office, and the JKM Library circulation desk. Electronic copies may be downloaded at www.actschicago.org.

In addition to the hundreds of courses listed in the ACTS catalog, a student may arrange independent studies on a wide variety of subjects by agreement with a professor.

A number of the courses listed here may also be offered as online courses.
**General Comments**

Required orienting 300-level courses and pathway 400-level courses are designed for M.Div., M.A.T.S., and M.A.M. students. Master of Theology (Th.M.) and Ph.D. students normally do not take these courses, except in some cases as a component of an independent study in a related topic. Students in all degree programs may take 500-level courses. 600-level courses are designed for advanced degree students, but may be taken by others with the instructor's permission.

Courses are counted as whole units rather than by credit hours. One unit of credit is given for each course that is satisfactorily completed. One unit is equivalent to 3 semester hours or 4 quarter hours.

Each course generally meets one to three times weekly for a total of three hours per week. The normal course load for full-time M.Div., M.A.T.S., and M.A.M. students is four courses per term. For advanced degree students the norm for full-time students is three courses per term.

**Understanding Course Coding at LSTC**

Courses in the new curriculum are coded according to competency areas:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual Formation</td>
<td>SF</td>
</tr>
<tr>
<td>Religious Heritage I: Scripture</td>
<td>RHS</td>
</tr>
<tr>
<td>Religious Heritage II: History and Theology</td>
<td>RHTH</td>
</tr>
<tr>
<td>Ministerial Leadership</td>
<td>ML</td>
</tr>
<tr>
<td>Cultural Context</td>
<td>CC</td>
</tr>
</tbody>
</table>

Courses that contribute to the development of more than one competency area may be cross-listed with both codes. For example, CC/RHS or RHS/CC may refer to a course that deals with interpreting scripture within particular cultural contexts, or SF/ML or ML/SF may refer to a course that explores spiritual practices as a dimension of ministerial leadership. When registering, the first code in the cross-listing informs the registrar how the course is being used in the student’s academic program.

Course numbers indicate the level at which each course is offered: orienting (300-level), pathway (400-level), competency (500-level), or advanced (600-level):

<table>
<thead>
<tr>
<th>Number</th>
<th>Level</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>300-399</td>
<td>Orienting</td>
<td>Required for MDiv, MATS, and MAM</td>
</tr>
<tr>
<td>400-499</td>
<td>Pathway</td>
<td>Develops competencies</td>
</tr>
<tr>
<td>500-599</td>
<td>Competency</td>
<td>Further develops and demonstrates competencies</td>
</tr>
<tr>
<td>600-699</td>
<td>Advanced</td>
<td>Designed primarily for Th.M. and Ph.D. students; open to MDiv, MATS, and MAM students with strong academic preparation (with instructor's permission)</td>
</tr>
</tbody>
</table>
Students continuing in the old curriculum and Th.M. and Ph.D. students will continue to rely on course coding that is more directly related to traditional fields of study. LSTC courses are listed in the ACTS Course Catalog under similar categories related to fields of study:

### Fields Of Study

<table>
<thead>
<tr>
<th>Study</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biblical Studies</td>
<td>B</td>
</tr>
<tr>
<td>Ethical Studies</td>
<td>E</td>
</tr>
<tr>
<td>Historical Studies</td>
<td>H</td>
</tr>
<tr>
<td>Ministry Studies</td>
<td>M</td>
</tr>
<tr>
<td>Theological Studies</td>
<td>T</td>
</tr>
<tr>
<td>World Religions Studies</td>
<td>W</td>
</tr>
</tbody>
</table>

### Additional Areas

<table>
<thead>
<tr>
<th>Area</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biblical Languages</td>
<td>BL</td>
</tr>
<tr>
<td>Communities of Color</td>
<td>C</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>I</td>
</tr>
<tr>
<td>Leadership</td>
<td>L</td>
</tr>
<tr>
<td>World Religions Language: Arabic</td>
<td>WL</td>
</tr>
</tbody>
</table>

Each area of studies is represented by a letter (e.g., B=Biblical Studies). Students will also notice other kinds of letters in the course numbers. These letters are used in LSTC’s computerized academic audit to inform the computer how to enter the course on a student’s degree program checklist. BL stands for “biblical language” and WL is the prefix for the Arabic language course offered by the world religions department.

Courses that may be used in fulfillment of the Communities of Color M.Div. requirement will have a “C” included in the course code. Courses that may be used in fulfillment of the Leadership for Mission and Public Life requirement have an “L” in the course code. Courses that may be used in fulfillment of the Senior Interdisciplinary Seminar have an “I” in the course coding.

Two letters separated by a slash mark in the course coding (e.g., M/L, T/C, E/C) means that a course in a given area of study may be used either to fulfill an elective in that area or to fulfill certain area requirements. For example, T/C-434 Theology of Martin Luther King, Jr., may be used as an elective in theology (T) or as the fulfillment of the requirement for Communities of Color (C). If a student chooses to use it as fulfillment of the communities of color requirement, the student registers for C/T-434; if a student uses it as an elective in theology, the student registers for T/C-434. The first letter in the code tells the registrar how the course is being used in the student’s academic program.
Courses

The following courses are offered during the fall semester of 2014. For courses offered in subsequent terms, please consult the LSTC website under Academics.

