



# Lutheran School of Theology *at* Chicago

CALLED INTO THE WORLD

## 2025-2026 Catalog



The Lutheran School of Theology at Chicago Catalog: 2025–2026

The catalog is an announcement of the projected academic programs of the Lutheran School of Theology at Chicago for the 2025-2026 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.

LSTC is located at 5416 S. Cornell Ave., Fourth Floor, Chicago, IL 60615. The main phone number is 773-256-0700.

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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.

### Marks

- Urban: LSTC is an urban seminary that believes the best way to prepare leaders to witness to the gospel in any setting is to provide them with a diversity of experiences found in a large city. This context is also crucial for those intending to specialize in urban ministry.
- University-related: LSTC is located by intention near the University of Chicago. Through interaction with the university faculty and students and other educational resources, including the university's libraries, LSTC relates theological education and ministerial preparation to the wider search for wisdom in society.
- Multicultural: LSTC's theological commitment to diversity is a high priority and makes the seminary a rich environment in which to equip leaders of all cultures
- Ecumenical: LSTC is a member of one of the largest theological consortia in the world, the Association of Chicago Theological Schools. This resource and the contributions of its own ecumenical staff, faculty, and student community members give students access to a broad array of opportunities for education that is thoroughly Lutheran yet respectful of other Christian traditions.
- Global: LSTC equips leaders for the church in the United States and the world, engaging the gifts that international faculty, students, and their families bring to the community, and structuring a curriculum that integrates care of creation and worldwide peace and justice into its degree programs and daily life.
- Interfaith: LSTC's specializations in Christian-Muslim and Jewish-Christian relations and its wide-ranging studies in world religions and interfaith dialogue prepare students to exercise pastoral and public leadership in an increasingly multi-faith world.

## About the Campus Land

LSTC recognizes that our school stands on the lands of the Potawatome, 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.

## 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 certificate, 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.

## Degrees, Certificates, 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, offered in-person and remotely.
- 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, offered in-person and remotely.
- Master of Arts to serve those wishing to pursue theological study as an academic discipline or for the nourishment of their faith, offered in-person and remotely;
- 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, offered in-person.

LSTC also offers the following certificate programs:

- Theological Education for Emerging Ministries (TEEM) Programs, a pastoral formation process leading to ordination in the ELCA and designed for those who meet the established criteria. There is a course-based TEEM Certificate program, offered in-person and remotely, and an asynchronous TEEM Certificate program, created to accommodate multiple start dates throughout the year, to move at the pace of the learner, and be accessible from anywhere. Start dates for learners can be determined upon a learner's application completion and admission to the program.
- Certificate of Studies for those seeking theological education for a variety of purposes, offered in-person and remotely

LSTC provides rich resources for theological education through:

- JKM Library
- The Albert "Pete" Pero, Jr. And Cheryl Stewart Pero Center for Intersectionality Studies
- A Center of Christian-Muslim Engagement for Peace and Justice
- continuing education programs for pastors and lay persons
- web-based learning modules, podcasts, and videos
- Project Starling Learning Modules
- Publications such as Currents in Theology and Mission
- lectures, workshops, conferences, and other on-campus and remote public events
- Cross-registration opportunities through the Association of Chicago Theological Schools, the Seminario Evangelico de Puerto Rico, and the seminaries of the Evangelical Lutheran Church in America, as well as bi-registration with the University of Chicago

#### 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.

Both accreditors completed comprehensive accreditation evaluations of the seminary in spring 2024 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 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@lstm.edu](mailto:aaron.copley@lstm.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. For more detailed information about LSTC's policy concerning non-discrimination and harassment, see the All Students Handbook.

#### Strategic Plan

The Lutheran School of Theology at Chicago is navigating a time of significant change and opportunity. As we step into the future, our 2024-2029 strategic plan marks a pivotal moment in our institution's journey. This plan is designed to prepare us for the evolving landscape of theological education and to extend our reach to a more diverse and dynamic community of learners.

Our strategic initiatives focus on four key areas that will guide our efforts over the next five years:

*Asynchronous Education* – We are expanding access to theological education by developing innovative online learning platforms. This initiative opens new pathways for non-traditional students, working professionals, and those from underrepresented backgrounds, ensuring that LSTC's high-quality education is accessible to all.

*Philanthropic Campaign* – Our commitment to financial sustainability and growth is embodied in a comprehensive philanthropic campaign. Through this initiative, we seek to secure the resources necessary to support our mission, invest in our future, and extend our impact throughout the wider church and society.

*Staffing Strategy* – Recognizing the critical role our faculty and staff play, we are focusing on strategic staffing initiatives. These efforts aim to better align our human resources with our goals, investing in training and development, and ensuring that our team is well-equipped to lead LSTC into the future.

*Policy Review* – To sustain our mission and uphold our values of diversity, equity, inclusion, and justice, we are undertaking a thorough policy review. This initiative is designed to streamline our operations, enhance the student experience, and create a consistent, equitable environment for all who engage with LSTC.

The 2024-2029 strategic plan reflects a renewed commitment to innovation, inclusivity, and adaptability as we prepare for the future. By focusing on these strategic initiatives, we are positioning LSTC to meet the needs of a changing world, equipping visionary leaders who will bear witness to the good news of Jesus Christ in diverse and evolving contexts.

To learn more about our strategic plan, visit the “About” tab on our website and select “Strategic Plan.”

#### Location

##### Chicago

LSTC was founded with the belief that the Christian faith and theological scholarship should engage and grapple with the challenges of a pluralistic, dynamic, and ever-changing world. The school is strategically located in the ethnically and economically diverse neighborhood of Hyde Park on the South Side of Chicago near the University of Chicago. Collocated with Catholic Theological Union and McCormick Theological Seminary, LSTC offers the opportunity for rich ecumenical engagement and learning opportunities 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 also experience other religions and faiths in the wider Chicagoland area.

For more information about Chicago, visit [cityofchicago.org](http://cityofchicago.org) and [choosechicago.com](http://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. Ninety-nine Nobel Prize winners have been faculty, students, or researchers at the university. Today, with over 14,000 students and over 2,000 full-time faculty members, it is a dominant presence in the neighborhood. 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

Our new home at Catholic Theological Union (CTU) in Hyde Park is a custom fit for the LSTC campus community. Located on the 4<sup>th</sup> floor, this 25,000-square-foot space was designed to suit the needs of an agile 21st-century seminary. Leaning into our commitment to become a sustainable institution, our new environmentally friendly campus is fully accessible. It reduces waste through a design concept fitting the seminary's actual use.

This enterprising and adaptable space has highlights that include a dining commons, chapel, and copy room; 4 classrooms, two zoom rooms, 30 office spaces; a prayer and meditation room; and a grand hallway meeting space. All spaces have been designed with student accessibility in mind, in keeping with our community's values of inclusion, equity, and justice.

The campus was designed to be a space that motivates learners and promotes individual and collaborative learning as an activity and formal practice by offering environments that can be flexible in the face of changing times.

#### Visiting the Seminary

LSTC encourages visits to campus to experience life as a seminary student in Hyde Park. Year-round virtual or in-person visits can be scheduled through our online scheduler. Visits include: attending a class and chapel; touring the campus, housing units, the Hyde Park neighborhood and many city of Chicago attractions; meeting with a faculty member, financial aid director, and sharing a meal with current students.

For campus visits, complimentary guest housing is available, as are varying travel stipends. To schedule a visit, or learn more, use our scheduler at <https://lstc.edu/admissions/visit/> or contact [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 and now continuing as we find ourselves emerging into a new normal. Most courses are offered in a hybrid format, with in-person and

synchronous attendance, and all students are able to access materials, course meetings and lectures via the “MyLearning” portal for classes. Additional asynchronous courses will be added in coming years.

#### 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, historical, and theological tradition, ministerial arts, cultural context and spiritual formation rather than around the academic disciplines themselves. Creative collaboration, cross-fertilization, and integration flourish across disciplines in this model. 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).

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.

#### 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
- Multiple creative 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 and ELCA cross-registration
- 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 requires that students 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 discusses, 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.

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

The Theological Education for Emerging Ministries (TEEM) Program is an ELCA leadership formation process designed for individuals currently serving in emerging ministry sites who have been identified as candidates by their synod bishop. Consideration for admittance into the ELCA 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 are met. (ELCA Candidacy Manual pg. 51)

GETTING STARTED

As stated in 5.1.3 of the 2023 ELCA 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 candidate will be placed and serve during their TEEM process. 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 track of the TEEM program at LSTC the candidate engages.

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 (both credit and non-credit bearing), field education through CPE and a supervised internship, and mentorship from advisors and fellow students. TEEM students will be assigned an LSTC advisor who will be a support academically and will participate with them in the candidacy steps of Endorsement and Final Competency Assessment Panel leading to Approval. TEEM students will receive a solid grounding in Lutheran theology, practical ministry, and the Lutheran Confessions, completing both academic coursework and practical ministry requirements in collaboration with LSTC faculty/staff, synodical staff, and TEEM procedures.

#### TEEM CERTIFICATE PROGRAM OPTIONS

The TEEM experience at LSTC takes the form of a Synchronous Certificate Program and an Asynchronous Certificate Program. These programs take advantage of the expertise of LSTC faculty and their coursework to address the key TEEM competencies outlined in the ELCA Candidacy Manual. Both programs ensure that TEEM students receive rigorous theological education, practical ministry training, and dedicated support, equipping them for faithful service in the ELCA.

##### Synchronous Certificate Program

The Synchronous Certificate Program is based on six semester courses taught at LSTC which can be accessed either on campus or synchronously via ZOOM. The TEEM competencies that are not covered via semester courses will be addressed through workshops done synchronously 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 contextual learning, each TEEM cohort will be actively supported by academic mentors. Because this TEEM program is based on current LSTC semester courses and workshops, TEEM students will complete this coursework for credit, although in special circumstances they can elect to audit. Because they are taking these courses for credit, TEEM students can, at a later time, apply those credits toward a full MDiv degree at LSTC, if they so choose.

