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Affiliation and Accreditation
Luther Seminary is one of the eight seminaries of the Evangelical Lutheran Church in America (ELCA).

Luther Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada and by the North Central Association of the Higher Learning Commission.

The following degree programs are approved: M.Div., M.A., M.A. in CYF, M.A. in CML, M.A. in CCC, D.Min., M.Th., Ph.D.

Accreditation Agency contact information:
The Higher Learning Commission of the North Central Association of Colleges and Schools
230 South LaSalle St., Suite 7-500
Chicago, IL 60604-1411
Phone: 800-621-7440/312-263-0456
Fax: 312-263-7462
info@hlcommission.org

The Commission on Accrediting of the Association of Theological Schools in the United States and Canada
10 Summit Park Drive
Pittsburgh, PA 15275
Phone: 412-788-6505
Fax: 412-788-6510
www.ats.edu

About this Catalog
This catalog is in effect for the period of Fall Semester 2015 through Summer Term 2016. It may be updated throughout that period in a variety of ways, including (but not limited to) the following:

- New program
- Announcement of the impending closure of a program
- Academic policies (changes, additions and/or deletions)
- Course descriptions (changes, additions and/or deletions)
- Faculty listings (additions, departures, changes in rank and/or title, etc.)
- Contact information
- Community standards

Changes in curriculum and in academic and admission policies will not be made within a catalog year unless the change:

- is clearly to the benefit of those to whom it would apply,
- is optional (but beneficial to some)
- can be accommodated without serious difficulty within the normal span allowed for a degree

Significant changes in curriculum or academic or admission policies will normally begin with a new academic year and a new catalog. Depending on the nature of the change, changes in academic policies may be applied to all students, regardless of the catalog under which they entered. However, changes in curriculum apply only to students who first enroll in a program during the academic year in which a change in curriculum becomes effective, or students who transfer into such a program during that year.

Students are subject to the graduation requirements in the catalog in effect at the time of their enrollment. All students entering Luther Seminary in the 2015-2016 academic year complete their work according to the graduation requirements indicated in this catalog.

Mission statement
Luther Seminary educates leaders for Christian communities called and sent by the Holy Spirit to witness to salvation through Jesus Christ and to serve in God’s world.
Faculty

**Eric D. Barreto**  
Associate Professor of New Testament  
B.A., Oklahoma Baptist University, 2001  
M.Div., Princeton Theological Seminary, 2004  
Ph.D., Emory University, 2010  
Ordination into the Gospel Ministry, 2006  
(Cooperative Baptist Fellowship)

**Michael Chan**  
Assistant Professor of Old Testament  
B.A., Pacific Lutheran University, 2005  
M.A., Luther Seminary, 2009  
Ph.D., Emory University, 2013

**Timothy J. Coltvet**  
Director of Contextual Learning  
B.A., Concordia College, 1994  
M.Div., Luther Seminary, 1998  
Ordained, 1998 (ELCA)

**Adam Copeland**  
Director of Stewardship Leadership  
B.A., St. Olaf College, 2005  
M.Div., Columbia Theological Seminary, 2009  
Ordained Teaching Elder, 2009, Presbyterian Church U.S.A.

**Carla Dahl**  
Professor of Congregational and Community Care  
Leadership and Pastor George Weinman Chair of Pastoral Theology and Ministry  
B.A., Bethel College, 1976  
M.A., College of St. Thomas, 1982  
Ph.D., University of Minnesota, 1994

**Terri Elton**  
Associate Professor of Leadership  
B.A., Concordia College, 1986  
M.A., Luther Seminary, 1998  
Ph.D., Luther Seminary, 2007

**Lois Farag**  
Associate Professor of Early Church History  
B.S., The American University, Cairo, Egypt, 1977  
M.A., Harvard Divinity School, 1997  
M.Div., Harvard Divinity School, 1997  

**David Fredrickson**  
Professor of New Testament  
B.A., Carleton College, 1975  
M.Div., Luther Theological Seminary, 1980  
M.A., Yale University, 1985  
M.Phil., Yale University, 1987  
Ph.D., Yale University, 1990  
Ordained, 1980 (ELCA)

**Mark Granquist**  
Associate Professor of Church History  
B.A., St. Olaf College, 1979  
M.Div., Yale University Divinity School, 1984  
Ph.D., University of Chicago Divinity School, 1992  
Ordained, 1988 (ELCA)

**Mary Jane Haemig**  
Professor of Church History  
Director of Reformation Research Program  
B.A., University of Minnesota, 1977  
J.D., Harvard Law School, 1981  
Th.D., Harvard Divinity School, 1996

For faculty bios and more information, visit [www.luthersem.edu/facultybios](http://www.luthersem.edu/facultybios).
Guillermo Hansen
Associate Professor of Systematic Theology and Martin Luther King Jr. Chair for Justice and Christian Community
M.Div., Ecumenical Theological University, Argentina, 1986
S.T.M., Trinity Lutheran Seminary, 1988
Th.M., Lutheran School of Theology at Chicago, 1990
Ph.D., Lutheran School of Theology at Chicago, 1995
Ordained, 1996, United Evangelical Lutheran Church of Argentina

Mary E. Hess
Professor of Educational Leadership
B.A., Yale University, 1985
M.T.S., Harvard University, 1992
Ph.D., Boston College, 1998

Cameron B. R. Howard
Assistant Professor of Old Testament
A.B., Davidson College, 2001
M.T.S., Emory University, 2003
Th.M., Columbia Theological Seminary, 2004
Ph.D., Emory University, 2010

Rolf A. Jacobson
Professor of Old Testament
B.A., University of St. Thomas, 1987
M.Div., Luther Seminary, 1991
Ph.D., Princeton Theological Seminary, 2000
Ordained, 1991 (ELCA)

Andrew Keck
Director of Library Services
Director of Institutional Effectiveness
B.S., Albion College, 1991
M.T.S., Boston University, 1993
M.S., Library Science, Clarion University of Pennsylvania, 1996

Patrick R. Keifert
Professor and Olin S. and Amanda Fjelstad Reigstad Chair of Systematic Theology
B.A., Valparaiso University, 1973
M.Div., Christ Seminary-Seminex, 1977
Ph.D., University of Chicago, 1982
Ordained, 1978 (ELCA)

Craig R. Koester
Vice President for Academic Affairs and Academic Dean
Professor and Asher O. and Carrie Nasby Chair of New Testament
B.A., St. Olaf College, 1976
M.Div., Luther Theological Seminary, 1980
Ph.D., Union Theological Seminary, New York City, 1986
Ordained, 1980 (ELCA)

Dirk G. Lange
Associate Professor of Worship
Associate Dean of Graduate Theological Education
B.A., University of Winnipeg, 1979
Ph.D., Emory University, 2005
Ordained, 2002 (ELCA)

Karoline Lewis
Associate Professor of Biblical Preaching and The Alvin N. Rogness Chair of Homiletics
B.A., Northwestern University, 1989
M.Div., Luther Seminary, 1994
Ph.D., Emory University, 2006
Ordained, 1999 (ELCA)

Alvin Luedke
Professor of Rural Ministry
B.S., Texas A&M University, 1978
M.Div., Trinity Lutheran Seminary, 1982
M.S., Texas A&M University, 1993
Ph.D., Texas A&M University, 2002
Ordained, 1982 (ELCA)

Lois Malcolm
Professor of Systematic Theology
B.A., Bethel College, 1981
M.A., University of Minnesota, 1985
M.A., Luther Seminary, 1989
Ph.D., University of Chicago, 1997

Amy Marga
Associate Professor of Systematic Theology
B.A., Concordia University, 1995
M.Div., Princeton Theological Seminary, 1998
Ph.D., Princeton Theological Seminary, 2006

For faculty bios and more information, visit www.luthersem.edu/facultybios.
Alan G. Padgett  
Professor of Systematic Theology  
B.A., Vanguard University, 1977  
M.Div., Drew University, 1981  
Ordained, 1984 (United Methodist Church)  

Matthew L. Skinner  
Professor of New Testament  
B.A., Brown University, 1990  
M.Div., Princeton Theological Seminary, 1997  
Ph.D., Princeton Theological Seminary, 2002  
Ordained Teaching Elder, 2005, Presbyterian Church U.S.A.  

Steven D. Paulson  
Professor of Systematic Theology  
B.A., St. Olaf College, 1980  
M.Div., Luther Seminary, 1984  
M.Th., Lutheran School of Theology at Chicago, 1988  
Th.D., Lutheran School of Theology at Chicago, 1992  
Ordained, 1990 (ELCA)  

Robin J. Steinke  
President  
Professor of Systematic Theology  
B.A., Augustana College, 1980  
M.Div., Trinity Lutheran Seminary, 1994  
S.T.M., Trinity Lutheran Seminary, 1994  
Ph.D., University of Cambridge, 1999  
Ordained, 1999 (ELCA)  

Andrew Root  
Associate Professor and Carrie Olson Baalson Chair of Youth and Family Ministry  
B.A., Bethel College, 1997  
M.Div., Fuller Theological Seminary, 2000  
M.Th., Fuller Theological Seminary, 2001  
Ph.D., Princeton Theological Seminary, 2006  

Mark A. Throntveit  
Professor of Old Testament  
B.A., St. Olaf College, 1971  
M.Div., Luther Theological Seminary, 1975  
Ph.D., Union Theological Seminary, Richmond, Va. 1982  
Ordained, 1975 (ELCA)  

Kathryn M. Schifferdecker  
Associate Professor of Old Testament  
B.A., St. Olaf College, 1990  
M.Div., Yale Divinity School, 1996  
Th.D., Harvard Divinity School, 2005  
Ordained, 2001 (ELCA)  

Dwight Zscheile  
Associate Professor of Congregational Mission and Leadership  
B.A., Stanford University, 1995  
M.Div., Yale Divinity School, 1998  
Ph.D., Luther Seminary, 2008  
Ordained Priest, 2006 (The Episcopal Church)  

Gary M. Simpson  
Professor of Systematic Theology and Northwestern Lutheran Seminary Chair in Theology  
B.A., Concordia Senior College, Fort Wayne, Ind., 1972  
M.Div., Christ Seminary-Seminex, 1976  
Th.D., Christ Seminary-Seminex, 1983  
Ordained, 1977 (ELCA)  

Senior Lecturers, Visiting Professors, Emeriti, Affiliated and Adjunct Instructors  
As the need arises, qualified individuals are contracted for specific courses. They are listed on the course offering schedule with the course or courses they teach.  

For faculty bios and more information, visit www.luthersem.edu/facultybios.
Theological Education at Luther Seminary

Luther Seminary exists to educate leaders for Christian communities called and sent by the Holy Spirit to witness to salvation in Jesus Christ and to serve in God’s world. We intend to be confessional and missional—boldly confessing the classical Christian faith as expressed in the ecumenical creeds and Lutheran confessions as we participate in the creative work and the reconciling mission of God in Jesus Christ.

Luther Seminary understands that theological education involves the whole person and is done in community. It is based on the conviction that the Scriptures convey promises that bear witness to God’s faithful character. These promises take shape in community and move us to engage a complex world.

Luther Seminary’s curricular strategy calls for teaching Christian theology in a framework of four interrelated movements:

• Learning the Christian story
• Interpreting and confessing the story
• Leading in mission according to the story
• Living our callings

As a center of learning on behalf of the church for the sake of the world, Luther Seminary has designed multiple educational processes by which to accomplish our vision and goals:

• M.Div.—Missional Pastors
• M.A. and Graduate Certificates—Academic and Professional Degrees
• M.Th., D.Min., Ph.D.—Graduate Theological Education
• Lifelong Learning for Leadership
Missional Pastors
The Master of Divinity (M.Div.) may be completed in three to four years of full-time study, or through a five-year distance education program or in six years of part-time study. Its purpose is to prepare students to be pastors who provide theologically informed and effective leadership in congregations for the sake of God’s mission of witness and service. “Missional pastors” are “apt teachers” (1 Timothy 3:2) within the priesthood of all believers who, through the ministry of Word and Sacrament, equip all the baptized for their lives within and beyond the Christian community. The M.Div. program seeks to graduate pastors who will lead in developing new congregations and strengthening existing congregations for ministry in changing contexts. The M.Div. is available as a residential/commuter or distributed learning program.

Vocational Formation
All professional Master of Arts (M.A.) and M.Div. students are given opportunities to develop their sense of vocation and call through classroom interactions with faculty and peers, relationships with staff and administrators, regular chapel worship, participation in cohorts and through other structured and unstructured formational activities. For professional M.A. students (in Children, Youth and Family Ministry; Congregational Mission and Leadership; and Congregational and Community Care) their degree concentration point people and members of the contextual learning staff will serve a particularly important role in vocational discernment and formation. M.Div. students—particularly those who are candidates for ordained ministry—will find support for vocational discernment and formation in their relationship with their candidacy mentors. M.Div. ministry candidates are given the opportunity to select a candidacy mentor from the faculty. Candidacy mentors will guide students through the process of discerning their call to public ministry and advocate for students during the candidacy process. Selection of candidacy mentors normally occurs at the end of the student’s first semester. For ELCA ministry candidates, this will coincide with entrance into the candidacy process. Candidacy mentoring is overseen by the associate dean of student resources and candidacy.

M.A. and Graduate Certificate Programs
These two-year degree and one-year graduate certificate programs help prepare students for the variety of specialized ministries required by God’s many-sided mission of witness and service. The academic M.A. prepares students for further graduate study while choosing a concentration in one of 10 areas at Luther Seminary or two areas in conjunction with other schools. The M.A. (Studies in Lutheran Ministries) allows for two tracks—non-affiliated or affiliated—and provides Lutheran theological training for those preparing for ministry in a Lutheran setting. A dual degree program in theology and social work (M.A./M.S.W.) is offered with Augsburg College and a dual degree program in theology and marriage and family therapy (M.A./MFT) is offered with St. Mary’s University. The professional M.A. (in Children, Youth and Family Ministry; Congregational Mission and Leadership; and Congregational and Community Care) prepares students to serve as mission-driven leaders in a variety of ministries within and beyond Christian congregations. One-year graduate certificate programs are designed to equip lay leaders across denominational lines. The Graduate Certificate Program is intended for students who do not have an earned (and who are not concurrently seeking a) theological degree. The M.A. in Children, Youth and Family Ministry and the Graduate Certificate Programs in Faith and Health, Congregational and Community Care and Parish Nursing are available in both residential commuter and distributed learning programs.

Graduate Theological Education
The Master of Theology (M.Th.) and the Doctor of Philosophy (Ph.D.) degrees assist persons preparing for educational and theological leadership in the church and its colleges and seminaries throughout the world. The Doctor of Ministry (D.Min.) degree is an in-service professional degree for pastors and other ministers intended to enhance their capacity for missional leadership. All three degrees presuppose a first theological degree (an M.A. or M.Div.). We believe that God’s mission requires confessional scholars who have all the credentials of the academy and who also relate their scholarship to the needs of the church in a new era of mission.

Luther Seminary is not currently accepting any new students into the Ph.D. program. The program is being evaluated for the future.

Center for Lifelong Learning
Learning for Christian Leaders models and sustains effective leadership for the sake of God’s mission of witness and service in a changing world. Above all, we facilitate opportunities for shared discovery that cultivate the renewing habit of critical and communal reflection—in this case, on the practice of Christian leadership. Toward this end, we provide a variety of study opportunities for professional and lay leaders or members of congregations who are compelled to understand and live out their faith in daily life. This educational process is not a degree-granting program but is aimed at supporting ongoing education in congregations and other Christian communities.

For more information visit www.luthersem.edu/lifelong_learning.
The goal of Luther Seminary’s Master of Divinity program is that our graduates will be prepared to serve as missional pastors in the church, leading Christians in lives of witness and service. In addition to being persons of faith and good character who are grounded firmly in the message of the Bible and the insights of Christian history, theology and ethics, we want our graduates to be known for excellence as preachers of the biblical message, leaders in worship and servant leaders.

We want them to be able to provide effective leadership in congregations by equipping members to serve God’s mission of spreading the gospel and caring for the world. The world’s needs for witness and service have never been greater. We believe God is calling and sending the church of Jesus Christ into mission in a new era of Christian history, one in which the church can no longer depend on support from the surrounding culture.

Our vision is to prepare a new generation of pastors who can strengthen the life of individual Christians and congregations even as they lead them to engage in mission in their context. We believe this requires learning both theology and leadership not only in the classroom and library but also in the contexts of congregations and their communities and in relation to Christians of other communions and members of other religions. This commitment to be both confessional and missional—and never one without the other—draws together the various courses, practices and contextual experiences of Luther Seminary’s Master of Divinity program for educating students for pastoral ministry. This commitment is expressed in four learning outcomes for graduates of our program:

1. Graduates will form and lead Christian communities gathered around Word and Sacrament for bold participation in God’s mission.
2. Graduates, together with the communities they lead, will read Scripture faithfully, critically and imaginatively.
3. Graduates, together with the communities they lead, will confess the character, identity and work of the Triune God in the world God loves.
4. Graduates, together with the communities they lead, will live out their baptismal callings and nurture the ongoing life of faith, hope and love.

The M.Div. degree program requirements may be completed in three different modes: Full-time residential/commuter, distributed learning and part-time commuter.
Master of Divinity—Residential

General Information

The Master of Divinity (M.Div.) degree program prepares students to be faithful and effective pastors in the church as it ministers to the world. The M.Div. is a 30-course/90-semester-hour degree program that is offered in multiple pathways:

- **Full-time Residential** is designed to be completed in three to four years. The program involves courses on the seminary campus as well as contextual learning placements for internship and Clinical Pastoral Education. Students who complete the program in four years often do two years of course work, a year-long internship and then a final year of course work. Some students choose to do a part-time internship along with part-time study. It is possible to complete the program in three to three-and-a-half years by taking some courses during the summer and during internship.

- **Distributed Learning (DL)** is designed for students for whom relocation to St. Paul is not feasible. The DL track is normally completed in five years. Of the 30 required courses, students take 20 online and 10 on campus. On-campus courses are offered through one- to two-week residential intensive sessions held in the summer term and during the January term.

- **Part-time Commuter** is designed for adult learners based in and around the Twin Cities. Students may complete the program in six years through a combination of online and on-campus courses, many of which are scheduled to fit within students’ busy lives.

Vocational Formation

**Learning Leader Cohorts**

Formation happens within community, and all students belong to cohorts that meet periodically throughout the program of study. Cohorts are formed as part of the Learning Leader course, and provide contexts for faith formation and integration of learning. Part of the cohort experience is the creation of a portfolio of work that demonstrates competencies in various areas of study. A student may periodically review the portfolio with the faculty mentor assigned to the student’s cohort.

**New Student Orientation**

All M.A. and M.Div. students are invited to participate in orientation at the start of a semester. This experience includes an introduction to the degree program, campus life, the curriculum of the seminary, resources for academic success and healthy living, discipleship and the wider community of the Twin Cities. There is no fee for participation and attendance is not required.

General Degree Requirements

**Bachelor’s Degree**

A bachelor’s degree or its equivalent received from a regionally accredited college or university is required. Exceptions may be considered on an individual basis.

**Course Requirements**

A minimum of 30 courses is required, including required courses in the core curriculum.

**Language Options**

Students may be able to waive one ancient language requirement (LG0110 Biblical Hebrew or LG0220 New Testament Greek) and substitute further study in a modern language for ministry. Students who enter seminary with proficiency in a modern language such as Spanish will be able to opt out of one of the biblical languages in order to take a course in the use of a modern language for the sake of ministry. In such a course, students would learn the theological and ministerial vocabulary and practice preaching, teaching, and ministering in that language. Contact the Student Resource Center for proficiency exam information. LG4525 will also serve as a substitute course.

**Portfolios and Learning Leader**

A student portfolio is a collection of reflections on artifacts that demonstrates competency in stated outcomes for each degree program. Portfolio reviews are primarily an assessment of student growth and learning for the purpose of formation and improvements. A final portfolio evaluates student proficiency in meeting their degree program outcomes. Aggregated data from these reviews will also be used to prioritize institutional planning and resource allocation.

Portfolio reviews will occur twice for M.A. students (at the halfway point and the final semester). M.Div. students will complete three portfolio reviews (at one-third intervals and the final semester). Students will be notified by the registrar when a portfolio review is due to occur. While some flexibility for earlier or later reviews is possible, registration holds may be placed on students who do not complete required reviews in a timely manner. Students are expected to attend to stated deadlines to submit their portfolio for review if they have been notified that their credit totals indicate a portfolio review is needed.

Required academic credit for SG0602 Vocational Formation—Learning Leader II is dependent in part upon completing intermediate and final portfolio reviews. First and intermediate reviews are intended as opportunities for conversation with mentors and for refined academic planning. Final portfolio reviews will have scoring expectations or the positive recommendation of the cohort mentor in order to pass the Learning Leader II course. Students unable to complete or meet expectations for their
final portfolio review may petition for incomplete (under grading policies). Otherwise, the grade will be recorded as fail.

**Aggregate scores of 4.0-5.0**—Goal for Luther Seminary

**Aggregate scores of 3.0-3.9**—Passing

**Aggregate scores of 2.0-2.9**—Passing with the written positive recommendation of cohort mentor

**Aggregate/individual outcome scores below 2.0**—Fail

**Time Limit**
The M.Div. degree may be completed in as few as three years, though normally students take up to four years to complete the program (with internship). Part-time students may take up to eight years.

**Registration**
All holds on a student’s account must be resolved before registration will be allowed. Any holds placed on a student’s account can be resolved by contacting the office where the hold originated. Unresolved holds will cause a student to lose registration priority.

**M.Div. Concentrations**
Students in the M.Div. program may choose to develop a concentration in a particular area of study. A concentration requires taking a number of electives in a particular field. The options include Old Testament; New Testament; History of Christianity; Systematic Theology; Children, Youth and Family Ministry; Congregational Mission and Leadership; and Spanish Language for Ministry.

**Commencement**
An application for graduation must be submitted to the Office of the Registrar at the beginning of the academic year in which the student intends to graduate. Attendance at Commencement is expected. Graduating students not attending need to notify the Office of the Registrar in writing by May 1. Two courses (including all outstanding incompletes but excluding SG0602 Vocational Formation—Learning Leader II) is the maximum number of courses a student may have to complete during the summer and still participate in graduation ceremonies. SG0602 Vocational Formation—Learning Leader II must be complete by May 1 in order to participate in commencement. These courses must be completed by the end of the summer term following graduation ceremonies. In the commencement bulletin, an asterisk is placed beside those names with the notation: “Requirements to be completed by the end of the summer term (of the year of graduation).” Requirements not completed by this date will postpone graduation to a later date. New graduation fees will be assessed.
## Master of Divinity Degree Core Curriculum

### Signature Courses (6.0 courses)

**Bible**
- SG0701 Scripture and Its Witnesses I 1.0 course
- SG0702 Scripture and Its Witnesses II 1.0 course

**History of Christianity**
- SG0301 Reform and Expansion of Christianity (1400-1800 A.D.) 1.0 course

**Systematic Theology**
- SG0401 Thinking Theologically and Confessing Publicly 1.0 course
- SG0405 Leading Christian Communities in Mission 1.0 course

**Leadership for Mission**
- SG0601 Vocational Formation—Learning Leader I (First Term) 0.5 course
- SG0602 Vocational Formation—Learning Leader II (Final Term) 0.5 course

### Core Courses (12.0 courses)

**Bible**
- LG0110 Biblical Hebrew* 1.0 course
- LG0220 New Testament Greek* 1.0 course

*Students may be able to waive one ancient language requirement and substitute further study in a modern language for ministry*

**Choose one:**
- OT0110 Biblical Exegesis for Ministry 1.0 course
- NT0220 Biblical Exegesis for Ministry (prerequisite Hebrew for OT) or (prerequisite Greek for NT) 1.0 course

**History of Christianity**
- HC0316 Apostles to Reformers: Forming Christian Identity 1.0 course
- HC0330 History of Christianity, 1800 to the Present: Confessing Christ through the History of Christianity 1.0 course

**Systematic Theology**

*Choose one:*
- ST0415 The Triune God and the World—God the Creator 1.0 course
- ST0425 The Triune God and the World—Jesus the Savior 1.0 course
- ST0435 The Triune God and the World—The Holy Spirit 1.0 course

**History and Theology**
- HT0801 Lutheran Confessional Writings (or denominational option) 1.0 course

**Leadership for Mission**
- CG0525 Congregational Care and Formation 1.0 course
- PR0510 Foundations of Biblical Preaching 1.0 course
- WO0515 Public Worship: Leadership in Word and Sacrament, Prayer and Thanksgiving 1.0 course

**Contextual Learning**
- FE0200 Internship Orientation 0.0 course
- FE0500 through FE0509 Clinical Pastoral Education 1.0 course
- IN0500 through IN0565 Internship 2.0 courses

**Elective Courses (12.0 Courses)**

Full or half courses to total 12.0 courses

### Total Courses

| Total Signature Courses | 6.0 courses |
| Total Core Courses | 12.0 courses |
| Total Electives | 12.0 courses |

**TOTAL REQUIRED** 30.0 courses
Master of Divinity Degree Core Curriculum Concentrations

Master of Divinity—Concentration in Old Testament
In order to complete a concentration in Old Testament, noted on the student transcript, a student must successfully complete:

• All required Signature Courses (6.0 courses)
• All required Core Courses (12.0 courses)
• Hebrew—LG4127 Reading Hebrew (1.0 course)
• At least the equivalent of 1.0 course in New Testament
• At least the equivalent of 3.0 courses in Old Testament
• At least the equivalent of 5.0 courses of the remaining 7.0 electives in other disciplines (not Old Testament, New Testament or Language)

Master of Divinity—Concentration in New Testament
In order to complete a concentration in New Testament, noted on the student transcript, a student must successfully complete:

• All required Signature Courses (6.0 courses)
• All required Core Courses (12.0 courses)
• Greek—LG4225 Reading Greek (1.0 course)
• At least the equivalent of 1.0 course in Old Testament
• At least the equivalent of 3.0 courses in New Testament
• At least the equivalent of 5.0 courses of the remaining 7.0 electives in other disciplines (not Old Testament, New Testament or Language)

Master of Divinity—Concentration in History of Christianity
In order to complete a concentration in History of Christianity, noted on the student transcript, a student must successfully complete:

• All required Signature Courses (6.0 courses)
• All required Core Courses (12.0 courses)
• HC0316 or HC0330—whichever course was NOT completed in the Core Courses listed above (1.0 course)
• At least the equivalent of 1.0 additional course in the time period of 100-1400 A.D.
• At least the equivalent of 1.0 additional course in the time period of 1400-1800 A.D.
• At least the equivalent of 1.0 additional course in the time period of 1800 A.D. to the present
• At least 8.0 remaining elective courses
• Academic language study appropriate to the subject may count as 1.0 concentration course

Master of Divinity—Concentration in Systematic Theology
In order to complete a concentration in Systematic Theology, noted on the student transcript, a student must successfully complete:

• All required Signature Courses (6.0 courses)
• All required Core Courses (12.0 courses)
• ST0415, ST0425 or ST0435—whichever courses were NOT completed in the Core Courses listed above (2.0 courses)
• At least the equivalent of 3.0 courses in Systematic Theology electives
• At least the equivalent of 5.0 courses of the remaining 7.0 elective courses in other disciplines (not Systematic Theology)
Master of Divinity Degree Core Curriculum Concentrations

Master of Divinity—Concentration in Children, Youth and Family Ministry
In order to complete a concentration in Children, Youth and Family Ministry, noted on the student transcript, a student must successfully complete:

- All required Signature Courses (6.0 courses)
- All required Core Courses (12.0 courses)
- CY0510 Theological Frameworks for Ministry with Children, Youth and Family I (1.0 course)
- CY0515 Theological Frameworks for Ministry with Children, Youth and Family II (1.0 course)
- FE0521-FE0524—Christian Public Leader (four half courses required) (2.0 courses)
- At least the equivalent of 2.0 additional courses in Children, Youth and Family
- At least 6.0 remaining elective courses

Master of Divinity—Concentration in Spanish Language for Ministry
In order to complete a concentration in Spanish Language for Ministry, noted on the student transcript, a student must successfully complete:

- All required Signature Courses (6.0 courses)
- All required Core Courses (12.0 courses)
- CD1640-Knowing Our Neighbors: Latin America, Meso-American Culture, and the Mission of the Church (1.0 course)
- 1.0 course taken at the Hispanic Summer Program, preferably in Spanish or some other international partnership Luther Seminary arranges in a Spanish-speaking context
- At least the equivalent of 1.0 course in an immersive, cross-cultural experience, arranged via the Office of Contextual Learning and preferably among individuals who speak Spanish primarily (either through internship, CPL or cross-cultural experience)
- At least the equivalent of 3.0 additional courses that deal directly with cross-cultural and inter-cultural approaches to ministry
- At least 6.0 remaining elective courses

Master of Divinity—Concentration in Congregational Mission and Leadership
In order to complete a concentration in Congregational Mission and Leadership, noted on the student transcript, a student must successfully complete:

- All required Signature Courses (6.0 courses)
- All required Core Courses (12.0 courses)
- CL0510 Evangelism in Contemporary Contexts (1.0 course)
- CL0520 Church Organization and Leadership (1.0 course)*
- CL0530 God’s Mission: Biblical and Theological Explorations (1.0 course)*
- CL0540 Transforming Christian Communities for Mission (1.0 course)*
- At least the equivalent of 1.0 additional course in Congregational Leadership, Educational Leadership, Rural Ministry, Urban Ministry, Seminary Consortium for Urban Pastoral Education or designated Systematic Theology courses or Christian Public Leader
- At least 7.0 remaining elective courses

*Another CL, EL, RM, UM, SC or designated ST course may be substituted for one of these courses by petition.
General Information
The Master of Divinity—Distributed Learning program follows the same curriculum of 30 courses as the traditional Luther Seminary M.Div. Students in the M.Div. DL program complete the degree in a part-time, cohort-based program paced over approximately five years, including summers. For students who are candidates for ministry in the ELCA, invitation to the M.Div. DL cohort also requires a positive entrance decision from their synod candidacy committee for the distributed learning path.

Students must be admitted to the M.Div. DL program.

Students in the M.Div. DL program may move to campus at any point in their studies and finish their degree in residence. A student who moves from the M.Div. DL program to the residential M.Div. program must inform the Office of the Registrar of his or her intention by submitting a Change of Program Delivery Type form located on MyLutherNet.

Vocational Formation
Learning Leader Cohorts
Formation happens within community, and all students belong to cohorts that meet periodically throughout the program of study. Cohorts are formed as part of the Learning Leader course, and provide contexts for faith formation and integration of learning. Part of the cohort experience is the creation of a portfolio of work that demonstrates competencies in various areas of study. A student may periodically review the portfolio with the faculty mentor assigned to the student’s cohort.

New Student Orientation
All M.Div. DL students are invited to complete an online orientation module that informs them of computer requirements, introduces them to Luther Seminary’s learning management system and digital library resources and helps them prepare for the work of being an active learner. The intensive orientation includes an overview of the curriculum, an introduction to the process of building a strong cohort community and a review of resources available for academic success, financial sustainability and healthy living.

General Degree Requirements
Bachelor’s Degree
A bachelor’s degree or its equivalent received from a regionally accredited college or university is required. Exceptions may be made on an individual basis.

Course Requirements
The M.Div. DL program follows the same comprehensive curriculum as the residential M.Div. program: a minimum of 30 courses, including required courses in the core curriculum. Up to 20.0 of the credits may be completed online. At least 10.0 of the credits must be completed on campus.

Language Options
Students may be able to waive one ancient language requirement (LG0110 Biblical Hebrew or LG0220 New Testament Greek) and substitute further study in a modern language for ministry. Students who enter seminary with proficiency in a modern language such as Spanish will be able to opt out of one of the biblical languages in order to take a course in the use of a modern language for the sake of ministry. In such a course, students would learn the theological and ministerial vocabulary and practice preaching, teaching, and ministering in that language. Contact the Student Resource Center for proficiency exam information. LG4525 will also serve as a substitute course.

Time Limit
The M.Div. may be completed in as little as three years, though students normally take up to five years to complete the program (with internship). Part-time students may take up to eight years.

Registration
M.Div. DL students are given priority in the online registration process. All holds on a student’s account must be resolved before registration is allowed. This can be done by contacting the office where the hold originated. Unresolved holds will cause a student to lose registration priority.

M.Div. Concentrations
Students in the M.Div. program may choose to develop a concentration in a particular area of study. A concentration requires taking a number of electives in a particular field. The options include Old Testament; New Testament; History of Christianity; Systematic Theology; Children, Youth and Family Ministry; Congregational Mission and Leadership; and Spanish Language for Ministry. See pages 13-14.
Commencement
An application for graduation must be submitted to the Office of the Registrar at the beginning of the academic year in which the student intends to graduate. Attendance at commencement is expected. Graduating students not attending need to notify the Office of the Registrar in writing by May 1. Two courses (including all outstanding incompletes but excluding SG0602 Vocational Formation—Learning Leader II) is the maximum number of courses a student may have to complete during the summer and still participate in graduation ceremonies. SG0602 Vocational Formation—Learning Leader II must be complete by May 1 in order to participate in commencement. These courses must be completed by the end of the summer term following graduation ceremonies. In the commencement bulletin, an asterisk is placed beside those names with the notation: “Requirements to be completed by the end of the summer term (of the year of graduation).” Requirements not completed by this date will postpone graduation to a later date. New graduation fees will be assessed.

Portfolios and Learning Leader
A student portfolio is a collection of reflections on artifacts that demonstrates competency in stated outcomes for each degree program. Portfolio reviews are primarily an assessment of student growth and learning for the purpose of formation and improvements. A final portfolio evaluates student proficiency in meeting their degree program outcomes. Aggregated data from these reviews will also be used to prioritize institutional planning and resource allocation.

Portfolio reviews will occur twice for M.A. students (at the halfway point and the final semester). M.Div. students will complete three portfolio reviews (at one-third intervals and the final semester). Students will be notified by the registrar when a portfolio review is due to occur. While some flexibility for earlier or later reviews is possible, registration holds may be placed on students who do not complete required reviews in a timely manner. Students are expected to attend to stated deadlines to submit their portfolio for review if they have been notified that their credit totals indicate a portfolio review is needed.

Required academic credit for SG0602 Vocational Formation—Learning Leader II is dependent in part upon completing intermediate and final portfolio reviews. First and intermediate reviews are intended as opportunities for conversation with mentors and for refined academic planning. Final portfolio reviews will have scoring expectations or the positive recommendation of the cohort mentor in order to pass the Learning Leader II course. Students unable to complete or meet expectations for their final portfolio review may petition for incomplete (under grading policies). Otherwise, the grade will be recorded as fail.

Aggregate scores of 4.0-5.0—Goal for Luther Seminary
Aggregate scores of 3.0-3.9—Passing
Aggregate scores of 2.0-2.9—Passing with the written positive recommendation of cohort mentor
Aggregate/individual outcome scores below 2.0—Fail
# Master of Divinity Degree DL Core Curriculum

## Year One

### Signature Courses (4.5 courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SG0701</td>
<td>Scripture and Its Witnesses I</td>
<td>1.0</td>
</tr>
<tr>
<td>SG0702</td>
<td>Scripture and Its Witnesses II</td>
<td>1.0</td>
</tr>
<tr>
<td>Systematic Theology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SG0401</td>
<td>Thinking Theologically and Confessing Publicly</td>
<td>1.0</td>
</tr>
<tr>
<td>SG0405</td>
<td>Leading Christian Communities in Mission</td>
<td>1.0</td>
</tr>
<tr>
<td>Leadership for Mission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SG0601</td>
<td>Vocational Formation—Learning Leader I</td>
<td>0.5</td>
</tr>
</tbody>
</table>

### Core Courses (1.0 course)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systematic Theology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ST0415</td>
<td>The Triune God and the World—God the Creator</td>
<td>1.0</td>
</tr>
<tr>
<td>ST0425</td>
<td>The Triune God and the World—Jesus the Savior</td>
<td>1.0</td>
</tr>
<tr>
<td>ST0435</td>
<td>The Triune God and the World—Holy Spirit</td>
<td>1.0</td>
</tr>
</tbody>
</table>

### Elective Courses (0.5 course)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Year One** 6.0 courses

## Year Two

### Signature Courses (1.0 course)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Christianity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SG0301</td>
<td>Reform and Expansion of Christianity (1400-1800 A.D.)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

### Core Courses (3.0-4.0 courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LG0220</td>
<td>New Testament Greek*</td>
<td>1.0</td>
</tr>
<tr>
<td>ST0415</td>
<td>The Triune God and the World—God the Creator</td>
<td>1.0</td>
</tr>
<tr>
<td>ST0425</td>
<td>The Triune God and the World—Jesus the Savior</td>
<td>1.0</td>
</tr>
<tr>
<td>ST0435</td>
<td>The Triune God and the World—Holy Spirit</td>
<td>1.0</td>
</tr>
<tr>
<td>History and Theology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HT0801</td>
<td>Lutheran Confessional Writings (or denominational option)</td>
<td>1.0</td>
</tr>
<tr>
<td>Leadership for Mission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CG0525</td>
<td>Congregational Care and Formation</td>
<td>1.0</td>
</tr>
</tbody>
</table>

### Elective Courses (1.0-2.0 courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Year Two** 6.0 courses
## Master of Divinity Degree DL Core Curriculum

### Year Three

#### Core Courses (4.0 courses)

**History of Christianity**

*Choose one:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC0316</td>
<td>Apostles to Reformers: Forming Christian Identity</td>
<td>1.0</td>
</tr>
<tr>
<td>HC0330</td>
<td>History of Christianity, 1800 to the Present: Confessing Christ through the History of Christianity</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Leadership for Mission**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR0515</td>
<td>Foundations of Biblical Preaching</td>
<td>1.0</td>
</tr>
<tr>
<td>WO0515</td>
<td>Public Worship: Leadership in Word and Sacrament, Prayer and Thanksgiving</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Contextual Learning**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FE0200</td>
<td>Internship Orientation</td>
<td>0.0</td>
</tr>
<tr>
<td>FE0500</td>
<td>Clinical Pastoral Education</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Elective Courses (3.0 courses)**

### Year Four

#### Core Courses (1.0-2.0 courses)

**Bible**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LG0110</td>
<td>Biblical Hebrew*</td>
<td>1.0</td>
</tr>
</tbody>
</table>

*Students may be able to waive one ancient language requirement and substitute further study in a modern language for ministry*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT0110</td>
<td>Biblical Exegesis for Ministry**</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**OR elective if student chooses to complete NT0220 instead of OT0110**

**Electives (5.0-6.0 courses)**

### Year Five

#### Signature Course (0.5 course)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG0602</td>
<td>Vocational Formation—Learning Leader II (Final Term)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

**Core Course (2.0 courses)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN0500</td>
<td>Internship</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Electives (1.5 courses)**

### Total Required:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Signature Courses</td>
<td>6.0 courses</td>
</tr>
<tr>
<td>Total Core Courses</td>
<td>12.0 courses</td>
</tr>
<tr>
<td>Total Electives</td>
<td>12.0 courses</td>
</tr>
</tbody>
</table>

**TOTAL REQUIRED:** 30.0 courses
“Now there are varieties of gifts, but the same Spirit; and there are varieties of services, but the same Lord; and there are varieties of activities, but it is the same God who activates all of them in everyone. To each is given the manifestation of the Spirit for the common good” (1 Corinthians 12:4-7).

In these words, the Apostle Paul identifies the variety of God-given gifts, services and activities that God uses to build up the body of Christ. The same Spirit, the same Lord and the same God works within this great diversity of gifts and callings to build up the body of Christ for its life in the world, thus empowering the church’s witness and mission.

Paul’s words also express the vision of the two-year master’s and graduate certificate programs at Luther Seminary: to educate and equip God’s people who are called to a variety of vocations in the world and in the church. Because the mission of God’s people calls for many forms of specialized service, Luther Seminary offers a great variety within its two-year master’s degree and one-year graduate certificate programs.

All first theological degree students take the Signature Courses in the curriculum together, and frequently study alongside one another in other courses as well. That shared experience gives students in the M.Div., M.A. and graduate certificate programs the opportunity to expand their understanding of their own concentration areas while gaining appreciation of the gifts, callings and vocations of their peers.
Master of Arts (Academic) Degree Programs

Students who study in the academic M.A. program are exposed to a wide breadth of classical theological disciplines. Luther Seminary offers ten concentrations in its academic M.A. degree program in addition to the M.A. (Studies in Lutheran Ministries) and two dual degrees. Through guided readings, independent study opportunities and a capstone writing or ministry project, students are also afforded the chance to engage deeply in a particular theological discipline of their choosing, frequently in dialogue with leading scholars in the field.

Students who are a part of the M.A. (Studies in Lutheran Ministries) may take part in either the affiliated track or the non-affiliated track. These tracks prepare students for ministry in Lutheran contexts.

Students who are called to pursue vocations in social work or marriage and family therapy are able to complement their studies through Luther Seminary’s dual degree programs in Marriage and Family Therapy (with St. Mary’s University) and Social Work (with Augsburg College).

Concentrations

The academic Master of Arts (M.A.) is available in ten concentrations. The M.A. (Studies in Lutheran Ministries) is available in two tracks: affiliated or non-affiliated. Luther Seminary also offers two dual-degree programs. The M.A./M.S.W. (Master of Social Work) degree is a joint program with Augsburg College. The M.A./MFT (Master of Family Therapy) is a joint program with Saint Mary’s University. Luther Seminary’s M.A. degrees and concentrations are both theologically rooted and directed for service in the church and world, including academic as well as congregational and community service.

M.A. students at Luther Seminary include those with clearly defined vocational directions, those exploring a variety of possibilities of service and those who are engaged in lifelong learning about matters of interest to them.

Students are advised to declare a concentration within the academic M.A. program as soon as possible and no later than the end of their first semester of studies or equivalent. A form for declaring or changing a concentration can be obtained from the Office of the Registrar or on MyLutherNet.

Master of Arts (Academic) Concentrations:
- Old Testament
- New Testament
- History of Christianity
- Systematic Theology
- Bible
- Biblical Theology
- Historical Theology
- Lutheran Theology and History
- Christian Faith and Community Engagement
- Theology and the Arts

Master of Arts (Studies in Lutheran Ministries)
- Affiliated Track
- Non-affiliated Track

Dual Degrees
- Master of Arts (Academic), Luther Seminary / Master of Arts in Marriage and Family Therapy (MFT), St. Mary’s University
- Master of Arts (Academic) Luther Seminary / Master of Social Work (M.S.W.), Augsburg College

Vocational Formation

Learning Leader Cohorts
Formation happens within community, and all students belong to cohorts that meet periodically throughout the program of study. Cohorts are formed as part of the Learning Leader course, and provide contexts for faith formation and integration of learning. Part of the cohort experience is the creation of a portfolio of work that demonstrates competencies as they relate to the degree program’s stated outcomes. A student may periodically review the portfolio with the faculty mentor assigned to the student’s cohort.

New Student Orientation
All M.A. and M.Div. students are invited to participate in orientation at the start of the semester. This experience includes an introduction to the degree program, campus life, the curriculum of the seminary, resources for academic success and healthy living, discipleship and the wider community of the Twin Cities. There is no fee for participation.
General Degree Requirements—
Master of Arts (Academic)

Bachelor’s Degree
A bachelor’s degree or its equivalent received from a regionally accredited college or university is required.

Exceptions may be considered on an individual basis.

Course Requirements
A minimum of 16 courses including required courses in the signature, core and electives curriculum is required for the M.A. academic degree and M.A. (Studies in Lutheran Ministries). The specific requirements for each concentration or specialization are listed individually on the pages that follow.

A minimum of 9 courses including required courses in the signature, core and electives curriculum is required for the dual degrees. The specific requirements for each degree are listed individually on the pages that follow.

Most M.A. concentration courses are offered every other year. In order to complete the M.A. degree within the minimum time period, students must be alert to the course schedules (www.luthersem.edu/registrar) and enroll in concentration courses as they become available.

Registration
All holds on a student’s account must be resolved before registration will be allowed. Any holds placed on a student’s account can be resolved by contacting the office where the hold originated. Unresolved holds will cause a student to lose registration priority.

Portfolios and Learning Leader
A student portfolio is a collection of reflections on artifacts that demonstrates competency in stated outcomes for each degree program. Portfolio reviews are primarily an assessment of student growth and learning for the purpose of formation and improvements. A final portfolio evaluates student proficiency in meeting their degree program outcomes. Aggregated data from these reviews will also be used to prioritize institutional planning and resource allocation.

Portfolio reviews will occur twice for M.A. students (at the halfway point and the final semester). M.Div. students will complete three portfolio reviews (at one-third intervals and the final semester). Students will be notified by the registrar when a portfolio review is due to occur. While some flexibility for earlier or later reviews is possible, registration holds may be placed on students who do not complete required reviews in a timely manner. Students are expected to attend to stated deadlines to submit their portfolio for review if they have been notified that their credit totals indicate a portfolio review is needed.

Required academic credit for SG0602 Vocational Formation—Learning Leader II is dependent in part upon completing intermediate and final portfolio reviews. First and intermediate reviews are intended as opportunities for conversation with mentors and for refined academic planning. Final portfolio reviews will have scoring expectations or the positive recommendation of the cohort mentor in order to pass the Learning Leader II course. Students unable to complete or meet expectations for their final portfolio review may petition for incomplete (under grading policies). Otherwise, the grade will be recorded as fail.

Aggregate scores of 4.0-5.0—Goal for Luther Seminary
Aggregate scores of 3.0-3.9—Passing
Aggregate scores of 2.0-2.9—Passing with the written positive recommendation of cohort mentor
Aggregate/individual outcome scores below 2.0—Fail

Capstone Project
The capstone project has writing or ministry project options are listed on pages 38-40. This is a non-credit degree requirement for the academic M.A. degree. The capstone project for the M.A./M.S.W. and the M.A./MFT degrees is completed through the M.S.W. and MFT programs of the partner institution.

