



# Lutheran School of Theology *at* Chicago

CALLED INTO THE WORLD

## 2021-2022 Catalog



## The Lutheran School of Theology at Chicago Catalog 2021–2022

The catalog is an announcement of the projected academic programs of the Lutheran School of Theology at Chicago for the 2021–2022 academic year. These programs are subject to change, and the information here is in no way binding upon LSTC. Degree programs, resources, rules, regulations, and academic procedures of the seminary are briefly described. Definitive information on these matters will be found in LSTC’s constitution and in the formal actions of the board of directors, the faculty and other governing bodies of the school. For more details, please consult the LSTC All Students Handbook, the Masters Programs Manual, and the ThM and PhD Program Manual.

### Editors

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### Cover photo

LSTC students and staff pause during an orientation tour (photo by Tricia Koning)

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## Mission

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

## Vision

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

## Values

LSTC is:

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

## Welcoming Statement

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

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

The Lutheran School of Theology at Chicago recognizes that our school stands on the lands of the Potawatomi, Miami, and Peoria peoples. For thousands of years before their forced removal, this was their traditional homeland, and it continues to hold their ancestral stories and wisdom. We honor and thank the elders of these and other nations, past and present. These lands are still home to many indigenous people, and we are grateful to learn in this place.

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

## 2021 – 2022 Catalog

### Degree Programs and Resources

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

- Master of Divinity to prepare people for Word & Sacrament service in the church.
- Master of Arts in Ministry to prepare people for professional service as on the Word and Service Roster in the ELCA or other specialized ministries
- Master of Arts to serve those wishing to pursue theological study as an academic discipline or for the nourishment of their faith;
- Doctor of Ministry to prepare pastors for mid-career growth in the arts of ministry;
- Master of Theology and Doctor of Philosophy to prepare people for teaching ministries or for theologically enriched pastoral leadership.

LSTC also provides resources for theological education through:

- JKM Library
- The Albert “Pete” Pero, Jr. Multicultural Center
- A Center of Christian–Muslim Engagement for Peace and Justice
- Zygon Center for Religion and Science
- continuing education programs for pastors and lay persons
- web-based learning modules, podcasts, and videos
- publications such as Currents in Theology and Mission and Zygon: Journal of Religion and Science
- lectures, workshops, conferences and other on-campus public events

### Accreditation

The Lutheran School of Theology at Chicago is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS), our specialty accreditor, and the Higher Learning Commission (HLC), our regional accreditor. The following degree programs are dually accredited: Master of Divinity, Master of Arts in Ministry, Master of Arts, Doctor of Ministry, Master of Theology, and Doctor of Philosophy. In addition, the following extension site is accredited: Sigtuna, Sweden (D.Min.).

Both accreditors completed comprehensive accreditation evaluations of the seminary in spring 2017 and subsequently reaffirmed its accreditation. All degrees are approved for completion through distance courses and programs, except that ATS does not currently allow PhD completion entirely by distance means. The next comprehensive evaluation of the seminary by HLC is scheduled during academic year 2023–2024, and the next comprehensive evaluation by ATS is scheduled for spring 2024.

The Association of Theological Schools  
10 Summit Park Drive  
Pittsburgh, PA 15275  
Telephone: 412.788.6505  
Website: [www.ats.edu](http://www.ats.edu)

The Higher Learning Commission  
230 South LaSalle Street Suite 7–500  
Chicago, IL 60604  
Telephone: 800.621.7440  
Website: [www.hlcommission.org](http://www.hlcommission.org)



## Non-Discrimination Policy

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

LSTC also does not tolerate harassment of any kind. Sexual harassment and sexual misconduct are forms of sex discrimination and are strictly prohibited. LSTC has designated Aaron Copley–Spivey, Director of Human Resources, as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies. The Human Resources Office is located in Office 327. Mr. Copley–Spivey's office telephone number is (773) 256–0771 and his email address is aaron.copley@lstc.edu. Questions or comments about harassment or discrimination can be directed to the Human Resources Office.

For further information on notice of nondiscrimination, you can contact the U.S. Department of Education's Office for Civil Rights, Chicago Office at (800) 877–8339.

## Strategic Plan

For such a time as this...

For us, there is no moment as important, as essential, as optimal for careful planning as these tumultuous times. Nearly everything once taken for granted in the wider church and how we prepare people for ministry is now thrown open. Things we never dreamt possible suddenly are available. To be sure, the basics of our faith – the relentless, unearned love of God toward sinners like us – remain solid and trustworthy. But how we convey such good news, or how we as a school of theology form leaders for emerging forms of church, these are now being explored afresh. It is for this very moment that our best thinking matters, that strategic planning matters.

For this reason, our 2021–2023 strategic plan is called “For such a time as this” – recalling the courage of those called to bring hopeful change in times of crisis and calamity (Esther 4:14). For the better part of a year, our strategic plan steering committee examined our school from multiple perspectives to identify successes, name problems, raise questions, and make proposals. The resulting action initiatives were then drawn together into three coherent themes that provide the structure for our new plan:

*Courageous service* – equipping our learners to engage broad public ministry challenges

*Stewarding gifts* – sustaining our core purpose through wise oversight and expansive outreach

*Dynamic formation* – aligning our efforts to meet emerging realities in theological education

*For such a time as this*, the three themes above address different challenges facing our school now and in the years to come: “Who do we hope our students will become?” “How do we hope our school will continue?” and “What do we hope our changes will enable?” The answers to these questions are summarized in the subheading for each theme and further elaborated in the detail for each of the twenty-four initiatives that comprise the overall plan. All told, this plan offers direction and improvement across every aspect of our school. To review it for yourself, go to the “About” tab on our website and select “Strategic Plan.”

## Location

Chicago

LSTC's founders believed that Christian faith and theological scholarship should engage and grapple with the challenges of a pluralistic, dynamic, and ever-changing world. They sought a location that was urban, near a university and rich with ecumenical opportunities. They chose a

spot adjacent to the University of Chicago, one of America’s finest academic institutions, in the ethnically and economically diverse Hyde Park neighborhood on the South Side of Chicago. This strategic location provides abundant opportunities for learning both inside and outside the classroom.

Chicago is one of the largest cities in the United States. Home to 77 distinct neighborhoods and 26 miles of lakefront along Lake Michigan, Chicago is known for its innovative architecture, world-class museums, and diverse population. Chicago features many opportunities to experience premier music, food, sports, nature, and cultural activities year-round. Transportation options abound in Chicago, including the Metra commuter train, Divvy Bike share program, buses and elevated trains (referred to as the ‘El’), and even water taxis that make exploring the city a treat. Neighborhood and holiday festivals that celebrate the diversity of the city’s residents take place year round.

Chicago also hosts a variety of faiths and religious traditions, making it an ideal place for theological study. LSTC students have many opportunities to not only learn about but experience other religions and faiths in the wider Chicagoland area.

For more information about Chicago, visit [www.cityofchicago.org](http://www.cityofchicago.org) and [www.choosechicago.com](http://www.choosechicago.com).

### Hyde Park

Chicago’s Hyde Park neighborhood is seven miles south of downtown Chicago along the shore of Lake Michigan. Lakefront parks, tree-lined streets, public transportation, good schools and rich ethnic and cultural diversity give Hyde Park a small town neighborhood feel without sacrificing any of the conveniences of urban living. Shopping, schools, museums, the lake, and public transportation are all a short walk from LSTC’s campus. In addition to being home to the University of Chicago, five different denominational seminaries are based in Hyde Park.

Established in 1891, the University of Chicago quickly established itself as a leading center of research, teaching and learning. Eighty-nine Nobel Prize winners have been faculty, students, or researchers at the university. Today, with over 14,000 students and over 2,300 fulltime faculty members, it is a dominant presence in the neighborhood. LSTC students and faculty have full borrowing privileges at the Joseph Regenstein Library, one of the nation’s leading research libraries, located just two blocks from the seminary. The university provides social and cultural resources for the area. LSTC students have access to UChicago’s athletic facilities and intramural sports leagues, and various music ensembles. For more information about the University of Chicago see [www.uchicago.edu](http://www.uchicago.edu).

### LSTC Campus

The Lutheran School of Theology at Chicago is located just north of the University of Chicago campus and one mile west of Lake Michigan. Designed by Chicago architectural firm Perkins+Will and dedicated in 1967, the architects described the three-building design as providing a balance between looking “outward to the variety and vitality of the city life all around it, and inward to the quiet solitude of its own central court.” The design was praised for its use of glass, steel, and concrete that felt thoroughly modern and secular.

Classrooms, administrative and faculty offices, the Augustana Chapel, JKM Library, the Refectory, and the Learning, Resource, and Writing Center are all housed in the buildings at 55th and University. A central courtyard provides an open, green space at the center of the campus and an ample parking garage below. Student apartments are within two blocks of the main campus.

According to LSTC’s first president, Stewart Herman (1964–1971), the intent for the new campus for the Lutheran School of Theology at Chicago was to “not shut out the world, but to let it in, and to give the seminary easy access to the world.”



In 2003, McCormick Theological Seminary (Presbyterian Church, USA) completed a new building adjacent to LSTC. McCormick and LSTC's shared facilities and collaborative efforts in theological education are one of the many assets of being located in Hyde Park, and just one example of how LSTC continues to live out its legacy as a seminary rooted in the urban and diverse context of Chicago.

## Visiting the Seminary

LSTC encourages prospective students to visit the campus in order to experience what it feels like to be a seminarian in Hyde Park. Visits, either virtual or in-person, can be arranged year-round, though visits planned during the academic year allow for more opportunities for interaction and engagement within the LSTC community. During a visit, prospective students may: sit in on a class, attend chapel, get a tour of campus and LSTC's housing, share a meal with current students, have a conversation with faculty, learn more about degree programs and financial aid, and explore the Hyde Park neighborhood and the many attractions in the city of Chicago.

Virtual Open Houses will also be offered several times per year to offer the opportunity for prospective students to connect with current students, faculty, and admissions staff.

For campus visits, complimentary guest housing is available, as are travel stipends. To schedule a visit, or learn more, contact [admissions@lstc.edu](mailto:admissions@lstc.edu).

### Seminary Sampler

Seminary Sampler events are hosted by the Admissions Office. These events are designed for anyone considering attending LSTC and for those discerning a call to public ministry. In addition to providing an opportunity to explore and experience the dynamics of seminary life, Seminary Sampler events connect prospective students with others exploring a call to public ministry, as well as current students, faculty, and staff.

Seminary Sampler is a multi-day event offered once in the fall and spring semesters. Participants are encouraged to attend the entire event. Presently the Fall 2021 Seminary Sampler will be online and future events may feature online components as well. Spouses, partners, and family members are encouraged to attend with the prospective student to any/all sessions during the event.

Complimentary guest housing is available, as are travel stipends for on-campus Seminary Sampler events. All meals during on-campus Seminary Sampler events are provided. For more information about Seminary Sampler events or to register, visit [www.lstc.edu](http://www.lstc.edu) or email [admissions@lstc.edu](mailto:admissions@lstc.edu).

## Master of Divinity, Master of Arts, and Master of Arts in Ministry Programs

### Leadership for a Public Church: MDiv, MA, and MAM Programs

LSTC offers curricula in the MDiv, MA, and MAM programs focused on cultivating competencies for leadership in a public church. This curricular emphasis initiated in the 2014–15 academic year was made in consultation with students, alumni, bishops, pastors, board members, and congregational leaders who helped articulate the kind of leadership needed for deep engagement in congregational and cultural contexts today. Consonant with our Lutheran heritage, at LSTC we want to prepare a wide range of faithful leaders who can offer the vision that God's love is freely given for all, that Jesus' message is a credible source of lasting life, and that the Spirit's work reconciles and renews. We want to form leaders for a church that declares such hope and promise in a public way.

In light of the impact of COVID-19 on our learning community as well as a desire to offer learning environments that would feel safe and promote the kind of learning that allows students to deeply engage in courses, LSTC faculty have adjusted course requirements to allow all students to engage courses remotely during this pandemic. Most courses are also offered in a hybrid format, with In-person and synchronous attendance, and all students are able to access materials, course meetings and lectures via MyLearning.

#### Features of the MDiv, MA and MAM Programs

The MDiv, MA, and MAM curricula for a public church are structured around the interplay between contextual engagement and critical reflection on scripture and historical and theological tradition, rather than around the academic disciplines themselves. The goal is to break the academic disciplines out of their silos so that creative collaboration, cross-fertilization, and integration can flourish.

The MDiv, MA, and MAM programs at LSTC take each student's strengths, experiences, and unique interests as a starting point and then further equips them with the skills, knowledge, and experiences they need to develop competencies in leadership for a public church.

Students are encouraged to view seminary as a formative stage of their lifelong journey of learning and intentional cultivation of the skills, aptitudes, and experiences needed for leadership for a public church in a variety of evolving contexts today. Required orienting courses and additional pathway courses lead toward competency in particular areas. These competencies are further developed and demonstrated through advanced-level courses and contextual education (depending on degree).

Features of LSTC's MDiv, MA, and MAM curricula include:

- 5–8 required orienting courses (depending on degree) provide foundation and framework, plus a capstone requirement appropriate to degree program
- Competency-based, with multiple pathways toward completion
- Holistic approach to theological education that is rigorous, dialogical, and experiential
- Action-reflection pedagogy that foregrounds learning in context
- Interdisciplinary and integrative design and instruction of courses
- Hundreds of courses available through the ACTS consortium
- Chicago as your classroom

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

- **Spiritual Formation:** an ample sense of human personhood in community that evidences the spirit's grounding and guidance.
  - Competency in spiritual formation means that students are able to discern the ways in which God is at work in their own life, in people's lives and in the world and provide guidance for communal participation in the renewing activity of the Spirit in local contexts. Spiritual formation also includes that students are able to articulate basic understanding of spiritual practices, in light of theology, to assess one's spiritual gifts and to connect personal faith and public witness.
- **Religious Heritage I and II:** drawing the wisdom of our forebears in the faith (in scripture and in the fields of history and theology) into active engagement with emerging challenges.
  - Competency in religious heritage in scripture and in history and theology means that students are able to foster a communal ethos of learning and teaching, preaching, and of facilitating conversations that discuss, analyzes and applies the Biblical and foundational theological texts, traditions, and practices of the Christian faith to exigent questions and issues in contemporary contexts. Students are able to create interpretations of the Christian tradition and heritage and its Lutheran expressions for today.

Note: Religious Heritage includes two competency areas:

Religious Heritage I: Scripture

Religious Heritage II: History and Theology

- **Ministerial Leadership:** oversight in and stewardship of communities that discerns and develops the gifts of all disciples.
  - Competency in ministerial leadership means that students are able to steward the gifts and resources of the people of God in the service of the common good as well as articulate and model faithful embodiment of the gospel in ways that are culturally sensitive and inclusive. Students will gain ministerial competency in the fields of worship, preaching, leadership in mission, pastoral care and, education.
- **Cultural Context:** within and around each of these other competencies, the ability to know, interpret, and affect particular situations, values, and meanings.
  - Competency in cultural context means that students are able to think contextually, be culturally sensitive, and creatively engage a pluralistic world in interpreting the message of the gospel. Competency in the field of cultural context includes, among others, that students will be able to examine their cultural surroundings, that they develop a theological hermeneutic to analyze, assess and discuss their social locations, and to articulate and model faithful embodiment of the gospel in ways that are culturally sensitive and inclusive.

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

### **Public Church Fellows**

LSTC's Public Church Fellows program combines academics with community service, nonprofit partner mentorship, and spiritual reflection. Each Public Church Fellow works side by side with community partners to serve in a local service agency or other context for up to seven hours each week. Fellows gather together monthly to reflect on and share how their experience impacts their academic coursework and spiritual formation.

Public Church Fellows receive a monthly stipend during the academic year in support of their work.

## **TEEM Program**

### **INTRODUCTION TO TEEM**

Theological Education for Emerging Ministries Theological Education for Emerging Ministries (TEEM) is a leadership formation process in the ELCA designed for those who meet the established criteria.

TEEM candidates do not self-identify. Consideration for admittance into the TEEM process begins with the granting of Entrance by a candidacy committee, followed by a recommendation from a synod bishop. The director for candidacy in the Christian Community and Leadership home area then grants acceptance of a candidate into the TEEM process, when the criteria for acceptance listed below are met. (See the 2021 Candidacy Manual pages 49–52 for more details.)

### **WHAT DOES THE TEEM EXPERIENCE LOOK LIKE AT LSTC?**

TEEM is founded on the principle that the church has ministry needs and often needs a multiplicity of paths for meeting those needs. LSTC is committed to providing coursework, field education and mentorship in intense collaboration with synodical staff and TEEM procedures.

### **GETTING STARTED**

As stated in 5.1.3 of the Candidacy Manual, this process only begins when “a synod bishop provides a letter recommending a candidate for admission into the TEEM process.” This letter will specify the specific site where the TEEM candidate will be placed and where the TEEM candidate will serve. Once the candidate is entranced, conversations with LSTC can begin concerning the best steps forward for that candidate. The starting date for the program will vary, depending on which version of the TEEM program at LSTC the candidate takes.

### **TEEM EXPERIENCE PROGRAM OPTIONS**

The TEEM experience at LSTC takes two specific forms: 1) the Coursework Based Certificate Program or 2) the Intensive Based Certificate Program.

#### **Coursework Based Certificate Program**

While the Intensive Based Certificate Program follows the more traditional TEEM trajectory, the Coursework Based Certificate Program offers a different experience. This program takes advantage of the expertise of LSTC faculty and their coursework on key competencies outlined in the ELCA Candidacy Manual. All of these courses can be accessed either on campus or via ZOOM. This is a cohort program, which means students that enter the program will proceed through the coursework together. True to LSTC’s commitment to residential and contextual learning, each TEEM cohort will actively supported by academic mentors, as outlined in this TEEM manual. Because this TEEM program is based on current LSTC coursework, LSTC TEEM candidates will take this coursework for credit, although in special 10 circumstances TEEM candidates can elect to audit. Because they are taking these courses for credit, they can use those credits toward an MDiv at LSTC if they choose to. LSTC’s TEEM program is based on six courses taught at LSTC that cover the competencies listed in the TEEM manual. The competencies that are not covered via coursework will be addressed through workshops.

#### **Intensive Based Certificate Program** (*this program is still under construction and will be available Fall 2022*)

TEEM candidates in this program will need to be on campus three times per year (Orientation/August, January, and May). This is a three-year program that will equip candidates for ministry in their contexts. The program consists of 16 course intensives as well as 8 workshops. Courses are a day and half and take place in the last week of August, the second week in January and the third week in May. These offerings are not eligible to be counted toward an academic degree. If you are interested in taking coursework that would count toward a Master of Divinity degree, please see the Coursework Based Certificate Program above.

**TUITION AND FINANCIAL AID**

TEEM candidates, like all students, are eligible for financial aid. The terms of this financial aid will depend on a few variables, including which program (Coursework Based Certificate Program or Intensive Based Certificate Program) you are enrolled in.

**Intensive Based Certificate Program**

If you are enrolled in this program then you have decided you are not going to pursue academic credit for your work at LSTC. Over the course of three years, you will take 16 intensives and 8 workshops. 14 Students are encouraged to seek financial assistance from their home congregations and their respective synods. Financial aid is also available for TEEM candidates through LSTC. The synod, the congregation and LSTC will come to financial aid decisions based on the unique needs of each candidate. As this program will not be available until Fall 2022, tuition rates are not yet available.

**Coursework Based Certificate Program**

One of the unique elements of LSTC's TEEM program is that it enables student to take advantage of our coursework on their path to ordination. We have had multiple students receive their ordination via TEEM and then continue on with coursework to also receive an MDiv degree. They have taken six courses for credit as TEEM students and then continue to take the rest of the required coursework as traditional degree-seeking students. Financial aid is available for TEEM candidates through LSTC. Students are also encouraged to seek financial assistance from their home congregations and their respective synods. The synod, the congregation and LSTC will come to financial aid decisions based on the unique needs of each candidate. For the 2021/22 academic year, a masters course costs \$2,175.

**Augsburg 5 Year Program**

The Augsburg University/LSTC Public Church Scholars five-year degree pathway prepares students to be intentional leaders of a multiracial, multiethnic, public church. In this educational pathway, students will take a deep dive together in Christian community to explore theological education, leadership formation, experiential learning in an internship, and preparation to be public leaders in the church.

Students in this pathway will complete two (2) degrees in five (5) years: a Bachelor of Arts in Theology and Public Leadership from Augsburg University and a Master of Divinity from the Lutheran School of Theology at Chicago.

Some unique elements of the Public Church Scholars pathway include:

- Co-curricular formation including a supportive cohort of peers
- Training in equity and inclusion, cultural competency, and vocational discernment
- Spiritual direction practice (individual and group)
- Life coaching and professional mentors
- Accompaniment through the candidacy process for ordination
- Completion of Clinical Pastoral Education
- Paid four-year part-time paid contextual learning and internship in a congregation or faith-based non-profit

At Augsburg University, Public Church Scholars learn to practice and lead accompaniment, interpretation, discernment, and proclamation and this framework supports their preparation to be pastors and leaders in the church. This work is enhanced and deepened at seminary by LSTC's commitment to Public Church that cultivates competencies for leadership that focuses on community engagement, public witness, and social transformation. This holistic approach to

theological education breaks academic disciplines out of their silos and allows creative collaboration to flourish.

You may contact a member of the LSTC Admissions team at [admissions@lstc.edu](mailto:admissions@lstc.edu) or 773.256.0727 with any questions.

### Part-time, Commuter, International and Transfer Students

#### Part-time and Commuter Students

The seminary welcomes part-time and commuter students and seeks to offer evening and block courses to accommodate their schedules. Online courses through LSTC and partner institutions further increase flexibility for part-time and commuter students. Since masters level study is rigorous and demands significant amounts of time for all students, part-time and commuter students are encouraged to take advantage of particular spaces at LSTC (the LRWC, study areas at JKM, and the commuter lounge), as COVID-19 protocols allow, to find havens for computer access, quiet reading and interactive study groups. Live-streamed worship and community events are also important aspects of seminary learning, some of which are planned especially with commuter students in mind.

#### International Students

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

#### Transfer Students

Students transferring to LSTC from other seminaries may receive credit for some or all of their previous work. For the MDiv, MA, and MAM degree programs, transfer credits from graduate level work done at a previous institution (B or higher) is negotiated with the Director of the MDiv and MA Programs in consultation with the Academic Dean shortly after admission into an LSTC degree program. Transfer of credits takes into account that all requirements for the LSTC degree must be fulfilled by LSTC courses or their equivalent at other accredited institutions. LSTC follows ATS standards in accepting no more than two-thirds of the credits required for a degree on the basis of transfer of credits.

LSTC also follows ATS standards in that no more than half of the credits earned for another degree may be transferred into the MDiv, MA, or MAM programs at LSTC as shared credits. The dual degree program that allows an LSTC MDiv, MA, or MAM student to simultaneously work on an MA at the University of Chicago School of Social Service Administration is also in conformance with this standard.

## Master of Divinity

The master of divinity degree (MDiv) at LSTC in public church leadership prepares persons for ordained ministry and for pastoral and religious leadership in congregations and other settings. LSTC welcomes candidates for rostered ministry in the ELCA as well as students from other denominations and backgrounds who are not seeking ELCA rostering. The requirements for both the general MDiv and the MDiv with ELCA candidacy are the same with adjustments made for contextual education requirements, as appropriate.



