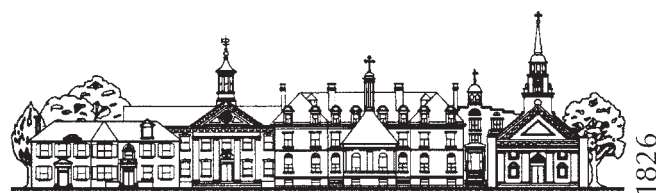


Catalog 2013-2014

Lutheran Theological Seminary At Gettysburg





Lutheran Theological Seminary
at Gettysburg

Catalog 2013-2014

Lutheran Theological Seminary at Gettysburg is fully accredited by
the Middle States Commission on Higher Education (MSCHE)
3624 Market Street, Philadelphia, PA 19104, Tel. (267) 284-5000
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The Lutheran Theological Seminary at Gettysburg is a seminary of the
Evangelical Lutheran Church in America

Gettysburg Seminary is in formal partnership with:
The Eastern Cluster of Lutheran Seminaries, including
The Lutheran Theological Seminary at Philadelphia and
Lutheran Theological Southern Seminaries
and
The Washington Theological Consortium

The Seminary takes the lead in the work of the
Evangelical Lutheran Church in America Center for
Diaconal Ministry Preparation

The Seminary has a fully developed exchange program with
Member schools of the Washington Theological Consortium
Collegium Oecumenicum, Munich, Germany
Yale University Divinity School
Gettysburg College, Gettysburg, Pennsylvania

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The Seminary's website has the latest information about the Seminary, including
special events, a map of the campus, printed and online application forms, full
faculty and staff directories and much more: www.Ltsg.edu

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The Catalog is published by the Lutheran Theological Seminary at Gettysburg, under the auspices of the office of the Dean of the Seminary, for the 2012-2013 academic year.

The Seminary is approved for veterans benefits.

The Seminary does not discriminate on the basis of race, color, gender, physical handicap, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Photos: Jack Hernstrom, Stephanie Zinn and the Lutheran Theological Seminary at Gettysburg Office of Communication.

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Since change is natural to education, the Seminary reserves the right to change announced programs, courses and regulations without obligation or prior notice. Correspondence may be directed to the Office of the Dean, Lutheran Theological Seminary at Gettysburg, 61 Seminary Ridge, Gettysburg, PA 17325.

CONVERSATION AT THE CROSSROADS!



For the past dozen years, it has been my privilege to serve as president of this great institution. As we move forward into a new academic year, I am confident that Gettysburg Seminary will continue leading the way in so many arenas of theological education and churchly service. This oldest and most historic Lutheran seminary in the Americas is young at heart! We believe that God calls us to become an even richer, more ecumenical and more diverse community of scholars and church leaders in the years ahead. We can only do so as women and men who sense the Spirit's stirring and hear God's calling come to join us here on Seminary Ridge. This catalogue is in your hands or on your computer screen because we believe you may be one of them!

As the Seminary clarified our mission as a school of the Church for the 21st century, we declared that what we are about is bearing witness at the crossroads of history and hope. The most important conversation here at the crossroads is the holy conversation of worship. Soaring high above everything else for miles around is the steeple of the Church of the Abiding

Presence. On a daily basis, we enter the divine conversation as we hear God's word and answer with our praise and prayers at worship.

Leadership in Christ's church requires keen minds as well as warm hearts. The Seminary, therefore, is also a community engaged in multiple never-ending classroom conversations. This is a rigorous academic institution where standards of excellence in scholarship are upheld by a first-rate faculty. Here in the classrooms, library, computer labs and coffee shop, we engage in conversation with the comprehensive intellectual traditions of the faith.

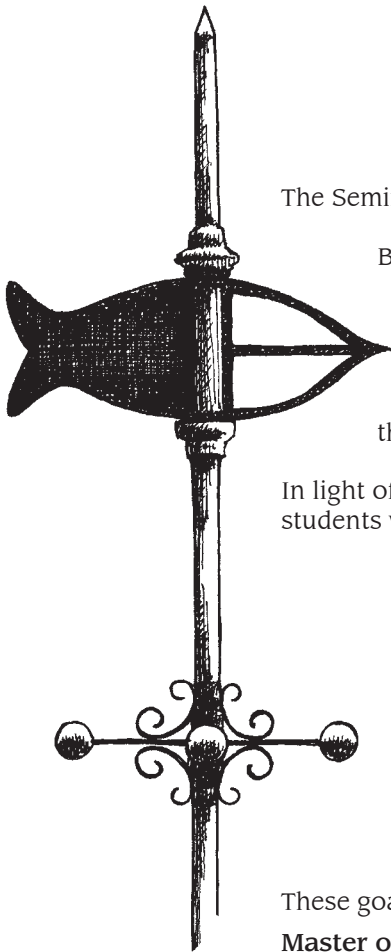
Firmly grounded in Scripture, we also learn from the great theologians of the ages, with particular focus on the Lutheran confessional witness. We are known for our integrative approach to theological education rooted in a pedagogy of praxis - the continual interplay of active ministry engagement and critical reflection.

Then too, in keeping with the Gettysburg tradition, we are a community in prophetic conversation with the world. Through our partnerships in the Washington Consortium, Eastern Cluster of Lutheran Seminaries and other joint ventures, we learn and grow and contribute to the broader ecumenical conversation. Likewise, in many settings, we are in dialogue with distinguished alumni and other special guests who serve as public theologians of the Church, offering their witness as pastors and other rostered leaders, or as laity engaged in the ministry of the baptized. We are constantly enriched as we learn from those who serve throughout this nation and around the globe in congregations, social ministry organizations, and chaplaincies amidst diverse contexts.

The aim of this continuing holy conversation goes beyond just talking. Here we are about doing ministry, engaging with the world, and growing strong and courageous outreach-focused mission leaders for the Church of the 21st century. Whether you the reader are a prospective student considering the "Gettysburg experience," a current student pondering your next registration selections, or a rostered or lay leader contemplating some continuing education, this catalogue can serve as a discussion-starter. Many folks here - our staff, faculty members, the Dean and I - are eager to help you learn more about us. From the crossroads where you too will find yours a welcome voice, I bid you come to the conversation!

The Rev. Michael L. Cooper-White, D.D.
President

VISION STATEMENT



The Seminary's Vision Statement provides a foundation for all of its programs.

Bearing witness at the crossroads of history and hope, the Lutheran Theological Seminary at Gettysburg proclaims Jesus Christ to a restless world by preparing students for faithful discipleship. As we listen to God's Word in community, the Holy Spirit empowers us to lead in church and world through worship, education, service and encouragement.