##### Asynchronous Certificate Program

Through Project Starling, LSTC also offers the TEEM Certificate in a fully asynchronous format. This version features the same high-quality content and formation experience, but in a self-paced, flexible structure accessible through our Project Starling platform. Designed for those balancing ministry, family, and other commitments, the asynchronous pathway allows learners to progress at their own pace while still engaging in field education and mentorship. TEEM students will make their way through an Orientation video and 11 resources (classes) which are each made up of around 12 modules. These modules will be recorded lectures, reading assignments, podcasts, and more. Students will keep an online journal and write reflections on what they are learning which will be uploaded to the Project Starling platform. The resources and modules of the Asynchronous Certificate Program are, at this time, non-credit bearing which means that no grades will be given.

Both programs include completion of CPE and a supervised internship as part of the certificate requirements which will be organized through the LSTC Contextual Education Office.

## TUITION AND FINANCIAL AID

Tuition costs for each of the two TEEM Certificate Programs are different due to semester courses and workshops vs Project Starling resources and modules. TEEM candidates, like all students, are eligible for financial aid. The terms of this financial aid could depend on a few variables.

### Synchronous Certificate Program

Tuition costs for the Synchronous Certificate Program is as follows:

- \$2,000 per semester course – charged to student's account at the time of registering for each class (6 courses to be completed)
- Workshops are free
- Student Fee is \$XXXX and charged how often?

There is an additional cost for completing the required unit of CPE which is paid directly to the CPE Program to which you have been accepted.

Financial aid is available to the TEEM student through the ELCA Fund for Leader's Program, LSTC institutional funds and any funding negotiated from your synod or congregation. Students are encouraged to seek financial assistance from their synod of candidacy and their home congregation in order to reduce the amount not covered by the ELCA and LSTC. Financial aid decisions are based on the unique needs of each candidate, therefore, awarded amounts may vary (annually?).

### Asynchronous Certificate Program

The tuition cost for Project Starling's Asynchronous Certificate Program is \$17,500 and includes student fees. Half the tuition will be charged to your LSTC student account when you accept LSTC's offer to complete this program and the other half will be charged at the start of your second year. There is an additional cost for completing the required unit of CPE which is paid directly to the CPE Program to which you have been accepted.

Financial aid is available to the TEEM student through the ELCA Fund for Leader's Program, LSTC institutional funds and any funding negotiated from your synod or congregation. Awarded amounts may vary annually based on available ELCA funding. The amount of LSTC institutional funds available to give as awards is dependent on donor contributions to the TEEM program and, therefore, varies annually. Both types of financial aid are awarded for up to two years.

### TEEM Candidacy

The TEEM Candidacy process goes alongside both Certificate programs and is interwoven according to the timeline that you and your candidacy committee set for yourself. TEEM candidates complete the same candidacy steps as MDiv students of Entrance, Endorsement, and Approval leading to ordination in the roster of Word and Sacrament (for more specific details, see section in this document titled "Candidacy for Ministry in the ELCA").

Part-time, Distance, International and Transfer Students

#### Part-time and Distance Students

The seminary welcomes part-time and distance 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 distance students. Since masters level study is rigorous and demands significant amounts of time for all students, part-time and distance students are encouraged to take advantage of particular services at LSTC (study areas, and other social spaces to find havens for computer access, quiet reading and interactive study groups, both on-campus and virtually. Live-streamed worship and community events are also important aspects of seminary learning, some of which are planned especially with distance 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 within the past 10 years (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.

#### *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.
- 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.

## 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) at an ACPE accredited site
- Students preparing for Word and Sacrament ministry in the ELCA complete a 7 hrs./week Ministry in Context assignment for both fall and spring semesters usually during the second year of study and then a 12-month, full-time internship in the third or fourth year of their degree.
- Candidates for Word and Service who are in the MDiv program complete the Ministry in Context assignment usually during the second year of study and then a 1,000 hour internship requirement designed for the Word and Service Roster.
- For all other students, the Ministry in Context assignment is made within the student's 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 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 dedicated to internship, engaging 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 aimed at further developing and demonstrating needed competencies. Students may petition to complete internship as their final requirement.

### 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: Introduction to the Hebrew Bible or From Genesis to Revelation
- Religious Heritage II: Systematic Theology or Church History I
- Introduction to New Testament

Spiritual formation modules are incorporated into orientation courses. Full-time students take five additional courses, which may be more orientation courses or pathway courses aimed at developing competency in specific areas during their first year. These courses typically include Greek I or Hebrew for Ministry (usually in the fall semester), Grace Incarnate: The Lutheran Confessional Heritage, Pastoral Care Throughout the Life Cycle, The Sacramental Landscape: An Introduction to Worship, along with other courses chosen in consultation with advisors to build skills and competencies for ministry and related vocations. Students with strong academic backgrounds or significant practical experience can request permission to enroll directly in advanced-level courses (500- or 600-level), where they can further develop and demonstrate proficiency in specific areas.

#### Summer between Year One and Year Two

Generally, students complete 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: Introduction to New Testament
- Religious Heritage II: Church History II
- Spiritual Formation I (intended for year two)

Full-time students again take five additional pathway courses towards competency in specific areas during their second year, or when appropriate, request permission to enroll in advanced-level courses (500- or 600-level). These courses allow students to continue developing and demonstrating competency in particular areas. Typically, in addition to the courses listed above, students in their second year take courses such as Introduction to Preaching, Israel's Prophets, The Life and Letters of Paul, Christian Ethics, as well as other courses chosen in consultation with advisors to build skills for ministry and other vocations. A healthy boundaries workshop offered by LSTC or an ELCA synod should be completed during this year as a prerequisite for internship.

#### Year Three

During the third year, many MDiv students preparing for Word & Sacrament ministry in the ELCA complete a 12-month full-time internship. Petitions by students to finish their internship as their final requirement receive consideration. Candidates preparing for the Word and Service roster who are in the M.Div. program must complete a 1,000-hour internship requirement designed to prepare them for their specific specialization.

#### 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 the development of competencies for leadership in a public church in various contexts.

Courses can be taken in any order and without prerequisites unless specified. MDiv students preparing for internship should complete the first eight required orienting courses (excluding Public Church II, which is meant to be taken after internship or during the final year) during the first two years, before starting a third-year internship.

#### Contextual Education

##### Clinical Pastoral Education

In this supervised pastoral ministry experience, students engage in direct ministry to people in person, by phone, or through remote technologies (e.g., Zoom, WebEx, etc.), report on and evaluate these experiences, and receive feedback from peers and supervisors within a small group setting. Master of Divinity students typically undertake clinical pastoral education after their first year of study. The Contextual Education Office helps students find placements at any of the more than 300 ACPE-accredited centers across the United States. Clinical pastoral education is available to students in any degree program.

##### Internship

A distinctive feature of Lutheran theological education for candidates for Word & Sacrament ministry is the completion of a 12-month, full-time internship, taken in the student's third or (increasingly common) fourth 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 attend two LSTC ministry workshops in preparation for 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.

MDiv 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: Introduction to Hebrew Bible	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: Introduction to New Testament	
Religious Heritage II: History and Theology (RHTH)	Church History I or Systematic Theology	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
	Church History 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	
Total: 27 Courses	8 Required Orienting Courses 1 Capstone Course	18 Additional Courses, with 5 minimum at the 500 or 600 level (one in each competency)
Contextual Education		
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 to move it to fourth, final year	

## MDiv-4-Year Framework

Competency Area	Cultural Context	Religious Heritage I: Scripture	Religious Heritage II: History/Theology	Ministerial Leadership	Spiritual Formation
Year One 9 Courses					
Required/ Orienting (300-level)	Public Church I	Scripture II	Church History I Systematic Theology	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				
Summer after Year One				Clinical Pastoral Education	
Year Two 9 Courses					
Required/ Orienting (300-level)		Scripture I	Church History II	Ministerial Leadership II/ Ministry in Context	
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				
Year Three				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. After internship, Senior review of supervised ministry evaluations and candidacy approval essay takes place along with creation of Form D for faculty approval.				

## 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	<p>Years three and four may be reversed (by petition) for a final, fourth-year internship. In this case, all classes need to be completed before starting internship.</p> <p>During the end of internship, Senior review of supervised ministry evaluations and candidacy approval essay takes place along with creation of Form D for faculty approval.</p>				

**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. 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.

Students may develop a concentration in a particular competency area such 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.

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. 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.

#### Summative Evaluation

The MA program requires the successful completion of a capstone Summative Evaluation, which consists of a research 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 of their second year for a research seminar which brings together MA working on their Summative Evaluations for mutual support and peer enrichment, as well as regular faculty guidance.

#### Course of Studies

##### Required Courses

- Public Church I
- Pathway (300- or 400-level) or advanced (500 or 600-level) course in Cultural Context
- Religious Heritage I: Scripture II: Introduction to Hebrew Bible
- Religious Heritage I: Scripture I: Introduction to New Testament
- Religious Heritage II: Church History I or Systematic Theology
- Religious Heritage II: Church History 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 areas, 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: Intro to New Testament and RHS 302: Intro to Hebrew Bible	
Religious Heritage II: History and Theology (RHTH)	RHTH 301: Church History I Systematic Theology and RHTH 302: Church History II	
Spiritual Formation	Module in Spiritual Formation in Required Orienting Courses	
Capstone Summative Evaluation		Research Course
Total: 16 Courses		
<ul style="list-style-type: none"> <li>● 7 required courses <ul style="list-style-type: none"> <li>○ 5 orienting courses</li> <li>○ 1 additional CC course</li> <li>○ 1 Capstone Summative Evaluation</li> </ul> </li> <li>● 9 additional courses, with at least 2 at the 500 or 600 level</li> </ul>		

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. 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.

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.

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.