## Requirements of the MDiv Program

Requirements for the master of divinity degree include successful completion of:

- 8 required orienting courses (300–level) in five competency areas plus capstone course
- 18 additional pathway (300– and 400–level) and advanced (500– and 600–level) courses, for a total of 27 courses
- Minimum of 5 advanced courses (500– or 600–level) to deepen and demonstrate competency in five areas
- 400 hours (1 unit) of clinical pastoral education (CPE)
- For students preparing for Word and Sacrament ministry in the ELCA, completion of a completion of 7 hrs/week Ministry in Context for fall and spring semester usually during the second year of study and of a 12–month fulltime internship in the third or fourth year of study.
- Candidates for Word and Service who are in the MDiv program complete "complete Ministry in Context usually during the second year of study and then an internship requirement designed for the Word and Service Roster.
- For all other students, contextual education components, including Ministry in Context, may be assigned within their own denomination. The 12–month internship is waived or adjusted to meet a student’s particular denominational requirements.

## Length of the MDiv

Academic coursework for the MDiv, consisting of 27 courses (normally 9 per year with 4 per semester and one during the January Term or Summer Term) and clinical pastoral education (CPE) may be completed in three years plus one summer of CPE.

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

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

## Outline of the MDiv Year by Year

The following is an example of how a student might organize their coursework and other requirements over a four year trajectory, intended as a guide for planning.

### Year One

During the first year of the M.Div. program, development of competencies for leadership begins with four required orienting courses:

- Public Church I
- Ministerial Leadership I
- Religious Heritage I: Scripture II: Pentateuch and Wisdom Literature
- Religious Heritage II: History and Theology I

Spiritual formation modules are integrated into orienting courses.

Full–time students take five additional courses, either additional orienting courses or pathway courses towards competency in particular areas during the first year. Students with strong academic backgrounds or extensive practical experience may request permission to move

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immediately to advanced-level courses (500- or 600-level), where they may continue to develop and demonstrate competency in particular areas.

### Summer between Year One and Year Two

Generally students take 400 hours (one unit) of CPE during the summer after their first year at seminary.

### Year Two

During the second year of the MDiv program, students continue to develop competencies with a second set of four required orienting courses, if not completed in the first year:

- Ministerial Leadership II (intended for year two)
- Religious Heritage I: Scripture I: Jesus within Judaism
- Religious Heritage II: History and Theology II
- Spiritual Formation I (intended for year two)

Full time students again take five additional pathway courses towards competency in particular areas during the second year, or when appropriate request permission to take advanced-level courses (500- or 600-level), where they may continue to develop and demonstrate competency in particular areas. A healthy boundaries workshop offered by LSTC or an ELCA synod should be completed during this year as a pre-requisite for internship.

### Year Three

During the third year, most MDiv students preparing for Word & Sacrament ministry in the ELCA complete a 12-month fulltime internship. Candidates preparing for Word and Service roster who are in the M.Div. program complete an internship requirement designed to prepare them for their particular ministry. Petitions for final year internships by students with special circumstances are given sympathetic consideration.

### Year Four

During the final year of the MDiv program, most students take their remaining nine courses, integrating their internship experience and further developing and demonstrating competency in particular areas, including a capstone course:

- Public Church II

Full time students take eight additional courses, making sure that a minimum of five courses during their seminary education have been taken at the advanced level (500- or 600-level), one in each of these competency areas:

- Spiritual Formation
- Religious Heritage I: Scripture
- Religious Heritage II: History and Theology
- Ministerial Leadership
- Cultural Context

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

Courses may be taken in any order and without prerequisite except where noted. MDiv students preparing for internship should take the first eight required orienting courses (all

except for Public Church II, which is intended to be taken following internship or during the final year) in the first two years, before internship begins.

## Contextual Education

### Clinical Pastoral Education

In this supervised experience of pastoral ministry, students undertake direct ministry to people in-person, by phone or by remote technologies (e.g. Zoom, WebEx, etc.), report and evaluate these experiences, and receive feedback from peers and supervisors in the context of a small-group setting. Master of divinity students usually take clinical pastoral education following the first year of study. The Contextual Education Office assists students to find placement in one of the more than 300 centers throughout the United States. An urban ministry setting is available through the Urban CPE Consortium, Inc Program.

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

### Internship

A distinctive feature of Lutheran theological education for candidates for Word & Sacrament ministry is a 12-month fulltime internship, usually taken in the student's third year of a four-year program. The goals of the internship experience are to:

- Help students fine-tune the discernment of their call by identifying strengths and weaknesses of their preparation
- Explore various models and styles of doing ministry
- Determine what should be emphasized in the final year of study

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

All candidates for internships complete a healthy boundaries workshop offered by LSTC or an ELCA synod and also participate in two preparatory workshops on ministry before the internship year and upon completion of the internship year, engage in a senior interview in which students reflect with faculty members on the learning and experience gained on internship and prepare for the final stages of the process that leads to graduation and ordination.

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

For MDiv students who are preparing for the Word and Service Roster, the Word and Service internship requirement substitutes for the 12-month internship.

The internship program is open to any student who wishes to apply. The Contextual Education Office will work with students from other denominations who are seeking to meet their denomination's contextual education requirements.

## MDiv Requirements

Competency Areas	Required Orienting and Capstone Courses	Pathways to Competency
Cultural Context (CC)	Public Church I First semester	Additional Pathway (300 or 400), and Advanced (500 or 600) courses, with a minimum of one CC course at the Advanced (500 or 600) level
	Public Church II Final year capstone	
Religious Heritage I: Scripture (RHS)	Scripture I: Jesus within Judaism	Additional Pathway (300 or 400), and Advanced (500 or 600) courses, with a minimum of one RHS course at the Advanced (500 or 600) level
	Scripture II: Pentateuch and Wisdom Literature	
Religious Heritage II: History and Theology (RHTH)	History and Theology I	Additional Pathway (300 or 400), and Advanced (500 or 600) courses, with a minimum of one RHTH course at the Advanced (500 or 600) level
	History and Theology II	
Ministerial Leadership (ML)	Ministerial Leadership I	Additional Pathway (300 or 400), and Advanced (500 or 600) courses, with a minimum of one ML course at the Advanced (500 or 600) level
	Ministerial Leadership II Ministry in Context	
Spiritual Formation (SF)	Spiritual Formation`	Additional Pathway (300 or 400), and Advanced (500 or 600) courses, with a minimum of one SF course at the Advanced (500 or 600) level
	Modules in Spiritual Formation in Required Orienting Courses	
<b>Total: 27 Courses</b>	<b>8 Required Orienting Courses 1 Capstone Course</b>	<b>18 Additional Courses, with 5 minimum at the 500 or 600 level (one in each competency)</b>
<b>Contextual Education</b>		
Clinical Pastoral Education (CPE)	During summer after first year	
Ministry in Context	During second year of classes	
Internship (12 months)	Required of ELCA candidates for Word & Sacrament ministry; traditionally in the third year, but possible to petition for the fourth, final year	

## MDiv–4–Year Framework

Competency Area	Cultural Context	Religious Heritage I: Scripture	Religious Heritage II: History/Theology	Ministerial Leadership	Spiritual Formation
<b>Year One</b> 9 Courses					
Required/ Orienting (300–level)	Public Church I	Scripture II	History and Theology I	Ministerial Leadership II/Ministry in Context – one class over fall and spring semesters	Modules in orienting classes
Pathway/ Elective (300– and 400–level)	Students take 5 additional orienting and pathway courses exploring interests and developing competencies				
Advanced (500– and 600–level)	Students with extensive academic or practical ministry backgrounds may take one or more of these 5 additional courses at the 500– and 600–level, demonstrating and deepening competencies				
<b>Summer after Year One</b>				Clinical Pastoral Education	
<b>Year Two</b> 9 Courses					
Required/ Orienting (300–level)		Scripture I	History and Theology II	Ministerial Leadership II	
Pathway/ Elective (300– and 400–level)	Students take 5 additional pathway courses exploring interests and developing competencies				
Advanced (500– and 600–level)	Students with extensive academic or practical ministry backgrounds may take one or more of these 5 additional courses at the 500– and 600–level, demonstrating and deepening competencies				
<b>Year Three</b>				Internship	
Internship Prerequisites	Students preparing for internship in year three should complete CPE and 18 courses, including all 8 of the required orienting courses before internship begins. A healthy boundaries workshop offered by LSTC or an ELCA synod must also be completed before internship.				

(Continued on next page)

## MDiv-4-Year Framework (continued)

Competency Area	Cultural Context	Religious Heritage I: Scripture	Religious Heritage II: History/Theology	Ministerial Leadership	Spiritual Formation
Year Four 9 Courses					
Required Capstone	Public Church II				
Pathway/ Elective (300- and 400-level)	Students take additional pathway courses exploring interests and developing competencies				
Advanced (500- and 600-level)	Students take a minimum of 5 courses at the 500- and 600-level before graduation, at least one in each area, to demonstrate and deepen competencies				
NOTE	Years three and four may be reversed (by petition), for a final, fourth-year internship.				

## Master of Arts

The master of arts degree (MA) is the first theological degree for students interested in gaining a general theological education or for students interested primarily in the academic study of theology.

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

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

Due to LSTC's participation in the Association of Chicago Theological Schools (ACTS), students may take advantage not only of the curricular resources of LSTC but also the extensive offerings of 11 other theological seminaries as well. A concentration requires six courses. Required orienting courses taken to fulfill basic MA requirements may be counted toward that total. At least one of the courses for a concentration must be at the advanced 500 level or above.

In addition to the opportunities for focused theological study, LSTC has developed particular curricular emphases, which are faculty-approved integrative programs of study in a given field of inquiry. Students pursuing a curricular emphasis will be supervised by one or more faculty members within the faculty division which provides oversight of the program. LSTC's present curricular emphases include biblical studies, environmental ministry, interfaith studies, religion and science, African descent, Hispanic/Latinx ministry, Asian American, American Indian and Native Alaskan, and urban ministry. See pages 20 – 21 for a fuller description of these curricular emphases. The Masters Programs Manual provides a detailed account of the requirements of each emphasis.



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

### Summative Evaluation

The MA program requires the successful completion of a capstone Summative Evaluation, which consists of the Summative Evaluation Seminar and a major research thesis paper of 30–40 pages that must be completed by the middle of the final semester of study. Students register in the fall for the Summative Evaluation Seminar which brings together MA working on their Summative Evaluations for mutual support and peer enrichment, as well as regular faculty guidance. The Summative Evaluation Seminar and thesis earns one course credit.

### Course of Studies

#### Required Courses

- Public Church I
- Pathway (300- or 400-level) or advanced (500 or 600-level) course in Cultural Context
- Religious Heritage I: Scripture II: Pentateuch and Wisdom Literature
- Religious Heritage I: Scripture I: Jesus within Judaism
- Religious Heritage II: History and Theology I
- Religious Heritage II: History and Theology II
- Capstone Summative Evaluation Seminar and paper or project

Students take nine additional pathway and advanced courses, with a minimum of two courses taken at the advanced (500 or 600) level in one or two competency, for a total of 16 courses.

### MA Requirements

Competency Areas	Required Orienting Courses	Additional Required Courses
Cultural Context (CC)	Public Church I	Additional Cultural Context (CC) course
Religious Heritage I: Scripture (RHS)	RHS 301: Jesus within Judaism and RHS 302: Pentateuch and Wisdom Literature	
Religious Heritage II: History and Theology (RHTH)	RHTH 301: History and Theology and RHTH 302: History and Theology II	
Spiritual Formation	Module in Spiritual Formation in Required Orienting Courses	
Capstone Summative Evaluation		Summative Evaluation Course

**Total: 16 Courses**

- **7 required courses**
  - 5 orienting courses
  - 1 additional CC course
  - 1 Capstone Summative Evaluation
- **9 additional courses, with at least 2 at the 500 or 600 level**

## Master of Arts in Ministry

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

The Master of Arts in Ministry grew out of LSTC's commitment to assist students preparing for rostering in the Evangelical Lutheran Church in America and incorporates curricular expectations of the ELCA for Ministry of Word and Service. LSTC also welcomes ecumenical and interfaith students whose vocational goals make this degree preferable to the MA.

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

Due to LSTC's participation in the Association of Chicago Theological Schools (ACTS), students may take advantage not only of the curricular resources of LSTC, but the extensive offerings of 11 other theological seminaries as well.

A concentration requires six courses. Courses taken to fulfill basic MAM requirements may be counted toward that total. At least four of the courses must be pathway (400-level) or advanced (500- or 600-level) courses, with a minimum of one advanced (500- or 600-level) course.

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

The MAM program consists of 16 courses and supervised ministry hours. The number of hours and the timeline for the degree depends on whether or not the MAM student is undertaking the degree to also complete candidacy requirements for ELCA rostered ministry as a Deacon (see below). All curricular requirements for the degree must be completed within four years of admission into the program, although a petition for extension may be submitted.

The required orienting courses in this degree program provide a broad base for ministry (Spiritual Formation, Bible, History, Theology, Public Church, Ministry, Ethics) and (in the case of students preparing for the ELCA Word and Service roster) also address specific ecclesiastical

requirements. The pathway and advanced courses allow for concentrated work in a particular ministry field or a broader exploration of any area(s) of the theological curriculum that students believe will strengthen their preparation for ministry. Candidates with significant undergraduate work in Bible, church history, or systematic theology may petition to substitute more advanced courses for the foundational courses listed below or apply for credit by examination for one or more foundational courses. CPE may be credited as an elective if it does not fulfill required field studies hours.

### Contextual Education

Master of Arts in Ministry students engage in 400 hours of supervised ministry practice which can be fulfilled in several ways including completing one unit of CPE. Master of Arts in Ministry students who are ELCA candidates preparing for the Word and Service roster are required to complete one unit of CPE (which counts as a class credit) in addition to 1,000 hours in a church or agency setting (see below for distinctive characteristics of the MAM Word and Service roster candidates). A healthy boundaries workshop offered by LSTC or an ELCA synod should be completed before the internship begins.

### Course of Studies

Requirements for all MAM Students

- Public Church I
- Scripture I or II
- History and Theology I or II
- Ministerial Leadership I or II
- Spiritual Formation I
- A course in the theological heritage of the student's particular faith tradition
- Ethics Course
- Contextual Education: supervised ministry, with supervisory evaluations of ministry undertaken
- Additional pathway courses, with a minimum of one course taken at the advanced (500 or 600) level in a selected area for a total of 16 courses.

### MAM Requirements

Competency Area	Required Orienting Courses	Required Pathways to Competency Courses
Cultural Context (CC)	Public Church I	Ethics course
Religious Heritage I: Scripture (RHS)	RHS 302: Pentateuch and Wisdom Literature or RHS 301: Jesus within Judaism	
Religious Heritage II: History and Theology (RHTH)	RHTH 301: History and Theology I or RHTH 302: History and Theology II	A course specifically related to a student's faith tradition

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Ministerial Leadership (ML)	ML 301: Ministerial Leadership I or ML 302: Ministerial Leadership II	
Spiritual Formation (SF)	SF 301: Spiritual Formation I	
Contextual Education	400 hours of supervised ministry	
Capstone	Senior review of supervised ministry evaluations and academic work	
<p><b>Total: 16 courses</b></p> <ul style="list-style-type: none"> <li>• 7 required courses</li> <li>• 9 additional courses, with 1 minimum at the 500 or 600 level <ul style="list-style-type: none"> <li>○ One of the elective courses may be CPE, if it does not fulfill Contextual Education hours</li> </ul> </li> </ul>		

### ELCA Preparation for Word and Service Roster (Deacons)

Students intending to serve as deacons in the ELCA should establish a relationship with their synodical candidacy committee. An endorsement and approval process similar to that for ordained ministry, though abbreviated because of the shorter program, is available for MAM students. The Director of the MA Programs and the Coordinator for Candidacy are available to advise students about the candidacy process. LSTC faculty and administrators will work closely with students to make sure their program of studies meets all denominational requirements.

### MAM Requirements for ELCA Word and Service Roster Candidates

Competency Area	Required Orienting Courses	Required Pathways to Competency Courses
Cultural Context (CC)	Public Church I	Ethics course
Religious Heritage I: Scripture (RHS)	RHS 302: Pentateuch and Wisdom Literature or RHS 301: Jesus within Judaism	
Religious Heritage II: History and Theology (RHTH)	RHTH 301: History and Theology I or RHTH 302: History and Theology II	A course specifically related to a student's faith tradition
Ministerial Leadership (ML)	ML 301: Ministerial Leadership I or ML 302: Ministerial Leadership II	
Spiritual Formation (SF)	Spiritual Formation modules in Orienting Courses SF 301: Spiritual Formation I	

Contextual Education	<ul style="list-style-type: none"> <li>• One unit of Clinical Pastoral Education (counts as course) A healthy boundaries workshop offered by LSTC or an ELCA synod should be completed before internship hours begin.</li> <li>• 1000 hours of internship with at least 200 hrs connected to a congregational context in order to link their area of specialization in the World with the Church.</li> </ul>	
Capstone	Senior review of supervised ministry evaluations, candidacy approval essay, and creation of Form D for faculty approval	
<p><b>Total: 16 courses</b></p> <ul style="list-style-type: none"> <li>• <b>8 required courses (includes CPE)</b></li> <li>• <b>8 additional courses, with 1 minimum at the 500 or 600 level</b> <ul style="list-style-type: none"> <li>○ One of the elective courses may be CPE, if it does not fulfill Contextual Education hours</li> </ul> </li> </ul>		

## MA and MAM Program Options

### Credit for Previous Study

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

### Cross-Registration

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

## Educational Options for MDiv, MA and MAM Students

### Emphases and Concentrations

LSTC's curriculum allows freedom and flexibility for students in the MDiv, MA, and MAM programs to develop their own pathways toward essential competencies, as well as to concentrate their study in areas of personal interests. With the resources and hundreds of courses in the ACTS Consortium, and January term opportunities with several ELCA seminaries, LSTC students are able to develop the skills they need for specific ministries.

### Emphases

A curricular emphasis enables MDiv, MA, and MAM students to acquire knowledge and expertise in an area of study that goes beyond the basics of a given area in the core curriculum and allows students to gain confidence and discipline in a designated scholarly area.

LSTC's long-held strengths and commitments in the areas of biblical studies, urban ministry, interfaith studies, religion and science, culture-specific, and environmental ministry have led faculty members to create emphases in these areas. Detailed information on all these emphases may be found in the LSTC Student Handbook.

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

### Concentrations

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

### African Descent, Hispanic/Latinx, Asian American/Pacific Islander, American Indian/Native Alaskan Emphases

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

### Biblical Studies Emphasis

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

For more information, contact Dr. Klaus-Peter Adam, professor of Old Testament, at [kpadam@lstc.edu](mailto:kpadam@lstc.edu) or Dr. Barbara Rossing, professor of New Testament [brossing@lstc.edu](mailto:brossing@lstc.edu).

### Environmental Ministry Emphasis

This curricular emphasis enables MDiv, MA, and MAM students to gain the knowledge and experience to address environmental issues from a theological and a practical perspective in the congregation and other ministry settings. The environmental ministry emphasis requires that students work together in a covenant group on projects with LSTC's Green Zone to acquire training for work in the parish or community. Course work, contextual education components, and a senior project are the other emphasis requirements.

For more information, contact Dr. Barbara Rossing, professor of New Testament, at [brossing@lstc.edu](mailto:brossing@lstc.edu) or Dr. Ben Stewart, Gordon A. Braatz Associate Professor of Worship, at [bstewart@lstc.edu](mailto:bstewart@lstc.edu).

### Interfaith Emphasis

LSTC has a long history of engagement in interfaith relations, including, since 2006, an endowed professorship of Christian-Muslim Studies and Interfaith Relations, working with a team of



colleagues in the area, as well as A Center of Christian–Muslim Engagement for Peace and Justice. LSTC students have opportunities to take courses in interfaith relations, e.g., in classrooms with Christian and Muslim professors and students, and to participate in a wide range of interfaith activities, on campus and off. The interfaith emphasis is designed to provide guidance and community for students who would like to deepen their knowledge and experience in this area by taking advantage of opportunities offered by the rich religious diversity of Greater Chicago.

For more information, contact Dr. Mark Swanson, Harold S. Vogelaar Professor of Christian–Muslim Studies and Interfaith Relations, at [mswanson@lstc.edu](mailto:mswanson@lstc.edu).

#### Religion and Science Emphasis

This curricular emphasis enables MDiv, MA, and MAM students to establish competency in various aspects of the dialogue between theology and science. It equips students to participate in public dialogue about the significance and impact of science, technology and religion on their own society as well as in a global perspective. It includes course requirements, regular participation in religion and science activities, a contextual education component, and a senior project. For more information, contact Dr. Benjamin Stewart, Director of the Zygon Center for Religion and Science: [bstewart@lstc.edu](mailto:bstewart@lstc.edu).

#### Urban Ministry Emphasis

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

#### Dual Degree Program

In cooperation with the University of Chicago School of Social Service Administration, LSTC offers a coordinated program of studies. Students earn the MDiv, MA, or MAM degree from LSTC and the AM degree from the University of Chicago (the equivalent to a master of social work degree).

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

Dual degree students normally apply for university admission during their first year of seminary studies. The Office of Admissions assists interested students, in consultation with the director of the degree program and the director of contextual education.

#### Studies in Race, Culture and Ethnicity

##### The Albert “Pete” Pero Jr. Multicultural Center

The purpose of the Pero Multicultural Center is to cultivate a multicultural educational environment for all students at LSTC where the recruitment and preparation of leaders from African Descent, Arab–Middle Eastern, American Indian/Alaska Native, Asian/Pacific Islander, and Latinx communities leads to a fulfilling theological education and professional leadership

experience. The center assists LSTC to continue long-established initiatives and to develop new initiatives pertaining to multicultural competency.

### Latinx Studies

Students committed to serving effectively in Latinx communities will find vital resources at LSTC and the surrounding ACTS schools. Courses taught in Spanish, or bi-lingually in Spanish and English, fulfill required or elective course requirements in the MA, MAM, and MDiv programs. LSTC also offers opportunities for Ministry in Context, clinical pastoral education (CPE), and internship placements in Latinx settings.

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

The seminary also has close ties with the José David Rodríguez Center for Pastoral and Theological Studies in the Caribbean Synod, which is related to the Evangelical Seminary in San Juan, Puerto Rico. LSTC students may participate in the course offerings and contextual education opportunities of the center.

Original works of Lutheran Latinx scholars have been published by the initiative of the Latinx Studies Program at LSTC. Some of these books are the collective product of various sponsoring groups and institutions.

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

A number of Latinx scholars teach courses to meet the curricular needs of students in the MDiv, MA, and MAM programs. Cross-registration opportunities within ACTS provide further resources, including significant Hispanic ministry programs conducted by the nearby Catholic Theological Union, and Garrett-Evangelical Theological Seminary in Evanston.

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

### African-American Studies

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

Students may cross-register for courses offered at ACTS schools that will equip them to better serve in the African American community. These courses, which sometimes may be substituted for a required course at the seminary, are regularly offered by world-famous African and African American scholars and faculty members. Through a coordinated effort by African and African American professors of ACTS seminaries and the Divinity School of the University of Chicago, special lectures and programs are made available to students.