In light of this vision statement, the Seminary's degree programs prepare students who are:

- Faithful disciples able to proclaim and embody Jesus Christ to a restless world through the context of various Christian communities.
- Articulate theologians sustained by their knowledge of the faith tradition and equipped to integrate programmatic opportunities for theological reflection and practice.
- Vocationally equipped to lead, learn and witness in church and world.

These goals form the basis for the following degree programs at the Seminary:

Master of Divinity (M.Div.) with concentrations in Theology and Public Life, Town and Country Church Ministry and Youth and Young Adult Ministry;

Master of Arts in Ministerial Studies (M.A.M.S.) with specializations in Christian Education and Diaconal Ministry;

Master of Arts in Religion (M.A.R.) and Master of Sacred Theology (S.T.M.)

The Seminary also educates laity in theological reflection and for Christian service and provides programs of lifelong learning for rostered and lay leaders.

The Eastern Cluster of Lutheran Seminaries cooperates in a program leading to the Doctor of Ministry degree.

THE GETTYSBURG SEMINARY LEARNING COMMUNITY

Our context

Soon to become the Lutheran church's most influential figure in the 19th century, Samuel Simon Schmucker founded Gettysburg Seminary in 1826, making it the oldest Lutheran institution of higher education in the Americas. Eager to develop a school which suited the needs of American-trained clergy, Schmucker was active in causes of social justice, social reform, Bible promotion and mission outreach.

The location of the Seminary involved it as a nineteenth-century participant in the Underground Railroad and a staging ground for the Civil War's most

well known battle. Its borders expanded in 1967 when the Seminary joined seven other Washington, D.C. area seminaries and became part of the Washington Theological Consortium. Today this theological diversity is enhanced by our work in theology and public life (through the Luther Institute in Washington, D.C.) and a corresponding locally based Town and Country Church Institute for students preparing for small town and rural ministries. More than a decade ago, Gettysburg Seminary has joined The Lutheran Theological Seminary at Philadelphia and Lenoir Rhyne University's Lutheran Theological Southern Seminary in Columbia, South Carolina to form the Eastern Cluster of Lutheran Seminaries of the Evangelical Lutheran Church in America (ELCA) to provide more educational opportunities through joint programs.

Today the Seminary carries on a rich and varied tradition of theological education. Its students prepare to serve as pastors, diaconal ministers, deaconesses, associates in ministry and informed lay people in service to the church's mission. This education occurs within a community rich in theological conversation, encouragement and fellowship opportunities.

Located in the rolling hills of historic Gettysburg, a short ride from the nation's capital, the Seminary offers an expansive 52-acre campus for students and their families. The historic campus adjoins the National Military Park and is conveniently located in the commuting corridors to Washington, D.C., Baltimore, Harrisburg and Frederick. Its buildings range from the oldest American Lutheran facility for theological education (1832) to the renovated Valentine Hall, containing state of the art classrooms, community spaces and administrative offices. Directly across from the student apartment quadrangle is a YWCA offering students, faculty and staff the use of an Olympic-sized pool, gym, racquetball courts, new exercise equipment, sauna, playground, picnic area and more.

All facilities necessary for a robust theological education are available: bookstore, a technologically superior library, committed faculty and staff, opportunities for community involvement, resource sharing with the adjacent Gettysburg College, and the Seminary's location within the community of Gettysburg. Community is also strengthened by the use of information technology as an integral part of the Seminary's mission and continues to play a key role in the future of theological education. Voice, data and video applications support the operations of the entire campus including the library, classrooms, offices and residence areas.

Through the expertise and dedication of faculty and

staff we equip students to be healthy leaders, who are adept at interpreting texts, situations and relationships, nurtured in habits of spiritual, intellectual, social and vocational formation, keenly aware of diverse cultural contexts and able to lead in ways faithful to the good news of Jesus Christ.

Spiritual Formation

The foundation for spiritual formation at Gettysburg occurs in corporate worship.

When the seminary gathers for worship, students and their families, faculty, and staff bring everything they have – their stories and hopes, intentions and fears, triumphs and limitations, their minds, hearts, and hands – to be addressed by God. And at worship, God transforms God's people by the Word and Spirit and sends them out for the life of the world. That transformation and mission is what seminary is about, and the ultimate aim of curriculum and community. Transformation takes place in many ways in many places – in classroom study, prayers and devotions, field education, community life. All spring from and aim toward worship that is faithful to the Gospel, true to our situation, and compelling in sending us into mission.

Serving the Seminary's worship life is a spacious, bright, flexible chapel, featuring a 36 rank tracker organ and a high quality projection, sound and computer system. Instruments – ranging from a grand piano and harpsichord to dulcimers and drums – support lively singing and a superlative music program, including choirs for adults and children. The Seminary's corporate worship uses a wide range of settings, forms, and styles, and many church-wide and international guests connect the global scope of the faith to the Seminary's spiritual life.

Spiritual formation also occurs through small groups that meet for prayer, reflection, praise and conversation. It is common to find students meeting for Bible study, "lectio divina" reflection or a time of prayer and praise.

Intellectual Formation

The Seminary's educational programs are enhanced through several important institutional relationships and through institutes which highlight aspects of the Seminary's mission.

Ecumenical Scope

Striving to be faithful to Paul's letter to the Ephesians (4: 11,12) the Seminary pays close attention to the fact that God's gifts include the prospect that "some should be apostles, some prophets, some evangelists, some pastors and teachers, to equip the saints for the work of ministry, for building up the body of Christ."



At the Lutheran Theological Seminary in Gettysburg, the inscription on the cornerstone of our chapel includes this passage from Ephesians. It is a daily reminder to our community that our learning community depends on a variety of gifts and serves to equip many different people for the work of God's church. At the heart of our effort to form leaders for the church and the world is the work we do to shape community life, both here on campus and for an extended network of commuting students and interested friends of the seminary. Today this inscription informs a diverse community of learners from a spectrum of Christian traditions, and from different cultural backgrounds, who live, worship and study at the seminary. Our campus community strives for an ecumenical education for all students, and expects that in classroom, chapel, refectory, coffee shop, residential life, and recreational activities, the rich experiences that all persons bring to this seminary will be considered as gifts in the spirit of the writer of Ephesians. Life in community is challenging, and makes demands on everyone to go beyond saying the right things to actually doing the right things. We strive to learn how to respect and learn from difference. Students can expect that their own ways of seeing the world, of praying and speaking, or worshiping, of socializing and interacting with friends and neighbors will sometimes be misunderstood, or even challenged. When false assumptions undermine a true appreciation for God's varied ways of equipping the saints, our educational task is to provide opportunities for gaining a deeper ecumenical understanding. A rich community life flourishes as we recognize and respect the importance for each student to learn how to love and know his or her own tradition as a gift, a worthy portion that builds up the body of Christ.