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). 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 needs to 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: Intro to Hebrew Bible: RHS 301: Intro to New Testament	
Religious Heritage II: History and Theology (RHTH)	RHTH 301: Church History I or Systematic Theology or RHTH 302: Church History 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)	SF 301: Spiritual Formation I	
Contextual Education	400 hours of supervised ministry	
Capstone	Senior review of supervised ministry evaluations and academic work	
Total: 16 courses <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 Word and Sacrament ministry, though abbreviated because of the shorter program, is available for MAM students. The Director of the MA Programs and the Director 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: Intro to Hebrew Bible or RHS 301: Intro to New Testament	
Religious Heritage II: History and Theology (RHTH)	RHTH 301: Church History I or Systematic Theology or RHTH 302: Church History 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)</li> <li>A healthy boundaries workshop offered by LSTC or an ELCA synod needs to 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	After internship, Senior review of supervised ministry evaluations and candidacy approval essay takes place along with creation of Form D for faculty approval.	
Total: 16 courses <ul style="list-style-type: none"> <li>8 required courses (includes CPE)</li> <li>8 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>		

## MA and MAM Program Options

## Credit for Previous Study

Master of Arts and MAM candidates may petition to gain credit 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.

#### 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.

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. 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 long-held strengths and commitments 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.

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

LSTC's location, distinguished faculty, and ACTS cross-registration provide excellent resources to prepare students for ministry in African American and African descent communities. The Pero Center for Intersectionality Studies offers opportunities for deepening knowledge and celebrating African American and African descent religious and theological experience. Contact persons: Dr Linda Thomas: [lthomas@lstc.edu](mailto:lthomas@lstc.edu); Dr. Marvin Wickware: [marvin.wickware@lstc.edu](mailto:marvin.wickware@lstc.edu).

#### Biblical Studies Emphasis

Students gain the tools, confidence, and discipline to make Bible study a lifelong activity and to interpret biblical texts creatively for contextual preaching, teaching, and worship.

For more information, contact Dr. Linda Thomas, Dean and Vice President of Academic Affairs: [lthomas@lstm.edu](mailto:lthomas@lstm.edu).

#### Interfaith Emphasis

LSTC has a long history of engagement in interfaith relations, supported by A Center of Christian-Muslim Engagement for Peace and Justice and an endowed professorship of Christian-Muslim Studies and Interfaith Relations. Collaboration with faculty and students from other theological schools and our many interfaith partners in the Chicago area deepen this emphasis. For more information, contact Dr. Mark Swanson, Harold S. Vogelaar Professor of Christian-Muslim Studies and Interfaith Relations, at [mswanson@lstm.edu](mailto:mswanson@lstm.edu).

#### Dual Degree Program

In cooperation with the University of Chicago Crown Family School of Social Work, Policy, and Practice, 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).

The dual degree program must have two different applications submitted by the student. The first to their program of interest at LSTC, and the second to the AM program at the University of Chicago.

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 and Cheryl Stewart Pero Center for Intersectionality Studies

The purpose of the Pero Center for Intersectionality Studies 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 Scholar Program (previously called Hispanic Summer Program), inaugurated by Dr. Justo L. González. The Hispanic Scholar 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 Seminario Evangelico de Puerto Rico and 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 through cross-registration 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.

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. LSTC is a founding member of the Hispanic Theological Initiative, which provides support and mentorship for Latinx doctoral students. 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.

#### 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.

Every other 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 [admissions@lsc.edu](mailto:admissions@lsc.edu). Application instructions and documents are available at [www.lsc.edu](http://www.lsc.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 consider 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 to the MDiv, MA, and MAM programs for whom English is not a primary language must have an English Language Proficiency Interview with LSTC interviewers. This interview may be waived if students can demonstrate that they have already earned a degree in which the language of instruction was English.

#### 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 (ideally, nine to 12 months before the anticipated time of enrollment). Once an application is complete it is reviewed by the admissions committee and/or the Director of Admissions who can make instant admissions decisions based on application criteria. Applicants will be notified within four weeks of the decision made by the admissions committee. The preferred application deadline is April 2. International applicants should submit applications at least five months before the beginning of classes to allow for review and visa processing.

#### 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 undergraduate or graduate credit from a regionally accredited institution.
- Courses were in ancient or biblical Greek or Hebrew (Intro and Grammar).

#### Financial Aid

The preferred scholarship decision date is April 16. Financial aid is based primarily on merit and financial need and applicants are awarded on a first-come, first-served basis. All students eligible for aid through the Department of Education should contact the Director of Financial Aid to see a full list and apply.

#### 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).

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 (usually by September 1 of their second year of full-time studies) to their candidacy committees and their academic advisor. Students should contact their candidacy relator for updated information about dates paperwork is due. 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 (usually 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 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 Kingdom 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 ministry. 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. Many Word and Service candidates enroll in the MAM program. However, many 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 diaconia 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 at 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 at least 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 may 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 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.

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 course 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."

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) may choose to 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. All ELCA Affiliate/Lutheran Year candidates shall apply to their seminary of affiliation upon successful Entrance into ELCA Candidacy. For students who apply to an ELCA Seminary within 6 months of being granted Entrance, the one-time fee will be \$1600. For students who apply after this 6-month period, the one-time fee will be \$2000. These affiliation fees are the same across all ELCA Seminaries.

## Advanced Degrees

### Introduction to the ThM and PhD Programs

Note: For programs beginning in the Fall of 2025, LSTC Advanced Studies invites applications to its Master of Theology (ThM) program, as well as to the interschool Doctor of Ministry program (with the Catholic Theological Union and McCormick Theological Seminary). We are temporarily putting on hold the consideration of new applications to the PhD program, as we redesign the program to best respond to opportunities for mission in the years ahead (while serving and seeking the success of our present PhD students). We anticipate reopening applications (in the Fall of 2026) to the renewed PhD program, which will start in the Fall of 2027.

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 over 30, 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.
- Several LSTC and Hyde Park Cluster centers, including A Center of Christian-Muslim Engagement for Peace and Justice, the Albert "Pete" Pero Jr. and Cheryl Stewart Pero Center for Intersectionality Studies, 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*, signal a commitment to scholarship at the highest level.

### 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.

#### 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 or a thesis.

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

#### Advanced Standing with Credit

The division in which students are engaged in PhD work may grant one or two courses' worth of advanced standing with credit on the basis of some combination of courses previously taken at the graduate level, written work, public presentations and publications, and significant life experience. Petitions for advanced standing with credit may be submitted after taking six courses at LSTC and passing the Qualifying Examination.

#### 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 ThM and PhD students, two courses per semester qualifies as full-time.

#### Language Requirement

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

In historical and theological studies and in world Christianity and mission, students for whom English is not a primary language may petition to have advanced academic English count as their modern research language. Students for whom English is the primary language often select German, French, Spanish, or Arabic as their modern research language, although students

are encouraged to petition to have the language most central to their research interests accepted. Competence in the selected research language must be demonstrated through examination before the comprehensive examination.

#### Application from the 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,
- 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 familiarity with 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.

**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 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.

A full-time student can complete all requirements for the PhD degree within five years (and normally not more than seven) after their first course registration.

**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; the HTI, now with 24 member schools, is 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 Latine PhD. students; a growth in the presence of Latine faculty; and the creation of a forum for the exchange of information, ideas and best practices to address the needs of Latine faculty and students. LSTC is proud to have had a number of students who completed their PhD degrees at LSTC supported by the resources of this consortium. Latine 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@lsthc.edu](mailto:admissions@lsthc.edu). Application instructions and documents are available at [www.lsthc.edu](http://www.lsthc.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 to the PhD program 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.

### Application Process

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

Lutheran international students seeking financial support may apply to the ELCA's International Leaders Program. Detailed information is available at [ELCA Scholarship Application Guidelines 2024.pdf](#). Applicants should apply through their national church, careful to gather all the necessary documents and to allow enough time to complete the application by the stated deadline. Completed scholarship applications are due by October 15 of the year before the beginning of study. ELCA-ILP 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 56.

### Doctor of Ministry: The Interschool DMin Program

The interschool Doctor of Ministry program, with concentrations in Hispanic Theology and Ministry, Intercultural Studies and Ministry, Liturgy, Educating for Witness, and Spirituality, is sponsored by the Catholic Theological Union (where it is based), 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.

See the program website at <https://ctu.edu/academics/dmin-program/> for a description of the program and of its five Concentrations. In brief, the program consists of 10 courses distributed as follows:

- Core I (Introduction to Practical Theology)
- Four courses within the area of concentration
- Two courses outside the area of concentration
- Core II (Thesis Proposal Seminar)
- DMin Thesis-Project (equivalent to two courses)

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

Prerequisites for admission to this program have normally been 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 (normally, three years of that after receiving the MDiv). However, exceptions can be made in the case of outstanding candidates who fulfill other criteria; see ATS Degree Program Standard 5.5 (2020).

Application instructions are available from the LSTC Admissions Office (and will soon be posted on the LSTC website). Applicants must submit a completed application dossier to the Office of Admissions by May 1 of the entering year (for international students) or July 15 (for US students). That office forwards the applications to the LSTC Advanced Studies Office and are reviewed by LSTC faculty before an admissions decision is made.

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 for the interschool Doctor of Ministry program taken through LSTC is \$10,000, paid in two \$5,000 installments, or with discount of \$2,000 if paid at once for a total of \$8,000. In addition, there are the usual student fees (see above).

The program can be completed in as few as two years for a full-time student or four years for a part-time student. The interschool DMin Program charges a \$400 annual continuation fee to students whose programs 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, MAM, and TEEM 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.

## Library Resources

### University of Chicago libraries

LSTC students enjoy full in-person borrowing privileges as well as pick-up services at the University of Chicago libraries, with their rich resources in the humanities, social sciences, law, medicine, and sciences. The University of Chicago libraries have the deserved reputation of being one of the top ten research library networks in the country, and these rich resources are available to LSTC students, faculty, and staff. Please note that University of Chicago E-resources are accessible to LSTC-affiliated users only on the premises of the Joseph Regenstein Library itself.

To acquire your UChicago Campus Card you will need to:

1. Get your Chicago ID number from your Seminary
2. Claim your CNet ID BEFORE visiting the ID & Privileges Office:  
<https://cnet.uchicago.edu/claimacct/index.jsp>
3. Visit the ID & Privileges Office in-person on the 1<sup>st</sup> floor of the Regenstein Library to receive your Campus Card

Once the privileges office issues your Campus Card and credentials to access the library's networks and your library account, you will be able to request materials, use scan and deliver services for book chapters and articles, and more.