#### Women's Studies

Chicago is a center of feminist/womanist scholarship and women of diverse social and ethnic perspectives have found this city to be an enriching and challenging place to do their work. LSTC students who wish to focus on issues of women and ministry may take courses with women scholars at any of the 12 seminaries in the Association of Chicago Theological Schools (ACTS) consortium.

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

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

### Off-campus Opportunities

#### Travel Seminars and Exchange Programs

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

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

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

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

- Creative theologies and educational programs being developed outside the United States demonstrate how the gospel can be contextualized in diverse situations.
- Seeing the United States from another point of view provides new eyes for the mission in the U.S. and new sensitivity to the positive and negative roles this country plays around the world.
- The global church abounds with fresh understandings of worship, music, and evangelism, and it has developed diverse ministries, such as catechists and evangelists, to broaden students' understanding of the office of ministry.

- We live in a pluralistic world in which other religions and ideologies encounter the gospel and offer it a striking challenge.
- Studying for the ministry with and among students in other countries will enhance collegiality in ministry and deepen ideas about piety, faith, ethics, and spirituality.

### Rural Ministry

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

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

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

## Admission to the MDiv, MA and MAM Programs

The Lutheran School of Theology at Chicago admits qualified students without regard to race, color, national and ethnic origin, age, gender, sexual orientation, gender identity, marital or veteran's status, physical ability and social class.

The Admissions Office processes applications to the MDiv, MA, and MAM programs, in addition to those individuals seeking to affiliate with LSTC. Anyone interested in these programs may contact the Admissions Office at 773.256.0727 or [admissions@lstc.edu](mailto:admissions@lstc.edu). Application instructions and documents are available at [www.lstc.edu](http://www.lstc.edu).

### Pre-Seminary Study

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

### Requirements for Acceptance

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

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

possess the knowledge, academic skill, and ability associated with those who hold a baccalaureate degree.

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

### English Language Skills

The seminary requires that all entering students submit a writing sample in English prior to their first fall orientation and follow through on any recommendations made through the assessment.

Applicants for whom English is not a primary language must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), which are given regularly at many centers throughout the world. Scores more than two years old will not be accepted. This examination may be waived if students can demonstrate that they have already earned a degree in which the language of instruction was English. Students may attend the Summer Language Institute of the Language Resource and Writing Center held in July and August. It is recommended that new international students attend this as they begin their studies at LSTC.

## Application Process

A completed application includes the following items: application for admission, autobiographical statement of 800–1,000 words, official transcripts from all institutions where coursework has been completed since high school, and three letters of recommendation. Application instructions and documents are available at [www.lstc.edu](http://www.lstc.edu).

Applications are reviewed on a rolling basis; however, there are application deadlines for financial aid opportunities and for students who must apply for a visa to study in the United States. More information about application deadlines are available at [www.lstc.edu](http://www.lstc.edu). Interested persons should apply as early as possible in the academic year preceding the year in which they wish to begin their studies – that is, nine to 12 months before the anticipated time of enrollment. Once an application is complete it is reviewed by the admissions committee.

Applicants will be notified within four weeks of the decision made by the admissions committee. Although there is no formal cut-off date, applications should be submitted at least two months before the beginning of classes to allow for review by the admissions committee. Financial aid is based primarily on merit and financial need, applicants are awarded on a first-come, first-served basis. There is no separate Financial Aid application.

### ***Advanced Standing with Credit for MDiv, MA and MAM Students***

Students can petition for advanced standing with credit for individual courses after they have confirmed their acceptance of admission into a degree program. Students must submit their request during the first calendar year in which they are enrolled. Petitions will be reviewed September–May each year.

LSTC will allow up to 5 credits for an MDiv degree and 3 for an MA or MAM degree. Students may be granted advanced standing with credit in core and elective credits, with the faculty determining the level at which the advanced standing will be granted.

Courses for consideration need:

- To be from a degree completed in the last 5 years.

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- To have received a grade of “B” (3.0) or higher.
- To be 300–level or higher.
- To be from a regionally accredited institution.

Students who need assistance completing the forms may contact the Dean of Student Services. If the petition for advanced standing with credit is accepted, the Registrar’s Office will update the student’s record to reflect the appropriate credit for prior learning. Petition forms are available online at MyLSTC.

### Biblical languages

Entering students who have earned undergraduate credit for Greek or Hebrew may qualify for advanced standing if in addition to the considerations above:

- They have earned at least 2 full semesters of undergraduates or graduate credit from a regionally accredited institution.
- Courses were in ancient or biblical Greek or Hebrew (Intro and Grammar).

### Fees and payment

Students will pay \$250 per course requested as advanced standing with credit (MDiv students will not exceed \$1,250 for all courses; MA and MAM 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.

Students cannot use LSTC scholarship dollars to cover this fee. Students may work with the Office of Financial Aid to review options for payment.

## Candidacy for Ministry in the ELCA

Candidacy in the Evangelical Lutheran Church in America is the churchwide process of external affirmation of the candidate’s internal call to ministry and the preparation and formation leading to rostering on one of two rosters: the ministry of Word and Sacrament, with the title of Pastor; or, the ministry of Word and Service, with the title of Deacon. Candidacy involves the partnership of candidate, congregation, synod candidacy committee, seminary, and the ELCA Domestic Mission Unit. All persons seeking rostering are expected to fully participate in all steps of this process.

The ELCA Candidacy Manual contains full details about the candidacy process. This manual is available online at [www.elca.org/Resources/Candidacy](http://www.elca.org/Resources/Candidacy) or in the JKM Library.

The coordinator of candidacy at the seminary, Rev. Dr. Brooke Petersen, assists students and synods in maintaining ecclesiastical relations and in coordinating the requirements of synod and seminary.

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

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

Learn more about the ELCA Candidacy process at [www.elca.org/Resources/Candidacy](http://www.elca.org/Resources/Candidacy). You may download copies of the ELCA Candidacy Manual and other documents related to candidacy at this site.

## Candidacy Overview

### Entrance Decision

Entrance is a process which identifies an individual's potential for rostered ministry in the ELCA. The key components leading to an Entrance decision are discernment and readiness. Individuals begin candidacy by establishing contact with one's synod candidacy staff person or the synod candidacy committee. Entrance is the first step of discernment by the applicant and the synod candidacy committee of the applicant's readiness for candidacy. Application for candidacy includes:

- an autobiographical essay;
- evidence of a minimum of one year's active membership in a congregation of the ELCA, with demonstrated leadership experience;
- a Personal Financial Worksheet;
- a congregational registration; and other documentation, including a psychological and career evaluation and background checks.

When all entrance steps have been completed, the applicant participates in an interview with the candidacy committee, which leads to the entrance decision.

The seminary will not normally extend a final offer of admission to an ELCA applicant before receiving notification of a positive entrance decision by a candidacy committee. An applicant who has begun but not yet completed the entrance step in candidacy may receive a provisional offer of admission by the seminary. The seminary will withdraw such a provisional offer if the candidacy committee does not make a positive entrance decision by December 31 of the first year of study. (The seminary adjusts this deadline proportionately for those entering in the J-Term or Spring semester.)

### Endorsement

Endorsement is the second step in the candidacy process, which endorses the candidate for a specific ministry roster. This step requires that students submit an essay by September 1 of their second year of full-time studies to their candidacy committees and their academic advisor. Shortly after that, an endorsement panel interviews the student and makes a recommendation to the synod candidacy committee, which includes suggestions for a candidate's continued growth. The candidacy committee votes either for endorsement, postponement, or denial.

The areas of development addressed in the endorsement process are:

- Understanding of call to ministry
- Spiritual growth and faith commitment
- Educational and theological ability
- Personal and interpersonal skills

Generally, candidates are expected to go through endorsement when they have completed a minimum of nine classes. Some candidacy committees require that a candidate complete their CPE prior to endorsement. Normally, a candidate is granted endorsement before participating in an ELCA internship.

### Approval and First Call Process

For students on a regular study and internship schedule, approval and first call process take place during the student's final year. A final essay is submitted to the candidacy committee by September 1. In order to enter the first call process in the ELCA, students must receive a positive evaluation of their internship work by the Contextual Education Office and a majority vote of the seminary faculty affirming their candidacy. These decisions are usually made by December for students on a regular study and internship schedule. Students will work with their Synod Bishop and Candidacy Committee for Pre-Approval Conversations, Regional Consultation, and ultimately Approval and First Call Process.

Candidacy committees conduct approval interviews after the faculty decision and make their recommendation regarding approval for admission to one of the ELCA rosters at various times throughout the year. Regions also meet for Regional Consultations and First Call at various times; students should be contact their synod for any Information related to the timing of these meetings.

### Ministry of Word and Sacrament

Serving as a rostered minister of Word and Sacrament in the ELCA is to be a person whose commitment to Christ, soundness in the faith, aptness to preach and celebrate the sacraments, teach, provide pastoral care, speak publicly to the world in solidarity with the poor and oppressed, and witness to the Kindom of God in the community; who has been properly called and ordained; who accepts and adheres to the Confession of Faith of this church; who is diligent and faithful in the exercise of the ministry; and whose life and conduct are above reproach.

#### Theological Preparation

Candidates preparing for the ministry of Word and Sacrament must engage in a comprehensive program of preparation that will help them develop the competencies for ministry outlined in the ELCA Candidacy Manual. Theological preparation includes:

- theological education leading to an accredited Master of Divinity degree or a Certificate of Completion for TEEM;
- theological and practical formation for ministry;
- one unit of Supervised Clinical Ministry; and
- an internship consisting of 2,000 contact hours, or one year, supervised by an ELCA seminary. [Candidacy Manual, p. 27]

### Ministry of Word and Service

Serving as a rostered minister of Word and Service in the ELCA is to provide ministry as a Deacon, exemplifying the life of Christ-like service to all persons and creation: nurturing, healing, leading, advocating dignity and justice, and equipping the whole people of God for their life of witness and service within and beyond the congregation for the sake of God's mission in the world. [ELCA Candidacy Manual p. 27] Deacons serve in a variety of capacities—as chaplains in hospitals, prisons and hospice centers; as college or seminary professors; as community organizers or social service workers, to name but a few examples. LSTC is a partner with the student, the student's candidacy committee, and the ELCA in preparation for this. The components of preparing for the ministry of Word and Service are a theological degree, one unit of Supervised Clinical Ministry, a 1,000 hour internship and participation in the ELCA candidacy process.



Students must receive a positive entrance decision from their candidacy committee to enter seminary in the theological degree program best suited for their ministry goals. Most Word and Service candidates enroll in the MAM program. Other Word and Service candidates choose the MDiv degree, especially those entering chaplaincy.

#### Theological Preparation and Specialization

Candidates will be prepared to do the following:

- Articulate with a Lutheran ecumenical voice the Word of God in and for a hurting world, using the fruits of biblical, historical, and theological study;
- Carry out a particular service on behalf of the church with credibility in the world;
- Equip the baptized for faithful ministry in the world and in the church;
- Formation leading to the ability to articulate and act out a vision of diakonia that addresses human need;
- One unit of Supervised Clinical Ministry, and
- A supervised internship. [ELCA Candidacy Manual p. 28–29]

As part of their theological preparation, a Word and Service candidate must focus on at least one area of specialization during the Candidacy Process. The specialization builds on the candidate's strengths and interests or demonstrated competencies. A list of possible specializations can be found in the ELCA Candidacy Manual on p. 29. This is not a complete list, but is descriptive of the variety of possibilities there are for a specialization. The candidate can develop one's own specialization with help from the LSTC Coordinator of Candidacy and one's faculty advisor.

More information about the Word and Service Roster of the ELCA can be found in the ELCA Candidacy Manual or by visiting the website, <http://www.elca.org/Resources/Candidacy>. More information about becoming a deaconess or the Deaconess Community of the ELCA and ELCIC can be found at the website, <https://deaconesscommunity.org>.

#### Word and Service Internship

Ministers of Word and Service serve on the boundaries where church and society interface. As a result, they must be able to understand and articulate the dynamics between congregational and societal systems, providing leadership in connecting these systems.

Internship placements should reflect the range of diaconal purpose and still be specific to the candidate's unique characteristics and specialization(s). Each internship assignment would also include a significant engagement in a congregational context. With all these pieces, there must be flexibility on the part of all the partners in choosing and approving internship sites. An approved internship will normally consist of a minimum of 1,000 documented contact hours with 200 hours devoted to a congregational context. Various ministry experiences may be arranged sequentially and/or concurrently to achieve these hours, including Ministry in Context and CPE placements,

The seminary will grant one course credit for the internship. Although students may choose not to apply for academic credit, they must complete the internship and submit documentation of completion to the contextual education office.

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

## The “Lutheran Year”

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

The ELCA Candidacy Manual sets forth the following purpose and objectives for the residency year:

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

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

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

The Candidacy Manual states that the “internship year must be scheduled in consultation with the candidacy committee and the ELCA-affiliated seminary. The internship may follow the completion of the MDiv degree at a non-ELCA seminary prior to the year of study at an ELCA seminary, or it may follow the year of study at an ELCA seminary. Four hundred hours of supervised clinical ministry is also a requirement for all candidates for ordained ministry.”

The Lutheran year is for the purpose of formation as well as education. Students completing the Lutheran year are assigned a faculty advisor and expected to participate fully in seminary activities as part of the formation process, including participation in seminary and Growth in Faith offerings.

Students who fulfill eight courses for the Lutheran Year or as a part of candidacy studies (e.g., Theological Education for Emerging Ministries, Word and Service certification) receive a certificate of studies awarded at graduation.

### Lutheran Year and Degree Programs at LSTC

Lutheran Year students can affiliate and attend LSTC as non-degree seeking students, but also have the opportunity to complete coursework for the master of arts in ministry (MAM) degree or the master of theology (ThM) in Lutheran Ministry Studies degree. Lutheran Year students who affiliate as degree-seeking students will need to work closely with their advisor and the director of their chosen degree program to confirm requirements and timeline for their degree.

### Application Process for Lutheran Year students

Lutheran Year students are considered affiliate students and must apply for admission to LSTC. If applying for the ThM degree, students must complete the Advanced Studies application. All

other affiliate and Lutheran Year applicants must complete the application for MDiv, MA, and MAM students. A one-time affiliation fee of \$900 must be paid in full at the time of application.

## Advanced Degrees

### Introduction to the ThM and PhD Programs

A program of advanced theological study has been a vital part of the seminary's mission, going back to its predecessor school, Chicago Lutheran Theological Seminary in Maywood, Ill., and augmented by the heritage brought from St. Louis by Christ Seminary–Seminex. The purpose of the ThM and PhD degree programs at LSTC is to prepare visionary leaders for roles requiring advanced graduate preparation. Alumni of these programs serve as teachers, research scholars, administrators, and ecclesial leaders, as well as following a variety of other vocations within the global church and broader society. The ThM and PhD programs especially emphasize contextual theological analysis of environmental, historical, ministerial, cultural, and social locations.

The number of students in the Master of Theology/Doctor of Philosophy (ThM /PhD) programs is approximately 48, many of whom live on the LSTC campus.

The ThM/PhD programs are marked by a number of characteristics that contribute to an excellent advanced education in the classical theological disciplines in conversation with the contemporary world:

- The faculty is made up of scholars who are leaders in their fields and who bring years of graduate teaching to bear upon their task.
- The student body consists of scholars from around the world (more than one-half of all ThM/PhD students are from other countries, and some arrive with years of seminary teaching in their own backgrounds).
- Students have access to the resources of the JKM Library, one of the foremost theological collections in the country, supplemented by the libraries of other members of ACTS and the University of Chicago, including the Joseph Regenstein Library.
- Students in the program are encouraged to study with distinguished faculty at neighboring seminaries and the University of Chicago to greatly enrich course selection and broaden the student's experience through dialogue with additional discipline partners.
- The degree offered has an ecclesial and ecumenical base.
- The Language Resource and Writing Center (LRWC) provides excellent support for all students, including writing assessments and recommendations for all incoming students, the Summer Language Institute for new international students, a Learning Partner program pairing international and North American students, yearly intensive pedagogy seminars, and courses in languages, writing, and academic skills.
- Several LSTC and Hyde Park Cluster centers, including A Center of Christian–Muslim Engagement for Peace and Justice, the Albert “Pete” Pero Jr. Multicultural Center, and the Zygon Center for Religion and Science, enhance the academic environment, as do the conferences, lectures, and other events held on the adjacent University of Chicago campus.
- Two refereed, academic journals, *Currents in Theology and Mission* and *Zygon: Journal of Religion and Science*, published from LSTC's campus, signal a commitment to scholarship at the highest level.

In light of the impact of COVID-19 on our learning community as well as a desire to offer learning environments that would feel safe and promote the kind of learning that allows students to deeply engage in courses, LSTC faculty have adjusted course requirements to allow all students to engage courses online during this pandemic. Though some courses are also offered in a hybrid format, all students are able to access materials, course meetings and lectures via online options.

## Master of Theology

The master of theology (ThM) degree is a second master's degree designed to equip students with fuller knowledge and insight concerning a focused area or discipline of theological study than that acquired at the MDiv or MA level. For students admitted into the PhD program at LSTC, the ThM constitutes the first stage of the doctoral program.

### Fields of Study

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

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

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

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

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

### General Requirements and Time Limit

Requirements in the ThM program include:

- Six courses at the advanced graduate level
- One or two biblical languages or a modern research language, depending on area of study
- A comprehensive examination.

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

#### Transfer of Credits

The division in which students are engaged in ThM work may grant a transfer of credit for one semester course from an accredited institution that is determined to be comparable in level to the advanced graduate seminars in the THM/PhD programs at LSTC. Petitions for the transfer of one credit for a single course taken at the advanced graduate level at another institution may be submitted after the first semester (three courses) in the ThM program.

### Coursework

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

### Language Requirement

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

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

### Application to the ThM Program to the PhD Program

Students admitted into the ThM program who want to be considered for admission to the PhD program must submit

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

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

This petition and all supporting documents listed above must be submitted to the Advanced Studies Office along with the comprehensive/qualifying examination proposal, for action by the faculty division in advance of the comprehensive/qualifying examination. If the petition is approved, the student will be allowed to take the ThM comprehensive examination at the qualifying level. A decision regarding admission into the PhD program will be made subsequently by the entire faculty division on the basis of this examination as well as on the strength of the other materials submitted and of the student's performance during the entire program. Strategic interests related to faculty workload and the development of selected academic fields of study will also be considered.

Admission from the ThM program into the PhD program is highly selective and not automatic. In successful cases, the ThM comprehensive examination passed at the qualifying

level serves as the PhD qualifying examination, and students receive credit for courses taken during the ThM program as part of the twelve courses required for the doctorate.

## Doctor of Philosophy

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

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

### Fields of Study

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

#### Biblical Studies

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

#### Historical Studies

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

#### Theological Studies

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

### World Christianity and Mission

World Christianity and mission builds on the programs in historical and theological studies at LSTC. It draws on the resources of the Association of Chicago Theological Schools, especially the Catholic Theological Union and McCormick Theological Seminary, and the University of Chicago. Students in this field are admitted either in historical studies/world Christianity and mission or in theological studies/world Christianity and mission. Students desiring to focus on interfaith and cross-cultural studies are encouraged to consider this concentration.

### General Requirements and Time Limit

Requirements in the doctoral program include:

- 12 courses at the advanced graduate level, including at least one year of full-time study
- Demonstration of the ability to use foreign languages as research tools
- A qualifying examination at about the mid-point of coursework (the successful completion of which leads to receiving the ThM degree)
- Preparation of a dissertation proposal
- A field examination
- Writing a dissertation
- Defense of the dissertation at a final colloquy

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

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

### Transfer of Credits

The division in which students are engaged in PhD work may grant a transfer of credit for one or two courses from an accredited institution that is determined to be comparable in level to the advanced graduate seminars in the ThM/PhD programs at LSTC. For PhD students, petitions for transfer of credits may be submitted after taking six courses at LSTC and passing the Qualifying Examination.

### African-American Scholars Program

In 1990 the seminary's board of directors established an African-American scholars program designed to increase the number of African-American professors on the faculty, and this program continues now under the auspices of the ELCA Covenant Cluster. Under this plan, seminaries identify a promising African-American doctoral student and provide special financial support during his or her doctoral program. The first candidate to participate in this program was Dr. Richard J. Perry, Jr., emeritus professor of ethics/church and society/urban ministry at LSTC. Candidates for this program may contact the dean of academic affairs for more information.

### The Hispanic Theological Initiative Consortium

In 2007, the Lutheran School of Theology at Chicago joined 16 other PhD-granting institutions in the United States to establish the Hispanic Theological Initiative Consortium presently based at Princeton Theological Seminary. Among the goals of this organization is a commitment to identify and prepare highly trained educators and leaders; an increase in the recruitment, retention and graduation rates of Latinx PhD students; a growth in the presence of Latina/o faculty; and the creation of a forum for the exchange of information, ideas and best practices to address the needs of Latina/o faculty and students. Six students who successfully completed their PhD degrees at LSTC have participated in this consortium. Latinx PhD candidates for this program may contact the Director of Advanced Studies for more information.

## Admission to the ThM and PhD Programs

The Lutheran School of Theology at Chicago admits qualified students without regard to race, color, national and ethnic origin, age, gender, sexual orientation, gender identity, marital or veteran's status, physical ability and social class.

The Admissions Office processes applications to the ThM and PhD programs in coordination with the Advanced Studies Office. Anyone interested in these programs may contact the Admissions Office at 773.256.0727 or [admissions@lstc.edu](mailto:admissions@lstc.edu). Application instructions and documents are available at [www.lstc.edu](http://www.lstc.edu).

### Requirements for Acceptance

An MDiv degree or its equivalent is a prerequisite for admission to the seminary's ThM/PhD programs. Supporting documents, such as transcripts and letters of reference, are specified on the application form. The seminary may also request a diagnostic review or examination of the applicant.

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

The seminary recommends that all entering students submit a writing sample in English prior to their first fall orientation and follow through on any recommendations made through the assessment.

Applicants for whom English is not a primary language must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), which are given regularly at many centers throughout the world. Scores more than two years old will not be accepted. This examination may be waived if students can demonstrate that they have already earned a graduate degree in which the language of instruction was English. Students may attend the Summer Language Institute of the Language Resource and Writing Center held in July – August.

### Application Process

Completed applications for admission into the ThM and PhD programs and all supporting documents including GRE, TOEFL, and IELTS scores must be received by the Advanced Studies Office no later than January 15 in order to be considered for admission and financial aid for the following academic year. All advanced studies applicants must pay a one-time application fee of \$50. Fee may be paid through checks paid by bank draft, postal money order, or personal check written on a U.S. bank (payable to LSTC.)

Global Mission Scholarships are available to Lutheran international students seeking financial support. Applicants should apply through their national church to Kaleb Sutherland, Global Mission Unit, Evangelical Lutheran Church in America, 8765 West Higgins Road, Chicago, IL 60631, USA, [kaleb.sutherland@elca.org](mailto:kaleb.sutherland@elca.org). Completed scholarship applications are due by October 15 the following academic year. Global Mission Scholars can request an application fee waiver for their LSTC application.