The Washington Theological Consortium

As an expression of its ecumenical commitment, this Seminary, together with other schools of theology, formed the Washington Theological Consortium in



1967. The dozen institutions of the consortium has more than 1700 students and an estimated 250 faculty members and offers approximately 600 courses and seminars in each academic year. There are also six associate/affiliate member schools including the Graduate School of Islamic and Social Sciences. Cross registration permits degree students from each participating school to take courses for credit within the consortium. Through this cooperative arrangement students have full access to all libraries of consortium members and the Library of Congress. See more about the Seminary’s Washington, D.C. based programs on page 11, or visit the website www.washtheocon.org.

The Eastern Cluster of Lutheran Seminaries

This Lutheran cluster includes the Lutheran Theological Seminary at Gettysburg, The Lutheran Theological Seminary at Philadelphia and the Lutheran Theological Southern Seminary at Columbia, S.C.

Formed in 1994, this partnership makes the resources of all three seminaries more accessible to the students at each seminary. A student enrolled in one of the three schools is automatically eligible to take courses from the other two. There are opportunities both for exchange semesters at any of the three schools, as well as faculty exchanges and the sharing of resources made possible through distance education technology.

Tuition and room and board costs for students who study at another Cluster seminary will be paid at the rate of the seminary at which they do their academic work for the period of exchange. Students who desire to study at another seminary in the Eastern Cluster are encouraged to plan ahead for such study by contacting the Dean and/or Financial Aid Officer of the home seminary.

Yale Divinity School

Up to two students per semester may participate in an Eastern Cluster exchange program with the Yale University Divinity School in New Haven, Connecticut. Visiting students at Yale will have access to courses and programs offered at Yale University. Gettysburg students pay tuition through Gettysburg Seminary for the duration of the exchange. Application is made through the Dean’s office. Candidates must receive the endorsement of the faculty to participate.

**Other Academic Relationships
Gettysburg College**

Our students may take courses without paying the college tuition fees; the two institutions also make other resources available to each other’s students, including: library resources and programs in the arts.

The Collegium Oecumenicum in Munich, Germany

Two Gettysburg students may reside and study, free of charge, in Munich each year. A similar arrangement exists for students from the Collegium Oecumenicum to study on the Gettysburg campus.

The Evangelical Divinity Faculty of Comenius University in Bratislava

A partnership has developed between the Evangelical Divinity Faculty of Comenius University in Bratislava, Slovakia and Gettysburg Seminary, which makes provision for students of these two seminaries to study at each other’s school.

The Susquehanna Valley Satellite of Bethany Seminary

This is a Church of the Brethren educational program with both graduate degree and certificate components for the training of pastors and lay ministers. The Staff office is based at Elizabethtown College, with classes held at various locations throughout Central Pennsylvania. Through its partnership relationship with Gettysburg Seminary, satellite students are welcomed to the resources and theological community in Gettysburg. Gettysburg Seminary students are also welcomed to the courses offered by Bethany Theological Seminary at the Susquehanna Valley Satellite locations.

The ELCA Center for Diaconal Ministry Preparation

The ELCA Center for Diaconal Ministry Preparation is located at and administered from the Lutheran Theological Seminary at Gettysburg on behalf of the Eastern Cluster of Lutheran Seminaries.

New and Emerging Programs, Projects and Partnerships

Partnerships with Luther Seminary in St. Paul, MN and Odyssey Networks, a media company based in New York, NY, are engaged with Gettysburg Seminary to envision patterns for delivering theological education and a new concentration in the Master of Arts in Religion program in Religion and Media (See Concentrations, page 25). Gettysburg and Luther Seminaries are specifically working on expanding a distributed learning platform which combines online and residential intensive approaches to preparing for ministry.

Institutes and Related Programs

The Institute for Luther Studies, established in 1970, promotes critical reassessment of Martin Luther and the 16th Century Reformation movement with inclusive, ecumenical, and global perspectives. Respond-



ing to issues facing the church today, the Institute provides opportunities for students, faculty, and the wider church and academic community to share and deepen their understanding of Luther and Protestant heritage in the larger context of the interdisciplinary Reformation scholarship and ecumenical partnerships. The institute arranges lectures, classes, publications, scholarly exchange and forums for discussion, and also maintains a research library.

The Luther Institute, Washington, D.C.

Since 2006, the Washington, D.C. based Luther Institute, a pan Lutheran, faith-based organization devoted to exploring issues of faith and ethics in the public sphere, has been an affiliate of Gettysburg Seminary furthering the Seminary’s long term presence in the nation’s capital. For more than a quarter century, the Luther Institute has provided a connection between the public arena and Christian theological resources. Initiated in 1983, the Luther Institute was created to address critical issues within the framework of Lutheran Christian theology and ethics. The Institute has

focused mainly on offerings for the Washington Lutheran constituencies as an international learning center, featuring public affairs seminars, travel seminars, academic fellowships for Lutheran educators, and other educational programs. The Institute’s distinguished Wittenberg Awards celebrate the outstanding contributions and leadership of Lutheran servants in public life, recognizing outstanding leaders such as the late senator from Illinois, Paul Simon, artist and animator Art Clokey, theologian Krister Stendahl, Supreme Court Chief Justice William Renquist, and actress and activist Liv Ullmann, and many more.

Gettysburg Seminary offers all of its students the rich environment of the nation’s capital for immersion and reflection upon public theology, social ethics and social ministry, public policy, advocacy, institutional analysis in context and much more. Students are expected to take courses in the institutions in the Washington Theological Consortium and they may concentrate on a special curriculum highlighting theology and public life.

Gettysburg Seminary views its Washington, D.C. program as a key resource for ongoing Seminary connections, providing a unique context for ministry. Supporting this program with residency opportunities, a curricular concentration in “theology and public life,” and joint ventures with partners in public theology, many seminarians come to Gettysburg because of its connection to this global city.

The Resident Scholar Program

Study in Washington, D.C. is available to all full-time degree seeking students of the Lutheran Theological Seminary at Gettysburg who desire to live in the Washington, D.C. area for one or two semesters and take the majority of their courses at schools in the Washington Theological Consortium.