Fall semester 2014

Cultural Context

CC 301  Public Church IA (Day) and Public Church IB (Evening)
This course introduces students to processes of formation for leaders of a public church that is impelled by its sense of vocation in the world.

CC 402  Jesus and Muhammad
This course will be an opportunity for students and instructors to explore the place of Jesus and/or Muhammad in their own faith traditions, and of Muhammad and/or Jesus in others' faith traditions.

CC 601  Religious Naturalism: Theology in the Public Square? Advanced Religion and Science Seminar
From within the cluster of contemporary naturalisms, religious naturalism has emerged as an attempt to synthesize religion and science with ethical, theological, practical, and sometimes spiritual, implications.

Cultural Context/Religious Heritage: History and Theology

CC/RHTH 403  Vine Deloria, Jr. and Native American Christian Theology
This course offers an opportunity for learners to enter deeply into the theological methodology of one of America’s most influential religious thinkers of the 20th Century.

CC/RHTH 501  Christian Mission and World Religion
This course will be an opportunity for growth in areas of faith, facility in biblical and theological reflection and articulation, contextualized practice of the arts of ministry, etc.).

Ministerial Leadership

ML 401  Healthy Leader, Healthy Organization/Congregation
This course provides a stimulating combination of the practical meeting the conceptual and focuses on establishing healthy processes, practices, and relationships in organizations.
Pre-req: LSTC Students: completed field Ed course, completed CPE or consent of instructor. Other Schools: Conversation with instructor
ML 301  Ministerial Leadership
This course strengthens members’ foundations in the core practices of pastoral ministry: preaching, teaching, liturgical leadership, and pastoral care.

ML 402  Ministry in Context (Fall and Spring 2014-15)
This is a full-year course (both semesters) designed to help the student reflect contextually about theology, ministry and the world they engage through the lens of a specific ministry experience.

ML 404  Teaching Disciples: Introduction to Religious Education
Jesus’ disciples were commissioned to baptize and teach. The Church is thus a teaching, learning community and this ministry is ours to continue—as teachers and learners and as disciples who foster the teaching and learning of all in the Christian community.

ML 501  Fostering Narratives of Hope
The primary aim of this course is to strengthen students’ leadership skills in the arts of ministry.

ML 601  Pedagogy Seminar for Th.M/Ph.D. Students: Teaching Disciples
Jesus’ disciples were commissioned to baptize and teach. The Church is thus a teaching, learning community and this ministry is ours to continue—as teachers and learners and as disciples who foster the teaching and learning of all in the Christian community.

Religious Heritage
RHS 402  Pentateuch and Wisdom Literature: Instruction for Life
Study of the Pentateuch and Wisdom Literature to better understand the biblical message both within its original historical and cultural contexts and within today’s world.

RHS 402 C  Online Pentateuch and Wisdom Literature: Instruction for Life
Study of the Pentateuch and Wisdom Literature to better understand the biblical message both within its original historical and cultural contexts and within today’s world.

RHS 405 C  Online Greek for Ministry: Enter The Language and Theology of the Bible
This online course introduces fundamental Greek grammar, vocabulary, and exegetical tools necessary for beginning to read, translate, and use the Greek New Testament in preaching, teaching, and Bible study.
RHS 602  Psalms: Old Testament Graduate Biblical Seminar
This course is one in a sequence of six (Th.M.) or 12 (Ph.D.) that introduces students to the major types or forms and genres of the Psalms: hymn, lament, royal, pilgrimage, wisdom, messianic Psalms, Psalms of praise, royal Psalms, Zion Psalms and to the development of the various traditions.

Religious Heritage/Cultural Context
RHS/ Hebrew: Enter the Bible and Jewish Christian Relations
CC 404  Second language course (after Greek) introduces students to the Biblical language of the Old Testament (M.Div. program). It presents elementary Biblical Hebrew vocabulary and grammar in order to read the Hebrew Bible/Old Testament in its original language with the assistance of translation helps and other resources.

Religious Heritage: History and Theology
RHTH 404  Systematic Theology I
This is the first part of a two-course sequence introducing participants to an analysis and constructive exploration of some basic teachings of the Christian faith.

RHTH 501  Theology of Luther
Martin Luther’s theology deserves careful study, not only because of its historical significance, but also because it continues to provide lively insights into the Christian faith and its meaning in the contemporary world.

RHTH 601  GMS: History and Theology of Mission: From the Biblical Time to the Edinburgh 1910
This course is designed to acquaint students with historical accounts of Christian mission and the church’s changing theological self-understandings of mission. This course is a doctoral-level seminar to which M.A. and M.Div. students are welcome.

RHTH 602  Black Theology and Womanist Theology: Graduate Theological Seminar
This course provides students with an overview of the religion, history and culture of people of African descent in the United States and the way that Black people historically have tapped into a pre-enlightenment understanding of God that unites sacred and secular.
COURSE OFFERINGS

J Term 2015

Cultural Context
CC 406  Buddhism and the Christian
This course introduces interreligious dialogue between Christian theology and Buddhist religion, helping students to develop an ecumenical-global sense of parish ministry and to articulate faith claims in an interfaith setting.