The Librarian at the Regenstein Library who will work with the JKM Library collection is Anne Knafl: [aknafl@uchicago.edu](mailto:aknafl@uchicago.edu)

As always, policies for borrowing, fines and fees, etc. differ from library to library, and users are expected to abide by the lending library's policies.

Please visit <https://guides.lib.uchicago.edu/seminaryaccess> for the most up-to-date information on how to access UChicago libraries.

JKM Library

In addition to accessing the University of Chicago libraries, students and faculty are encouraged to avail themselves of the extensive electronic and other resources of the JKM Library. While the JKM library is currently undergoing transition during this 2025-2026 academic year, JKM librarians remain committed to making materials available electronically and through interlibrary loan and to assisting students and faculty to discover and interpret those resources according to their research needs. A convenient book pick-up table and drop-off box for interlibrary loans are located outside the fourth-floor elevators at the 5416 S. Cornell Ave. campus.

To contact the JKM Library email us at: [ihaveaquestion@jkmlibrary.org](mailto:ihaveaquestion@jkmlibrary.org)

The JKM library is governed by a board including the presidents and deans of LSTC and McCormick Theological Seminary, two faculty representatives, two board representatives, along with the director of the library. Strategic directions for the longer-term future of the JKM library are currently under discussion.

From the [JKM Library's website](#), you can:

- search [Primo](#) (the JKM/I-Share online catalog) to discover what resources are available at JKM and the other 90+ I-Share libraries (see below for more information about I-Share).
- log into your JKM/I-Share account for due dates, charges or blocks on your account, status of requests, etc., using your OpenAthens credentials.
- access the databases and e-resources to which JKM subscribes using your OpenAthens credentials.
- request a hardcopy item from another I-Share library for pickup at the JKM pick-up table outside the fourth floor elevators at 5416 S. Cornell Ave. or another I-Share library.
- learn how to perform basic library functions such as how to place an I-Share request, renew an item, access the e-resources via OpenAthens, etc.
- answer basic questions about library services and policies regarding overdue materials, charges or blocks on your account, etc.
- contact library staff by emailing [ihaveaquestion@jkmlibrary.org](mailto:ihaveaquestion@jkmlibrary.org)

#### OpenAthens

OpenAthens is JKM's access management platform which you use to:

- access your JKM/I-Share Primo account, which allows you to request hardcopy materials from the JKM Library and the other 90+ I-Share libraries, check due dates, renew materials, etc.; and,
- access e-resources, including the Atla Religion Database with AtlaSerials PLUS, Academic Search Complete, JSTOR, Ministry Matters™, as well as the thousands of e-books to which JKM provides access.

OpenAthens credentials for new students are set up early in the semester. If your credentials aren't working, contact the OpenAthens administrator at [ihaveaquestion@jkmlibrary.org](mailto:ihaveaquestion@jkmlibrary.org)

#### Library services

In addition to providing traditional library services (borrowing, research assistance, 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 as available from the JKM collection and from the other 90+ 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 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

Please direct all questions and requests for library services to [ihaveaquestion@jkmlibrary.org](mailto:ihaveaquestion@jkmlibrary.org)

A list of library staff is available [here](#).

#### Borrowing privileges

Everyone associated with LSTC has borrowing privileges with the JKM Library. Loan period and number of renewals are contingent upon the borrower's degree program. Borrowing policies can be found [here](#).

#### Fines and fees

While JKM does not charge overdue fines, borrowers are expected to check their JKM/I-Share account frequently, and ensure that materials are either returned or renewed on or before the due date. Items not returned/renewed after 32 days are considered lost, and the borrower will be billed for replacement costs. Replacement costs begin at \$75.00.

#### I- Share consortium

The JKM Library is a member of [I-Share](#), a consortium of 90+ academic and research libraries in Illinois. 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:

- visiting in person;
- 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 by email, users can pick up materials at the designated location: 5416 S. Cornell Ave, 4<sup>th</sup> floor, near the elevators.

When borrowing in person from another I-Share library, LSTC-affiliated users should present:

- their JKM borrower's card
- their LSTC ID.

Every I-Share library determines its own policies regarding lost item replacement costs, blocks on library accounts, 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 associated with any of the other 90+ I-Share libraries.

Contacting a library before visiting to confirm access is always recommended.

#### Atla Reciprocal Borrowing Program

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 (other restrictions may apply). 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 in person. An up-to-date list of participating libraries is available [here](#).

#### 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)).

#### Writing Services

Starting in the Fall 2024 semester writing services will be led by Marvis Hardy, who will be available to provide writing assistance and tutoring assistance for both domestic and international students. Marvis will also be able to help students find assistance outside of LSTC if necessary.

A writing lab has been created and can be found in the Life Together Apartment (1154 E. 54th Place, First Floor), which includes two computers, a printer and study materials.

Writing workshops will be led by Marvis throughout the semester once a week (times, day and location TBA).

Students interested in these services should contact Marvis Hardy at [marvis.hardy@lsc.edu](mailto:marvis.hardy@lsc.edu).

#### 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. Classrooms are equipped with instructional technology and distance learning media. Media carts can be requested to be set up anywhere on the LSTC campus (Fourth Floor of CTU). 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). New additions to the ACTS Consortium are in the works for The Seminario Evangelico de Puerto Rico and the American Islamic College.

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 cost of courses at the University of Chicago will be paid according to its specific tuition fees.

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 or belief systems. The seminary has taught 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 maintain 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 (often together with professor and students from American Islamic College) 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 or an interfaith emphasis.

The center sponsors interfaith skill building workshops, creative arts programs, social gatherings, and community activism opportunities to deepen and develop mutual understanding between traditions. CCME also helps develop and distribute various written resources for personal and congregational use. For additional information, contact CCME Director, Sara Trumm at [ccme@lstc.edu](mailto:ccme@lstc.edu).

The Rev. Dr. Albert "Pete" Pero, Jr. and the Rev. Dr. Cheryl Stewart Pero Center for Intersectionality Studies

The mission of the Rev. Dr. Albert "Pete" Pero, Jr. and the Rev. Dr. Cheryl Stewart Pero Center for Intersectionality Studies is to address intersectional oppressions faced by BIPOC people in the US and around the world from a constructive theological lens. It is concerned with studying the power dynamics for dismantling white supremacy with a particular emphasis on colonialized peoples and the path to decolonization. To this end, we know that transformative power fosters diversity, equity, and inclusion. We use resources advancing scholarship and ministry with intersectional and anti-oppressionistic 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 stages.

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. Rafael Malpica Padilla

Asian Studies, Dr. Peter Vethanayagamony

Arab/Middle Eastern Studies, Dr. Mark Swanson

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. In the past, 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 that is 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, and education on ecological topics, including seminary work in support of congregational, synodical, denominational, and ecumenical efforts

The Environmental Ministry Emphasis 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.

- ELCA Sustainability: <https://www.elca.org/Our-Work/Publicly-Engaged-Church/Sustainability>, the ELCA's sustainability web site with the new social message "Earth's Climate Crisis," [www.elca.org/climatecare](http://www.elca.org/climatecare), climate coaching, and other resourcesThe 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. Nessan serve as general editors, Barbara K. Lundblad as editor of Preaching Helps, Kathryn Hillert Brewer as designer, Connie M. Sletto as copy editor, and Cynthiya Varghese as office manager. Questions about Currents may be emailed to [currents@lstc.edu](mailto:currents@lstc.edu)

## 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 prize celebration 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 celebration 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 celebration and accompanying 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.

#### Auditing Courses as an External Auditor

Those not in a degree program wishing to audit an LSTC course for personal interest or continuing education may apply to become a special student and audit an LSTC course at reduced tuition rate of \$375 for an external auditor not affiliated with LSTC or another educational institution. Instructor permission is required to audit a course, and the student and instructor will determine how much reading and other work will be required for the audit.

### 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 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, outdoor stickball, 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 "Mission: From Saving the World to Salvaging the Word," "Trauma, Reconciliation, Healing," and "Kairos for Creation, Kairos for Mission: Hope for our Common Home" and "The Challenge of Our Age: Migration and Mission"

#### 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. Steve Bevans, Dr. Roger Schroeder, Rev. Dr. Patricia Cuyatt Chavez, Dr. vanThahn Nguyen, Rev. Martin Junge, Michael J. Gorman, and Emmanuel Katongole. Lecture topics from the recent years include, "Coptic Mission in a Changing World," "From Conflict to Communion – A prophetic witness in a fragmented world," "Resurrectional Cruciformity: Paul's Missional Spirituality," "Bethany Linda Institute in Uganda: Reconciling Martha and Mary,"

and "Honoring the Legacy of Dr. James A. Scherer." 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. Past 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 CASIRAS webinars, a Panel presentation on "Luther, Lutheranism, and Socialisms?", an inclusive sex education series, a symposium on "Queering the Church," and release events for books authored by faculty or emeriti. Other annual events have included a Giving Thanks interfaith meal the week of Thanksgiving, an interfaith observance of Kristallnacht in worship, and a variety of events celebrating Black History Month and Women's 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 community seeks to honor the variety of spiritual gifts brought by individuals and communities of shared culture and heritage. Planned by the community itself, chapel services celebrate the diversity of people and gifts that make up LSTC. The Director of the Chapel oversees and coordinates worship in partnership with the Cantor to the Seminary Community and student assistants for worship.

Chapel services are held on campus and online each Monday, Wednesday, and Friday beginning at 11:30 a.m. Monday's service modeled on ancient patterns of daily prayer features student preaching from the Intro to Preaching course in the fall, and Intro to Liturgy course in the spring.

Including scripture, song, silence, prayer and a brief homily, the service lasts about 30 minutes. Wednesday services of Holy Communion typically include senior students, faculty, or guest preachers and presiders and last about an hour. Dinner Church services are held bi-weekly on Wednesday evenings at the Life Together Space (1154 E. 54th Place – First Floor) in the student housing. Each Friday's Wild Church chapel service takes place outside, with guided instructions from the chapel staff emailed to the community a week prior. Once a month (dates TBA), an off-campus chapel offering called Pray & Break Bread will take participants to visit a Chicago neighborhood and ministry site for learning, prayer, and lunch. These services incorporate a variety of liturgical forms, musical traditions, and cultural heritages.