### Tuition and Fees

Information about current tuition and fees may be found on page 57.



## Doctor of Ministry

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

### Doctor of Ministry in Preaching

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

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

#### Year One

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

#### Year Two

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

#### Year Three

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

#### Awarding of the Degree

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

## 2021 – 2022 Catalog

### Admission

Application forms and other information about the DMin in Preaching Program are available by contacting:

ACTS DMin in Preaching Program  
5460 S. University Avenue  
Chicago, IL 60615  
773.947.6270

[www.actsdminpreaching.org/contact-us](http://www.actsdminpreaching.org/contact-us)

Applications are also available for downloading at [www.actsdminpreaching.org](http://www.actsdminpreaching.org). Completed applications for the program should be sent to LSTC's Advanced Studies Office. Prerequisites for admission to this program are an MDiv degree or its equivalent from an accredited theological school (with a B average), at least three years of full-time pastoral experience, and recommendations from both the governing board and a preaching assessment committee of the applicant's current ministry context.

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

### Further Information

The ACTS DMin in Preaching is administered by Program Coordinator Alicia Howell whose office is located at 5460 S. University Ave., Chicago, IL 60615. Further information about the program is available by writing to the coordinator at [ahowell@mccormick.edu](mailto:ahowell@mccormick.edu) or by calling 773.947.6270.

## Ecumenical Doctor of Ministry

The Ecumenical Doctor of Ministry Program, with concentrations in cross-cultural studies, liturgy, spirituality, Hispanic theology and ministry, and educating for witness is sponsored by the Catholic Theological Union, the Lutheran School of Theology at Chicago and McCormick Theological Seminary. Concentrations enable participants to advance the integration of their knowledge and skills in specific ministry areas. Students apply and may matriculate through any of the three participating seminaries, which would be the degree-granting school.

### Cross-cultural Studies Concentration

This concentration is for persons who already have experience in cross-cultural ministry who are not members of the culture in which they serve or are ministering in a minority culture. In the latter case the minister may or may not be a member of that same minority culture.

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

### Liturgy Concentration

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

### Spirituality Concentration

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

### Educating for Witness Concentration

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

### Hispanic Theology and Ministry

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

### Program Requirements

The Ecumenical DMin Program consists of 10 course credits distributed as follows:

- Core colloquia (2 course credits)
- Electives in the concentration (4 course credits)
- Electives outside the concentration (2 course credits)
- DMin thesis-project (2 course credits)

The minimum time to complete the course work is one academic year plus a one-week August intensive. The entire program, including thesis project, ordinarily is completed in not less than two years and not more than five years.

### Admission

The Office of the Ecumenical Doctor of Ministry Program, located at Catholic Theological Union, coordinates admission to this program. Application forms and other information are available by contacting

Janet L. Hoffman  
 Academic Services Assistant  
 Catholic Theological Union  
 5401 S. Cornell Avenue  
 Chicago, IL 60615  
 773.371.5444  
[dmin@ctu.edu](mailto:dmin@ctu.edu)

### Requirements for Acceptance and Application Process

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

Applicants must submit a completed application form and other required documents to the Ecumenical DMin Program Office by April 15 of the entering year. That office forwards the

applications to the LSTC Advanced Studies Office. The seminary's Doctor of Ministry Committee reviews them and sends its recommendations back to the Ecumenical DMin Program Office.

For more information about the program and about matriculation through LSTC, please contact the Advanced Studies Office at LSTC, [advancedstudies@lstc.edu](mailto:advancedstudies@lstc.edu).

### Tuition and Fees

Tuition for the Doctor of Ministry Programs is:

- for the Ecumenical DMin, LSTC will charge \$10,000, paid in two \$5,000 installments, or discount of \$2,000 if paid at once for a total of \$8,000. There are no fees attached to the cost. If students decline the package price it is a course-by-course fee.
- \$11,898 for all coursework for the ACTS DMin Preaching (three-year program).

DMin annual continuation fees:

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

## Academic Resources

### Advising

Academic advising by LSTC faculty is a key resource for moving successfully through all degree programs at LSTC. Every LSTC student is assigned to a faculty advisor who provides guidance in course selection and mentorship in vocational discernment. For MDiv and MAM students in ELCA candidacy, advisors play the important role of accompanying their advisees through this process. For MA students, the advisor is generally a reader of the summative evaluation thesis completed in the final year. ThM and PhD students are only admitted if a suitable advisor is available to work with them through coursework, examinations, and, in the case of the PhD, the writing of a dissertation. The two ecumenical DMin degree programs also feature close work with advisors. LSTC advisors meet with students each semester during advising week prior to course registration.

### JKM Library

Students and faculty are strongly encouraged to avail themselves of the services and resources of the JKM Library. Physically located on the 2nd and 3rd floors of the west wing of the LSTC building and on the web at [www.jkmlibrary.org](http://www.jkmlibrary.org), the JKM Library is more than just a physical collection of shelves of hundreds of thousands of books, periodicals, and other resources. Rather, it is a group of individuals committed to making those materials accessible, and assisting students and faculty discover and interpret those resources according to their research needs.

The library's website provides basic information about the library (hours, contact information, etc.), access to [Primo](#) (the JKM/I-Share catalog), and [electronic resources](#) (especially the Atla Religion Database and other EBSCO databases, JSTOR, e-books, etc.) to which the library subscribes. The library is governed by a board comprising the presidents and deans of the two

schools, two faculty representatives, two board representatives, along with the director of the library.

In addition to providing traditional library services (research assistance, computer technology, photocopying/scanning/printing, etc.) the JKM Library staff seeks to meet the information needs of LSTC faculty and students by:

- providing virtual research assistance
- enabling faculty and students to place retrieval requests for materials from the stacks and from the other 88 libraries in the I-Share consortium
- enabling faculty and students to place document delivery requests for scanned materials from books and periodicals (within the guidelines of fair use of copyrighted materials)
- purchasing hardcopy and e-resources to support teaching and learning (within the constraints of budget and availability)
- providing access to robust relevant online resources that support teaching and learning.

### Contacting Library Staff

- library privileges, access to I-Share and other libraries, overdue materials, etc.: 773.256.0739, 773.256.0732 or [circ@jkmlibrary.org](mailto:circ@jkmlibrary.org)
- research assistance, access to e-resources via OpenAthens, and interlibrary loan: 773.256.0734 or [ask@jkmlibrary.org](mailto:ask@jkmlibrary.org)
- a complete directory of library staff is available [here](#).

### I-Share consortium

The JKM Library is a member of [I-Share](#), a consortium of 89 academic and research libraries in Illinois holding more than 36 million items. I-Share libraries offer universal borrowing, which allows LSTC students, faculty and staff to borrow items from any of the I-Share libraries by either 1) visiting in person (contingent upon COVID protocols); or, 2) requesting them through the JKM/I-Share catalog. Requested items are sent via ILDS from the lending library to JKM (or any other I-Share library of the user's choosing). Upon notification, users can pick up materials at the JKM circulation desk (or designated location). Every I-Share library determines its own policies regarding fees, non-circulating materials, etc. Because of licensing restrictions set by publishers and vendors, e-resources (e.g.: ebooks, databases) owned by one I-Share library cannot be shared with the users of any of the other 88 I-Share libraries.

### ACTS and University of Chicago libraries

LSTC students and faculty may also borrow materials in person (contingent upon COVID protocols) from all of the member libraries of the Association of Chicago Theological Schools (ACTS). Most ACTS libraries are also members of the I-Share consortium:

- American Islamic College\*
- Catholic Theological Union
- North Park University
- Moody Bible Institute
- Mundelein Seminary/University of St. Mary of the Lake
- Trinity International University
- Northern Seminary
- Meadville/Lombard Theological School
- Chicago Theological Seminary\*
- Spertus Institute for Jewish Learning and Leadership
- Garrett Evangelical Theological Seminary and Bexley-Seabury Theological Seminary\*

\*designates those libraries that are not members of I-Share. Contact JKM circulation and inquire about required i.d. as proof of current enrollment *before* visiting these libraries.

In addition, Hyde Park is a remarkable place to study because of the many libraries within walking distance of the seminary. These include the Joseph Regenstein Library of the University of Chicago, where seminary faculty, staff and students have in-person borrowing privileges (contingent upon COVID protocols). Users are expected to abide by the library's local lending policies. The University of Chicago libraries complement the holdings of JKM by providing deep resources in the humanities, social sciences, medicine, sciences, etc. Contact JKM circulation and inquire about required i.d. as proof of current enrollment *before* visiting the University of Chicago privileges office located in the Regenstein building.

### **Atla Reciprocal Borrowing Program**

Finally, JKM participates in the Atla Reciprocal Borrowing program, which is an arrangement among participating Atla members to grant borrowing privileges to each other's users for a limited duration. When applying for privileges at a participating library, the LSTC-affiliated user must present proof of current enrollment (consult the registrar), and abide by the library's local lending policies. Individuals interested in applying for borrowing privileges at a participating library are urged to contact that library's circulation department *before* visiting. An up-to-date list of participating libraries is available [here](#).

### **Rare Book and Manuscript Collections**

The JKM Library houses several significant LSTC-owned collections including twelve New Testament Greek manuscripts from the 9th through the 13th centuries (these include an entire New Testament, individual gospels, and gospel lectionaries). The LSTC collection also has two pages from the Gutenberg Bible, eighty works published by Luther during his lifetime (e.g., the September and December testaments, the 95 theses), four hand written Luther letters, English Bibles of the sixteenth and seventeenth centuries, and 130 commemorative Lutheran anniversary medals. People interested in viewing these documents may access them by making arrangements with Dr. Ralph W. Klein, LSTC rare books curator ([rklein@lstc.edu](mailto:rklein@lstc.edu)). A website contains pictures and descriptions of all the items in the collections ([collections.lstc.edu](http://collections.lstc.edu)).

In 2008, McCormick Theological Seminary entered into an innovative partnership with the world-renowned Newberry Library. At that time approximately 2,035 McCormick rare books (650 of which came from Lane Theological Seminary) moved to the Newberry on irrevocable deposit.

### **Institute for Syriac Manuscript Studies**

This Institute was founded in 1989 through the generosity of a group of Milwaukee business people. Through the life-long efforts of the late Arthur Vööbus, professor of New Testament and early church history, thousands of valuable manuscripts from the Syriac tradition were photographed and housed at the Institute. In 2016 the entire collection was permanently transferred by LSTC to the Hill Museum & Manuscript Library at St. John's University in Collegeville, Minn., which will preserve the collection and make it available for use by scholars from around the world. Inquiries should be directed to Father Columba Stewart OSB ([cstewart@csbsju.edu](mailto:cstewart@csbsju.edu)).

### **LSTC and ELCA Archives**

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

The archives of the Evangelical Lutheran Church in America (ELCA), housed in a building near the Chicago headquarters of the ELCA, provide special research opportunities for students

of North American Lutheran church history. These archives are the official repository of the records created and received by the Evangelical Lutheran Church in America and its predecessor bodies. They document activities of the church in society, church extension, home and world missions, ecumenism, worship, parish education, and theological education.

The ELCA archives also contain records of major church leaders, including their personal papers, and of a number of church–related social welfare agencies, educational institutions, synods, and congregations. Additional information about these archives is available on the ELCA’s Internet site at [www.elca.org/About/History/Archives](http://www.elca.org/About/History/Archives).

## Language Resource and Writing Center

LSTC and McCormick Theological Seminary jointly operate the Language Resource and Writing Center (LRWC), which is located on the third floor of the east wing. The LRWC tailors its services to meet the needs of individual students and hires students as learning partners who work collaboratively to improve writing skills, negotiate course work, do research, and develop second and third language skills including Spanish, German, French and biblical languages. We will continue to offer these learning opportunities this year, virtually.

In addition, the LRWC offers:

- The Summer Language Institute, a two–month intensive course for incoming international student, focusing on language skills and meeting the cross–cultural challenges of living and studying in Chicago
- Weekly Global Conversations, virtually, and day and time to be determined

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

**Note:** Due to restrictions surrounding the COVID–19 pandemic, the LRWC is not open for normal operations. Until normal operations can resume, study rooms are available by appointment

## Technology for Teaching and Learning

LSTC uses many different technologies to support faculty and students in their diverse teaching and learning styles, primarily through the LSTC Information Technology Services Department and the Teaching and Learning Technologist. Digital projectors and other multimedia equipment have been installed in a number of classrooms and media carts can be set up anywhere. Biblical concordance programs are available in the JKM Library and in the Language Resource and Writing Center (LRWC). Online and hybrid courses are offered on our Learning Management System, Brightspace. MyLSTC provides students with direct access to on–line registration, a community calendar, academic records and financial information. Wireless internet access is available in classrooms and throughout most areas of the campus.



## Association of Chicago Theological Schools (ACTS)

The Association of Chicago Theological Schools (ACTS) is a consortium of 12 seminaries which provide a wealth of resources to all of the students in those schools. ACTS fosters cooperation among its member institutions, particularly in the areas of student cross-registration, library access and acquisitions policies, and interchange among faculty members.

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

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

Students may also choose from the hundreds of offerings of ACTS institutions, subject to limitations specified by the degree program in which they are enrolled, without additional charges of any kind. This can be done simply by filling out an ACTS Cross-Registration and Grade Report form during the normal registration period. The ACTS online catalog, accessible through the LSTC website or at [www.acts-chicago.org](http://www.acts-chicago.org), provides full information on the courses to be taught at the 12 schools in the coming year, as well as academic information on the regular and adjunct faculty members of the various schools.

### ACTS Member Schools

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

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

Together, the schools within ACTS offer a rich network of resources for theological education, making the Chicago area one of the leading centers for theological education in the world. It has been said that the only other place more people study Christian theology is Rome, Italy.

### University of Chicago Divinity School

Graduate courses at the Divinity School and other departments or divisions of the University of Chicago may also be taken. Students generally find them more appropriate and beneficial in the advanced stages of their program. The bi-registration plan with the University of Chicago permits students to take courses at half of the usual University of Chicago tuition cost. Information on course offerings should be obtained from the particular school, department, or division of the university, or on-line at their website. The Registrar's Office at LSTC may be able to assist in directing inquiries concerning course offerings and registration at the University of Chicago.



## Centers and Initiatives

### **A Center of Christian–Muslim Engagement for Peace and Justice**

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

Over the years, LSTC has been privileged to welcome Muslims from around the world who come to study for advanced degrees with concentrations in interfaith studies or to spend a period of time here for research purposes. LSTC has been chosen for this unique interfaith exchange because of its excellent faculty, its diverse urban setting and the resources available through LSTC’s relationship with the Hyde Park Cluster Seminaries and the University of Chicago.

Thanks to a generous gift, LSTC has been able to enhance these efforts and move into a deeper, more intentional and sustained relationship with the Muslim community. September 2006 marked the establishment of the Harold S. Vogelaar Chair in Christian–Muslim Studies and Interfaith Relations and the inauguration of A Center of Christian–Muslim Engagement for Peace and Justice (CCME). The primary work of the chair and center is to foster and deepen relations between Christians and Muslims, and to make significant contributions to the larger purpose of promoting peace and building bridges of mutual understanding, cooperation and respect among people of all faiths.

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

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

### **The Albert “Pete” Pero Jr. Multicultural Center**

The Albert “Pete” Pero Center addresses intersectional oppressions faced by BIPOC people in the US and around the world. It is concerned with organizing power toward the dismantling of white supremacy with a particular emphasis on people who are colonialized, and the path to decolonization. To this end, we strive for diversity, equity, and inclusion, through resources that advance scholarship and ministry with intersectional and anti–oppression lenses. A particular goal for the Center will be to host a series of panels to address current events that need to have a public space considering the many structural inequities and inequalities on the local, national, and global stage. Students interested in ethnic–specific ministries may contact the following faculty:

African American Studies, Dr. Linda Thomas and Dr. Marvin Wickware  
 Hispanic/Latinx Studies, Dr. José David Rodríguez, and Dr. Eliseo Pérez–Álvarez  
 Asian Studies, Dr. Peter Vethanayagamony, and Dr. Eunyung Lim  
 Arab/Middle Eastern Studies, Dr. Mark Swanson

## Zygon Center for Religion and Science

The Zygon Center for Religion and Science is dedicated to relating religious traditions and scientific knowledge in order to gain insight into the origins, nature, and destiny of humans and their environment, and to realize the common goal of a world in which love, justice, and responsible patterns of living prevail. Seeking to harness religion and science together in this shared purpose, Zygon Center takes its distinctive name from the Greek word for “yoking” or “joining.” Zygon Center brings together scientists, theologians, philosophers, and other scholars to address basic questions and issues of human concern that include:

- how we understand the world in which we live and our place in that world;
- how traditional concerns and beliefs of religion can be related to that understanding;
- how the joint reflection of scientists, philosophers, and theologians can contribute to the welfare of the human community;
- how dialogue and cooperation can be promoted among the world’s religions;
- how to promote international discussion of the Center’s theme areas.

### HISTORY

Established in 1988, Zygon Center is a partnership of the Lutheran School of Theology at Chicago (LSTC) and the Center for Advanced Study in Religion and Science (CASIRAS). Ralph Wendell Burhoe, winner of the 1980 Templeton Prize for Progress in Religion, helped establish the center and provided an endowment for its programs, serving as Senior Associate until his death in 1997. Dr. Philip Hefner, then Professor of Systematic Theology at LSTC, was the first Director of Zygon Center (1988–2003). Dr. Antje Jackelén, then Professor of Systematic Theology at LSTC and now Archbishop of the Church of Sweden, served as the second Director of Zygon Center (2003–2007). Dr. Gayle Woloschak, molecular biologist and professor in the Feinberg School of Medicine at Northwestern University, served as the third Director (2007–2009) and continues as Associate Director. Beginning in 2010, Dr. Lea F. Schweitz, Professor of Systematic Theology at LSTC served as the fourth director (2010 – 2017), followed by interim director Dr. Kristel Clayville (2017–2020). In July 2020, Dr. Benjamin Stewart, Gordon A. Braatz Associate Professor of Worship at LSTC, became the fifth director of the Zygon Center.

### CONTACT INFORMATION

Zygon Center for Religion and Science  
1100 East 55th Street  
Chicago, IL 60615  
773-256-0670  
[zygoncenter@lstc.edu](mailto:zygoncenter@lstc.edu)

### LSTC as a Green Zone

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

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

- Worship, including the Feast of St. Francis of Assisi, the Season of Creation, Earth Week, and liturgical actions throughout the year
- Institutional practices, including energy conservation, recycling, composting, and sustainable landscaping
- Personal practices, including sustainable eating, community gardening, composting, recycling, and energy conservation
- Public ministry and advocacy, including seminary work in support of congregational, synodical, denominational, and ecumenical efforts

For more information, please contact Dr. Klaus–Peter Adam at [kpadam@lstc.edu](mailto:kpadam@lstc.edu).

The Environmental Ministry Emphasis—directed by Dr. Barbara Rossing, professor of New Testament and Dr. Benjamin Stewart, Gordon A. Braatz Associate Professor of Worship and Director, Advanced Studies—offers MA, MAM, and MDiv students the opportunity to learn to address environmental issues in their ministry and scholarship. For more information, please see the description of study emphases in this catalog or online.

The Green Zone recommends the following resources for environmental ministry:

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

## Publications

### Currents in Theology and Mission

The seminary publishes Currents in Theology and Mission, which contains essays on important theological research and on current opportunities for and challenges to ministry. Currents is published quarterly (January, April, July, and October) as an online, open–access journal ([www.currentsjournal.org](http://www.currentsjournal.org)). Each issue also includes reviews of recent theological books and preaching helps for each Sunday and major festival of the church year. Wartburg Theological Seminary partners with LSTC in publishing the journal. Kathleen D. Billman and Craig L. Nesson serve as general editors, Barbara K. Lundblad as editor of Preaching Helps, Kathryn Hillert Brewer as designer, Connie M. Sletto as copy editor, and Denise Rector as office manager. Questions about Currents may be emailed to [currents@lstc.edu](mailto:currents@lstc.edu)

### Zygon Journal of Religion and Science

Zygon: Journal of Religion and Science is the leading refereed academic English–language journal in its field and has been continuously published on a quarterly basis since 1966. It is present in over 9,000 academic libraries worldwide, including LSTC’s JKM Library. Annually, the journal publishes over 1,000 pages of articles that deal with the many ways in which religious convictions and scientific knowledge interact.

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

The current editor is Professor Arthur C. Petersen, Professor of Science, Technology and Public Policy Director of Doctoral Studies at the Department of Science, Technology, Engineering and Public Policy (UCL STEaPP), University College London. Article abstracts may be found on the web at [www.zygonjournal.org](http://www.zygonjournal.org). Information on subscriptions, including reduced rates for students, is available by contacting the Zygon Journal office at [zygon@lstc.edu](mailto:zygon@lstc.edu) or 773.256.0671.

## Academic Awards

LSTC faculty, alumni, and other supporters of the educational mission of the seminary deeply value the need for future leaders of the church to be skilled biblical exegetes, knowledgeable interpreters of the Christian tradition, and outstanding practitioners of ministry. In support of these hopes, donors to the seminary have made possible through their generous giving the following awards for excellence.

More extensive information about the prizes, including the contact persons, eligibility requirements, and deadlines for submission, is published each academic year via the Student Handbook, and the student newsletter.

### Bible and Lutheran Faith Prize

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

### James Kenneth Echols Prize for Excellence in Preaching

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

### Edgar Krentz Prize for Greek Exegesis

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

### Lutheran Confessions Prize

The annual Lutheran Confessions Prize is made possible by a generous gift from an anonymous donor and is intended to foster contemporary research in the sixteenth– century evangelical Lutheran tradition. Essays submitted for consideration must reflect intensive scholarly research in the Lutheran Confessions and/or the writings of the sixteenth–century Lutheran reformers,

although they need not be limited to those sources. Writers are encouraged to bring the Reformation heritage into intentional dialogue with the contemporary theological world.

## Lifelong Learning

### Coursework

#### Certificate of Studies

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

#### January–Term/Summer Term

Each year LSTC offers several intensive January–Term (J–Term) and Summer Term courses – currently held in May. These are primarily designed for master’s level and continuing education students. LSTC students may take a J–term or Summer Term course at other ACTS seminaries, thanks to a cross-registration agreement among the theological schools. Summer Term and Summer Term offerings in participating schools are advertised prior to registration periods. In addition, J–Term offerings at the other ELCA seminaries may be taken for course credit by LSTC master’s level students.

## Conferences, Lectures and Events

### Vine Deloria, Jr. Theological Symposium

This annual theological symposium is held in honor of Vine Deloria, Jr. who graduated from Augustana Seminary, Rock Island, Illinois, a predecessor school of LSTC. Historian, teacher, activist and author, Vine Deloria, Jr. helped focus national attention on American Indian issues with his book, *Custer Died for Your Sins: An Indian Manifesto*, published in 1969. He was named by Time magazine as one of the most influential thinkers of the 20th century. He was an enrolled member of the Standing Rock Sioux Tribe.

The symposium normally takes place in November during the week before Thanksgiving Break and includes a keynote address, panel discussions, and a guest preacher for Wednesday’s chapel service. Past symposia have also included traditional storytelling and arts workshops, stick ball in the LSTC courtyard, performances by Native musicians, film screenings, and community meals.