Ministerial Leadership/Spiritual Formation
ML/SF 403  Wilderness travel seminar to Holden Village: Liturgy and the cycles of creation
Held in January in a remote Lutheran retreat center in the Glacier Peak Wilderness of Washington, this course studies how daily prayer and the liturgical year relate to the ecological cycles of the earth

Cultural Context/Religious Heritage: Scripture
CC/RHS 407 Ecology and the Bible
In this course we shall be doing close study of biblical texts – but doing so in a conversation that embraces perspectives of Christians from North America, South Asia, and other parts of the world.
Michael Oellig, M.A.T.S.

Nuclear engineering and religion don’t typically go together, but for M.A.T.S. student Michael Oellig, they do. He holds undergraduate degrees in nuclear engineering and physics. He is a licensed minister in the Church of the Brethren. With his dual interests, LSTC’s religion and science program is a place for him to explore both.

Michael first found LSTC on the website of the Vatican Observatory, an astronomical research group supported by the Roman Catholic Church. After visiting the campus, he now attends full-time. His first year at LSTC has been an opportunity for him to learn outside of his own faith tradition.

In college, Michael began to re-evaluate his faith within the scientific story. He realizes that the intersection of faith and science is different for each person and is still asking himself, “Where does my faith fall in this whole story?”

After graduation, Michael plans to be bi-vocational. He sees himself serving the church, but in a role other than as a pastor. He hopes to work in nuclear engineering and be a leader in the church part-time.

At LSTC, he has been challenged in practical ways that are relevant to his field. As an ecumenical student, he finds that his studies have “shone a light on narratives of uncertainty. They have given me a more positive understanding of the New Testament.” In the coming semesters, he plans to broaden his field of study to areas outside his specific degree program, where he’ll further explore weighty questions on faith.
Faculty and Staff

Faculty

Adjunct Faculty, Visiting Professors, Lecturers

LSPS Faculty

Emeriti Faculty and Past Presidents

Board of Directors

Personnel
Klaus-Peter Adam

Associate Professor of Old Testament

Theological Exam (equals M.A.)
Eberhard-Karls-University Tubingen
Ph.D.
Philipps-University Marburg
Habilitation
Philipps-University Marburg

Born in Stuttgart, Germany, Klaus-Peter Adam has studied in Berlin, Tubingen, Munich, Marburg and at the Oriental Institute in Chicago. Prior to coming to LSTC, he served as an ordained minister in the Lutheran Church of Wuerttemberg, was a research scholar and taught in the field of Old Testament and Religious Studies from 2002-2008 at Marburg, Hamburg, Bremen and Erlangen. Combining historical and theological dimensions of Old Testament scholarship, his work interfaces philological, historical, literary, and comparative methods. He currently works on enmity and friendship in biblical law, in narratives and in the Psalms. His other scholarly interests include historiography, the stories about Saul and David, the book of Kings, biblical archaeology, the impact of drama on biblical narratives, constructs of masculinity in the Hebrew Bible. A passionate jogger along the borders of Lake Michigan, he also enjoys riding his bike year round, as well as reading modern fiction and listening to early music.

Terrence Baeder

Director of Field Education; Associate Dean for LSTC Centers

B.A. Concordia Senior College, Ft. Wayne
M.Div. Concordia Seminary, St. Louis
S.T.M. Christ Seminary, Seminex
D.Min. Christ Seminary, Seminex

Terry Baeder is a pastor in the ELCA, with advanced degrees in pastoral counseling. He has served as a parish pastor in a variety of congregational settings. He has also served as a hospital chaplain and a chaplain in the federal bureau of prisons, as a pastoral counselor for Lutheran Social Services of Illinois, as the director of a regional social service office (LSSI), the executive director of pastoral care (LSSI), and interim vice president of program services (LSSI). He has extensive training in multiple staff team development, conflict resolution and crisis management. He served as dean of community and dean of students at LSTC from 2007-2012.
Joan L. Beck
Cornelsen Director of Spiritual Formation and Pastor to the Community

B.A.  Valparaiso University
M.Div.  Luther Seminary
M.A.  University of Oregon

Before coming to LSTC in 2010, Joan had more than 25 years of ordained ministry experience serving congregations and campus ministry in the Oregon Synod (ELCA). In work with groups and individuals, Joan encourages people to listen and talk to God and respond authentically. She uses the Bible, literature and the arts, worship and other spiritual practices as resources for this growth in faith. Since earning a certificate in spiritual direction from the Mercy Center in San Francisco (1995), Joan has continued to give and receive spiritual direction. She also studied on sabbatical with Walter Brueggemann, Kathleen O’Connor, and Brian Wren, and has accepted influence from the Rev. Eric H. F. Law (developing cultural competency for leadership in a diverse, changing world); Bowen family systems theory (focusing on one’s own functioning in the midst of anxiety); and ecumenical colleagues in a three-year “Pastor-Theologian” program of the Center of Theological Inquiry, Princeton, New Jersey. While still in the parish, Joan directed the field education program and taught homiletics at a small ecumenical seminary in Salem, Ore. She is blessed with three adult children and a wonderful spouse, the Rev. Dr. John H. Beck. Joan gardens, does yoga and walks Thor (a mutt rescued from a Chicago shelter), and makes quilts from the fabric squares her mother cut out in the 1970s.