#### Oversight of Worship Life

The Director of the Chapel oversees and coordinates worship in partnership with the Cantor to the Seminary Community and a team of student Assistants for Worship.

Music plays a significant role in the community's worship. The Cantor works with various vocal and instrumental musicians to provide music for the seminary's worship. The Director of Worship and the Cantor encourage people with vocal or instrumental gifts to let them know to find ways of incorporating them into chapel services

The weekly chapel schedule offers opportunities for the community to gather throughout the week. In addition to the opportunities listed below, other possibilities can be brought to the chapel staff.

#### Worship Planning

The seminary community seeks to honor the variety of spiritual gifts brought by individuals and communities of shared culture and heritage. Planned by the community itself, chapel services celebrate the diversity of people and gifts that make up LSTC. The Director of the Chapel oversees and coordinates worship in partnership with the Cantor to the Seminary Community and a team of student assistants for worship.

#### 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. This information can be found in the Student Services group on MyLSTC.

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 or so miles to downtown Chicago.

#### Community Life, Student Government, 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 Dean of Student Services in coordination with the Director of Diversity, Equity, Inclusion and Justice coordinates orientations and transition programs and assists international students with visas and other concerns.

The Office of Student Services manages the Duty Free Shop, which receives donated goods to share at no cost with the LSTC community as well as Katie's Closet, a food pantry available to all LSTC students.

### International Student Gathering Space

In Fall 2023, the Life Together Center (LTC), located at 1154 E. 54th Place - First Floor designated two days each week, Tuesday and Thursday from 8 am to 7 pm for the exclusive use of the LSTC international student community. The International Student Coordinator, Marvis Hardy will be on site those two days to meet with students, host events and arrange other activities. The LTC can be used for cooking, gathering, meals, parties and events. The Center also has two computers and a printer, individual workstations for studying, a reading room with resource books and Bible Commentaries and a private meeting space. It's also just a great place to hang out and gather with other students.

For more information about how to access and reserve this space, please contact the Life Together Coordinator at [lifetogether@lstc.edu](mailto:lifetogether@lstc.edu), or the International Student Coordinator at [marvis.hardy@lstc.edu](mailto:marvis.hardy@lstc.edu).

For easy access, students can obtain individual keys for the LTC. However, in the near future, all LSTC students will receive key fobs to access the center.

### 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 LGBTQIA, 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.

### 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, and health and wellness activities such as hiking, running, biking, etc.

### Resident and Commuter Life

#### Housing

Resident students enjoy the advantages of living within a very manageable proximity to our new campus and to the Regenstein Library. 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 studio, 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 about 1 mile from the main campus and create a space for community, study, and relaxation. Dogs and cats are welcome in family apartments and are subject to a 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 56](#) 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 56](#) in the “Costs, Fees, and Financial Assistance” section of this catalog.

### 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 to meet 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.

The 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 **2025-2026**

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	5616	8190	10,269	11,308	12,272
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, \$2,000 per class) (\$480 Fees per yr)	18,480	18,480	18,480	18,480	18,480
Total for 9 Months	\$38,816	\$46,280	\$53,809	\$58,798	\$63,712

Academic Year and Summer (12 Months) :

	Shared Housing (2 person apt)	Family or Private	Family & 1 Child	Family & 2 Children	Family & 3 Children
Rent	7488	10,920	13,692	15,078	16,363
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
MDiv/MATS/MAM Tuition & Fees (9 classes, \$2,000 per class) (\$480 Tech & MSA per yr)	18,480	18,480	18,480	18,480	18,480
Total for 12 Months	\$42,268	\$52,605	\$60,677	\$66,363	\$71,948

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

#### Tuition

Tuition for Master's and Doctor of Philosophy degree programs is charged at these rates per course:

- \$2,000 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).
- \$4,200 for ThM and PhD, a full-time course load is six courses.

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 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

These mandatory fees support a wide range of student interests and activities:

- \$180 per year, MSA (Master Student Association) fee for all Master level program students (MDiv, MA and MAM) (\$90 per term Fall & Spring)
- \$100 per year, GSA (Graduate Student Association) fee for all Advanced degree students (ThM/PhD) (\$50 per term Fall & Spring)
- \$300 general student fee for all MA, MAM, MDiv, ThM and PhD students (\$150 per term Fall & Spring)
- All ELCA Affiliate/Lutheran Year candidates shall apply to their seminary of affiliation upon successful Entrance into ELCA Candidacy. For students who apply to an ELCA Seminary within 6 months of being granted Entrance, the one-time fee will be \$1600. For students who apply after this 6-month period, the one-time fee will be \$2000. These affiliation fees are the same across all ELCA Seminaries.

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).

\*“GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.”

#### Health Insurance

Since LSTC is concerned with the overall wellbeing and health of all its students, a condition of enrollment at LSTC is that all full-time students have health insurance. Students who are not able to show health insurance coverage need to meet with the Dean of Student Services to discuss options.

For 2025-2026, incoming full time seminary student will be required to sign a waiver indicating that they have insurance that is in compliance with the requirements of the Affordable Care Act. Questions may be directed to the Admissions Office: [admissions@lstc.edu](mailto:admissions@lstc.edu).

International students have the option of signing up for a specialized international student health insurance plan through International Student Protection (ISP) insurance. Questions may be directed to Marvis Hardy: [marvis.hardy@lstc.edu](mailto:marvis.hardy@lstc.edu).

Students on internship: Students are required to also have health insurance coverage during their time on internship. It is the responsibility of the student to get this insurance in place, keeping in mind that it may need to change if the student does an internship in a U.S. state different than the one where they previously lived. It is important to note that the internship congregation cannot pay for insurance or reimburse the student for insurance costs.

#### 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. Students in shared housing may be eligible for a 20% discount on the rates listed below, which will be applied to their student account when rent is charged. 2025-26 rents per person for apartments shared by individual students are:

- 2 bedrooms (2 students sharing) \$815/month (large room); \$780/month (standard room)
- 3 bedrooms (3 students sharing) \$645/month (large room); \$585/month (standard room); \$535/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. Students in shared housing may be eligible for a 30% discount on the rates listed below, which will be applied to their student account when rent is charged. 2025-26 rents for family/private apartments are:

- \$1,300/month for Studio
- \$1,630/month for 1 bedroom
- \$1,795/month for 2 bedrooms
- \$1,948/month for 3 bedrooms
- \$2,328/month for 3 bedrooms, 2 baths

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 \$250 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 \$500 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.

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).
- 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 ensure that the payment is received when due. The failure of the student's church, agency, or other sponsor does not relieve the student of responsibility for payment of such charges.

### 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 to LSTC would include tuition, rent, other fees, and any other amounts currently owed to 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

- Provisional registration and normal registration can be withdrawn for students not meeting their payment obligations.
- 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 fees.
- 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 the 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 outlining clearly 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.

### FERPA Directory Information

The Family Educational Rights and Privacy Act of 1974 (FERPA), allows institutions to identify 'directory information', data that if released, is not considered an invasion of privacy. LSTC may disclose 'directory information' without a student's written consent. LSTC designates the following as 'directory information':

- Student name
- Address
- Phone number
- Date and place of birth
- Email address
- Major field of study
- Dates of attendance
- Classification (Junior, Middler, Intern, MA First-Year, etc)
- Enrollment status (full-time, part-time).
- Degrees and awards received
- Most recent previous educational agency or institution attended by the student

- Picture/image

Students have the right to prevent the disclosure of directory information by completing a form through the Registrar's Office.

#### 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 at least three (four is recommended) 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 three 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 or wants to take courses for professional or personal growth. 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@lstd.edu](mailto:registrar@lstd.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.

Cross-registration with the Seminario Evangelico de Puerto Rico and with the American Islamic College is being developed. If interested in cross-registration with either of these two institutions, contact the LSTC Registrar: [registrar@lstd.edu](mailto:registrar@lstd.edu) or [bradley.erz@lstd.edu](mailto:bradley.erz@lstd.edu).

### 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@lstd.edu](mailto:registrar@lstd.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 through cross-registration. LSTC students must complete the ELCA cross-registration form and submit it to the LSTC registrar at [registrar@lstd.edu](mailto:registrar@lstd.edu). Students may also need to apply to the ELCA seminary for courses not designated as open to ELCA cross-registration and will then pay the other seminary directly.

### 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). The "W" does not count on the student's GPA.
- 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/fall 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. A pass ("P") grade will not affect the student's GPA; a fail ("F") grade will affect the GPA in the same manner as would a letter grade of "F."

**LSTC Incomplete Policy**

Being granted an extension in order to complete course requirements after a course has ended is a privilege, not a right. Instructors are under no obligation to grant extensions, but may choose instead to assign a grade based on the quantity and quality of work submitted by course deadlines.

To request an extension, students must fill out a Petition for Extension and have it signed by their instructor, advisor, and degree program director. After each term, instructors are required either to assign a grade based on work submitted or to sign a Petition for Extension filled out by the student. Students must submit all incomplete work before the final day of the following semester (for Fall and January Term courses, the final day of the Spring Semester, for Spring and

Summer (May) Term Courses the final day of the Fall semester). If no work is submitted and student has not resolved the incomplete the extension (EX) will be recorded by the registrar as a No Credit (NC) which counts the same as an F in GPA calculations. It is imperative that the student take responsibility for contacting the instructor about the status of the work. Instructors are not required to follow up with students to ask for completed work.

Though not encouraged, a student may carry more than one extension in a given term. When a student carries more than one extension, they must submit a detailed plan to the degree program director and the student's advisor for finishing outstanding coursework along with the Petition for Extension. Students may not petition for extensions in current courses if previous semester extensions have not been resolved. Students who are currently on academic probation will not be approved for extensions.

### 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 their Program Director 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 courses while on academic probation 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	2 years
MAM	3 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 operations crew, as faculty assistants, and in part-time clerical positions. Employment applications are available from student services.