The Town and Country Church Institute

Established 1981, TCCI arose from the seminary’s distinctive location in a small town and predominantly rural setting, and its historic service to Appalachian and rural areas. Its focus is contextual mission in the many rural and small membership congregations in the ELCA and the ecumenical church.

The Stewardship of Life Institute

The Stewardship of Life Institute, separately incorporated, is designed to serve the whole church. Its offices are located on the Seminary campus and it enjoys a close relationship to the seminary. The Institute promotes all of life stewardship, providing a forum to foster stewardship among laity, seminarians, rostered leaders and other church workers. Established in 1994, it provides funding for stewardship education and related projects at ELCA seminaries and other units of the church.

Social and Vocational Formation

Formation also takes place in the informal social occasions that create and strengthen community life. The Seminary provides structures through which students, families, faculty and staff find encouragement in social and vocational development.

The Student Association

The student association is made up of all students enrolled at Gettysburg Seminary. The Student Association Council (SAC) consists of four executive officers elected from the student body and five representatives elected from each of the on campus classes (Junior, Middler, and Senior). Class representatives (President, Secretary/Treasurer, three Trustees) are also responsible for class activities. Five Divisions are part of SAC. They are responsible for certain aspects of student life including Athletics, Fellowship, Lectures, Publications, and Social Action. Each division is chaired by a



council member and is open to the entire community. They plan events such as the annual Luther Bowl flag football tournament, community celebrations, awareness campaigns and the “Chapel Door” publication. Division and Class budgets come from Student Association fees. The Student Association strives to serve the community by providing opportunities for students and their families to be active in campus life.

Family Fellowship

Family Fellowship provides an opportunity for spouses of students to come together for support and fellowship. Regularly meeting twice a month, this group provides a forum for spouses to share their experiences of seminary life, and to reflect upon their future roles as spouses of rostered church leaders. Family fellowship also sponsors activities that involve the entire Seminary community such as potluck dinners, panel discussions and local sightseeing trips.

Global Collaborations and International Students

The Seminary community regularly welcomes students from Africa, Asia, Europe and South America who study with us for one or two years. Their presence enriches the life of the Seminary and serves as a reminder of the global dimension of the church of Jesus Christ. The international student process is coordinated in the Office of the Dean and works in partnership with the Global Mission Unit-International Scholarships Committee, ELCA.

Community Programs and Partnerships

Special lectures are scheduled at intervals throughout the academic year. Regularly scheduled are the lectures of the “Luther Colloquy,” (last Wednesday in October), the Martin Luther King, Jr. lecture in February, the Evangelical Lutheran Church in America (ELCA) sponsored “Hein Fry” lecture (usually in March) and the Zimmerman, Holman and Swope lectures at the Spring Convocation. In addition, the Seminary sponsors “Seminary on Saturday” lectures for area laity on three autumn Saturdays, “Seminary on Wheels”, with faculty lectures in outlying synod territories and a series of “Conversations at the Crossroads” lecture/panels for students and community based around issues and personalities who visit our campus as special guests. The Theodore F. Schneider Lectureship in Homiletics gives special attention to the task of preaching. (For particular dates and times of all special events and lectures, consult the seminary website at www.Ltsg.edu for life-long learning or news and calendar events.)

Green Initiatives

As a way of fulfilling its role as steward of resources, Gettysburg Seminary recently began an effort to “Gett Greener” across the seminary community, making environmental stewardship a priority. From planning, to paper handling to worship, the Seminary community devotes energy to raise awareness and reduce its carbon footprint. In 2009, campus recycling was expanded across campus, with more environmentally friendly practices planned for future developments. The initiative includes faculty, staff, students and their families.

Minister-in-Residence

The annual Minister-in-Residence Program provides opportunity for students, faculty and staff to engage in conversation with pastors, diaconal ministers and others who are recognized for their competence and effectiveness. Activities during the week include formal presentations, informal conversation, and participation in class sessions with students and faculty, worship leadership and general involvement with campus activities.

Bishop-in-Residence

The Bishop-in-Residence Program recognizes the teaching role shared by bishops and seminary. The program supports an annual weeklong residency for an ELCA bishop on campus for interaction and dialogue with students and faculty.

www.Ltsg.edu

The Seminary website describes the many aspects of the Seminary’s community and mission. The site features up-to-date news, a regular presidential report, events, campus tour and other detailed information.

Publications and Special Projects

Seminary Ridge Review

A semi-annual journal, the *Seminary Ridge Review*, is a theological roundtable for faculty, alumni, rostered church leaders and other scholars. It explores the history and theology of the Lutheran Theological Seminary at Gettysburg, eastern Lutheranism and the issues that emerge in the crosscurrents of theological and cultural debates, including lectures, essays, sermons, reviews, hymns poetry and more.

Seminary Views

The *Seminary Views* newsletter helps to keep the Seminary’s alumni and friends aware of events and developments in the institution’s life.

Dialog

The Rev. Dr. Kristin Johnston Lergen serves as editor for the international journal, *Dialog: A Journal of Theology*, published by Blackwells. Responsibility for preparing this important scholarly and pastoral journal has come to Gettysburg under Dr. Lergen’s leadership after a long tenure with Dr. Ted Peters at Pacific Lutheran Theological Seminary in Berkeley, California. Christine Little is the managing editor.

Chapel Door

A student publication, *Chapel Door*, gives occasional expression to campus news and opinion.

The Daily Redactor

The electronic newsletter *The Daily Redactor* keeps the Seminary community informed of daily and weekly events and activities.

The Seminary Explores

“The Seminary Explores” is a half-hour radio forum, which began in 1970, that deals with current issues in church and society. This radio program is heard weekdays on WGET (AM).

The Alumni Association

The Alumni Association, organized in 1844, elects representatives to the Alumni Council which serves as the liaison between the Seminary and its graduates, providing critique and suggestions for the Seminary’s direction and support for its programs.

FrOGS

The Friends of the Seminary Program strives to build the partnership between congregations, individuals, and the Seminary through lay leadership, financial support, and education regarding the critical importance of theological education for the future of the church.



Relaunched under the acronym, "FrOGS," (Friends of Gettysburg Seminarians) it sponsors such events as the annual "Leap-In." Learn more at www.Ltsg.edu/Friends-Supporters/FrOGS or by contacting the Advancement Office.

Music, Gettysburg!