Kathleen D. Billman
John H. Tietjen Professor of Pastoral Ministry:
Pastoral Theology; Director, Master of Divinity Program; Associate Dean for Academic Programs

B.A.  Muskingum College
M.Div.  Princeton Theological Seminary
Th.M.  Princeton Theological Seminary
Ph.D.  Princeton Theological Seminary

Kathleen D. (Kadi) Billman’s areas of teaching and scholarship are pastoral theology, pastoral care, and congregational leadership. She is the author of several articles and book chapters and is co-author of Rachel’s Cry: Prayer of Lament and Rebirth of Hope and co-editor of C(H)AOS Theory: Reflections of Chief Academic Officers in Theological Education. Nurtured in both the Lutheran (ALC) and Methodist traditions, Billman is an ordained United Methodist clergywoman who served for 14 years in Trenton, N.J. in two urban, multicultural
congregations. She is dedicated to articulating methodologies of care that take individual and communal struggles for justice seriously. Currently she is exploring the relationship between narrative theory and pastoral care/leadership, and is also immersed in reading pastoral and theological memoirs. She lives on in the East Side neighborhood of Chicago with her spouse Jim Galuhn, who is pastor of the East Side United Methodist Church. She enjoys playing keyboard in the church’s music group, “Illumination,” and loves to accompany avid hymn singers on the piano and play Scrabble.

Kurt K. Hendel
Bernard, Fischer, Westberg Distinguished Ministry Professor of Reformation History; Director of the Master of Arts Programs

B.A. Concordia Senior College
M.Div. Concordia Seminary, St. Louis
M.A. The Ohio State University
Ph.D. The Ohio State University
Fulbright Scholar, University of Göttingen

Kurt K. Hendel’s major teaching interests are Martin Luther and his theology, the Lutheran Confessions, and Reformation church history. He has recently completed a lengthy research project on the reforming work and writings of Johannes Bugenhagen, Luther’s colleague and pastor and the leading Lutheran reformer of northern Germany and parts of Scandinavia. Martin Luther is also a research and writing focus. Hendel was born in Germany but was educated primarily in the United States. He is an ordained clergyperson of the ELCA and taught at Concordia Seminary and Christ Seminary-Seminex before joining LSTC’s faculty. Teaching is his passion, although he also finds satisfaction in the research and administrative responsibilities of his vocation. Hendel is married; has three children and nine grandchildren; and enjoys sports, music, and the beauties of nature.

Esther M. Menn
Dean and Vice President for Academic Affairs; Ralph W. and Marilyn R. Klein Professor of Old Testament/Hebrew Bible

B.A. Luther College
M.A. Lutheran School of Theology at Chicago
M.A. University of Chicago Divinity School
Ph.D. University of Chicago Divinity School

No stranger to Chicago’s Hyde Park neighborhood, Esther Menn did her graduate studies at LSTC and the U. of C. Following her advanced studies, she taught in the
department of religious studies at the University of Virginia. Special interests include literary and rhetorical study of the Bible, feminist and multicultural appropriations of scripture, the history of biblical interpretation, and theology and the arts. She is currently editing a book about contemporary approaches to the Psalms. She has also written on Genesis, Exodus, Jeremiah, Song of Songs, and Esther. Menn is deeply dedicated to Jewish-Christian dialogue and is a member of the ELCA Consultative Panel on Lutheran-Jewish Relations and the Christian Scholars Group on Christian-Jewish Relations. She co-edited Contesting Texts: Jews and Christians in Conversation about the Bible, and contributed a chapter on “Law and Gospel,” in Covenantal Conversations: Christians in Dialogue with Jews and Judaism, which now has a Select Learning companion DVD of the same title, intended for congregational use, and organizes events in Jewish-Christian relations. With colleague Barbara Rossing, Menn leads a January travel seminar to Israel and Palestine every other year. “The World of the Bible: Ancient Sites and Current Struggles” will next be offered in January 2015. Menn lives in campus housing with her husband Bruce Tammen, daughter Kaia, and sons Joseph, Elijah, and Daniel. Urban organic gardening and enjoying the sand beaches of Lake Michigan’s southern end are family passions.