Commencement
An application for graduation must be submitted to the Office of the Registrar at the beginning of the academic year in which the student intends to graduate. Attendance at commencement is expected. Graduating students not attending need to notify the Office of the Registrar in writing by May 1. Two courses (including all outstanding incompletes, but excluding the capstone project and SG0602 Vocational Formation—Learning Leader II) is the maximum number of courses a student may have to complete during the summer and still participate in graduation ceremonies. SG0602 Vocational Formation—Learning Leader II must be complete by May 1 in order to participate in commencement. The capstone project and oral examination must be completed by May 1 in order to participate in commencement. These courses must be completed by the end of the summer term following graduation ceremonies. In the commencement bulletin, an asterisk is placed beside those names with the notation: “Requirements to be completed by the end of the summer term (of the year of graduation).” Requirements not completed by this date will postpone graduation to a later date. New graduation fees will be assessed.

Time Limit
These programs are designed to be completed in two years when study is full-time. However, part-time students may have up to five years to complete the degree from the time of initial registration.

Continuation Status
Two-year M.A. degree students who have completed all course requirements except the capstone project and who are not enrolled in courses beyond the second year of the program will be automatically enrolled in continuation status each semester. A continuation fee will be assessed and is payable each semester. A limit of four semesters is allowed for Continuation Status. Students who fail to complete the capstone project after four semesters of Continuation Status will be withdrawn from the program.
and must reapply for admission if they wish to continue in a degree program.

**Rostered Denominational Ministries**
With deliberate course selection, most concentrations will fulfill the academic requirements for rostered ministry in the ELCA as an Associate in Ministry, Deaconess or Diaconal Minister and may fulfill requirements for similar programs in other denominations. For more information about rostering requirements in the ELCA or other denominations, contact the associate dean of student resources and candidacy (src@luthersem.edu).

For information on admission to any of the Two-Years Master of Arts degrees contact: The Office of Admissions, (admissions@luthersem.edu)

For more information on admission to the M.A./M.S.W. Dual Degree program:
Applicants must apply to each program separately and be admitted for study in both degree programs. Admission to this M.A. program at Luther Seminary is contingent upon admission to the M.S.W. program at Augsburg College. Applicants with a bachelor’s degree in social work accredited by the Council on Social Work Education are eligible to apply to the M.S.W. degree program as an advanced-standing student. To request catalog and application materials for the Augsburg College M.S.W. program, contact the social work admissions office at 612-330-1307. Please specify an interest in the Master of Arts / Master of Social Work dual degree program. See the Admissions section (pages 111-117) for a full list of application requirements and procedures for applicants to the M.A. degree program at Luther Seminary.

For more information on admission to the M.A./MFT Dual Degree program:
Applicants must apply to each program separately and be admitted for study in both programs. Admission to degree at one institution does not guarantee admission to the other. To request catalog and application materials for Saint Mary’s University of Minnesota, contact the admissions office at 612-728-5100. Please specify an interest in the Master of Arts in Marriage and Family Therapy dual degree program. See the Admissions section (pages 111-117) for a full list of application requirements and procedures for applicants to the M.A. degree program at Luther Seminary.

**Master of Arts (Academic) Degree Program Outcomes:**

1. Graduates will demonstrate a critical and constructive understanding of the principal texts, key questions, and methods of study in their chosen field; such understanding will be grounded in the depth of the Christian claims in dialogue with contemporary cultural, social, philosophical, political, and religious contexts.

2. Graduates will think creatively and imaginatively about the Triune God’s address to the world by engaging multiple and diverse voices stemming from the biblical and theological traditions of the church, the wider culture, and the global context.

3. Graduates will articulate and advocate for the importance of their field of study for the leading of Christian communities today.

4. Graduates will have the capacity to interpret critically, biblical, historical, and theological texts and topics, integrate their insights, communicate clearly about them to diverse audiences, and develop faithful and constructive insights.

**Master of Arts (Academic) Concentration Point People:**

- Old Testament—Michael Chan (mchan002@luthersem.edu)
- New Testament—Eric Barreto (ebarreto001@luthersem.edu)
- History of Christianity—Mark Granquist (mgranquist001@luthersem.edu)
- Systematic Theology—Guillermo Hansen (ghansen001@luthersem.edu)
- Concentrations with multiple disciplines (Bible, Biblical Theology, Historical Theology, Lutheran Theology and History, Christian Faith and Community Engagement, and Theology and the Arts)—Contact faculty in one of those disciplines.
- Master of Arts (Studies in Lutheran Ministries)—Mark Granquist (mgranquist001@luthersem.edu)
# Academic Master of Arts Degree Program Requirements

## Old Testament concentration

This specialization focuses on the study of Old Testament and is intended as a course of study for those with a particular interest in Old Testament, for those interested in pursuing further graduate studies in this field and for those who wish to use this concentration as a grounding for specific congregational or community service.

*Most M.A. concentration courses are offered every other year. Students must be alert to the course schedules ([www.luthersem.edu/registrar](http://www.luthersem.edu/registrar)) for their course planning in order to complete the M.A. degree within the minimum time period.*

### Signature Courses (6.0 courses)

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<tr>
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<tbody>
<tr>
<td>SG0701</td>
<td>Scripture and Its Witnesses I</td>
<td>1.0</td>
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<td>SG0702</td>
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### History of Christianity

<table>
<thead>
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<th>Course Code</th>
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### Leadership for Mission

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<tr>
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<tbody>
<tr>
<td>LG0110</td>
<td>Biblical Hebrew</td>
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</table>

Any combination of additional Old Testament or biblical language courses to total 5.0 full courses (May substitute up to 2.0 New Testament courses)

### Elective Courses (4.0 Courses)

Full or half courses to total 4.0 courses

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<tr>
<td>Capstone Project</td>
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**TOTAL REQUIRED** 16.0 courses

## New Testament concentration

This specialization focuses on the study of New Testament and is intended as a course of study for those with a particular interest in New Testament, for those interested in pursuing further graduate studies in this field and for those who wish to use this concentration as a grounding for specific congregational or community service.

*Most M.A. concentration courses are offered every other year. Students must be alert to the course schedules ([www.luthersem.edu/registrar](http://www.luthersem.edu/registrar)) for their course planning in order to complete the M.A. degree within the minimum time period.*

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<tbody>
<tr>
<td>LG0220</td>
<td>New Testament Greek</td>
<td>1.0</td>
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</tbody>
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Any combination of additional New Testament or biblical language courses to total 5.0 full courses (May substitute up to 2.0 Old Testament courses)

### Elective Courses (4.0 Courses)

Full or half courses to total 4.0 courses

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<tr>
<td>Capstone Project</td>
<td>0.0 course</td>
</tr>
</tbody>
</table>

**TOTAL REQUIRED** 16.0 courses
History of Christianity Concentration
This specialization focuses on the study of the history of Christianity and is intended as a course of study for those with a particular interest in history, for those interested in pursuing further graduate studies in this field and for those who wish to use this concentration as a grounding for specific congregational or community service.

Most M.A. concentration courses are offered every other year. Students must be alert to the course schedules (www.luthersem.edu/registrar) for their course planning in order to complete the M.A. degree within the minimum time period.

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</table>

Concentration Courses (6.0 courses)
Any combination of History of Christianity courses to total 6.0 full courses

Elective Courses (4.0 courses)
Full or half courses to total 4.0 courses

Systematic Theology Concentration
This specialization focuses on the study of the systematic theology and is intended as a course of study for those with a particular interest in theology, for those interested in pursuing further graduate studies in this field and for those who wish to use this concentration as a grounding for specific congregational or community service.

Most M.A. concentration courses are offered every other year. Students must be alert to the course schedules (www.luthersem.edu/registrar) for their course planning in order to complete the M.A. degree within the minimum time period.

Signature Courses (6.0 courses)

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Concentration Courses (6.0 courses)
Any combination of Systematic Theology courses to total 6.0 full courses

Elective Courses (4.0 courses)
Full or half courses to total 4.0 courses
Bible concentration
This specialization focuses on the study of the Bible and is intended as a course of study for those with a particular interest in both testaments of the Bible, for those interested in pursuing further graduate studies in this field and for those who wish to use this concentration as a grounding for specific congregational or community service.

Most M.A. concentration courses are offered every other year. Students must be alert to the course schedules (www.luthersem.edu/registrar) for their course planning in order to complete the M.A. degree within the minimum time period.

Signature Courses (6.0 courses)
| Bible | Scripture and Its Witnesses I | 1.0 course |
| Bible | Scripture and Its Witnesses II | 1.0 course |

History of Christianity
| SG0301 | Reform and Expansion of Christianity (1400-1800 A.D.) | 1.0 course |

Systematic Theology
| SG0401 | Thinking Theologically and Confessing Publicly | 1.0 course |
| SG0405 | Leading Christian Communities in Mission | 1.0 course |

Leadership for Mission
| SG0601 | Vocational Formation—Learning Leader I (First Term) | 0.5 course |
| SG0602 | Vocational Formation—Learning Leader II (Final Term) | 0.5 course |

Concentration Courses (6.0 courses)
| LG0110 | Biblical Hebrew | 1.0 course |
| LG0220 | New Testament Greek | 1.0 course |

Elective Courses (4.0 Courses)
Full or half courses to total 4.0 courses

Total Signature Courses | 6.0 courses |
Total Concentration Courses | 6.0 courses |
Total Electives | 4.0 courses |
Capstone Project | 0.0 course |
TOTAL REQUIRED | 16.0 courses

Biblical Theology concentration
This specialization focuses on the study of Bible and systematic theology and is intended as a course of study for those with a particular interest in Bible and theology, for those interested in pursuing further graduate studies in this field and for those who wish to use this concentration as a grounding for specific congregational or community service.

Most M.A. concentration courses are offered every other year. Students must be alert to the course schedules (www.luthersem.edu/registrar) for their course planning in order to complete the M.A. degree within the minimum time period.

Signature Courses (6.0 courses)
| Bible | Scripture and Its Witnesses I | 1.0 course |
| Bible | Scripture and Its Witnesses II | 1.0 course |

History of Christianity
| SG0301 | Reform and Expansion of Christianity (1400-1800 A.D.) | 1.0 course |

Systematic Theology
| SG0401 | Thinking Theologically and Confessing Publicly | 1.0 course |
| SG0405 | Leading Christian Communities in Mission | 1.0 course |

Leadership for Mission
| SG0601 | Vocational Formation—Learning Leader I (First Term) | 0.5 course |
| SG0602 | Vocational Formation—Learning Leader II (Final Term) | 0.5 course |

Concentration Courses (6.0 courses)
Any combination of Bible (Old Testament and New Testament or biblical language) courses to total 3.0 full courses
Any combination of systematic theology courses to total 3.0 full courses

Elective Courses (4.0 Courses)
Full or half courses to total 4.0 courses

Total Signature Courses | 6.0 courses |
Total Concentration Courses | 6.0 courses |
Total Electives | 4.0 courses |
Capstone Project | 0.0 course |
TOTAL REQUIRED | 16.0 courses
Historical Theology concentration

This specialization focuses on the study of History of Christianity and systematic theology and is intended as a course of study for those with a particular interest in history and theology, for those interested in pursuing further graduate studies in this field and for those who wish to use this concentration as a grounding for specific congregational or community service.

Most M.A. concentration courses are offered every other year. Students must be alert to the course schedules (www.luthersem.edu/registrar) for their course planning in order to complete the M.A. degree within the minimum time period.

Signature Courses (6.0 courses)

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</table>

Concentration Courses (6.0 courses)

Any combination of systematic theology courses to total 3.0 full courses. Any combination of History of Christianity courses to total 3.0 full courses—focusing on a specific period such as Early, Medieval, Reformation or Modern

Elective Courses (4.0 Courses)

Full or half courses to total 4.0 courses

Lutheran Theology and History concentration

This specialization focuses on the study of Lutheran theology and history, and is intended as a course of study for those with a particular interest in Lutheran history and theology, for those interested in pursuing further graduate studies in this field and for those who wish to use this concentration as a grounding for specific congregational or community service.

Most M.A. concentration courses are offered every other year. Students must be alert to the course schedules (www.luthersem.edu/registrar) for their course planning in order to complete the M.A. degree within the minimum time period.

Signature Courses (6.0 courses)

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</table>

Concentration Courses (6.0 courses)

Any combination of courses with an explicitly Lutheran focus from different disciplines to total 6.0 full courses

Elective Courses (4.0 Courses)

Full or half courses to total 4.0 courses

Total Signature Courses 6.0 courses
Total Concentration Courses 6.0 courses
Total Electives 4.0 courses
Capstone Project 0.0 course

TOTAL REQUIRED 16.0 courses
Christian Faith and Community Engagement concentration

This specialization focuses on Christian Faith and Community Engagement and is intended as a course of study for those with a particular interest in the Christian Faith as it relates to social justice, cross-cultural and global perspectives, faith and science, congregational mission and leadership, urban ministry, etc., for those interested in pursuing further graduate studies in this field and for those who wish to use this concentration as a grounding for specific congregational or community service.

Most M.A. concentration courses are offered every other year. Students must be alert to the course schedules (www.luthersem.edu/registrar) for their course planning in order to complete the M.A. degree within the minimum time period.

### Signature Courses (6.0 courses)

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### Concentration Courses (6.0 courses)

A combination of biblical and theological courses that emphasize social justice, cross-cultural and global perspectives, faith and science, congregational mission and leadership, urban ministry, etc. Maximum of 3.0 courses in the concentration area from fields not offered at Luther Seminary but at other accredited schools may be accepted with prior approval.

### Elective Courses (4.0 Courses)

Full or half courses to total 4.0 courses

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Theology and the Arts concentration

This specialization focuses on the study of theology and the arts and is intended as a course of study for those with a particular interest in systematic theology and the arts, and for those interested in pursuing further graduate studies in this field and for those who wish to use this concentration as a grounding for specific congregational or community service.

Most M.A. concentration courses are offered every other year. Students must be alert to the course schedules (www.luthersem.edu/registrar) for their course planning in order to complete the M.A. degree within the minimum time period.

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### Concentration Courses (6.0 courses)

Any combination of systematic theology or arts courses to total 6.0 full courses. Maximum of 3.0 courses may be transferred in from fields not offered at Luther Seminary such as music or the visual arts with prior approval.

### Elective Courses (4.0 Courses)

Full or half courses to total 4.0 courses

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Total Signature Courses 6.0 courses
Total Concentration Courses 6.0 courses
Total Electives 4.0 courses
Capstone Project 0.0 course

**TOTAL REQUIRED** 16.0 courses
Master of Arts (Studies in Lutheran Ministries)—Affiliated Track

This program provides Lutheran theological training for those preparing for ministry in a Lutheran setting. Course work grounds students in Lutheran theology and tradition, and the implications for biblical interpretation and various forms of ministry.

The affiliated track is for students who have an M.Div. degree from a non-ELCA seminary and need to complete one year of residence at a Lutheran seminary in preparation for ordination in the ELCA. Students transfer up to 8.0 credits from their M.Div. degree. At Luther, they take an additional 8.0 credits, including an ELCA internship and capstone project.

Master of Arts (Studies in Lutheran Ministries) program outcomes:

1. Graduates will have familiarity with major aspects of the Lutheran tradition, including its theology and history.
2. Graduates will have an ability to reflect critically and constructively on the relationship of Lutheran theology to community life, worship and public witness.
3. Graduates will have an ability to understand the relationship of Lutheran theology and practices to those of other Christian traditions.
4. Graduates will have an understanding of the interrelationship between biblical interpretation and Lutheran theological perspectives.
5. Graduates will demonstrate how Scripture, Lutheran tradition and the wider ecumenical perspectives of the church inform the kinds expressed in their own vocations.

Most M.A. concentration courses are offered every other year. Students must be alert to the course schedules (www.luthersem.edu/registrar) for their course planning in order to complete the M.A. degree within the minimum time period.

Concentration Courses (8.0 courses)

Choose three of the courses listed below:

- HT0810 Lutheran Confessional Theology 1.0 course
- SG0401 Thinking Theologically and Confessing Publicly 1.0 course
- SG0405 Leading Christian Communities in Mission 1.0 course
- WO0515 Public Worship: Leadership in Word and Sacrament, Prayer and Thanksgiving 1.0 course

Choose one of the courses listed below:

- HC0330 History of Christianity, 1800 to the Present: Confessing Christ through the History of Christianity 1.0 course
- HC1327 History of Lutherans in North America 1.0 course
- SG0301 Reformation and Expansion of Christianity (1400-1800 A.D.) 1.0 course

Any combination of half or full courses to equal 2.0 courses from courses beginning with the prefix of CG, EL, NT, OT, PR, ST-Ethics or FE0500 through FE0509 Clinical Pastoral Education

Contextual Learning

IN0500 through
- IN0565 Internship 2.0 courses

Total Concentration Courses 8.0 courses
Capstone Project 0.0 course

TOTAL REQUIRED* 8.0 courses

*Transfer policy allows for up to 8.0 courses to apply to the affiliated track from the M.Div. earned at a non-Lutheran seminary.
Master of Arts (Studies in Lutheran Ministries)—Non-Affiliated Track

This program provides Lutheran theological training for those preparing for ministry in a Lutheran setting. Course work grounds students in Lutheran theology and tradition, and the implications for biblical interpretation and various forms of ministry.

This track is for students who are involved or plan to be involved in ministry in an ELCA context as Associates in Ministry (AIMs), Synodically Authorized Ministers (SAMs), diaconal ministers, musicians, para-church professionals and non-profit leaders.

Master of Arts (Studies in Lutheran Ministries) program outcomes:

1. Graduates will have familiarity with major aspects of the Lutheran tradition, including its theology and history.
2. Graduates will have an ability to reflect critically and constructively on the relationship of Lutheran theology to community life, worship and public witness.
3. Graduates will have an ability to understand the relationship of Lutheran theology and practices to those of other Christian traditions.
4. Graduates will have an understanding of the interrelationship between biblical interpretation and Lutheran theological perspectives.
5. Graduates will demonstrate how Scripture, Lutheran tradition and the wider ecumenical perspectives of the church inform the kinds of service expressed in their own vocations.

Most M.A. concentration courses are offered every other year. Students must be alert to the course schedules (www.luthersem.edu/registrar/) for their course planning in order to complete the M.A. degree within the minimum time period.

Signature Courses (6.0 courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG0701</td>
<td>Scripture and Its Witnesses I</td>
<td>1.0</td>
</tr>
<tr>
<td>SG0702</td>
<td>Scripture and Its Witnesses II</td>
<td>1.0</td>
</tr>
<tr>
<td>SG0301</td>
<td>Reform and Expansion of Christianity (1400-1800 A.D.)</td>
<td>1.0</td>
</tr>
<tr>
<td>SG0401</td>
<td>Thinking Theologically and Confessing Publicly</td>
<td>1.0</td>
</tr>
<tr>
<td>SG0405</td>
<td>Leading Christian Communities in Mission</td>
<td>1.0</td>
</tr>
<tr>
<td>SG0601</td>
<td>Vocational Formation—Learning Leader I (First Term)</td>
<td>0.5</td>
</tr>
<tr>
<td>SG0602</td>
<td>Vocational Formation—Learning Leader II (Final Term)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Leadership for Mission

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HT0801</td>
<td>Lutheran Confessional Writings</td>
<td>1.0</td>
</tr>
<tr>
<td>WO0515</td>
<td>Public Worship: Leadership in Word and Sacrament, Prayer and Thanksgiving</td>
<td>1.0</td>
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</tbody>
</table>

Choose one of the courses listed below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ST0415</td>
<td>The Triune God and the World—God the Creator</td>
<td>1.0</td>
</tr>
<tr>
<td>ST0425</td>
<td>The Triune God and the World—Jesus the Savior</td>
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</tr>
<tr>
<td>ST0435</td>
<td>The Triune God and the World—Holy Spirit</td>
<td>1.0</td>
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</tbody>
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Concentration Courses (5.0 courses)

Any combination of Preaching, Educational Leadership, Congregational Care courses to total 1.0 full course

Any combination of NT or OT courses to total 1.0 full course

Elective Courses (5.0 Courses)

Full or half courses to total 5.0 courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</table>

Total Signature Courses 6.0 courses
Total Concentration Courses 5.0 courses
Total Electives 5.0 courses
Capstone Project 0.0 course

TOTAL REQUIRED 16.0 courses
Dual Degree Programs

Master of Arts (Academic), Luther Seminary/
Master of Arts in Marriage and Family Therapy (MFT), St. Mary’s University

Luther Seminary and Saint Mary’s University offer a dual degree program in Marriage and Family Therapy (MFT) and Master of Arts (M.A.). The Master of Arts in Marriage and Family Therapy degree is completed with Saint Mary’s University of Minnesota. The theology degree is completed with the Master of Arts (M.A.) at Luther Seminary.

Marriage and family therapists (MFTs) are mental health professionals trained in psychotherapy and family systems, and licensed to diagnose and treat mental and emotional disorders. MFTs treat a wide range of serious clinical problems including: depression, marital problems, anxiety, individual psychological problems and child-parent problems. MFTs take a holistic perspective to health care; they are concerned with the overall long-term well-being of individuals and their families.

The dual degree Master of Arts and Master of Arts in Marriage and Family Therapy program at Luther Seminary and Saint Mary’s University is designed to meet the licensing laws enacted by the Minnesota State Legislature.

Saint Mary’s prepares master’s level students for licensure as Licensed Marriage and Family Therapists.

The Marriage and Family Therapy graduate programs at Saint Mary’s University have candidacy status with the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy, 112 S. Alfred St., Alexandria, VA 22314, 703-838-9808.

Dual Degree Objectives:
- To educate professionals in marriage and family therapy and theology who can combine the values, skills and knowledge of both disciplines to serve people in more holistic ways
- To generate the expertise necessary to serve the complex needs of individuals, couples and families experiencing therapeutic need as they interact within a family, community and/or congregation
- To prepare professionals to seek the strengths of interdisciplinary partnerships in human service and ministry settings

General Information
Saint Mary’s University courses are offered on a weekday and evening schedule. Luther Seminary courses are offered on a weekday schedule with some courses also offered in the evening or online.

Luther Seminary Master of Arts (M.A.) requirements for the dual degree
One year of theology, Bible and history is required for the dual degree program. The courses listed for the dual degree do not necessarily fulfill all requirements for the ELCA diaconal ministry program or similar rostering programs within other denominations. However, a program of study may be arranged that will fulfill these requirements.

For more information about denominational rostering requirements contact the associate dean of student resources and candidacy (src@luthersem.edu). Dual degree students may take all of their courses in non-residential format. Of this number, up to one half (1/2) may be taken as independent studies.

Contextual Learning
Field placement requirements for the MFT program are coordinated and integrated by Saint Mary’s University to meet the MFT degree requirements for supervised counseling hours.

Signature Courses (6.0 courses)

Bible
SG0701 Scripture and Its Witnesses I 1.0 course
SG0702 Scripture and Its Witnesses II 1.0 course

History of Christianity
SG0301 Reform and Expansion of Christianity (1400-1800 A.D.) 1.0 course

Systematic Theology
SG0401 Thinking Theologically and Confessing Publicly 1.0 course
SG0405 Leading Christian Communities in Mission 1.0 course

Leadership for Mission
SG0601 Vocational Formation—Learning Leader I (First Term) 0.5 course
SG0602 Vocational Formation—Learning Leader II (Final Term) 0.5 course

Concentration Courses (2.0 courses)
Any combination of Congregational and Community Care (CG) courses to total 2.0 full courses. These are courses which reflect the student’s background, theological interests, integration with the Master of Marriage and Family Therapy degree program and vocational goals. These courses are selected in consultation with the student’s faculty adviser and/or the dual-degree point person.

Elective Courses (1.0 Course)
Full or half courses to total 1.0 course

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
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<tbody>
<tr>
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<tr>
<td>Total Concentration Courses</td>
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<tr>
<td>Total Electives</td>
<td>1.0 course</td>
</tr>
<tr>
<td><strong>TOTAL REQUIRED</strong></td>
<td><strong>9.0 courses</strong></td>
</tr>
</tbody>
</table>
Master of Arts (Academic), Luther Seminary/ Master of Social Work (MSW), Augsburg College

Luther Seminary offers a dual degree program in social work and theology. The social work degree (M.S.W.) is completed with the Augsburg College Social Work Department. The theology degree is completed with the Master of Arts (M.A.) at Luther Seminary.

Purpose
The dual degree focuses on meeting the educational interests of persons planning to serve the spiritual and social needs of families, individuals and communities in both rural and urban settings. The program has a commitment to social and economic justice and teamwork in ministry and human service settings. The dual degree program is ecumenical in its admission policy as well as its academic outlook.

General Information
Augsburg College courses are offered on a weekend schedule (Friday evening and Saturday). Luther Seminary courses are offered weekdays, with some courses also offered in the evening or online.

Dual Degree Objectives:
- To educate professionals in social work and theology who can combine the values, skills and knowledge of both disciplines to serve people in more holistic ways
- To generate the partnerships necessary to serve the complex needs of communities and people experiencing transition in their lives, including the change of government support for those in poverty
- To prepare professionals to seek the strengths of interdisciplinary teams in human service and ministry settings

Luther Seminary Master of Arts (M.A.) requirements for the dual degree
One year of theology, Bible and history is required for the dual degree program. The courses listed for the dual degree do not necessarily fulfill all requirements for the ELCA diaconal ministry program or similar rostering programs within other denominations. However, a program of study may be arranged that will fulfill these requirements.

For more information about denominational rostering requirements contact the associate dean of student resources and candidacy (src@luthersem.edu). Dual degree students may take all of their courses in non-residential format. Of this number, up to one half (1/2) may be taken as independent studies.

Writing or Ministry Project
Students in the M.A./M.S.W. program are required to complete a research paper or project that integrates the disciplines of theology and social work. The research paper or project is completed through the M.S.W. program of the partner institution.

Contextual Learning
Field placement requirements for the M.S.W. program are coordinated and integrated by both institutions to meet the dual degree requirements.

Signature Courses (6.0 courses)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SG0701</td>
<td>Scripture and Its Witnesses I</td>
<td>1.0</td>
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<tr>
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History of Christianity

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<tr>
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<tbody>
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Systematic Theology

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<tr>
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<tbody>
<tr>
<td>SG0401</td>
<td>Thinking Theologically and Confessing Publicly</td>
<td>1.0</td>
</tr>
<tr>
<td>SG0405</td>
<td>Leading Christian Communities in Mission</td>
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Leadership for Mission

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<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>SG0601</td>
<td>Vocational Formation—Learning Leader I (First Term)</td>
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</tr>
<tr>
<td>SG0602</td>
<td>Vocational Formation—Learning Leader II (Final Term)</td>
<td>0.5</td>
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</table>

Concentration Courses (2.0 courses)
Any combination of additional Leadership for Mission courses from courses with CG, CL, EL, RM, SC or UM prefixes to total 2.0 full courses

Elective Courses (1.0 Course)
Full or half courses to total 1.0 course

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Total Signature Courses</td>
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<tr>
<td>Total Concentration Courses</td>
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<td>2.0</td>
</tr>
<tr>
<td>Total Electives</td>
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</table>

TOTAL REQUIRED 9.0 courses
Professional Master of Arts Degree Programs

- Master of Arts in Children, Youth and Family Ministry
- Master of Arts in Congregational and Community Care
- Master of Arts in Congregational Mission and Leadership (Congregational Leadership, Educational Leadership, Rural Ministry, Urban Ministry)

Students who are part of the professional M.A. program are able to add to a solid grounding in the classical theological disciplines courses with a specific emphasis on Christian vocation, formation and training in their particular concentration area. Students can develop in these specialized ministries in community with their cohort and through a close relationship with their concentration point person.

Vocational Formation

Learning Leader Cohorts
Formation happens within community, and all students belong to cohorts that meet periodically throughout the program of study. Cohorts are formed as part of the Learning Leader course, and provide contexts for faith formation and integration of learning. Part of the cohort experience is the creation of a portfolio of work that demonstrates competencies in various areas of study. A student may periodically review the portfolio with the faculty mentor assigned to the student’s cohort.

New Student Orientation
All M.A. and M.Div. students are invited to participate in orientation at the start of the semester. This experience includes an introduction to the degree program, campus life, the curriculum of the seminary, resources for academic success and healthy living, discipleship and the wider community of the Twin Cities. There is no fee for participation.

General Degree Requirements

Bachelor’s Degree
A bachelor’s degree or its equivalent received from a regionally accredited college or university is required. Exceptions may be considered on an individual basis.

Course Requirements
A minimum of 18 courses including required courses in the signature, core and electives curriculum is required. The specific requirements for each degree are listed individually on the pages that follow.

Most M.A. concentration courses are offered every other year. In order to complete the M.A. degree within the minimum time period, students must be alert to the course schedules (www.luthersem.edu/registrar) and enroll in concentration courses as they become available.

Registration
All holds on a student’s account must be resolved before registration will be allowed. Any holds placed on a student’s account can be resolved by contacting the office where the hold originated. Unresolved holds will cause a student to lose registration priority.

Portfolios and Learning Leader
A student portfolio is a collection of reflections on artifacts that demonstrates competency in stated outcomes for each degree program. Portfolio reviews are primarily an assessment of student growth and learning for the purpose of formation and improvements. A final portfolio evaluates student proficiency in meeting their degree program outcomes. Aggregated data from these reviews will also be used to prioritize institutional planning and resource allocation.

Portfolio reviews will occur twice for M.A. students (at the halfway point and the final semester). M.Div. students will complete three portfolio reviews (at one-third intervals and the final semester). Students will be notified by the registrar when a portfolio review is due to occur. While some flexibility for earlier or later reviews is possible, registration holds may be placed on students who do not complete required reviews in a timely manner. Students are expected to attend to stated deadlines to submit their portfolio for review if they have been notified that their credit totals indicate a portfolio review is needed.

Required academic credit for SG0602 Vocational Formation—Learning Leader II is dependent in part upon completing intermediate and final portfolio reviews. First and intermediate reviews are intended as opportunities for conversation with mentors and for refined academic planning. Final portfolio reviews will have scoring expectations or the positive recommendation of the cohort mentor in order to pass the Learning Leader II course. Students unable to complete or meet expectations for their final portfolio review may petition for incomplete (under grading policies). Otherwise, the grade will be recorded as fail.

Aggregate scores of 4.0-5.0—Goal for Luther Seminary
Aggregate scores of 3.0-3.9—Passing
Aggregate scores of 2.0-2.9—Passing with the written positive recommendation of cohort mentor
Aggregate/individual outcome scores below 2.0—Fail
Capstone Project
The capstone project is included in the coursework of the professional master of arts degrees. This requirement is met through both the course assignments in LD0515 Professional Vocation in Christian Leadership and LD0530 Missional Leadership in Professional Settings.

Contextual Learning
Contextual learning in the professional M.A. (CYF, CCC and CML) programs is intended to be flexible and responsive to the specific vocational and intellectual needs of individual M.A. students.

The contextual aspect of the curriculum in the Children, Youth and Family Ministry degree program is fulfilled through the contextual ministry sites in which students are leading while they are students. Residential students must complete four semesters and DL students must participate in contextual learning throughout their time in the program. A cohort learning process accompanies this contextual learning experience for both residential and DL CYF students. Students register for FE0521-FE0524 to complete this requirement.

Contextual Learning for students in the M.A. in Congregational Mission and Leadership degree program will ordinarily require eight to ten hours of the student’s time each month in a setting with an orientation toward mission. In some instances students will develop a ministry project within this setting that fulfills elements of their final project requirements. Students will consult with the CML faculty to determine a site providing the optimal learning experience. M.A. CML students register for FE0521-FE0524 to complete the degree requirement during each semester they are enrolled in the M.A. program.

Commencement
An application for graduation must be submitted to the Office of the Registrar at the beginning of the academic year in which the student intends to graduate. Attendance at commencement is expected. Graduating students not attending need to notify the Office of the Registrar in writing by May 1. Two courses (including all outstanding incompletes, but excluding the capstone project and SG0602 Vocational Formation—Learning Leader II) is the maximum number of courses a student may have to complete during the summer and still participate in graduation ceremonies. SG0602 Vocational Formation — Learning Leader II must be complete by May 1 in order to participate in commencement. The capstone project and oral examination must be completed by May 1 in order to participate in commencement. These courses must be completed by the end of the summer term following graduation ceremonies. In the commencement bulletin, an asterisk is placed beside those names with the notation: “Requirements to be completed by the end of the summer term (of the year of graduation).” Requirements not completed by this date will postpone graduation to a later date. New graduation fees will be assessed.

Time Limit
These programs are designed to be completed in two years when study is full-time. However, part-time students may have up to five years to complete the degree from the time of initial registration.

Continuation Status
Two-year M.A. degree students who have completed all course requirements except the writing or ministry project and who are not enrolled in courses beyond the second year of the program will be automatically enrolled in continuation status each semester. A continuation fee will be assessed and is payable each semester. A limit of four semesters is allowed for Continuation Status. Students who fail to complete the writing or ministry project after four semesters of Continuation Status will be withdrawn from the program and must reapply for admission if they wish to continue in a degree program.

Rostered Denominational Ministries
With deliberate course selection, most concentrations will fulfill the academic requirements for rostered ministry in the ELCA as an Associate in Ministry, Deaconess or Diaconal Minister and may fulfill requirements for similar programs in other denominations. For more information about rostering requirements in the ELCA or other denominations, contact the associate dean of student resources and candidacy (src@luthersem.edu).

For more information on any of the Two-Years Master of Arts degrees contact:
• The Office of Admissions (admissions@luthersem.edu)

Professional Master of Arts Point People:
• Master of Arts in Children, Youth and Family Ministry—Andrew Root (aroot@luthersem.edu)
• Master of Arts in Congregational and Community Care —Carla Dahl (cdahl001@luthersem.edu)
• Master of Arts in Congregational Mission and Leadership —Office of Academic Affairs (academicdean@luthersem.edu)
• Master of Arts in Educational Leadership or Urban Ministry—Office of Academic Affairs (academicdean@luthersem.edu)
• Master of Arts in Rural Ministry—Alvin Luedke (aluedke@luthersem.edu)
Professional Master of Arts Degree Program Requirements

Master of Arts in Children, Youth, and Family Ministry

The Master of Arts in children, youth and family ministry (CYF) is designed for individuals who are interested in children, youth and family ministry in either a congregational or para-church ministry setting. This degree program provides theology, theory and practice in a holistic educational environment.

Luther Seminary offers two options for completing the Master of Arts in children, youth and family ministry. The residential option is a two-year degree on the campus at Luther Seminary. The Distributed Learning option allows students to take classes in short, intensive courses on campus and through online classes, allowing students to remain in their present location and ministry and complete the degree over four years.

Residential Program

The residential program is for individuals who can attend classes on the Luther Seminary campus and is a two-year program for full-time students. As part of the curriculum, each student is involved in leading some area of children, youth and family ministry at a ministry site. Students work between 15 hours a month and 20 hours a week. This work allows students to actively be involved in leading ministry with children, youth and their families while they are actively involved in course work.

Distributed Learning Program

The distributed learning (DL) program is designed for individuals who are already serving in a ministry setting and desire theological education, but are not able to attend classes on the Luther Seminary campus. This option is referred to as the Children, Youth and Family Ministry Distributed Learning Program (CYFDL) because the learning is distributed across several contexts. The course curriculum is the same as the residential model; however, courses are completed by combining short-term face-to-face classes (intensives) and online course work.

A minimum of one-third (six courses) of the required courses are completed by attending one and two week-long intensives on the residential campus and the remaining courses are completed online. Students are required to attend four two-week intensives in January Terms and have the option of attending one-week intensives in October and/or June. DL students are required to work in a supervised ministry setting throughout their time in the program. Students work a minimum of 10 hours a week in ministry settings leading in the area of children, youth and family ministry. Most students are able to complete the program in a four-year time period.

Primary Focus

While every student in this degree program studies Scripture, theology and leadership, and each student develops a theoretical and practical framework for ministry with children, youth, young adults and families, students can choose to focus the CYF concentration in one of the following areas:

- Children and Family Ministry
- Youth and Family Ministry
- Young Adult Ministry
- Family Ministry
- Outdoor Ministry

Every student will take at least eight courses in the CYF concentration; see the concentration courses listed below. Master of Arts in Children, Youth, and Family Ministry (CYF) degree program outcomes:

1. CYF graduates will bear witness to God’s love in the world, as they invite and empower those in the first third of life to do the same.
2. CYF graduates will construct an integrated framework for ministry with those in the first third of life that is informed biblically, theologically and theoretically.
3. CYF graduates will lead with a constructive understanding of leadership, conscious of their individual gifts and the shared nature of leading.
4. CYF graduates will lead ministry communities into participation in God’s mission in the world shaped by a missional vision for ministry with those in the first third of life.

Most M.A. concentration courses are offered every other year. Students must be alert to the course schedules (www.luthersem.edu/registrar) for their course planning in order to complete the M.A. degree within the minimum time period.
### Signature Courses (6.0 courses)

**Bible**
- SG0701 Scripture and Its Witnesses I 1.0 course
- SG0702 Scripture and Its Witnesses II 1.0 course

**History of Christianity**
- SG0301 Reform and Expansion of Christianity (1400-1800 A.D.) 1.0 course

**Systematic Theology**
- SG0401 Thinking Theologically and Confessing Publicly 1.0 course
- SG0405 Leading Christian Communities in Mission 1.0 course

**Leadership for Mission**
- SG0601 Vocational Formation—Learning Leader I (First Term) 0.5 course
- SG0602 Vocational Formation—Learning Leader II (Final Term) 0.5 course

### Concentration Courses (8.0 courses)

- CY0510 Theological Frameworks I 1.0 course
- CY0515 Theological Frameworks II 1.0 course
- FE0521-FE0524 Christian Public Leader (four half courses required) 2.0 courses
- LD0515 Professional Vocation in Christian Leadership 1.0 course
- LD0530 Missional Leadership in Professional Settings 1.0 course

Any combination of additional children, youth and family ministry courses to total 2.0 full courses

### Elective Courses (4.0 Courses)

Full or half courses to total 4.0 courses

<table>
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<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>Total Signature Courses</td>
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</tr>
<tr>
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<tr>
<td>Total Electives</td>
<td>4.0</td>
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<tr>
<td><strong>TOTAL REQUIRED</strong></td>
<td><strong>18.0</strong></td>
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</tbody>
</table>
Master of Arts in Congregational and Community Care

This program is designed to empower students for creative leadership in the ministry of holistic care. Course work brings together theological and psychosocial reflection on multiple dimensions of care—care of self, care of persons and families, care of congregations and care of communities.

Master of Arts in Congregational and Community Care (CCC) degree program outcomes:

1. CCC graduates will identify congregational and community care as rooted in God’s care for the world, and relate God’s care to the role of the faith community and the role of the self in providing care.

2. CCC graduates will construct a framework for congregational and community care that integrates biblical, theological and theoretical resources.

3. CCC graduates will demonstrate an ability to listen to God, neighbor and self as they intervene, interpret and lead within a variety of common care settings.

4. CCC graduates will be able to distinguish between theological and various social scientific (psychological, sociological, biological, cultural, etc.) resources for congregational and community care, and discern the appropriate place of each in caregiving.

Most M.A. concentration courses are offered every other year. Students must be alert to the course schedules (www.luthersem.edu/registrar) for their course planning in order to complete the M.A. degree within the minimum time period.

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<th>Signature Courses (6.0 courses)</th>
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<tbody>
<tr>
<td><strong>Bible</strong></td>
</tr>
<tr>
<td>SG0701 Scripture and Its Witnesses I 1.0 course</td>
</tr>
<tr>
<td>SG0702 Scripture and Its Witnesses II 1.0 course</td>
</tr>
<tr>
<td><strong>History of Christianity</strong></td>
</tr>
<tr>
<td>SG0301 Reform and Expansion of Christianity (1400-1800 A.D.) 1.0 course</td>
</tr>
<tr>
<td><strong>Systematic Theology</strong></td>
</tr>
<tr>
<td>SG0401 Thinking Theologically and Confessing Publicly 1.0 course</td>
</tr>
<tr>
<td>SG0405 Leading Christian Communities in Mission 1.0 course</td>
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<tr>
<td><strong>Leadership for Mission</strong></td>
</tr>
<tr>
<td>SG0601 Vocational Formation—Learning Leader I (First Term) 0.5 course</td>
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<tr>
<td>SG0602 Vocational Formation—Learning Leader II (Final Term) 0.5 course</td>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>CG0530 Foundations of Congregational and Community Care 1.0 course</td>
</tr>
<tr>
<td>FE0521- FE0524 Christian Public Leader (four half courses required) 2.0 courses</td>
</tr>
<tr>
<td>LD0515 Professional Vocation in Christian Leadership 1.0 course</td>
</tr>
<tr>
<td>LD0530 Missional Leadership in Professional Settings 1.0 course</td>
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Any combination of additional congregational and community care or FE0500-FE0509 Clinical Pastoral Education courses to total 3.0 full courses

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<tr>
<th>Elective Courses (4.0 Courses)</th>
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<tbody>
<tr>
<td>Full or half courses to total 4.0 courses</td>
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</tr>
<tr>
<td>Total Electives</td>
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</tr>
</tbody>
</table>

**TOTAL REQUIRED** 18.0 courses
Master of Arts in Congregational Mission and Leadership

Luther Seminary is committed to educating leaders for Christian communities. The M.A. in congregational mission and leadership (CML) is an integral part of that mission.

These themes characterize the CML program:

1. Context matters—theological education must take context seriously
2. Mission is central—theological education must be embedded in the mission of the Triune God to all of creation
3. Christian communities are the focus—theological education must focus on the life and ministry of Christian communities serving in particular contexts
4. Leadership is essential—theological education should result in the preparation of persons who are capable of providing leadership for Christian communities

Master of Arts in Congregational Mission and Leadership (CML) degree program outcomes:

1. CML graduates will have a critical understanding of God’s Trinitarian mission in the world from biblical and theological perspectives.
2. CML graduates will be able to form and lead communities in visionary and imaginative participation in God’s mission in the world.
3. CML graduates will have a critical understanding of leadership and the development of one’s own gifts for leadership in particular ministry contexts.
4. CML graduates will be able to tell the gospel story vibrantly in particular ministry contexts and through different practices of ministry.
5. CML graduates will develop the ability to engage social scientific research for interpreting contexts for participation in God’s mission in the world.

Most M.A. concentration courses are offered every other year. Students must be alert to the course schedules (www.luthersem.edu/registrar) for their course planning in order to complete the M.A. degree within the minimum time period.

### Signature Courses (6.0 courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG0701</td>
<td>Scripture and Its Witnesses I</td>
<td>1.0</td>
</tr>
<tr>
<td>SG0702</td>
<td>Scripture and Its Witnesses II</td>
<td>1.0</td>
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### History of Christianity

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<thead>
<tr>
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<tr>
<td>SG0301</td>
<td>Reform and Expansion of Christianity (1400-1800 A.D.)</td>
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### Systematic Theology

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<tr>
<td>SG0401</td>
<td>Thinking Theologically and Confessing Publicly</td>
<td>1.0</td>
</tr>
<tr>
<td>SG0405</td>
<td>Leading Christian Communities in Mission</td>
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### Leadership for Mission

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<td>SG0602</td>
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### Concentration Courses (8.0 courses)

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<td>Evangelism in Contemporary Contexts</td>
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<tr>
<td>CL0520</td>
<td>Church Organization and Leadership</td>
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<tr>
<td>CL0535</td>
<td>God’s Mission: Biblical and Theological Explorations</td>
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<tr>
<td>CL0540</td>
<td>Transforming Christian Communities for Mission</td>
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</tr>
<tr>
<td>FE0521-FE0524</td>
<td>Christian Public Leader (four half courses required)</td>
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<tr>
<td>LD0515</td>
<td>Professional Vocation in Christian Leadership</td>
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<tr>
<td>LD0530</td>
<td>Missional Leadership in Professional Settings</td>
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### Elective Courses (4.0 Courses)

Full or half courses to total 4.0 courses

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### Total

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<tr>
<td>Total Concentration Courses</td>
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<td>Total Electives</td>
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<tr>
<td>TOTAL REQUIRED</td>
<td>18.0 courses</td>
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Capstone Project

In order to complete the Master of Arts degree, students in all concentrations shall submit and pass a writing or ministry project. The professional M.A. degree projects are done within the two Senior Leadership Project courses (LD0515 and LD0530). The M.S.W./M.A. and MFT/M.A. projects are done within the programs. In all other M.A. concentrations, students should attend to the following:

Suggested Preparation Course
CD0601 Research and Writing Methods
This course is offered in the Fall Semester. It is suggested for students preparing any writing project option. CD0601 will count as an elective course in the M.A. program. Full course

Project Instructions and Dates

• M.A. students should begin consideration of their writing or ministry project early in their program in consultation with the appropriate point person.

• The student, in consultation with the concentration point person, shall find an appropriate project adviser and second reader.

• The project adviser is normally a Luther Seminary faculty member specifically related to the student’s area of concentration. The second reader can come from the same or a related area of concentration.

• Students who have completed all course requirements except the capstone project and who are not enrolled in courses beyond the second year of the program will be automatically enrolled in Continuation Status each semester. A continuation fee will be assessed and is payable each semester. A limit of four semesters is allowed for Continuation Status. Students who fail to complete the writing or ministry project after four semesters of Continuation Status will be withdrawn from the program and must reapply for admission if they wish to continue in a degree program.

• Important dates associated with completion of a writing or ministry project:

For students intending to graduate in May

In the year in which a student plans to graduate, he/she shall submit the “Intent to Complete Writing or Ministry Project” form and a project adviser and reader shall in be in place by: Oct. 1

If the project is a ministry project which includes human subjects, the project must be reviewed and approved by the Luther Seminary Institutional Review Board before the research begins and no later than: Nov. 15

For further information, visit www.luthersem.edu/irb.