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 hours 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/ML412	Leadership and Mission in Rural Congregations: Nebraska Immersion Travel Seminar (Summer Term) This travel seminar is designed around the reality that the majority of congregations in the ELCA are in rural settings and that a large number of pastors serve their first call in a rural setting. It is a hands-on opportunity to learn about leadership and ministry "on-the-ground" (literally!) in a globally connected rural setting. It focuses on Christian ministry in Nebraska and offers an occasion to taste rural ministry at its best and opportunities to witness and discuss major challenges taking place in the rural-global culture (e.g. ecology, economic globalization, alternative energy, organic and sustainable

farming, urbanization, agribusiness, etc.). As missional leaders we discover that it is in the context of real life that our theological, historical, and biblical knowledge are truly nourished, challenged and formed; that we begin to understand our own leadership abilities best “on the ground”; and that our contextual and cultural competencies are formed when they are seen through different lenses. This course focuses on theology in the messiness of the challenges listed above as they are faced in a rural context, the ways leaders and communities are creatively engaging these new challenges and opportunities, and how pastors and leaders (church and community) understand and implement their mission.

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.

RHTH/CC 515      **Trinitarian Imago Dei: Theological Intersectionality in the United States and Beyond**  
 Theological intersectionality looks at overlapping oppressions of various groups to seek God’s realm. After examining the history of the Trinity and some contemporary re-interpretations indebted to liberation theologies, the course will propose a new approach to the Trinity based on a three-part movement toward justice (diversity + equity + equality = liberation) rooted in the Trinitarian *imago Dei*.

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  
Christian-Muslim dialogue and fruitful engagement is of increasing importance in communities throughout the world, for the sake of relationships of cooperation and solidarity in pursuit of community well-being and justice, as well as for the sake of a shared pilgrimage of life and reflection. This course will be an opportunity to explore this shared pilgrimage, especially with regard to selected topics in community leadership and ministry/chaplaincy.

RHTH/CC 424 Samuel DeWitt Proctor Conference Cohort Study  
2023 marks the 20th anniversary of the Samuel DeWitt Proctor Conference, named after Rev. Dr. Samuel DeWitt Proctor (1921-1997), Pastor Emeritus of the Abyssinian Baptist Church of New York City and Professor Emeritus at Rutgers University. The Conference bearing his name seeks to connect sound knowledge of the Bible with social justice commitments. This course offers an opportunity to attend the 2023 Clergy and Lay Leadership Conference from February 17-24, 2023, and to reflect critically on theological readings related to the mission of the Samuel DeWitt Proctor Conference.

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 431 Queer Theologies  
This course surveys key contributions to the study of theology and ethics from and about LGBTQ+ life and religion, primarily Christianity. We will center intersectional approaches as we examine both foundational and emerging topics related to God, queer epistemologies, community, sexuality, gender, and race.

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 506 **Emotions, Justice, and the Church**  
 In this course, we will pay particular attention to how emotions shape and are shaped by the political and social realities (e.g., sexuality, race, capitalism) that confront the church. In examining emotions, we will draw heavily on affect theory, alongside Christian theological and ethical texts.

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 **Religion/Science Advanced Seminar**  
 This seminar explores selected topics in Religion and Science.

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 been 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 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 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**  
This course is an introduction to the theology, history, spirituality and practice of diaconal ministry. Through assigned readings, class discussions, and other experiences, students will explore the biblical and theological foundations for *diakonia*, encounter the varieties of diaconal service, experience some of the spiritual practices helpful in sustaining a life of *diakonia*, reflect on their own gifts and skills for diaconal ministry, and become acquainted with some of the resources available for this ministry. The course will be organized around five images for diaconal ministry: washing feet, waiting tables, telling the story, tending the door and bearing the light. While the course will be of particular interest for those preparing for Ministry of Word and Service, it will also relate to the ministries of pastors and the whole people of God.

ML 417      **Leadership for Vital Congregations/Vital Communities**

Participants will explore theological tools, evaluate leadership insights, analyze research results and integrate practical resources into the design of a vitalization process for a congregation of their choice. Participants will interact with each other, with churchwide staff, and current practitioners during each session. Upon completion of this course, participants will be able to design a process for enhancing the vitality of a congregation and its surrounding community.

ML 421 Term)	Christian Practices for the Anthropocene: Holden Village Travel Seminar (J-Term)
	<i>How shall we practice abundant life today, during what has been described as the Anthropocene – the era in which human impact on earth's life-sustaining systems has reached a critical stage? Holden Village is a profound setting in which to pursue this question. Holden is a remote Lutheran retreat center nestled in a gorgeous valley in the Glacier Peak Wilderness of Washington... and it is situated on the grounds of a massive former copper mine, with an environmental remediation plan stretching centuries into the future. In the ruins of a now-defunct wartime industrial site, a new community has formed to heal the land, pray with the cycles of creation, and strive for justice and peace. Drawing on the fields of practical theology and ecotheology; practicing a cycle of daily prayer; and spending considerable time outdoors, course members develop skills for interpreting Christian practices theologically for an ecological and missional era.</i>
ML/RHS 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.
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 518	Christian Education Across Generations This course will present an approach to Christian Education that centers the learning needs and concerns across age groups and generations. The course will present models

for multi-generational learning events, and approaches for equipping learners to bring their faith to pressing questions of justice and inclusion for this time and place.

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 525 **Contemporary and Alternative Worship**  
Beginning with critique of worship and empire, the course surveys current trends in worship emerging in the face of what might be called the collapse of Christendom. It will consider such forms of worship as Seeker Services, the Contemporary worship music industry including the Vineyard Church and its songs; neo-Pentecostal worship; alt. worship; Fresh Expressions of Church, and more.

ML 601 **Pedagogy Seminar for Th.M./Ph.D. Students: Teaching Disciples (J-Term)**  
Jesus' disciples were commissioned to baptize and teach. The Church is thus a teaching, learning community and we are called to continue this ministry—as teachers and learners and as disciples who foster the teaching and learning of all in the Christian community. In looking at the role of teaching and learning in higher education in particular, students in this class will learn to demonstrate leadership skills for service in the ministry of education and demonstrate the ability to empower the ministry of the people of God and serve collegially within a local ministry setting.

ML/CC 412 **Leadership and Mission in Rural Congregations: Nebraska Immersion Travel Seminar (Summer Term)**  
This travel seminar is designed around the reality that the majority of congregations in the ELCA are in rural settings and that a large number of pastors serve their first call in a rural setting. It is a hands-on opportunity to learn about leadership and ministry “on-the-ground” (literally!) in a globally connected rural setting. It focuses on Christian ministry in Nebraska and offers an occasion to taste rural ministry at its best and opportunities to witness and discuss major challenges taking place in the rural-global culture (e.g. ecology, economic globalization, alternative energy, organic and sustainable farming, urbanization, agribusiness, etc.). As missional leaders we discover that it is in the context of real life that our theological, historical, and biblical knowledge are truly nourished, challenged and formed; that we begin to understand our own leadership abilities best “on the ground”; and that our contextual and cultural competencies are formed when they are seen through different lenses. This course focuses on theology in the messiness of the challenges listed above as they are faced in a rural context, the ways leaders and communities are creatively engaging these new challenges and opportunities, and how pastors and leaders (church and community) understand and implement their mission.

ML/CC 414 **Ministry with and Among People with Disabilities (Summer Term)**  
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 516** Trinitarian Imago Dei: Theological Intersectionality in the United States and Beyond

Intersectional theology looks at overlapping oppressions of various groups to seek God’s realm. After examining the history of the Trinity and some contemporary re-interpretations indebted to liberation theologies, the course will propose a new approach to the Trinity based on a three-part movement toward justice (diversity, equity, equality = liberation) rooted in the Trinitarian imago Dei.

**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.

**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.

**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 MDiv students: Biblical Hebrew. Alt assignments for others.

RHS 413	<b>From Genesis to Revelation: Bible Survey</b> 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	<b>Biblical Greek II (J-Term)</b> 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	<b>Pauline Letters and Revelation</b> 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	<b>The David Narratives</b> 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	<b>MA Summative</b> 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 515	<b>Gender and Sexuality in Early Christianity</b> This course investigates early Christian discourses and practices related to gender and sexuality by situating a wide range of New Testament and early Christian texts within the broader context of the ancient Mediterranean world.
RHS 522	<b>Responses to Suffering: The Book of Job</b> This course in the M. Div. (M.A.) and Th.M./Ph.D. program introduces to the literary genres, the development and the interpretation of the book of Job as response to suffering. The book of Job is a rich spiritual and practical resource for the practice of ministry. It touches upon the theological topic of suffering and offers a poetic response to

this universal human experience. In this class, we delve into the realities of the life of faith in a crisis and its use as resource for the spiritual care of ourselves and others in moments of crisis.

**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 the world that itself includes spiritual power for healing.

**RHS 602** **Matthew: New Testament Graduate Biblical Seminar**  
 The Gospel of Matthew is perhaps one of the most-cited biblical books in the U.S. public sphere, and we have often heard passages from Matthew in debates on the refugee crisis and immigration. Indeed, this gospel contains a variety of stories about the weak, the vulnerable, and the marginalized, who carry in themselves rich theological ideas about suffering, healing, love, social justice, and salvation. Yet, the question of how we as church leaders and global citizens should read these stories in today’s world leads us into the challenging task of considering contested and complicated views on minorities in history and culture. As a way of engaging such an interpretive issue, this course explores the stories that Matthew tells us about the lives of others. In discussing the original text, we will investigate ways in which this gospel constructs women, children, slaves, foreigners, people with disabilities, and other social outcasts in its historical and literary setting.

**RHS 603** **I Corinthians: New Testament Graduate Biblical Seminar (Advanced Exegesis)**  
 Why would it be shameful for a woman to speak in church? What does it mean for slaves to be holy in body and spirit? How should we “eat, pray, and love” when the end of the world is so near? Asking how our knowledge of ancient Greek and Greco-Roman culture might help us better understand these puzzling questions and more, this course pursues a close reading of 1 Corinthians. We will discuss the original text, focusing on its literary style, textual-critical issues, use of rhetoric, and historical context. We will also reflect upon a variety of theological and socio-cultural issues we encounter in 1 Corinthians, such as gender and ministerial leadership, sex and marriage, slavery and social classes, food and economic inequality, idolatry and spiritual practices, and so on. While exploring the text’s different interpretive possibilities in the ancient context, we will navigate ways in which to engage 1 Corinthians for preaching, Bible study, pastoral care, community building, and social activism in our ministerial settings.