James R. Nieman
President

B.A. Pacific Lutheran University
M.Div. Wartburg Theological Seminary
Ph.D. Emory University

James Nieman began as the President of the Lutheran School of Theology at Chicago in the fall of 2012. A professor for over 20 years, he has taught about leadership in religious organizations, qualitative contextual research methods, and various topics in the area of practical theology, including homiletics. His recent research focuses on how to discern and use local theological claims in congregations, and on the recovery of phronesis within and for theological education. He is past president of the Association of Practical Theology, past secretary of the International Academy of Practical Theology, served on the board of directors of the Louisville Institute, and was co-editor of the International Journal of Practical Theology. Besides many journal articles, Nieman is author of Knowing the Context: Frames, Tools, and Signs for Preaching (2008), co-editor of Church, Identity, and Change: Theology and Denominational Structures in Unsettled Times (2005), and co-author of Preaching to Every Pew: Cross-Cultural Strategies (2001). Prior to his arrival at LSTC, Dr. Nieman was first on the faculty of Wartburg Theological Seminary for 13 years, and then on the faculty of Hartford Seminary, where he also served as academic dean. He has been ordained in the Evangelical Lutheran Church in America for three decades and served as a parish pastor in congregations in Iowa and Alaska prior to his doctoral studies at Emory University.
Richard J. Perry, Jr.
Professor of Church and Society and Urban Ministry; Coordinator of the Urban Ministry Emphasis

Richard Perry is an ordained minister of the Evangelical Lutheran Church in America (ELCA). He has served God in a variety of calls: as a parish pastor, a synodical official, and as a churchwide staff person. He brings to his teaching a wealth of knowledge and experience in African American ministry, multicultural ministry, and ethics. His primary research is in African American ethical thought (19th and 20th century), African American Lutheran theological and ethical thinking, health care, bioethics, environmental justice, and ministry in urban congregations. Perry has a passion for connecting the classroom with life in the diverse communities and neighborhoods of Chicago. He is active within the ELCA, holds membership in the Conference of International Black Lutherans (CIBL), and serves as a member of the board of the Urban Clinical Pastoral Education Consortium, Inc. His current research involves exploring health care and bioethics from an African American perspective and the role of race and poverty as it affects health outcomes of African American people.” Perry has contributed chapters in Theology and the Black Experience, The Promise of Lutheran Ethics, co-authored a chapter in Faithful Conversations: Christian Perspectives on Homosexuality, and edited Catching a Star: Transcultural Reflections on a Church for All People.

Raymond Pickett
Professor of New Testament

The Rev. Dr. Raymond Pickett was ordained in 1989. He has pastored congregations in Kansas and Oklahoma and came to LSTC after teaching at the Lutheran Seminary Program of the Southwest (LSPS). His book, The Cross in Corinth: The Social Significance of the Death of Jesus (Sheffield: Sheffield Academic Press, 1997) and “Conflicts at Corinth” in Christian Origins: A Peoples’ History of Christianity, Vol. 1 (Minneapolis: Fortress Press, 2005) established Pickett’s reputation as a Pauline scholar. His interests are wide-ranging and he is currently working on a book on the Gospel of Luke. He has delivered scholarly papers at academic meetings and is a highly sought-after speaker for clergy continuing education events. Pickett
has taught a range of required and elective courses including online courses. His research interests include social, cultural, and political interpretations of biblical texts. Pickett’s service to the church includes having been a seminary representative for the Southwestern Texas Synod Candidacy Committee and a Scholar in Residence at St. Martin’s Lutheran Church in Austin, Texas. He has also served on steering and planning committees, the SELECT Board of Directors and on the Southwestern Texas Synod Task Force on Homosexuality. Pickett has been a committed advocate for ministry that engages and learns from cultural difference, and worked to assist in LSPS’s efforts to develop a program that will help the church engage the rapidly-growing Hispanic-Latino communities in the United States and seriously to engage “borderlands” theology.

José David Rodríguez
Augustana Heritage Professor of Global Mission and World Christianity; Director of Advanced Studies Program

B.A. Universidad de Puerto Rico
M.Div. Lutheran School of Theology at Chicago
Th.M. Lutheran School of Theology at Chicago
Ph.D. Lutheran School of Theology at Chicago

Born in the mission field (Puerto Rico) with a rich pastoral and academic experience, José David Rodríguez is one of the earlier Lutheran Latino scholars in the Evangelical Lutheran Church in America and its predecessor bodies. After approximately 20 years as director of the Hispanic/Latino Ministry program at the seminary, and four years as director of the Th.M./Ph.D. Program, Rodríguez has been a long-standing recruiter, coordinator, and teacher of students for the various ministries of the church. His scholarship in the areas of systematic theology, ethics, world Christianity, mission, and ministry has enriched the resources of interdisciplinary studies in North America, Latin America, and other parts of the world. Rodríguez continues his active involvement in national and international organizations providing leadership and resources for the formation of pastors, religious leaders and scholars for an ecumenical and inter-religious witness in today’s world. After a two-year leave of absence, serving as the rector (Chancellor) and Professor of Systematic Theology at the University Institute ISEDET, an ecumenical Protestant Center of Theological formation in Buenos Aires, Argentina, and Associate Pastor of La iglesia luterana La Cruz de Cristo, he returned to LSTC where he is presently serving as Professor of Systematic Theology, and Director of the Advanced Programs of Studies (Th.M., Ph.D., and DMin).
Barbara R. Rossing
Professor of New Testament
B.A. Carleton College
M.Div. Yale Divinity School
Th.D. Harvard Divinity School