If the project is two papers, the titles and proposed readers shall be submitted to the Office of the Academic Dean, the faculty concentration point person, and the two readers no later than: Dec. 15

The final forms of all projects shall be submitted to the adviser and reader no later than: March 15

The concluding structured conversation is to be completed no later than: May 1
For students intending to graduate in December

In the year in which a student plans to graduate, he/she shall submit the “Intent to Complete Writing or Ministry Project” form by: May 15

If the project is a ministry project which includes human subjects, the project must be reviewed and approved by the Luther Seminary Institutional Review Board before the research begins and no later than:

For further information, visit www.luthersem.edu/irb.

A project adviser and reader shall be in place by: June 1

If the project is two papers, titles and proposed readers shall be submitted to the Office of the Academic Dean, the faculty concentration point person and the two readers no later than: Sept. 15

The final forms of all projects shall be submitted to the adviser and reader no later than: Nov. 1

The concluding structured conversation is to be completed no later than: Dec. 1

Two papers
Each extensive research paper is 25-40 pages in length and arises from the concentration courses. The faculty involved in the selected courses shall be consulted by the student for guidance and approval. Two faculty members shall read the paper(s) and then conduct a one-hour structured conversation during which the student is given the opportunity to demonstrate competence and comprehension in the special interest areas of the papers.

Practical Ministry Project
The practical ministry project is 25-40 pages in length, addressing a specific issue in ministry. A faculty member will serve as an adviser in the project. Integrating theology, theory and practice, this project is the opportunity to craft a carefully structured argument with significant theological and ministerial interest. Students will defend their project as part of a defense day with other concentration students.

Article
An article is 25-30 pages in length, written with an eye toward publication. A faculty member will serve as an adviser for the article. Writing an article is the opportunity to create a written piece which will be submitted to a professional journal for publication on a topic important to the student and to the wider public.

Students will defend their article as part of a defense day with other concentration students.

Suggested preparation course:
CD0601 Research and Writing Methods
This course is intended to assist students with the research papers/thesis component of the M.A. program. It is suggested for all academic track M.A. students and is open to M.A. professional track students at the recommendation of their adviser. Research and writing assignments are in the student’s area of interest. Full course

Academic M.A. Writing Projects:
All students pursuing an academic Master of Arts will demonstrate their proficiency in their respective fields by means of a final writing project, which includes an ability to deal with the conventions of academic work at the master’s level, ability to synthesize their learning and ability to do significant independent scholarly work.

The norm for this requirement will be two research papers of 25-40 pages in length.
Professional M.A. Writing or Ministry Projects:
All M.A. students concentrating in Congregational and Community Care; Congregational Mission and Leadership; or Children, Youth and Family Ministry will create a capstone project in the area of their concentration. Capstone projects might include two papers, a practical ministry project or an article for publication.

LD0515 Professional Vocation in Christian Leadership
This course introduces students in the MA professional degree track to a variety of understandings of church, the nature of Christian leadership and ministry concentrations within their programs. Students will reflect on and cultivate their own ecclesiology based on core theological commitments and their ministry concentration, be introduced to a missiological understanding of the church’s identity, and be challenged to examine leadership theologically and theoretically. Full course

LD0530 Missional Leadership in Professional Settings
This course serves as a final capstone course for the three MA degrees in the Leadership Division. Students will demonstrate their ability to integrate theology, theory and practice in the creation and defense of a capstone project centered on a current issue in their concentration area. Capstone projects might include a practical ministry project or an article for publication. In addition students will reflect on themselves as professional Christian leaders in light of their program learning, and prepare professional development plans for their first two years after the program. Prerequisite: LD0515 Professional Vocation in Christian Leadership Full course

General Guidelines for the Papers
- In writing this project, the student will demonstrate competence in a special area of interest, chosen in consultation with an adviser. The student’s focus will be on an in-depth problem rather than several “broad” problems (i.e. research questions). When completed, the project will reflect the student’s graduate level ability for independent research and will include (a) scholarly exposition of appropriate primary and secondary literature, (b) informed, critical analysis of major issues involved and (c) thoughtful and academically defensible discourse reflecting the student’s position on the chosen research question(s). Although the project’s format may vary according to the nature of the topic(s) being explored, scholarly and academic standards are expected throughout.

- The student is not expected to conduct research with the extensive rigor of a doctoral dissertation. However, he or she is expected to demonstrate both familiarity with relevant, scholarly literature and growing expertise in the chosen area. Contributions to the larger academy are not required but may well occur. Guidance on how the student’s work may contribute to existing literature or to the church at large may be explored with the student’s project adviser, who will be involved throughout the project’s completion.

- The student will be responsible for proofreading the final work, checking for correct and clear grammar and for the consistent use of formal, academically appropriate style. The ability for self-expression as well as for abstract thought will be revealed in this project. “The Shortcut: A Condensed Manual of Style and Guide for Theses and Papers at Luther Seminary” (2005), available in the Luther Seminary library and bookstore and online at www.luthersem.edu/library, should be used as the guideline for the papers’ format and style. For matters not covered in “The Shortcut,” students should refer to “A Manual for Writers of Term Papers, Theses and Dissertations,” by Kate L. Turabian (6th ed.) or “The Chicago Manual of Style” (15th edition). Where it is appropriate, given the general practice in a specific scholarly discipline, APA style guidelines may be substituted. Please check with the point person in the appropriate M.A. specialization for guidance.

- The length for each paper may not be less than 25 nor greater than 40 pages. The student is expected to work to condense papers that exceed these maximum lengths before submitting them.
Luther Seminary offers graduate certificates in six areas:

- Bible, History of Christianity and Systematic Theology
- Children, Youth and Family Ministry
- Congregational and Community Care
- Parish Nursing
- Congregational Mission and Leadership
- Methodist Studies

Each graduate certificate requires eight courses, combining four basic Bible, history and theology courses with four concentration courses. The programs are designed to be completed in one year of full-time residential study or in two to four years of part-time study.

The graduate certificates in Children, Youth and Family Ministry; Congregational and Community Care; and Parish Nursing may be completed as part of a distributed learning cohort. Students travel through the curriculum together, taking a combination of online courses and short-term, intensive courses on the Luther Seminary campus. Contact the Admissions Office for more information.

Students who have completed a graduate certificate program may apply their course work toward a Master of Arts or Master of Divinity degree if they are admitted into one of those programs through a new application process.

These graduate certificate programs are designed to equip lay leaders across denominational lines. The certificate programs are intended for students who do not have an earned (and who are not concurrently seeking) first theological degrees. With the addition of a concentration course in Lutheran Confessional Writings, the graduate certificate program can satisfy the academic requirements for rostered ministry in the ELCA as an Associate in Ministry. For more information, contact the associate dean of student resources and candidacy at 651-641-3435.

Graduate Certificate in Bible, History of Christianity and Systematic Theology

The graduate certificate program in Bible, History of Christianity and Systematic Theology is designed for people who desire a basic grounding in Christian theology and tradition. A student may concentrate in Old Testament, New Testament, History of Christianity or Systematic Theology or choose a combination of courses in these areas.

Core Courses (4.0 courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG0701</td>
<td>Scripture and Its Witnesses I</td>
<td>1.0</td>
</tr>
<tr>
<td>SG0702</td>
<td>Scripture and Its Witnesses II</td>
<td>1.0</td>
</tr>
<tr>
<td>SG0301</td>
<td>Reform and Expansion of Christianity (1400-1800AD)</td>
<td>1.0</td>
</tr>
<tr>
<td>SG0401</td>
<td>Thinking Theologically and Confessing Publicly</td>
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</table>

Concentration Courses (4.0 courses)

Choose any four courses (combining either full or half courses) listed as M.A. concentration courses in Old Testament, New Testament, History of Christianity or Systematic Theology on pages 20-23

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</table>

Total Core Courses 4.0 courses
Total Concentration Courses 4.0 courses

TOTAL REQUIRED 8.0 courses
Graduate Certificate in Children, Youth and Family Ministry

The graduate certificate program in Children, Youth and Family Ministry is designed for people who desire a basic grounding in children, youth and family ministry. This certificate may be earned in a distributed learning or residential format.

Core Courses (4.0 courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
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<td>Scripture and Its Witnesses I</td>
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<td>SG0702</td>
<td>Scripture and Its Witnesses II</td>
<td>1.0 course</td>
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<td>SG0301</td>
<td>Reform and Expansion of Christianity (1400-1800 A.D.)</td>
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<tr>
<td>SG0401</td>
<td>Thinking Theologically and Confessing Publicly</td>
<td>1.0 course</td>
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</table>

Concentration Courses (4.0 courses)

Choose any combination of additional CY courses to total 2.0 full courses.

Total Core Courses: 4.0 courses
Total Concentration Courses: 4.0 courses
TOTAL REQUIRED: 8.0 courses

Graduate Certificate in Congregational and Community Care

The graduate certificate program in Congregational and Community Care is designed for people who desire to focus on the various aspects of care giving ministry. A student may concentrate in a specific area of ministry or take a combination of courses from across the disciplines within Congregational and Community Care. Students interested in Parish Nursing should refer to information on that certificate program. This graduate certificate may be earned in a distributed learning or residential format.

Core Courses (4.0 courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>SG0701</td>
<td>Scripture and Its Witnesses I</td>
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Systematic Theology (1.0 course)

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<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>SG0530</td>
<td>Foundations of Congregational and Community Care</td>
<td>1.0 course</td>
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Concentration Courses (4.0 courses)

Concentration courses are offered both online and in on-campus intensives during the last two weeks of January.

Choose any combination of additional CG courses to total 3.0 full courses.

Total Core Courses: 4.0 courses
Total Concentration Courses: 4.0 courses
TOTAL REQUIRED: 8.0 courses
Graduate Certificate in Parish Nursing

The graduate certificate program in Parish Nursing is designed for those in the health ministries to deepen their theological integration of faith and health. The program encourages the development of leadership skills through both course work and contextual learning, including the option of Clinical Pastoral Education.

This graduate certificate may be earned in a distributed learning or residential format.

Admissions Requirements
Admissions requirements for the graduate certificate in parish nursing are the same as those for other certificate programs, with these exceptions:

- Nurses without a bachelor’s degree may substitute a current RN license.
- Students must have completed the Parish Nurse Preparation Course prior to enrolling in the graduate certificate program.

Core Courses (4.0 courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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<tbody>
<tr>
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Concentration Courses (4.0 courses)

Concentration courses are offered both online and in on-campus intensives during the last two weeks of January.

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Choose any combination of additional CG or FE0500-FE0509 Clinical Pastoral Education courses to total 3.0 courses.

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Graduate Certificate in Congregational Mission and Leadership

The graduate certificate program in Congregational Mission and Leadership is designed for people who are interested in deepening their theological knowledge and leadership skills for a variety of the outreach ministries of faith communities.

Core Courses (4.0 courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>SG0701</td>
<td>Scripture and Its Witnesses I</td>
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<td>SG0702</td>
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Concentration Courses (4.0 courses)

Choose any four courses (combining either full or half courses) listed as M.A. concentration courses in Congregational Mission and Leadership on pages 29-30.

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Choose any combination of additional CG or FE0500-FE0509 Clinical Pastoral Education courses to total 3.0 courses.

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Total Core Courses 4.0 courses
Total Concentration Courses 4.0 courses
TOTAL REQUIRED 8.0 courses
## Graduate Certificate in Methodist Studies

The graduate certificate program in Methodist Studies is designed to meet the educational needs of people who are preparing for ministry in Methodist churches. Those seeking ordination are urged to meet with the Student Resource Center (src@luthersem.edu) to ensure they meet denominational requirements.

### Core Courses
*(total required: 4.0 courses)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
<tr>
<td>SG0401</td>
<td>Thinking Theologically and Confessing Publicly</td>
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### Systematic Theology (1.0 course)

- SG0401 Thinking Theologically and Confessing Publicly 1.0 course

### History of Christianity (1.0 course)

- SG0301 Reform and Expansion of Christianity (1400-1800 A.D.) 1.0 course

### Concentration Courses
*(total required: 4.0 courses)*

**Option A:**

- CD1622 United Methodist Polity and History 1.0 course
- CD1624 United Methodist Church Doctrine and History 1.0 course
- SG0405 Leading Christian Communities in Mission 1.0 course

*Choose from the following to total 1.0 full course:*

- WO0515 Public Worship: Leadership in Word and Sacrament, Prayer and Thanksgiving 1.0 course
- PR0510 Foundations of Preaching 1.0 course

An evangelism course such as:
- CL0510 Evangelism in Contemporary Contexts

**Option B:**

- CD1625 African Methodist Episcopal Church History and Polity 1.0 course
- ST4430 Theology of John Wesley 0.5 course
- SG0405 Leading Christian Communities in Mission 1.0 course

*Choose from the following to total at least 1.5 courses:*

- WO0515 Public Worship: Leadership in Word and Sacrament, Prayer and Thanksgiving 1.0 course
- PR0510 Foundations of Preaching 1.0 course

An evangelism course such as:
- CL0510 Evangelism in Contemporary Contexts

**Total Core Courses** 4.0 courses
**Total Concentration Courses** 4.0 courses
**TOTAL REQUIRED** 8.0 courses
Contextual Learning is an integral part of theological education for all students. In Luther Seminary’s M.A. and M.Div. degree programs, students are able to choose a variety of options in which they can engage spiritual and practical questions in real-world congregations and faith-based organizations. These options include Christian Public Leader, Clinical Pastoral Education (CPE), Cross-cultural Education (CCE), Internship and Diaconal Ministry.

### Christian Public Leader

Throughout the semester, students will develop learning goals, achieve those goals through participation in the life of the particular community, and assess their progress at the conclusion of the course. Particular attention will be paid to praxis, contextualization, integrative approaches to ministry, and competencies in their program degree outcomes.

FE0521-FE0524 Christian Public Leader (0.5-credit course) is required for four consecutive semesters for M.A. and M.Div. students with Leadership concentrations (Children Youth and Family, Congregational and Community Care, or Congregational Mission and Leadership). All other M.A. and M.Div. students may take FE0521-FE0524 as an elective course. Students should consult with their judicatory body—i.e., their candidacy committee—to determine contextual requirements.

Course descriptions for FE0521-FE0524 can be found on pages 84-85.

- **FE0521 Christian Public Leader—Fall Semester:**
  “Who Am I as a Leader in Community?”
  Each section of Christian Public Leader will focus on a particular topic. This section’s focus is: “Who am I as a leader in community? How do I assimilate as a leader in that community?” The format for this course will be monthly class sessions accompanied by precept groups led by ministry practitioners.

- **FE0522 Christian Public Leader—Spring Semester:**
  “The Act of Leading”
  Each section of Christian Public Leader will focus on a particular topic. This section’s focus is on: “the act of leading and finding one’s voice in Christian public leadership.” The format for this course will be monthly class sessions accompanied by precept groups led by ministry practitioners.

### Clinical Pastoral Education (CPE)

Clinical Pastoral Education (CPE) offers students the opportunity to develop and integrate theological knowledge and professional skills in a wide variety of clinical contexts such as hospitals, extended care facilities, social service and social justice organizations and congregational settings. The primary focus of learning are the people and relationships affected by the act of giving spiritual care, including both the one who receives and the one who gives that care. Some methods employed to develop this reflective practice include verbatims, journaling, peer group sessions and one-on-one conversations with a CPE supervisor.

M.Div. candidates will take one unit of CPE during their academic program. M.A. candidates may take one unit of CPE as an elective course. A single CPE unit is 400 hours and is offered in a variety of formats ranging from a three-month, full-time unit to a nine-month, part-time unit. In each case, the experience includes 300 hours of ministry in a clinical or congregational setting. The remaining 100 hours of reflective work is divided between peer group reflection, one-on-one meetings with a CPE supervisor and didactic units focusing on skills and reflective practices for ministry.
CPE is an intensive experience offered in a variety of formats. The hourly commitments range from ten to forty hours per week. Students are advised to consider their workload carefully with respect to existing personal and seminary commitments when registering for additional coursework. Students should visit the Contextual Learning website for current details on locating a CPE site, applying for a position at a CPE site and paying tuition to Luther Seminary and/or the CPE site.

**Internship**

At Luther Seminary, internship is a core integrative experiential learning component of the formation of Christian Public Leaders. Internship provides leadership experience in community under the supervision of a pastor or nonprofit ministry leader who serves as a contextual educator. Its dual aim is a developmental process of vocational formation and growth in competence in the various skills of ministry practice.

In internship, students take on the role of a Christian public leader, engage in the full range of ministry and professional experiences, hone knowledge and skills in proclaiming God’s promise in a variety of ways, form new communities and equip existing communities to love and serve their neighbors. As part of the internship experience, students will complete a major missional leadership project that deepens learning of particular leadership skills. These projects may include key leadership areas such as administration, leadership, stewardship, conflict resolution, revitalization or many more.

Multiple models of internship, ranging from two semesters to two years in a variety of congregational and nonprofit settings, are available. Internship is a graduation requirement for all M.Div. students. Discernment of readiness for and placement in an internship develops in conversation with the Office of Contextual Learning, candidacy committee, and seminary advising team.

A. One-Year/Full-Time (for ELCA and other Lutheran candidates)

Students of the ELCA and other Lutheran denominations are required to fulfill a full-time, one-year internship in a congregation (or its equivalent; see below).

B. Two-Year/Half-Time (for ELCA and other Lutheran candidates)

Students of the ELCA and other Lutheran denominations may explore half-time options in conversation with the Office of Contextual Learning, candidacy committee, and seminary advising team. This option is called a concurrent internship, which is served half-time over two years in a congregation.

C. Two-Semester/Part-Time (for ecumenical students and/or students not participating in a denominational candidacy process)

This two-semester course includes spending a minimum of 12 hours per week in an internship context. Other students with specific denominational requirements for internship can contact the Director of Contextual Learning to discuss ways of meeting these requirements.

D. Coursework

Students on internship are encouraged to take classes alongside their internship experience. Ideally, courses would intersect with work in the internship context as dynamically as possible. Students are expected to consult the Office of Contextual Learning and their internship supervisor in planning and implementing a proposed course schedule and its interaction with the internship context, keeping in mind existing seminary, internship, and personal obligations. Other conversation partners may be one’s candidacy committee and seminary advising team. Contextual Learning strongly recommends a guideline of no more than 1.0 credit per term during a One-Year/Full-Time internship.

Internship Orientation (FE0200) is offered as a prerequisite to internship. More information can be found on page 84.

**Cross-Cultural Education**

Cross-cultural education places the student in an unfamiliar context through various educational settings including, but not limited to, academic and theological course work, independent study and immersion encounters. Scholarly and theological pursuit of cross-cultural competencies is a critical aspect of a cross-cultural education, but so too is real-world encounter with diverse cultural locations and the people who live, work and worship there.

Students will demonstrate acquisition and continued integration of cross-cultural competencies (including but not limited to the knowledge, skills, attitudes and self-awareness that contribute to becoming effective cross-cultural Christian public leaders) as they complete their coursework and seminary portfolio.

Students may achieve cross-cultural competencies through:

- Tagged coursework that can be used to build cross-cultural competencies and will aid students in demonstrating those competencies in the portfolio development process. Tagged courses will say: “Contributes to cross-cultural competencies.”
- Participation in reciprocal ELCA seminary programs and SCUPE (Seminary Consortium for Urban Pastoral Education) coursework.
- Development of one’s own independent study or immersion experience.
The Master of Theology (M.Th.) degree program provides for continuing study through the discipline of academic excellence. It aims to develop in the student an informed, critical approach to a chosen field of study through postgraduate courses, mastery of a research language and a thesis.

The M.Th. degree is administered by the Graduate Theological Education Office (GTE). See pages 114-115 for prerequisites and admission requirements. Graduation requirements for each student are stated in the catalog published in the year of the student’s enrollment in the degree program.

For more information contact:

- Admissions Office (admissions@luthersem.edu; 651-641-3521 or 1-800-LUTHER-3).
- Graduate Theological Education Office (gte@luthersem.edu; 651-523-1647)

### Concentrations

- Bible (Old or New Testament)
- Congregational and Community Care (Clinical Pastoral Theology)
- Congregational Mission and Leadership
- History of Christianity
- Mission and World Religions
- Pastoral Theology and Ministry (Composite degree concentration involving courses in congregational and community care, congregational leadership, children and youth ministry, educational leadership, preaching, and worship)
- Systematic Theology

### Program Learning Outcomes

Luther Seminary and its faculty aspires through its M.Th. program to assist students in achieving the following learning outcomes:

- Students will develop a global knowledge base at the M.Th. level appropriate to their concentration and field
- Students will develop information research skills appropriate to the field
- Students in Pastoral Care and Congregational Mission and Leadership undertaking thesis projects involving social scientific research will develop capacity at the M.Th. level to effectively utilize social scientific research methodology
- Students shall develop the capacity to think critically
- Students will develop the capacity to write clearly and effectively

### General Degree Requirements

#### Coursework

A total of six courses (or the equivalent number of full and half courses) plus an approved thesis are required for the M.Th. degree. The normal course load is three courses per semester.

Of the six courses, at least four must be taken in the area of concentration; two courses may be taken as electives (in any area, including the area of concentration). Students in pastoral theology and ministry should choose at least four courses from the composite areas listed above.

M.Th. course requirements are normally met through a combination of courses offered at the M.Th. (6000) level, independent studies, and course upgrades. Students must complete required paperwork for independent studies and upgrades, with approval from instructors and the GTE office.

Students who received M.A. or M.Div. degrees from Luther Seminary normally may not upgrade courses taken for previous degrees. Students concentrating in Bible may not upgrade LG0110 or LG0220 for M.Th. credit.

Courses must be passed with a grade of B or better to receive M.Th. degree credit. Unless otherwise noted, the academic policies and procedures on pages 63-72 also apply to the M.Th. degree.

#### Transfer Credits

Up to three courses, not applied toward another degree, may be transferred by petition to the M.Th. degree from
previous work at Luther Seminary or other accredited institutions. All transfer credits must be approved by the GTE office.

Luther Seminary M.A. and M.Div. degree seniors wishing for post-graduate credit must inform the registrar and the instructor of the course in writing at the time of registration. Such course work can later be accepted toward the M.Th. degree only with the approval of the GTE Office. Students may not apply post-graduate credits toward two degrees, nor may post-graduate credit status in a course be granted retroactively.

Students from the Luther Seminary Ph.D. degree program who apply and are admitted to the M.Th. program may use up to six courses at the Ph.D. level (with a grade of B or better) to satisfy M.Th. degree course requirements.

**English Proficiency**

Proficiency in English is assumed of all students. Students whose work demonstrates they are not prepared to write an acceptable English thesis are required to make up this deficiency (normally at their own expense) prior to the acceptance of their thesis proposal.

**Language Examinations**

M.Th. students are required to pass one written examination in Latin or a modern research language other than the student’s native tongue. Normally this exam is in French, German or Spanish. Students wishing to be examined in a language other than those listed must petition the GTE Office. Primary consideration is given to the relevance of the request to the student’s planned research.

Students in congregational and community care or congregational mission and leadership may demonstrate proficiency in social scientific research methods to satisfy the language requirement.

International students whose native language is other than English may satisfy the language requirement passing an exam in English composition.

Language exams are administered by the GTE Office several times during the fall and spring semesters. Dictionaries and grammars may be used, and the criterion for a passing grade is the demonstrated ability to make regular research use of the language.

**Thesis Proposal**

After completing course requirements and language examinations, M.Th. students register for continuation. The GTE Office, at the written request of the student and with the written permission of the faculty member nominated, also appoints the thesis adviser at this time.

The student, in consultation with the thesis adviser, prepares a thesis proposal including:

- a. Working title
- b. Nominations for two faculty members who agree to serve as readers of the thesis
- c. Brief discussion of existing scholarship on the topic
- d. Statement of the nature and purpose of the thesis
- e. Detailed outline describing the content of each chapter of the thesis
- f. Working bibliography
- g. Schedule for writing and completing the thesis

Having secured approval of the thesis adviser and readers on the appropriate form available from the GTE Office, the student submits it along with the completed thesis proposal to the chair of the thesis adviser’s division for initial approval.

After securing the division’s approval, the thesis proposal is reviewed by the GTE Office for final approval. At this time, the student is admitted to candidacy for the M.Th. degree and the candidacy fee is assessed (see pages 122).

**Thesis**

The M.Th. thesis is intended to demonstrate the student’s ability to pursue research in the area of concentration. The thesis is not necessarily an original contribution to scholarship, but it may not simply duplicate existing scholarship on the topic. Normally, it shall not exceed 100 typewritten pages, excluding front matter, bibliography and appendices.

The thesis must be prepared in accord with: (1) The requirements of Luther Seminary’s Writing and Style Guide, (2) the Publication Manual of the American Psychological Association; or (3) the publication guidelines of another scholarly manual or journal that is chosen by the student in consultation with his or her adviser. If choosing option three, the student must submit a comprehensive style sheet for approval by the GTE Office.

In all cases, a properly formatted draft of the thesis (minimum two chapters plus bibliography) must be submitted to the GTE Office for feedback on style and format no later than January 15 of the year in which the degree is to be granted.

With consultation from the adviser and readers, and no later than March 1, the student must submit the full defense draft of the thesis to the GTE Office (email copy) and to the adviser and readers (print copies).

At least 30 days after the defense draft is submitted, and no later than April 1, the thesis adviser arranges with the student and the readers for an oral examination of the thesis.

Upon successful completion of the thesis oral examination, and no later than April 15, the student submits a final, typographically perfect copy via email to the GTE Office for final review that the thesis is in conformity of the required style and format.

The GTE Office certifies M.Th. students for graduation by May 1 of each year. The M.Th. graduation fee (page 122) covers the cost of printing and binding for two copies of the thesis, one of which is placed in the library and the other in the seminary vault.
Students who do not meet the deadlines in this section cannot be guaranteed graduation during the year in question.

Commencement
An application for graduation must be submitted to the GTE Office at the beginning of the academic year in which the student intends to graduate. Attendance at commencement is expected. Graduating students not attending need to notify the GTE Office in writing by May 1.

In some situations, students who have successfully completed the thesis oral examination but not the final thesis review may petition to the GTE Office to participate in graduation ceremonies. All final thesis changes must be completed by the end of the summer term following graduation ceremonies. In the commencement bulletin, an asterisk is placed beside those names with the notation: “Requirements to be completed by the end of the summer term (of the year of graduation).” Requirements not completed by this date will postpone graduation to a later date, and new graduation fees will be assessed. The thesis oral examination must be completed by May 1 in order to participate in commencement.

Time Limit
The M.Th. degree is designed to be completed in two years when study is full-time. However, part-time students may have up to five years to complete the degree from the time of initial registration. Written consent of the thesis adviser and permission of the GTE Office is required to continue beyond this limit.

Continuation and Status
M.Th. students, while completing course work and writing the thesis proposal and thesis, will normally be considered full-time students for two years. After the second year, students seeking certification of full- or half-time student status must do so in advance by petition, clearly justifying the request in writing.

Students are charged a continuation fee each semester after two years of full-time study. Students who have not met the six-course requirement will be charged tuition rather than a continuation fee for every semester they are enrolled in classes. Failure to pay the continuation fee, without a request for leave of absence, terminates status as a student at Luther Seminary. See page 70 (LOA) for details outlining leave of absence policies.

Post-Master of Divinity/Master of Arts Non-Degree Students
Graduates of accredited theological seminaries may apply for post-Master of Divinity/Master of Arts non-degree student status. See page 115 for prerequisites and admission requirements.

This status permits the student to enroll in courses for post-graduate credit without being in a degree program. If the student is later admitted to a degree program, courses taken as a post-Master of Divinity non-degree student may be applied to that program by petition to the GTE Office. No more than three courses taken as a non-degree student may be applied toward M.Th. degree.
Doctor of Philosophy

The Doctor of Philosophy degree (Ph.D.) is an advanced research degree designed to develop scholarly leadership for Christian churches and for work in the community of theological scholarship throughout the world. The degree is offered in history, theology, pastoral care and counseling and congregational mission and leadership. The program is deliberately theological and confessional without compromising its commitment to academic excellence and accountability.

Luther Seminary is not currently accepting any new students into the Ph.D. program. The program is being evaluated for the future.

The Ph.D. degree is administered by the Graduate Theological Education Office (GTE). Current students should refer to the catalog published in the year of the student’s enrollment in the degree program for graduation requirements.

For more information contact:

- Admissions Office (admissions@luthersem.edu; 651-641-3521 or 1-800-LUTHER-3).
- Graduate Theological Education Office (gte@luthersem.edu; 651-523-1647)

Concentrations

- Congregational Mission and Leadership
- History of Christianity
- Pastoral Care and Counseling
- Systematic Theology

Program Learning Outcomes

Luther Seminary and its faculty aspires through its Ph.D. program to assist students in achieving the following learning outcomes:

- Students will enter the program with a beginning theological competency at the M.Div. level
- Students will develop a global knowledge base appropriate to their concentration and field
- Students will develop information research skills appropriate to the field
- Students in Pastoral Care and Congregational Mission and Leadership will develop capacity to effectively utilize social scientific research methodology
- Students shall develop the capacity to think critically
- Students will develop the capacity to write clearly and effectively

General Degree Requirements

Residence

The first and second years of study are years of residence, requiring full participation in the Ph.D. program. A minimum load of the area seminar and one course each semester is required for the first three semesters. It is expected that all seminar and course requirements will be completed during the first two years of the program. Two years’ Ph.D. tuition must be paid to fulfill the residence requirement.

Curriculum Schedules

History of Christianity, Systematic Theology

First Year

- Two area seminars (one each semester)
- Four courses (or equivalent in courses and half courses)
- Colloquia (two or three each semester)
- The interdisciplinary seminar (J-Term)
- Library practicum (J-Term)

Second Year

- Two courses (or equivalent in courses and half courses)
- Colloquia (two or three each semester)

Congregational Mission and Leadership

Students may be admitted to the Ph.D. program in congregational mission and leadership from either the faculty leadership division or the history/theology division.
First Year
- The area seminar (first semester)
- Two concentration core courses
- One additional course
- Colloquia (two or three each semester)
- The interdisciplinary seminar (J-Term)
- Library practicum (J-Term)

Second Year
- The area seminar (first semester)
- Two concentration core courses
- One additional course
- Colloquia (two or three each semester)

Pastoral Care and Counseling
First Year
- Two area seminars (one each semester)
- Four courses (or equivalent in courses and half courses)
- Clinical work (at least 12 hours weekly)
- Colloquia (two or three each semester)
- The interdisciplinary seminar (J-Term)
- Library practicum (J-Term)

Second Year
- Two courses (or equivalent in courses and half courses)
- Clinical work (at least 12 hours weekly)
- Colloquia (two or three each semester)

Course Distribution Requirements
For history of Christianity and systematic theology, at least four of the six courses required for the degree (in addition to the three required seminars) must be taken in the area of study to which the student has been admitted. All four of these courses must be from among those designated 8000 level courses. The remaining required courses may be in other areas from among 6000 or 8000 level courses.

For pastoral care and counseling, the course, Dissertation Proposal Using Social Science Research must be taken in place of an elective course by those intending to carry out social scientific research as part of their thesis project.

For congregational mission and leadership, the four required concentration core courses are to be chosen from the following six courses:
- The Gospel and Culture(s)
- Trinity and Mission Congregational Leadership
- The Congregation
- Theological Hermeneutics
- Missiology and the Missional Church

The remaining required courses (in addition to the required three seminars and four concentration core courses) may be in any area from among 6000 or 8000 level courses.

Courses must be passed with a grade of B or better to receive Ph.D. degree credit. Unless otherwise noted, the academic policies and procedures on pages 63-72 also apply to the Ph.D. degree.

Library Practicum
All first-year Ph.D. students are required to complete the Library Practicum.

Ph.D. Colloquia
Ph.D. colloquia are scheduled regularly in each area throughout the year in order to bring students and faculty together to discuss topics related to the research of both students and faculty. Attendance at colloquia is required during the two years of residence.

English Proficiency
Proficiency in English is assumed of all students. Students whose work demonstrates they are not prepared to write an acceptable English thesis are required to make up this deficiency (normally at their own expense) prior to the acceptance of their thesis proposal.

Language Examinations
In addition to specific language requirements indicated for the areas of concentration, all students in history and theology must pass written examinations in two research languages. Because of its importance in theological studies, German is normally one of the research languages for all students. The second language is normally Latin, French or Spanish.

Students in pastoral care and counseling or congregational mission and leadership must demonstrate proficiency in one modern research language and in social scientific research methods, to satisfy the language requirement.

For international students whose native language is other than English may satisfy the language requirement passing an exam in English composition.

Language exams are administered by the GTE Office several times during the fall and spring semesters. Both language examinations must be passed before the comprehensive exam proposal is submitted. Dictionaries and grammars may be used, and the criterion for a passing grade is the demonstrated ability to make regular research use of the language.

Particular theses or areas of research may entail the mastery of languages in addition to the requirements listed above. While students would not be tested in such languages, the necessity and use thereof would be determined by the thesis adviser and in consultation with the student.
Comprehensive Examinations
After completing course requirements and language examinations, Ph.D. students identify an area of interest for the thesis and prepare for comprehensive examinations. The GTE Office, at the written request of the student and with the written permission of the faculty member nominated, also appoints the thesis adviser at this time.

Each student must pass four comprehensive examinations taken in four successive weeks. The student is allowed one eight-hour day for each examination. The following outlines for comprehensive examinations are models that may be shaped to fit the research interests and needs of students with particular specializations, but they must be taken in order:

Congregational Mission and Leadership
- Missional Ecclesiology
- Theology and theory of three areas: gospel and cultures; congregational mission; and congregational leadership
- A selected country as mission location
- Thesis area

History of Christianity
- History of a doctrine
- Three selected periods or topics
- Historiography
- Thesis area

Pastoral Care and Counseling
- History of pastoral care and counseling
- Theology of pastoral care and counseling
- Psychological theories in pastoral care and counseling
- Thesis area

Systematic Theology
- History of a doctrine
- Three selected theologians
- Ethics, the philosophy of religion or the history of religion
- Thesis area

In consultation with the thesis adviser, the student prepares a comprehensive examination proposal including the following:

a. Nominations of two or more members of the faculty who agree to serve, along with the thesis adviser, as readers of the comprehensive examinations
b. Dates proposed for each examination
c. Specific topics for examinations in accord with the requirements of each area of study (see below)
d. Bibliographies for each examination

Having secured approval of the thesis adviser and readers on the appropriate form available from the GTE Office, the student submits the comprehensive examination proposal to the chair of the thesis adviser’s division for final approval.

After securing the division’s approval, the comprehensive exam proposal is reviewed by the GTE Office for final approval.

Comprehensives exams are administered by the GTE Office and are normally competed on a computer provided and in a location determined by the seminary. Those who wish to complete the examinations in longhand must petition to the GTE Office.

Thesis Proposal
After passing four comprehensive examinations, the student, in consultation with the thesis adviser, prepares a thesis proposal including:

a. Working title
b. Nominations for two faculty members who agree to serve as readers of the thesis (Note: students choosing a reader not associated with Luther Seminary are required to pay the honorarium and any travel expenses)
c. Brief discussion of existing scholarship on the topic
d. Statement of the problem addressed by the thesis and the approach taken in addressing it
e. Statement of methodological considerations involved in the research and writing of the thesis
f. Detailed outline describing the content of each chapter of the thesis
g. Working bibliography
h. Schedule for writing and completing the thesis

Having secured approval of the thesis adviser and readers on the appropriate form available from the GTE Office, the student submits it along with the completed thesis proposal to the chair of the thesis adviser’s division for initial approval. The division’s review of the proposal may include an oral discussion with the candidate.

The final thesis proposal is submitted to the adviser’s faculty division for initial approval. After securing the division’s approval, the thesis proposal is reviewed by the GTE Office for final approval. At this time, the student is admitted to candidacy for the Ph.D. degree and the candidacy fee is assessed (see pages 123).

Thesis
The Ph.D. thesis is expected to be an original contribution to the field of scholarship. Normally, it should not exceed 250 pages, excluding front matter, bibliography and appendices.

The thesis must be prepared in accord with: (1) The requirements of Luther Seminary’s Writing and Style Guide, (2) the Publication Manual of the American Psychological Association; or (3) the publication guidelines of another scholarly manual or journal that is chosen by the student in consultation with his or her adviser. If choosing option three, the student must submit a comprehensive style sheet for approval by the GTE Office.
In all cases, a properly formatted draft of the thesis (minimum two chapters plus bibliography) must be submitted to the GTE Office for feedback on style and format no later than January 15 of the year in which the degree is to be granted.

With consultation from the adviser and readers, and no later than March 1, the student must submit the full defense draft of the thesis to the GTE Office (email copy) and to the adviser and readers (print copies).

At least 30 days after the defense draft is submitted, and no later than April 1, the student arranges with the GTE Office, the thesis adviser, and the readers for an oral examination of the thesis. The appropriate form, certifying readiness for the oral examination, must be submitted by the candidate to the GTE Office at least one week prior to the examination. A copy of the thesis must be made available publicly by the same date. The oral defense is a public event, though only faculty have speaking privileges.

Upon successful completion of the thesis oral examination, and no later than April 15, the student submits a final, typographically perfect copy via email to the GTE Office for final review that the thesis is in conformity of the required style and format.

The GTE Office certifies Ph.D. students for graduation by May 1 of each year. The Ph.D. graduation fee (page 123) covers the cost of printing and binding for two copies of the thesis, one of which is placed in the library and the other in the seminary vault. The graduation fee also covers electronic submission of the thesis to University Microfilms of Ann Arbor, Mich.

Students who do not meet the deadlines in this section cannot be guaranteed graduation during the year in question.

**Commencement**

An application for graduation must be submitted to the GTE Office at the beginning of the academic year in which the student intends to graduate. Attendance at commencement is expected. Graduating students not attending need to notify the GTE Office in writing by May 1.

In some situations, students who have successfully completed the thesis oral examination but not the final thesis review may petition to the GTE Office to participate in graduation ceremonies. All final thesis changes must be completed by the end of the summer term following graduation ceremonies. In the commencement bulletin, an asterisk is placed beside those names with the notation: “Requirements to be completed by the end of the summer term (of the year of graduation).” Requirements not completed by this date will postpone graduation to a later date, and new graduation fees will be assessed. The thesis oral examination must be completed by May 1 in order to participate in commencement.

**Time Limit**

The Ph.D. degree is designed to be completed in four years when study is full-time. However, students may have up to seven years to complete the degree from the time of initial registration. Written consent of the thesis adviser and permission of the GTE Office is required to continue beyond this limit.

**Continuation and Status**

For the first four years of doctoral study, while completing course work and residence requirements, studying for comprehensive examinations and writing the thesis proposal and thesis, Ph.D. students will normally be considered full-time students. After the fourth year, students seeking certification of full- or half-time student status must do so in advance by petition, clearly justifying the request in writing.

Students are charged a continuation fee each year after completing the residence requirement. Failure to pay the continuation fee, without a request for leave of absence, terminates status as a student at Luther Seminary. See page 70 (LOA) for details outlining leave of absence policies.
The Doctor of Ministry (D.Min.) degree in biblical preaching arises from the central convictions that the living word of God changes lives, creates faith and motivates mission. Also, the proclamation of the gospel in Christian worship is a primary manifestation of the word of God in our midst and is central to the life and mission of the church. The program is intentionally biblical, practical, collegial and spiritual. The objective is to equip and train leaders who can bear compelling witness to Christ through sermons whose conception, design and delivery all stem from their engagement with the biblical witness.

The D.Min. degree is administered by the Graduate Theological Education Office (GTE). See pages 114-115 for prerequisites and admission requirements. Current students should refer to the catalog published in the year of the student’s enrollment in the degree program for graduation requirements.

For more information contact:

- Admissions Office (admissions@luthersem.edu; 651-641-3521 or 1-800-LUTHER-3).
- Graduate Theological Education Office (gte@luthersem.edu; 651-523-1647)

Program Learning Outcomes

The Luther Seminary D.Min. teaching faculty has established the following learning outcomes for the D.Min. program in general, including both specialized tracks in biblical preaching and in congregational mission and leadership:

- Participants will be able to lead their congregations from the perspective of an advanced understanding of the nature and purpose of ministry
- Participants will be able to lead their congregations with enhanced competencies in pastoral analysis and ministerial skills
- Participants will be able to lead their congregations with new knowledge about the practice of ministry
- Participants will be able to integrate their new knowledge into their contextual ministerial experience through critical theological reflection
- Participants will be able to lead their congregations with enhanced spiritual growth and maturity

Luther Seminary and its faculty aspires through its D.Min. program in biblical preaching to assist students in achieving the following learning outcomes:

- Participants will develop interpretive lenses and practices for reading and studying the Bible that will inform preaching in the light of their particular cultural context
- Participants will be able to make use of their ministry contexts as learning environments
- Participants will experience a deepening of both their faith in Jesus Christ and their commitment to, and understanding of their vocation
- Participants will be able to preach effectively in their ministry contexts

General Degree Requirements

Curriculum

The curriculum consists of three core seminars, three elective courses, three colloquies, two projects and a thesis. The students are required to attend three, three-week summer residencies to take place in June. Each residency is followed by significant work carried out in the student’s contextual site and with the support of the student’s sponsoring community. Throughout the year the students will be expected to interact with colleagues from their cohort via web-based forums relating to their coursework, contextual projects and thesis, vocational and professional development and spiritual well-being.

Academic Standing

In order to remain in good academic standing, a student must receive a grade of B or better for work for which credit is given and satisfactorily complete all other requirements of the program as determined by the GTE Office. Unless otherwise noted, the academic policies and procedures on pages 63-72 apply also to the D.Min. degree.

Candidacy

Admission to studies occurs when a person applies and is admitted to study in the D.Min. program. Admission to candidacy occurs by action of the GTE Office upon approval of the thesis proposal, and qualifies the student to continue
study beyond the core seminars, elective courses and projects. This action entitles the student to begin work on a thesis, and the candidacy fee is assessed at this time (see page 123).

**Thesis**

A thesis will be required. In the third year of the program, candidates complete a doctoral thesis that draws together the insights of the previous projects, residencies and sermons and that both relates to a particular area of the candidate’s interest and reflects his or her concrete ministry context.

The thesis must be prepared in accord with: (1) The requirements of Luther Seminary’s Writing and Style Guide. A properly formatted draft of the thesis (minimum two chapters plus bibliography) must be submitted to the GTE Office for feedback on style and format no later than January 15 of the year in which the degree is to be granted.

With consultation from the adviser and readers, and no later than March 1, the student must submit the full defense draft of the thesis to the GTE Office (email copy) and to the adviser and readers (print copies).

The thesis adviser and the readers set a time with the entire D.Min. cohort for an oral examination, to be held in March or April of the year in which the degree is to be granted.

Within two weeks of successfully completing the thesis oral examination, the student submits a final, typographically perfect copy via email to the GTE Office for final review that the thesis is in conformity of the required style and format.

The GTE Office certifies D.Min. students for graduation by May 1 of each year. The D.Min. graduation fee (page 123) covers the cost of printing and binding for two copies of the thesis, one of which is placed in the library and the other in the seminary vault.

Students who do not meet the deadlines in this section cannot be guaranteed graduation during the year in question.

**Commencement**

An application for graduation must be submitted to the GTE Office at the beginning of the academic year in which the student intends to graduate. Attendance at commencement is expected. Graduating students not attending need to notify the GTE Office in writing by May 1.

In some situations, students who have successfully completed the thesis oral examination but not the final thesis review may petition to the GTE Office to participate in graduation ceremonies. All final thesis changes must be completed by the end of the summer term following graduation ceremonies. In the commencement bulletin, an asterisk is placed beside those names with the notation: “Requirements to be completed by the end of the summer term (of the year of graduation).” Requirements not completed by this date will postpone graduation to a later date, and new graduation fees will be assessed. The thesis oral examination must be completed by May 1 in order to participate in commencement.

**Time Limit**

The D.Min. degree in biblical preaching is designed to be completed in three years. Requests for extensions for additional periods of time not to exceed two years total may be made by petition to the GTE Office. Students desiring a leave of absence must also petition the GTE Office. See page 70 (LOA) for full details outlining leave of absence policies.

**Status**

D.Min. students, while completing course work and writing the thesis, will be considered half-time students for the three years of the biblical preaching program.
Doctor of Ministry Degree in Congregational Mission and Leadership

The purpose of the Doctor of Ministry (D.Min.) degree in congregational mission and leadership is to prepare and provide leadership for the 21st-century missional church that is both theologically grounded and informed by the social sciences. Graduates will be prepared to lead congregations in vitalization and redevelopment, and to engage in mission and new church development. They will also be prepared to become missional administrative leaders in their denominations at regional and national levels. Sub-specialties may include rural ministry, urban ministry and ministry in nonprofit religious organizations.

The D.Min. degree is administered by the Graduate Theological Education Office (GTE). See pages 114-115 for prerequisites and admission requirements. Current students should refer to the catalog published in the year of the student’s enrollment in the degree program for graduation requirements.

For more information contact:

- Admissions Office (admissions@luthersem.edu; 651-641-3521 or 1-800-LUTHER-3).
- Graduate Theological Education Office (gte@luthersem.edu; 651-523-1647)

Program Learning Outcomes

The Luther Seminary D.Min. teaching faculty has established the following learning outcomes for the D.Min. program in general, including both specialized tracks in congregational mission and leadership and in biblical preaching:

- Participants will be able to think and reflect theologically on the nature and purpose of ministry
- Participants will acquire useful knowledge and skills for ministry
- Participants will be able to demonstrate enhanced leadership in their local ministry contexts
- Participants will demonstrate spiritual growth and maturity
- Participants will demonstrate enhanced leadership formation and professional development

Luther Seminary and its faculty aspires through its D.Min. program in biblical preaching to assist students in achieving the following learning outcomes:

- Participants will have a critical understanding of God’s Trinitarian mission in the world from biblical and theological perspectives
- Participants will be able to form and lead communities in visionary and imaginative participation in God’s mission in the world
- Participants will have a critical understanding of leadership and the development of one’s own gifts for leadership in particular ministry contexts
- Participants will be able to tell the gospel story vibrantly in particular ministry contexts through different practices of ministry
- Participants will develop the ability to engage social scientific research for interpreting contexts for participation in God’s mission in the world.