### World Mission Institute

Each year, since 1970, LSTC hosts the World Mission Institute, which is jointly sponsored with Catholic Theological Union and McCormick Theological Seminary. This conference focuses on issues and themes related to the worldwide mission of the church from an ecumenical perspective. Some of the recent institute themes were “Discipleship Today,” “Protestants of the Global South during the Long Reformation, 1517–1700,” “Dual Belonging,” “Mission, Migration and Spirituality,” and “Mission: From Saving the World to Salvaging the Word.”

### **Tithing and Stewardship Foundation**

The Tithing and Stewardship Foundation promotes the practice of proportionate giving which leads to and beyond the tithe and which encourages spiritual growth in the sharing of time, talent and treasure. The foundation continues its nearly 100-year effort to promote the practice of solid stewardship and tithing.

The foundation was formed by a group of lay persons, and its primary source of funding comes from a trust established by founder Thomas Kane. In 2006, the Tithing Foundation board donated the foundation and all of its assets to the Lutheran School of Theology at Chicago with the understanding that LSTC would continue to keep alive the goal of stewardship and tithing education, information and practices. Since then, LSTC has been updating the foundation's publications and resources, and developing workshops

Recent workshop topics have included "Introduction to Church Finance," "Turning a Struggling Church into a Thriving One," "Grants and Scholarships available to Seminary Students," "Student loan repayment: strategies and challenges." Other events focused on a presentation series called "Conversations with Clergy: Real World Experiences in Church Finance." Variety of speakers talked about renting out buildings, selling buildings, online giving, clergy giving, personal clergy finances, and more.

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

<http://tithing.lstc.edu>

### **The Scherer Lecture**

This annual endowed lecture, since 1992, addresses aspects of the church's worldwide mission, missiology, or the life of the world Christian community. Lecturers include world renowned scholars and religious leaders like Dr. Kosuke Koyama, Dr. Anthony Gittins, Dr. Steve Bevans, Dr. Roger Schroeder, Rev. Dr. Patricia Cuyatti Chavez, Dr. vanThahn Nguyen, and Rev. Martin Junge. Lecture topics from the recent years include, "Mission: The Call into Life of Transformational Community," "Reading the Bible in the Context of World Christianity," "Coptic Mission in a Changing World and "From Conflict to Communion – A prophetic witness in a fragmented world" This lecture is made possible through the Eleanor and Arnold Scherer Endowment Fund.

### **Lutheran Heritage Lecture**

The annual Lutheran Heritage Lecture series is designed to provide a contemporary perspective on the Lutheran tradition. Recent topics include, "Vocational Understanding of Young People for a Public Church," "Becoming Human: Dietrich Bonhoeffer's Theological Confrontation with White Supremacy," and "Faith. . .and Good Works! The Formation of the Lutheran Church through J. Bugenhagen."

### **Other Events that Take Place at LSTC or Virtually**

Each year, a number of planned conferences and lectures and other events take place at LSTC. Past conferences, lectures, and other events have included hosting The Chicago Symposium on Ecologically Informed Theological Education, release events for books authored by faculty or emeriti, a panel discussion titled "Holy Communion In a time of COVID: Eucharistic Practices and Perspectives," ¡Adelante! – The Future of Latinx Lutheran Leadership Panel, and a video/panel discussion of "Lessons From the Road: Reimagining an Intentional, Beloved Interfaith Community." Other annual events include a Giving Thanks interfaith meal the week of Thanksgiving, an interfaith observance of Kristallnacht in worship, and events celebrating Black History Month.



## Life Together

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

LSTC offers students a variety of resources to nurture their spiritual lives, find companions in their faith journeys, and strengthen their skills as citizens and leaders. Students who “ask, seek, and knock” will easily find guides, mentors, and friends to nurture the academic, spiritual, civic, and professional dimensions of their lives. Each student also has an academic advisor who, though especially involved in academic and professional endeavors, often proves to be a strong source of encouragement and support in integrating the various dimensions of seminary life.

## Worship and Spiritual Life

### Worship and Music

Worship is a central element of our life together at LSTC. We claim our identity as the church of Jesus Christ, sustained by the Word and sacraments, through the power of the Holy Spirit. LSTC's worship strives to be catholic, contextual, inclusive, and confessionally Lutheran. The seminary treasures the variety of gifts brought by individuals and communities of shared culture and heritage and works to incorporate them for the building up of the Body of Christ. Planned by the community itself, our worship celebrates the diversity of people and gifts that make up LSTC.

#### Worship Schedule

Chapel services are held on Monday, Tuesday, and Thursday from 11:15 – 11:55 and on Wednesdays (Eucharist) from 11:15 – 12:15. These services incorporate a variety of liturgical forms, musical traditions, and cultural heritages. Daily worship takes many forms, including services of preaching, prayer, word and sacrament, and testimony. These varied patterns for worship, along with other spiritual disciplines, form a foundation for the spiritual growth and nourishment of the entire LSTC community.

### Healthy Life

Wellness is multi-dimensional—made up of spiritual, vocational, intellectual, emotional, physical, social, and financial dimensions of well-being. Spiritual well-being is intertwined with and influences our well-being in all other dimensions.

#### Physical Health and Wellness

At the beginning of each academic year, at orientation, the Office of Student Services provides information to the student body about physical health and wellness.

Through an agreement with the University of Chicago, members of the seminary community have access to the university's athletic complex – the Ratner Center – located across the street from LSTC's campus. For a reasonable annual fee, community members can use the swimming pool, weight room, racquetball courts, step and rowing machines, stationary bikes,

and an indoor track. The Office of Student Services processes memberships to the facility. **Note:** Due to COVID-19 restrictions, the Ratner Center is not open at this time to people who are not enrolled or employed at the University of Chicago.

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

#### Spiritual Life and Pastoral Support

The Pastor to the Community works with professionals within and beyond the seminary community to provide confidential counseling, mediation, spiritual direction, and mental health support for students. The Pastor to the Community also works collaboratively with members of the LSTC faculty and staff as well as student leaders to provide community-building opportunities and programs for mutual support.

The Pastor to the Community is available to offer spiritual care and support (including appropriate referrals) for all members of the LSTC community, including students in all degree programs and their families.

## Community Life, Student Government, Refectory and Activities

### International Student Affairs Office

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

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

### Student Government, Committees and Organizations

LSTC has three student government organizations: the Master's Student Association (MSA) represents MA, MAM, and MDiv students, the Graduate Student Association (GSA) represents ThM and PhD students and the International Students Association (ISA) represents all of LSTC's international students.

MSA consists of elected representatives from each class in addition to representatives who identify as LGBTQA, students of color, commuter students, students with a disability, and a student spouse representative. GSA and ISA also have elected leadership. MSA, ISA and GSA advocate on behalf of students in relation to the faculty and administration. Each organization has an elected advisory representative to LSTC's board of directors.

Students serve on faculty and administrative search committees and also form and participate in a variety of student organizations, including Seminarians for Justice, Thesis 96, Corazón, and others.

### Refectory

LSTC's Refectory is another center of community life on campus. The Refectory is open from 8:00a.m. – 3:00 p.m. Monday through Friday. It serves as a meeting and eating place for everyone on campus and members of the Hyde Park community. The Refectory is more than just a place to get a meal—it is a conduit for the Public Church focus of LSTC, a space for reconciliation, and a gathering space for community where everyone has a place at the table.



The Refectory provides artful, delicious, and affordable food with global and multicultural influences and an emphasis on cultural diversity, sustainable practices and healthy options. The Refectory serves breakfast and lunch all day. You can also enjoy fresh house-made soups of the day, salads made to order as well as hot sandwiches. The Refectory has wireless internet and is open during building hours every day as a place to gather and to study.

### **Other Activities**

Students and others are encouraged to establish new traditions and activities. Student-planned activities have included forums about sexuality and ministry; workshops on mental health and transgender; chili cook-offs, silent auctions and other fundraisers for the senior class.

## **Resident and Commuter Life**

### **Housing**

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

The seminary offers students affordable and spacious one-, two-, and three- bedroom apartments for private rental and two- or three- person shared apartments for individuals who would like roommates. These vintage Chicago apartments are located across from the seminary and create a space for community, study, and relaxation. Dogs and cats are welcome in family apartments and are subject to Pet Fee.

### **Individual Students**

Individual students may share an apartment with one or two roommates. Apartments are arranged as suites and each student has their own bedroom. Common space includes the kitchen, living room, and bathroom.

Depending on availability, individual students may choose to live alone in a one-bedroom apartment at the housing rate for private rental.

Cost details may be found on page 57 in the “Costs, Fees, and Financial Assistance” section of this catalog.

### Students with Live-In Family Members

Individual students or families may rent one-, two-, or three-bedroom apartments. The apartments have a kitchen, living room, dining room, bathroom, and bedroom(s). The larger two- and three-bedroom apartments are first made available to students with families. Cost details may be found on page 57 in the “Costs, Fees, and Financial Assistance” section of this catalog.

### Commuter Life

LSTC’s sizable commuter population meets the challenge of balancing classes, studying, work and/or family life and commuting in many ways. Students often schedule classes for one or two days a week and stay on campus in guest housing. Others share the commute with students from the same area or form study groups near their homes. The Refectory, the JKM Library, the Shelf Lounge, the commuter lounge, and guest housing are places commuter students use throughout the day for study and socializing.

### Commuter Lodgings

Commuters may book the Commuter Apartment in LSTC Guest Housing located at 1118 E 54<sup>th</sup> Place #1. It is a hotel room with one or two single beds and the rooms can be divided into single-gender or gender-neutral spaces. There is basic cable TV and internet service.

Students may stay one or two nights per week. Students needing more than two nights are encouraged to apply for shared student housing. Applications and information is available through the LSTC Housing Office.

Costs for 2020–2021: 1 night per week per semester is \$450; 2 nights per week per semester is \$550; single night or nights during J–Term or Maymester is \$45 per night.

## Conduct Expectations and Grievance Procedures

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

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

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

## Costs, Fees and Financial Assistance

### Costs of Seminary Education

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

Tuition covers approximately 20 percent of LSTC’s educational expenses. Therefore, income from gifts and endowment, financial support from synods, churches and support from the national budget of the ELCA cover the remainder of the costs. Every student at LSTC benefits from the generosity of donors, past and present.

LSTC students are experiencing an all-time low in federal student loan borrowing. This is a result of increased scholarship awards, financial wellness education and the continued dedication of LSTC to keep the cost of seminary low for students. With the assistance of the Financial Aid Office, each student develops a plan that works for him or her for meeting all the costs of seminary education.

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

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

#### Estimated Costs

The following table estimates typical first-year costs for various degree programs at LSTC. The costs are shown for only the student (no spouse or dependents). DMin. costs are for the summer residency program. Actual costs will vary depending upon the specific characteristics/needs of the student and the degree program pursued. More detailed cost estimates for families and additional years of study are available from the Financial Aid Office and at [www.lstc.edu](http://www.lstc.edu). This table is presented “for information only” to prospective students and others interested in the cost of seminary education.

## Masters Students 2020-2021

## Master of Divinity (MDiv), Master of Arts (MA), and Master of Arts in Ministry (MAM)

## Academic Year (9 Months):

	Shared Housing	Family or Private	Family & 1 Child	Family & 2 Children	Family & 3 Children
	(2 person apt)				
Rent	4,626	7,038	8,748	9,630	10,440
Telephone, Cable, Internet	1,170	1,485	1,485	1,485	1,485
Food	3,600	4,000	5,400	6,300	7,200
Clothing	600	1,200	1,400	1,600	1,800
Health Insurance (estimate)	2,700	4,800	7,200	9,600	12,000
Renters Insurance	200	225	225	225	225
Medical Deductibles	1,000	2,000	2,500	2,500	2,500
Recreation	600	800	1,000	1,200	1,400
Personal	1,250	1,500	1,750	2,000	2,250
Books & Supplies	1,100	1,100	1,100	1,100	1,100
Transportation	2,500	2,500	3,000	3,000	3,000
MDiv/MATS/MAM Tuition & Fees (9 classes, \$2,175 per class)	19,575	19,575	19,575	19,575	19,575
<b>Total for 9 Months</b>	<b>\$38,921</b>	<b>\$46,223</b>	<b>\$53,565</b>	<b>\$58,215</b>	<b>\$62,975</b>

## Academic Year and Summer (12 Months):

	Shared Housing (2 person apt)	Family or Private	Family & 1 Child	Family & 2 Children	Family & 3 Children
Rent	6,166	9,382	11,659	12,835	13,923
Telephone, Cable, Internet	1,560	1,980	1,980	1,980	1,980
Food	4,800	6,000	7,200	8,400	9,600
Clothing	800	1,600	1,800	2,000	2,200
Health Insurance (estimate)	3,600	4,800	7,200	9,600	12,000
Renters Insurance	200	225	225	225	225
Medical Deductibles	1,000	2,000	2,500	2,500	2,500
Recreation	800	1,000	1,200	1,400	1,600
Personal	1,500	2,000	2,300	2,600	2,900
Books & Supplies	1,100	1,100	1,100	1,100	1,100
Transportation	2,500	2,500	3,000	3,000	3,000
<b>MDiv/MATS/MAM Tuition &amp; Fees</b> (9 classes, \$2,175 per class)	19,575	19,575	19,575	19,575	19,575
<b>Total for 12 Months</b>	<b>\$43,601</b>	<b>\$52,162</b>	<b>\$59,739</b>	<b>\$65,215</b>	<b>\$70,603</b>

Costs may vary, due to the individual student's circumstances.

## Application Fees

A non-refundable application fee must accompany each application for admission into a degree program:

- No application fee for MDiv, MA, MAM
- \$50 for ThM/PhD
- \$35 for Ecumenical DMin
- \$50 for ACTS DMin in Preaching

## 2021 – 2022 Catalog

### Tuition

Tuition for masters and doctor of philosophy degree programs is charged at these rates per course:

- \$2,175 for MDiv, MA, and MAM, a typical course load is nine courses in the first, second and fourth years of the MDiv program. Internship is usually done during the third year (no coursework).
- \$4,400 for ThM and PhD, a full-time course load is six courses.

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

The \$900 one-time affiliation fee for Lutheran students attending non-ELCA seminaries wishing to affiliate with LSTC must be paid in full with the application for affiliation.

Tuition for the Doctor of Ministry Programs is:

- for the Ecumenical DMin, LSTC will charge \$10,000, paid in two \$5,000 installments, or discount of \$2,000 if paid at once for a total of \$8,000. There are no fees attached to the cost.
- \$11,898 for all coursework for the ACTS DMin in Preaching

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

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

Each student is responsible for covering the program costs.

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

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

DMin annual continuation fees:

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

### Other Fees

The activity fee supports a wide range of student interests and activities:

- \$90 MSA fee per year for MA and MDiv
- \$50 Activities fee per year for ThM/PhD
- \$90 Technology fee per year for all MA, MAM, MDiv, ThM and PhD students

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

The \$900 one-time affiliation fee for Lutheran students attending non-ELCA seminaries wishing to affiliate with LSTC must be paid in full with the application for affiliation.

## VA Pending Payment Compliance

Beginning August 1, 2019, and despite any policy to the contrary, LSTC will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

## Health Insurance

### Student Insurance for 2021–2022

All full-time students are required by LSTC policy to carry health insurance. Federal law also requires student, with limited exceptions, to have “minimum essential coverage” or pay a fee. LSTC will ask each student to sign a form stating that they have insurance coverage that meets federal standards.

### Tips for Meeting Insurance Requirements

- It is recommended that students begin the process of arranging for coverage no later than July 1 to assure their new coverage is effective on September 1.
- EIA offers a free service called My Benefit Basket to help students choose the health insurance option that is right for you: [www.mybenefitbasket.com](http://www.mybenefitbasket.com). This service is optional but students are encouraged to visit the site to gain more information.
- Students may also purchase coverage directly from the government sponsored health insurance marketplace in their state.

### International Students

LSTC will continue to offer the Trailblazer plan through International Student Protection (ISP) for international students and families. Insurance rates and coverage change each year. Please contact Scott Chalmers, dean of student services, at [scott.chalmers@lstc.edu](mailto:scott.chalmers@lstc.edu) for current information.



## 2021 – 2022 Catalog

### Students on internship

Students are also required to have insurance while on internship and will need to acquire that insurance. It is important to note that the internship congregation cannot pay for insurance or reimburse the student for insurance costs.

Please contact Scott Chalmers at [schalmers@lstc.edu](mailto:schalmers@lstc.edu) for more information about health insurance requirements.

### Housing Fees

Individual students may share an apartment with one or two roommates. Shared apartments are arranged as suites and each student has his or her own bedroom. Common space includes the kitchen, living room, and bathroom. 2021–22 rents per person for apartments shared by individual students are:

- 2 bedrooms (2 students sharing) \$555/month (large room); \$514/month (standard room)
- 3 bedrooms (3 students sharing) \$439/month (large room); \$399/month (standard room); \$364/month (economy room)

Family or private apartments have a kitchen, living room, dining room, bathroom, and bedroom(s). The larger 2- and 3-bedroom apartments are first made available to students with children. 2021–22 rents for family/private apartments are:

- \$782/month for Studio
- \$972/month for 1 bedroom
- \$1,070/month for 2 bedrooms
- \$1,160/month for 3 bedrooms
- \$1,386/month for 3 bedroom, 2 bath

All leases are supported by a written agreement executed by the Housing Office. Lease terms are up to one year and end on June 30. The following housing fees also apply:

- A \$100 non-refundable housing application fee must be paid with the housing application
- A onetime \$300 move-in fee must be paid before obtaining keys

The \$150 annual per-pet fee is non-refundable and not prorated. It must be paid before occupancy or before a pet is housed in the apartment (whether or not it is owned by the renter). If an undisclosed pet is discovered in an apartment, a \$300 fee will be assessed covering the remaining lease term. Fish and other caged pets are excluded from the pet fee. All pets must be reported via the Pet Agreement and submitted to the Housing Office with proof of vaccination for dogs and cats. Pet fees are charged annually September 1.

## Payment and Collection Policies

### Payment of Fees, Deposits, and Other Charges

Payment of fees, deposits, and other charges is a contract between the student and the seminary. All fees, deposits, and other charges due at each payment installment must be paid by the date indicated. If any unpaid balance remains after the grace period, a late fee will be assessed.

The student may have an agreement with a sponsor to pay fees and deposits on behalf of the student. However, it is the responsibility of the student to pay all fees and deposits in a timely manner. Only students who have paid their fees, deposits, and other charges may register for classes, sit for exams, and graduate from the seminary. Failure to pay fees and deposits on a

timely basis may cause the student to be barred from further studies (including sitting for final exams), regardless of any agreement between the student and their sponsor.

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

### Tuition and Fee Payment

- At least 50 percent of the semester tuition charges must be paid before classes begin. The remaining tuition must be paid within the grace period (December 5 for fall semester and June 5 for spring semester). Documented LSTC financial aid and loan commitments with disbursement dates within the first two weeks of class may satisfy the 50 percent payment requirement (granting of provisional registration). Students should consult with the Finance Office concerning your financial aid and loans at least two weeks before classes begin.
- 100 percent of tuition for J–Term, Summer Session, and audited courses must be paid before classes begin.
- 30 percent of tuition for a Summer Session class will be incurred for courses dropped after the official drop date.
- All other fees and charges must be paid in full before classes begin.
- If charges are to be paid to the seminary by a church, agency, or sponsor other than the student, the student is responsible to insure that the payment is received when due. Failure of the church, agency, or other sponsor does not relieve the student of responsibility for payment of such charges.
- All fees must be paid by check or credit card (Visa or Mastercard) in U.S. funds. Be sure to include your LSTC ID# on all payments for prompt and proper credit. A \$25 returned payment fee (in addition to any fees charged by banks) will be imposed for insufficient funds/returned checks or credit card charges denied.

### Federal Loans

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

### Account Balances and Disbursements

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

### Registration and “Financial Hold”

- In order to register, all students will be informed of the payment policies and be required to sign a promissory note (an agreement to be responsible for all charges incurred).
- Provisional registration and normal registration can be withdrawn for students not meeting their payment obligations.
- Any past due balance in a student account at the end of the semester grace period (December 5 for fall semester and June 5 for spring semester) will be assessed a 5 percent late fee, and 1.5 percent past due interest each month thereafter.
- When a student’s account becomes past due, the student will be placed on “financial suspension” and a “finance hold” will be applied on the student’s account in MyLSTC. The finance hold will prevent the student from: registering for classes; receiving transcripts, diplomas, and other official documentation from the seminary; participating in graduation, internships, and other degree-related requirements; use of the JKM Library; renewing their annual apartment lease; and receiving other seminary services. The financial suspension will be reversed (and the related finance hold released) by the Finance Office when the student has completely satisfied their outstanding balance, including any late fees, past due interest, and collection fees.
- When a student’s account becomes more than 90 days past due, the account can be referred to an external collection agency. The student will be responsible for all collection costs along with reasonable attorney’s fees and court costs, not to exceed 50 percent of the original principal balance.
- When a student’s account becomes more than 180 days past due, the student will be placed on “financial withdrawal.” At this point the student will be administratively withdrawn from the admitted program of study. Any student wishing to return to the program of study must completely satisfy the outstanding balance in their student account, including any late fees, past due interest, and collection fees; present a letter of petition for re-admittance to the chief financial officer; and submit a \$100 re-admittance fee with the petition.
- When a student’s account has been referred for outside collection or becomes more than 180 days past due, or when a student presents 3 or more returned checks and/or credit card payments to LSTC in a 12-month period, that student will be placed on a “cash only” basis for the next two academic semesters in which classes are taken (J-Term and summer session are cash-only basis for everyone). During this time, the student’s semester charges would not qualify for the payment grace period. In these cases, all semester charges (including tuition and any other billed charges) must be paid in full before classes begin.
- The names of students with past due balances must be given to the academic dean, dean of students, director of financial aid, and the student’s faculty advisor for their information and appropriate use in interpreting the importance of fiscal responsibility.

LSTC Payment and Collection Policies are reviewed on an annual basis by the vice president for finance; and by the Administration and Finance Committee of the LSTC Board of Directors as necessary. Administration of the policy is the primary responsibility of the Finance Office, with support and collaboration of all other seminary departments and faculty. Exceptions to these policies are allowed only by action of the vice president for finance.

## Financial Assistance

The seminary's financial aid and student loan policies reflect our commitment to helping make it feasible for students to follow a call to service as a pastor, deacon, teacher, social worker or other ministry professional.

LSTC's financial aid awards are primarily based on merit and secondarily on need. Our students also benefit from generous scholarships and grants from outside organizations such as churches, synods and foundations. LSTC scholarships are not reduced when a student receives additional funding. Due to the generosity of donors, most master of divinity students find that between LSTC, church, synod and foundation contributions, their tuition is covered.

The first form of financial assistance that all students receive is subsidized cost of tuition and housing. Contributions from donors make it possible for LSTC to keep tuition and housing rates low. Next, at the time of application to a degree program, each student receives a financial aid award letter clearly outlining their LSTC award. Finally, students continue to receive information throughout their programs on available scholarships and other important financial wellness tools.

LSTC is part of the Federal Direct Loan Program, but works with students to seek other sources of funding first, which in many cases make loans unnecessary. LSTC's holistic and individualized approach to awarding financial aid provides students not only with generous financial aid awards but also an outlook on finances that will serve their future ministry.