Music, Gettysburg! is a concert series dedicated to bringing the best musical performances, free of charge, to south-central Pennsylvania. Jointly sponsored by the Seminary and the wider community, it presents 15-20 concerts a year in the Seminary's chapel, featuring both local performers and internationally recognized artists. While the musical range is wide – from trombone choirs to military choruses – choral, orchestral and organ works form the center of the program, taking advantage of the chapel's instruments and acoustics. Students are welcome not only to attend concerts, but also to perform, particularly in such choral performances as J. S. Bach's St. John Passion, Nancy Galbraith's contemporary Missa Mysteriorum, or Brahms' German Requiem.

Seminary Fine Arts Council

The Fine Arts Council, comprised of faculty, staff and area artists, promotes the utilization of the arts on campus as an important vehicle for the expression of the Christian faith.

Gettysburg Area Business Council

Gettysburg Area Business Council. Leaders from the Gettysburg/ Adams County business community have joined with the Seminary to form a business council for the purpose of building relationships between the business community and the Seminary and to generate support for the work of the Seminary. The council meets regularly to consider ways in which the Seminary's resources can be beneficial to the community, to explore specific areas for partnership, and to discover potential areas of community support for the Seminary.

The President's Cabinet

The President's Cabinet for Counsel and Advancement is comprised of persons with experience, expertise and influence who provide counsel, generate support and advocate for the ministry of this Seminary.

Lutheran Historical Society of the Mid-Atlantic
Closely associated with the Seminary is the Lutheran Historical Society of the Mid-Atlantic, founded in 1843 and reorganized in 1989. Today it is a membership organization dedicated to fostering interest and scholarship in the history of Lutheran congregations in the Mid-Atlantic area, and in the regional and continent-wide history of Lutheranism in America.

SRHPF

Coming This Year: The Seminary Ridge Museum

The Gettysburg Seminary Ridge Museum is the state of the art product of a rehabilitation of Schmucker Hall, the most historic Lutheran facility of higher education in the Americas. This new museum, opening in 2013 offers an unprecedented opportunity to interpret the first day of the Battle of Gettysburg, the care of the wounded and human suffering that took place within Schmucker Hall during its use as a field hospital and the moral, civic and spiritual debates of the Civil War era. It is a joint venture of the Lutheran Theological Seminary at Gettysburg, the Adams County Historical Society and the Seminary Ridge Historic Preservation Foundation.

Interactive elements in exhibits as well as an outdoor trail and activities on the grounds will expand the museum's appeal for wide range of audiences. Curriculum materials for schools and special group tours will focus on issues of character and conscience as they relate to Gettysburg. The role of women will be told through volunteer nurses at the hospital, including the Daughters of Charity. African American visitors will find themselves in the legacy of Bishop Payne and the stories of local African American families, anti-slavery activists and soldiers who served in the United States Colored Troops.

Service in Faith

The Seminary and surrounding community offer many opportunities for involvement on behalf of others: Habitat for Humanity, the annual CROP walk, Survivors, Inc. (a shelter for those suffering from domestic violence), the Red Cross, YWCA, El Centro, the Gettysburg cooperative community farm group, the Adams County Literacy Council and volunteer emergency service personnel for the town of Gettysburg.

EDUCATIONAL PROGRAMS

Educational Features

Course requirements for each program are met through specified courses, area distribution electives ("required electives"), and free electives. Additional offerings are available through the Seminary's participation in the Washington Theological Consortium (www.washtheocon.org).

A full year of academic study consists of a fall semester, January term, and spring semester, with a normal course load being 13.5 to 15 credits each semester and 1.5 credits during January term. Parts of all programs may be taken part-time.

Detailed information regarding academic policies and procedures is contained in the *Student Handbook*.

Examples include waiver of specified courses, changing degree programs, auditing classes, and leave of absence requests.

January Term

Gettysburg Seminary seeks to provide an inclusive and holistic learning context for the formation of church leaders. The January Term furthers this holistic intention by seeking to broaden the experience of both students and faculty through teaching subjects not otherwise covered in the curriculum and teaching them in creative ways. Students normally fulfill the Multicultural Studies Program requirement and Human Relations workshop requirement during a January Term.



The Multicultural Studies Program

The Multicultural Studies Program offers students a wide variety of opportunities to immerse themselves in the life and culture of an ethnic/cultural group other than their own. The key curricular components designed to meet this goal are the multicultural immersion experiences and seminary lectureships. There are a number of opportunities for self-directed studies, designed for specialized, elective, and/or thematic interests of students.

Independent Study Courses

Particularly in the final year of study, students who have demonstrated their academic competency are encouraged to negotiate independent study projects in the various disciplines of the curriculum. Proposals are prepared in consultation with the instructor concerned and are subject to approval by the Dean. Independent studies may not be used for required courses.

Academic Policies

Residence

The minimum residency requirement for graduation with any degree is one year of full-time academic study or its equivalent on the Gettysburg campus.



Students who have been admitted to the Master of Arts in Religion program with advanced standing may choose to spend their second semester taking course work through the Washington Theological Consortium.

Grading

The Seminary offers a choice in grading system. The first and default system of grading for course work is P (Pass) / F (Fail). Descriptive reports will accompany course grades. Students have the option of choosing a letter grade for the evaluation of their performance in a course, although no grade point averages will be calculated by the Registrar. Students must declare this preference when they register for a particular course.

The Master of Sacred Theology (STM) degree program requires letter grades. First degree students taking STM courses are subject to the same grade, course expectations, and grade submission dates as STM students. Senior students are responsible for making sure that their work is submitted in time for graduation requirements. In the semester of graduation, any student who has completed consistently excellent course-work in a given theological field, including completion of additional credits beyond the required ones for that field, may be eligible for faculty nomination for honors in that field. Information about probation and dismissal is found in the *Student Handbook*.

Responsible Community Discourse

As members of the Seminary community engaged in ministry and ministry preparation, all are encouraged to cultivate a willing participation in verbal and written expression that seeks to acknowledge and respect inclusivity and diversity. Fostering such linguistic commitments honors the heart of the gospel, which affirms that a person’s worth includes, but also extends beyond the categories of age, ethnicity, gender, sexual orientation, family affiliations, vocation, and physical, mental or emotional status.

Two priorities, therefore, guide the life of this community. First, all verbal behavior in corporate worship, classes, personal interactions, meetings, and convocations is invited to exhibit the highest linguistic expression, which is charitable, thoughtful, diverse, expansive and inclusive. Second, the same standards of excellence also apply to all written materials in the community: bulletins, written assignments, tests, seminary publications, scholarly works, Board of Directors’ materials and materials on the Seminary’s web site.