General Degree Requirements

Curriculum

The curriculum during the first three years of study will consist of six seminars. There will be a period of six months associated with each seminar—three months of preparation, the month in which the seminar meets and two months for the completion of a paper or project. Each seminar will meet for one week in July or January with at least 30 contact hours.

Academic Standing

In order to remain in good academic standing, a student must receive a grade of B or better for work for which credit is given and satisfactorily complete all other requirements of the program as determined by the GTE Office. Unless otherwise noted, the academic policies and procedures on pages 63-72 apply also to the D.Min. degree.

Candidacy

Admission to studies occurs when a person applies and is admitted to study in the D.Min. program. Admission to candidacy occurs by action of the GTE Office upon approval of the thesis proposal, and qualifies the student to continue study beyond the six curricular seminars. This action entitles the student to enroll in the thesis seminar, and the candidacy fee is assessed at this time (see pages 123).

Thesis

A thesis is required in the fourth year of the program. Each student is required to attend a thesis seminar that will meet in sessions of two or three days each in June, October and January, or such other times to be determined by the instructor. In these sessions, thesis projects will be developed, draft sections reviewed, and a completed thesis ultimately submitted according to the deadlines below.

The thesis must be prepared in accord with: (1) The requirements of Luther Seminary’s Writing and Style
Guide. A properly formatted draft of the thesis (minimum two chapters plus bibliography) must be submitted to the GTE Office for feedback on style and format no later than January 15 of the year in which the degree is to be granted.

With consultation from the adviser and readers, and no later than March 1, the student must submit the full defense draft of the thesis to the GTE Office (email copy) and to the adviser and readers (print copies).

The thesis adviser and the readers set a time with the entire D.Min. cohort for an oral examination, to be held in March or April of the year in which the degree is to be granted.

Within two weeks of successfully completing the thesis oral examination, the student submits a final, typographically perfect copy via email to the GTE Office for final review that the thesis is in conformity of the required style and format.

The GTE Office certifies D.Min. students for graduation by May 1 of each year. The D.Min. graduation fee (page 123) covers the cost of printing and binding for two copies of the thesis, one of which is placed in the library and the other in the seminary vault.

Students who do not meet the deadlines in this section cannot be guaranteed graduation during the year in question.

Commencement
An application for graduation must be submitted to the GTE Office at the beginning of the academic year in which the student intends to graduate. Attendance at commencement is expected. Graduating students not attending need to notify the GTE Office in writing by May 1.

In some situations, students who have successfully completed the thesis oral examination but not the final thesis review may petition to the GTE Office to participate in graduation ceremonies. All final thesis changes must be completed by the end of the summer term following graduation ceremonies. In the commencement bulletin, an asterisk is placed beside those names with the notation: “Requirements to be completed by the end of the summer term (of the year of graduation).” Requirements not completed by this date will postpone graduation to a later date, and new graduation fees will be assessed. The thesis oral examination must be completed by May 1 in order to participate in commencement.

Time Limit
The D.Min. degree in congregational mission and leadership is designed to be completed in four years. Requests for extensions for additional periods of time not to exceed two years total may be made by petition to the GTE Office. Students desiring a leave of absence must also petition the GTE Office. See page 70 (LOA) for full details outlining leave of absence policies.

Status
D.Min. students, while completing course work and writing the thesis, will be considered half-time students for the four years of the congregational mission and leadership program.
Library Services

Libraries and archives have been important since biblical times because they collect, organize and preserve the traditional witnesses of the faith. But more than simply a storage facility of the past, libraries are living organisms that incorporate new scholarship and place witnesses into conversation with leaders being educated for Christian communities. Luther Seminary’s library partners with faculty in educating leaders; enables research and scholarship at all levels; and cultivates diverse communities of learners through stewarding collections, space and services.

Located on the second floor of Gullixson Hall, the library holds around a quarter-million print volumes and provides access to thousands of electronic journals and an increasing number of electronic resources, including e-books. At Luther Seminary’s library, students can read and study in the spacious reading room, reserve a semi-private study carrel in the book stacks or make use of computers or free Wi-Fi.

The special collections room on the third floor houses the library’s oldest volumes in an aesthetically pleasing, climate-controlled space resembling a medieval scriptorium. Special collections includes an extensive collection of books published before 1800, the Carl Doving Hymnal Collection, and the Jacob Tanner Catechism Collection. Of particular note is the Reformation Research Program, a comprehensive collection of 16th-century imprints.

Reformation Research Program

The Reformation Research Program offers a comprehensive collection of 16th-century imprints. The collection includes more than 42,000 titles on microfiche and microfilm in German, English and other languages. Holdings can be searched via the Luther Seminary library catalog. Works can be obtained through inter-library loan or by directly contacting the program. The program also sponsors conferences and other programs related to its goals.

For more information, contact:
Reformation Research Program
Luther Seminary
2481 Como Ave.
St. Paul, MN 55108
651-641-3224
reprepro@luthersem.edu

Arts and Archives

Luther Seminary hosts a large collection of visual art materials in a variety of formats. While many of the pieces in the fine arts collection deal directly with biblical narratives and theological themes, much of the contemporary portion of the collection invites a wide range of interpretation. The collection addresses the need for compelling artwork to serve as a critical tool in theological education. The arts and archives program maintains a rotational schedule of the fine arts collection through six campus gallery spaces, hosts a minimum of four guest artists’ exhibits and provides online access to collection images for instructional and promotional purposes. Additionally, the seminary sponsors two Artists-in-Residence each year. Their work includes regular display presence in gallery spaces, classroom instruction using art materials and open studio time with community members.

Additionally, the seminary houses two significant archival collections: the Luther Seminary Archives and the ELCA Region 3 Archives. The seminary collections date to the founding of the earliest predecessor school, Augsburg College and Seminary, in 1869. The collection includes the official records of additional predecessor schools, including Red Wing Seminary (Hauge Synod), the United Church Seminary (United Norwegian Lutheran Church in America), Luther Theological Seminary (Norwegian Synod) and Northwestern Lutheran Theological Seminary (Lutheran Church in America). An online inventory for this collection

For more information contact:
Luther Seminary Library
2481 Como Ave.
St. Paul, MN 55108
651-641-3226
of minutes, correspondence, personal papers, oral histories and photographs is available at [www.luthersem.edu/archives](http://www.luthersem.edu/archives). The collection is available for research by the seminary community and the general public. The archives and the library work together to provide the primary and secondary sources needed for this research.

The ELCA Region 3 Archives is a continually growing collection of official records, personal papers, correspondence, photographs and films documenting the life and work of several Lutheran church bodies, beginning with the founding of these bodies in the American Midwest of the 1840s. The collection is particularly strong in documenting Lutheran work in the states of Minnesota, North Dakota and South Dakota (the current synodical members of ELCA Region 3 since 1988) as well as Wisconsin, Iowa and Montana.

The Region 3 Archives is the largest collection in the ELCA network, which comprises nine regional and one churchwide archive. It supports research use with primary materials in thousands of congregational and biographical files as well as global missions and American missions materials. All of these records are complemented by visual material in photographic, 8/16 mm film, VHS and DVD formats. Congregational, biographical and missions collections are of particular interest to Luther Seminary students for their course work and independent study.

The ELCA Region 3 Archives is open to all researchers. An online inventory is available at [www.luthersem.edu/archives](http://www.luthersem.edu/archives).

**For more information, contact:**
Arts and Archives
Luther Seminary
2481 Como Ave.
St. Paul, MN 55108
651-641-3205
pdaniels@luthersem.edu

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**Luther Bucks**

The Luther Bucks Program allows students to use their ID card as a prepaid debit card. After adding money to the student ID card, it may be used for purchases in the Luther Seminary dining hall or the coffee shop. When students use their ID card, they receive a 5 percent discount off the total purchase price.

Luther Bucks are pre-purchased with cash, check or credit card (Visa or MasterCard). Students may add Luther Bucks to their ID card either in the dining hall or the Business Office. At the end of each semester, Luther Bucks balances carry forward to the next semester. Once a student graduates, transfers or withdraws from Luther Seminary, they will forfeit any remaining dollars on their card.

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**Office of Technology**

The Office of Technology manages many tools available to Luther Seminary students. There are several computer labs and print stations available in main campus buildings. Wi-Fi is also available. Other services provided by the Office of Technology include accessing online class content via mobile devices; software; email; and research tools for managing references, thesis templates, library resource access and biblical study software.

Upon admission, all students receive online Luther accounts to access network services and email. These accounts are the official channel of communication. Students are expected to monitor and use them to receive important information regarding registration, bill payments and other student services. Students may order a no-cost license for the latest Microsoft Office version though the Office of Technology.

For more information, visit [www.luthersem.edu/technology](http://www.luthersem.edu/technology)

**Self-directed computer help:**
[www.luthersem.edu/technology/help.aspx](http://www.luthersem.edu/technology/help.aspx)
651-641-3462
helpdesk@luthersem.edu

An online Luther account is an essential communication link for enrolled students.

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**Bookstore**

The Luther Seminary Bookstore serves the retail needs of the seminary by providing seminary textbooks, books of theological importance and use for Christian ministry, logo apparel and unique gift items such as handmade stoles, jewelry, and ecclesiastical pottery. The bookstore, located in Olson Campus Center, is used by students, faculty, pastors and laity.

**For more information, contact:**
[www.luthersem.edu/bookstore](http://www.luthersem.edu/bookstore)
651-641-3440
800-541-4187
bookstore@luthersem.edu
[www.facebook.com/LutherSeminaryBookstore](http://www.facebook.com/LutherSeminaryBookstore)
Disability Resources
It is Luther Seminary’s policy to ensure that no qualified student with a disability is denied the benefits of, excluded from participation in or subjected to discrimination in any seminary program, service or activity. The seminary provides reasonable accommodations to students with disabilities. If students wish to request accommodations, please contact the associate dean of student resources and candidacy for documentation and information about available reasonable accommodations at 651-641-3435 or src@luthersem.edu.

Student Handbook
For more information on Luther Seminary’s official policies, please consult the student handbook. A copy of the handbook can be obtained from the Student Affairs Office or at www.luthersem.edu/student_services. Topics include but are not limited to:

- Background check and boundary maintenance
- Child protection mandatory reporting policy & procedures
- Climate of mutual respect and responsibility
- Code of conduct violations process
- Student disability policy and procedures
- Electronic communications policy
- Family Education Rights and Privacy Act
- Financial policies
- Misrepresentation policy
- Non-discrimination policy
- Sexual misconduct policies (sexual assault, sexual harassment, sexual violence)
- Smoke-free policy
- Substance abuse policy
- Use of official Luther Seminary logo and letterhead
- Weapons policy

Student Resource Center
Advising, career services and resources for student success in encouragement of vocational and leadership formation are provided through the Student Resource Center. Check www.luthersem.edu/src for updates on available resources for students.

For more information, contact:
651-641-3434 or src@luthersem.edu

Center for Writing and Research
The Center for Writing and Research provides feedback on writing and publishing course papers, theses and submissions to external publications as well as related issues such as citation, revision and formatting. Through in-person or online consultations, writers get specific answers to their questions and identify strategies for meeting their academic and professional goals.

For more information, contact:
http://luthersem.libguides.com/writingcenter
651-641-3465
writingcenter@luthersem.edu
Minnesota Consortium of Theological Schools

The Minnesota Consortium of Theological Schools was formally organized in 1971. The schools are:

- Bethel Theological Seminary (Baptist General Conference)
- Luther Seminary (Evangelical Lutheran Church in America)
- School of Theology at Saint John’s University, Collegeville (Roman Catholic)
- The Saint Paul Seminary School of Divinity, University of St. Thomas (Roman Catholic)
- United Theological Seminary of the Twin Cities (United Church of Christ)

The consortium makes the resources of the participating faculties and institutions more readily available to students from each participating school, strengthens the degree and continuing education programs of the schools, provides a channel for inter-faculty fellowship and discussion and advances ecumenical understanding.

The consortium is governed by a board of directors and an executive committee. Special standing committees supervise specific cooperative efforts: Urban Ministry Education Partnership, Northland Ministry Partnership (rural ministry), Consortium Instructional Innovation Committee, and North Central Program for Science and Theology.

There is a policy for open cross-registration for courses and extensive interlibrary cooperation. Course offerings are available from the registrar.

Together, the five theological libraries of the consortium hold more than 500,000 volumes. These holdings constitute the most significant resource in religious studies between Chicago and the Pacific Coast.

Resources of the Twin Cities consortium libraries are available to students and faculty via daily courier service. Access to the library collection of Saint John’s, the University of Minnesota and other regional libraries is accomplished through the Minnesota Interlibrary Telecommunication Exchange network (MINITEX).

The schools serve publics that include their students, graduates and immediate constituencies of clergy and lay persons, and the academic community of the region, which includes two universities and five colleges whose libraries are also in a consortium. The consortium is a strong, public sign of ecumenical cooperation in the state of Minnesota.

The Minnesota Consortium of Theological Schools website (www.mncts.net) contains links to the five seminaries of the Consortium, the Minnesota Theological Library Association, areas for shared resources, a shared calendar and work spaces for Consortium faculty members.

Lutheran Theological Seminary at Gettysburg (LSTG)

Luther Seminary and the Lutheran Theological Seminary at Gettysburg (LSTG) collaborate in studies in media and religion. For information, contact the Luther Seminary Office of the Registrar (registrar@luthersem.edu).

International Opportunities

Students may study abroad for a semester or year. Consult the Global Education page on the seminary website (www.luthersem.edu/curriculum/global) to find out more about international study programs and other cross-cultural opportunities.

Stateside Opportunities

Seminary Consortium for Urban Pastoral Education (SCUPE), Chicago

Luther Seminary is a member of the Seminary Consortium for Urban Pastoral Education (SCUPE). Urban churches and agencies in Chicago serve as placement sites for each student and provide an opportunity for ministry and a laboratory for personal and professional growth. See pages 96-98 for specific courses. Each counts as a full-credit course at Luther Seminary. For distributed learning students, SCUPE courses count as residential credit. For more information, contact SCUPE at 312-726-1200.
Seminarian Exchange
Luther Seminary and Pacific Lutheran Theological Seminary (PLTS) in Berkeley, Calif., are partner schools. A student exchange program makes it possible for students at one seminary to spend a semester or two at the other seminary. See the Academic Dean’s Office for more information and application process.

ELCA Reciprocity
During the January Term, students at any ELCA seminary may cross-register for specified courses at any other ELCA seminary. See the Office of the Registrar for more details and course listings.

Online Study Opportunities
With more than 40 percent of the student body taking at least one online class and a growing number of students enrolled in non-residential programs of study, Luther Seminary is a leader in online theological education. While online classes require more self-directed learning than face-to-face instruction which may not appeal to all types of learners, those students who thrive in the online environment like the scheduling flexibility of the courses and the fact that online projects and discussions often foster close collaboration with classmates. Online classes vary in format, just as classroom-based classes vary from one subject or faculty member to another. Some generalizations, however, can be made:

- Online courses follow the regular academic calendar.
- Registration periods for online courses are the same as on-campus courses.
- Learners can be anywhere they have access to the Internet.
- Luther Seminary online learning requires five types of interaction: The student interacts with course content, an instructor, other students, technology and a local context. Some online courses have components that require groups of students and the professor to be online at the same time. All of the classes are writing intensive, since writing is the chief medium of exchange.

- Limitations exist for the number of courses that can be completed by a combination of online classes and independent study. In the following policy, nonresidential means a course that is offered entirely online or as an independent study.

- M.Div. students may take up to two-thirds of their courses in a non-residential format. Of this number, up to five may be independent studies.
- Academic M.A.s may take all of their courses in a non-residential format. Of this number, up to five may be taken as independent studies.
- Professional M.A.s may take up to two-thirds of their courses in a non-residential format. Of this number, up to five may be independent studies.
- Dual degree program students may take all their courses in a non-residential format. Of this number, up to half may be independent studies.
- Rare exceptions may be made to independent study limits if a course needed for a student’s M.A. concentration is not offered except through independent study or if a student’s M.A. thesis project requires additional independent study. Decisions about exceptions will be made by the academic dean in consultation with the point person for the student’s concentration.

In addition to the above listed guidelines for non-residential study, the remaining course work must be completed in residence at Luther Seminary.

Contact the Office of Admissions
admissions@luthersem.edu
651-641-3521

Contact the Office of the Registrar
registrar@luthersem.edu
651-641-3473

Methodist House of Studies
at Luther Seminary
The Methodist House of Studies at Luther Seminary refers to the network that offers support for students preparing for ministry in Methodist contexts. The purpose is to help Methodist students strengthen their distinct faith identity and their understanding of Wesleyan theology and practice, and to foster ties with area Methodist churches. Methodist faculty and staff members at Luther Seminary serve as mentors who hold regular, informal meetings with students and local Methodist clergy.
Academic Honesty

Members of the Luther Seminary community are expected to conduct themselves responsibly and honestly in academic matters. Cheating and plagiarism are serious offenses against this expectation and are subject to disciplinary action.

What is plagiarism? "Plagiarism is the dishonest act of presenting the words or thoughts of another writer as if they were your own ... If you quote from anything at all ... you must put quotation marks around it, or set it off from your text. If you summarize or paraphrase an author’s words, you must clearly indicate where the summary or paraphrase begins and ends ... In every instance you must formally acknowledge the written source from which you took the material.” [Quoted from James A.W. Heffernan and John E. Lincoln, Writing: A College Handbook (New York: W. W. Norton, 1982), p. 547.]

Examples of plagiarism include:

- Copying from a source text (whether online or offline) without proper acknowledgment
- Turning in another student’s work as your own with or without that student’s knowledge
- Copying materials word-for-word from a source text, supplying proper documentation, but leaving out quotation marks
- Paraphrasing materials from a source text without appropriate documentation
- Turning in a paper copied from a website
- Recycling your own work from a previous assignment, without permission of the instructor or proper citation

If instances of cheating or plagiarism are detected, one of the disciplinary actions shall follow: either the instructor records a failure for the assignment or examination, or the instructor records a failure for the course. In either case, the instructor shall bring the matter to the Office of the Academic Dean, an indication that plagiarism has occurred will be placed in the student’s permanent record and the question whether further disciplinary action should be considered will be determined in consultation with the instructor and the Office of the Academic Dean. See the current Student Handbook for more details on this matter.

Academic Probation

One grade of Fail and one grade of D (or Marginal), or more than one grade of Fail, or more than two grades of D or Marginals, in any three successive terms (or less), places a student on academic probation. The January and summer terms count as academic terms in this respect. The faculty is notified.

The student remains on academic probation until all academic work taken in a semester has received a letter grade of C (or better) or Pass. This assumes at least three full courses or the equivalent in a semester. A maximum load of four full courses per semester is allowed while on academic probation. For half-time students placed on academic probation, a total of three successive courses must receive a letter grade of C (or better) or Pass in order to be removed from academic probation. The faculty is notified. A registration hold will be placed on the student’s registration. Students on academic probation must meet with the Student Resource Center to develop a plan to be removed from academic probation. No separate faculty action is necessary to remove a student from academic probation.

A student may not graduate while on academic probation. A student who is retained on academic probation after two successive terms from when they are placed on probation is subject to dismissal from Luther Seminary. The January and summer terms count as academic terms in this respect. Faculty action is required.

Academic Year

The academic year, roughly from Sept. 1 to Aug. 31, begins with a week of orientation and introduction to seminary study called First Week. The year continues with two semesters of 13 weeks each, separated by a January term of four weeks. In addition, within both semesters are two, six-week sessions for half-semester courses.

Intensive classes offered in January and summer terms may require pre-work, which may begin one week prior to the first intensive session in January and June.

An examination period is scheduled at the end of each semester.
The summer term includes Master of Arts/Master of Divinity degree core and elective courses and independent study, graduate theological study opportunities and clinical pastoral education (CPE).

**Academic Advising, Student Support and Candidacy Mentoring**

Luther Seminary is committed to providing students with the support they need to succeed in their academic programs. Advising on matters related to vocational discernment, change of program, concentration or pathway is provided by the Student Resource Center (SRC). Each student in the ELCA candidacy has a faculty member throughout the process. Students in their first semester submit a form to the SRC requesting a faculty mentor to serve this role. In addition, the SRC can work with students to provide support for issues related to candidacy. Additionally, the SRC can work with students to provide support for issues related to general academic skills and spiritual and mental health.

Students are encouraged to contact the Office of the Registrar for assistance with degree audits, transcript evaluation, long-range course planning and help with interpreting degree program requirements and regulations. For guidance with academic matters that are not covered in the above, students are encouraged to contact the Academic Dean.

**Advanced Standing**

Students can petition for advanced standing for individual courses after they have submitted an admissions deposit and official final college transcript. Students must submit their request during the first calendar year in which they are enrolled at Luther Seminary. Petitions will be reviewed from September to May each year.

Luther will allow up to five (5.0) credits for an M.Div. degree and three (3.0) credits for an M.A. degree to be accepted for advanced standing. Because signature courses are unique to Luther Seminary, students will not be able to receive advanced standing for courses to meet these requirements. Students can transfer in core and elective credit, with the faculty determining which type will be granted.

Courses for consideration need:

- To be from a degree completed in the last five years;
- To have received a grade of “B” (3.0) or higher;
- To be 300-level or higher; and
- To be from a regionally accredited institution.

Forms for this purpose are available on the website, the Student Resource Center and the Office of the Registrar and will be reviewed by faculty representatives from each academic division. If credits are accepted as Advanced Standing, the Office of the Registrar will update the student record to reflect the appropriate credit for prior learning.

Students will pay $250 per course requested as Advanced Standing (M.Div. students will not exceed $1,250 for all courses; M.A. students will not exceed $750). Charges will be placed on the student’s account when the petition is received. Students will be charged regardless of the outcome of the petition.

**Auditors**

Students who wish to take courses without credit or grade may do so by registering as an auditor.

Audits for students who are enrolled in a degree program are subject to a $250 fee per course as well as normal petition procedures in the case of an overload.

Non-degree students are subject to the $250 fee per course for audits.

Senior citizen and student spouse auditors are subject to a $250 fee per course.

Students who wish to audit a course must confer with the instructor within the first week of the term to gain the instructor’s permission to register for the audit. Forms for the instructor’s signature are available online and in the Office of the Registrar. Auditors are expected to attend class with the same regularity as those registered for credit. Reading and writing assignments are not required and examinations are not given to auditors. Auditors may participate in class discussion only upon consent of the instructor. If attendance expectations have been met, a grade of AU is reported to the Office of the Registrar and recorded as such on the student’s record. If attendance expectations have not been met, the course will be withdrawn from the student’s record.

All auditors are subject to standard admission procedures, either as degree candidates or non-degree students. Exceptions with regard to prerequisite requirements may be made with the permission of the instructor and in consultation with the director of Admissions where appropriate.

Seminary faculty and staff may audit courses without applying for admission and without charge.

The number of auditors in a course may not exceed more than 25 percent of the enrollment in that course, with the exception of courses where spouses are specifically encouraged or required to audit.

Under no circumstances are auditors given academic credit.

Regularly enrolled students in a degree program normally may audit only one course per semester.

Regularly enrolled students who wish to change their status in a course from credit to audit must inform the instructor and the Office of the Registrar by the first deadline to add/drop a course in a term/session.

Normally, online and intensive courses are exempt from auditing.
Change of Concentration

Students in the Master of Divinity or Master of Arts program who wish to change program concentration must first consult with the Student Resource Center for academic advising, then may submit the change of concentration form and required signatures to the Office of the Registrar. This form is located on MyLutherNet.

Changing Degree Programs

Any student in an academic Master of Arts program, a professional Master of Arts program or the Master of Divinity program wishing to change degree programs is requesting admission to the new program.

Such students must:

1. Request a program change by submitting the change of degree form to Admissions.
2. Meet with a member of the Student Resource Center and have him or her confirm support of this degree program change by return letter or email to Admissions.
3. Students who intend to serve as a rostered leader in the Evangelical Lutheran Church in America need to consult their synodical candidacy committee as they consider program changes and submit any relevant material to Admissions.
4. Consult with the Office of the Registrar concerning what requirements need to be met as well as transfer of credits.

Students moving from a Master of Arts degree into the Master of Divinity degree:

1. Must meet biblical language requirements, including taking appropriate New Testament and Old Testament core courses that make use of the languages. Any required core courses yet to be taken that require biblical languages may not be taken until respective language prerequisites are complete.
2. Must speak with the Contextual Learning Office concerning Clinical Pastoral Education and internship requirements.

Students moving from the Master of Divinity degree into a Master of Arts degree: Courses taken in the Master of Divinity track that are not required for a Master of Arts degree either as part of the core or as part of a student’s concentration may be used as free elective courses.

Class Attendance

Attendance at all residential courses and participation in online courses for which a student is registered is expected. Excessive absences from residential courses and non-participation in online courses jeopardizes the student’s academic standing. A student who has excessive absences in residential courses or is not participating in online courses may be administratively withdrawn from courses.

Classification

Admitted applicants are described as candidates for the academic Master of Arts degree, the professional Master of arts degree or the Master of Divinity degree; as dual degree, non-degree or certificate students; as auditors; as Master of Theology students; as Doctor of Ministry students; or as post Master of Arts or Master of Divinity degree students.

Students may be full time or half time in any category; however, they cannot change from one degree program to another without the approval of the Admissions Committee.

Master of Arts Students
   Juniors—0.5-8.5 earned course credits
   Seniors—9.0 or more earned course credits

Master of Divinity Students
   Juniors—0.5-9.5 earned course credits
   Middlers—10.0-19.5 earned course credits
   Seniors—20.0 or more earned course credits

During the FIRST year of a concurrent internship, for registration purposes, students will be allowed to register at the same time as middlers. During the SECOND year of the concurrent internship, for registration purposes, students will be allowed to register at the same time as seniors.

Students who complete an early internship will be classified as seniors after successful completion of 20 courses.

Normally, students are re-classified after the submission of grades following fall and spring semesters.

Course Credit, Hour Definitions and Work Expectations

The unit of credit is one semester hour which, in most courses, represents one, 50-minute class period plus the required preparation. The language of “credit hours” normally is not used; rather, courses are designated as either a full course or a half course.

One full course is equivalent to 3.00 semester hours.

A half course is equivalent to 1.5 semester hours. A half course normally meets for half of a semester during one of the six-week sessions rather than for the entire semester.

The faculty expects a minimum of two hours work outside of class for every hour of allotted class time.

Face-to-Face Classroom Courses

1. The unit of credit is one semester hour (or Carnegie unit) which in most courses at Luther Seminary represents one, 50-minute class period plus between 2.5-3.0 hours of student-directed learning per week over the course of a 13-week semester, for a total of no less than 45 student learning hours per credit hour.
2. Thus, on a per-course weekly basis students are expected to engage in three hours of classroom learning per week, plus 7.5-9.0 hours of student-directed learning per week over the 13 weeks of a full course. This would mean that during a 13-week semester, a full course would meet for 39 hours of classroom contact time (three hours a week for 13 weeks), and typically entails 97.5-117.0 hours of student-directed learning (7.5-9.0 hours a week for 13 weeks) for a total of 136.5-156.0 student learning hours. A half course meets for 18 hours of classroom contact time (three hours a week for six weeks) and typically entails 50-60 hours of student-directed learning, for a total of 68-78 student learning hours per half course.

3. During January and summer terms, full courses meet for approximately 30 hours of instruction and half courses meeting for approximately 15 hours of instruction. Additional reading, writing and/or other student-directed learning activities should compensate for the reduced total student learning hours.

4. Total numbers of student learning hours may be thought of as a balance of between 136-156 student learning hours for a full course and 68-78 student learning hours for a half course. A reduction in classroom time or contact hours may be compensated for by additional student-directed learning hours.

Conversely, an increase in classroom time or contact hours may be compensated for by a decrease in student-directed learning hours.

**Independent Studies**

1. In directed and independent studies, a full course entails three to six hours of contact time between instructor and student. Correspondingly, independent student learning activities should extend to roughly 130-150 student-directed learning hours, which includes reading, writing and other activities, which contribute to student learning as defined by the supervising instructor.

2. Half course directed and independent studies entail 1½ to three hours of contact time between instructor and student. Correspondingly, independent student learning activities should extend to roughly 65-75 student-directed learning hours, which includes reading, writing and other activities which contribute to student learning as defined by the supervising instructor.

**Online and Hybrid Online Courses**

1. In online and hybrid online classes, one full course would entail approximately 39 hours of any combination of the following activities: face-to-face classroom time; watching instructor-defined content such as streaming video; reading lecture transcripts posted online, PowerPoint presentations, streaming audio, etc.; engaging in instructor defined interactive learning activities such as discussion boards, chat or Web conferencing discussion groups. Additionally, students would be responsible for 97-117 hours of student-directed learning, or roughly 7.5-9.0 hours of student-directed learning per week.

2. As above, the total numbers of student learning hours may be thought of as a balance, so that a reduction in contact hours may be compensated for by additional student-directed learning hours and increased contact hours may be compensated for by a decrease in student-directed learning hours.

**Course Load**

A normal course load for the Master of Divinity degree is 10 courses per year, and for the Master of Arts degree, nine to 10 courses per year. This may include various combinations of full and half courses distributed through the year.

The maximum load in any semester is five full courses; the maximum for the January term is two full courses; the maximum for the summer term is three full courses.

The recommended course load is 4½ courses in the fall and spring semester, and one full course during the January term.

It is not advisable to carry an overload. In the rare event that a petition for an overload is approved, a fee is charged for the overload per course according to the current tuition rate.

If a student is on academic probation or has outstanding incomplete grades, overloads are not allowed. Petitions for overloads must be submitted to the Office of the Registrar no later than the first day of the term.

Two courses (including all outstanding incompletes, but excluding the capstone project and SG0602 Vocational Formation—Learning Leader II) is the maximum number of courses a student may have to complete during the summer and still participate in graduation ceremonies in May. These courses must be completed by the end of the summer term following the graduation ceremony.

**Course Substitution**

Course substitution is permitted for core courses in which competency is demonstrated or in M.A. concentration courses when vocational and educational needs are better served by alternative courses.

Students may petition for such substitutions to the appropriate division chair or concentration faculty point person. Some students may be required to demonstrate competence in the area of study through either examination or documentation.

In the case of qualifying exams, the examination is prepared and graded by the division involved; ordinarily a student is allowed only one opportunity to pass the exam.

Where competence is demonstrated, a notation indicating that the course requirement has been fulfilled is placed on the student’s permanent record, and the student has the option of taking those credits in another area of the
curriculum. In no case is academic credit given for the demonstration of competence.

Cross-registration
The Minnesota Consortium of Theological Schools allows open cross-registration with permission for a limited number of courses. Information on cross-registration is available at the Office of the Registrar.

The schools in this consortium are:
- Bethel Theological Seminary
- School of Theology at Saint John’s University
- The Saint Paul School of Divinity
- United Theological Seminary

For more information on the Minnesota Theological Consortium, see page 61 or view the Consortium website: www.mncts.net

Master of Theology students are only able to enroll in consortium classes by petition to the Graduate Theological Office.

Dismissal
The faculty has the final authority for dismissal of students in all matters relating to academic performance and shares responsibility with the president for dismissal with respect to other behavioral matters.

The student may appeal dismissal to the faculty.

The faculty may vote to dismiss a student who remains on academic probation for two successive semesters after being placed thereon, or whose work or conduct demonstrated in other ways (including a recurring pattern of academic difficulties) warrants such action.

After at least one year following dismissal, if there are sufficient grounds to merit reconsideration, a student may seek readmission. The readmission process begins with the Office of the Academic Dean. All reapplication materials are sent to the Office of Admissions and to the Office of the Academic Dean. The readmission must be approved by the faculty.

The faculty may choose for the above reasons to require an enforced leave of absence rather than dismissal.

Family Educational Rights and Privacy Act
The Family Educational Rights and Privacy Act of 1974, commonly known as the Buckley Amendment, is a federal law that states that an educational institution must maintain the confidentiality of education records.

Luther Seminary shares the responsibility for ensuring the security and privacy of the records and data maintained.

For more information on this, see the student handbook or contact the Office of the Registrar.

Final Examinations
Final examinations are held as indicated in the seminary calendar. If a student finds it impossible to take the examination at the regular time, a special examination may be negotiated with the instructor.

Financial Aid Satisfactory Academic Progress (SAP)
Financial aid for this policy will include both Luther Seminary-originated and federal aid.

Federal regulations require the Office of Financial Aid to measure the satisfactory academic progress (SAP) of federal student loan recipients on a per term basis. The federal SAP policy is more defined than the seminary’s policy related to student academic progress. In order for students to receive financial aid they must remain in good academic standing. Academic standing for financial aid purposes is measured in two ways—qualitative (academic probation) and quantitative. See www.luthersem.edu/finaid for more details.

Grade Point Average (GPA)
Grade Point Averages (GPA) will be calculated by term and cumulatively for students in the M.Th., Ph.D, and D.Min. programs effective July 1, 2015. Because coursework for the M.Th., Ph.D. and D.Min. programs must be passed with a grade of B or better to receive credit, the minimum GPA for these programs will be 3.0.

Effective July 1, 2015, GPA calculations for students in the Master of Arts, Dual Degree and Master of Divinity programs will be calculated on final transcripts for graduates at the written request of students if at least 75% of their courses were taken with letter grades. This policy does not apply to transcripts for Graduate Certificate or affiliated students. Transfer courses are not calculated into the GPA.

Grading
Letter grades (A, B, C, D, F) are required for the Master of Theology, Doctor of Philosophy and Doctor of Ministry degree students in 6000, 7000, and 8000-level courses.

Master of Arts, Master of Divinity and non-degree students are on the letter grade system, though students may elect to take Pass-Marginal-Fail grades for designated courses. At the time of course registration, students must elect their grading option as either AF (A-F letter grades) or PF (Pass-Fail). Courses not available for letter grade option will default to PF in the registration process.

All grades appear and remain on the official transcripts.
The deadline to make grading option changes for currently registered courses in a term is the last day to add or drop courses without faculty signed add/drop slips.

Once a grade has been recorded, no grade changes are allowed unless for reasons of clerical error. Time limit for accepting grade changes is six months from when the original grade was recorded.

**Pass (P)**
A notation of Pass indicates that, within the expectation of the course described by the instructor, the student has demonstrated an acceptable level of competence in handling both content and method.

**Marginal (M)**
A notation of Marginal, while not implying failure of the course, indicates that the student has demonstrated only a questionable level of competence with respect to knowledge of and working use of the content or method (or both).

The student may make up a Marginal grade by retaking the course (or its equivalent).

No more than three grades of M are allowed within the Master of Arts or Master of Divinity degree curricula.

Marginal grades count negatively in relation to financial aid satisfactory academic progress.

No student shall be given a second-chance grade once a Marginal has been recorded. No student shall be allowed to test out of a core requirement for which she or he has previously received a Marginal, but when the student retakes a core requirement, the professor may, at his or her discretion, judge that the student has satisfied certain requirements on the basis of past accomplishment.

**Fail (F)**
A notation of Fail indicates that the student has failed to demonstrate an acceptable level of competence in handling content and method.

No grade of Fail will be allowed within the courses required for graduation. If a core requirement has been failed, the course (or its equivalent) must be retaken at the earliest opportunity.

Fail grades count negatively in relation to Financial Aid Satisfactory Academic Progress.

No student shall be given a second chance at changing the failed grade once the Fail has been recorded. No student shall be allowed to test out of a course for which a Fail has been recorded; however, when the student retakes a course, the professor may, at his or her discretion, judge that the student has satisfied certain requirements on the basis of past accomplishment.

**Incomplete (I)**
The grade of Incomplete can be given in the following situations:

1. When a student has failed to do some portion of the required work in a course because of some unexpected hardship. In this case, the grade of Incomplete must be requested by the student from the instructor no later than the last regularly scheduled session of the course in question.

2. When, in the judgment of the instructor, a student who has completed on time all the required work of a course, but needs to redo some minor portion of that work to bring it to a satisfactory level. If such work can be accomplished reasonably within the Incomplete time limit, the instructor can, at his or her discretion, give the grade of Incomplete and notify the student of the requirements. A student may not apply for this type of Incomplete.

Incomplete grades are due in the Office of the Registrar two weeks after the grade due date for that term. Incomplete grades remain on the official transcript, in addition to the final reported grade.

Any extension shall be by written petition to the Office of the Registrar and shall include in writing the support of the instructor. Normally, one extension per Incomplete course is granted and that only when the required petition is submitted to the Office of the Registrar. The grade notation of Incomplete Extension (IE) will be recorded for approved extensions. In the event that an extension is not requested and granted through the end of the next semester, the grade shall be recorded as a Fail, and the student and instructor will be notified accordingly.

Extended Incompletes not reported to the Office of the Registrar by the end of the following semester (in the case of spring semester incompletes, the end of the summer) will be recorded as Fails, and the students and instructors will be notified accordingly.

Incomplete grades count negatively in relation to financial aid satisfactory academic progress.

A pattern of Incomplete grades and extensions will call into question a student’s continued status at Luther Seminary.

**Withdrawal (W or WF)**
Students desiring to withdraw from a course must make their intention known to the Office of the Registrar according to the term/semester deadlines as stated in the seminary’s academic calendar.

Students who withdraw from 13-week and six-week courses during the second week (calendar days eight to 15 from the start of the term) will receive a notation of W (Withdrawal). Students withdrawing after the 15th calendar day of the term (after the NO REFUND deadlines) will receive a notation of WF (Withdrawal Fail). Students who withdraw from J-Term, Summer Term or short-term intensive courses will receive a WF notation at the NO REFUND deadline. See page 124.

A faculty signed add/drop slip must be submitted by the student to the Office of the Registrar for each course change during the period ranging from calendar day eight and beyond of the fall and spring semesters. A faculty signed add/drop slip must be submitted by the student.
to the Office of the Registrar for each course change for J-Term, summer or short-term intensive courses beyond the designated day of the NO REFUND deadline. See page 124.

Students wishing to petition to withdraw without academic penalty may do so with verification from the instructor that the student was doing passing work at the time of withdrawal. A W (Withdrawal) notation will then be given.

A Withdrawal notation does not call into question the continued status of a student at the seminary. However, a pattern of Withdrawals may call into question a student’s continued status at Luther Seminary. A Withdrawal Fail notation is given when a student does not follow course withdrawal procedures as indicated above. A WF notation is equivalent to F.

Failure to attend or participate in a registered or online course does not constitute dropping or officially withdrawing from the course.

Additional Written Evaluation
A student who desires a written evaluation must notify each instructor in writing within the first two weeks of the term or by the end of the first week of the January term and summer term in which the course is taken. Written evaluations are encouraged.

Half-time Status
Students in the Master of Arts and Master of Divinity programs, as well as non-degree students, who carry less than 3.0 courses but 1.5 courses or more in a semester are classified as half-time students.

Human Rights
Luther Seminary admits students of any race, color, national and ethnic origin to all rights, privileges and programs generally accorded or made available to students. The seminary does not discriminate on the basis of race, color, gender, national and ethnic origin or disability in administration of educational policies and financial aid programs.

Luther Seminary is an equal opportunity employer and follows an affirmative action policy in the recruitment and hiring of faculty and staff.

Policy statements concerning sexual harassment appear in the faculty handbook, the student handbook and the staff handbook.

Independent Study/Learning Agreements
It is possible for students to take courses via independent study/learning agreement with current full-time faculty. Those who may be interested in further graduate study will find it particularly helpful to take an independent study course in which they can work to develop their research and writing skills.

No more than 5.0 total courses (full or half courses) may be completed by independent study/learning agreement for the Master of Arts or Master of Divinity degrees. No more than one half of the required total courses may be completed by independent study/learning agreement for the dual degree programs.

Rare exceptions may be made to these limits if: a course needed for a student’s Master of Arts concentration is not offered except through independent study/learning agreement or a student’s Master of Arts thesis project requires additional independent study. Decisions about exceptions will be made by the Office of the Academic Dean in consultation with the point person for the student’s concentration.

The types of learning agreements and their procedures are as follows:

1. Guided Reading and Research courses are designed by the student in consultation with the instructor and are not an existing course. The student should be concerned with needs not otherwise met through available courses. The course design must include the following components: a) topic; b) assignments; c) evaluation and the criteria and/or procedure which will be used to assess the work; and d) student learning outcomes as statements that specify what learners will know or be able to do as a result of the assignments.

Normally, the course is designed in terms of a full course, though arrangements for a half course are possible.

The signature of the instructor indicating approval of course design must be obtained within the first five weekdays of the semester, January term, summer term and six-week sessions.

A division chair signature is required for all independent study courses.

A learning agreement form for this purpose is available from the Office of the Registrar or online on the Registration tab (forms link) of MyLutherNet.

2. Independent study courses through any existing core or elective course can be arranged in consultation with the instructor. In each instance, the stated objectives of the course are to be fulfilled, but the means for the achievement of those objectives, the method of evaluation and the schedule are flexible and are to be worked out in detail between the student and the instructor.

There are two types of arrangements for such a track:

a. Select a scheduled course. Work out the agreement with the instructor within the first five weekdays of the semester, January term, summer term and six-week sessions. In order to register, the student must submit a completed and signed learning agreement form to the Office of the Registrar. The learning agreement form is available from the Office of the Registrar or online on the Registration tab (forms link) of MyLutherNet.
A division chair signature is required for all independent study courses.

b. Register for an existing course with an instructor who is not teaching the course in that particular term. Approval of the instructor is to be obtained prior to registration for the course. A learning agreement form for this purpose is available from the Office of the Registrar or online via the Registration tab (forms link) of MyLutherNet. An agreement with the instructor is to be worked out during the first five weekdays of the semester or the first five weekdays of the January term, summer term and six-week sessions.

A division chair signature is required for all independent study courses.

3. A recommended time for independent study work is during the January term.

Language
Bearing in mind that language reflects, reinforces and creates social reality, the seminary is committed to the use of language that respects the equal dignity and worth of all human beings in all academic papers and in classroom and online conversation.

Leave of Absence and Withdrawal
Master of Arts, graduate certificate, Master of Divinity, Master of Theology and Doctor of Philosophy degree students in good standing who intend to suspend course enrollment during fall or spring semester must petition for a leave of absence by using the online request form (www.luthersem.edu/registrar/forms).

A leave may be granted for up to two semesters. Leaves are not normally granted for more than two semesters. If the leave is granted, the student is able to resume studies at the close of the requested period of leave without reapplication.

Doctor of Ministry students must petition the Graduate Theological Education Office for a leave of absence. Consideration will be taken of ability in subsequent cohorts.

See pages 125 for a refund schedule.

Master of Arts and Master of Divinity degree students who fail to register for at least one class in fall or spring semester and who have not been granted a leave of absence prior to the beginning of the semester will be withdrawn from student status and the seminary by default. This will be noted as Withdrawal by Default in the seminary’s reporting and on the transcript. Such students will need to reapply to the Admissions Committee to continue studies.

If a leave of absence is granted, graduation requirements are those of the catalog in effect at the time of the student’s initial registration. If a student withdraws or is dismissed from Luther Seminary and is later readmitted, he or she is subject to the graduation requirements in the catalog in effect at the time of readmission and registration.

Return from Leave of Absence
Returning from a leave of absence requires notification to the Office of the Registrar with a student’s enrollment intentions (registrar@luthersem.edu).

Following a return from a leave of absence, the student completes program requirements as established in the catalog in effect at the time of the student’s initial registration. In addition, it is required for financial aid recipients to contact the Financial Aid Office prior to returning from a leave of absence (financialaid@luthersem.edu).

Master of Arts and Master of Divinity degree students who fail to return from a leave of absence or officially withdraw will be withdrawn from student status and the seminary by default. Such students will need to reapply to the Admissions Committee to continue studies.

Online Classes and Residency Requirements
Online course offerings are available each term at Luther Seminary. See page 70-71 for online study opportunity details.

If choosing to complete their degree programs through online courses, students must ensure that they meet or exceed the minimum number of residential courses required by their particular degree program. Courses which count towards residency include any course where the majority of instructor-led learning occurs on the main campus. This includes weekly, weekend and evening courses taught in fall and spring semesters and hybrid and intensive courses taught during the January and summer terms.

Residency requirements per first degree program areas are as follows:

- For Master of Arts degrees (academic), there is no residential requirement.
- For Master of Arts degrees (professional), at least one-third of courses must be taken on the main campus.
- For dual degrees, there is no residential requirement.
- For Master of Divinity degrees, at least one-third of courses must be taken on the main campus.

Students who choose to move between degree programs must ensure that they meet the residency requirement of the degree program in which they plan to graduate.
Rare exceptions may be made to these limits if a course needed for a student’s Master of Arts concentration is not offered except through independent study or a student’s Master of Arts capstone project requires additional independent study. Decisions about exceptions will be made by the Office of the Academic Dean in consultation with the point person for the student’s concentration.

**Pre-work Period for Intensive Courses**

Pre-work may begin one week prior to the first intensive course session in January and June. Pre-work will be noted on the course schedule and detailed in course syllabus.

**Program Delivery Types**

There are three categories of program delivery type in the Master of Divinity, Master of Arts and Certificate programs:

1. **Combinations of intensive and online courses** for student admitted to the Master of Divinity Distributed Learning Program and Master of Arts—Children, Youth and Family Distributed Learning Program through Admissions. Note program residential requirements as state in the catalog.

2. **Online Learning** is primarily online courses, however, note program residential requirements as stated in catalog. No cohort or early residential privileges are given.

3. **Residential/Commuter** is primarily residential courses.