Barbara Rossing has taught at LSTC since 1994. She teaches courses on Jesus and the Gospels, Revelation, Paul, early Christian and Jewish apocalypticism, and early Christian communities. With a strong interest in biblical ecological hermeneutics, she advises the LSTC Environmental Ministries Emphasis and loves to co-teach the Zygon Center’s “Future of Creation” course. She is the author of The Rapture Exposed: The Message of Hope in the Book of Revelation (2004); The Choice Between Two Cities: Whore, Bride and Empire in the Apocalypse (1999); Journeys Through Revelation: Apocalyptic Hope for Today (2010), as well as articles and book chapters on Revelation and ecology, and “Prophets, Prophetic Movements and the Voices of Women” in A People’s History of Christianity, and two New Proclamation commentaries for preachers. Rossing is a frequent lecturer in international ecumenical and ELCA settings. Previously Rossing served as chaplain to Harvard Divinity School, pastor and teacher at the Holden Village retreat center, and pastor in Minneapolis. From 2003 to 2010 she chaired the Lutheran World Federation’s theology and studies committee, and led the LWF delegations to the United Nations climate change summits in Copenhagen and Cancun. She currently serves on the national advisory committee of The Lutheran magazine.

Lea F. Schweitz
Associate Professor of Systematic Theology/Religion and Science; Director of the Zygon Center for Religion and Science (ZCRS); Coordinator of Religion and Science Emphasis
B.A. Luther College
M.A. University of Chicago Divinity School
Ph.D. University of Chicago Divinity School

Lea F. Schweitz joined the faculty of LSTC in 2007 and teaches in theology and religion and science. She pursues interdisciplinary questions about how we envision our humanity through relationships with God, nature, and human communities. Recent publications include a chapter, “Mysterium Opossum” in an edited volume, Chicago Creatures: Humans and Animals in an Urban Environment. In both her teaching ministry and her research, she is committed to interdisciplinary interaction, historical sensitivity, community building, and the integration of academic concern with practical and public care. In addition, she is the director of Zygon Center for
Religion and Science (www.zygoncenter.org) and looks forward to continuing the center’s practice of bringing religious traditions together with the best scientific knowledge in order to promote a more just and peaceful world. She is a thoroughgoing Midwesterner and an emerging, amateur urban naturalist who loves good questions and long walks along Lake Michigan with her family.

**Benjamin M. Stewart**

*Gordon A. Braatz Associate Professor of Worship; Dean of Augustana Chapel*

- B.A. Capital University
- M.Div. Trinity Lutheran Seminary
- S.T.M. Lutheran Theological Seminary at Philadelphia
- Ph.D. Emory University

Professor Stewart teaches courses on Christian liturgy and theology. His research interests include the ecotheological implications of ritual, and the role of the body in worship in shaping theology. In addition to articles in *Worship, Liturgy, Liturgical Ministry*, and *The Christian Century*, he is the author of *A Watered Garden: Christian Worship and Earth’s Ecology* (2011). His current book project is a liturgical ecotheology of natural burial. He previously served as pastor to a small, Appalachian community in Ohio, and as village pastor to Holden Village retreat center in the Glacier Peak Wilderness of Washington. An avid hiker, kayaker, and bicyclist, Stewart lives in Western Springs, near Bemis Woods and the Salt Creek, with his wife, Beth, and their two sons, Forrest and Justin.

**Mark N. Swanson**

*Harold S. Vogelaar Professor of Christian-Muslim Studies and Interfaith Relations; Associate Director of A Center for Christian-Muslim Engagement for Peace and Justice*

- B.S. California Institute of Technology
- M.Div. Lutheran Theological Seminary at Gettysburg
- M.A.R.S. Hartford Seminary
- Doctorate Pontificio Institutito di Studi Arabi e d’Islamistica (PISAI, Rome)

Additional language study at the American University in Cairo

An ordained pastor of the ELCA, Mark Swanson teaches in the areas of Christian-Muslim studies and interfaith relations, church history (with an emphasis on early/medieval and on Middle Eastern church history), and world Christianity. He
directs the Interfaith Emphasis at LSTC. Before coming to the great ecumenical and interfaith meeting-place that is the city of Chicago (and the neighborhood of Hyde Park), Swanson taught at Luther Seminary, St. Paul, Minn. (1998-2006) and at the Evangelical Theological Seminary in Cairo, Egypt (1984-1998). His research interests include the history of Christian-Muslim relations, medieval Egyptian church history, and early Arabic Christian literature. Swanson is the author of *The Coptic Papacy in Islamic Egypt (641-1517)* (Cairo and New York: American University in Cairo Press, 2010), a co-editor (with E. Grypeou and D. Thomas) of *The Encounter of Eastern Christianity with Early Islam* (Leiden and Boston: Brill, 2006), and was Christian Arabic section editor for the five-volume reference work *Christian-Muslim Relations: A Bibliographical History*, ed. D. Thomas et al. (Leiden and Boston: Brill, 2009-2013). It is Swanson’s hope that students and teachers together learn to encounter Christians of other times and places, as well as people of faith from traditions other than their own, with hospitality of spirit and a readiness to learn in order to grow as theologians and leaders of faith communities in our religiously diverse world.