Resources for assisting the process of strengthening a gospel-based linguistic community include the ELCA’s “Principles for Worship” and the ELCA *Publishing Standards Manual*, excerpts of which appear in the Faculty, Employee and Student Handbooks.

THE DEGREE PROGRAMS

Master of Divinity Degree

The Goals: The Master of Divinity degree program prepares persons for service in a variety of pastoral settings as ordained pastors in the Evangelical Lutheran Church in America (ELCA) or for service in similar leadership positions in other denominations. The program provides the necessary tools and resources for the spiritual, vocational, professional, and theological requirements of pastoral leadership.

Outcomes: This degree program prepares students to:

- Demonstrate engagement in spiritual, Intellectual and ethical formation
- Interpret God’s Word faithfully and thoughtfully as public speakers, listeners, and writers
- Analyze cultural contexts of ministry
- Lead a congregation in worship and the pastoral arts
- Relate their denominational tradition in context
- Integrate theological conversation and experience in order to collaborate with peers in ministry in an evangelical and ecumenical manner
- Engage the multicultural, global church in calling for justice and proclaiming God’s love for the world

The Master of Divinity degree program normally requires four full years of study: two years of academic study, a third year of internship, followed by a final year of integrative academic work. If the degree is not completed within eight years, the student must petition the faculty for continuance in the degree program. The degree requires a total of 90.5 credits and three field education requirements:

teaching parish, supervised clinical ministry, and internship. These field education experiences are connected to Integrative Seminars designed to aid students in integrating degree coursework with field experience. During the January Terms students normally fulfill a Multicultural Studies Program requirement and a Human Relations requirement. A required seminar on sexual ethics is offered each year, normally during September. At some point in the course of their study, ELCA students will complete at least three credits offered by an accredited non-ELCA seminary and held on that campus. Courses offered by a Washington Theological Consortium school are a primary way for students to fulfill this ecumenical requirement.

Master of Divinity course requirements are:

- I. **Biblical Studies (20 credits)**
 - A. Biblical Language (3 credits)
 - 1.210 Introduction to New Testament Greek (all students entering without knowledge of Greek) or
 - 1.111 Biblical Hebrew (students entering with knowledge of Greek)
 - B. Old Testament (9 credits)
 - 1.103 Introduction to the Old Testament
 - 6 credits from Old Testament electives (courses numbered 1.1xx and others as noted)
 - C. New Testament (8 credits)
 - 1.205 The Witness of the Gospels (4 credits)
 - 1.206 Studies in the Epistles of the New Testament (4 credits)
- II. **Historical-Theological Studies (21 credits)**
 - A. Church History (12 credits)
 - 2.425-1 Christian Thought and the Ecumenical Creeds
 - 2.401 Luther and the Reformations
 - 2.406 Luther and the Lutheran Confessions
 - 3 credits from Modern Church History (courses as noted)
 - B. Systematic Theology (6 credits)
 - 2.301 Introduction to Systematic Theology (prior to internship)
 - 3 credits from Theological Thematics (courses numbered 2.362 and others as noted)
 - C. Theological Ethics (3 credits)
 - 2.304 Introduction to Theological Ethics
- III. **Practical Theology (19.5 credits)**
 - A. Stewardship and Parish Ministry (3 credits)
 - 3 credits from courses numbered 3.1xx as noted
 - B. Pastoral Theology (3 credits)
 - 3 credits from courses numbered 3.5xx as noted
 - C. Christian/Religious Education (3 credits)
 - 3 credits from courses numbered 3.6xx as noted
 - D. Preaching (6 credits)
 - 3.700 Introduction to Preaching (1.5 credits)
 - 4.5 credits from Preaching electives (courses numbered 3.7xx and others as noted; 3 elective credits prior to internship)
 - E. Church in Society (3 credits)
 - 3 credits from courses numbered 3.8xx as noted
 - F. Church Music (1.5 credits)
 - 3.900 Music in the Parish or 3.901 Music in the Town & Country Parish
- IV. **Interdisciplinary (10.5 credits)**
 - 3.930 a&b The Church’s Worship (1.5 credits each; total 3 credits)
 - 4.201 a&b Integrative Seminar I (1.5 credits each; total 3 credits)
 - 4.202 Integrative Seminar II (1.5 credits)
 - 4.203 Integrative Seminar III (1.5 credits)

A Sample Course Sequence for M.Div. Students (90.5 credits)

Year	Fall Semester	January (J term)	Spring Semester
Summer: Students entering without a knowledge of New Testament Greek take a two-week intensive session in August.			
1 – Junior (29.5)	Fall Semester (13.5) Greek (3) Old Testament (3) Ancient Church History (3) Intro to Preaching (1.5) Worship (a) (1.5) Integrative Seminar I (a) (1.5) with Teaching Parish	January Term (1.5) Multicultural	Spring Semester (14.5) Gospels (4) Reformations (3) Systematic Theology (3) Preaching or other elective (1.5) Worship (b) (1.5) Integrative Seminar I (b) (1.5) with Teaching Parish
Summer: Supervised Clinical Ministry (CPE)			
2 – Middler (31)	Fall Semester (14.5) Epistles (4) Confessions (3) Preaching or other elective (3) Church in Society elective (3) Integrative Seminar II (1.5)	January Term (1.5) Elective	Spring Semester (15) OT elective (3) Theological Thematics (3) Pastoral Theology elective (3) Stewardship Elective (3) Elective (3)
3 – Internship			
4 – Senior (30)	Fall Semester (15) Ethics (3) Church Music (1.5) Other tradition elective (3) OT elective (3) Elective (3) Integrative Seminar III (1.5)	January Term (1.5) Elective	Spring Semester (13.5) Christian Ed elective (3) Church History elective (3) Elective (3) Elective (3) Elective (1.5)

- 4.301 Multicultural Studies, normally in a January term (1.5 credits)
- V. Electives (19.5 credits), normally fulfilled as follows: Two January terms of 1.5 credits each.

Other tradition of 3 credits, required of all ELCA students. If a required course above is fulfilled through study at a school of another tradition, the total credits in free electives is increased by 3 credits.