Students who change program delivery type must submit a change of program delivery type form to the Office of the Registrar.

**Registration**

The option to register either in person, by mail or online is available to students for each term. Registration priority is given to students based on student classification. Detailed registration information is provided by the Office of the Registrar and is available on MyLutherNet. Students who do not pre-register run the risk of courses being filled or cancelled due to insufficient enrollment.

All holds on a student’s account must be resolved before registration will be allowed. Any holds placed on a student’s account can be resolved by contacting the office where the hold originated. Unresolved holds will cause a student to lose registration priority.

The nature of the curriculum and the sequence of courses make it advisable for students to begin their studies in the fall whenever possible. It is possible, however, for students to begin their studies either in the January term or at the beginning of the spring semester.

Students are responsible for registering for courses in which they have met the appropriate prerequisite(s). Registration may be denied to a student who requests enrollment in a course without fulfilling the prerequisite.

Once students complete the initial registration process, schedule changes may be made according to the add/drop deadlines for each term as stated in the seminary’s academic calendar. No registration will be allowed after the stated deadline.

For more information on registration and course schedules, contact:

Office of the Registrar
Luther Seminary
2481 Como Ave.
St. Paul, MN 55108
651-641-3473
registrar@luthersem.edu
www.luthersem.edu/registrar

**Repeatable Courses**

Certain courses are designated as repeatable and may be taken more than once for credit. A course description will designate if the course can be repeated or if the course is required to be taken in multiple terms.

In the Master of Divinity, Master of Arts and graduate certificate programs, if a core requirement has been failed, the course or its equivalent must be retaken at the earliest opportunity. Students may retake a course or its equivalent for an improved grade if a grade of Marginal or a letter grade of D is reported. Credit is not granted twice.

**Second First Degrees**

Students who have completed a first Master’s Degree at Luther Seminary or another accredited graduate school or seminary and are seeking a second master’s degree from Luther Seminary are eligible to utilize a maximum of 50 percent of the credits from the first degree toward the completion of the second degree. Credits applied from the first degree cannot exceed more than half of the total credits of the second degree. Students must complete at least 50 percent of the requirements for the second degree through new courses.

For example, a student with an 18-credit master’s degree from an accredited institution may be able to apply up to nine credits to a 30-credit Master of Divinity degree at Luther Seminary; or a student with a 30-credit master of divinity may be able to apply nine of their eligible 15 credits against an 18-credit Master of Arts degree at Luther Seminary.

**Students with Disabilities**

Luther Seminary will make reasonable accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with
Disabilities Act of 1990. The purpose of accommodation is to provide equal access to educational opportunities to students affected by disabilities. The seminary does not intend that the standards be altered, nor that the essential elements of programs or courses be changed. See the student handbook for more information. Contact the Student Resource Center to apply for accommodations.

Transfer Credit

Credits earned at other accredited graduate institutions with a grade of C (or equivalent) or above may be considered for transfer in the M.A. and M.Div. programs to Luther Seminary upon evaluation by the registrar and in consultation with the academic dean, division chair and faculty point people.

Luther Seminary will accept a maximum of one half (1/2) of the academic Master of Arts degree and Master of Divinity degree program requirements and one-third (1/3) of the professional Master of Arts degree program requirements through transfer credits that have been completed within the 10 years prior to matriculation at Luther Seminary. Transfer credits are accepted from the following types of schools:

1. All regionally accredited institutions
2. All ATS (Association of Theological Schools) institutions
3. International institutions whose accreditation is equivalent to those noted above
The curriculum at Luther Seminary offers a wide variety of course options for all degree programs. All of these courses play a vital role in the interwoven flow and philosophy of the curriculum. Luther Seminary’s curricula are dedicated to educating leaders for Christian communities called and sent by the Holy Spirit to witness to salvation through Jesus Christ and to serve in God’s world.

In addition to the standard curriculum offerings, other opportunities for theological education while a student is at Luther Seminary include cross-registration through the Minnesota Consortium of Theological Schools, online courses, independent studies/guided readings under faculty supervision and off-campus study opportunities.

Courses listed in this section may not be offered every year. See the current course offerings and schedules on the registrar’s website at www.luthersem.edu/registrar.

The following link provides access to the book lists for courses offered during the current term: www.luthersem.edu/bookstore.

Bible
The Bible Division extends and deepens each student’s faithful and critical reading of Scripture through a series of core classes and a broad range of electives. Many classes focus on the engagement of the Bible, theology and culture.

Our major goal is that the biblical witness be at the heart of our faith and ministry as we seek to discern the will and ways of God in a variety of cultures, in our own time and for the future.

History/Theology
As teachers in the History/Theology Division, we assist students in becoming effective leaders of Christian communities in mission.

We know that students will not be able to simply reproduce the tried and true practices of past generations without reflecting on their suitability to change and a diversity of contexts. They will need access to the wisdom of Christians from around the world and over the centuries as they struggle to lead Christian communities in mission.

The historians among us invite students to explore the experience of millions of believers over thousands of years, with special emphasis on the Reformation traditions and mission in America.

From a decidedly global perspective, the teachers of mission introduce students to diverse religions, cultures and methods of mission.

The systematic theologians help students ground leadership neither in tradition nor novelty, but in the Triune God.

Leadership for Mission
The Leadership Division helps educate leaders for Christian communities by placing the primary emphasis on leadership within the division’s courses. This emphasis is developed within an understanding of the church as being both a confessional and missional church, which draws faithfully on its rich biblical and theological heritage while it seeks to address a changing world with relevance and integrity.

The theological and theoretical foundations for leadership in Christian ministry are developed as a framework for engaging in the actual skills of ministry—vision casting, preaching, worship, disciplining, pastoral care, education, evangelism, youth work, family ministry, counseling in difficult situations and so on.

Varieties of teaching methods are utilized to provide students with the theological background, current research and hands-on experience to engage in the actual practice of ministry. Critical to this work is the integration of various ministry contexts into the students’ learning process through such programs as contextual learning, internship and Clinical Pastoral Education (CPE).
Explanation of Course Numbers

Each course number consists of a two-letter prefix and a four-digit course number. The two-letter prefix identifies the curricula area in which the course is offered:

- BI—Bible
- BP—Biblical Preaching
- CC—Cross-Cultural
- CD—Cross-Divisional
- CG—Congregational and Community Care
- CL—Congregational Leadership
- CY—Children, Youth and Family Ministry
- EL—Educational Leadership
- FE—Field Education (Contextual Learning)
- HC—History of Christianity
- HT—History/Theology
- IN—Internship (Contextual Learning)
- LD—Leadership for Mission
- LG—Language
- MP—Ministry Project
- NT—New Testament
- OT—Old Testament
- PR—Preaching
- RM—Rural Ministry
- SC—SCUPE
- SG—Signature
- ST—Systematic Theology
- SY—Service Year
- UM—Urban Ministry
- WO—Worship
- WP—Writing Project

The four-digit course number refers to the following classifications. The first digit identifies the curricula level:

- 000 Signature/Core level required of Certificate/M.A./M.Div.
- 1000-4000 Certificate/M.A./M.Div. electives
- 6000 M.Th.
- 7000 D.Min.
- 8000 Ph.D. (Graduate Research)

The second digit identifies the curricula division:

- 100 Old Testament
- 200 New Testament
- 300 History of Christianity
- 400 Systematic Theology
- 500 Leadership for Mission
- 600 Cross-divisional
- 700 Bible
- 800 History of Christianity/Systematic Theology (Graduate Research)
- 900 Leadership for Mission (Graduate Research)

The third and fourth digit identifies general numbers 00-94, except for the following:

- 95 Thesis
- 96 Ministry Project
- 97 M.A./M.Div. Independent Study/Guided Readings
- 98 M.Th./D.Min. Independent Study/Guided Readings
- 99 Ph.D. (Graduate Research) Independent Study/Guided Readings

Master of Arts, Master of Divinity and Master of Theology degree students may register for courses at the 8000-level by permission of the instructor and Graduate Theological Education Office.

Faculty

- **Children, Youth and Family:** Andrew Root
- **Congregational and Community Care:** Carla Dahl
- **Congregational Leadership:** Terri Elton
- **Congregational Mission and Leadership:** Dwight Zscheile
- **Contextual Leadership:** Tim Coltvet
- **Educational Leadership:** Mary Hess
- **Global Christianity:** Guillermo Hansen
- **History of Christianity:** Lois Farag, Mark Granquist, Mary Jane Haemig
- **Homiletics/Preaching:** Karoline Lewis
- **New Testament:** Eric Barreto, David Fredrickson, Matthew Skinner
- **Old Testament:** Michael Chan, Cameron Howard, Rolf Jacobson, Kathryn Schifferdecker, Mark Throntveit
- **Rural Ministry:** Alvin Luedke
- **Stewardship:** Adam Copeland
- **Systematic Theology and Ethics:** Patrick Keifer, Lois Malcolm, Amy Marga, Alan Padgett, Steven Paulson, Gary Simpson
- **Worship:** Dirk Lange

*Division chairs are noted in the online faculty directory at [www.luthersem.edu/faculty](http://www.luthersem.edu/faculty).*
**BIBLICAL PREACHING [BP]**

Courses BP7511-BP7539 are designated for students only in the Doctor of Ministry program in biblical preaching. BP7561-BP7599 are elective courses and will be determined on an annual basis. Consult the Graduate Theological Education Office.

**BP7511 Preaching as the Word of God**
An exploration of preaching as an interpretive act through which God’s word does what God intends for it. Moving back and forth between practices of interpretation with particular biblical texts and reflection on those practices, participants discover and assess their own theology of the word and how it informs their preaching.

*Full course*

**BP7519 Colloquy—First-Year Doctor of Ministry in Biblical Preaching**
Colloquy for first-year students—D.Min. Biblical Preaching degree program.

*Full course*

**BP7521 Preaching as the Proclaimed Word**
An exploration of preaching focused on its technical and performance aspects, such as sermon design and delivery. Special attention is paid to the guidance that a biblical text’s literary and rhetorical features offer as the preacher shapes a preaching event based on that text.

*Full course*

**BP7529 Colloquy—Second-Year Doctor of Ministry in Biblical Preaching**
Colloquy for second-year students in the D.Min. Biblical Preaching degree.

*Full course*

**BP7531 Preaching as the Word in Context**
An exploration of preaching as a word of God addressed within Christian worship to a particular time and place. Participants reflect on the way sermons offer a reading or interpretation of the sermon’s audience as much as they offer a reading of a biblical text. Attention is paid to the relation of text and context at each stage of sermon development.

*Full course*

**BP7539 Colloquy—Third-Year Doctor of Ministry in Biblical Preaching**
Third-year colloquy for D.Min. Biblical Preaching students only.

*Full course*

**BP7581 Feminist Perspectives on Preaching**
“The mystery of God transcends all images but can be spoken about equally well and poorly in concepts taken from male or female reality.” How could these words from theologian Elizabeth Johnson shape our praying, our singing—and our preaching? This course invites both women and men to explore how feminist and womanist theologies transform not only crafting sermons but also delivering them. Working together, we will engage issues such as: the cross as life-giving rather than death-dealing, women’s experience as a resource for preaching, and healing the mind/body dualism that has devalued the reality of incarnation. How does preaching offer possibilities for expanding our metaphors for God, while words printed in the hymnal are harder to change? We will explore ways to include more texts about women within and beyond the lectionary, focusing on the seasons of Advent and Lent. We will practice, make mistakes, learn from one another and open ourselves to the “mystery of God” in fuller ways.

*Full course*

**BP7582 “Four Pages” and Biblical Preaching**
This class uses the vocabulary and theological method of The Four Pages of the Sermon as a tool to survey contemporary preaching in its various dimensions. Preaching will be discussed in its postmodern contexts, allowing preachers to rethink some of their practices and to go into depth in special areas of their own interest. Readings also include recent articles by leading scholars in The New Interpreter’s Handbook on Preaching. They represent a wide range of preaching topics: biblical interpretation, preaching biblical genres, ethics and social justice, rhetoric and poetics (art), special occasions, social locations, sermon forms and functions, church year, the preacher, and theology in and of preaching. The course will follow a seminar and workshop format, covering a range of opportunities and challenges facing preachers in the future.

*Full course*

**CROSS-CULTURAL STUDIES [CC]**

**CC1697 Guided Reading and Research in Cross-Cultural Studies**
An independent study for qualified students under the personal supervision of a member of the division. Consult faculty within division.

**CROSS-DIVISIONAL [CD]**

**CD0601 Research and Writing Methods—Master of Arts**
This course is intended to assist students with the research papers/thesis component of the M.A. program. It is required for all academic track M.A. students and is open to M.A. professional track students at the recommendation of their adviser. Research and writing assignments are in the student’s area of interest.

*Full course*
CD1613 The Holy Land: Its People, Places and Prayers
An introduction to the history, cultures and peoples of Israel and Palestine. Participants in this course visit places holy to Christians, Jews, and Muslims exploring the biblical texts associated with those places and the opportunities they present for enhancing preaching and teaching. Participants also learn about current geo-political realities in the region, visiting with Palestinians and Israelis and hearing their stories, their struggles and their hopes for the future. The class will include historical and theological reading, reflection and discussion. This course will have a significant cross-cultural learning component.
Contributes to cross-cultural competencies.
Full or half course

CD1617 Religion and Media
This course introduces the landscapes of media culture with an emphasis on active engagement in creation within those landscapes, and it also engages important theological issues raised by and in those landscapes. It examines how spiritual formation and theological reflection occur within media cultures, and raises questions around the promotion of faith in public life through media. Offered in partnership with Lutheran Theological Seminary at Gettysburg.
Full course

CD1622 United Methodist Polity and History
An introduction to the institutional nature and functioning of the United Methodist church, its connectional system, ordination and ministry, legislation, theological contributions and ecumenical relationships.
Full course

CD1623 The Anglican Tradition
A course exploring the doctrine, history, polity and ethos of Anglicanism, from its roots in the English Reformation to today’s global Communion. A particular focus is given to Anglican history in North America, including the Episcopal Church.
Half course

CD1624 United Methodist Church Doctrine and History
An investigation of the doctrinal standards of the United Methodist church, and the historical roots of the church in Wesleyan and Methodist movements in England and America. The course includes an overview of current theological issues within Methodism. In this class, we learn to think theologically and historically in order to better understand the church today. We will learn from the positive and negative examples and teaching of Wesley and the Methodists how better to fulfill our vocation in the church and world today.
Full course

CD1625 African Methodist Episcopal Church History and Polity
An introduction to the history, culture and polity of the African Methodist Episcopal Church, including its inception and development, organization and orders for ministry, lay and clergy functions, connectional system, theological history and current issues.
Full course

CD1630 Death and Resurrection
This course is a semester long meditation on death and its death, namely resurrection. Topics related to final things -- judgment, death, new creation, and resurrection -- are considered in light of biblical, systematic, liturgical, art-historical, and philosophical resources. Particular emphasis is placed on the role of the Bible and systematic theology in the construction of a Christian theology of death, dying, and resurrection. Emphasis is placed on the material’s usefulness to the ministry of the church, including but not limited to the ministry of the sacraments, the preaching of the Gospel, care for the dying and catechesis.
Full course

CD1633 God, Evil and Suffering
An examination of ways in which the Bible and the Christian tradition consider evil and suffering and how such consideration informs the task of interpreting and confessing the gospel in the contemporary world. Special attention is given to implications for pastoral reflection.
Full course

CD1639 Law and Gospel
An examination of the theological, biblical and pastoral dimensions of the law-and-gospel distinction and how that distinction informs the task of interpreting and confessing Christ in a changing world. Law and gospel is introduced as a fruitful hermeneutical expectation. The theological, confessional and existential aspects of the law-and-gospel distinction are introduced and examined—including the various uses of the law and the wide range of gospel proclamation. Special attention is given to the complexities of the law/gospel distinction in relation to pastoral ministry.
Full course

CD1640 Knowing Our Neighbors: Latin America, Meso-American Culture, and the Mission of the Church
The purpose of this course is to explore and learn about the religious, cultural and social roots and background of the Latina/o communities in the US, especially those of Mexican origin, as neighbors with whom God calls us to be in community. This course is intended for learners that seek to gain a multicultural perspective by reflecting anthropologically, socially, and theologically in light of the voices of the marginalized. The course provides cross-cultural opportunities to expand a student’s worldview, theology and ecclesiology. In addition, the course challenges one’s perceptions about global justice, practices of hospitality, and understanding of the church’s mission.
Full course

CD1643 The Gospel and Global Media Cultures
This course explores the emerging discussion at the intersection of biblical studies, cultural studies, theology, civic engagement and media environments. Students study how interpreting and confessing the gospel informs the narrative identities and practices of missional congregations as they engage their communities and the world as public companions with God in global civil society. Students use at least two digital tools to create their own interpretation and confession of Christian witness.
Full course
CD1644  Reading and Preaching the Bible from Diverse Social Locations
Cognizant of the increasing diversity that characterizes contemporary life, this course explores how various communities of diverse social locations read the texts of Scripture and how such readings can influence the proclamation of the gospel. The course draws upon the reading practices of a number of communities, e.g., African-Americans, Asian-Americans, Latinas/os, and Native Americans along with feminist, womanist and mujerista perspectives. Special attention is paid to the intersection of hermeneutics and homiletics.
Full course

CD1645  Righteousness: Beginnings of God’s New Creation
An investigation of the notion of “righteousness” in Paul’s letters, in writings of Luther and other Reformers, in recent literature and in the activity of the contemporary church. By interpreting and studying others’ interpretations of this key theological concept, the course inquires into what it means to understand and live the gospel as God’s disruptive and merciful in-breaking. Employing righteousness as lens for considering God and God’s relationship to the world, the course further explores related biblical imagery, the nature of good works, the shape of Christian worship and spirituality in differing contexts and the practices of Christian communities.
Full course

CD1646  Comparative Confessions
Comparing confessions of major Christian churches (Orthodox, Roman Catholic, Lutheran, Anglican, Reformed) with emphasis on ecumenical relations in pluralist communities, parishes, and churchwide.
Full course

CD1697  Guided Reading and Research in Cross-Divisional
An independent study for qualified students under the personal supervision of a faculty member. Consult faculty.

CONGREGATIONAL AND COMMUNITY CARE [CG]

CG0525  Congregational Care and Formation
This course introduces students to concepts and practices in the care and formation of persons, families and congregations with attention to diversity within cultures, ecclesiastical traditions and generations. Attention will be given to paradigm shifts in the practice of ministry from classical models to clinical/professional models, and now to communal and contextual models of care and formation, so that students have historical frameworks to develop a holistic vision for ministry. Integrating theological and social scientific resources and engaging contemporary issues and challenges in the world, this course will offer students a framework for care and formation that involves listening (to God, to neighbor and to self), interpreting pressing challenges in care and formation and developing effective responses for leading ministries of care and formation in a variety of settings.
Full course

CG0530  Foundations of Congregational and Community Care
An investigation of the resources, methodologies and approaches to pastoral care ministry on the basis and theological understanding of God and human experience. Pastoral care issues are addressed in relationship to the multiplicity of contexts in which ministry occurs.
Full course

CG3510  History and Emerging Trends in Pastoral and Practical Theology
This course explores pastoral care in light of its larger cognates, pastoral theology and practical theology. An overview of pastoral and practical theology throughout church history. Focus on key figures and theories in the early church, Middle Ages, Reformation and the modern period up to and including today.
Full course

CG3511  Pastoral and Congregational Care of Addictions
An introduction to historical, cultural and ecclesiastical attitudes towards alcoholism, drug abuse and other forms of addiction (food, pornography, Internet and so on). Consideration is given to etiology, symptomatology, intervention, prevention of and recovery practices for addiction. Special consideration is given to the theological implications of addiction within community and the unique roles that can be played by a community of faith and its leaders in supporting recovery.
Full course

CG3512  Prayer in Congregational and Community Care
An exploration of the care dimension of prayer as a sustaining practice that 1) enriches the communal life of faith; 2) responds with care for individuals (e.g., in a pastoral visit); 3) nurtures the vocation of ministry. The course explores the context, values, theological commitments and psychological frameworks assumed in various forms of prayer, particularly communal prayer, personal prayer, guided pilgrimage, spiritual direction and prayer in multi-faith contexts.
Full course

CG3513  Singleness, Marriage and Family in Context
Informed by biblical, theological and scientific approaches to personhood and relationships, frameworks are provided for congregational and pastoral care ministries with persons who are single, divorced, preparing for marriage, married and in families. Students learn enrichment, crisis counseling, conflict resolution and community support skills. Special attention is paid to challenges that arise in parenting, immigration, situations of unemployment and abuse.
Full course
CG3514 Congregational and Community Care of Children and Youth

This course presents theological and sociological foundations for care giving as a function of the whole Christian community. It explores models of congregational care and develops the competencies needed for supporting the development of lay people as partners with professional staff in the ministry of care, with a special focus on children and youth. Weekly group lab provides an opportunity for practicing and teaching basic care giving skills. Particular attention is given to the needs of children and youth dealing with bereavement, illness, family violence or abuse.

Full course

CG3519 Ministry with Persons with Mental Illness and Their Families

Providing congregational and community care with persons who have mental illness manifests itself in a myriad of ways. Effective ministry integrates a three-fold model of care, namely the theological, pastoral and medical models. The first half of the course addresses the theological and pastoral insights regarding vulnerability and community in order to move toward an integrated ministry, while also medically surveying the wider scope of mental illnesses. The second half of the course continues to focus on integrative ministry, looking more closely at less prominent mental illnesses from the medical model and seeking ways to put into practice the pastoral implications of such insights.

Full course

CG3520 Grief, Death and Dying

An investigation of the nature and dynamics of grief. This course engages grief both in the intimacy of personal relationship, as well as grief arising from loss of employment, church closure and other forms of communal loss. Discussion of communal and one-on-one forms of caring for those who are grieving, with analysis of the theology of grief implicit in such care, particularly in relation to questions of theodicy. Special attention is paid to the communal care elements of funerals and other forms of ritual in times of loss, as well as challenges arising for communities in multi-faith contexts.

Full course

CG3523 Human Sexuality and Christian Faith

A course designed to provide an understanding of sexuality from a Christian perspective. Many of the issues faced by congregations and clergy require a deep understanding of sexual theology and congregational care. These issues include, but are not limited to gender dynamics, healthy sexuality, sexual dysfunction, infertility, abortion, sexual identity and sexual violence. Attention is given to biblical, confessional and behavioral foundations for sexuality and sexual values and roles.

Full course

CG3525 Ministry with Older Adults

An exploration of spiritual, sociological, physiological and psychological dimensions of aging, together with an assessment of the relationship of older persons to the life and mission of the church. Attention is given to both lay and pastoral care givers’ roles in relating to older persons within the congregation and other church-related settings, and to the impact of these roles within the larger community. Both students anticipating future service in a parish setting and those preparing for vocations in specialized ministry settings are appropriate learners for this course.

Half course

CG3528 Spiritual Resiliency through the Life Span

A theoretical and practical examination of how faith makes a difference as we age, particularly during middle and later years. A life span approach is used to explore the gifts of increasing spiritual maturity and personal wisdom. Traditional and emerging metaphors of spirituality are explored and special attention given to the themes of religious practices, vocation, affect, interpersonal relationships and creativity as they appear in the narratives of spiritually resilient older adults who are grounded in spiritual communities.

Half course

CG3530 Applied Pastoral Theology: The Case of Cancer

This class analyzes the “case of cancer”—that is, the concrete and historically situated particulars of this disease and illness—as a way of exploring the principles and practices in any case of pastoral care where human suffering evokes or calls for a theological response. Close attention is paid to the issues of theodicy and meaning making that arise from cancer as disease of evolutionary development.

Full course

CG3535 Health and Salvation

In times of crisis and throughout the lifespan, questions about the relationship between health and salvation may arise among the faithful. Increasingly, they are the object of study by theologians, pastors, historians, sociologists, psychologists and other health care professionals. In this class, students develop faithful and wise pastoral theological perspectives on and responses to questions about health and salvation.

Full course

CG3540 Religious Vocation, Ministry and the Movies

Movies and other film media have been and remain a powerful source for moral development and intellectual formation. Furthermore, these sources of information may be instrumental in formation for ministry and religious vocation. This course explores the theologies assumed or produced in films and pays attention to the ways in which films may be employed for religious formation and ministerial development.

Full course
CG3542  Responses to Domestic Violence in Congregations and Communities
This course explores theoretical and theological understandings of domestic violence and the development of faithful, effective responses grounded in God’s care for individuals, couples, and families struggling with violence. Students are encouraged to integrate insights from scripture, theology, social sciences, and experience in ways that enhance their ability to offer care and to lead communities of care in responding with faith, hope, and love to both victims and perpetrators of domestic violence.  
Full course

CG3544  Principles and Practices of Pastoral Counseling
This course integrates biblical, theological, theoretical, and neurobiological understandings of therapeutic and pastoral prevention, enrichment, and intervention. Protocols are examined and basic counseling skills are practiced for common pastoral counseling situations, such as pre-marriage and remarriage counseling, uncomplicated grief, couple conflict, and parent-child interaction. Students explore the development of interventions and healing rituals for congregational and community crises. Particular attention is given to ethical issues, intercultural dynamics, and capacity for reflective practice. It is recommended that students take CG0525 or CG0530 prior to this course.  
Full course

CG4515  Faith, Forgiveness and Healing
In this course, students study the theory and methods relevant to integrating health and wellness, forgiveness and reconciliation into the life of the Christian public leader, the congregation and the larger community. Physical, emotional, social, intellectual, vocational and spiritual issues related to forgiveness and healing are explored. Special attention is given to how biblical, theological and pastoral perspectives on forgiveness and healing inform the task of interpreting and confessing the gospel in situations of conflict and suffering.  
Full course

CG4520  Cultivating Congregational and Community Care
This course explores congregational and community care from the perspective of the ministry leader who is eager to cultivate an ecclesial identity of mutual caregiving through integration of Christian faith practices including guidance, healing, reconciliation, consolation and liberation. Attention is given to developing care-giving skills in the area of discerning and responding to needs in the community, and intercultural and multi-generational care. Throughout, there will be a focus on how care within the congregation may be extended to serve communities in the world.  
Full course

CG4597  Guided Reading and Research in Congregational and Community Care
An independent study for qualified students under the personal supervision of a member of the division. Consult faculty within division.

CG6510  History and Emerging Trends in Pastoral and Practical Theology
This course explores pastoral care in light of its larger cognates, pastoral theology and practical theology. An overview of pastoral and practical theology throughout church history. Focus on key figures and theories in the early church, Middle Ages, Reformation and the modern period up to and including today.  
Full course

CG6511  Pastoral and Congregational Care of Addictions
An introduction to historical, cultural and ecclesiastical attitudes towards alcoholism, drug abuse and other forms of addiction (food, pornography, Internet and so on). Consideration is given to etiology, symptomatology, intervention, prevention of and recovery practices for addiction. Special consideration is given to the theological implications of addiction within community and the unique roles that can be played by a community of faith and its leaders in supporting recovery.  
Full course

CG6520  Cultivating Congregational and Community Care
This course explores congregational and community care from the perspective of the ministry leader who is eager to cultivate an ecclesial identity of mutual caregiving through integration of Christian faith practices including guidance, healing, reconciliation, consolation and liberation. Attention is given to developing care-giving skills in the area of discerning and responding to needs in the community, and intercultural and multi-generational care. Throughout, there will be a focus on how care within the congregation may be extended to serve communities in the world.  
Full course

CG6598  Guided Reading and Research in Congregational and Community Care
An independent study for students in Graduate Theological Education. Consult faculty within division and Graduate Theological Education Office.

CONGREGATIONAL MISSION AND LEADERSHIP [CL]

CL0510  Evangelism in Contemporary Contexts
What does it mean for the body of Christ to bear faithful witness in today’s diverse contexts? In this course students explore evangelism biblically and theologically as a contextual phenomenon. They gain insights into proclaiming the gospel holistically through deep listening and compassionate dialogue and service. A variety of sociological and cultural lenses help students interpret audiences for the gospel. The course culminates in a creative project that invites students to articulate their own working theology of evangelism for a specific situation.  
Full course


CL0520 Church Organization and Leadership
This course focuses on church organization, polity, and missional leadership. It explores theological and theoretical definitions of leadership, cultivating congregational identity and vision, gifts discernment in the body of Christ, leading teams, overseeing finances and facilities, leading change, addressing conflict, and creating a culture of leadership multiplication. Students engage in self-reflection on their own gifts and ongoing leadership development.

*Full course*

CL0535 God's Mission: Biblical and Theological Explorations
This course examines biblical, theological and theoretical frameworks for congregational mission and leadership. Students explore the Bible’s rich witness to God’s mission from Genesis to Revelation. They critically engage major paradigms in Christian mission over history and across traditions with an eye toward developing their own capacity to lead Christian communities in mission.

*Full course*

CL0540 Transforming Christian Communities for Mission
This course focuses on critical theological reflection on practices and strategies for doing missional ministry within specific contexts. Working through case studies of particular communities, students deepen their imagination around mission and expand their capacity for leading communities in participating in God’s mission in the world, including fostering innovation and cultivating new forms of Christian community.

*Full course*

CL4021 CML Teaching Congregations-Fall Semester
The contextual learning component of the Congregational Mission and Leadership concentration is fulfilled by participating in a ministry site during one’s time as a student.


*Two semesters required.*

CL4022 CML Teaching Congregations-Spring Semester
The contextual learning component of the Congregational Mission and Leadership concentration is fulfilled by participating in a ministry site during one’s time as a student.


*Two semesters required.*

CL4525 Theological Leadership in Addressing Change and Conflict
A course that helps students develop a framework for engaging and addressing organizational change and conflict within congregations. Biblical and theological resources will be put into conversation with organizational theory literature and the behavioral sciences in an effort to clarify the leader’s role in leading change processes and developing effective strategies in addressing church conflict.

*Full or half course*

CL4530 New Missional Ministries
This course prepares persons for mission development: planting a new congregation or innovating new missional initiatives in an existing congregation. Multiple resources are engaged, including Bible study, literatures on church planting and innovation, and case studies. Attention is given to formulating a theology for mission development and designing a portfolio of strategies and practices to carry out this type of ministry.

*Full course*

CL4560 Money and Mission of the Church
Financial stewardship is essential to the life and mission of both congregations and wider church. This course includes a study of biblical texts related to giving and stewardship of resources, the meaning of money, one’s own attitudes regarding money and stewardship, theological under-girdings for financial stewardship, the importance of pastoral leadership in a congregation’s stewardship, analysis of stewardship programs, engagement with church leaders, and discussion of practical application to contemporary congregational life and preaching.

*Half course*

CL4565 Ministry in Urban Contexts
This course introduces students to contextual theologies and issues facing Christian leaders in urban environments. Students engage theology, theory and particular urban communities as they create their own contextual framework for ministry in an urban setting and develop a contextual response to a particular ministry issue.

*Half course*

CL4597 Guided Reading and Research in Congregational Mission and Leadership
An independent study for qualified students under the personal supervision of a member of the division. Consult faculty within division.

*Courses CL7511-CL7542 are designed only for students in the Doctor of Ministry program in congregational mission and leadership.*

CL7511 Integration of Theology and Ministry
This seminar provides participants with an opportunity to reflect on their ministry experiences by utilizing a variety of methods for doing theology. They engage in theological reflection in relation to the practice of ministry and integrate their previous theological training with their ongoing learning and experience. Attention is focused on building capacity for doing theology in context, while also orienting them to utilizing action research for engaging in change processes.

*Full course*
CL7512  Pastoral Identity, Leadership, and Spiritual Life
This seminar focuses on forming and renewing pastoral identity in relationship to the leadership of the Holy Spirit in local churches. Students explore adaptive leadership, organizational learning, and communal discernment in light of the Spirit’s work of forming and reforming community. Students are introduced more deeply to action research as a paradigm for participatory, collaborative change.  
*Full course*

CL7521  Missional Church
This seminar assists students in developing an understanding of church and congregations in relation to the mission of the triune God in and to all of creation. Resources from the fields of both ecclesiology and missiology are brought to bear on helping students formulate a working theology of the missional church within their congregation and context. The diverse literature from other fields of church renewal, church growth, and church effectiveness are critically evaluated from this developing understanding of the missional church. Students are introduced to and practice qualitative research.  
*Full course*

CL7522  Missional Leadership
This seminar helps students develop an understanding of leadership and organization in Christian faith communities in light of the triune God’s mission in all creation and the student’s particular context. Literature from the social sciences and Christian theology is used to help students construct a theologically-informed perspective on leadership and organization. Students are introduced to and practice quantitative research.  
*Full course*

CL7531  Congregational Practices and Thesis Proposal
This seminar engages the difference missional theology makes for the renewal of congregational life and practices in relationship with neighbors and the common good. Particular attention is given to helping participants understand an action research design that employs a mixed-method strategy in leading a congregation through a change process. The project for this seminar is a thesis proposal that serves as the framework for guiding the implementation of students’ planned research and the development of their thesis.  
*Full course*

CL7532  Implementation of Thesis Proposal
This seminar helps participants implement the thesis proposal that was developed in the previous seminar, a thesis proposal that incorporates a theologically-informed use of social science research. Participants are also guided through the writing process of drafting the first four chapters of their eventual thesis—introduction, literature review and theoretical perspectives, biblical and theological perspectives, and research methodology.  
*Full course*

CL7541  Thesis Project
This yearlong seminar provides students with a structured process to implement the research design of their approved research proposal and to incorporate their findings into their final thesis. The seminar meets during the year (in person or virtually) for three work sessions in helping all participants finalize the chapters of their theses.  
Two full courses  
(Course will be registered as full course in both CL terms.)

**CHILDREN, YOUTH AND FAMILY MINISTRY [CY]**

CY0510  Theological Frameworks for Ministry with Children, Youth, and Family I
Ministry is a theological task done with and for living persons. Students in this course explore a theology of ministry that helps children, youth, and their families interpret God’s action in their actual lives. The course assists students in thinking about ministry from the location of divine action, recognizing how the leader’s own theological conceptions fuel his or her imagination for ministry with children and youth. Students are asked to construct their own “theology” of ministry. Each student is encouraged to focus on his or her own area of specialization (children’s ministry, youth ministry, etc.) but is also moved into examining a theology of ministry that explores the centrality of God’s action in intergenerational dimensions of human communities.  
*Full course*

CY0515  Theological Frameworks for Ministry with Children, Youth, and Family II
Ministry is a theological task done with and for living persons. Students in this course explore a theology of ministry that helps children, youth, and their families interpret God’s action in their actual lives. The course assists students in thinking about ministry from the location of divine action, recognizing how the leader’s own theological conceptions fuel his or her imagination for ministry with children and youth. Students are asked to construct their own “theology” of ministry. Each student is encouraged to focus on his or her own area of specialization (children’s ministry, youth ministry, etc.) but is also moved into examining a theology of ministry that explores the centrality of God’s action in intergenerational dimensions of human communities.  
*Full course*
CY4021  CYF—Teaching Congregations: Fall Semester
The contextual learning component of the Children, Youth, and Family ministry degree is fulfilled by participating in a ministry site during one’s time as a student. In addition to one-on-one conversations, cohort learning, and reflective work within classes, contextual education gives students the opportunity to participate in a leadership role in a specific ministry context while refining one’s vocational call and discovering what it means to engage theology and mission in a particular locale. Master of arts Children, Youth and Family ministry students participate in CYF contextual education during their entire course of study. Master of divinity students focusing in the area of Children, Youth and Family ministry participate in CYF contextual education alongside completing their first 20 credits. Two semesters required.
Non-credit degree requirement. Required in curriculum prior to 2014-2015.
Two semesters required.

CY4022  CYF—Teaching Congregations: Spring Semester
The contextual learning component of the Children, Youth, and Family ministry degree is fulfilled by participating in a ministry site during one’s time as a student. In addition to one-on-one conversations, cohort learning, and reflective work within classes, contextual education gives students the opportunity to participate in a leadership role in a specific ministry context while refining one’s vocational call and discovering what it means to engage theology and mission in a particular locale. Master of arts Children, Youth and Family ministry students participate in CYF contextual education during their entire course of study. Master of Divinity students focusing in the area of Children, Youth and Family ministry participate in CYF contextual education alongside completing their first 20 credits.
Non-credit degree requirement. Required in curriculum prior to 2014-2015.
Two semesters required.

CY4562  The Child, Children’s Ministry, and the Church
This course focuses on Christian understandings of the personhood of the child. It places in conversation developmental/psychological perspectives and theological positions. Particular attention is given to recent research in brain studies. Students will explore the theological nature of the child and his or her place in the church. The course makes a case for the essential place of children’s ministry in the church, exploring how childhood is wrestling with spiritual, transcendent, and mystical realities. Therefore, perspectives and practices of children’s ministry are explored, evaluated, and reimagined.
Half course

CY4564  Culture and Emerging Generations
Ministries with emerging generations and their families require deep understanding of young people’s cultural engagement. Students learn to read the agency and structures of younger generations in culture. Drawing on this work, and work from other courses, students integrate text and context in developing effective practices in youth and family ministry.
Full or half course

CY4566  Dietrich Bonhoeffer: Youth Worker
From 1927 to 1938 Dietrich Bonhoeffer’s central pastoral ministry was with children and youth. This course examines Bonhoeffer’s biography, looking in-depth at his lectures, sermons, and essays on youth work. Through Bonhoeffer’s writing and history students are given an example of a theological thinker in children’s and youth ministry to emulate. The course particularly explores confirmation using Bonhoeffer’s work in Wedding 1932 and Pomerania 1938 to reexamine our practices today.
Full or half course

CY4570  Relational Ministry and the Future of the Church
A course that examines the theological, historical and sociological bases for relational/incarnational youth ministry. The course is designed to look at popular understandings of relational/incarnational ministry, assessing them through a theological understand of relationships. Students will be given the tools to use a relational/incarnational approach to youth ministry engendered from theological and strategic perspectives.
Full course

CY4579  Young Adults and the Church
Young adulthood brings with it a search for meaning, purpose and faith. Students explore God’s presence in the young adult journey focusing on the theological and development dynamics inherent in young adult questions and dreams. Theological understandings of the church and its mission that are particularly effective in engaging young adults are studied and worked into effective approaches to ministry in congregations, campus ministries and mission organizations.
Half course

CY4597  Guided Reading and Research in Children, Youth and Family
An independent study for qualified students under the personal supervision of a member of the division. Consult faculty within division.
EL3523 Engaging Scripture in the Midst of the Learning Community
Recognizing the central place of scripture in the church’s teaching ministry, this course explores and develops ways to engage sacred texts while supporting the church as learning community. Students explore and evaluate published curriculum materials, as well as create and implement original materials. Particular attention is given to diverse media in which scripture is embedded, and the various practices by which people of faith deepen their biblical imagination.
Full course

EL3532 Contemporary Issues in Religious Education
This is a directed reading/seminar collaboration course. Students individually choose from a short list of pressing religious education challenges and read the bibliography associated with that challenge. They then meet in plenary session at predetermined times during the term with a faculty member who helps them to teach each other what they have learned about a specific challenge and seek insight from each other in meeting the identified challenge. This course may be taken more than once for credit.
Full course

EL3539 Christian Education and Dismantling Racism
This course analyzes institutionalized racism and proposes a series of frameworks from within Christian education for engaging and dismantling racism, and for supporting multicultural and intercultural congregational learning. Students are required to participate in an intensive retreat/workshop on dismantling racism as part of the course.
Contributes to cross-cultural competencies. Fulfills CG elective
Full course

EL4532 Religious Education in Relation to Creation
A study of the educational issues raised by emerging environmental awareness, particularly in relation to questions of stewardship and justice. This course focuses on two primary contexts, the rural and the urban, considering specific examples of ways in which Christian educators support congregational learning and ministry that embraces ecological literacy.
Contributes to cross-cultural competencies.
Full course

EL4535 New Media in Faith Education
This course explores emerging media as environments in which people “create, share and believe.” Particular attention is given to new cultures of learning, and digital storytelling as a constructive form of faith formation. Students explore the role of church leaders in supporting digital media literacy, participate in media production in faith contexts, and develop theological rationales for participating in emerging media spaces.
Full course

EL4540 Foundations of Educational Leadership
This course provides a substantial introduction to the foundational issues of religious education. Students explore six curricula for learning in communities of faith -- koinonia, didache, leiturgia, kerygma, diakonia and martyría—and the practices and theological resources associated with them. Particular attention is given to ways to encourage, prepare and empower persons to support the development of learning communities in specific contexts.
Full course

EL4542 Learning in the Presence of Other Faiths
A study of the educational issues raised by living in a world of multiple faiths. The course examines the significance of diverse theological understandings for pastoral practice amid pluralism. The course also considers specific examples of interfaith learning, the pastoral challenges of supporting interfaith families, and engagement with people who do not claim religious identity.
Contributes to cross-cultural competencies.
Full course

EL4544 Nurturing Spirituality, Vocation and Mission in Adults
This course explores the rich wealth of Christian frameworks for understanding and nurturing spirituality, vocation and mission. Research on social and psychological development in adulthood is connected to shifting understandings of religion and spirituality. Students explore both the promises and contradictions of this research for the design of effective strategies for adult education and faith formation.
Full course

EL4546 Religious Education for Children
This course explores ways to encourage, empower, and equip parents and other primary care givers to nurture faith in children. Attention is given to educational issues arising around first, second and third generation immigrants, and including children with physical and/or learning disabilities in congregational settings.
Contributes to cross-cultural competencies.
Full course

EL4548 Proactive Ministry in Media Cultures
This course explores myriad challenges raised by media cultures for communities of faith. Questions of digital presence, communicative practices in digital cultures, constructive theological approaches to digital divides and other issues of justice, and positive use of diverse media in worship and mission are engaged.
Full course

EL4597 Guided Reading and Research in Educational Leadership
An independent study for qualified students under the personal supervision of a member of the division. Consult faculty within division.
FIELD EDUCATION [FE]  
(CONTEXTUAL LEARNING)

FE0200  Internship Orientation
Offered during the Spring semester for students preparing for full internship placement or as an online course during any term for students preparing for internship other times during the year. 
*Note: This course is a prerequisite to Internship.*
Non-credit course

FE0500  Clinical Pastoral Education—Full-Time (Summer)
Clinical Pastoral Education (CPE) offers students the opportunity to develop and integrate theological knowledge and professional skills in a wide variety of clinical contexts such as hospitals, extended care facilities, social service and social justice organizations, and congregational settings. The primary locus of learning are the people and relationships affected by the act of giving spiritual care, including both the one who receives and the one who gives that care. Some methods employed to develop this reflective practice include verbatims, journaling, peer group sessions, and one-on-one conversations with a CPE supervisor. 
*Full course*

FE0505  Clinical Pastoral Education—Part-Time (Extended Unit)
Clinical Pastoral Education (CPE) offers students the opportunity to develop and integrate theological knowledge and professional skills in a wide variety of clinical contexts such as hospitals, extended care facilities, social service and social justice organizations, and congregational settings. The primary locus of learning are the people and relationships affected by the act of giving spiritual care, including both the one who receives and the one who gives that care. Some methods employed to develop this reflective practice include verbatims, journaling, peer group sessions, and one-on-one conversations with a CPE supervisor. 
Students take more than one consecutive semester of part-time extended CPE unit. 
*Full course*

FE0509  Clinical Pastoral Education—Nine-Month Experience
Clinical Pastoral Education (CPE) offers students the opportunity to develop and integrate theological knowledge and professional skills in a wide variety of clinical contexts such as hospitals, extended care facilities, social service and social justice organizations, and congregational settings. The primary locus of learning are the people and relationships affected by the act of giving spiritual care, including both the one who receives and the one who gives that care. Some methods employed to develop this reflective practice include verbatims, journaling, peer group sessions, and one-on-one conversations with a CPE supervisor. 
Students take more than one consecutive semester of part-time extended CPE unit. 
*Full course*

FE0521  Christian Public Leader—Fall Semester: “Who Am I as a Leader in Community?”
This course will explore Christian public leadership by attending to leadership in the midst of particular communities and their distinct contextual realities. In this course students will expand their leadership capacity by leading and being in dialogue with a particular congregation or faith-based nonprofit. With this ministry context as their primary conversation partner, students will critically reflect on themselves as leaders, discover the communal nature of leadership, and develop their own leadership practices. Throughout the semester, students will develop learning goals, achieve those goals through participation in the life of the particular community, and assess their progress at the conclusion of the course. Particular attention will be paid to praxis, contextualization, integrative approaches to ministry, and competencies in their program degree outcomes.

Each section of Christian Public Leader will focus on a particular topic. This section’s focus is: “Who am I as a leader in community? How do I assimilate as a leader in that community?” The format for this course will be monthly class sessions accompanied by precept groups led by ministry practitioners. 
*Pass/Fail grading only*
*Half course*

FE0522  Christian Public Leader—Spring Semester: “The Act of Leading”
This course will explore Christian public leadership by attending to leadership in the midst of particular communities and their distinct contextual realities. In this course students will expand their leadership capacity by leading and being in dialogue with a particular congregation or faith-based nonprofit. With this ministry context as their primary conversation partner, students will critically reflect on themselves as leaders, discover the communal nature of leadership, and develop their own leadership practices. Throughout the semester, students will develop learning goals, achieve those goals through participation in the life of the particular community, and assess their progress at the conclusion of the course. Particular attention will be paid to praxis, contextualization, integrative approaches to ministry, and competencies in their program degree outcomes.

Each section of Christian Public Leader will focus on a particular topic. This section’s focus is on: “the act of leading and finding one’s voice in Christian public leadership.” The format for this course will be monthly class sessions accompanied by precept groups led by ministry practitioners. 
*Pass/Fail grading only*
*Half course*
This course will explore Christian public leadership by attending to leadership in the midst of particular communities and their distinct contextual realities. In this course students will expand their leadership capacity by leading and being in dialogue with a particular congregation or faith-based nonprofit. With this ministry context as their primary conversation partner, students will critically reflect on themselves as leaders, discover the communal nature of leadership, and develop their own leadership practices. Throughout the semester, students will develop learning goals, achieve those goals through participation in the life of the particular community, and assess their progress at the conclusion of the course. Particular attention will be paid to praxis, contextualization, integrative approaches to ministry, and competencies in their program degree outcomes.