**Linda E. Thomas**

**Professor of Theology and Anthropology**

- B.A. Western Maryland College
- M.Div. Union Seminary, N.Y.
- Ph.D. American University, Washington D.C.

Linda Thomas believes that religion is one of the cardinal means through which people examine life’s big questions. As a theologian and an anthropologist, what excites her most is learning about religious meaning cross-culturally. She loves learning about the thick layers of significance of people’s faith journeys, which include celebration and struggle in everyday life. Her work at LSTC is a laboratory for creative energy and significant intellectual work.
Peter Vethanayagamony
Associate Professor of Church History

B.Th. Serampore University, India
B. D. United Theological College, India
[M.Div]
B. Ed. Annamalai University, India
M.A. Osmania University, India
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M.A. Annamalai University, India
[History]
M. Th. United Theological College, India
Th. M. Lutheran School of Theology at Chicago
Ph.D. Lutheran School of Theology at Chicago

Peter Vethanayagamony’s major teaching interests are modern church history, Asian church history, mission and ecumenism. His teaching is highly informed and influenced by the global and ecumenical perspectives. He strongly believes that “Church History is not the millstone we often make it out to be; rather it is made up of milestones that mark times of transition, times of renewal, times of faith, that root us, hold us accountable, and give us a vision for the future.” A society unaware of its history is a society suffering amnesia—it has lost its identity. He is also convinced that church history is all about making connections on multiple levels with “living voices of people who just happen to be dead.” By connecting with these voices, by dialoging with the “cloud of witnesses,” we not only know about the past, but we may also learn how to live more faithfully in the present. His research interests include non-Western churches in the West, and early Indian Lutheranism. Before joining LSTC, he taught church history at Hindustan Bible Institute and College, Chennai, India, for 16 years, where he also served as academic dean. His pastoral ministry in the Chicago region over nine years includes outreach ministry and mission. He is married to Serene.

Christine Wenderoth
Director of JKM Library; Associate Professor of Ministry

B.A. Oberlin College
M.S.L.S. University of North Carolina at Chapel Hill
M.A. Emory University
Ph.D. Emory University

Christine Wenderoth's teaching, administration and research interests are not centered only on research, access, preservation, organization and all those activities traditionally associated with libraries, but also the teaching, learning, and research
Additional emphases include reading which takes place outside the classroom; the impact of technology on community and knowledge; the role of place where people gather with each other, a cuppa java; and how literacy is changing under the impact of on-line environments and globalization. Christine seeks to explore how these new literacies affect theological education and ministry. These are the interests which energize her more obvious role as librarian and Christian education teacher.

**Vítor Westhelle**

**Professor of Systematic Theology**

- B.Th. Faculdade de Teologia da IECLB, Sao Leopoldo
- Th.M. Lutheran School of Theology at Chicago
- Ph.D. Lutheran School of Theology at Chicago
- Postdoctoral Research - University of Tübingen

Vítor Westhelle, a Brazil-born professor of systematic theology. He adeptly mixes theology and literature, where words and images turn into a prophetic body of work and, as a colleague said, “calls forth from the depths a primal sense of what theology should be doing.” Westhelle advocates the inclusion of all peoples, challenging them to find the reality of the church that embraces oneness and difference. His classrooms are interactive forums where students begin to understand crucial issues and learn ways of addressing them. Students have said of Westhelle, “He instills in us the longing to live and let live the immensity of God’s creation; that defines him.” His publications cover traditional theological loci and many interdisciplinary fields. His publications include *The Scandalous God: The Use and Abuse of the Cross*, *The Church Event: Call and Challenge of a Church Protestant*, *After Heresy: Colonial Practices and Post-Colonial Theologies*, *Word in Words: Musings of the Gospel*, *Space and Eschatology: The Lost Dimension in Theology Past and Present* and is working on projects about Luther’s Theology in global contexts. Ordained in the Lutheran Church in Brazil (IECLB), Westhelle served several congregations and was the coordinator of the Ecumenical Commission on Land (CPT) in Paraná where he was an enabler and a companion with those struggling for land and justice. He currently holds the Chair for Luther Research in Faculdades EST, Brazil. In a vocational journey spanning four continents, he is trying, in his words, “to learn not to be everywhere, but bring to where I am every place there is in me.”
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President, 1976-78
M.Div., M.A., D.D.

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B.A., M.Div., D.Min.

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M.Div., S.T.M., Th.D.

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### Personnel

#### Administration

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<td>Assistant for Advanced Studies</td>
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Nathaniel Ramsey  
Accountant
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<td>Associate Librarian for Public Services</td>
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<td>William Beermann</td>
<td>Catalog Librarian</td>
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<td>Elaine Bonner</td>
<td>Access Services Manager</td>
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<tr>
<td>Emilie Pulver</td>
<td>Special Projects Librarian</td>
</tr>
</tbody>
</table>
Directions and Maps

Map of Chicago Region

Take any expressway to Interstate 55 north and follow the signs to Lake Shore Drive South (I-55 ends at Lake Shore Drive.)