**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**  
 The Christian tradition provides resources and examples for persons and communities of faith to live and witness in our contemporary world. This surveying course will underline important historical periods and themes that have thread the church identity and mission for more than two thousand years. Special emphasis will be given to classical antiquity (0-500 ce), the Lutheran Reformation and important following periods (1517-1817 ce), and the twentieth century and beyond (with emphasis on US and global Lutheranism).

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**  
 This course will introduce participants to theological reflection, its methods and ways in which some of the Christian teachings have been communicated throughout history. The specific period to be covered is from the sixteenth century Protestant Reformation to the present. The course will also introduce participants to a variety of Theological methodologies to produce a theological argument.

RHTH 5 \_\_\_\_\_ **Political Theology**  
 As a discipline, political theology explores the relation of theology to politics, church and state, and the role of religion in public life. The academic conversation is diverse, with contributions from theologians, philosophers, political theorists, and sociologists. This graduate seminar examines the historical developments through which theology became political and engages the pressing philosophical, theological, and sociological questions that seek to clarify the relationship between religious and political life in civil society. Readings will engage primary sources--historical texts and 20<sup>th</sup>/21<sup>st</sup>-century theologians and political philosophers- to ask two key questions: (1) how does the tension between theology and politics shapes our public discourse today? and (2) how can theology guide Christian communities in engaging the political today?

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 516      Luther and Modern Society  
This course examines Luther's impact on society through three interrelated questions: how did his theology grow out of his socio-cultural context; how did his innovations shape modern social structures; and how can his theology speak to pressing questions today? By investigating these questions, this class explores strategies for doing radically contextualized theology and reflects critically on the powerful and potentially dangerous potential behind the theology we produce.

RHTH 518      Theology and Race: A Medieval View  
This seminar-style course examines the implicit and explicit ways Christian theology shapes cultures, social attitudes, and social-political behaviors. Our investigation centers on the role of Christian theology in the social construction of race, a topic of particular concern for the contemporary Church in light of the rise of Christian ethno-nationalism. Emerging research links Christian theology to racial production in the West as early as the 11th century and identifies Luther's era - the European Middle Ages and Early Modern periods - as a key turning point in the formation and dissemination of racial concepts through theology and the church. In this course, we explore the origins of modern race by looking at Luther's theological polemic against Jews and Muslims as a case study in what might be called "theological race before race." In doing so, this course equips seminary students with historical insights about the origins and development of social phenomena they will encounter in ministry and a greater self-understanding of the social power of their ministerial office.

Course Number The Theology of Love

TBA      This course examines a core predicate of Christian theology, love, and the role it played in Luther's life and work by looking at the intellectual history of the love concept as Luther engaged it. The second part of the course examines the ethical ramifications of Luther's love concept in social life. We seek to understand the theological concept of love on its own terms and as it is used in Christianity to conceptualize a more just society.

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  
 Christian-Muslim dialogue and fruitful engagement is of increasing importance in communities throughout the world, for the sake of relationships of cooperation and solidarity in pursuit of community well-being and justice, as well as for the sake of a shared pilgrimage of life and reflection. This course will be an opportunity to explore this shared pilgrimage, especially with regard to selected topics in community leadership and ministry/chaplaincy. 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 506 Emotions, Justice, and the Church**

In considering the efforts—and failures—of churches to pursue justice in our world, it is important to attend not just to ideas and beliefs, but to the feelings that surround those ideas and beliefs. While individuals’ emotions shape their communities and communal expectations shape the emotional lives of individuals, such shaping can go unnoticed and underappreciated. In this course, we will pay particular attention to how emotions shape and are shaped by the political and social realities (e.g., sexuality, race, capitalism) that confront the church. In examining emotions, we will draw heavily on affect theory, alongside Christian theological and ethical texts.

**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 515 Trinitarian Imago Dei: Theological Intersectionality in the United States and Beyond**

Theological intersectionality looks at overlapping oppressions of various groups to seek God’s realm. After examining the history of the Trinity and some contemporary re-interpretations indebted to liberation theologies, the course will propose a new approach to the Trinity based on a three-part movement toward justice (diversity + equity + equality = liberation) rooted in the Trinitarian *imago Dei*.

**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 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 been 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**  
 This course will look at the evolution and intersection of Womanist, Queer, and Transgender theologies.

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.

RHTH/SF 510 **Prayer in Christian History and Practice**

Prayer is a central practice of Christian faith – yet the idea of “prayer” encompasses a great variety of forms and practices, from silent contemplation to loud hallelujahs, from carefully crafted collects to ecstatic non-syntactic utterance, from brief heartfelt groans in private to lengthy performances in public, from asking for specific things to kind of “intimate conversation” that asks for nothing. This class will explore something of the history of prayer; various forms of prayer; and contemporary collections of prayers. Through site visits we will encounter forms of prayer that may be new to us. In all this, we hope to be able to think about what we are doing when we pray, and why; the relationship of private to public prayer; and the theological underpinnings of particular practices. We aim to develop some praying skills. We shall proceed in a way that is widely ecumenical and that incorporates examples from other faith traditions where prayer is central.

**Spiritual Formation**

SF 301	<p><b>Spiritual Formation</b></p> <p>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.</p>
RHS/SF 501	<p><b>Psalms</b></p> <p>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.</p>
RHS/SF 502	<p><b>Job: Reading Job and Praying with Job as spiritual practice (Adv. Exeg.)</b></p> <p>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.</p>
RHTH/SF 501	<p><b>Desert Discipleship</b></p> <p>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.</p>
SF/RHTH 510	<p><b>Prayer in Christian History and Practice</b></p> <p>Prayer is a central practice of Christian faith – yet the idea of “prayer” encompasses a great variety of forms and practices, from silent contemplation to loud hallelujahs, from carefully crafted collects to ecstatic non-syntactic utterance, from brief heartfelt groans in private to lengthy performances in public, from asking for specific things to kind of “intimate conversation” that asks for nothing. This class will explore something of the history of prayer; various forms of prayer; and contemporary collections of prayers. Through site visits we will encounter forms of prayer that may be new to us. In all this, we hope to be able to think about what we are doing when we pray, and why; the relationship of private to public prayer; and the theological underpinnings of particular practices. We aim to develop some praying skills. We shall proceed in a way that is widely ecumenical and that incorporates examples from other faith traditions where prayer is central.</p>

## Faculty and Staff

### Faculty



**Karri Alldredge**  
Assistant Professor of New Testament

BA            St. Olaf College  
MDiv/STM    Union Theological Seminary (NYC)  
PhD            Drew University

Karri Alldredge joined LSTC in 2023 as Assistant Professor of New Testament. Her current research focuses on the ways in which trauma and violence shape biblical texts and how these texts continue to both perpetuate and provide hope in the midst of contemporary violence. Dr. Alldredge's research on trauma is particularly informed by her broader work in queer hermeneutics and womanist/feminist dialogical biblical interpretation. She teaches courses focused on how interpretations of sacred texts influence societal power structures,

especially with regard to gender, sexuality and race/ethnicity. Her classes foster learning communities in which members can explore questions about identity, marginalization and justice within antiquity and today. Alldredge is committed to addressing the role of religions in responding to issues of LGBTQIA+ rights, trans-exclusionary legislation, gender-based violence, and white supremacism through her work with grassroots organizations and United Nations NGOs. Dr. Alldredge enjoys discovering new independent bookstores, strength training, and spending time with her wife, Willow, and their cat, Jazzy.



**Shauna Hannan**

President

BA	Concordia College (Moorhead, MN)
MDiv	Luther Seminary
PhD	Princeton Theological Seminary

The Rev. Dr. Shauna Hannan began her tenure as President of the Lutheran School of Theology at Chicago (LSTC) in July 2025. Prior to joining LSTC, she served as Professor of Homiletics at Pacific Lutheran Theological Seminary and as Core Doctoral Faculty for the Graduate Theological Union in Berkeley, California. Her previous calls also include Professor of Preaching at Lutheran Theological Southern Seminary in Columbia, South Carolina; Associate Director of Admissions at Luther Seminary in Saint Paul, Minnesota; and parish pastor at Lutheran Church of the Good Shepherd in Moorhead, Minnesota.

Dr. Hannan is the co-author, with filmmaker Gael Chandler, of *Scripting a Sermon: Using the Wisdom of Filmmaking for Impactful Preaching* (WJKP, 2024). She is also the author of *The Peoples' Sermon: Preaching as a Ministry of the Whole Congregation* (Fortress, 2021) and co-editor of *Eco-Lutheranism: Lutheran Perspectives on Ecology*. Her scholarly work appears in journals such as *Word & World*, *Dialog*, *Journal of Lutheran Ethics*, and *The Christian Century*.

Ordained in the Evangelical Lutheran Church in America (ELCA) since 1998, Dr. Hannan has served on numerous ELCA candidacy committees, including those in the Pacifica, Southwest California, and Caribbean Synods. She has also held various leadership roles on committees and boards and currently serves on the Board of Trustees for Augsburg Fortress.

A sought-after presenter, workshop leader, and preacher, Dr. Hannan is especially passionate about equipping and empowering the priesthood of all the baptized to preach the good news of Jesus.



### Esther M. Menn

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 chair of the ELCA Consultative Panel on Lutheran-Jewish Relations and headed the Lutheran World Federation task force writing a study guide on Lutheran-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*, and organizes events in Jewish-Christian relations. With colleague Barbara Rossing, Menn has led travel seminars to Israel and Palestine. Menn lives near campus with her husband Bruce Tammen and sons Joseph, Elijah, and Daniel, with daughter Kaia, son-in-law Ian, and two grandsons next door. Urban organic gardening and enjoying the sand beaches of Lake Michigan's southern end are family passions.