MAM, MA and MDIV students receive LSTC financial aid on a per class basis. Advanced Studies students receive LSTC financial aid through fellowships and scholarships determined by faculty nominations each year. There are a limited number of Doctor of Ministry scholarships available for highly qualified students.

Detailed information on applying for financial aid is found on MyLSTC.

## Academic Policies

### Family Educational Rights and Privacy Act

In compliance with the [Family Educational Rights and Privacy Act of 1974](#) (FERPA), as amended, student records are maintained by LSTC's offices. LSTC may not release information from a student's record without the student's written permission, except with FERPA authorizes disclosure without consent. Students have several rights under FERPA: review and inspect their records, to request an amendment of their records, to withhold records, and to file a complaint. The FERPA Annual Notification of Student Rights is found in [myLSTC](#).

### Attendance

Students are expected to attend all classes in which they are enrolled. At the outset of a course, faculty members are required to report students who do not attend the beginning class period. Faculty members also are required to submit reports of a second unexcused absence to the Registrar. The Registrar is required to forward this report to the Financial Aid Office.

### Student Status

- Full-time: Regular students in the master's programs (MAM, MA, MDIV), full-time is defined as a student who is registered each semester in four credit-bearing courses, or a full-year internship. For advanced studies graduate students (ThM and PhD), full time is defined as enrollment in two credit-bearing courses or only Continuing Relations. Students wishing to take an overload must petition the Dean of Academic Affairs.

- Part-time: Regular Student (part-time) is a student in the master's program who is registered for fewer than four credit-bearing courses or in an advanced studies program who is registered for fewer than two credit-bearing courses.
- Special Student is a student who is not enrolled in a degree program, but may be considering applying. Special students may not take more than one course without being assigned an advisor. A special student may transfer up to 4 course credits into a first masters degree program or 3 course credits into an advanced degree program. The status of special student normally is granted for only one year; after that application must be made for admission to a degree program or for renewal of the special student status.
- Leave of Absence (LOA) is granted in exceptional cases to those who for sufficient cause interrupt their studies at LSTC and have the intention of resuming their degree work at a definite time. Petition is made to the Academic Dean for this special status. It is normally granted for a maximum of one year.
- Former Students are those who have studied as regular students at LSTC for a period of at least one semester and who have discontinued their studies without being granted student on leave status. Such persons must apply to the Admissions Committee for readmission if they wish to resume their work as students at LSTC.

### Registration

#### Registration in LSTC Courses

Students who expect to enroll in the following semester must complete advance registration online during the scheduled time. Financial accounts must be paid before students may register. If a student on probation fails to meet academic qualifications for the current semester, the Registrar may cancel advance registration after grades are reviewed.

Academic advising is required where students meet with their advisor prior to registration. Advising takes place one week before advance registration begins. Students who do not meet with their advisors will not be allowed to register.

#### Cross-Registration in ACTS (Association of Chicago Theological Schools)

Students interested in enrolling in a course in the ACTS consortium must be degree-seeking, have completed at least one full-time semester at LSTC, and be in good academic standing. The ACTS Cross-registration form must be completed and emailed to the LSTC registrar at [registrar@lstc.edu](mailto:registrar@lstc.edu). Students are registered in LSTC's system and will be charged LSTC's tuition for the course, except for summer registration, where some ACTS schools will require LSTC students to be enrolled and billed directly through the host institution.

#### Bi-Registration

- University of Chicago (U of C)  
Students interested in taking a course at the University of Chicago Divinity School must complete a Bi-Registration form and submit it to the LSTC registrar at [registrar@lstc.edu](mailto:registrar@lstc.edu). University of Chicago bi-registration is normally limited to those with a B average (3.0) or better. Students are responsible for the tuition difference between LSTC and U of C. Students may also need to apply to the Divinity School.
- ELCA Seminaries

Through the denomination, some ELCA seminaries allow LSTC students to enroll in specific courses. LSTC students must complete the ELCA bi-registration form and submit it to the LSTC registrar at [registrar@lstc.edu](mailto:registrar@lstc.edu). Students may also need to apply to the ELCA seminary. LSTC students would be charged LSTC tuition for these courses.

#### Add/Drop

- Semester: Courses may be added/dropped through the first week of the semester. Courses may be dropped up to the second week of the semester by petition through the Registrar's Office. After the second week but before the tenth week, all dropped classes will be recorded as "W" (withdrawal).
- J Term: The last day to Add is the first day of term. A student must drop the course by the last day of the first week of class and tuition will be 100% refundable. After the first week, no refunds will be made, and a "W" (withdrawal) will be entered on the student's permanent record.

#### Withdraw

In case of withdrawal from all course registration, tuition is credited in accordance with the following schedule: within the first and second weeks of the semester, 100%; within the third week, 70%; within the fourth week, 50%. After the fourth week of the semester, no refunds will be made, and a "W" (withdrawal) will be entered on the student's permanent record. Withdrawal after the fourth week of the semester is permitted only through petition. A student who has withdrawn from the seminary must reapply for admission if they wish to later resume studies.

#### Auditing

An "Audit" registration does not fulfill any degree requirements and requires instructor approval. Audit courses appear on the student's transcript with an "AU" grade. Audited courses are charged at half the tuition rate for the degree program, except for PhD students who are enrolled in continuing relations and auditing a course in the same semester, they are not charged for auditing the course. Changes from Credit to Audit status (or vice versa) can be made only within the first two weeks of the term.

### Graduation/Commencement

For master's program students, a minimum 2.0 cumulative GPA is required to graduate.

For advanced studies program students, a minimum 3.0 cumulative GPA is required to graduate.

Students graduate once a year in May. Students in their final year of studies should complete an application for degree by November of the prior year. The commencement ceremony is held in May and students are expected to be present unless they have made a written request and have received permission from the LSTC President to receive the degree in absentia.

All course work must be completed and all bills (tuition, fees, housing rentals, and library fines) paid in full before one can graduate. No student may graduate with a GPA of less than 2.0.

## Grading Scale

A+ or A 4.00 Outstanding

A- 3.75 Very Good

B+ 3.25 Good

B 3.00 Competent

B- 2.75 Adequate

C+ 2.25 Adequate

C 2.00 Low

C- 1.75 Low

D 1.00 Inadequate/not passing

F 0.00 Failing

NC No Credit, same as failing

P Passing, C- or higher, not counted in GPA.

EX Extended Incomplete

AU Audit

MDiv, MAM, MA Students– Courses must be passed with a grade of C- or better.

ThM PhD Students– All courses must receive the evaluation of B- or above to be considered passing in the Th.M. and Ph.D. degree programs. Students will receive no credit (NC) for courses graded below B. All Th.M. and Ph.D. examinations, colloquia, and language exams, as well as the Pedagogy Seminar and the Public Presentation of Dissertation Project are evaluated on a pass/fail basis. These include: 1) Language Examinations, 2) Th.M. Comprehensive and Ph.D. Qualifying Examinations, 3) Dissertation Proposals, 4) Field Examinations, 5) Dissertation Colloquy.

Satisfactory progress while registered for continuing relations must be reported by the advisor as a P grade or as No Credit (NC) which counts the same as an F in GPA calculations, to be included on the transcript. The NC will then put the student on probation. Students not making satisfactory progress while registered for continuing relations will be placed on academic probation. An alternative if circumstances warrant may be to take a leave of absence for a semester or academic year.



## Grading Policies

### Grade Change Policy

All course grades turned in to the Registrar are final and cannot be changed unless there was an error in calculation.

### Pass/Fail Option

Unless a student is on academic probation, an MA, MAM, or MDiv student may request to be granted a Pass/Fail grade (P/F) instead of a letter grade in any course. Students who wish to be evaluated on this basis must complete a form no later than the Monday after the Reading Break through the Registrar's Office. Advanced Studies students are not eligible to take classes pass/fail.

### Repeated Courses

Students who need to repeat a course to achieve a passing grade need to notify the Director of Financial Aid and the Registrar. **Financial Aid is not available for repeated courses.** If the student wants to repeat a course in which a grade of A through C– or P, (A or B for Advanced Studies) has been earned, that student may only repeat that course by submitting a petition to do so that is approved by the course instructor, director of degree program, and dean.

### Academic Standing

Students must achieve the following minimum GPA in a given semester:

- 2.0 for MA, MAM, MDIV
- 3.0 for ThM, PhD, DMin

Complete at least 67% of the classes enrolled in a semester.

### Academic Probation

Students who do not meet the requirements for good standing are placed on academic probation for the following semester. Academic probation is a formal notice that the student's academic progress is not meeting the standards of the Lutheran School of Theology at Chicago.

Students on probation may register for classes during the probationary semester in order to work toward reinstatement of academic good standing. All courses must be taken for a letter grade during the probationary period. In the event a class is graded as pass/fail a student on probation must request the instructor for a regular letter grade. Students should consult their advisor and director of the degree program for advice as to the wisest selection of courses in order to maximize the chance of returning to good standing during the probationary semester. Students should also meet with the Dean of Student Services to ensure that a broader conversation can happen to help ensure student success.

A student may continue for a second semester of academic probation if the semester GPA meets the minimum for good-standing, but the cumulative GPA is below the GPA required to graduate.

Students on probation should consult the All Student Handbook about how academic probation affects satisfactory academic progress and their financial aid.

### **Academic Suspension**

A student who does not meet the semester GPA or the 67% completion rate in course is placed on academic suspension. Students may appeal the academic suspension to the Dean of Academic Affairs but must do so in writing by the date specified in the notice. If the appeal is approved, the student will return on academic probation. Students who are on academic suspension must re-apply to LSTC through the Office of Admission.

### **Time Limit**

Students are expected to complete requirements for their degrees within the permitted time allowed.

MA/MAM	2 years
MDIV	4 years
ThM	3 years
PhD	7 years (includes ThM)
DMIN (in preaching)	3 years (1 year for students from the KF-P program)
DMIN (ecumenical)	7 years

## **Student Employment Opportunities**

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

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

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

## Course Offerings

LSTC offers courses during fall and spring semester terms for credit in the MDiv, MA, MAM, ThM and PhD degree programs, as well as intensive January–term and summer term courses primarily for the first masters level (MDiv, MA, MAM). The full listing of LSTC courses offered each term may be found on the LSTC website under Academics and at LSTCNet.

Courses for the Ecumenical DMin and the ACTS DMin in Preaching are listed separately.

Students may also choose courses from the offerings of other Association of Chicago Theological Schools (ACTS), subject to limitations specified by the degree program in which they are enrolled. There is no charge for cross–registration at ACTS schools apart from the tuition normally paid to the student’s own school. Each spring ACTS publishes an online catalog of hundreds of course offerings at its 11 member schools for the coming year at [www.actschicago.org](http://www.actschicago.org). This online catalog provides titles, course numbers, and descriptions, names of faculty teaching the courses, and dates and times the courses are offered.

In addition to courses through LSTC and ACTS, students may arrange independent studies with a professor at LSTC on a wide variety of subjects.

Several LSTC courses may also be offered online.

### General Comments

Required orienting 300–level courses and pathway 400–level courses are designed for MDiv, MA, and MAM students. Master of theology (ThM) and doctor of philosophy (PhD) students normally do not take these courses, except in some cases as a component of an independent study in a related topic. Students in all degree programs may take 500–level courses. 600–level courses are designed for advanced degree students, but may be taken by others with the instructor’s permission.

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

Each LSTC course, whether on–campus, online, or hybrid, includes 36 contact hours with two or three additional hour of outside preparation expected for each contact hour at the MDiv, MA, and MAM level. For ThM and PhD students, three to four additional hours of outside preparation are expected for each contact hour. Semester courses generally meet one to three times weekly for a total of three hours per week, during 12 instructional weeks of a 15–week semester. The semester also includes a reading week, a holiday week, and a final evaluation week. An intensive course format also offered during the semester consists of six Fridays on which are scheduled six contact hours, for a total of 36 contact hours. The intensives during January term and summer term include 36 contact hours scheduled within a two– to three–week instructional period. Preparatory reading is often assigned in advance of these intensives and work on final assignments may continue until a set deadline beyond the end of the instructional period.

The normal course load for full–time MDiv, MA, and MAM students is four courses per semester. For full–time ThM and PhD students the norm is three courses per semester, or fewer when attending to additional degree requirements such as language and other examinations.

## Understanding Course Coding at LSTC

Courses in the curriculum are coded according to competency areas:

Competency	Code
Cultural Context	CC
Ministerial Leadership	ML
Religious Heritage I: Scripture	RHS
Religious Heritage II: History and Theology	RHTH
Spiritual Formation	SF

Courses that contribute to the development of more than one competency area may be cross-listed with both codes. For example RHS/CC may refer to a course that deals with interpreting scripture within particular cultural contexts. The first code in the cross-listing is the primary competency area that will be applied towards the student's degree. Cross-listed courses may be applied towards the secondary competency areas as requested by the student/advisor and approved by the program director. Cross-listed courses may only count once towards a degree program.

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

Number	Level	Explanation
300-399	Orienting	Required for MDiv, MA, and MAM
400-499	Pathway	Develops competencies
500-599	Competency	Further develops and demonstrates competencies
600-699	Advanced	Designed primarily for Th.M. and Ph.D. students; open to MDiv, MA, and MAM students with strong academic preparation (with instructor's permission)

## Courses

Courses listed below are organized by competency area, followed by cross-listed competencies. LSTC will publish course profiles each term on LSTC's website and In myLSTC.

### Cultural Context

- CC 301      Public Church I**  
Introduction to a spirituality and three formative methods (oral history narrative, ethnography, and faith-based community organizing) for leadership of a public church called into the world.
- CC 501      Public Church II**  
Capstone course integrating and building on skills, competencies, and theological insights gained during internship, to further prepare final year students for ministerial leadership in a public church.
- ML/CC 510      Preaching and Trauma: From the Depths**  
This course aims to help students grow in their preaching development while also

encouraging students to think both theologically and homiletically about the experience of trauma and its impact on congregations.

- RHS/CC 404 Hebrew for Ministry: Enter the Bible and Jewish Christian Relations**  
Second language course (after Greek) introduces students to the Biblical language of the Old Testament (MDIV). It presents elementary Biblical Hebrew vocabulary and grammar in order to read the Hebrew Bible/Old Testament in its original language.
- RHTH/CC 406 Christian and Muslim Theology: Selected Themes**  
This class will investigate a series of theological loci – from Creation to Last Things – to explore commonalities and differences between Islamic and Christian teachings, mutual influences, historical controversies, and areas for ongoing exploration and dialogue.
- RHTH/CC 410 Christianity (ies) in India and Its/Their Religiously Plural Contexts (Travel Seminar J-Term)**  
This travel seminar to India aims to provide participants an introduction to and experience of Christianity in India in its religiously plural context. The course combines the rigors of a traditional seminar with the excitement and intensity of nearly round-the-clock learning and camaraderie on a trip.
- RHTH/CC 412 Lutheranism in North America**  
This course introduces students to this complex history so that they will be informed leaders for congregations adapting to their context and for the wider church.
- RHTH/CC 420 Introduction to Christian Ethics**  
In this course, students will practice exploring such questions in response to pressing contemporary issues, gain familiarity with key theoretical and theological frameworks, engage in collaborative ethical discussion, and generate practical ethical responses to contemporary issues. The course will involve a particular emphasis on analysis and discussion of contemporary case studies as we work to sharpen our capacity to engage in Christian ethical deliberation in the context of our various ministries.
- RHTH/CC 421 Theology of James Cone**  
Through a survey of Cone's major texts, as well as consideration of key influences on his work and scholars who have carried on his theological legacy, this course offers students an opportunity to develop and express their own contextually sensitive theological insights.
- RHTH/CC 422 Love and Enemies: U.S. Christian Racial Reconciliation**  
This course critically re-examines the biblical call to love our enemies in relation to the ongoing US Christian racial reconciliation work. Taking seriously the need for simultaneous attention to the social, economic, political, and emotional realities at play in white supremacy, we will ask what it truly means to be enemies in the US racial context and how we might faithfully love our enemies.
- RHTH/CC 423 Leadership in Christian and Muslim Communities**
- RHTH/CC 424 Family and Christian Ethics**
- RHTH/CC 426 #Black Lives Matter: Faith, Intersectionality, and Democracy**

This course explores profound faith in stories from the margins in the vein of Fannie Lou Hamer, whose faith enabled her to "make a way out of no way." The intersectional approach advocated here will also privilege transgendered persons of color, who are persons with a more complicated experience with Corona because of intertwined oppressions, yet whose voices are unheard.

**RHTH/CC 501 Christian Mission and World Religions**

This course is designed to address the realities of 21st century leaders carrying out their ministries in communities marked in various degrees by a plurality of religious belief, through greater familiarity with and preparation for Christian life and ministry within "multi-religious contexts", which involves an exploration and articulation of core theological and missiological commitments.

**RHTH/CC 504 Epic of Creation**

The topic of biological evolution and how it relates to the theology–science discussion is probably one of the most important dialogues as it impacts the broad culture and society through political, educational, and conceptual contexts. The major goal of this course is to provide an educational framework that will promote accurate and informed discussion in the theology–science arena.

**RHTH/CC 507 Future of Creation**

This course addresses on key element in making a better world: developing effective, equitable, and sustainable responses to environmental degradation. Throughout the course, we invite you to learn, reflect, and act in response to today's and tomorrow's environmental crises informed by contemporary scientific insights, guided by critical religious perspectives, formed by spiritual traditions, and trained in practical public strategies.

**RHTH/CC 601 Technologies of the Body: Religion/Science Advanced Seminar**

In this seminar, we will build on the insights of the longstanding conversations to put the transformation of the human body at the center of our inquiry. How do different explanations of human origins shape our relationship to technology? We will consider organ transplantation, CRISPR/Cas9, and biological enhancement among other topics. An integral topic of the seminar will be the church's response to such technologies.

**RHTH/CC 604 Graduate Mission Seminar: Contemporary Theology of Mission**

This course is designed to acquaint students with historical accounts of Christian mission and the church's changing theological self-understandings of mission since 1910.

**RHTH/CC 605 Theology and Post-Colonial Theory: Graduate Theological Seminar**

This is a course to provide participants an introduction of Postcolonial theory, and ways it has being incorporated into theological reflection. The formation of religious leaders for the public arena today include the understanding of the struggles of colonized people and their strategies of resistance to restore their dignity and human rights.

**RHTH/CC 606 Womanist Theology**

This course explores the exciting discipline of Womanist constructive theology from historical, global, and interreligious perspectives for engagement with academic and congregational ministry today. We will study theological discourse about inequity, discrimination, and the death–dealing culture African Americans and peoples of African descent are subject to because of their black bodies from Womanist perspectives.

- RHTH/CC 607 Theological Reflection on Intersectionality: Graduate Theological Seminar**  
The purpose of this course is to critically investigate the concept of identity by reading primary sources about intersectionality. This course will also focus on the paradigmatic value of people of faith developing alternative models for transformation of religious institutions for witness in the world.
- Ministerial Leadership**
- ML301 Ministerial Leadership I**  
Foundation for developing the core leadership skills and practices necessary for pastoral ministry today, including preaching, teaching, liturgical leadership, pastoral care, and community building and outreach.
- ML 303 Ministerial Leadership II/Ministry In Context**  
A full-year (both semesters) action–Integration–reflection distributed learning experience in which participants reflect contextually about theology, ministry, and the world they engage through the lens of a specific ministry experience in a teaching parish.
- ML/CC 410 From the Sanctuary to the Streets**
- ML 403 An Introduction to Preaching (Plenary)**  
This course aims to help students engage the discipline and practice of preaching in ways that allow them to preach the Gospel faithfully for an ever–changing and diverse public church. This course will help students to integrate their biblical exegesis work, theological studies, and unfolding sense of call to ministry towards the task of preaching. Students will engage in practices of biblical interpretation and theological studies as they explore sermon construction and delivery. Corequisite: ML 403 Lab.
- ML 403L An Introduction to Preaching Lab**  
Corequisite: ML 403 (Plenary)
- ML 404 The Ministry of Administration**  
This is a practical course integrating administration skills within the context of congregational ministry and spiritual leadership. Class time will be spent with consultants and other rostered leaders sharing their personal wisdom and experience.
- ML 405 The Sacramental Landscape: An Introduction to Worship**  
LSTC’s foundational course in worship leadership and planning, this course offers an expansive approach to the core practices of word and sacrament.
- ML 406 Caring for the Dying and Bereaved**  
ML–406 is one of the pathway courses in ministerial leadership that enables assessment of competency in pastoral care, especially those surrounding grief, dying, death, and end–of–life experiences. It is designed to contribute to capacity and skill–building at every level. This course will also help prepare seminarians for CPE (Clinical Pastoral Education) training.
- ML 412 Pastoral Care and the Life Cycle**  
This course introduces students to theories, models, and approaches to skilled pastoral care. Use the life–cycle as a basis for exploration, this course helps to equip students with



the skills needed to deepen their capacity to understand themselves, support others, and continue their development as pastoral caregivers.

- ML 416 Theology and Spirituality of Service for Deacons and other Christians**
- ML 417 Leadership for Vital Congregations/Vital Communities**
- ML 421 Christian Practices for the Anthropocene: Holden Village Travel Seminar (J–Term)**
- ML 500 Ritual and the Life Cycle**  
 In this course we will make connections between our work as pastoral caregivers and rituals that put us in touch with the rhythms of our human life course. This course will employ lecture, discussion and ritual participation to broaden our views of how and why we might use rituals to care for God’s people throughout the life cycle.
- ML 503 MA/MAM Summative Evaluation**  
 This seminar is designed to help MA and MAM candidates complete their Summative Evaluation (i.e., MA[M] thesis) in the second year of their programs. Several topics will be discussed, such as reading strategies, research methods, thesis development, writing skills, time management, and citation styles. Students will present their ongoing work to the seminar and will receive feedback from the instructor and classmates.
- ML 511 Pastoral Care and Mental Illness: Caring for Mind and Spirit**  
 This course will equip students to critically engage the theological, theoretical and practical issues related to mental illness and parish leadership. Through use of case studies, engagement with denominational documents and scholarship in the field, debate and discussion we will wrestle with how we might best care for the mind and spirit of people with mental illness in our ministry contexts. This course will also employ two workshops– one on suicide prevention and one on mental health advocacy. Students in this course will find that we will not only attend to practical matters related to parish leadership but our own assumptions and theological worldviews around mental illness
- ML 521 Counseling as Pastoral Care**  
 In this course we will explore the impact of our own emotions on our ministerial leadership, as well as how those emotions influence our relationships within our ministry settings. We will work to identify and understand the power of emotions for ourselves and for those we care and counsel. Throughout this course we will explore theories of counseling (both pastoral counseling and more secular models), and will learn to articulate a personal theology of pastoral counseling.
- ML 601 Pedagogy Seminar for Th.M/Ph.D. Students: Teaching Disciples (J–Term)**
- ML/CC 412 Leadership and Mission in Rural Congregations: Nebraska Immersion Travel Seminar (Maymester)**
- ML/CC 414 Ministry with and Among People with Disabilities (Maymester)**  
 This course focuses on ministerial leadership that is culturally competent to engage with and learn from the stories and gifts of people who are living with disabilities; in particular, to investigate and advance the ways that ministry “with and among” people living with disabilities can reform and transform the life of congregations and communities.