Take Lake Shore Drive south to the 53rd Street exit.

Turn left at the first traffic light (Hyde Park Boulevard) and proceed to 55th Street.

Turn right on 55th Street and continue for 3/4 mile to University Avenue (one block west of the traffic light at Woodlawn Avenue).

Turn right at University Avenue. LSTC will be on your left.
Driving from the East:

Take Interstate 94 to the Stony Island exit.

Go north approximately 5 miles on Stony Island to 56th Street (Stony Island ends at 56th Street.)

Turn left, go under the viaduct and turn right onto Lake Park Avenue.

Turn left onto 55th Street at the first traffic light and proceed approximately 1/2 mile to University Avenue (one block west of the traffic light at Woodlawn Avenue.)

Turn right at University Avenue. LSTC will be on your left.

Shuttle Bus from O’Hare Airport

Take the Omega Airport Shuttle (773/483-6634) to the Ramada Inn Lake Shore, 4900 S. Lake Shore Drive.

The Omega Shuttle boards at the lower level of each terminal and at the Bus Shuttle Center. Please see www.omegashuttle.com for a detailed departure and arrival schedule and current fees.

If asked, the shuttle driver may stop at the seminary, or take a taxi from the Ramada Inn to LSTC (approximately $7.)

Shuttle Bus from Midway Airport

Reservations are required for shuttle service between Midway and Hyde Park. Call 773/483-6634 24 hours ahead of time.

The Omega Shuttle boards outside the Southwest Airlines baggage claim area at Midway Airport. Please see www.omegashuttle.com for a detailed departure and arrival schedule and current fees.

Travel to the Ramada Inn Lake Shore (the shuttle bus driver may stop at LSTC if asked.)

From the Ramada Inn, take a taxi to LSTC (approximately $7.)

Public Transportation from Midway Airport

Follow airport signs to the bus/transportation center just outside the airport.

Board a #55/Garfield CTA bus traveling east on 55th Street.

Get off the bus at University Avenue. LSTC will be across the street from the bus stop.

Commuter Train

Take the Illinois Central train south from the Randolph Street Station to the 55th Street stop.

Walk or take the #55/Garfield bus 3/4 mile west on 55th Street to University Avenue.
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ACADEMIC CALENDAR
2014–2015

August 26–28   Transition to LSTC Retreat
(Required of all entering students)
August 25–26   Transition to LSTC Retreat
(Required of all entering students)
August 25–26   Retreat for all Returning Students
August 27–28   Orientation
(All students expected to participate)
August 27–29   On-line Registration (for new students) for Fall & J Term
September 1   Labor Day (no classes)

Fall Semester 2014

September 2   Fall Term Classes Begin
September 3   Opening Convocation
Monday, Sept. 8   Last Day to Add a Course
Friday, Sept. 12   Last Day to Drop a Course
October 14–17   Reading Week
October 26–28   Seminary Sampler
November 6–8   On-line Registration for Spring Term
November 24–28   Thanksgiving Recess
December 5   Fall Semester Ends
December 6–January 4   Christmas Recess

J Term 2015

January 5   J Term Classes Begin
Monday, Jan. 5   Last Day to Drop a Course
January 19   Martin Luther King, Jr. Holiday (no classes)
January 23   J Term Classes End

Spring Semester 2015

February 2   Spring Term Classes Begin
February 6   Last Day to Add a Course
Friday, Feb. 13   Last Day to Drop a Course
March 1–3   Seminary Sampler
March 9–15   Reading Week (no classes)
March 30–April 3   Holy Week (no classes)
April 5   Easter
April 9–Aug. 30   On-line Registration for Fall Semester 2015 and J Term
May 8   Spring Term Classes End
May 17   Commencement

Maymester 2015
May 18–29

ACADEMIC CALENDAR
2015–2016

Aug. 31–Sept. 1   Transition to LSTC
(Required of all entering students)
Aug. 31–Sept. 1   Returning Students Retreat
(Required of all entering students)
September 2–3   Orientation
(All students expected to participate)
September 2–4   On-Line Registration for new students for Fall & J Term
September 7   Labor Day (no classes)

Fall Semester 2015

September 8   Fall Term Classes Begin
September 9   Opening Convocation
September 14   Last Day to Add a Course
September 18   Last Day to Drop a Course
October 13–16   Reading Week (no classes)
November 5–7   On-line Registration for Spring Term
November 23–27   Thanksgiving Recess (no classes)
December 11   Fall Semester Ends
Dec. 12–Jan. 3   Christmas Recess

J-Term 2016

January 4   J-Term Classes Begin
January 4   Last Day to Drop a Course
January 18   Martin Luther King, Jr. Holiday (no classes)
January 22   J-Term Classes End

Spring Term 2016

February 1   Spring Term Classes Begin
February 5   Last Day to Add a Course
February 12   Last Day to Drop a Course
March 14–18   Reading Week (no classes)
March 21–25   Holy Week (no classes)
March 27   Easter
April 7–Sept. 4   On-line Registration for Fall Semester and J Term
May 6   Spring Classes End
May 15   Commencement

Maymester 2016
May 16–27

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