Each section of Christian Public Leader will focus on a particular topic. This section’s focus is on: “developing practical wisdom as a Christian public leader.” The format for this course will be weekly precept groups led by ministry practitioners putting readings, ministry case studies, and one’s own experience into conversation.

Pass/Fail grading only
Half course

This course will explore Christian public leadership by attending to leadership in the midst of particular communities and their distinct contextual realities. In this course students will expand their leadership capacity by leading and being in dialogue with a particular congregation or faith-based nonprofit. With this ministry context as their primary conversation partner, students will critically reflect on themselves as leaders, discover the communal nature of leadership, and develop their own leadership practices. Throughout the semester, students will develop learning goals, achieve those goals through participation in the life of the particular community, and assess their progress at the conclusion of the course. Particular attention will be paid to praxis, contextualization, integrative approaches to ministry, and competencies in their program degree outcomes.

Each section of Christian Public Leader will focus on a particular topic. This section’s focus is on: “becoming a lifelong learner (or, ‘I don’t know what I don’t know’).” The format for this course will be weekly precept groups led by ministry practitioners putting readings, ministry case studies, and one’s own experience into conversation.

Pass/Fail grading only
Half course
HISTORY OF CHRISTIANITY [HC]

HC0316  Apostles to Reformers: Forming Christian Identity
The examination of how Christians have practiced, understood and given public witness to their faith from its beginnings to the eve of the Western Reformation. This course considers the challenges of confessing the Christian faith in religiously pluralistic societies in Asia, Africa and Europe. (Formerly HC0315 History of Christianity, Beginnings to 1400)
Full course

HC0330  History of Christianity, 1800 to the Present: Confessing Christ through the History of Christianity
An examination of how Christians have embodied, understood and confessed their faith from the Enlightenment to the present. This course considers the challenges of confessing the Christian faith and pays particular attention to how disputes over orthodoxy, heresy, society, culture, and politics have affected and been affected by missional concerns. A survey of major events, movements, and figures that have influenced the history of Christianity and its mission since the French Revolution in Europe and, in America, since the seventeenth century; with special attention to expansion of Christian missions to Asia and the Global South.
Full course

HC1327  History of Lutherans in North America
A study of Lutherans in North America, focusing the transplantation and development of distinctive Lutheran traditions, and on the interaction of Lutherans with North American religious life. Students will have opportunity for directed research within the subject matter of this course.
Half course

HC1333  Desert Spirituality for Twenty-First Century Christians
An introduction to the spirituality and literature of the early men and women who lived in the Egyptian desert. Special attention will be given to their teachings on topics including following Christ, reading scripture, prayer, and living a Christian life; and their past and present spiritual influence on the Church in East and West.
Contributes to cross-cultural competencies.
Half course

HC1335  The Demonic In Christian Thought
This course is a study of the demonic in the history of Christian thought. Special attention will be given to the function of the concept in dogmatics, its role in the understanding of evil as the will to undo, and the theological contributions of major figures including Augustine, Luther, and Tillich.
Half course

HC1342  Catechisms in the Reformation Traditions
An examination of catechisms in several Christian confessions. The course will focus on the content and use of catechisms in reforming movements of the sixteenth and seventeenth centuries. Special attention will be given to Luther’s Small Catechism and the Westminster Shorter Catechism.
Half course

HC1347  Mormonism and Restorationism
An exploration of numerous American religious attempts to “restore” some pure or golden era in Christian history in America. We will specifically examine the Church of Jesus Christ of Latter Day Saints (Mormons) in America, its history, theology and practice, and how these have developed. Attention is given to the challenges that Mormonism poses for Christianity today.
Half course

HC1350  Christianity and Politics
This course studies aspects of conflict and convergence between Christian interpretations of society and secular political thought. Special attention will be paid to the Lutheran doctrine of the two kingdoms and other contributions from the Reformation, the modern concept of revolution, and the critics of the Christian state from Machiavelli and Hobbes to Marx and Nietzsche.
Half course

HC1352  Luther the Pastor
An examination of how Luther and his followers taught and practiced preaching, worship, catechesis, reading the Bible, prayer, oversight, and pastoral care. The course focuses on many of the practical pastoral issues of the reformation.
Full or half course

HC1354  The Mission Impulse in Modern Christianity
Christianity has grown greatly since 1800, not only in terms of its geographical reach, but also in the scope of its impact on society. New definitions of mission efforts within the wider society (social and benevolent missions) have pushed the boundaries of the Christian presence in the world. This course examines this mission impulse and its impact, which involves both the growth of Christianity in the North Atlantic world, as well as the establishment and reform of Christianity in areas of Africa, Asia, and Latin America. It also explores the lives of individual women and men who have heard this calling and have taken it into their lives.
Full course

HC1355  The Demonic in Christian Thought
An immersion learning experience that provides and in-depth study of the history and theological contributions of Christian communities of India, including the ancient Saint Thomas Christian Orthodox community. This course emphasizes Christian life in a multi-cultural and multi-religious context, ministry mission and Christian leadership. As a travel seminary, exposure and participation in the multi-religious context will help develop insights and skills for ministry in a religiously, culturally and ethnically plural world.
Full course
HC1377 American Theology in the Twentieth Century
A study of religious thinkers in American culture and society, especially during the tumultuous period between 1935 and 1970. Special attention is given to the critical examination of the liberal tradition in American politics and religious thought.
Half course

HC1379 Norwegian-American Church History
A seminar examining the religious history of Norwegian-Americans and the denominations that they formed, from the beginning of the immigration in the 1840s into the middle of the twentieth century. Attention will also be paid to non-Lutheran denominations, and to relations between the Norwegian-American Lutherans and other American and Norwegian groups.
Half course

HC2320 Confession and Resistance
Beginning in the reformation era, the course will examine selected contexts in which the church has confessed and resisted. In particular, the course will consider the responses of the German churches to the theological and political challenges they faced in the twentieth century.
Half course

HC2322 Prayer and the Care of Souls
An examination of how Christians have prayed through twenty centuries of Christian traditions. Looking closely at texts, practices, Bible as prayer, prayer in visual art, individual and communal prayer.
Full course

HC2324 Studies in Early Christianity
Exploring early Christian writers and their various genres such as theological treatises and Biblical commentaries. Special attention is given to Early Christian spirituality and its relationship to the formation of Christian leaders for ministry. The course can be taken more than once with different topics.
Half course

HC2326 Proclamation among Early Christians I
Theology and history of preaching and Biblical interpretation as was practiced in early Christian churches. The course focuses on the context, content, and methods of various Christian writers for example, Augustin, Chrysostom, and Origen and examines themes such as spiritual practices, mystical and pastoral theology. The course can be taken more than once with different topics.
Half course

HC2327 Proclamation among Early Christians II
This course is a continuation of Part I (HC2326) with the inclusion of churches not covered in Part I and exploring further interpreters such as Cyril of Alexandria, Basil of Caesarea and others. The course can be taken more than once with different topics.
Half course

HC2328 Orthodoxy and Heresy
The formation of Christian theology through the first five centuries over and against opposing heresy. The course is a study of controversies that impacted the life of early Christians, the sixteenth century reformers and the present day. Topics such as Trinitarian theology, Incarnation, salvation, creeds and topics relevant to Christian theology today are included.
Full course

HC2330 Christians of the Middle East and Africa
An historical examination of Christians in the Middle East and Africa. Key figures, ecclesial expressions, theological disputes, biblical interpretations, cultural expressions, and interactions with their social, political, and religious worlds will be discussed. Special attention will be given to theologies of mission, and the ways in which this is lived out in their churches.
Full course

HC2332 The Bible in Modern Culture
An examination of the Bible and its understanding of its authority in church and culture. The course explores pre-critical methods and the development of historical-critical method, in their cultural contexts. Special attention to the understanding of the authority of scripture in confessional theology and fundamentalism.
Full course

HC2334 Mission and the Cost of Discipleship
Analysis of missional efforts through history. Case studies will consider preaching, catechesis, pastoral care, Bible translations, and contextual transformation through missional efforts.
Full course

HC4337 Diaconal Ministry—Discernment, History and Formation
This course introduces students to the historical, theological, and social contexts in which the work of diaconal ministry has been expressed throughout the church’s history and asks how that history continues to impact the present. The course also provides significant opportunity for the development of spiritual disciplines and vocational discernment.
Full course

HC4345 New Religious Movements in North America
An examination of traditional alternative religions, such as the Mormons, Jehovah’s Witnesses, and Christian Science, as well as newer alternative religions like Scientology, New Age, Wicca, and apocalyptic groups (Waco, Jonestown). Views how these religious groups begin and develop over time, and how they form a challenge to mainstream American religion.
Full course

HC4350 Christianity and the New American Immigrants
New immigrants to North America change the face of American religion. This course examines the religious aspects of recent immigration, including the impact on the immigrant community and on the wider North American religious culture. It will also consider the ways in which mainstream American Protestants can assist and cooperate with the newer immigrant communities.
Half course
An independent study for students in Graduate Theological Education. Consult faculty within division and Graduate Theological Education Office.

**HISTORY AND THEOLOGY [HT]**

**HT0801 Lutheran Confessional Writings**
A study of the confessions of the Lutheran Church as set forth in the Book of Concord. The documents of the reforming movement, viewed in the historical settings, are explicated in the light of their witness to the centrality of the gospel of justification by faith. Consideration is given to the contemporary importance of this witness for the life and mission of the Lutheran Church in a post-secular age. A central question of the course focuses on what it means to confess today in ecumenical engagement, in culturally diverse situations and interfaith contexts, and how that confession is shaped by those contexts.  
*Full course*

**INTERNSHIP [IN]**

**(CONTEXTUAL LEARNING)**

**IN0500 Internship—Full Time**
Internship is a core integrative experiential learning component of the formation of Christian Public Leaders. Internship provides leadership experience in community under the supervision of a pastor or non-profit ministry leader who serves as a contextual educator. Its dual aim is a developmental process of vocational formation and growth in competence in the various skills of ministry practice. Typically internship will include developing learning goals, periodic evaluations, regular supervisory meetings for theological reflection, and a capstone missional leadership project.  
*Full course*

**IN0505 Internship—Part Time**
Internship is a core integrative experiential learning component of the formation of Christian Public Leaders. Internship provides leadership experience in community under the supervision of a pastor or non-profit ministry leader who serves as a contextual educator. Its dual aim is a developmental process of vocational formation and growth in competence in the various skills of ministry practice. Typically internship will include developing learning goals, periodic evaluations, regular supervisory meetings for theological reflection, and a capstone missional leadership project.  
*Half course*
IN0560  Internship—Ecumenical Full Time
Internship is a core integrative experiential learning component of the formation of Christian Public Leaders. Internship provides leadership experience in community under the supervision of a pastor or non-profit ministry leader who serves as a contextual educator. Its dual aim is a developmental process of vocational formation and growth in competence in the various skills of ministry practice. Typically internship will include developing learning goals, periodic evaluations, regular supervisory meetings for theological reflection, and a capstone missional leadership project.
Full course

IN0565  Internship—Ecumenical Part Time
Internship is a core integrative experiential learning component of the formation of Christian Public Leaders. Internship provides leadership experience in community under the supervision of a pastor or non-profit ministry leader who serves as a contextual educator. Its dual aim is a developmental process of vocational formation and growth in competence in the various skills of ministry practice. Typically internship will include developing learning goals, periodic evaluations, regular supervisory meetings for theological reflection, and a capstone missional leadership project.
Half course

LEADERSHIP FOR MISSION [LD]

LD0515  Professional Vocation in Christian Leadership
This course introduces students in the MA professional degree track to a variety of understandings of church, the nature of Christian leadership and ministry concentrations within their programs. Students will reflect on and cultivate their own ecclesiology based on core theological commitments and their ministry concentration, be introduced to a missiological understanding of the church’s identity, and be challenged to examine leadership theologically and theoretically.
Full course

LD0530  Missional Leadership in Professional Settings
This course serves as a final capstone course for the three MA degrees in the Leadership Division. Students will demonstrate their ability to integrate theology, theory and practice in the creation and defense of a capstone project centered on a current issue in their concentration area. Capstone projects might include a practical ministry project or an article for publication. In addition students will reflect on themselves as professional Christian leaders in light of their program learning, and prepare professional development plans for their first two years after the program.
Prerequisite: LD0515 Professional Vocation in Christian Leadership
Full course

LD4535  Faith and Mission Practices within Communities of Faith
God’s creating and redeeming Word gathers God’s people in Christian community and sends them into the world. This course will propose a theological understanding of faith formation and mission practices for Christian communities, explore the many facets of apostolic witness in the world, and study a variety of faith and mission practices. Students will develop their own understanding of faith and mission practices, as well as strategies for leading communities, families, teams and individuals in such practices.
Full course

LD4540  Discipleship and Vocation Formation
In baptism Jesus Christ calls people of faith to himself, each other and the world. Students explore a Lutheran understanding of the nature and practices of discipleship and vocation across the lifespan, paying particular attention to nurturing discipleship within a particular ministry area. Students spend time tending their own callings and discipleship, especially as it relates to their call to Christian public leadership.
Full or half course

LD4597  Guided Reading and Research in Leadership for Mission
An independent study for qualified students under the personal supervision of a member of the division. Consult faculty within division.

LANGUAGE [LG]

LG0110  Biblical Hebrew
An introduction to Hebrew grammar and syntax. Reading and analysis of selected Old Testament text explore the nature of translation and its relation to interpretation. In doing so, students come to see themselves as active participants in the work of interpreting Old Testament texts. Help is given in effective use of digital and print resources such as grammars, lexicons, and concordances. Mastery of basic vocabulary is stressed.
Full course

LG0220  New Testament Greek
An introduction to Greek grammar and syntax. Reading and analysis of selected New Testament texts explores the nature of translation and its relationship to interpretation. In doing so, students come to see themselves as active participants in the work of interpreting New Testament texts. Help is given in effective use of digital and print resources such as grammars, lexicons, and concordances. Mastery of basic vocabulary is stressed.
Full course

LG4127  Reading Hebrew
Reading of selective passages from the Old Testament designed to provide the student with a working knowledge of biblical Hebrew through continued study of grammar, syntax and vocabulary.
Prerequisite: LG0110 Biblical Hebrew
Full course
LG4225 Reading Greek
Reading of selected passages from the Greek New Testament and cognate literature to improve students' ability to translate fluently with the help of Bible software; identify how Greek grammar, vocabulary, and syntax are vital components of biblical interpretation; and communicate to others such exegetical insights in clear ways. The course also includes instruction in advanced concepts of Greek grammar and emphasizes knowledge of the most commonly occurring words in the Greek New Testament.
Prerequisite: LG0220 New Testament Greek
Full course

LG4525 Spanish for Ministry
This course is designed for students with Spanish language fluency who want to gain theological and ministerial competency in this language by practicing preaching, teaching and ministering in Spanish. A combination of readings, conversational practice, assignments and participation in Spanish-speaking churches and cultural and musical activities will hone skills and communication strategies for ministry among spanish-speaking audiences and communities.
Note: Prior to enrolling, students will need to demonstrate intermediate college level ability in Spanish. Tutorial sessions may be offered during the first weeks of the course.
Full course

MINISTRY PROJECT [MP]

MP0610 Ministry Project
Required for students pursuing an academic M.A. if they are not completing a writing project or for M.A. students in Children, Youth and Family, Congregational Mission and Leadership, and Congregational and Community Care concentrations whose vocational objective is some form of ministry in a parish or community context.
Two full courses

NEW TESTAMENT [NT]

NT0220 Biblical Exegesis for Ministry
Drawing on and continuing the work of the core curriculum's language instruction, this course provides instruction and gives practice in biblical exegesis and theological interpretation in ministerial contexts. Each class will focus on a single book of the Bible or several related biblical texts and will require regular translation assignments from an ancient biblical language.
Prerequisite: LG0220 Biblical Greek or equivalent
Full course

NT1215 The Gospel According to Matthew
A detailed study of the Gospel according to Matthew, exploring its structure, theology, and teachings within its ancient setting. Attention is given to the Gospel's theological and ecclesial significance today, particularly for preaching, teaching, faith formation, and its understandings of mission and discipleship. To form and equip students as biblical interpreters, the course considers various interpretive traditions and explores what it means to read, teach, or preach Matthew theologically. Sections based on either Greek or English text.
Full course

NT1216 The Gospel According to Mark
A detailed analysis of the Gospel according to Mark with special attention given to its literary coherence, narrative rhetoric, historical setting, and distinctive theological witness. To form and equip students as biblical interpreters, the course considers various interpretive traditions and explores what it means to read, teach, or preach Mark theologically. Sections based on either Greek or English text.
Full course

A detailed analysis of the Gospel according to Luke, attending to the themes, theology, and teaching of the Gospel within its ancient setting, as well as its significance for our own time. The course highlights both the distinctiveness of Luke and its similarities to the other Gospels. To form and equip students as biblical interpreters, the course considers various interpretive traditions and explores what it means to read, teach, or preach Luke theologically. Sections based on either Greek or English text.
Full course

NT1220 Ancient Erotics
How might the writers and readers of early Christian literature have conceptualized intimacy? And how might love have shaped their understandings of God, Christ, and the church? Particular attention will be given to the following topics: the ancient debate between philosophy and poetry over the advisability of falling in love; the physiology of emotion; Christian texts dealing with sex and marriage; patristic and medieval erotic readings of New Testament texts. This course will be taught on the basis on English translations of Greek and Latin texts.
Full course

NT1222 Leadership in the Pauline Epistles
An exploration of the relationships between Paul and the communities with whom he corresponded. The course focuses on the Pauline epistles but also examines the reputation of the Apostle after his death in the later writings of the New Testament and well into the second century. The primary question is this: How, for Paul, was leadership a theological matter in addition to its practical aspects? To get at this question, the course examines Paul's appropriation and critique of ancient models of leadership, the controversies his ways of leading provoked, and how his vision of Christian community was transformed after his death.
In addition to its historical concerns, the course provides an opportunity for reflection about leadership in various forms of communities, both secular and ecclesiastic, today.
Full course
**NT1224  The Biblical Theology of John Caputo**
The American philosopher John Caputo has played a pivotal role in the postmodern re-thinking of the nature of religion and the contours of theology. The prominence of biblical categories in his writings has proven both surprising and provocative. As a major interpreter of continental philosophers, particularly Martin Heidegger, Emmanuel Levinas, and Jacques Derrida, Caputo refers often to promise, gift, messiah, call, confession, apocalyptic, circumcision, and other scriptural motifs. The course examines whether and to what extent Caputo’s philosophic treatment of religion leads to an understanding of biblical faith that speaks to persons today, especially those who are disaffected by the church or are simply disinterested in its teachings and modes of life. Of particular interest is Caputo’s interest in Abraham, the prophetic call to justice, and his attraction to, yet dissatisfaction with, the Apostle Paul.
*Prerequisites: SG0701—Scripture and Its Witnesses I or equivalent, and SG0702—Scripture and Its Witnesses II or equivalent, and SG0401 Thinking Theologically and Confessing Publicly or equivalent*
*Full course*

**NT1226  Intertestamental Literature**
A survey of extra-biblical Jewish and Christian writings from the Hellenistic and Roman periods. Selected texts are chosen from the Apocrypha, Pseudepigrapha, Dead Sea Scrolls, Philo and Josephus to explore the varieties of Jewish and Christian belief and practice. These materials shed light on the New Testament and bear witness to ways in which believers interpreted their sacred texts in a complex, pluralistic society.
*Full course*

**NT1228  Paul’s Letter to the Romans**
How do Christian communities today receive, embrace, and embody the righteousness and justice of God? An exegetical study of Paul’s letter to the Romans, this course gives primary attention to exegetical and theological issues that arise from a close reading of this text and their implications for faith and ministry in the church of today.
*Full course*

**NT1230  Interpreting the Passion Narratives**
An investigation of the Gospels’ depictions of Jesus’ betrayal, trial, and execution. The course explores historical, literary, and theological dimensions of the Passion accounts, as well as how each one functions within its respective Gospel. Attention is given to how these texts have been variously interpreted in theological scholarship, in the popular imagination, and in the visual and performing arts. Study of the Passion leads to deeper consideration of how these narratives, and the interpretations that derive from them, can inform Christian proclamation, teaching, and ministry today.
*Half course*

**NT1232  The New Testament in the First Century: Texts and Contexts**
An introduction to the literary, social, historical, and religious contexts of the New Testament writings. Focus will be on reading primary texts (in translation), e.g. The Golden Ass, 4 Maccabees, Toxaris; on learning about the political, economic, and social circumstances of ancient communities; and on understanding how and why early proclamation of Jesus came as “good news” to ancient hearers.
*Sections based on either Greek or English texts*
*Half course*

**NT1235  The Parables**
A detailed look at the parables in the Synoptic Gospels with particular attention to three contexts: the literary context within the Gospel and within ancient literature, the ancient setting, and the context of our own time. The course seeks to form and equip students as biblical interpreters. The course considers various interpretive traditions and explores what it means to read, teach, or preach the parables theologically.
*Sections based on either Greek or English texts.*
*Half course*

**NT1250  The Acts of the Apostles**
Exegesis of selected passages from Luke’s narrative of the early church’s geographical and theological growth. Special attention is given to the literary coherence of Acts, key theological motifs, points of interpretive controversy, questions of the book’s historical and theological purposes, its depiction of communities and their decision-making, and the ways that this book might inform Christian ministry today. Sections based on either Greek or English text.
*Prerequisite: LG0220 New Testament Greek (or equivalent) and NT0220 Biblical Exegesis for Ministry (or equivalent) if section is based on Greek text*
*Full or half course*

**NT3215  Gospel and Epistles of John**
This study of John’s gospel and epistles equips students to become effective readers, teachers, and preachers of these texts. The first phase of the course focuses on reading and interpreting John’s gospel with attention to its literary characteristics, theological dimensions, cultural context, and implications for Christian witness. The second phase explores creative ways to teach John’s gospel, as students prepare studies that can be used in various ministry settings. The third phase considers ways that John’s gospel and epistles engage contemporary listeners through preaching, worship, and other settings.
*Full or half course*

**NT3225  The Book of Revelation**
This course explores Revelation’s vivid portrayal of God’s conflict with evil, its witness to the Lamb, and its vision of new creation. Attention is given to the controversies surrounding the interpretation of the book, as well as its profound impact on Christian worship, art, and music. Students will become familiar with perspectives on the book that range from the scholarly to the sensationalistic types that appear on the internet and in popular literature. The course considers all major passages in Revelation and explores ways of teaching Revelation in contemporary contexts.
*Half course*
NT4227     Genesis to Revelation
This course follows the sweep of the Biblical story from the dawn of creation to the New Jerusalem. Narrative portions of the Bible give the course its basic structure, with major poetic and prophetic texts, New Testament epistles, and apocalyptic writings woven in along the way. Students encounter key parts of virtually every Biblical book from the beginning of Genesis to the end of Revelation. The class is designed so that participants experience the Scriptures, as words on the page are transformed into sight and sound through readings, music, drama, and large screen photographs. During course, class members create their own study Bibles and design materials for teaching the Biblical story in creative ways.
Full course

NT4280     Race, Ethnicity and the New Testament
A study of the theological intersections between race, ethnicity, and the New Testament. Students explore how the notions of race and ethnicity functioned in antiquity and how contemporary cultural contexts shape our interpretation of Scripture today. Particular attention is paid to the hermeneutical and theological implications of reading the texts of the New Testament in an ethnically diverse world. 
Contributes to cross-cultural competencies.
Full course

NT4297     Guided Reading and Research in New Testament
An independent study for qualified students under the personal supervision of a member of the division. Consult faculty within division.

NT6226     Intertestamental Literature
A survey of extra-biblical Jewish and Christian writings from the Hellenistic and Roman periods. Selected texts are chosen from the Apocrypha, Pseudepigrapha, Dead Sea Scrolls, Philo and Josephus to explore the varieties of Jewish and Christian belief and practice. These materials shed light on the New Testament and bear witness to ways in which believers interpreted their sacred texts in a complex, pluralistic society.
Full course

NT6250     The Acts of the Apostles
Exegesis of selected passages from Luke’s narrative of the early church’s geographical and theological growth. Special attention is given to the literary coherence of Acts, key theological motifs, points of interpretive controversy, questions about the book’s historical and theological purposes, its depiction of communities and their decision-making, and the ways that this book might inform Christian ministry today. 
Prerequisite: LG0220 New Testament Greek (or equivalent) and NT0220 Biblical Exegesis depending on instructor/section. 
Full or half course

NT6298     Guided Reading and Research in New Testament
An independent study for students in Graduate Theological Education. Consult faculty within division and Associate Dean of Graduate Theological Education.

OLD TESTAMENT [OT]

OT0110     Biblical Exegesis for Ministry
Drawing on and continuing the work of the core curriculum’s language instruction, this course provides instruction and gives practice in biblical exegesis and theological interpretation in ministerial contexts. Each class will focus on a single book of the Bible or several related biblical texts and will require regular translation assignments from an ancient biblical language. 
Prerequisite: LG0110 Biblical Hebrew or equivalent
Full course

OT1120     Lions and Eunuchs and Kings, Oh My!: A Study of the Book of Daniel
This course is an exegetical, theological, and literary study of the book of Daniel. Questions related to gender analysis, history, post-colonialism, empire, and apocalypticism are also given priority. The course contains a biblical language component as well in that students will gain rudimentary competency in biblical Aramaic. 
Prerequisite: LG0110 Biblical Hebrew or equivalent for all M.Div. and M.A.-Old Testament students.
Full or half course

OT1124     Sex, Gender, and the Old Testament
An exploration of ways men, women, masculinity, and femininity are portrayed and constructed in the Old Testament. Attention is given to literary characterization, social roles, metaphor, and understandings of sexuality in the biblical text and in the church today. The course also engages questions of scriptural authority and gendered portrayals of God.
Full or half course

OT1126     The Bible and Empire
A study of the ways empire is portrayed in the Bible, as well as ways the Bible has been used in modern imperial projects. Particular attention is given to ancient Israel as both colonizer and colonized, to the Bible as a product of an imperial context, and to biblical notions of the kingdom of God. The course also engages a sampling of the history of interpretation of the Bible in the European colonialism of the fifteenth through nineteenth centuries.
Full course

OT1128     Five Books of Moses: Creation, Covenant, and Call
An examination of the story of the people of God in the first five books of the Old Testament. Consideration is given to specific themes such as creation, covenant, election, vocation, the land, holiness, and law. Consideration is also given to the interpretation of these texts for the sake of Christian ministry.
Full course

OT1130     Bible and Ecology
An examination of biblical texts that speak of creation and humanity’s place in it. Special attention is paid to the topic of human vocation vis-à-vis creation, especially in light of contemporary environmental issues.
Half course
OT1132 What Would Moses Do? Pastoral Gleanings from the Pentateuch

Creation, the growth of sin, the ancestral traditions, the Exodus experience, the Ten Commandments, and the wandering in the wilderness are but a few of the topics we will examine. Use of these texts in teaching and preaching will be stressed.

Full course

OT1134 Psalms in the Center Of Life: Sad Songs, Glad Songs, and Mad Songs

The Psalms have been at the heart of worship since the days of Solomon’s Temple. Recognizing that there is no emotion or aspect of life that is foreign to the psalms, this course seeks to discover appropriate uses of the Psalter in preaching, prayer, and pastoral care through the discernment of their interrelatedness.

Full or half course

OT1136 I Love to Tell the Story: Preaching and Teaching Old Testament Narratives

We will learn how Hebrew narrative works in the proclamation of these “Greatest Hits” from the Old Testament. Texts will be drawn from the Abraham and Jacob cycles of Genesis with special attention paid to the place of women in these narratives. A variety of hermeneutical approaches will be employed in an attempt to distill their theological and pastoral effectiveness.

Half course

OT1138 Isaiah 1-39

A study of the book of Isaiah with emphasis on its theology, historical background, and usefulness in the construction of Christian identity and vocation. The course focuses on the careful reading of biblical texts and on the identification and interpretation of broader theological themes emphasized in these chapters. Issues related to post-colonialism, gender, and reception history also inform the course.

Prerequisite: LG0110 Biblical Hebrew or equivalent for all M.Div. and M.A.-Old Testament students.

Full course

OT1140 Theologizing Over Rubble: Jeremiah

A study of the book of Jeremiah that highlights its function as a theological response to the trauma of exile. Issues related to Jeremiah’s historical and social dimensions along with its usefulness in the construction of Christian identity and vocation are given priority. Students read carefully and translate select texts from Jeremiah with an eye toward theological interpretation.

Prerequisite: LG0110 Biblical Hebrew or equivalent for all M.Div. and MA-Old Testament students.

Full course

OT1142 Isaiah 40-66

A study of these chapters in the contexts of the entire book of Isaiah, the prophetic corpus, the history and theology of the post-exilic period, and New Testament and Christian interpretations. The course gives particular attention to important political and sociological issues facing post-exilic Judah, as well as to literary strategies for reading biblical poetry.

Prerequisite: LG0110 Biblical Hebrew or equivalent for all M.Div. and M.A.-Old Testament students.

Full course

OT1144 The Book of Job

An examination of the book of Job and the theological questions it raises. Special attention is paid to questions about suffering, the problem of evil, and the nature of divine justice. The book is also examined in light of Christian theology and pastoral practice. Brief consideration is given to the place of Job within the context of other biblical wisdom literature.

Full or half course

OT1152 Judaism, Christianity and Our Common Scriptures

An introduction to Judaism and Jewish-Christian relations focusing on the interpretation of Old Testament/Hebrew Bible texts. After an introduction to rabbinic Judaism, the course will explore Jewish and Christian scriptural interpretations that result in both similarities and differences in the two faiths’ views of God, suffering, humanity and ethics. The course will include field trips.

Full or half course

OT1154 Wisdom Literature

The wisdom writings that include the books of Proverbs, Ecclesiastes, Song of Songs, Job, and several Psalms reflect profound worldviews by addressing life’s everyday matters and problems. Our time will be spent doing close readings of these texts, paying attention to their historical and literary dimensions, their relationship to the ancient Near East, and their ongoing significance for the Church today.

Full or half course

OT1156 Elijah and Elisha: Famine, Faith, and a Flaming Farewell

Floating axe heads, miraculous cures, crazed pagans, mauling bears, and spectacular demonstrations of divine activity, of course! Our Sunday worship services have been enlivened with twice as many of these colorful tales as before. We will learn how careful attention to matters of literary style, structural coherence, and narrative technique can deepen our appreciation of these wonderful stories while they enhance our effectiveness in relating these biblical texts to our lives.

Full course

OT1158 The Word and World of the Old Testament Prophets

This course explores the concrete realities of life in the Old Testament world, including: food, material culture, social structures, and economic realities. In light of this context, the course surveys the theological and ethical witness of the most prominent Old Testament prophets, including Amos, Hosea, Isaiah of Jerusalem, Micah, Jeremiah, Habakkuk, Isaiah of the Exile, Ezekiel, Isaiah of the Return, and Malachi. This course uses experimental, high-impact pedagogy, including: food, required attire, required classroom technology and behavior, and experimental final projects. Attention will be given to preaching and teaching the prophetic books. This course includes a course fee for supplies.

Prerequisites: SG0701 Scripture and Its Witnesses I or equivalent, and SG0702 Scripture and Its Witnesses II or equivalent, and LG0110 Biblical Hebrew or equivalent

Full course
OT1160  Psalms
This course introduces students to the God of the Psalter and role of the psalms in the life of faith. Students are introduced to the interpretation of Hebrew poetry as well as the theological interpretation and analysis of the main types of psalms. Consideration is given to the use of psalms in Christian worship, preaching ministry, hymnody and spirituality.
Prerequisites: SG0701 Scripture and Its Witnesses I or equivalent, and SG0702 Scripture and Its Witnesses II or equivalent, and LG0110 Biblical Hebrew or equivalent
Full or half course

OT1162  Preaching the Old Testament Story
An examination of critical issues and practices related to preaching that addresses the broad narrative arc of the Old Testament. Topics covered include preaching and interpretation of narrative texts, hermeneutical challenges related to constructing an Old Testament narrative, exploration of alternative lectionaries and liturgies and the theological significance of the Old Testament as Christian scripture.
Prerequisites: SG0701 Scripture and Its Witnesses I or equivalent, and SG0702 Scripture and Its Witnesses II or equivalent, and LG0110 Biblical Hebrew or equivalent
Half course

OT1172  Samuel—Kings
An examination of the ancient Israelite monarchy as presented in the books of 1 & 2 Samuel and 1 & 2 Kings. Particular attention is given to historiography, literary styles, and theological commitments. The course also traces prominent themes in the texts, such as kingship and covenant, and their influence on Christian thought.
Prerequisite: LG0110 Biblical Hebrew or equivalent or permission of the instructor.
Full or half course

OT3117  Five Scrolls
An examination of selected material from Ruth, Esther, Ecclesiastes, Song of Solomon, and/or Lamentations. Texts are studied with attention to their use in preaching, worship, and pastoral care.
Full or half course

OT4197  Guided Reading and Research in Old Testament
An independent study for qualified students under the personal supervision of a member of the division. Consult faculty within division.

PREACHING [PR]

PR0510  Foundations of Biblical Preaching
Proclaiming the gospel reveals the word of God incarnated in the world and in the life and ministry of Christian communities. This course introduces the fundamentals of biblical preaching with the primary goal of helping students integrate their own unique voice with how biblical texts connect to the daily life of faith. By nurturing the skills of effective and moving communication—including faithful biblical interpretation, consideration of the role of the sermon in congregational worship, use of language and imagery, and embodied delivery—this course helps students develop interpretive, creative, theological, homiletical, and practical disciplines that will inform and shape their preaching and lay the groundwork for lifelong learning and discovery. Close attention is given to how biblical preaching equips discipleship, forms communities eager to engage the Bible, and empowers witness in the world.
Prerequisite: SG0701 Scripture and Its Witnesses I or equivalent or SG0702 Scripture and Its Witnesses II or equivalent
Full course

PR4537  Preaching in a Changed World
Over the last half century, the Western World has been transformed by cultural impulses routinely described by terms such as postmodernism, secularism, and pluralism. Yet patterns of preaching (and worship) remain relatively unchanged. This course investigates these movements and their impact and invites students to reflect theologically and practically our current culture and to construct faithful and fitting homiletical responses to our current situation.
Full or half course

PR4557  Preaching and Interpreting the Gospel of John
The Gospel of John presents a very different portrait of Jesus when compared to its counterparts. As a result, its role in the imagination of the church’s preaching has been supplementary to the three-year lectionary preaching cycle that favors the Synoptic Gospels. This course focuses on the narrative integrity of the Fourth Gospel, its specific theological claims, and the particular ways in which it interprets the meaning of the Word made flesh so that its unique voice might be respected and heard into the life of the church.
Fulfills New Testament elective in John
Prerequisite: SG0701 Scripture and Its Witnesses I or equivalent, or SG0702 Scripture and Its Witnesses II or equivalent, or NT0220 Biblical Exegesis for Ministry or equivalent, or OT0110 Biblical Exegesis for Ministry or equivalent
Full or half course
RURAL MINISTRY [RM]

RM4510  Exploring Small Town and Rural (StaR) Ministry: New Challenges for Pastoral Ministry
The Northland Partnership is part of the Minnesota Consortium of Theological Schools. For several years, the Partnership has sponsored courses related to ministry in small town and rural (StaR) communities. The courses have featured topics of concern to those planning to engage in StaR pastoral ministry. The intent of the course is to suggest ways to engage in effective pastoral ministry taking into account how ministry is influenced by StaR culture and community, new immigrant peoples, economic challenges, and by challenges to the natural environment. 
Contributes to cross-cultural competencies.
Full course

RM4515  Ministry in Small Town and Rural (StaR) Contexts
Students, together with clergy and lay persons from small town and rural congregations, study issues affecting America’s small town and rural (StaR) communities. Clergy and lay persons from StaR congregations and communities are engaged as part of the course. Contexts include southwestern Minnesota, Iowa, and North Dakota. Implications for ministry and leadership in these contexts are explored. Because contexts change, course may be repeated for credit. A $100 non-refundable deposit may be required.
Contributes to cross-cultural competencies.
Full or half course

RM4520  Foundations of Small Town and Rural Ministry
An introduction to the local, national, and global influences which are shaping small town and rural (StaR) life and ministry today. Emphasis is placed on the realities of the small town and rural context and ways in which congregational leaders can creatively and faithfully respond in mission.
Full course

RM4535  Changing Populations and Economies of Small Town and Rural (StaR) Communities
This course explores the development, structure, and maintenance of small town and rural (StaR) communities. The role of the church in community and the effects of change in population, agriculture, economy, and community are explored. Future challenges for leaders of StaR congregations are addressed.
Full course

RM4540  Small Town and Rural (StaR) Church Leadership
This course studies the theology, theory and practice of leadership and explores several approaches to social and organizational change. Emphasis is placed on the pastor as a leader of change in the small town and rural (StaR) congregation.
Half course

RM4545  Small Town and Rural (StaR) Church Organization
This course studies the organizational structure of rural congregations and explores models of leadership within them. A theology of church administration and the administrative skills necessary for effective leadership in small town and rural (StaR) congregations are addressed.
Half course
RM4550 Leadership in Multi-Point Parishes
This course studies the changing patterns of small town and rural (STaR) ministry and the formation of multi-point parishes. It addresses the challenges and opportunities for ministry in these settings. Leadership, administrative, and planning aspects for ministry are explored.

Half course

RM4555 Rural Ecosystems and Ministry
This course addresses environmental issues facing small town and rural (STaR) communities and areas. Biblical, theological, and leadership foundations to address these issues are presented. Special emphasis is placed on how STaR church leaders facilitate an awareness and discussion of justice and ethical issues related to environmental challenges in society.

Half course

RM4575 Leadership for Hope in Small Town and Rural (STaR) Ministries
Students use best practice model from the book Discovering Hope: Building Vitality in Rural Congregations to explore STaR ministry. Special emphases are placed on the context of STaR communities and congregations, effective congregational and community leadership in the STaR context, and the role of the laity in STaR ministries.

Half course

RM4597 Guided Reading and Research in Rural Ministry
An independent study for qualified students under the personal supervision of a member of the division. Consult faculty within division.

SCUPE—SEMINARY CONSORTIUM FOR URBAN PASTORAL EDUCATION [SC]

Urban Ministry courses available through Seminary Consortium on Theological Education in Chicago (SCUPE). Most SCUPE courses meet in Chicago and contribute to cross-cultural competency. In addition to registering for SCUPE courses at Luther Seminary, students should register with SCUPE at www.scupe.org/course-registration

SCB412 SCUPE: Reading Mark’s Gospel from the Margins
This course begins with class members considering the most pressing issues or questions facing congregations and communities today. This course would use a hermeneutical approach called del otro lado (from the other side) which seeks to privilege questions and voices of otherness, marginality, gender, sexual orientation, ethnicity, and borderland or peripheral existence in biblical interpretation. This course will also examine closely texts where questions of power, race, economy and ecology are present in the Gospel of Mark. By selecting and privileging these texts, this course attempts to bring good news for all people and cultures that had been neglected by the European and androcentric interpretations.

Contributes to cross-cultural competencies.

Full course

SCH407 SCUPE: West African Christianity in Africa and the Diaspora since 1960
Course description—forthcoming from SCUPE—please check website at www.scupe.org

Contributes to cross-cultural competencies.

Full course

SCI361 SCUPE: Research Writing and Utilizing Media
This course will seek to enhance students’ writing skills through an overview of academic writing. The class will guide students through a step-by-step process of academic writing. Assignments will utilize examples of seminarian level writing to make material applicable to students’ current course of study. It will also seek to enhance students’ ability to utilize the variety of media options for getting across their message.

Contributes to cross-cultural competencies.

Full course

SCM302 SCUPE: Interfaith Relations and Religious Pluralism
The world has come to the city. Using the variety of religious communities of the city of Pittsburgh as its classroom, this course provides students with interfaith understandings, cultural competencies and practical theology for ministry. The students will have the opportunity to learn directly from a variety of religious leaders as they visit houses of worship of many religious communities. They will examine their own theological perspectives in relation to those of others, learn the skills of interfaith dialogue, build a theological framework that supports such relationships, and find avenues of interfaith solidarity that enables them to work together for justice and peace in the city.

(Course description revised 2015-2016)

Contributes to cross-cultural competencies.

Full course

SCM306 SCUPE: The Art of Prophetic Preaching in the Urban Context
Freedom to preach in the spirit of the prophets requires preaching with the mind, body and spirit. This course engages a biblical and theological framework of prophetic imagination while exploring homiletic tools for transformative preaching. The course will give particular attention to women and prophetic preaching.

(Course description revised 2015-2016)

Contributes to cross-cultural competencies.

Full course

SCM308 SCUPE: Agitating Theology: Faith-based Community Organizing
To provoke, or to agitate in the language of community organizing, is to hold each other accountable to our highest commitments and noblest aspirations. This course will have the students agitate their theologies and in doing so, learn to agitate each other. In addition, students will learn the methods and content of faith-based community organizing, including a robust understanding of organizing people and money to build power that enables action in the public realm.

Contributes to cross-cultural competencies.

Full course
SCM316    SCUPE: Non-Violence in a Culture of Violence
This course on urban Non-violence will address peacemaking in its “full spectrum,” which is to say from direct action and intervention to restorative justice and conflict resolution. Certain skills, such as active listening, circle process, and non-violent practice will be introduced. The pedagogy of this course will involve interplay between the biblical witness of gospel non-violence, narrative theology, and the experience of practitioners and students.
*Contributes to cross-cultural competencies.*
*Full course*

SCM402    SCUPE: Interfaith Intensive: Dealing with Diversity and Preparing Religious Leaders For a Multi-Religious World
This course will survey the major developments of the last several decades within the theology of religions and the comparative approaches taken by different theological traditions inside Christianity. The fundamental questions we face are: What are Christian to make of the sheer fact of religious diversity? Are religious traditions independently efficacious means to one and the same goal, many paths to the same divine reality? Or is salvation only possible through the Word made flesh in Jesus and through the Holy Spirit? We will not only ask whether they must be reformulated, and if so, how? Do the central loci within Christian theology have to be re-imagined in light of this growing religious diversity? These questions impinge on our foundational Christology, pneumatology, trinity, eschatology, missiology, etc.
*Contributes to cross-cultural competencies.*
*Full course*

SCM403    SCUPE: Religious Pluralism’s Challenge to Christianity: Disrupting Received Theology
Students will explore questions such as: What are Christians to make of the sheer fact of religious diversity? Are religious traditions efficacious to one and the same goal, many paths to the same divine reality? Or is salvation only possible through the Word made flesh in Jesus and through the Holy Spirit? This course will survey the major developments of the last several decades within the theology religions and the comparative approaches taken by different theological traditions. We will ask if they need to be reformulated and if so how? Do the central loci within Christina theology have to be re-imagined in the light of this growing religious diversity? (course description revised 2015-2016)
*Contributes to cross-cultural competencies.*
*Full course*

SCM405    SCUPE: Mass-Incarceration and the Criminal Justice System
Congregations and community ministries are critical for addressing the complexities that arise from mass incarceration in the United States. Using the lens of public theology, this course examines the social and mental health issues giving rise to criminality, police as contributors to public safety and well-being while also prone to stereotyping, harsh treatment and acts of violence, as well as the shooting of unarmed citizens. In addition, attention will be paid to the U.S. prison-industrial-complex where in 2013, 2.3 million people were incarcerated, the majority being persons of color. Using an ethical, theological, and Christological investigation of scripture, doctrine, as well as church tradition, the course will pay particular attention to the intersection of race, class, gender and cultural analysis as a platform for creating robust faith-based advocacy and community leadership.
*Contributes to cross-cultural competencies.*
*Full course*

SCM416    SCUPE: Intercultural Relations: Racism Today
Course Description—forthcoming from SCUPE—please check website at www.scupe.org
*Contributes to cross-cultural competencies.*
*Full course*

SCM418    SCUPE: Immigration: Biblical Mandates and Political Realities
This course will look at contemporary concerns around immigration and will have an integrative approach, addressing key issues from a multidisciplinary perspective, with biblical, historical, theological, ethical, pastoral and socio-political lenses. Students will be able to understand the questions not only “holistically”, but also integrate them to their pastoral, academic or other professional vocations.
*Contributes to cross-cultural competencies.*
*Full course*

SCT303    SCUPE: Public Theology in an Urban Context
This course will give students the skills to think and act as public theologians. It will require students to go into urban communities and listen to the stories of struggle and pain of those who live in urban neighborhoods, analyze the social and political institutions of oppression from the perspectives of the margins, ask new questions about the theological legitimations of injustice and violence and propose action plans for justice ministry. Students will also engage with local community organizing initiatives to discover the methods and content of the particular issues on which they are working. The students will together build a framework for public theology.
*Contributes to cross-cultural competencies.*
*Full course*

SCUPE is taking our Interfaith Relations course on the road to Salt Lake City, Utah. The 2015 Parliament of the World’s Religions will be our contextual learning site. Although we live in the United States as the most religiously diverse nation in the world according to Harvard’s Diana Eck, many churches and Christians have yet to develop adequate theologies of the “other.” Thus in day-to-day situations of common life, or when conflicts based on religious difference arise in our local communities or around the world, such churches and Christians find their response and engagement inadequate. Using the 2015 Parliament of the World’s Religions as our learning laboratory, this seven-day experiential course provides students an opportunity to engage with religious communities and global faith leaders other than their own faith. Methods, skills and tools for engagement will be covered. Using insights from this Parliament experience, students will create a framework for a theology of solidarity in this multi-religious world.