- ML/CC 510 Preaching and Trauma: From the Depths**  
This course aims to help students grow in their preaching development while also encouraging students to think both theologically and homiletically about the experience of trauma and its impact on congregations.
- ML/SF 403 Liturgy and the Cycles of Creation: Wilderness Travel Seminar to Holden Village (J–Term)**  
What do the cycles of the seasons and the days have to do with our rituals? And how do these rituals form our senses of self, creaturehood, racialized identities, and cosmos? This course explores such questions expansively, through ample time in prayer and outdoors (including for remote learners) and prepares course members to plan and lead liturgies that are in fruitful dialog with the cycles of creation.
- ML/SF 500 Liberatory Educational Ministries**  
In this course, we will explore the question of what might make liberatory educational ministries truly liberating for individuals, relationships, communities, and societal structures. We will also explore various types of educational ministry as well as intersectionalities for these.
- ML/SF 513 Spiritualities of Knowing Science, Religion and the Cosmos**  
This course explores spiritualities of knowing: what are the various ways that human beings seek knowledge and wisdom, and what are the spiritual dimensions of these practices? How do religions cultivate or suppress forms of knowing.
- RHS/ML 502 Preaching the Gospel of John**  
This course is a serious study of the Gospel of John as a text for preaching a compelling vision for Christian life, centered in the worship assembly. The movement of the course is from rigorous exegetical study, to determining and crafting the good news, to delivering the sermon.
- RHTH/ML 512 Women Preaching, Preaching Women**  
This course aims to help students engage both the history and the practice of preaching, thinking specifically about the work, words, and history of women preaching from biblical times until the present day. This course will integrate historical study with the practice of preaching.

**Religious Heritage: Scripture**

- RHS 301 Jesus within Judaism**  
Approach to the New Testament through the lens of Early Judaism in the formative period (515 BCE – 135 AD), for an informed understanding of Jesus in the Gospels. Includes Lutheran and contextual hermeneutics (gender, feminist, post-holocaust, etc.) and reflections on preaching.
- RHS 302 Pentateuch and Wisdom Literature: Instruction for Life**  
Study of the Pentateuch and Wisdom Literature employing historical-critical, feminist, post-colonial, and interfaith perspectives to better understand the biblical message both within its original historical and cultural contexts and within today's world.
- RHS 403 Life and Letters of Paul**  
In this course we will seek to come to terms with Paul and the letters attributed to him. We will study the letters on their own terms and in their historical, literary, and cultural contexts.
- RHS 405 Biblical Greek I**  
This course is an introduction to the vocabulary and syntax of New Testament Greek. It is designed to help students develop fundamental skills for reading the New Testament in its original language and deepen their linguistic and cultural sensibilities for biblical interpretation.
- RHS 406 Israel's Prophets**  
Study of OT prophetic literature including understanding Israel's Prophets in original historical and cultural contexts and appreciating prophetic tradition for life and ministry today. Prereq for M.Div students: Biblical Hebrew. Alt assignments for others.
- RHS 413 From Genesis to Revelation: Bible Survey**  
This course provides an overview of the Christian Bible and explores its historical contexts and literary characteristics. Students will become familiar with the Bible's main characters, key narratives, theological ideas, and religious practices that are crucial for understanding Christianity.
- RHS 418 Biblical Greek II (J-Term)**  
This course is a continuation of RHS 405 Biblical Greek I. Offering a set of analytic tools and interpretive methods to read the Greek New Testament, this course will help students better understand the literary and historical contexts of the NT and its theological forces. In turn, it will facilitate students' critical and constructive engagement with the Bible in their ministerial settings.
- RHS 419 Pauline Letters and Revelation**  
This is a core survey course in the curriculum designed to introduce students to New Testament epistles, especially the letters of Paul. Students will learn a variety of exegetical skills and hermeneutical strategies to interpret Paul's letters and Revelation in their ancient historical context, and to relate the message of each letter to contemporary life and ministry.
- RHS 421 The David Narratives**  
This course reads the traditions about David in the narratives from 1Sam 16–1Kings 2 and it creatively engages in readings of the material in a pluralistic world in ways that are

culturally sensitive. It includes classical scholarship, 20th century hermeneutics, an introduction to the archaeology and to the history of Israel and Judah at the time of David, together with contextual approaches to scripture: literary readings, gender, feminist, queer, womanist, latinx, mujerista, post-holocaust readings. It introduces models of preaching and of teaching the narratives about David in contemporary (parish) contexts. For those with knowledge of Hebrew translation.

- RHS 502 MA Summative**  
This seminar is designed to help MA candidates complete their Summative Evaluation (i.e., MA[M] thesis) in the second year of their programs. Several topics will be discussed, such as reading strategies, research methods, thesis development, writing skills, time management, and citation styles. Students will present their ongoing work to the seminar and will receive feedback from the instructor and classmates.
- RHS 512 Exegesis del libro de Job**  
El libro de Job es frecuentemente mencionado en tiempos de crisis en nuestras congregaciones y en la cultura general de los Estados Unidos y Puerto Rico. Este curso exegético, diseñado para estudiantes de maestría (M Div, MA), se centra en el estudio del tema de la crisis y el sufrimiento en Job y la literatura sapiencial, la historia de recepción y la relevancia del libro para nuestro tiempo. Pre-requisito: EBAT 6010 y 6011 (Introducción al Antiguo Testamento I y II o su equivalente). Offered jointly with Seminario Evangelico de Puerto Rico.
- RHS 515 Gender and Sexuality in Early Christianity**
- RHS 601 Jesus the Healer: New Testament Graduate Biblical Seminar**  
This seminar on healing will bring together recent New Testament and interdisciplinary scholarship on illness and healing, focusing on Mark. We will draw on multiple approaches in order to read divine healing not primarily in individualistic “interventionist” or super-natural miraculous terms, but rather as part of part of the world that itself includes spiritual power for healing.
- RHS 602 Matthew: New Testament Graduate Biblical Seminar**
- RHS 603 I Corinthians: New Testament Graduate Biblical Seminar (Advanced Exegesis)**
- RHS 62X Old Testament Graduate Biblical Seminar**  
Recent topics include: Psalms; Race, Ethnicity, and the Bible; Isaiah; Exodus; Gender, Sexuality, and the Bible
- RHS 621 Isaiah: Old Testament Graduate Biblical Seminar**  
This course introduces the most elaborate prophetic tradition of the Old Testament from the book of Isaiah. We will assess how biblical prophecy developed from the classical time of the prophets in the 8th century BCE through the Babylonian and to the Persian period and will discover the diversity of tones and of the voices in biblical prophecy, as well as the transformations of the situations of their authors.
- RHS/CC 404 Hebrew for Ministry: Enter the Bible and Jewish Christian Relations**  
Second language course (after Greek) introduces students to the Biblical language of the Old Testament (MDIV). It presents elementary Biblical Hebrew vocabulary and grammar in order to read the Hebrew Bible/Old Testament in its original language.

**RHS/RHTH 521 Enmity in Biblical and Contemporary U.S. Racial Contexts**

This course will address the concept of enmity from a variety of angles, drawing connections between biblical law, the Psalms, legal practices of kinship-based societies throughout history (including those kinship-based elements of US urban culture in areas marked by gang activity), political theology, black studies, and contemporary racial enemy relations that encode the ongoing life of white supremacy and colonialism.

**RHS/RHTH 606 Theological Hermeneutics: Graduate Theological Seminar**

This course introduces graduate students studying theology and history to the ways in which scholars critically engage biblical texts, particularly the text of the New Testament. Each week, students will be asked to read selections of the bible, along with secondary materials that exemplify a particular hermeneutical approach to reading scripture.

**RHS/SF 501 Psalms**

This class seeks to introduce to the Psalms as a rich spiritual and practical resource for our spiritual formation as ministerial leaders, as well as for the practice of ministry.

**RHS/SF 502 Job: Reading Job and Praying with Job as spiritual practice (Adv. Exeg.)**

This class seeks to introduce to the book of Job as a rich spiritual and practical resource for ministerial leaders, as well as for the practice of ministry. Our exploration of the tradition of the book of Job will focus on three lines of interpretation of the book. Job in its relation to wisdom, Job in its relation to the Psalms and, finally, Job in its relation to law and legal tradition of Ancient Israel.

**Religious Heritage: Theology and History**

**RHTH 301 Theology and History I**

Exploration of central themes and developments in Christian thought from the 1st to 16th centuries (including major figures, formulations of dogma, doctrinal debates, and institutional changes), to support seminary studies and lifelong engagement with the Christian heritage and ongoing mission.

**RHTH 302 Theology and History II**

Exploration of central themes and developments in Christian thought from the 1st to 16th centuries (including major figures, formulations of dogma, doctrinal debates, and institutional changes), to support seminary studies and lifelong engagement with the Christian heritage and ongoing mission.

**RHTH 406 Grace Incarnate: The Lutheran Confessional Heritage**

This course explores the Lutheran confessional heritage; equips students to have a lively sense of what in it is life-giving and gift to the Church and the world (and what in it may need repentance and rethinking); understand how it can inform issues of church and society (with the help of recent ecumenical, denominational, and global Lutheran experience); and clarifies the significance of that heritage for their own faith journeys

**RHTH 411 Narratives of Resistance**

This course introduces participants to an analysis and constructive exploration of some basic teachings of the Christian Faith. The course aims at stimulating participants in developing a critical approach in their understanding and appropriation of these teachings with a respectful attitude to the different perspectives explored.

- RHTH 428**      **The Church's Witness: Church History Survey**
- RHTH 431**      **Global South Contemporary Liberation Theologies**  
This course provides an overview of current Liberation Christian Theology from the Global South. Participants will also explore methods of theologizing, identify important worldwide trends of theology, and its relevance for their particular ministerial and teaching contexts.
- RHTH 432**      **Introduction to Systematic Theology**
- RHTH 441**      **Inter-Religious Studies**
- RHTH 501**      **Martin Luther: Public Theologian**  
Martin Luther's theology deserves careful study, not only because of its historical significance, but also because it continues to provide lively insights into the Christian faith and its meaning in the contemporary world.
- RHTH 502**      **MA Summative Evaluation**  
This seminar is designed to help MA and MAM candidates complete their Summative Evaluation (i.e., MA[M] thesis) in the second year of their programs. Several topics will be discussed, such as reading strategies, research methods, thesis development, writing skills, time management, and citation styles. Students will present their ongoing work to the seminar and will receive feedback from the instructor and classmates.
- RHTH 508**      **Politics, Culture, and Faith: Reinhold Niebuhr and Paul Tillich**  
This course will ground students in a critical understanding of Niebuhr and Tillich's key theological positions and the major theological themes of their work. From that critical understanding, we will work to connect the thought of Niebuhr and Tillich to contemporary political issues and cultural forms. Ultimately, students will leave the course having developed a theological account of the interplay between politics, culture, and faith that draws on the work of two major Christian theologians and responds to contemporary realities.
- RHTH 511**      **Ethics in a Global Context**
- RHTH 531**      **Theologies of the Cross**  
This course will address Jesus Christ's Cross event as the hermeneutical key to revisit the whole theological body. Class will critically reflect on the theologians of glory versus the theologians of the cross. The former blesses the powers that be, which keeps crucifying people, continents, cultures, and the Mother Land, whereas the latter "calls the thing what it actually is."
- RHTH/CC 406**      **Christian and Muslim Theology: Selected Themes**  
This class will investigate a series of theological loci – from Creation to Last Things to explore commonalities and differences between Islamic and Christian teachings, mutual influences, historical controversies, and areas for ongoing exploration and dialogue.
- RHTH/CC 410**      **Christianity (ies) in India and Its/Their Religiously Plural Contexts (Travel Seminar J-Term)**  
This travel seminar to India aims to provide participants an introduction to and

experience of Christianity in India in its religiously plural context. The course combines the rigors of a traditional seminar with the excitement and intensity of nearly round-the-clock learning and camaraderie on a trip.

**RHTH/CC 412 Lutheranism in North America**

This course introduces students to this complex history so that they will be informed leaders for congregations adapting to their context and for the wider church.

**RHTH/CC 420 Introduction to Christian Ethics**

In this course, students will practice exploring such questions in response to pressing contemporary issues, gain familiarity with key theoretical and theological frameworks, engage in collaborative ethical discussion, and generate practical ethical responses to contemporary issues. The course will involve a particular emphasis on analysis and discussion of contemporary case studies as we work to sharpen our capacity to engage in Christian ethical deliberation in the context of our various ministries.

**RHTH/CC 421 Theology of James Cone**

Through a survey of Cone's major texts, as well as consideration of key influences on his work and scholars who have carried on his theological legacy, this course offers students an opportunity to develop and express their own contextually sensitive theological insights.

**RHTH/CC 422 Love and Enemies: U.S. Christian Racial Reconciliation**

This course critically re-examines the biblical call to love our enemies in relation to the ongoing US Christian racial reconciliation work. Taking seriously the need for simultaneous attention to the social, economic, political, and emotional realities at play in white supremacy, we will ask what it truly means to be enemies in the US racial context and how we might faithfully love our enemies.

**RHTH/CC 423 Leadership in Christian and Muslim Communities**

**RHTH/CC 424 Family and Christian Ethics**

**RHTH/CC 426 #Black Lives Matter: Faith, Intersectionality, and Democracy**

This course explores profound faith in stories from the margins in the vein of Fannie Lou Hamer, whose faith enabled her to "make a way out of no way." The intersectional approach advocated here will also privilege transgendered persons of color, who are persons with a more complicated experience with Corona because of intertwined oppressions, yet whose voices are unheard.

**RHTH/CC 501 Christian Mission and World Religions**

This course is designed to address the realities of 21st century leaders carrying out their ministries in communities marked in various degrees by a plurality of religious belief, through greater familiarity with and preparation for Christian life and ministry within "multi-religious contexts", which involves an exploration and articulation of core theological and missiological commitments.

**RHTH/CC 504 Epic of Creation**

The topic of biological evolution and how it relates to the theology-science discussion is probably one of the most important dialogues as it impacts the broad culture and society through political, educational, and conceptual contexts. The major goal of this course is



to provide an educational framework that will promote accurate and informed discussion in the theology–science arena.

**RHTH/CC 507 Future of Creation**

This course addresses on key element in making a better world: developing effective, equitable, and sustainable responses to environmental degradation. Throughout the course, we invite you to learn, reflect, and act in response to today’s and tomorrow’s environmental crises informed by contemporary scientific insights, guided by critical religious perspectives, formed by spiritual traditions, and trained in practical public strategies.

**RHTH 60X Graduate Theological Seminar**

Recent topics include: Black Theology and Womanist Theology; Love, Remembrance, Hope: Arendt, Benjamin, Agamben, and Theology; Race, Ethnicity, and the Bible; Postcolonial Remembrance; Theological Hermeneutics; Eschatology and Apocalyptic

**RHTH/CC 601 Technologies of the Body: Religion/Science Advanced Seminar**

In this seminar, we will build on the insights of the longstanding conversations to put the transformation of the human body at the center of our inquiry. How do different explanations of human origins shape our relationship to technology? We will consider organ transplantation, CRISPR/Cas9, and biological enhancement among other topics. An integral topic of the seminar will be the church's response to such technologies.

**RHTH/CC 605 Theology and Post–Colonial Theory: Graduate Theological Seminar**

This is a course to provide participants an introduction of Postcolonial theory, and ways it has being incorporated into theological reflection. The formation of religious leaders for the public arena today include the understanding of the struggles of colonized people and their strategies of resistance to restore their dignity and human rights.

**RHTH/CC 606 Womanist Theology**

This course explores the exciting discipline of Womanist constructive theology from historical, global, and interreligious perspectives for engagement with academic and congregational ministry today. We will study theological discourse about inequity, discrimination, and the death–dealing culture African Americans and peoples of African descent are subject to because of their black bodies from Womanist perspectives.

**RHTH/CC 607 Theological Reflection on Intersectionality: Graduate Theological Seminar**

The purpose of this course is to critically investigate the concept of identity by reading primary sources about intersectionality. This course will also focus on the paradigmatic value of people of faith developing alternative models for transformation of religious institutions for witness in the world.

**RHTH/CC 608 Womanist, Queer, and Trans Theologies in Dialogue**

**RHS/RHTH 606 Theological Hermeneutics: Graduate Theological Seminar**

This course introduces graduate students studying theology and history to the ways in which scholars critically engage biblical texts, particularly the text of the New Testament. Each week, students will be asked to read selections of the bible, along with secondary materials that exemplify a particular hermeneutical approach to reading scripture.

- RHTH/CC 61X Advanced Seminar on Religion and Science**  
Recent topics include Religious Naturalism: Theology in the Public Square?, Teleology, Exploring the Book of Urban Nature.
- RHTH 62X Graduate Historical Seminar**  
Recent topics include Historiography and Methods Survey
- RHTH/CC 63X Global Mission Seminar**  
Recent topics include History and Theology of Mission
- RHTH/CC 634 Graduate Mission Seminar: Contemporary Theology of Mission**  
This course is designed to acquaint students with historical accounts of Christian mission and the church's changing theological self-understandings of mission since 1910.
- RHTH/SF 502 Mystics**  
This course will provide an introduction to a number of very different Christian “mystics,”. The class will pay attention to the connection between mystical theology and contemplative practices on the one hand, and active service in the world on the other. Also studied is a comparative element, through examining some individuals called “mystics” from other religious traditions, notably the Islamic and Zen Buddhist traditions.
- Spiritual Formation**
- SF 301 Spiritual Formation**  
Orientation to spiritual formation for personal growth and for spiritual health and vitality of religious leaders amid multiple demands and stresses. Attention to the formation of congregations and faith communities through worship and a variety of contemporary and traditional spiritual practices.
- RHS/SF 501 Psalms**  
This class seeks to introduce to the Psalms as a rich spiritual and practical resource for our spiritual formation as ministerial leaders, as well as for the practice of ministry.
- RHS/SF 502 Job: Reading Job and Praying with Job as spiritual practice (Adv. Exeg.)**  
This class seeks to introduce to the book of Job as a rich spiritual and practical resource for ministerial leaders, as well as for the practice of ministry. Our exploration of the tradition of the book of Job will focus on three lines of interpretation of the book. Job in its relation to wisdom, Job in its relation to the Psalms and, finally, Job in its relation to law and legal tradition of Ancient Israel.
- RHTH/SF 501 Desert Discipleship**  
This course will deal with the holy men and women of Egypt and the literature by and about them, with special attention given to the topics listed above, and to their continuing influence on the Church in East and West. We will seek some counterpoint to their lives and contributions from outside the Christian tradition,
- RHTH/SF 502 Mystics**  
This course will provide an introduction to a number of very different Christian “mystics,”. The class will pay attention to the connection between mystical theology and contemplative practices on the one hand, and active service in the world on the other. Also studied is a comparative element, through examining some individuals called

“mystics” from other religious traditions, notably the Islamic and Zen Buddhist traditions.

## Faculty and Staff

### Faculty



#### **Klaus-Peter Adam**

##### **Professor of Old Testament**

Theological Exam Eberhard-Karls-University  
(equals MA) Tubingen  
PhD Philipps-University Marburg  
Habilitation Philipps-University Marburg

Born in Stuttgart, Germany, Klaus-Peter Adam has studied in Berlin, Tubingen, Munich, Marburg and at the Oriental Institute in Chicago. Prior to coming to LSTC, he served as an ordained minister in the Lutheran Church of Wuerttemberg, was a research scholar and taught in the field of Old Testament and Religious Studies from 2002–2008 at Marburg, Hamburg, Bremen and Erlangen. Combining historical and theological dimensions of Old Testament scholarship, his work interfaces philological, historical, literary, and comparative methods. He currently works on private enmity and friendship in biblical law, in narratives and in the Psalms. He compares the patterns of kinship feud in antiquity with patterns of conflict settlement in sub-legal spheres of modern societies, for instance, in contemporary gangland Chicago. He reflects on ways in which faith communities can respond to mechanisms of violence around them. His other scholarly interests include historiography, the stories about Saul and David, the book of Kings, biblical archaeology and the material culture of Palestine/Israel, the impact of drama on biblical narratives, constructs of masculinity in the Hebrew Bible. A passionate jogger along the borders of Lake Michigan, he is also interested in food justice in the north Kenwood neighborhood, enjoys riding his bike year round, as well as reading modern fiction and listening to early music.



#### **Eric Kyle**

##### **Associate Professor; Director of Contextual Education; Online Program and Faculty Development Coordinator**

BA Texas A&M University  
MS Texas A&M University  
MDiv Claremont School of Theology  
PhD Claremont School of Theology

Eric Kyle came to LSTC in the summer of 2019. His teaching, scholarship, and service are primarily focused on the intersection of three areas: religious education and spiritual formation, social justice and community engagement, and excellence in education. Having served in ministry and education since 2001, his primary focus continues to be on formation theories and practices that transform lives and communities. Before coming to LSTC, Kyle most recently served as director of the Center for Research, Education and Teaching Excellence at Nebraska Methodist College in Omaha, where he was also an associate professor. He was assistant professor of theology and director of service learning at the College of Saint Mary in Omaha prior to this. At these institutions, Kyle taught courses on spirituality, nonviolent peacebuilding, and world religions. He also gained experiences in instructional design and technology. While working on his M.Div. degree, Kyle served in the United Methodist Church first

as a youth minister, next as a local pastor at an urban church in Long Beach, and finally as an associate pastor at a Japanese American church in Torrance, CA. He has participated in an Ignatian Spiritual Formation Program and is a Promised Member of an Ignatian Associates organization. Kyle has also been involved in social justice work in congregations and the community on issues related to immigration rights, anti-racism, and the environment. In his spare time, Kyle enjoys spending time with family, visiting local museums and parks, being raised by his children and pets, and exercising.



### **Eunyung Lim**

#### **Assistant Professor of New Testament**

BA Ewha Womans University, South Korea  
 MA Ewha Womans University, South Korea  
 MDiv Harvard University  
 ThD Harvard University

Eunyung Lim joined the LSTC faculty in July 2018. Her main areas of research are the New Testament, the Nag Hammadi Library, and ancient Mediterranean cultures. She focuses on how images of children, women, and other minorities function in early Christian discourse. Her teaching emphasizes the contextualization of biblical texts in both ancient and modern settings, and she uses her training in feminist and contextual hermeneutics to encourage students to imagine the “voices from the margins” within the texts. Prior to coming to LSTC, Lim taught at Harvard College as a teaching fellow for general education courses on the Hebrew Bible. She also served as an editorial assistant for Harvard Theological Review and was a visiting lecturer in New Testament at the College of the Holy Cross. She received Harvard’s Derek Bok Teaching Certificate, specializing in intercultural and multimodal communication, and her teaching effectiveness was recognized with the Harvard University Distinction in Teaching award. When not researching and teaching, Lim enjoys singing, cooking, and going on walks with her family.