Free electives of 13.5 credits (or 16.5 credits if “other tradition” is used for a required course). The choice of a degree concentration will entail the use of free elective credits.
- Additional Master of Divinity requirements:

Teaching Parish

Supervised Clinical Ministry (CPE)

Internship

Human Relations workshop

Sexual Abuse Prevention Education workshop

Master of Divinity Degree Concentrations

In our call to prepare students for faithful discipleship we recognize the rich diversity of gifts these students bring with them to the task of theological education. To create the maximum potential for students to grow in their gifts for ministry, in addition to the standard outline of the curriculum we offer the following concentrations: Theology and Public Life, Town and Country Church Ministry and Youth and Young Adult Ministries. Normally, at the end of their first year of study, a student, in consultation with his or her advisor, and with the support of the student’s judicatory body, may select one of these. A concentration includes six courses that enable the student to take active direction in his or her learning for the flourishing and deepening of their gifts for ministry.

Concentration in Theology and Public Life (M.Div.)

Bearing witness at the crossroads of history and hope calls us to reflect theologically about the role of the church in public life. Washington, D.C., an international crossroads of government, political, and economic policy, and also a center of ecumenical and interfaith diversity as well as a major academic center, affords distinctive opportunities for contextual immersion, spiritual formation, and theological reflection.

This concentration challenges students to interact, reflect, and respond in dynamic, changing contexts through immersion in this international, political, social, and ecumenical setting.

- The concentration’s courses consist of the following:
- Required:

2.306 Theology and Public Life (with “action/reflection” field experience)

3 credits in Church and Society course

- Recommended:

2.404 Religious Movements

2.503 Mission
- Other courses related to the area of focus, (i.e. social ministry, public policy, ecumenical and interfaith issues, and ethics) will be identified in consultation with the advisor. Integral to the concentration are site placements in settings such as the ELCA’s Washington, D.C. Office, homeless shelters, shelters for women and children, AIDs and HIV ministries, Bread for the World, Lutheran Social Services and congregations involved in unique and dynamic community ministry.

Concentration in Town and Country Church Ministry (CTCCM: an option within the M.Div.)

The majority of North American congregations are in town and country settings, as are almost half of ELCA congregations. Transition from seminary to a ministry assignment requires understanding of the habits, economy, and traditions in local places. The Concentration in Town and Country Church Ministry provides specific preparation for the transition into ministry in rural areas and small towns, and spurs integration of theological knowledge into the daily practice of ministry. While focused in rural issues, the Concentration applies to ministry in a variety of contexts.

- Required Courses:

3.803 Rural and Small Church; plus one immersion course: either 3.846 Appalachian Ministry or 3.875 EcoTheology in Northern Appalachia.
- Elective Courses:

12 credits chosen from the rest of the curriculum in consultation with the director of the Town and Coun-

try Church Institute. There are many courses with direct application to rural issues and opportunities for including other interests.

Field Education opportunities are available in rural and small town settings. Students may indicate interest for Teaching Parish, Internship or CPE centers that serve rural populations. Concentration students are free to pursue field education placements in other contexts as well, and sometimes are encouraged to do so in order to broaden their training.

Town and Country Church Institute and the Concentration are ecumenical and welcoming of a diversity of denominational perspectives.

Concentration in Youth and Young Adult Ministries

Designed to meet the growing need of congregations for leaders who are well equipped for ministry with and among youth and young adults, this concentration provides theological grounding for doing Youth and Young Adult Ministry. It offers strategies for mission and service learning that are adaptable to various contexts and social cultures.

The Youth and Young Adult Ministry Concentration takes advantage of the Seminary’s learning partnerships with our Youth Ministry Certification School and Theological Education with Youth (TEY) program, as well as with area congregations, campus ministries, and outdoor ministries which provide settings for contextual learning. Students choosing this Concentration may have opportunities for Teaching Parish and Internship sites in which they can experience excellent Youth and Young Adult Ministries on the congregational level.

- Required Courses:

3.639 Christian Initiation and Confirmation (3 cr)

3.848 Youth and Young Adult Ministry (3 cr)

12 additional elective credits

Independent Study Curriculum (M.Div.)

This option within the Master of Divinity degree program invites a student to use the equivalent of four curricular electives (12 credits) for self-directed study developing the concentration, students first complete four semesters of the required degree program coursework, including the integrative seminars. With this foundational work accomplished, the student selects a subject of concentrated study and develops a proposal for study that lays out rationale, objectives, strategies, and methods of evaluation. The proposal is submitted for approval by the Dean and appropriate faculty. Therefore, the fall or spring semester of the senior year, then, may be designated for Independent Study.



A Sample Course Sequence for M.A.M.S., Christian Education (60.5)

Year	Fall Semester	January (J term)	Spring Semester
Summer: Students entering without a knowledge of New Testament Greek take a two-week intensive session in August.			
1 – (29.5)	Fall Semester (13.5) Greek (3) Old Testament (3) Ancient Church History (3) Foundations for Teaching (1.5) Worship (a) (1.5) Integrative Seminar I (a) (1.5) with Teaching Parish	January (1.5) Elective	Spring Semester (14.5) Gospels (4) History & Theory of Christian Ed (3) Systematic Theology (3) Curriculum Development (1.5) Worship (b) (1.5) Integrative Seminar I (b) (1.5) with Teaching Parish
Summer: Supervised Clinical Ministry (CPE)			
2 – (31)	Fall Semester (16) Epistles (4) Confessions (3) Christian/Religious Ed elective (3) Old Testament elective (1.5) Elective (3) Integrative Seminar II (1.5)	January (1.5) Multicultural	Spring Semester (13.5) Bible elective (3) Supervised Teaching (1.5) Religious Ed Project (1.5) Christian/Religious Ed elective (3) Electives (4.5)

Master of Arts in Ministerial Studies (M.A.M.S.)

Goals: This degree program prepares persons for service as associates in ministry, deaconesses, or diaconal ministers in the ELCA, or for service in similar leadership positions in other denominations. The degree, normally a two year program when taken full time, requires a total of 60.5 credits, including supervised field education experiences. Students are also required to participate in a seminar on sexual ethics during September and a workshop on Human Relations during January. If the degree is not completed within four years, the student must petition the faculty for continuance in the degree program. Students normally declare one of two specializations for this degree at the time of admission: Christian Education, which prepares one to be an associate in ministry in the ELCA or to hold similar positions in other denominations; and Diaconal Ministry, which prepares one to be a deaconess or diaconal minister in the ELCA, or to hold similar positions in other denominations.

These two concentrations have different expected outcomes and course requirements.