Contributes to cross-cultural competencies.

Full course

SCT404:  SCUPE: Jesus as Peasant Organizer, Urban Trickster, Rain-Forest Shaman, and Hip-Hop Prophet

This course looks at the way culture was adapted by Jesus to galvanize a peasant resistance movement in Palestine, how the creativity went urban and outlaw under Paul, became bardic and monastic with the Irish, adopted griot features in slavery, shamanic savvy in Brazil, guru-wiles in India, and continues to twist domination into vitality and defiance under the beats and braggadocio of hip-hop today. We will plunge deeply into gospel culture to catch sight of Christology’s powers of folk liberation and probe the possibilities of re-reading the Jesus tradition prophetically today to address white-on-black violence, ruthless gentrification, and apocalyptic climate change.

Contributes to cross-cultural competencies.

Full course

SCT409  SCUPE: Together Building a Just Economy

The question of widening wealth disparities has recently been the subject of much public discourse, scholarly inquiry and ecclesial statements. This was also the theme of the 2014 Congress on Urban Ministry. This course will enable students to explore from a theological lens the way societies arrange their political and economic systems, ask critical questions that from the perspective of those who are poor and oppressed are the recipients of God’s preferential option, and articulate a sound theological basis for economic justice that re-roots them in the Gospel of Jesus Christ.

Contributes to cross-cultural competencies.

Full course

SERVICE YEAR [SY]

SY1601  Vocational Formation

This course is designed for students participating in a year of service either domestically or internationally. The focus is vocational formation, including questions of faith, commitments to service, identity, and interpersonal relationships. Students will be challenged to think about the significance of their experience in light of their longer term vocational interests. Students will reflect critically on assumptions about God, communities, and neighbor. They engage in ongoing self assessment within a learning community throughout the year, with required readings and monthly meetings in an online cohort throughout the year. The cohort will include other students involved in a year of service and a faculty member. Students will develop a learning portfolio that identifies key aspects of their experience and reflects on how these experiences relate to their long term vocational interests.

This course fulfills the Learning Leader I (SG0601) requirement.

Pass/Fail grading only.

Full course for full year participation.

SY1602  Serving in Context

This course equips students to reflect more deeply on the contexts in which they are serving. Throughout the year, students develop practices for intentional listening, observation, and discernment of the sociological and religious factors that shape their contexts. They identify resources from their own faith traditions that help them articulate an understanding of service that can fruitfully inform their work. There will be regular meetings through an online cohort, required readings, and a final writing project that focuses on a particular aspect of their experience during the year.

Pass/Fail grading only.

Full course for full year participation.

SIGNATURE [SG]

SG0301  Reform and Expansion of Christianity 1400-1800

This course inquires into the roots of present day Christianity in the Renaissance and Reformation, Luther and the Lutheran Reformation, various Protestant and Roman Catholic reforming movements, and other efforts for Christian witness in the early modern period through the eras of enlightenment and Evangelical revivals (approximately 1400-1800). The course considers the expansion of these movements from Europe and their reception and transformation in other parts of the world during this period. The course seeks, first, to be faithful to Christian tradition and, in the words of St. Paul, to deliver what we have received, and second, to examine how these traditions of reform and renewal continue to shape how Christians today understand their faith and how Christian communities today speak God’s promise and serve our neighbors.

Full course
SG0401 Thinking Theologically and Confessing Publicly
What does it mean to be a public witness to Jesus Christ in a pluralistic, post-secular, consumer society? Using classical and contemporary thinkers in systematic theology, students will think critically about how and in what ways God encounters us in and through our neighbors, calling us to examine our own assumptions about who God is and what God does in law and promise. Centered in Jesus Christ crucified and risen, the course examines how justification/sanctification by faith alone turns us outward from the self through the Holy Spirit to participate in God’s work of reconciliation, justice, and peace with our neighbor and for our neighbor. Students develop their identity as Christian leaders and grow in their theological capacity to offer public leadership in a wide range of ministry settings.

Full course

SG0405 Leading Christian Communities In Mission
This course introduces students to the complex realities of forming and leading Christian communities in a pluralist era. Students engage biblical and theological traditions for understanding the triune God’s mission in the world and how this shapes the church’s missional identity and leadership. Insights from sociology help students interpret persons and communities similar to and different from them for the sake of witness and service. Through attending carefully to specific Christian communities and their contexts, students develop imagination, practices, habits, and skills for faithful and innovative public leadership. This course has a significant contextual component. Contact instructor for details.

Full course

SG0601 Vocational Formation-Learning Leader I
Vocational formation encompasses four dimensions: theological formation, faith formation, character formation, and interpersonal formation. This course introduces students to the concept of vocational formation at Luther Seminary and in ministry contexts. Students will learn how to think theologically about their seminary education and to critically reflect on their own faith and educational program as they relate to their lifelong learning as a Christian public leader. This course will provide forums for examining assumptions about God, communities and neighbor, give students the opportunity to engage in ongoing self-assessment in community throughout their seminary career, and instill habits that encourage lifelong learning.

Part I—Taken in the first term of study (0.5 course)
Pass/Fail grading only.
Half course

SG0602 Vocational Formation-Learning Leader II
Vocational formation encompasses four dimensions: theological formation, faith formation, character formation, and interpersonal formation. This course introduces students to the concept of vocational formation at Luther Seminary and in ministry contexts. Students will learn how to think theologically about their seminary education and to critically reflect on their own faith and educational program as they relate to their lifelong learning as a Christian public leader. This course will provide forums for examining assumptions about God, communities and neighbor, give students the opportunity to engage in ongoing self-assessment in community throughout their seminary career, and instill habits that encourage lifelong learning.

Part II—Taken in the final term of study (0.5 course)
Prerequisite: SG0601 Vocational Formation—Learning Leader Part I
Pass/Fail grading only.
Half course

SG0701 Scripture and Its Witnesses—I
An inquiry into the Old and New Testaments as Christian scripture and the Bible’s multiple ways of presenting the nature of God and God’s commitments to the world and its peoples. Students develop a nuanced outlook of the Bible as a whole as they gain experience identifying how several theological ideas receive different expression in the scriptures at different times in the history of Israel and the church. Small discussion groups provide weekly opportunities to interpret several books from the Old and New Testaments in greater depth while attending to those books’ connections to other parts of scripture. Students consider how they lead others in making sense of the Bible in light of their current realities and for the sake of exploring and articulating their Christian faith. The course brings students’ cultural contexts into conversation with the Bible and emphasizes how understanding the Bible requires them to engage other biblical interpreters as essential conversation partners.

Full course

SG0702 Scripture and Its Witnesses—II
An inquiry into the Old and New Testaments as Christian scripture and the Bible’s multiple ways of presenting the nature of God and God’s commitments to the world and its peoples. Students develop a nuanced outlook of the Bible as a whole as they gain experience identifying how several theological ideas receive different expression in the scriptures at different times in the history of Israel and the church. Small discussion groups provide weekly opportunities to interpret several books from the Old and New Testaments in greater depth while attending to those books’ connections to other parts of scripture. Students consider how they lead others in making sense of the Bible in light of their current realities and for the sake of exploring and articulating their Christian faith. The course brings students’ cultural contexts into conversation with the Bible and emphasizes how understanding the Bible requires them to engage other biblical interpreters as essential conversation partners.

Prerequisite: SG0701 Scripture and Its Witnesses—I
Full course
An independent study for students in Graduate Theological Education. Consult faculty within division and the Graduate Theological Education Office.

**SYSTEMATIC THEOLOGY [ST]**

**ST0415 Triune God and World—God the Creator**
This course provides instruction and practice in theologically-based practical reasoning for ministerial contexts, including a comprehensive, coherent presentation of the articles of faith, and cultivating theological imagination in view of communities and neighbors through current questions, challenges to faith, and awareness of diverse contexts. Each class will focus on a particular article of the creed or related Christian doctrines for the practices of ministry. Focus: God the Creator

*Full course*

**ST0425 Triune God and World—Jesus Savior**
This course provides instruction and practice in theologically-based practical reasoning for ministerial contexts, including a comprehensive, coherent presentation of the articles of faith, and cultivating theological imagination in view of communities and neighbors through current questions, challenges to faith, and awareness of diverse contexts. Each class will focus on a particular article of the creed or related Christian doctrines for the practices of ministry. Focus: Jesus the Savior

*Full course*

**ST0435 Triune God and World—Holy Spirit**
This course provides instruction and practice in theologically-based practical reasoning for ministerial contexts, including a comprehensive, coherent presentation of the articles of faith, and cultivating theological imagination in view of communities and neighbors through current questions, challenges to faith, and awareness of diverse contexts. Each class will focus on a particular article of the creed or related Christian doctrines for the practices of ministry. Focus: The Holy Spirit

*Full course*

**ST1422 The Church’s Encounter with World Religions**
This course examines the encounter of the Christian church with the practices and beliefs of the major world religions in the local, regional and global contexts. It explores the claims, beliefs, and practices of these religions and how they relate to our identity as Christians. Students will also study different contemporary paradigms that seek to understand these encounters within a Trinitarian theology of religions.

*Contributes to cross-cultural competencies.*

*Full or half course*

**ST1424 Liberation Theologies and Their Reception by Lutheran Theologians**
Is there such a thing as a liberationist Lutheran theology? This course is a study of the historical and contemporary writings and trends of Liberation Theology (Latin American, African-American, Feminist, Dalit, Minjung, Queer) and its creative, critical and constructive reception within the grammar of Lutheran and Protestant theology. The course will focus upon the origins of Liberation Theology, its methodology and main theological and ethical themes (praxis, option for the poor, liberation, Kingdom of God, spirituality, cross, and Christology); and the reception and constructive critique by a selected number of Lutheran and protestant theologians as they seek to integrate the methodological and theological/ethical challenge of liberation theology by re-interpreting classical themes such as justification, faith and works, two kingdoms, cross, church and vocation.

*Contributes to cross-cultural competencies.*

*Prerequisite: Core course in Systematic Theology (ST0415—ST0425—ST0435) or equivalent; SG0401 Thinking Theologically and Confessing Publicly*

*Half course*

**ST1426 God and Economy: Faith and Consumerism in the Age of Capital**

“You shall have no other gods,” what does it mean in our present consumerist age? This course is a study of the biblical, patristic and reformation understandings of faith in relation to the economy, particularly as a “holy order” through which God ministers to us and we minister one another. It seeks to provide an analysis of the historical and structural emergence of capital, the market system and consumerism and analyze it through the theological lens provided by the First Commandment and the doctrine of the two kingdoms. It will explore theological and ethical criteria for Christian vocation and provide tools for moral deliberation in ministry and congregational settings around economic issues.

*Full course*
Religion and Church in a Secular Age

ST1428

What is the Christian conception of the “secular”? What is the difference with “secularism” and “secularization”? What type of boundaries does our epoch draw between the sacred and the secular? This course will study the religious, sociological, political, economic and philosophical roots of the processes of secularization in the West, and the development of the modern ideology of secularism. Contemporary currents in theological and sociological thought, popular culture, as well as non-Western understandings and critiques of the secular and secularization, will provide a background for our understanding of the role and manifestations of religion in this context, as well as tools for our inter-cultural and global conversation.

Prerequisite: Core course in Systematic Theology (ST0415—ST0425—ST0435) or equivalent

Half course

Justification, Faith and Subjectivity: A Dialogue with Psychology and the Mind

ST1430

How is faith related to mind? What does Paul mean by “it is no longer I who live, but it is Christ who lives in me” (Gal. 2:20)? Can other disciplines illuminate the process of faith formation? Exploring Paul’s understanding of faith as having the mind of Christ, and tracing the phenomenological narrative of the doctrine of justification in classical and contemporary theologians as the conflict between the social and culturally mediated ego and the new identity forged by a radical trust, this course explores the phenomena of faith as the Christian’s conformation to Christ in the light of contemporary approaches from psychology and the sciences of mind.

Prerequisite: Core course in Systematic Theology (ST0415—ST0425—ST0435) or equivalent

Full course

Late Modern Engagements with the Christian Faith

ST1432

What does it mean to believe in the late-modern scenario? How do we respond to the new atheism and agnosticism? In the last two decades a new philosophical and ethical interest in Christianity has evolved among major philosophical and cultural thinkers. Explicitly situated in a post-Christian age, many of them acknowledge their atheism and/or agnosticism, and yet maintain that Christianity codifies a way of being that deserves a renewed attention. This course analyzes the rediscovery and reinterpretation of Christian symbols and biblical themes by late modern scholars such as Michel Foucault, Gianni Vattimo, Alain Badiou, John Caputo and Slavoj Žižek paying attention to the aspects of the Christian tradition they seek to retrieve as a contribution for the late modern cultural and social landscape.

Prerequisite: Core course in Systematic Theology (ST0415—ST0425—ST0435) or equivalent

Half course

Thinking Theologically in an Evolutionary Situation

ST1434

This course will focus upon contemporary scientific developments and their importance for Christian theological thinking, preaching and ministry. Talk about God as creator and redeemer requires an engagement with the contemporary evolutionary descriptions of the universe and life permeating the worldview of Western societies, media, popular culture, and churches. By offering a selection of key topics which constitute the backbone of the contemporary scientific account, the role of science as a critical heuristic tool for enriching Christian symbols about God and creation will be explored and tested, as well as its homiletical and ethical implications. Conversely, the course explores the incidence of religious beliefs in general, and Christian claims in particular, for the evolutionary process.

Prerequisite: Core course in Systematic Theology (ST0415—ST0425—ST0435) or equivalent

Full course

The Bible and Truth: Using the Scriptures in Ministry

ST1438

What do we mean when we say the Bible is true? And what are the ways of interpreting and using Scriptures in ministry that respect and make good on those truth claims? These questions with attention to diversity of audience focus upon the use of Scripture, especially the book of Galatians in ministry.

Full course

Worship and Mission

ST1440

What are the central, sustainable practices of worship within a missional local church. The course explores the theology and practice of thousands of congregations in light of critical practice and theological reflection.

Fulfills CL elective

Full course

Spirit-Led Leadership

ST1442

An exploration of the doctrine and work of the Holy Spirit in the practice of leading local churches. Practical models growing out of worldwide research in local practices join contemporary theological reflection on the work of the Spirit within the life of the Triune God.

Fulfills CL elective

Full course
ST1446 Lutheran Church Orders and Contemporary Worship
In their 16th century context, Lutheran orders of worship were considered contemporary worship. Today, “contemporary” usually means a form of worship in opposition to those orders. How were the 16th century orders contemporary in their time? What constitutes contemporary in any age and today? This course will be a detailed theological and historical analysis of Lutheran church orders, particularly from the 16th century with a look forward to Lutheran orders of worship in North America up to the present, setting them in context and asking what avenues of reform and mission do they suggest for worshipping faith communities today. Cross-listed with WO4546. Full course

ST1448 Forgiveness, Reconciliation and Healing
This course explores how the gospel of Jesus Christ brings forgiveness, reconciliation, and healing to people wherever there is sin, conflict, and suffering. Integrating biblical and theological resources with current interdisciplinary research on forgiveness, the course helps students develop a theological framework and practices for bringing to the fore the importance of forgiveness, reconciliation, and healing in their leadership of Christian communities called to witness to salvation through Jesus Christ and to serve in God’s world. Full course

ST1450 Sophia Cries Out in the Street: Wisdom in Theology, Ethics, and Life
This course seeks to inform the church’s creative and responsible engagement with a pluralistic, post-secular, consumer society by focusing on wisdom as a lens for cultivating moral agency and accountable decision-making in light of Scripture, classic Christian beliefs, and contemporary interdisciplinary work. Drawing on biblical, historical, and contemporary conceptions of wisdom in theology and ethics, it engages not only the theory and practice of moral agency and decision-making, but also biblical interpretation, theological discernment, discipleship and spiritual formation, and dialogue with philosophy, science, and other faith or spiritual traditions. Full course

ST1452 The Sufferings and Consolations of Christ: Theology and Ministry out of Second Corinthians
This course draws on Second Corinthians as a resource for developing a theological framework and practices for ministry in the twenty-first century. Linking this letter of Paul’s to a range of theological topics—including Christology, Trinitarian doctrine, ecclesiology, mission and ethics—it also seeks to cultivate practices related to apostolic mission, community building, reconciliation and forgiveness, money and giving, the use of power in ministry, and spiritual maturation and discernment. Half course

ST1454 St Paul as Exegete, Philosopher and Apostle for the Twenty-First Century
This course seeks to use Paul as a resource for developing a theological framework and practices for apostolic ministry in the twentieth-century. It does so by bringing together three different conversation partners: biblical scholars who are reinterpreting Paul’s theology in light of his Jewish and Hellenistic influences; philosophers who are interested in Paul’s relevance to postmodern thought; and theologians who have appropriated Paul in developing missional ecclesiologies. Full course

ST1456 “One Died For All:” On Being a Trinitarian Theologian of the Cross
Why did Jesus die? What is the relationship between his death and the sin and the suffering we find within us and within the world around us? What difference does Jesus’ death and resurrection make for our lives and for our understanding of who God is? This course brings together two important themes in twentieth-century theology—Trinitarian theology and a theology of the cross. Drawing on the Bible, patristic theologians, and Martin Luther, this course thinks with and beyond the work of two modern theologians—Jürgen Moltmann (a Protestant) and Hans Urs Von Balthasar (a Roman Catholic)—in order to help students develop a theological framework and practices for apostolic ministry in our time. Full or half course

ST1458 The Holy Spirit’s Presence and Power in Our Personal Lives and Public Ministry
Who is the Holy Spirit and how is the Holy Spirit at work in our lives, the church, and in the world around us? Drawing primarily on Scripture, this course helps students explore what it means to have received the Holy Spirit in our baptism into Christ’s death and resurrection and what difference this makes for our apostolic ministry within Christian communities called to witness to salvation through Jesus Christ and to serve in God’s world. Half course

ST1460 Reading Contemporary Theology: Why Theology Matters in a Secular and Post-Secular Age
In this course, students will read some of the most prominent theologians of the twentieth-century—including Karl Barth, Karl Rahner, Wolfhart Pannenberg, Robert Jenson, Jürgen Moltmann, and Hans Urs Von Balthasar—in order to develop a theological framework and practices for apostolic ministry in our time. Special attention will be given to the ways these theologians draw on the Bible and the spiritual practices of their traditions in order to develop a living discernment of how the Triune God is present and active in our lives, the church, and throughout the world. Full or half course

ST1462 Feminist, Womanist, Mujerista, Asian and African Women’s Theologies
This course explores and analyzes “feminist” theologies within global Christianity, such as white feminist, womanist, mujerista, Asian and African theologies. The course seeks to discern how best to interpret and confess the gospel of Jesus Christ to women and men in different cultural contexts. Contributes to cross-cultural competencies. Full course
ST1464  Ethics of the Body, Gender, and Sex
This course will explore the way that contemporary society constructs gender and deals with human sexuality. It will draw upon contemporary theologies of the body in order to explore a Christian vocation of one’s body, gender, and sexuality, taking into account the spiritual and ethical dimensions of the practices of hospitality, nurture, and love within different-sex and same-sex relationships.
Full course

ST1466  Theology, Environment and Ethics
This course investigates our current ecological crisis in the light of a biblically informed Christian ethic. It is equally a study in a Christian ethical interpretation of Scripture in the light of our current ecological crisis. A case study approach helps to ground a short introduction to ecology as well as a study of various models for a Christian ethics of creation care. The focus is on a critical theological reflection on praxis in a pluralistic world of many faiths and none at all, but in which we all share a common, growing crisis.
Full course

ST1468  Lutheran Theology of the Old Testament
Luther’s theology of the Old Testament, with its historical developments among Lutherans. Law, promise, and the various Christian theologies of Israel and Judaism are considered. Special emphasis on preaching from the Old Testament.
Full course

ST1470  The Theology Of Gerhard Forde
The theology of one of America’s and Luther Seminary’s foremost theologians, with special emphasis on “being a theologian of the cross.”
Full course

ST1472  Mary, the Mother and One Mediator
The importance of Mary in theology and church, with special attention to the Magnificat and its evangelical interpretation. Current ecumenical issues and the relation to Christ as sole mediator, or the doctrine of justification are considered.
Half course

ST1474  Bondage and the Will and Freedom
The current discussions of bondage and freedom in brain science, philosophy and political science will be considered in light of the classic debate between Luther and Erasmus.
Full course

ST1478  Philosophers and Theologians
The interaction of classical philosophers and theologians like Plato, Aristotle, Augustine, Aquinas, Luther, Kant, Hamann, and Hegel, emphasizing the post-moderns and their current theological counterparts. The use and limits of apologetics and testimony in relation to proclamation will be examined.
Full course

ST1480  Denominational Church Polity and Doctrine
Covers the special doctrine, confession, and institutional nature of a particular denomination, including issues such as ordination, ministry and leadership in the church organization, legislation, theological contributions and ecumenical relationships.
Full course

ST1482  D. Bonhoeffer, Eleanor Roosevelt, and M.L. King, Jr. in Dialogue with Public Theology Today
This course focuses on Dietrich Bonhoeffer, Eleanor Roosevelt, and Martin Luther King, Jr. in dialogue with public theology today. Students with explore these persons’ critical reflective insights within the contexts of their bold prophetic lives. Students will also have opportunity to make connections with current situations that call for theological-ethical insight and prophetic community life.
Full course

ST1484  Theological Ethics in Celebrity and Consumerist Cultures
This course considers how theological ethics addresses questions, issues, and dynamics that arise from cultural flows associated with celebrity and consumer dynamics. Students will examine various proposals of Christian ethics in light of the emerging fields of cultural analyses of celebrity and consumerism.
Full course

ST1485  Ecstasy and the Living God: Discerning the Spirits with and beyond Paul Tillich
This course draws on Paul Tillich in order to develop a theological framework and practices for ministry in a time many have described as an “Age of the Spirit.” Highlighting Tillich’s use of prophetic and mystical resources drawing on the Bible and the history of theology and philosophy, the course explores a range of theological topics—the Triune God, creation, sin, salvation, the church, the kingdom of God, and eternal life—relating those topics to such themes as ecumenical conversation (e.g., between Roman Catholics and evangelicals, charismatics, and Pentecostals), interfaith dialogue, and Christian witness in public life, especially with regard to science, politics and economics, and postmodern thought.
Full or half course

ST1486  Martin Luther as Public Theologian
This course explores the theology and Scriptural interpretation of Martin Luther from the perspective of public theology. Students will read both well-known and less-well-known texts of Luther that deal with questions of God’s two hands of ruling and human participation, faith active in love, political authority and justice, poverty, social welfare, and economic justice, war and peace, inter-faith relations, and natural disasters.
Full course

ST1487  The Theology of Karl Barth and its 21st Century Trajectories
This course will explore the theology Karl Barth, perhaps the most important theologian of the twentieth century. It will examine his cultural context, his contributions to contemporary doctrines of revelation, election, and Trinity. It will also explore how his Christology has implications for theological anthropology today.
Full course
ST2440  Theological Ethics of Friendship, Empathy, and Civility in Socially Mediated Worlds
This course considers friendship, empathy, and kindness from the perspective of theological ethics within the dynamic emerging contexts of socially mediated living. Students will engage both classical and contemporary ethical accounts of friendship in dialogue with the new science of empathy. Students will explore the contributions that the ethics of friendship and the science of empathy can have for the question of civility within social media.
Full course

ST2442  Dietrich Bonhoeffer Speaks with the Missional Church
This course explores a variety of missional church theologies from the perspective of central themes within the theology, ethics, and life of Dietrich Bonhoeffer. The course examines the question of the public church dimension of missional ecclesiology. Special attention will be given to Bonhoeffer’s integration of christology and ecclesiology, to his analysis of ultimate and penultimate things, to the engagement of church and the real world, to the significance of natural life and bodily existence, to the relationship of prophetic resistance and spiritual formation, and to the significance of preaching in both “ordinary times” and “times out of joint,” as Bonhoeffer called them.
Full course

ST2444  Lovers These Three
“God is love” (1 John 4:8, 16). This course explores newer theologies of the social trinity with a view to significant emerging questions regarding missional church. How can Trinitarian theology shape missional church approaches to a community’s public practices, to evangelical leadership, to community and individual formation, to public church? Special attention will be given to the Holy Scripture’s forming and norming significance within Trinitarian theology and missional church life.
Full course

ST2446  Postcolonial Theologies from the Undersides
This course explores the emerging field of postcolonial theologies as they have arisen within global Christianity, both in the majority world and in various locations within Western societies. Students will come to understand the meaning and scope of postcolonial theologies and their interest in attending to minority and subjugated theological voices which have been lost, overlooked, or suppressed. Attention will be given to the role of Scriptural interpretation and theological formulation as it undergirds colonial and postcolonial dynamics and realities. Students will also explore how postcolonial theologies might shape their own practices as evangelical public leaders who forming Christian communities of faith, hope, and love seeking justice, reconciliation, and peace.
Full course

ST2448  Christian Sexual Ethics Today and in Christian Tradition
This course explores the current range of approaches to Christian sexual ethics and their relationships with the development of sexual ethics across the span of Christian history. Special attention will be given to the authority and role of Scriptural interpretation as well as to the authority and role of other sources of moral wisdom. Students will examine key current issues within sexual ethics including the relationships between sexuality and marriage, gendering, single life, and same sex sexuality.
Full course

ST2450  The Theology and Ethics of Dietrich Bonhoeffer
This course is a study of Dietrich Bonhoeffer’s theology, spirituality and ethics in view of the major challenges posited to the Christian church by the rise of secularism, totalitarianism, persecution, racism, war and injustice. Special attention will be given to Bonhoeffer’s creative re-reading of the Lutheran tradition, the use of Scripture and the confessions, the outlines of his political theology, his re-introduction of the notion of status confessions in the face of the “Jewish Question,” his consideration of natural law and the State, Christian responsibility, mandates, vocation, peace and love, and the meaning of faith in a religion less world. His ethical paradigm will be analyzed in relation to the Roman Catholic understanding of natural law and the Reformed use of the third use of the law.
Prerequisite: Core course in Systematic Theology (ST0415—ST0425—ST0435) or equivalent
Full course

ST2452  Life Passages: Liturgy in Times of Transition
At times of transition, we need to gather together, hear God’s Word and pray. This course explores existing rites and the theology that they engage for times of transition such as marriage, sickness, various crises (both individual and communal), and death. We will also develop the necessary tools, both theological and practical to address pastoral situations for which there has not been any rite explicitly created (e.g., still birth or entry into a nursing home, dealing with murder or suicide).
Cross-listed with WO4550.
Half course

ST2454  Law and Gospel: A Liturgical Event
This seminar consists in a study of Luther’s approach to preaching through his sermons and his writing on the sacraments and the centrality of the dialectic between law and gospel. We will also explore what this dialectic means today and how it is embodied in a life of faith particularly in worship. What, for examples, are contemporary expressions for “law and gospel”? Luther will be put into conversation with Jacques Derrida, Emmanuel Levinas, Cathy Caruth, Judith Butler and Michel de Certeau.
Cross-listed with WO4554.
Full course
ST 2456  Ethics, Vocation, and Living Responsibly
In our baptism we have been called to proclaim the good news of God in Christ through word and deed, to serve all people following the example of Jesus, and to strive for justice and peace in all the earth. But how is the gospel related to living ethically in our personal and public lives? Drawing on a range of biblical and theological sources, and insights from philosophy and other disciplines, this course explores the nature and practices of discipleship, vocation, and character formation in our personal and public lives by examining what it means to be ethical and live responsibly.
*Full or half course*

ST2458  The Theology Of Divine Love and Care
This course explores the dimensions of love and care in the doctrine of God, in particular through the Incarnation of Jesus Christ. It analyzes biblical stories, theological treatises, prayers, and spiritual writings of major figures in the Christian tradition in order to gain an understanding of how Christians have expressed the human experience of God’s incarnational love, care, and life-giving divine activity.
*Full course*

ST2462  The Theology of Martin Luther
The methodology, structure and intention of Luther’s theology. This includes the background in the Middle Ages, Luther’s own development, and current interpretations. Emphasis is on the use of this theology for proclamation.
*Full course*

ST2464  Theology of Confession and Forgiveness
The office of the keys in doctrine and practice. Historical teaching and modern debates are considered, with the emphasis on current use of repentance and absolution in church and world.
*Full course*

ST2465  Theological Hermeneutics
The development of contemporary theological hermeneutics, hermeneutics that takes the movement of God as the chief agent of the reading and use of Scriptures in church and world, is explored. A wide spectrum of experience, practices, and theological reflection is central to this exploration.
*Full course*

ST2467  Theology of the Cross
Considers “two kinds of love,” and the biblical, historical and systematic teaching of the cross in history, concentrating on the dramatic development of the theology of the cross in Martin Luther. The importance in mission and modern uses and abuses of the theology are considered.
*Full course*

ST2470  Stewardship and the Poor
The theology of gift and good works in light of the Christian teaching of stewardship in church and world.
Special emphasis on how to encourage stewardship for the poor in Christian congregations.
*Half course*

ST4430  Theology of John Wesley
An investigation of the theology of Wesley, with particular attention to original sources such as sermons, tracts and letters. Wesley is interpreted as a pastoral or practical theologian, against the background of his life and ministry in the evangelical revival. Attention is given to key Wesleyan doctrines, such as the (so-called) Wesleyan quadrilateral, soteriology, pneumatology and Christian perfection.
*Half course*
**ST4450  Life Together: Prayer and Spirituality**

In the midst of a culture steeped in various forms of spirituality, there is a great need to understand the contour and impact of a baptismal theology in today’s world. Using Luther’s writings on prayer and Bonhoeffer’s Life Together as primary resources, we will engage a theology of prayer both communal and individual discovering how, through communal prayer, a faith community is formed in a baptismal spirituality. Particular attention will be given to spiritual practice and pastoral leadership exploring various “practices” or forms of spiritual discipline. This exploration however will be framed by the larger question concerning spirituality and how a baptismal spirituality shifts our understanding of leadership.

*Full course*

**ST4460  Worship in the Lutheran Confessions**

What is worship? This course will take a close look at the role of worship (theology and practice) in the Book of Concord and in the writings of Martin Luther. Worship, and the sacraments in particular, play an important role in the overall “confession” of Lutheran understanding of justification. We will explore how the Reformers (particularly Luther and Melanchthon) engaged a theology of the cross through reference to Word and sacraments and how that reference can re-frame questions about worship for the church in mission today.

*Half course*

**ST4497  Guided Reading and Research in Systematic Theology**

An independent study for qualified students under the personal supervision of a member of the division. Consult faculty within division.

**ST6421  Theology and Church in the Global South**

What are the concerns and prominent themes among Christians in the Global South? Why should we listen? As the Christian Church shifts its demographic density to the South, new theological perspectives populate the ecumenical and confessional conversation. This course will focus upon the theological themes and methods emerging from Africa, Asia and Latin America, and how the classical doctrinal themes are approached from these contexts enriching and expanding the perspectives of the North-American churches.

*Prerequisite: Core course in Systematic Theology (ST0415—ST0425—ST0435) or equivalent; or SG0401 Thinking Theologically and Confessing Publicly*

*Half course*

**ST6424  Liberation Theologies and Their Reception by Lutheran Theologians**

Is there such a thing as a liberationist Lutheran theology? This course is a study of the historical and contemporary writings and trends of Liberation Theory (Latin American, African-American, Feminist, Dalit, Minjung, Queer) and its creative, critical and constructive reception within the grammar of Lutheran and Protestant theology. The course will focus upon the origins of Liberation Theory, its methodology and main theological and ethical themes (praxis, option for the poor, liberation, Kingdom of God, spirituality, cross, and Christology); and the reception and constructive critique by a selected number of Lutheran and protestant theologians as they seek to integrate the methodological and theological/ethical challenge of liberation theory by re-interpreting classical themes such as justification, faith and works, two kingdoms, cross, church and vocation.

*Prerequisite: Core course in Systematic Theology (ST0415—ST0425—ST0435) or equivalent; or SG0401 Thinking Theologically and Confessing Publicly*

*Half course*

**ST6427  God and Economy-Faith and Consumerism**

“You shall have no other gods,” what does it mean in our present consumerist age? This course is a study of the biblical, patristic and reformation understandings of faith in relation to the economy, particularly as a “holy order” through which God ministers to us and we minister one another. It seeks to provide an analysis of the historical and structural emergence of capital, the market system and consumerism and analyze it through the theological lens provided by the First Commandment and the doctrine of the two kingdoms. It will explore theological and ethical criteria for Christian vocation and provide tools for moral deliberation in ministry and congregational settings around economic issues.

*Full course*

**ST6442  Spirit-Led Leadership**

An exploration of the doctrine and work of the Holy Spirit in the practice of leading local churches. Practical models growing out of worldwide research in local practices join contemporary theological reflection on the work of the Spirit within the life of the Triune God.

*Full course*

**ST6461  Theological Hermeneutics**

The development of contemporary theological hermeneutics, hermeneutics that takes the movement of God as the chief agent of the reading and use of Scriptures in church and world, is explored. A wide spectrum of experience, practices, and theological reflection is central to this exploration.

*Full course*

**ST6462  The Theology of Martin Luther**

The methodology, structure and intention of Luther’s theology. This includes the background in the Middle Ages, Luther’s own development, and current interpretations. Emphasis is on the use of this theology for proclamation.

*Full course*

**ST6475  The Congregation**

An exploration into the vitality of congregations within the North American context. Theological frameworks of congregational life and leadership order the discussion of contemporary
organizational and social scientific research into local churches.  

**Full course**

**ST6487 Theology of Karl Barth and its 21st Century Trajectories**

This course will explore the theology Karl Barth, perhaps the most important theologian of the twentieth century. It will examine his cultural context, his contributions to contemporary doctrines of revelation, election, and Trinity. It will also explore how his Christology has implications for theological anthropology today.  

**Full course**

**ST6498 Guided Reading and Research in Systematic Theology**

An independent study for students in Graduate Theological Education. Consult faculty within division and Associate Dean of Graduate Theological Education.

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**URBAN MINISTRY [UM]**

**UM4597 Guided Reading and Research in Urban Ministry**

An independent study for qualified students under the personal supervision of a member of the division. Consult faculty within division.

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**WORSHIP [WO]**

**WO0515 Public Worship: Leadership in Word and Sacrament, Prayer and Thanksgiving**

With the aim of preparing evangelical leaders of public worship, this course engages the student in the experience of worship as an encounter between God’s Word and community. It combines the practice of communal worship with biblical, theological, historical, and interfaith reflection. The course focuses on embodied skills of liturgical planning and presiding through a creative, Gospel-rooted approach to rituals, sermons, art, music, and hymnody (local and global, as well as ecumenical, traditional, and contemporary) of Christian worship practice. Through these practices, students give witness to Jesus Christ in God’s mission of reconciliation, justice, and peace for all creation.  

**Full course**

**WO4522 Political Worship**

Beginning with historical and contemporary understandings of the political meaning of the church in liberal democratic societies, the course explores the political nature of the church with worship as the central practice of the ‘fellow citizens with the saints’ (Eph. 2:19).  

**This course includes assignments in context; students without contextual placements should register for FE0521-FE0524 Christian Public Leader.**

**Full course**

**WO4524 Children in Worship**

Students reflect theologically, historically, and liturgically on children’s ministry. They explore and identify creative ways to engage children in worship experiences, and they prepare intergenerational learning experiences that strengthen the community of faith and its commitment to including children in worship.  

**Full or half course**

**WO4518 Congregation as Catechetical Community**

Both post-modern secular culture and the growth of global Christianity have contributed to a renewal of historic patterns of catechesis (early-church and reformation) leading to the rites of initiation. Additionally, there has been renewal of various related rites of affirmation at particular stages of life including a common teenage affirmation of baptism ritual commonly titled “confirmation.” The course considers the importance of developing congregational apprenticeship processes for incorporation of those new to the community of faith and those renewing such incorporation into Christ. Specific focus will be placed on congregational practice, and attention paid to differences in theology of and ritual and catechetical processes for infants, youth, and adult baptism, as well as such rites for adults at various life-stages.  

**This course includes assignments in context; students without contextual placements should register for FE0521-FE0524 Christian Public Leader.**

**Full or half course**

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**WO4515 Contemporary and Alternative Worship**

The course surveys current trends in worship emerging in response to the culture of global late modernity/postmodernity. It will explore some characteristics of present global culture and the culture of consumerism, and some theological responses. It will consider such forms of worship as Seeker Services, Praise and Worship music and the Contemporary worship music industry; the Vineyard worship; neo-Celtic worship; alternative worship; Emerging worship; and Liquid Worship. Students will create, experience, and lead a variety of worship experiences.  

**This course includes assignments in context; students without contextual placements should register for FE0521-FE0524 Christian Public Leader.**

**Full or half course**

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**WO4538 Children in Worship**

Students reflect theologically, historically, and liturgically on children’s ministry. They explore and identify creative ways to engage children in worship experiences, and they prepare intergenerational learning experiences that strengthen the community of faith and its commitment to including children in worship.  

**Full or half course**

**WO4524 Political Worship**

Beginning with historical and contemporary understandings of the political meaning of the church in liberal democratic societies, the course explores the political nature of the church with worship as the central practice of the ‘fellow citizens with the saints’ (Eph. 2:19).  

**This course includes assignments in context; students without contextual placements should register for FE0521-FE0524 Christian Public Leader.**

**Full course**
WO4544  Liturgy and Origins: Sources of Renewal
Through a re-reading of primary, historical liturgical texts, particularly from the early church, we will explore how different communities have searched for a language to witness to the Christ event and ask what that witness means for our liturgical celebrations today. Issues of the origins and normative patterns for worship will be studied.
*Full course*

WO4546  Lutheran Church Orders and Contemporary Worship
In their 16th century context, Lutheran orders of worship were considered contemporary worship. Today, “Contemporary” usually means a form of worship in opposition to those orders. How were the 16th century orders contemporary in their time? What constitutes contemporary in any age and today? This course will be a detailed theological and historical analysis of Lutheran church orders, particularly from the 16th century with a look forward to Lutheran orders of worship in North America up to the present, setting them in context and asking what avenues of reform and mission do they suggest for worshipping faith communities today.
*Cross-listed with ST1446.*
*Full course*

WO4550  Life Passages: Liturgy in Times of Transition
At times of transition, we need to gather together, hear God’s Word and pray. This course explores existing rites and the theology that they engage for times of transition such as marriage, sickness, various crises (both individual and communal), and death. We will also develop the necessary tools, both theological and practical to address pastoral situations for which there has not been any rite explicitly created (e.g., still birth or entry into a nursing home, dealing with murder or suicide).
*Cross-listed with ST2452.*
*Half course*

WO4554  Law and Gospel: A Liturgical Event
This seminar consists in a study of Luther’s approach to preaching through his sermons and his writing on the sacraments and the centrality of the dialectic between law and gospel. We will also explore what this dialectic means today and how it is embodied in a life of faith particularly in worship. What, for examples, are contemporary expressions for “law and gospel”? Luther will be put into conversation with Jacques Derrida, Emmanuel Levinas, Cathy Caruth, Judith Butler and Michel de Certeau.
*Cross-listed with ST2454.*
*Full course*

WO4570  The Three-Day Feast
The passion, death and resurrection of Christ are at the heart of Christian life and witness. They find primary liturgical expression in the worship service known as the Three-Day Feast or Triduum. This course explores the specific theological, historical and ritual characteristics of the Three-Day Feast and the dynamics of the liturgical calendar in its re-orienting of time. The Three-Day Feast offers creative possibilities for reaching out in mission to a world longing for meaning.
*This course includes assignments in context; students without contextual placements should register for FE0521-FE0524 Christian Public Leader.*
*Full course*

WO4573  God’s Mission and Worship
The course seeks to understand the surprising ways God is at work through innovative worship in response to a variety of upheavals currently being experienced by the church in North America. Drawing from understanding of adaptive leadership, the course explores the idea of pastoral imagination for holy worship experiments that call the church into service of the needs of the world. The course combines reading, engagement of worship case studies and in-class worship experiments.
*This course includes assignments in context; students without contextual placements should register for FE0521-FE0524 Christian Public Leader.*
*Full or half course*

WO4597  Guided Reading and Research in Worship
An independent study for qualified students under the personal supervision of a member of the division. Consult faculty within division.

**WRITING PROJECT [WP]**

WP0610  Writing Project
Required for students pursing an academic M.A. if they are not doing a ministry project. Two papers in area of concentration.
*Two full courses*
## Signature Courses

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<thead>
<tr>
<th>COURSE</th>
<th>COURSE DESCRIPTION</th>
<th>CR</th>
<th>FALL</th>
<th>J-TERM</th>
<th>SPRING</th>
<th>SUMMER</th>
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<tr>
<td>SG0301</td>
<td>REFORM AND EXPANSION OF CHRISTIANITY 1400-1800</td>
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<td>SG0405</td>
<td>LEADING CHRISTIAN COMMUNITIES IN MISSION</td>
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<td>1:30-4:20 M</td>
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<td>ONLINE (.5); ONLINE (.5) continued from J-Term</td>
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<td>VOCATIONAL FORMATION—LEARNING LEADER I</td>
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## Core courses

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<td>CG0530</td>
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<td>THEOLOGICAL FRAMEWORKS FOR MINISTRY WITH CHILDREN, YOUTH, AND FAMILY I</td>
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**Electives**

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<th>COURSE</th>
<th>COURSE DESCRIPTION</th>
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<td>ELECTIVES</td>
<td>ELECTIVES (COMBINATION OF FULL OR HALF = 1.0)</td>
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<td>ONLINE, RESIDENTIAL DAY, EVENING AND WEEKENDS</td>
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<td>ONLINE, RESIDENTIAL DAY, EVENING AND WEEKENDS</td>
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Master of Divinity Degree and Master of Arts Degree

General admissions requirements for these degree programs are listed below. Additional requirements are indicated in the sections describing each degree (e.g., dual degrees, M.A. concentrations, graduate certificates).

The Master of Divinity degree program is primarily intended to prepare candidates for ordained ministry (and is required for those seeking ordination in the Evangelical Lutheran Church in America (ELCA) and many other denominations). Students should contact their church/synod or other denominational body to begin/complete the entrance process in order to begin seminary.

Those preparing for nonprofit leadership or lay rostered ministry in the church usually pursue a Master of Arts degree. Such a degree is minimally required for those seeking to be consecrated as diaconal ministers or deaconesses in the ELCA and other denominations.

A seminary of the ELCA, Luther Seminary welcomes students from all religious and faith traditions. Courses in denominational theology and polity required for a student’s ordination are available at Luther, through consortium offerings or by independent study.

Those not seeking degrees may study as graduate certificate and non-degree students or as auditors.

Prospective students are encouraged to visit Luther Seminary. A visit may be arranged by contacting welcome@luthersem.edu or 651-523-1730.

Prerequisites

A bachelor’s degree, or its equivalent, from a regionally accredited college or university, is required. Students without a bachelor’s degree may be considered for admission if they have significant leadership or ministry experience, possess the equivalent of an Associate Arts degree or more, and apply to the M.Div. or a professional M.A. degree program. Other requirements may be requested by the Office of Admissions. Contact the Office of Admissions for more information.

Applicants are typically required to have a cumulative grade point average in college of 3.0 or higher on a 4.0 scale (B average). However, factors other than the academic record are taken into consideration when making admissions decisions. These may include other graduate study or degrees, occupational experience, church and community leadership and an applicant’s maturity. Applicants with undergraduate GPAs below 3.0 are requested to submit a statement detailing readiness for graduate school. A pre-admissions interview may also be required. The Association of Theological Schools recommends the following subjects be included in college course work:

“English language and literature; history, including non-Western cultures as well as European and American; philosophy, particularly its history and its methods; natural sciences, both the physical and the life sciences; social sciences, where psychology, sociology and anthropology are particularly appropriate; the fine arts and music, especially for their creative and symbolic values; biblical and modern languages; religion, both in the Judeo-Christian and in the Near and Far Eastern traditions.”

Luther Seminary strongly recommends these minimums for undergraduate study:

- Bible—one year
- English—two years
- Philosophy—one year
- History of Western Civilization—one year
- Speech—one course
- Foreign language—intermediate level of proficiency

Greek

Entering students who have earned undergraduate credit for Greek may take a proficiency exam to satisfy the prerequisite if:

- They have earned at least 2 full semesters of undergraduate or graduate credit from a regionally accredited institution.
- Courses were in ancient or Biblical Greek (intro and grammar).
- They have earned a grade of “C” (2.0) or higher.
• They have completed courses within five years of starting at Luther Seminary.

If a student receives credit for their Greek courses, this credit will be considered toward the maximum credits allowed.

Personal Qualifications
Luther Seminary recognizes that the Spirit of God calls people with many different gifts to serve and lead the church.

The following constellation of commitments, character traits and competencies signal an individual’s readiness for theological studies:

• A commitment to Christ, the church, and the ministry of God’s word
• The academic ability to read and learn with discernment
• The ability to communicate and write with clarity and precision
• Leadership qualities and experience evidenced by personal and relational health, integrity and consideration of others
• The potential to lead, inspire and relate positively with people

Application Processes (M.Div., M.A.)

The following documents must be received by the Admissions Office at Luther Seminary to complete an application:

1. Application
Students intending to study for the Master of Divinity degree, Master of Arts degree, or who will be enrolled as graduate certificate or non-degree students or as auditors, must complete an application form at www.luthersem.edu/apply.

The Graduate Record Examination (GRE) is not required for admission to the Master of Divinity or Master of Arts degree programs.

2. Transcripts
Applicants for all master’s degree programs must arrange for official transcripts to be sent directly to Luther Seminary from every college and/or university attended.

Applicants for graduate certificate and non-degree programs need to only submit their official transcript from the college or university where they received their bachelor’s degree.

3. Three Recommendations
Each applicant must secure seminary recommendation forms—available online at www.luthersem.edu/apply—from a pastor, a teacher and one other non-family person. Applicants who have been out of their most recent academic experience for more than five years may substitute the teacher recommendation with a professional recommendation.