### Rafael Malpica Padilla

Damm Chair in Leadership and Director of Latine Ministry and Theology

BA           Universidad de Puerto Rico, Recinto Universitario

de Mayagüez

MDiv           Lutheran Theological Seminary at Philadelphia

The Rev. Rafael Malpica Padilla joined LSTC faculty in July 2023. Pr. Malpica Padilla serves as the John Damm Chair in Leadership and as Director for the Latine Ministry and Theology program. Prior to

joining the LSTC faculty, Pr. Malpica Padilla served for 30 years with the Global Mission unit of the Evangelical Lutheran Church in America, the last 20 as its executive director. During his time in Global Mission Pr. Malpica Padilla developed a theological framework for the practice of mission known as "Accompaniment." Pr. Malpica Padilla is a practitioner of mission. Commenting on his

decades of experience in global mission Conrad A. Braaten writes: "Lutheran theologian Paul Tillich one noted that the best place to acquire knowledge is on the boundary -that is, the meeting place between traditions, worldviews, nations, cultures, and the like. The truth in Tillich's remark is borne out in Malpica Padilla's life and ministry. With one foot in the South and one in the North, one in the ecumenical world and one in the Lutheran tradition, one in the developing world and one in the developed, Malpica Padilla brings critical experience and knowledge to bear on the shape of the mission of the global church in today's world."



## Brooke Petersen

Brooke joined the faculty as the Tietjen Chair of Pastoral Theology and Assistant Professor of Pastoral Theology, Director of MDiv, MA, and MAM programs and Director for Candidacy in 2023 after serving as an appointed faculty person since 2020 and affiliate faculty 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. In addition to her academic work, Brooke is an ordained pastor in the ELCA and 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. Brooke's most recent book, *Religious Trauma: Queer Stories in Estrangement and Return* (Rowman and Littlefield, 2022), draws on her dissertation research and makes 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. Brooke is a licensed clinical professional counselor in Illinois and maintains a small psychotherapy practice at the Spiritual Life Center in Holy Trinity Lutheran Church in Chicago. Brooke finds that her clinical work enlivens her ability to teach courses in pastoral care and counseling here at LSTC. Brooke delights in parenting her two children, Samuel and Hannah, and traveling with her spouse.



### Christian Scharen

Associate Professor and Gordon Braatz Chair in Worship

BA	Pacific Lutheran University
MAR	Graduate Theological Union
MDiv	Pacific Lutheran Seminary
PhD	Emory University

A practical theologian, Dr. Scharen was ordained a pastor in the ELCA in 2001. He holds the Ph.D. in Religion from Emory University and has written or edited more than a dozen books and many articles, book chapters, and research reports. His research and writing focuses on

theology, worship and the arts, pastoral leadership, social justice, and theological education. His early work on theological ethnography helped spark an international movement bringing together sociology and theology in the study of the church. His most recent book is co-authored with Aana Vigen, *Ethnography as Christian Theology and Ethics: A Completely Revised 2<sup>nd</sup> Edition* (T&T Clark). He is currently working on a decolonial theological memoir about his family, the Ingalls of The Little House on the Prairie books, and a book on Christian worship before and after Christianity became the religion of Empire. He enjoys cooking, poetry, and music, especially learning to play on his grandfather's 1910 Washburn bowl back mandolin. He is married to Pierrette Comulada, and together they have three adult children, Isaiah, Finn, and Owen, and a bulldog named Walt.



### 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 on the history of Christian spirituality), 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)* (AUC Press, 2010; reissued in paperback, 2022) and of many articles and essays; and he has co-edited a number of volumes, most recently, *Copts in Modernity*, ed. Lisa Agaiby et al. (Brill, 2021). He has participated in international projects such as the production of the first five volumes (600-1500 CE) of the reference work *Christian-Muslim Relations: A Bibliographical History*, ed. D. Thomas et al. (Brill, 2009-2013); and of the multi-volume *Catalogue of Coptic and Arabic Manuscripts in Dayr al-Suryān*, ed. Stephen J. Davis and Fr. Bigoul al-Suryānī (Peeters, 2020- ). 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

Dean and Vice President of Academic Affairs; Professor of Theology and Anthropology; Director of the Albert "Pete" Pero, Jr. And Cheryl Stewart Pero Center for Intersectionality Studies

BA Western Maryland College

MDiv Union Seminary, N.Y.

PhD American University, Washington D.C.

Linda Thomas is Professor of Theology and Anthropology at the Lutheran School of Theology at Chicago (LSTC), and Director of the Rev. Dr. Albert "Pete" Pero, Jr. and Rev. Dr. Cheryl Stewart Pero Center for Intersectionality Studies. Her research and teaching interests are

inter and trans-disciplinary and focus on cultural anthropology and its intersection with theology, ethics, history, literature and film, music, and African-American and gender and sexuality studies, with the aspiration to teach students to think critically, diversify their epistemological perspectives, and pursue social justice in a wide variety of contexts. In addition to fieldwork in Africa, Asia, Eastern Europe, South America, and the Caribbean, her publications include the books *Under the Canopy: Ritual Process and Spiritual Resilience in South Africa* (University of South Carolina Press, 1999 – solo author), *Living Stones in the Household of God: The Legacy and Future of Black Theology* (Augsburg Fortress, 2004 - editor), and *Walk Together Children: Black and Womanist Theologies, Church and Theological Education* (Wipf & Stock Publishers, 2010 – co-editor). She is also co-editor of the Palgrave Macmillan series "Black Religion/Womanist Thought/Social Justice," the author of dozens of peer reviewed journal articles and was chosen to deliver the 2007 Taylor Lectures at Yale University.



<b>Peter Vethanayagamony</b>	
<b>Professor of Church History</b>	
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.



<b>Marvin E. Wickware Jr.</b>	
<b>Assistant Professor of Church and Society and Ethics</b>	
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 is currently working on his first book, in which he demonstrates that black and white U.S. Christians must recognize that our world positions them as 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, with particular attention to the roles played by emotion and affect. Wickware's involvement in community organizing with The People's Lobby also enriches 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

**Benjamin Stewart**  
Associate Professor of Worship  
BA, Capital University  
MDiv, Trinity Lutheran Seminary  
STM, Lutheran Theological Seminary at Philadelphia  
PhD, Emory University

**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  
Auxiliary Faculty

Patricia Cuyatti Chavez  
Vickie Johnson  
Craig Mueller  
Rosanne Swanson  
Vinod Wesley  
Gayle Woloschak

Emeritus Faculty

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

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

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

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

**James Nieman**  
President and Professor Emeritus (2012 – 2025)  
BA, MDiv, PhD

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

**David M. Rhoads**  
Professor Emeritus 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.

**Barbara Rossing (1994 – 2024)**  
Professor Emeritus of New Testament  
BA, MDiv, ThD

**Michael Shelley**  
Director Emeritus, 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 Emeritus of World Religions (1990-2006)  
BD, MPhil, PhD

**Christine Wenderoth**  
Director Emeritus, 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

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Acting President, 1971-72,

**President, 1976-78**  
MDiv, MA, DD

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

**William E. Lesher**  
1978-97  
MDiv, DD

**James Kenneth Echols**  
1997-2011  
MDiv, MA, MPhil, PhD

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

**James Nieman**  
2012 – 2025  
BA, MDiv, PhD

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Vice President for Advancement

**Linda Thomas**  
Dean and Vice President of Academic Affairs

**Richard Vivian**  
Vice President of Finance and Operations

**Staff**

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CRM and Events Manager

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

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Assistant to the President

**Samantha DeBias**  
Accounting Coordinator

**Bradley Arnette Erz**  
Registrar

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Director of Security and Operations

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Maintenance Specialist

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Cantor to the Seminary Community

**Marvis Hardy**  
International Student Services and Pero Center Coordinator

**Cheryl Hoth**  
Assistant to the Dean and Vice President of Academic Affairs

**Jessica Houston**  
Alumni and Congregational Engagement Officer

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**Philanthropic Engagement Officer**

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Advancement Operations Coordinator

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Director of Financial Aid

**Charles Sansone**  
Director of IT

**Marji Shannon**  
Director of Contextual Education; Director of the TEEM Program

**Cindy Sisson**  
Interim Director of Admissions and Advisor for Enrollment Strategies

**Jennifer Stone**  
Advancement Services Manager

**Ariana Strahl**  
Philanthropic Engagement Officer

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

**JKM Library Staff**

**Matthew Frost**  
Library Services Coordinator

**Stephanie Holding**  
Interim Director

## Academic Calendar

Year: 2025 - 2026

Orientation: August 25 - 29

Labor Day (no classes): Sept. 1, 2025

### Fall Term:

Fall Term Classes Begin: Sept. 2, 2025

Opening Convocation: Sept. 3, 2025

Last Day to Add/Drop a Course: Sept. 9, 2025

Reading Week (no classes): Oct. 14 – 17, 2025

On-line Registration for J Term and Spring Term: Nov. 11, 2025

Thanksgiving Recess (no classes): Nov. 24 – 28, 2025

Fall Semester Ends: Dec. 5, 2025

Grades Due: Dec. 19, 2025

Christmas Recess: Dec. 6, 2025 – Jan. 4, 2026

### J Term:

J-Term Classes Begin: Jan 5, 2026

Last Day to Drop a Course: Jan. 5, 2026

Martin Luther King, Jr. Holiday (no classes): Jan. 19, 2026

J-Term Classes End: Jan. 23, 2026

Grades Due: Feb. 6, 2026

### Spring Term:

Online Registration for Spring Term Ends: Feb. 1, 2026

Spring Term Classes Begin: Feb. 2, 2026

Last Day to Add/Drop a Course: Feb. 9, 2026

Reading Week (no classes): March 16 – 20, 2026

Holy Week Recess (no classes): March 30 - April 3, 2026

Easter: April 5, 2026

On-line Registration for Fall Semester Opens: April 21, 2026

Spring Classes End: May 8, 2026

Grades Due: May 22, 2026

Baccalaureate: May 16, 2026

Commencement: May 17, 2026

### Summer Term:

Summer Break: May 18 – September 7, 2026

Summer Term: May 18-29, 2026

Grades Due: June 12, 2026