### **Esther M. Menn**

#### **Dean of Academic Affairs; Ralph W. and Marilyn R. Klein Professor of Old Testament/ Hebrew Bible**

BA Luther College  
 MA Lutheran School of Theology at Chicago  
 MA University of Chicago Divinity School  
 PhD University of Chicago Divinity School

A long-time resident of Chicago’s Hyde Park neighborhood, Esther Menn did her graduate studies at LSTC and the University of Chicago. Following her advanced studies, she taught in the department of religious studies at the University of Virginia. Special interests include literary and rhetorical study of the Bible, feminist and multicultural appropriations of scripture, the history of biblical interpretation, and theology and the arts. She is currently editing a book about contemporary approaches to the Psalms. She has also written on Genesis, Exodus, Jeremiah, Song of Songs, and Esther. Menn is deeply dedicated to Jewish-Christian dialogue and is a member of the ELCA Consultative Panel on Lutheran-Jewish Relations and the Christian Scholars Group on Christian-Jewish Relations. She co-edited *Contesting Texts: Jews and Christians in Conversation about the Bible*, and contributed a chapter on “Law and Gospel,” in *Covenantal Conversations: Christians in Dialogue with Jews and Judaism*, which now has a Select Learning companion DVD of the same title, intended

for congregational use, and organizes events in Jewish–Christian relations. With colleague Barbara Rossing, Menn has led January travel seminars to Israel and Palestine. Menn lives near campus with her husband Bruce Tammen and sons Joseph, Elijah, and Daniel, with daughter Kaia and son-in-law Ian next door. Urban organic gardening and enjoying the sand beaches of Lake Michigan’s southern end are family passions.



### **James R. Nieman**

#### **President**

BA Pacific Lutheran University  
MDiv Wartburg Theological Seminary  
PhD Emory University

James Nieman began as the President of the Lutheran School of Theology at Chicago in the fall of 2012. A professor for over 25 years, he has taught about leadership in religious organizations, qualitative contextual research methods, and various topics in the area of practical theology, including homiletics. His recent research focuses on how to discern local theological claims in congregations, and on the recovery of practical wisdom within and for theological education. He is past president of the Association of Practical Theology, past secretary of the International Academy of Practical Theology, served on the board of directors of the Louisville Institute, and was co–editor of the International Journal of Practical Theology. Besides many journal articles, Nieman is co–author of *Christian Practical Wisdom: What It Is, Why It Matters* (2016), author of *Knowing the Context: Frames, Tools, and Signs for Preaching* (2008) [newly translated into Chinese and Indonesian], co–editor of *Church, Identity, and Change: Theology and Denominational Structures in Unsettled Times* (2005), and co–author of *Preaching to Every Pew: Cross-Cultural Strategies* (2001). Prior to his arrival at LSTC, Nieman was first on the faculty of Wartburg Theological Seminary for 13 years, and then on the faculty of Hartford Seminary, where he also served as academic dean. He has been ordained in the Evangelical Lutheran Church in America for over three decades and served as a parish pastor in congregations in Iowa and Alaska prior to his doctoral studies at Emory University.

### **Eliseo Pérez–Álvarez**

#### **Associate Professor of Lutheran Systematic Theology and Global Lutheranism**



BA Theology Seminario Teológico Presbiteriano de México  
BA Philosophy Universidad Iberoamericana (Loyola University, with distinctions)  
ThM Columbia Theological Seminary, Atlanta  
PhD LSTC (with distinctions)

Dr. Pérez–Álvarez has taught full time at the Seminario Teológico Presbiteriano de México, the Seminario Evangélico de Puerto Rico, the Lutheran Seminary Program of the Southwest, and the United Theological College of the University of the West Indies in Jamaica. He has taught in a dozen other seminaries as well. He invested Summer immersions doing research at the Howard V. Edna H. Hong Kierkegaard Library in Northfield, MN; he has done pastoral ministry in rural and high–crime urban "hoods" in Mexico, Puerto Rico, the Virgin Islands and USA and has led USA seminarians in groups to the Augsburg Seminary travel seminars in Mexico City and surrounding states. He is the author of a dozen books on subjects such as Kierkegaard’s economic ideas and theological method; hunger as status confessionis and the most lethal weapon of mass destruction; Jesus and humor; Table Talk interviews with Liberation theologians; intersectionality and anticolonial



homiletics; immigration and myths; queerness in the Bible; another liturgical year is possible; native Abya Yalan (current Caribbean and Latin America) religions and philosophies. He has also contributed with several chapters in various books. Pérez-Álvarez has extensive administrative experience including directing the ALTE program of SCUPE, was Theological Education for Emerging Ministries (TEEM) coordinator for LSPS, and director of "El Faro, the national Presbyterian publishing house in Mexico. This is the third time for his wife Gina and him to live in Chicago. He is a Mexican who enjoys jogging, attending concerts, cultivating friendships, he is passionate of dancing and the drumming beat.



### Brooke Petersen

Lecturer in Pastoral Theology, Director of MDiv, MA, and MAM Programs, Coordinator for Candidacy

BA Hope College

MDiv Lutheran School of Theology at Chicago

PhD Garrett Evangelical Theological Seminary

Brooke joined the faculty as a Lecturer, Director of MDiv/MA/MAM degree programs and Coordinator for Candidacy in 2020. Brooke has been at LSTC as an affiliate faculty person since 2017. Brooke is a clinical pastoral theologian with research interests in trauma as well as the intersection of psychological theory, mental health and pastoral theology. Brooke has served two congregations in Chicago—Irving Park Lutheran Church from 2006–2012 and as the interim pastor at St Luke's Lutheran Church in Logan Square. In 2017 she finished her PhD in Pastoral Theology, Personality and Culture at Garrett Evangelical Theological Seminary. Her dissertation, entitled "Religious Estrangement and Return in the Experience of Queer Persons," made a case for religious trauma as a frame to understand the experience of many queer persons in the church, and for ways that progressive communities might draw on trauma theory in their ministry. She is a licensed professional counselor in Illinois and her clinical work included placements at Access Community Health and the Center for Religion and Psychotherapy where she worked with clients facing a variety of mental health issues. Brooke also maintains a small psychotherapy practice at the Spiritual Life Center in Holy Trinity Lutheran Church in Chicago, and finds that her clinical work enlivens her ability to teach courses in pastoral care and counseling. Brooke delights in parenting her two children, Samuel and Hannah, and traveling with her spouse.



### Barbara R. Rossing

Professor of New Testament

BA Carleton College

MDiv Yale Divinity School

ThD Harvard Divinity School

Barbara Rossing has taught at LSTC since 1994. She teaches courses on Jesus and the Gospels, Revelation, Paul, early Christian and Jewish apocalypticism, and early Christian communities. With a strong interest in biblical ecological hermeneutics, she advises the LSTC Environmental Ministries Emphasis and loves to co-teach the Zygon Center's "Future of Creation" course. She is the author of *The Rapture Exposed: The Message of Hope in the Book of Revelation* (2004); *The Choice Between Two Cities: Whore, Bride and Empire in the Apocalypse* (1999); *Journeys Through Revelation: Apocalyptic Hope for Today* (2010), as well as articles and book

chapters on Revelation and ecology, and “Prophets, Prophetic Movements and the Voices of Women” in *A People’s History of Christianity*, and two New Proclamation commentaries for preachers. Rossing is a frequent lecturer in international ecumenical and ELCA settings. Previously Rossing served as chaplain to Harvard Divinity School, pastor and teacher at the Holden Village retreat center, and pastor in Minneapolis. From 2003 to 2010 she chaired the Lutheran World Federation’s theology and studies committee, and led the LWF delegations to the United Nations climate change summits in Copenhagen and Cancun.



**Benjamin M. Stewart**

**Gordon A. Braatz Associate Professor of Worship; Director of the Zygon Center for Religion and Science**

BA Capital University  
MDiv Trinity Lutheran Seminary  
STM Lutheran Theological Seminary at Philadelphia  
PhD Emory University

Professor Stewart teaches courses on Christian liturgy and theology. Especially interested in the ecotheological implications of ritual, he serves as the convener of the Ecology and Liturgy Seminar of the North American Academy of Liturgy and is the author of *A Watered*

*Garden: Christian Worship and Earth’s Ecology* (2011). His current book project is a liturgical ecotheology of natural burial. He previously served as pastor to a small, Appalachian community in Ohio, and as village pastor to Holden Village retreat center in the Glacier Peak Wilderness of Washington. An avid hiker, kayaker, and bicyclist, Stewart lives in Western Springs, near Bemis Woods and the Salt Creek, with his wife, Beth, and their son Justin.



**Mark N. Swanson**

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

BS California Institute of Technology  
MDiv Lutheran Theological Seminary at Gettysburg  
MARS Hartford Seminary  
Doctorate Pontificio Instituto di Studi Arabi e d’Islamistica (PISAI, Rome)

Additional language study at the American University in Cairo

An ordained pastor of the ELCA, Mark Swanson teaches in the areas of Christian– Muslim studies and interfaith relations, church history (with an emphasis on early/medieval and on Middle Eastern church history), and world Christianity. He directs the Interfaith Emphasis at LSTC. Before coming to the great ecumenical and interfaith meeting–place that is the city of Chicago (and the neighborhood of Hyde Park), Swanson taught at Luther Seminary, St. Paul, Minn. (1998–2006) and at the Evangelical Theological Seminary in Cairo, Egypt (1984–1998). His research interests include the history of Christian–Muslim relations, medieval Egyptian church history, and early Arabic Christian literature. Swanson is the author of *The Coptic Papacy in Islamic Egypt (641-1517)* (2010), a co–editor of volumes including (with M. Shenoda, J. den Heijer, and Y. Lev) *Non-Muslim Communities in Fatimid Egypt (10th–12th centuries CE) = Medieval Encounters* 21, no. 4–5 (2015), and was Christian Arabic section editor for the first five volumes (covering the years 600–1500 CE) of the reference work *Christian-Muslim Relations: A Bibliographical History*, ed. D.



Thomas et al. (Leiden and Boston: Brill, 2009–2013). It is Swanson's hope that students and teachers together learn to encounter Christians of other times and places, as well as people of faith from traditions other than their own, with hospitality of spirit and a readiness to learn in order to grow as theologians and leaders of faith communities in our religiously diverse world.



### **Linda E. Thomas**

**Professor of Theology and Anthropology; Director of the Albert "Pete" Pero Multicultural Center**

BA Western Maryland College  
 MDiv Union Seminary, N.Y.  
 PhD American University, Washington D.C.

Linda Thomas deeply and mindfully engages God's presence in her life and work. She embodies a womanist perspective, which means she is anti-oppressionist, concerned about the vernacular, non-ideological, communitarian, and spiritual. The life and ministry of Jesus Christ guides her constructive theology and ethical commitment to vulnerable people created in God's image across the globe.



### **Peter Vethanayagamony**

**Professor of Church History**

BTh Serampore University, India  
 BD United Theological College, India [MDiv]  
 BEd Annamalai University, India  
 MA Osmania University, India [Philosophy]  
 MA Annamalai University, India [History]  
 MTh United Theological College, India  
 ThM Lutheran School of Theology at Chicago  
 PhD Lutheran School of Theology at Chicago

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



**Kimberly Wagner**

**Assistant Professor of Homiletics**

BS Miami University of Ohio

MDiv Emory University

PhD Emory University

The Rev. Dr. Kimberly R. Wagner joined the LSTC faculty in July 2018. Four years serving on the pastoral staff of a congregation in Virginia “fueled and informed” Wagner’s PhD work. Her research, teaching and scholarship in homiletics have focused on the role of the church and all of God’s people as proclaimers of the gospel in an ever-changing world. Her dissertation, “From the Depths: Preaching in Wake of Mass Violent Trauma,” rethinks the task of preaching to communities in the immediate aftermath of an incident of mass gun violence. She also believes that preaching requires a multidisciplinary perspective and did work in a variety of core areas during her PhD studies, allowing her a broad range of conversation partners in her scholarship and teaching. Wagner will be continuing her work in preaching and trauma at LSTC, exploring the topic in both her scholarship and in the classroom. While Wagner is committed research and scholarship in the practice of preaching, she has a deep passion for teaching. She holds an undergraduate degree in education, taught junior high and high school, and was a teaching assistant and instructor at the Candler School of Theology at Emory University.



**Marvin E. Wickware Jr.**

**Assistant Professor of Church and Society and Ethics**

BA Duke University

MDiv Union Theological Seminary

PhD Duke University

Marvin E. Wickware Jr. joined the LSTC faculty in July 2018. Wickware describes his research and writing as a way for him to work out the problems he has encountered while teaching and living in community with others. His experiences as a black man working in the predominantly white institutions of Duke Divinity School and a Presbyterian Church (USA) congregation led to his dissertation topic of racial reconciliation in U.S. churches. He demonstrates that black and white U.S. Christians are enemies and explores the possibilities of love in light of that reality. His research draws on feminist theory and black studies and in his teaching he works to connect an understanding of theoretical and theological perspectives to the church’s engagement with pressing political and social issues. Wickware is a Ruling Elder in the Presbyterian Church (USA) and his involvement in church leadership and community organizing in Durham, N.C., enriched his teaching and research.

## Distinguished Affiliate Faculty, Adjunct Faculty, Auxiliary Faculty

### Distinguished Affiliate Faculty

Mercedes Garcia Bachmann  
Professor of Old Testament  
Undergrad degree similar to an MDiv, ISEDET (Argentina)  
ThM, Lutheran School of Theology at Chicago  
PhD, Lutheran School of Theology at Chicago

Ghulam–Haider Aasi  
Professor of Islamic Studies  
ThD, Temple University

Antje Jackelén  
Professor of Systematic Theology/Religion and Science  
MTh, Uppsala University  
ThD, Lund University

Carol LaHurd  
Professor of World Religions  
BA, Augustana College, Rock Island, Ill.  
MA, University of Chicago  
PhD, The University of Pittsburgh and Pittsburgh Theological Seminary

Craig A. Satterlee  
Professor of Homiletics  
BA, University of Michigan  
MDiv, Trinity Lutheran Seminary  
STM, Trinity Lutheran Seminary  
MA, University of Notre Dame  
PhD, University of Notre Dame

Audrey L. S. West  
Associate Professor of New Testament  
BS, University of California, Davis  
MDiv, Yale University  
STM, Yale University  
PhD, Duke University

Gayle Woloschak  
Professor of Religion and Science Studies, Director of the Epic Project  
BS, Youngstown State University  
PhD, Medical College of Ohio

**Adjunct Faculty (Kvalificerad Fortbildning Predikan, Sigtuna Sweden)**

Niclas Blåder  
Caroline Edlund  
Ola Fornling  
Tina Johansson  
Carina Sundberg  
Johan Svedberg

**Auxiliary Faculty**

Ruben Duran	Ralph Klein
Tom Gaulke	Craig Mueller
Javier Goítia Padilla	Rosanne Swanson
Andrew Guffey	Christine Wenderoth
Kurt K. Hendel	Mayuko Yasuda

**Emeritus Faculty**

Dates indicate years of service at the Lutheran School of Theology at Chicago or a predecessor institution.

Terrence Baeder  
Director of Field Education (2008–2018)  
BA, MDiv, STM, DMin

Mark P. Bangert  
John H. Tietjen Professor of Pastoral Ministry:  
Worship and Church Music (1983–2008)  
MDiv, STM, MA, PhD

Kathleen D. (Kadi) Billman  
John H. Tietjen Professor of Pastoral Ministry: Pastoral Theology (1992 – 2020)  
BA, MDiv, ThM, PhD

Carl E. Braaten  
Professor of Systematic Theology (1962–91)  
BTh, ThD

Kurt K. Hendel  
Bernard, Fischer, Westberg Distinguished Ministry  
Professor Emeritus of Reformation History (1983–2016)  
BA, MDiv, MA, PhD

Philip Hefner  
Professor of Systematic Theology;  
Director, Chicago Center for Religion and Science (1967–2001)  
AB, BD, MA, PhD, LHD, DD Senior Fellow, ZCRS

Ralph W. Klein  
Christ Seminary–Seminex Professor of Old Testament (1974–2008)  
BA, MDiv, ThD

Edgar M. Krentz  
Christ Seminary–Seminex Professor of New Testament (1953–98)  
MDiv, MA, PhD

David L. Lindberg  
Professor of World Mission and World Religions;  
Director of Field Education (1963–95)  
MDiv, MA, PhD

Wilhelm C. Linss  
Professor of New Testament (1957–92)  
MDiv equiv., ThD

Richard J. Perry Jr.  
Professor of Church and Society and Urban Ministry;  
Coordinator of the Urban Ministry Emphasis  
BA, MDiv, ThM, PhD

David M. Rhoads  
Professor of New Testament (1988–2010)  
BA, MA, MDiv, PhD

José David Rodríguez  
Augustana Heritage Professor Emeritus of Global Mission and World Christianity; Professor  
Emeritus of Systematic Theology  
BA, MDiv, T.M, PhD.

James A. Scherer  
Professor of Missions and Church History (1957–92)  
MDiv, ThD

Michael Shelley  
Director, A Center of Christian–Muslim Engagement for Peace and Justice; Associate Professor of  
Christian–Muslim Studies (2007–18)  
BA, MDiv, ThM, PhD

Harold S. Vogelaar  
Professor of World Religions (1990–2006)  
BD, MPhil, PhD

Christine Wenderoth  
Director, JKM Library; Associate Professor of Ministry (2004–19)  
BA, MSLA, MA, PhD

## Past Presidents, Board of Directors, Personnel

### Past Presidents

Stewart W. Herman  
1964–71  
MDiv, BTh, LittD

Walter F. Wolbrecht  
1972–76  
MDiv, MA, DD, LLD

Arthur O. Arnold  
Acting President, 1971–72,  
President, 1976–78  
MDiv, MA, DD

John H. Tietjen  
President, Christ Seminary–Seminex  
1974–87  
MDiv, STM, ThD

William E. Leshner  
1978–97  
MDiv, DD

James Kenneth Echols  
1997–2011  
MDiv, MA, MPhil, PhD

Philip L. Hougen  
Interim President  
2011–2012  
BA, MDiv, DMin

### Board of Directors

**2021–2022** (Year term ends)

#### Officers

Kristi Ferguson (2024), Chairperson  
Southeastern Iowa Representative

Terry Goff (2024), Vice Chairperson  
Central/Southern Illinois Synod Representative

Karen McClain (2024) Secretary  
Churchwide Representative

Janette C. Schumm, (2024) Treasurer  
Central States Synod Representative

Members

Gordon Braatz (2022)  
Churchwide Representative

M. Wyvetta Bullock (2026)  
Metropolitan Chicago Synod Representative

Bishop Susan Candea (2022)  
Region 4 Bishops' Representative

Bishop Yehiel Curry (2024)  
Region 5 Bishops' Representative

Warren L. Geier (2022)  
Northern Great Lakes Synod Representative

Emmanuel Jackson (2022)  
Texas–Louisiana Gulf Coast Synod Representative

Bridget Jones (2022)  
Northwest Synod of Wisconsin Representative

Scott Leisinger (2022)  
Northeastern Iowa Representative

Greg Lewis (2024)  
Churchwide Representative

Jane Mar (2022)  
Northern Texas– Northern Louisiana Synod Representative

Harry Mueller (2024)  
Churchwide Representative

Maryjeanne Schaffmeyer (2022)  
East Central Synod of Wisconsin

***Administration and Staff***

Administration

James Nieman  
President

Kamio Arigbabuwo  
Director of Admissions

Scott Chalmers  
Dean of Student Services

Elizabeth Chentland  
Director of Strategic Marketing and Communications

Vimary (Vima) Couvertier-Cruz  
Director of Diversity, Inclusion, Equity, and Justice

Eric Kyle  
Director, Contextual Education; Online Program and Faculty Development Coordinator

Esther Menn  
Dean of Academic Affairs

Sandra H. Nelson  
Vice President for Advancement

Richard Vivian  
Acting Vice President for Finance

Staff

Bob Berridge  
Senior Project Manager, Facilities

Jan Boden  
Public Relations Manager

Abimbola “Abbie” Brown  
Operations and Student Employment Manager

Sarah Burdick  
Philanthropic Engagement Coordinator

Erik Christensen  
Pastor to the Community and Director of Strategic Initiatives

Aaron Copley-Spivey  
Director of Human Resources; Title IX Coordinator



John Damer  
Director of Advancement Operations

Patti DeBias  
Assistant to the President

Samantha DeBias  
Accounting Coordinator

James Foster  
Director of Safety, Security, and Visitor Services

Jami Galindo  
Housing Renovation

David Glover  
Editorial Assistant, Zygon Journal; Project Administrator, Zygon Center

Keith Hampton  
Cantor to the Seminary Community

Marvis Hardy  
Staff Accountant

Akeem Haywood  
Line Cook, Refectory

Cheryl Hoth  
Assistant to the Dean of Academic Affairs

Jessica Houston  
Alumni Services and Events Manager

Chris Huang  
Director of Institutional Effectiveness  
and Registrar

Michael Huckelberry  
Director of Maintenance and Engineering

Rocky Hunter  
Watchperson

Judith Jean–Michel  
Executive Administrative Assistant for Advancement

Ralph Klein  
Curator of the LSTC Rare Books Collection

Tim Knutson  
Renovation Technician

## 2021 – 2022 Catalog

Bianca Leoni  
Student Services Assistant

William (Bill) Myatt  
Director of Philanthropic Engagement

Scott Pachowicz  
Assistant Director of Building Services—  
Renovation/Upgrade

Frank Perez  
Manager of Culinary Operations

Arthur C. Petersen  
Editor, Zygon Journal of Religion and Science

Nate Ramsey  
Director of Financial Aid

Mike Reese  
Senior Project Manager

Julie Sevig  
Content and Social Media Manager

Marji Shannon  
Associate Director of Contextual Education

Jennifer Stone  
Data Service Analyst

Sara Trumm  
Director, A Center of Christian–Muslim Engagement for Peace and Justice

Gloria Vicente  
Advanced Studies Program Coordinator;  
International Student Administrator

Rob Worley  
Director, Language Resource and Writing Center

JKM Library Staff

Barry Hopkins  
Interim Director

Elaine Bonner  
Access Services Manager

Brenda Cantu  
Digital Instruction Librarian

Burmaa Kaylin  
Technical Services and  
Administrative Assistant

Emilie Pulver  
Metadata Librarian

## Academic Calendar

Year: 2021–2022

### 2021:

Academic Advising Begins for Fall Term: April 12

Registration Opens for Fall Term: April 19

Orientation: August 30 – September 3

Labor Day (no classes): September 6

Fall Term Classes Begin: September 7

Opening Convocation: September 8

Last Day to Add/Drop a Course: September 13

Reading Week (no classes): October 19–22

Seminary Sampler: October 25–27

Academic Advising Begins for J Term and Spring Term: November 1

Registration Opens for J Term and Spring Term: November 8

Thanksgiving Recess (no classes): November 22–26

Fall Semester Ends: December 10

Christmas Recess: December 11 – January 2

### 2022:

J–Term Classes Begin: January 3

Last Day to Drop a Course: January 3

Martin Luther King, Jr. Holiday (no classes): January 17

J–Term Classes End: January 21

Spring Term Classes Begin: January 31

Last Day to Add/Drop a Course: February 4

Seminary Sampler: March 7-9

Reading Week (no classes): March 14-18

Academic Advising Begins for Summer Term: March 28

Registration Opens for Summer Term: April 4

Holy Week Recess (no classes): April 11-15

Easter: April 17

Spring Classes End: May 6

Commencement: May 15

Summer Break: May 16 – September 5

Summer Term: May 16 – 27