Recommendations should be submitted to the Admissions Office by those who write them.

4. Autobiography/Faith Statement
Each applicant must write a three- to five-page, double spaced essay outlining significant events and persons in the applicant’s life that have nourished faith in Christ, given a sense of God’s call and brought him or her to apply for seminary admission. The essay should conclude with:

• a description of the applicant’s present relationship to the church
• a brief self-assessment of strengths and limitations as a candidate for church leadership
• reasons for interest in study at Luther Seminary
• a summary of future plans for ministry
• a one-page statement outlining the applicant’s personal faith and theological convictions

This essay may be submitted to admissions@luthersem.edu as a Word document attachment.

Candidates for ministry in the ELCA or other denominations can submit their candidacy essay in lieu of the above autobiography/faith statement.

5. After the Application
When the application is received, the prospective student will be sent an email notice which includes login instructions for MyLutherNet. The MyLutherNet site allows applicants to track which documents are still required for admission. Applicants may contact the Admissions Office to check the status of their applications.

Master of Divinity—Distributed Learning (DL) program only

Once the Admissions Office has begun to receive application materials, a member of the Admissions team will arrange a telephone interview with the applicant. This conversation determines a prospective student’s fit with the distributed learning program and is crucial in deciding to invite students into a DL cohort.

When the application is complete, it will be reviewed by the Admissions Committee. The official admission decisions are communicated to applicants by regular mail.

Luther Seminary reserves the right to refuse admission to any applicant for any justifiable reason.

A student may be advised at any time to discontinue studies if he or she does not demonstrate the qualifications on the basis of which admission was approved.
The faculty has final authority in admissions and dismissals.

Students may begin their studies at Luther Seminary in the fall semester, January term, spring semester or summer term.

It is strongly recommended that applicants begin the application process early in the year prior to the year of enrollment. Application deadlines are as follows:

- For Fall Semester—July 1
- For J-Term—Nov. 1
- For Spring Semester—Dec. 1
- For Summer Term—May 1

Admitted students who wish to change the date of their enrollment should contact the Admissions Office. Study may begin earlier or be deferred for up to one year without reapplication.

Please direct questions concerning admission and application procedures to:

Admissions Office
Luther Seminary
651-641-3521 or 1-800-LUTHER-3
admissions@luthersem.edu

International Applications

Luther Seminary welcomes a large number of international students every year.

International Lutheran students who require full financial aid must 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. Their applications must be completed by October 15 the year before they intend to enroll.

All other international students, including those Lutheran students who are not seeking financial aid through the ELCA, may apply online at www.luthersem.edu/apply or contact the Office of International Student and Scholar Affairs at iss@luthersem.edu for an application package.

International applicants are required to submit either a score from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The Internet-based (iBT) TOEFL score is preferred, though the computer-based and paper-based scores will be accepted. Scores must not be more than two years old at the time of application.

International applicants must have the following minimum test scores to qualify for admission:

- Master of Arts or Master of Divinity
  - TOEFL: Composite score of 80 or above (213 on the computer-based or 550 on the paper-based)
- Master of Theology or Doctor of Ministry
  - TOEFL (iBT): Composite score of 80 or above (reading at least 22; listening at least 20; speaking at least 18; writing at least 20.
  - IELTS: 7.0 or above

Luther Seminary’s test code with the Educational Testing Service, which administers the TOEFL, is #6377.

All international student applications (except D.Min.) are due by March 31 of the year prior to intended enrollment.

For more information on admission, citizens of countries other than the U.S. may contact:

Office of International Student and Scholar Affairs
Luther Seminary
2481 Como Ave
St. Paul, MN 55108, U.S.A.
651-641-3469
iss@luthersem.edu

Transfer from Another Seminary

Students transferring from another theological school should use the admissions procedures as described for the M.Div./M.A. degree programs.

All materials requested for regular application to Luther Seminary must be included in an application for transfer to Luther Seminary. In addition, the application must include an official transcript from the previous theological school as well as a letter or email of good standing from that school’s dean or registrar.

Luther Seminary accepts transfer credits only from accredited seminaries.

Advanced Standing

Students may petition for advanced standing for individual courses after they have submitted an admissions deposit and final official college transcript showing their conferred degree. Students must submit their request during the first calendar year in which they are enrolled. Luther Seminary will allow up to five (5.0) credits for an M.Div. degree and three (3.0) credit for an M.A. degree to be met by advanced standing. See the Academic Policy and Procedures section (page 64) and Tuition and Fees (page 121) for more information.
Master of Theology Degree and Doctor of Ministry Degree

General admissions requirements for post-graduate programs administered by the Graduate Theological Education Office (GTE) are listed below. See pages 47-53 for degree requirements relating to the Master of Theology (M.Th.) and Doctor of Ministry (D.Min.) degrees.

**Note:** Luther Seminary is currently reviewing the Doctor of Philosophy (Ph.D.) program and is therefore not accepting any new Ph.D. applications at this time.

**Prerequisites**

- A Master of Divinity or Master of Arts degree (or its equivalent) from an accredited theological school are required for the M.Th. and D.Min. degrees. Work experience cannot be substituted for theological training, which must include 72 credits that represent broad-based work in theology, biblical studies, and the arts of ministry.
- A cumulative grade point average of 3.0 or higher on a 4.0 scale is required from the first degree in theology.

**M.Th. prerequisite:**

- Bible applicants: Working knowledge of Hebrew and Greek demonstrated by transcripts and in course work.
- Congregational and Community Care applicants: One unit of Clinical Pastoral Education (CPE) in an approved, accredited program.

**D.Min. prerequisite:**

- A minimum of three years in some form of professional ministry subsequent to the receipt of a first graduate theological degree.

**Admission Process (M.Th., D.Min.)**

Application materials must be received by:

Admissions Office
Luther Seminary
2481 Como Ave.
St. Paul, MN 55108
admissions@luthersem.edu

1. **Application**

   All applicants must complete a degree application form at: [www.luthersem.edu/apply](http://www.luthersem.edu/apply). Those needing a printable version of the forms should contact the Admissions Office.

   The Graduate Record Examination (GRE) is not required for admission to the M.Th. or D.Min. degree programs.

2. **Transcripts**

   All applicants must arrange for official transcripts of all undergraduate and graduate work to be sent directly to the Admissions Office. Applicants coming from a school that uses the pass/fail grading system should submit names and contact information for two additional professors who are familiar with the applicant’s work. This information can be submitted on the application form.

   Those who graduated from Luther Seminary within 15 years from the time of application may submit a transcript release authorization form for copies of undergraduate and Luther Seminary transcripts. Contact the Admissions Office for details.

3. **M.Th. Admission Requirements**

   a. Statement of Intent

      Each M.Th. applicant must write a one- to two-paragraph statement indicating plans for study and the projected year for completion of the M.Th. program requirements. Submit statements to the Admissions Office.

   b. Three Recommendation Forms

      M.Th. applicants must secure academic recommendation forms (available online at [www.luthersem.edu/apply](http://www.luthersem.edu/apply)) to be submitted by three professors directly to the Admissions Office. Applicants who have been out of their most recent academic experience for more than five years may substitute a professional recommendation, but it is strongly preferred to have at least one academic recommendation. Those needing printable versions of the forms should contact the Admissions Office.

4. **D.Min. Admission Requirements**

   a. Essays on Vocation and Ministry

      Submit essays as outlined below to the Admissions Office. Each essay should be no longer than three double-spaced pages.

      **Applicants to the D.Min. in Biblical Preaching**

      must submit essays that address the following two questions:

      - Describe and reflect upon your practice of preaching, making explicit the theological themes, principles, and values that inform it.
      - Reflect upon how you hope this D.Min. program will help you to improve your
preaching, describing what you see as your strengths and primary areas of growth.

D.Min. in Biblical Preaching applicants must also submit a sermon sample (the written text of a preached sermon) and a signed congregational letter of support available for download at www.luthersem.edu/apply.

**Applicants to the D.Min. in Congregational Mission and Leadership** must submit essays that address the following three questions:

- What are the primary challenges and opportunities within your present ministry context, both in the congregation and the community it serves? What is God doing?
- How would this D.Min. program help you to improve your leadership in addressing these challenges and opportunities? What are your strengths and primary areas of growth? What does God want to do through you?
- What are the primary themes or values that inspire your work as a pastoral leader? What significant autobiographical events or persons have influenced your ministry? How has God shaped you as a leader?

**b. Three Recommendation Letters**

Three letters of recommendation for D.Min. applicants are to be sent directly to the Admissions Office from those writing the letters. Given the practical orientation of the D.Min. degree, the most effective sources of reference will include a ministry supervisor (e.g., bishop, etc.), a clergy colleague, and a lay person (e.g., president of the congregation, agency, etc.) familiar with the applicant’s current ministry.

**5. International Applicants**

See page 113 for additional admission requirements and deadlines.

**6. Application Deadlines**

It is strongly recommended that applicants begin the application process early in the year prior to the year of enrollment.

- M.Th. students may begin their studies at Luther Seminary in the fall semester, January term, spring semester, or summer term. All materials for U.S. applications to the M.Th. program are due at least 30 days prior to the start of any term.
- D.Min. terms begin April 1 of each year. All materials for U.S. applications to the D.Min. program are due February 15 of the year in which the applicant plans to enroll.
- International application deadlines are outlined on page 113.

**7. After the Application**

When the application is received, applicants are sent an email notice which includes login instructions for MyLutherNet. This site allows applicants to track which documents are still required for admission.

Completed applications will be reviewed by the Admissions Office and the Graduate Theological Education Office. Official admission decisions are communicated to applicants via postal mail.

Luther Seminary reserves the right to refuse admission to any applicant for any justifiable reason. A student may be advised at any time to discontinue studies if he or she does not demonstrate the qualifications on the basis of which admission was approved. The faculty has final authority in admissions and dismissals.

**Post-Master of Divinity/Master of Arts Non-Degree Status**

This non-degree status permits the student to enroll in courses for post-graduate credit without being in a degree program. Applicants must complete a degree application form (www.luthersem.edu/apply) and arrange for official transcripts of all undergraduate and graduate work to be sent directly to the Admissions Office. Applicants coming from a school that uses the pass/fail grading system should submit names and contact information for two additional professors who are familiar with the applicant’s work. This information can be submitted on the application form. Those needing a printable version of the forms should contact the Admissions Office.

Applications for post-Master of Divinity/Master of Arts non-degree student status should be received by the Office of Admissions at least 30 days in advance of the term in which admission is sought.

International applicants should see page 113 for additional admission requirements and deadlines.

Please direct all questions concerning admission and application procedures to the Admission Office (admissions@luthersem.edu; 651-641-3521 or 1-800-LUTHER-3).
Students are classified as certificate students at Luther Seminary when they are taking courses for credit toward completion of a graduate certificate but are not admitted to a degree program or do not have an earned theological degree.

Admission Requirements
A bachelor’s degree, or its equivalent, from a regionally accredited college or university, is preferred. Ordinarily, applicants are required to have a cumulative grade point average in college of 3.0 or higher on a 4.0 scale (B average). Factors other than the academic record are taken into consideration in making admissions decisions. These may include other graduate study or degrees, occupational experience, church and community leadership and an applicant’s maturity. A pre-admissions interview may be required of applicants with undergraduate GPAs below 3.0.

Graduate certificate in Parish Nursing applicants must have completed the Parish Nurse Preparation course before they are admitted to the certificate program.

Graduate certificate in Parish Nursing applicants may substitute a current RN license for a bachelor’s degree.

Admission Procedures
All applicants for certificate student status must:

- Submit a completed application form at www.luthersem.edu/apply.
- Arrange for an official transcript from the college or university where they received their bachelor’s degree to be sent directly to Luther Seminary.
- Each applicant must secure seminary recommendation forms—available online at www.luthersem.edu/apply—from a pastor, teacher and one other non-family person. Applicants who have been out of their most recent academic experience for more than five years may substitute the teacher recommendation with a professional recommendation. Recommendations should be submitted to the Admissions Office by those who write them.
- Submit a typewritten or typed essay of up to two pages:
  - Indicating why you want to pursue graduate-level certificate work
  - Identifying your immediate aspirations and your long-term professional goals
  - Stating how graduate work will help you accomplish these goals

Other Considerations
- Certificate students are not eligible for financial aid.
- Degree program candidates have priority in registration for classes.
- Prerequisite courses within the concentration are to be taken sequentially; other prerequisites do not apply.
- All required courses taken toward the graduate certificate are transferable to the Master of Arts or Master of Divinity degree program.
- Certificate students are restricted to enrolling in those courses which comprise the graduate certificate program.
- Students with previous Master of Arts or Master of Divinity degree-level work may petition for advance standing in the core courses for which they are able to demonstrate competence.
- Certificate student status does not guarantee admission into a degree program.

All questions concerning applications and admission as a graduate certificate student should be directed to:

Admissions Office
651-641-3521 or 1-800-LUTHER-3
admissions@luthersem.edu
Non-Degree/Auditors

Students are classified as non-degree students at Luther Seminary when they are taking courses for credit but are not admitted into a degree program. Post-Master of Divinity and Master of Arts students, please see the Master of Theology degree section on page 49 for information on status as non-degree students.

Admission Requirements

A bachelor’s degree, or its equivalent, from a regionally accredited college or university, is preferred. Ordinarily, applicants are required to have a cumulative grade point average in college of 3.0 or higher on a 4.0 scale (B average).

For more information on auditing see pages 64 and 124.

Admission Procedures

All applicants for non-degree or auditor student status must:

- Submit a completed application form at www.luthersem.edu/apply.
- Arrange for an official transcript from the college or university where they received their bachelor’s degree to be sent directly to Luther Seminary.
- Meet all prerequisites for courses they wish to enter. If a student has questions about fulfilling the prerequisite requirements, he or she should consult with the registrar and the instructors of the courses.

Other Considerations

- Non-degree student status normally is granted for one year. Requests for renewal are reviewed by the Admissions Committee.
- Non-degree students are not eligible for financial aid.
- Degree program candidates and graduate certificate candidates have priority in registration for classes.
- Non-degree students may apply a maximum of six core courses toward the Master of Arts or Master of Divinity degree program. Non-degree status does not guarantee admission into a degree program.
- Stipulations for auditing courses are found on page 64.

All questions concerning applications and admission as a non-degree or auditor student should be directed to:

Admissions Office
651-641-3521 or 1-800-LUTHER-3
admissions@luthersem.edu
Candidacy in the Evangelical Lutheran Church in America

Candidacy in the Evangelical Lutheran Church in America (ELCA) is the churchwide process of preparation and formation leading to approval for the public ministries of the church:

- Commissioned Associate in Ministry
- Consecrated Diaconal Minister
- Consecrated Deaconess
- Ordained Pastor

Candidacy invites an active partnership between the candidate, congregation, synod, seminary and the ELCA. An in-depth discussion of the process is provided at [www.luthersem.edu/candidacy](http://www.luthersem.edu/candidacy). For more information, contact the Student Resource Center at 651-641-3435 or src@luthersem.edu.

ELCA Candidacy and Ordination

Candidates in the ELCA who are preparing for ordination are required to be a part of the candidacy process with their synod. A positive entrance decision is expected before admission to the seminary. However, if other admissions requirements are met, a provisional offer of admission may be extended pending the receipt of a positive entrance decision. ELCA candidates are required to obtain a positive entrance decision by the end of their first semester of study. Candidates without a positive entrance decision on file in the Student Resource Center will have a hold placed on their registration for subsequent terms until the entrance decision is received.

Affiliation

M.Div. students in the ELCA who are preparing for ordination who obtain a Master of Divinity degree from a non-ELCA seminary are expected to affiliate with an ELCA seminary, participate in a supervised internship and spend one year in residence at that seminary.

- Affiliated student status is granted to candidates who have received a positive entrance decision from their candidacy committee, who apply for admission and submit the appropriate fee (see page 124).

- The seminary, in consultation with the synod candidacy committee, sets the expectations for the Lutheran year of study.

- Information regarding affiliation and models of a Lutheran year of studies are available at [www.luthersem.edu/candidacy/candidacy_other.aspx](http://www.luthersem.edu/candidacy/candidacy_other.aspx).

TEEM—Theological Education for Emerging Ministries

TEEM is a program administered by Pacific Lutheran Theological Seminary in Berkeley, Calif. in active partnership with Luther Seminary. Entrance to the program begins with the candidate’s synod bishop, candidacy committee and the ELCA. Candidates preparing for ministry through TEEM are required to complete their theological education and candidacy requirements simultaneously.

Persons interested in more information may contact the TEEM office at teem@plts.edu or may visit [www.luthersem.edu/site/teem](http://www.luthersem.edu/site/teem).

ELCA Candidacy and Consecration

Diaconal Ministers and Deaconesses carry out a public ministry of Word and Service. With demonstrated competence and expertise in a particular discipline, diaconal ministers and deaconesses are preparing to serve both within and outside of congregational settings.

- With deliberate course selection, any M.A. program will serve to fulfill the educational requirements of candidacy for diaconal ministry and deaconess.

- The Contextual Learning Office will oversee the supervised field work that is part of the candidacy process for diaconal ministers. More information can be found at [www.luthersem.edu/contextual_learning/diaconal](http://www.luthersem.edu/contextual_learning/diaconal).

- Candidates who attend non-ELCA seminaries may affiliate with Luther Seminary for the completion of their diaconal ministry requirements.

- Deaconess candidates complete the candidacy process of the Deaconess Community of the ELCA (deaconesscommunity.org) as well as the synod candidacy process.
ELCA Candidacy and Commissioning

Associates in ministry are commissioned for ministry to equip and enable others in Christian life of service.

- With deliberate course selection, any M.A. or graduate certificate program at Luther Seminary can serve to fulfill the educational requirements for associate in ministry candidacy.
- The Contextual Learning Office and Student Resource Center are available to assist candidates in completing their requirements for supervised field experience.

Candidacy for Students from Other Traditions

Students from all faith traditions are welcome and encouraged to prepare for ministry at Luther Seminary.

Each denomination has its own requirements for ordination, certification, licensing or other ways of ordering ministry. Luther Seminary can assist students and their denominations in identifying courses which will fulfill denominational requirements.

- The primary reference is always the denominational contact who coordinates the appropriate candidacy process.
- On campus:
  - The staff of the Student Resource Center is available for general assistance: src@luthersem.edu or 651-641-3435.
  - The Contextual Learning Office can help with requirements and placements contextuallearning@luthersem.edu or 651-641-3266.
  - Most denominational websites have general information about requirements or students can check with their local pastor to begin the process.

Loss of Judicatory Support

If a student in the M.Div. ordination track program has not received official support from his/her judicatory after the first year of study or if the support is subsequently terminated, the student’s status may be terminated at the end of the semester in which the loss or denial of support occurs. A student whose judicatory support is withdrawn in the final year of study in the M.Div. ordination track program may be allowed to complete requirements for the degree, with permission from the Academic Dean.

Change of Judicatory Support

If a student changes denominations while enrolled in the M.Div. ordination track program, the student must submit an updated authorization for release for the new judicatory body. The student’s file will be reviewed by the Admissions Committee which has the right to request additional information from the student and/or judicatory. The Admissions Committee may uphold the initial admissions decision or rescind admission based on this change.
Tuition and fees paid by students cover only about 22 percent of the total annual educational and general costs for each full-time student at Luther Seminary.

The remaining 78 percent is paid by the Evangelical Lutheran Church in America and its synods, gifts from individuals and congregations, grants from foundations and corporations, bequests, income from the endowment and other miscellaneous sources.
Master of Divinity Degree
Master of Arts Degree

Tuition
Full Course ................................................. $1,600
Half Course .................................................. $800

In addition to Luther Seminary tuition, Master of Sacred Music degree students are charged an applied lesson fee for each semester course of St. Olaf credit.

Spouse Auditor Fee, per course ......................... $250

Technology Annual Fee ................................. $125
Assessed once each academic year

Continuation Fee ........................................... $250
Applies to two-year Master of Arts degree students who have completed all course requirements except the writing project and are not enrolled in courses. Payable every semester beyond the second year in the program.

Graduation Fee ............................................. $100
Assessed during the final year

Transcript Fee, each ..................................... $10
Each graduate is furnished with one free unofficial transcript at the time of graduation. Before a transcript can be issued, accounts must be settled or arrangements made for payment of balance.

Student Organization Fee .............................. $10
Payable every semester.

Advanced Standing Fee, per course ................. $250
Not to exceed $1,250 for M.Div. students or $750 for M.A. students. Charge placed on student’s account when the petition is received. Students charged regardless of the outcome of the petition. No refunds.

Medical Insurance—Required
Insurance coverage is required for all full-time Luther Seminary students registered for three or more semester courses, including interns.

Students must enroll or waive medical insurance annually.

Because the Affordable Care Act has increased the health insurance options for students, Luther no longer offers its own student policy. Instead, students have multiple options for obtaining coverage:

• As a covered dependent under a group health policy of a spouse or of parents if under age 26.
• An individual policy purchased directly from a private health insurer.
• An individual policy purchased through the Marketplace at www.healthcare.gov
• Medicaid or other government programs if you qualify, based on your state of residence.

Graduate Certificate/Non-Degree

Tuition
Full Course ......................................................... $1,600
Half Course ......................................................... $800

Spouse Auditor Fee, per course ......................... $250

Technology Annual Fee ................................. $125
Assessed once each academic year

Graduation Fee ............................................... $100
Assessed during the final year

Transcript Fee, each ..................................... $10
Each graduate is furnished with one free unofficial transcript at the time of graduation. Before a transcript can be issued, accounts must be settled or arrangements made for payment of balance.

Student Organization Fee .............................. $10
Payable every semester.

Medical Insurance—Required
Insurance coverage is required for all full-time Luther Seminary students registered for three or more semester courses, including interns.

Students must enroll or waive medical insurance annually.

Because the Affordable Care Act has increased the health insurance options for students, Luther no longer offers its own student policy. Instead, students have multiple options for obtaining coverage:

• As a covered dependent under a group health policy of a spouse or of parents if under age 26.
• An individual policy purchased directly from a private health insurer.
• An individual policy purchased through the Marketplace at www.healthcare.gov
• Medicaid or other government programs if you qualify, based on your state of residence.
## Master of Theology Degree

**Tuition**
- Full Course: $2,000
- Half Course: $1,000

**Spouse Auditor Fee, per course**:
- $250

**Technology Annual Fee**
- $125
  - Assessed once each academic year

**Continuation Fee**
- $250
  - Payable per semester after two years of full-time study

**Candidacy Fee**
- $250
  - Payable upon approval of thesis proposal

**Graduation Fee**
- $150
  - Assessed during the final year

**Transcript Fee, each**
- $10
  - Each graduate is furnished with one free unofficial transcript at the time of graduation. Before a transcript can be issued, accounts must be settled or arrangements made for payment of balance.

**Student Organization Fee**
- $10
  - Payable every semester

**Medical Insurance—Required**
- Insurance coverage is required for all full-time Luther Seminary students registered for three or more semester courses, including interns.

*Students must enroll or waive medical insurance annually.*

Because the Affordable Care Act has increased the health insurance options for students, Luther no longer offers its own student policy. Instead, students have multiple options for obtaining coverage:

- As a covered dependent under a group health policy of a spouse or of parents if under age 26.
- An individual policy purchased directly from a private health insurer.
- An individual policy purchased through the Marketplace at [www.healthcare.gov](http://www.healthcare.gov)
- Medicaid or other government programs if you qualify, based on your state of residence.

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## Post-Master of Divinity,
Master of Arts Non-Degree

**Tuition**
- Full Course: $2,000
- Half Course: $1,000

**Spouse Auditor Fee, per course**:
- $250

**Technology Annual Fee**
- $125
  - Assessed once each academic year

**Transcript Fee, each**
- $10
  - Before a transcript can be issued, accounts must be settled or arrangements made for payment of balance.

**Student Organization Fee**
- $10
  - Payable every semester.

**Medical Insurance—Required**
- Insurance coverage is required for all full-time Luther Seminary students registered for three or more semester courses, including interns.

*Students must enroll or waive medical insurance annually.*

Because the Affordable Care Act has increased the health insurance options for students, Luther no longer offers its own student policy. Instead, students have multiple options for obtaining coverage:

- As a covered dependent under a group health policy of a spouse or of parents if under age 26.
- An individual policy purchased directly from a private health insurer.
- An individual policy purchased through the Marketplace at [www.healthcare.gov](http://www.healthcare.gov)
- Medicaid or other government programs if you qualify, based on your state of residence.
Doctor of Philosophy Degree

Luther Seminary is not currently accepting any new students into the Ph.D. program.

Tuition
Full Time, per year ........................................ $17,000
Part Time, per course ................................. $2,600

Spouse Auditor Fee, per course ....................... $250

Technology Annual Fee ............................ $125
Assessed once each academic year

Continuation Fee ........................................ $600
Payable per year after completion of required courses

Candidacy Fee ........................................... $300
Payable upon approval of thesis proposal

Graduation Fee ........................................... $150
Assessed during the final year

Transcript Fee, each ................................ $10
Each graduate is furnished with one free unofficial transcript at the time of graduation. Before a transcript can be issued, accounts must be settled or arrangements made for payment of balance.

Student Organization Fee ......................... $10
Payable every semester

Medical Insurance—Required
Insurance coverage is required for all full-time Luther Seminary students registered for three or more semester courses, including interns.

Students must enroll or waive medical insurance annually.

Because the Affordable Care Act has increased the health insurance options for students, Luther no longer offers its own student policy. Instead, students have multiple options for obtaining coverage:

- As a covered dependent under a group health policy of a spouse or of parents if under age 26.
- An individual policy purchased directly from a private health insurer.
- An individual policy purchased through the Marketplace at www.healthcare.gov
- Medicaid or other government programs if you qualify, based on our state of residence.

Doctor of Ministry Degree in:

Biblical Preaching or Congregational Mission and Leadership

Confirmation Fee .............................. $500
Due after admission

Tuition
Basic Tuition ........................................ $12,000
Payments of $1,000 billed 4x per year for the first three years in the program. A $400 deposit, credited toward the first tuition payment, is due upon admission.

Technology Annual Fee ................................ $125
Assessed once each academic year

Continuation Fee ........................................ $400
Payable every year in the program beyond the final year

Candidacy Fee ........................................... $600
Payable upon approval of thesis proposal

Graduation Fee ........................................... $150
Assessed during the final year

Transcript Fee, each ................................ $10
Each graduate is furnished with one free unofficial transcript at the time of graduation. Before a transcript can be issued, accounts must be settled or arrangements made for payment of balance.

Student Organization Fee ......................... $10
Payable every semester

Travel, books, lodging and meal expenses are the responsibility of the student.

Doctor of Ministry tuition will remain constant for the duration of a student’s time in the program, but fees are subject to change annually. Students will be notified of any fee changes by April 1.
Affiliated Students
See page 118 for a description of affiliation.

Affiliation Fee ........................................... $950
(Non-Refundable)
For ELCA students attending a non-ELCA seminary but seeking ordination in the ELCA

Transcript Fee, each .................................... $10
Before a transcript can be issued, accounts must be settled or arrangements made for payment of balance.

Student Organization Fee ................................ $10
Payable every semester

Refund on Withdrawal from Luther Seminary
Refund of tuition is made to a student who withdraws from Luther Seminary by formal application to the Dean of Students via MyLutherNet. The effective date of withdrawal is the date a formal notice is received. All relevant offices will receive notice of the student’s withdrawal. M.Th., D.Min. and Ph.D. students need to make formal application for withdrawal to the Graduate Theological Education Office.

The seminary is not responsible for refunds if a student fails to follow this procedure.

Effective July 1, 2000, Luther Seminary adopted a new refund policy that conforms to the updated version (section 668.22) of the Higher Education Amendments Act of 1998. Withdrawing students with Title IV funds (Federal subsidized / Unsubsidized Direct Loans and Federal Perkins Loan) will be subject to both federal policy regarding the possible return of Title IV funds AND Luther Seminary’s refund policy as outlined in the next section.

Federal policy states that if a student totally withdraws from all courses within a given academic term on or before the 60 percent point in time of the enrollment period, calculated using calendar days, a portion of the total federal Title IV funds awarded to a student must be returned. The calculation of the return portion may result in the student owning a balance to Luther Seminary and/or the federal government.

Please note: Students dropping or ceasing to attend all courses in a term and receiving Title IV funds will be subject to the above federal policy. Questions about this should be directed to the Office of Financial Aid. finaid@luthersem.edu.

Auditors

Tuition
Full Course .................................................. $250
Half Course ................................................... $250

Senior Citizen Auditor Fee, per course .................. $250
Spouse Auditor Fee, per course ......................... $250

Technology Annual Fee ................................. $125
Assessed once each academic year (waived for Senior Citizen Auditor)

Transcript Fee, each .................................... $10
Before a transcript can be issued, accounts must be settled or arrangements made for payment of balance.
Refund Schedule

Thirteen (13) Week Semesters and Six (6) Week or More Sessions
Up through 15 calendar days into the term: FULL REFUND
Beyond 15 calendar days into the term: NO REFUND

January Term, Summer and Short-Term Intensive Courses/Terms

One-week courses
Up through two calendar days from date course begins: FULL REFUND
Beyond second calendar day from date course begins: NO REFUND

Two-week courses
Up through three calendar days from date the course begins: FULL REFUND
Beyond third calendar day from date course begins: NO REFUND

Three-week courses
Up through four calendar days from date course begins: FULL REFUND
Beyond fourth calendar day from date the course begins: NO REFUND

Four-week courses
Up through five calendar days from date course begins: FULL REFUND
Beyond fifth calendar day from date course begins: NO REFUND

Five-week courses
Up through nine calendar days from date course begins: FULL REFUND
Beyond ninth calendar day from date course begins: NO REFUND

Doctor of Ministry students not receiving financial aid are eligible for refunds of quarterly tuition payments and program fees if the request for withdrawal from the D.Min. program is received within 15 days of payment due dates. For example, a tuition payment of $1,000 due April 1 is eligible to be refunded through April 15. The seminary is not responsible for refunds if a student fails to follow this procedure.

Payment of Charges

A student’s registration is not complete until satisfactory arrangements have been made with the Business Office for payment of tuition, housing and all other charges.

Satisfactory arrangements include any combination of the following:

1. Payment of all charges in full
2. Student aid awarded by Luther Seminary applied to account
3. Completed application for a direct loan
4. Documentation of future payments to be made directly to Luther Seminary by an outside source, such as a letter from the student’s home congregation stating the date and amount of tuition or other charges to be paid by that congregation

Registration for succeeding academic semesters or units of study is not permitted, and current registrations are cancelled, until all amounts previously owed have been satisfied as explained above.

A hold will be placed on a student’s record when his or her account is not paid. This hold will restrict a student’s registration until the account is paid off (allow for 24 hours for the hold to clear off the record) or arrangements have been made for payment (the hold remains on the student record; the Office of the Registrar will manually process the student’s registration). A hold will prohibit a student from registering online on MyLutherNet. Transcripts are not released when the student has a Business Office hold.

Payment of all accounts in the Business Office, library and bookstore is required before a diploma is issued. When a student leaves Luther Seminary for any reason, eight percent annual interest is charged on all outstanding seminary accounts.
The financial aid program assists in making it possible for qualified students to receive an education at Luther Seminary.

All students admitted to the Master of Divinity, Master of Arts, Master of Theology, Doctor of Ministry and Doctor of Philosophy degree programs and currently in good academic standing are eligible for financial aid if they show evidence of financial need. Need is the difference between total cost of attendance and the amount the student is able to pay.

Financial aid is allocated for the nine-month academic year. Limited financial aid is available for summer. For a more complete description of the financial aid programs, please visit www.luthersem.edu/finaid.

Luther Seminary Grants
Modest funds, made available by the seminary through gifts designated for student financial aid, are available as grants for students in the M.Div., M.A. and M.Th. degree programs. Grants allow Luther Seminary to meet a portion of a student’s needs. Receipt of the Luther Seminary financial aid application places the student under consideration for a Luther Seminary grant.

Grants are divided equally between the two semesters of the academic year and applied directly to the student’s account. The application deadline is May 1.

Scholarships
Luther Seminary awards a number of scholarships.

Vocation, Directors and Trustee Scholarships: The renewable Vocation, Directors and Trustee Scholarships are awarded to full-time students in the M.Div. and M.A. programs based on merit at the point of admission. Transfer students are eligible for the Trustee scholarship. No separate application is necessary. Students will be notified of the scholarship through the acceptance letter.

Distributed Learning Candidates: Trustee Scholarships for M.Div. DL and M.A. CYF DL students will be available for fall semester starts only and will follow the above eligibility criteria. Transfer DL students are not eligible for the Trustee Scholarship.

Presidential Scholarships: The renewable Presidential Scholarship is a scholarship for full-time students in the M.Div. and M.A. programs (not including dual degree students) that start in the fall semester. This scholarship seeks to identify students who embody the Luther Seminary mission statement to “educate leaders for Christian communities.”

A separate application, along with a reference form and interview process, is required. Students with a minimum GPA of 3.0 o or higher with leadership and/or ministry experience are encouraged to apply. The application deadline is Jan. 31.

Leadership Scholarships: Leadership scholarships may be awarded as part of the Presidential Scholarship competition and/or through the admissions process.

Bonnie and Peter Raquet Scholarships: The Raquet Scholarship is available for a Valparaiso University graduate while enrolled at Luther Seminary. Priority will be given to M.Div. students who have a strong record of academic excellence and community leadership.

Richard Wallace Scholarship: The Richard Wallace scholarship is awarded to a limited number of students of color or new immigrant communities of faith in the M.Div. and M.A. programs.

Artist in Residence: Scholarship given to an artist of proven ability and breadth and that possesses an openness to working with several key constituencies at Luther Seminary. The artist will work principally in one of the visual arts (painting/drawing, sculpture, photography, etc.) but will not be limited to working only in these media. Critical to the artwork produced and to the arts immersion experiences offered will be a passion for exploring the intersection of art and Christian faith and its impact on theological education. A separate application and recommendation form must be submitted to the Office of Admissions and an interview is required.

Musician in Residence: Scholarship given to a student with worship leadership experience, with preference given to student with organ and keyboard abilities. Will be expected
to assist in worship service planning and provide music for worship during chapel at Luther Seminary on a regular basis. A separate application and recommendation form must be submitted to the Office of Admissions and an audition and interview are required.

**Service Scholarships:** We will recognize incoming students who have completed a year of service in YAGM, LVC, J-3 or Urban Servant Corps within the last 5 years of entering Luther Seminary.

More information can be found at [www.luthersem.edu/finaid](http://www.luthersem.edu/finaid). Questions can be directed to the Office of Admissions.

**Employment**

Most students work part-time to assist in financing their education.

Luther Seminary has a limited number of student jobs available, all of which are on campus. Positions are advertised and handled by the Office of Human Resources. Visit [www.luthersem.edu/employment](http://www.luthersem.edu/employment) for more information.

Each student is responsible for determining the amount of time that can be devoted to employment.

Based on experience, the faculty strongly recommends that full-time students work no more than 20 hours per week in order to meet academic standards.
# Academic Calendar 2015-2017

*Please note, the academic calendar 2016-2017 is subject to change. See refund schedule, page 124.*

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<tr>
<th>Semester I (Fall)</th>
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<th>2016 (tentative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>Sept. 7</td>
<td>Sept. 5</td>
</tr>
<tr>
<td>First Week</td>
<td>Aug. 31-Sept. 3</td>
<td>Aug. 29-Sept. 1</td>
</tr>
<tr>
<td>Classes begin (13-week and Session I six-week classes)</td>
<td>Sept. 8</td>
<td>Sept. 6</td>
</tr>
<tr>
<td>Cohort Day</td>
<td>Sept. 11</td>
<td>Sept. 9</td>
</tr>
<tr>
<td>Last day to add/drop available classes without faculty signatures. No financial/academic penalties applied.</td>
<td>Sept. 15</td>
<td>Sept. 13</td>
</tr>
<tr>
<td>Faculty signed add/drop slip required. Withdrawal grade assigned to dropped courses.</td>
<td>Sept. 16-22</td>
<td>Sept. 14-20</td>
</tr>
<tr>
<td>Final day to add/drop available classes with faculty signed add/drop slips. Financial/academic penalties applied.</td>
<td>Sept. 22</td>
<td>Sept. 20</td>
</tr>
<tr>
<td>Session I six-week classes end</td>
<td>Oct. 19</td>
<td>Oct. 17</td>
</tr>
<tr>
<td>Reading Days</td>
<td>Oct. 20-21</td>
<td>Oct. 18-19</td>
</tr>
<tr>
<td>CYF Intensive Session</td>
<td>Oct. 16-21</td>
<td>Oct. 14-19</td>
</tr>
<tr>
<td>J-Term Registration Begins (tentative)</td>
<td>Oct. 22</td>
<td>Oct. 20</td>
</tr>
<tr>
<td>Session II six-week classes begin</td>
<td>Oct. 29</td>
<td>Oct. 27</td>
</tr>
<tr>
<td>Grades due: Session I six-week classes</td>
<td>Nov. 2</td>
<td>Oct. 31</td>
</tr>
<tr>
<td>Last day to add/drop available Session II six-week classes without faculty signatures. No financial/academic penalties applied.</td>
<td>Nov. 5</td>
<td>Nov. 3</td>
</tr>
<tr>
<td>Faculty signed add/drop slip required. Withdrawal grade assigned to dropped courses.</td>
<td>Nov. 6-12</td>
<td>Nov. 4-10</td>
</tr>
<tr>
<td>Final day to add/drop available Session II six-week classes with faculty signed add/drop slips. Financial/academic penalties applied.</td>
<td>Nov. 12</td>
<td>Nov. 10</td>
</tr>
<tr>
<td>Incomplete grades due: Session I six-week classes</td>
<td>Nov. 16</td>
<td>Nov. 14</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>Nov. 21-29</td>
<td>Nov. 19-27</td>
</tr>
<tr>
<td>Classes resume</td>
<td>Nov. 30</td>
<td>Nov. 28</td>
</tr>
<tr>
<td>Spring Semester Registration Begins (tentative)</td>
<td>Dec. 1</td>
<td>Nov. 29</td>
</tr>
<tr>
<td>Fall Semester classes end (13-week and Session II six-week classes)</td>
<td>Dec. 16</td>
<td>Dec. 14</td>
</tr>
<tr>
<td>Final Exams: Fall Semester (13-week and Session II six-week classes)</td>
<td>Dec. 17-18</td>
<td>Dec. 15-16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January Term</th>
<th>2016</th>
<th>2017 (tentative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>J-Term pre-work session begins</td>
<td>Jan. 2</td>
<td>Jan. 2</td>
</tr>
<tr>
<td>New Year’s Day</td>
<td>Jan. 1</td>
<td>Jan. 1</td>
</tr>
<tr>
<td>J-Term classes begin</td>
<td>Jan. 4</td>
<td>Jan. 3</td>
</tr>
<tr>
<td>CYF Intensive Session</td>
<td>Jan. 6-15</td>
<td>Jan. 4-13</td>
</tr>
<tr>
<td>D.Min. (CML) Intensive Session*</td>
<td>Jan 18-22; Jan 25-29</td>
<td>TBD</td>
</tr>
<tr>
<td>Grades due: Fall Semester (13-week and Session II six-week classes)</td>
<td>Jan. 5</td>
<td>Jan. 4</td>
</tr>
<tr>
<td>Cohort Day</td>
<td>Jan. 10</td>
<td>Jan. 8</td>
</tr>
<tr>
<td>M.Div. Distributed Learning Intensive Session</td>
<td>Jan. 11-22</td>
<td>Jan. 9-20</td>
</tr>
<tr>
<td>Incomplete grades due: Fall Semester (13-week and Session II six-week classes)</td>
<td>Jan. 19</td>
<td>Jan. 18</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day: No classes</td>
<td>Jan. 18</td>
<td>Jan. 16</td>
</tr>
<tr>
<td>J-Term classes end</td>
<td>Jan. 29</td>
<td>Jan. 31</td>
</tr>
<tr>
<td>J-Term post-work session ends</td>
<td>Feb. 3</td>
<td>Feb. 1</td>
</tr>
</tbody>
</table>

* Contact the GTE Office for details; gte@luthersem.edu
## Semester II (Spring)

<table>
<thead>
<tr>
<th>Event</th>
<th>2016</th>
<th>2017 (tentative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester classes begin</td>
<td>Feb. 8</td>
<td>Feb. 6</td>
</tr>
<tr>
<td>Last day to add/drop available classes without faculty signatures. No financial/academic penalties applied.</td>
<td>Feb. 15</td>
<td>Feb. 13</td>
</tr>
<tr>
<td>Grades due: J-Term classes</td>
<td>Feb. 12</td>
<td>Feb. 14</td>
</tr>
<tr>
<td>Cohort Day</td>
<td>Feb. 12</td>
<td>Feb. 10</td>
</tr>
<tr>
<td>Faculty signed add/drop slips required. Withdrawal grade assigned to dropped courses.</td>
<td>Feb. 16-22</td>
<td>Feb. 14-20</td>
</tr>
<tr>
<td>Final day to add/drop available classes with faculty signatures. Financial/academic penalties applied.</td>
<td>Feb. 22</td>
<td>Feb. 20</td>
</tr>
<tr>
<td>Ash Wednesday</td>
<td>Feb. 10</td>
<td>March 1</td>
</tr>
<tr>
<td>Incomplete grades due: J-Term classes</td>
<td>Feb. 26</td>
<td>Feb. 28</td>
</tr>
<tr>
<td>Session I six-week classes end</td>
<td>March 18</td>
<td>March 17</td>
</tr>
<tr>
<td>Session II six-week classes begin</td>
<td>April 4</td>
<td>March 27</td>
</tr>
<tr>
<td>Palm Sunday</td>
<td>March 20</td>
<td>April 9</td>
</tr>
<tr>
<td>Grades due: Session I six-week classes</td>
<td>April 1</td>
<td>March 31</td>
</tr>
<tr>
<td>Last day to add/drop available Session II six-week classes without faculty signatures. No financial/academic penalties applied.</td>
<td>April 11</td>
<td>April 3</td>
</tr>
<tr>
<td>Faculty signed add/drop slips required. Withdrawal grade assigned to dropped courses.</td>
<td>April 12-18</td>
<td>April 4-10</td>
</tr>
<tr>
<td>Easter Break</td>
<td>March 23-29</td>
<td>April 12-18</td>
</tr>
<tr>
<td>Easter Sunday</td>
<td>March 27</td>
<td>April 16</td>
</tr>
<tr>
<td>Classes resume</td>
<td>March 30</td>
<td>April 19</td>
</tr>
<tr>
<td>Summer Term Registration Begins (tentative)</td>
<td>April 7</td>
<td>April 20</td>
</tr>
<tr>
<td>Final day to add/drop Session II six-week classes with faculty signed add/drop slips. Financial/academic penalties applied.</td>
<td>April 18</td>
<td>April 10</td>
</tr>
<tr>
<td>Incomplete grades due: Session I six-week classes</td>
<td>April 15</td>
<td>April 19</td>
</tr>
<tr>
<td>Grades due: Graduating students</td>
<td>May 13</td>
<td>May 12</td>
</tr>
<tr>
<td>Spring Semester classes end (13-week and Session II six-week classes)</td>
<td>May 13</td>
<td>May 12</td>
</tr>
<tr>
<td>Final Exams: Spring Semester</td>
<td>May 14 &amp; 16</td>
<td>May 13 &amp; 15</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 22</td>
<td>May 21</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 30</td>
<td>May 29</td>
</tr>
<tr>
<td>Spring Semester grades due: Non-graduating students</td>
<td>May 27</td>
<td>May 26</td>
</tr>
</tbody>
</table>

## Summer Term

<table>
<thead>
<tr>
<th>Event</th>
<th>2016</th>
<th>2017 (tentative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Term pre-work session begins</td>
<td>June 1</td>
<td>May 31</td>
</tr>
<tr>
<td>Summer Term classes begins</td>
<td>June 3</td>
<td>June 5</td>
</tr>
<tr>
<td>TEEM Intensive</td>
<td>May 23-17</td>
<td>May 22-26</td>
</tr>
<tr>
<td>Cohort Day</td>
<td>June 12</td>
<td>June 11</td>
</tr>
<tr>
<td>CYF Intensive Session</td>
<td>June 3-11</td>
<td>June 7-16</td>
</tr>
<tr>
<td>D.Min. (BP) Intensive Session</td>
<td>June 6-24</td>
<td>TBD</td>
</tr>
<tr>
<td>M.Div. DL Intensive Session</td>
<td>June 13-24</td>
<td>June 12-23</td>
</tr>
<tr>
<td>Incomplete grades due: Spring Semester</td>
<td>June 10</td>
<td>June 9</td>
</tr>
<tr>
<td>Independence Day Holiday: No classes</td>
<td>July 4</td>
<td>July 4</td>
</tr>
<tr>
<td>Fall Registration Begins (Tentative)</td>
<td>July 12</td>
<td>July 11</td>
</tr>
<tr>
<td>Summer Term classes end</td>
<td>Aug. 19</td>
<td>Aug. 18</td>
</tr>
<tr>
<td>Grades due: Summer Term</td>
<td>Sept. 2</td>
<td>Sept. 1</td>
</tr>
<tr>
<td>Incomplete grades due: Summer Term</td>
<td>Sept. 16</td>
<td>Sept. 15</td>
</tr>
<tr>
<td>Summer Term post-work session ends</td>
<td>Aug. 19</td>
<td>Aug. 18</td>
</tr>
</tbody>
</table>
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October 2015

November 2015

December 2015

January 2016

February 2016

March 2016

April 2016

May 2016

June 2016

July 2016

August 2016

September 2016

October 2016

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December 2016

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Luther Seminary educates leaders for Christian communities called and sent by the Holy Spirit to witness to salvation through Jesus Christ and to serve in God’s world.