Master of Arts in Ministerial Studies (M.A.M.S.-CE)

Outcomes: At the completion of the degree program students should be able to:

- Interpret the role and content of Christian religious education in the overall life of the congregation and the educational heritage of the denomination
- Demonstrate parish leadership in the areas of Christian education and nurture in the congregation
- Develop, review and assess appropriate resources and programs for Christian education that respond to the local, regional, national, and global contexts
- Integrate worship and educational ministry in light of the various theological disciplines
- Work effectively within the matrix of congregational, ecumenical, and inter-religious contexts

M.A.M.S. Christian Education course requirements are:

- I. **Biblical Studies (18.5 credits)**
 - A. Biblical Language (3 credits)
 - 1.210 Introduction to New Testament Greek (all students entering without a knowledge of Greek) or
 - 1.211 Advanced New Testament Greek or
 - 1.111 Biblical Hebrew

- B. Old Testament (4.5 credits)
 - 1.103 Introduction to the Old Testament (3 credits)
 - 1.5 credits from Old Testament electives (courses numbered 1.1xx and others as noted)
- C. New Testament (8 credits)
 - 1.205 The Witness of the Gospels (4 credits)
 - 1.206 Studies in the Epistles of the New Testament (4 credits)
- D. Bible elective (3 credits)
(courses numbered 1.xxx and others as noted)

- II. **Historical-Theological Studies (9 credits)**
 - A. Church History (6 credits)
 - 2.425 -1 Christian Thought and the Ecumenical Creeds or
 - 2.403-01 History of Lutheranism
 - 2.406 Luther and the Lutheran Confessions
 - B. Systematic Theology (3 credits)
 - 2.301 Introduction to Systematic Theology

- III. **Practical Theology (15 credits)**
 - 3.600 History and Theory of Christian Education (3 credits)
 - 3.601 Foundations for Teaching Ministry (1.5 credits)
 - 3.605 Religious Education Project Seminar (1.5 credits)
 - 3.643 Supervised Teaching in Christian Education (1.5 credits)
 - 3.645 Development and Evaluation of Curriculum (1.5 credits)
 - 6 credits from electives in Christian/Religious Education (courses numbered 3.6xx)

- IV. **Interdisciplinary (9 credits)**
 - 3.930 a&b The Church's Worship (1.5 credits each; total 3 credits)
 - 4.201a&b Integrative Seminar I (1.5 credits each; total 3 credits)
 - 4.202 Integrative Seminar II (1.5 credits)
 - 4.301 Multicultural Studies (1.5 credits)

- V. **Electives (9 credits)**

Additional M.A.M.S.-Christian Education requirements:
Teaching Parish
Supervised Clinical Ministry (CPE)
Human Relations workshop
Sexual Abuse Prevention Education workshop

Concentration in Youth and Young Adult Ministry M.A.M.S. (CE)

Designed to meet the growing need of congregations for leaders who are well equipped for ministry with and among youth and young adults, this concentration provides theological grounding for doing Youth and Young Adult ministries. It offers strategies for mission and service learning that are adaptable to various contexts and social cultures.

The Youth and Young Adult Ministry Concentration within the M.A.M.S. (CE) degree takes advantage of

A Sample Course Sequence for M.A.M.S., Diaconal Ministry (60.5 credits)

Year	Fall Semester	January (J term)	Spring Semester
1 – (28.5)	<u>Fall Semester (13.5)</u> Old Testament (3) Ancient Church History (3) Concentration course (3) Concentration course (3) Integrative Seminar I (a) (1.5) <i>w/ Teaching Parish</i>	<u>January (1.5)</u> Elective <i>Diaconal Ministry Formation Event</i>	<u>Spring Semester (13.5)</u> Systematic Theology (3) Concentration course (3) Concentration course (3) Elective (3) Integrative Seminar I (b) (1.5) <i>w/ Teaching Parish</i>
2 – (30)	<u>Fall Semester (15)</u> NT Foundation (3) Confessions (3) Ethics (3) Concentration course (3) Concentration course (3)	<u>January (1.5)</u> Elective	<u>Spring Semester (13.5)</u> Concentration course (3) Church in Society elective(3) Elective (1.5) Diaconal Ministry Project (8)

the Seminary’s learning partnerships with our Youth Ministry Certification School and Theological Education with Youth (TEY) program, as well as with area congregations, campus ministries, and outdoor Ministries which provide settings for contextual learning. Students choosing this Concentration may have opportunities for Teaching Parish sites in which they can experience excellent Youth and Young Adult Ministries on the congregational level.

Required Courses:

- 3.639 Christian Initiation and Confirmation (3 credits) (may fulfill 3 of the “6 credits from electives in Christian/Religious Education” curricular requirement in Practical Theology)
- 3.848 Youth and Young Adult Ministry (3 credits) 15 additional elective credits (Students should consult with the director of the concentration to determine if a course would fulfill this requirement. In general, the 12 required credits in Practical Theology {omitting 3.639, above} would fulfill this requirement in part; the remaining 3 credits could be fulfilled using other required or elective courses.)

Master of Arts in Ministerial Studies with a Specialization in Diaconal Ministry (M.A.M.S.–DM)

Outcomes: Graduates of this degree program will be able to:

- Articulate the Word of God in and for a hurting world, using the fruits of biblical, historical, and theological studies
- 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
- Participate in the community of Word and Sacrament, and in the diaconal communities of their own denomination and the broader church
- Articulate and act out a vision of diakonia that addresses human need

M.A.M.S. Diaconal Ministry course requirements are:

- I. **Biblical Studies (6 credits)**
 - 1.103 Introduction to the Old Testament or
 - 1.100 Old Testament Foundation
 - 1.200 New Testament Foundation
- II. **Historical-Theological Studies (12 credits)**
 - 2.301 Introduction to Systematic Theology
 - 2.304 Introduction to Theological Ethics
 - 2.425-1 Christian Thought and the Ecumenical Creeds or
 - 2.403-01 History of Lutheranism
 - 2.406 Luther and the Lutheran Confessions
- III. **Practical Theology (3 credits)**
 - 3 credits from Church and Society courses numbered 3.8xx, as noted

- IV. **Interdisciplinary (11 credits)**
 - 4.201 a&b Integrative Seminar I (1.5 credits each; total 3 credits)
 - 4.205 Diaconal Ministry Project (8 credits)

- V. **Electives (28.5 credits)**
 - 21 credits in a field of concentration (see below)
 - 7.5 credits in electives

Additional M.A.M.S.-Diaconal Ministry requirements:
Diaconal Ministry Formation Event
Teaching parish
Human Relations workshop
Sexual Abuse Prevention workshop

Diaconal Ministry Concentrations

Students elect 21 credits related to preparation in an area of specialization. Since up to 28 credits may be transferred from other accredited graduate schools to apply toward the M.A.M.S. degree, all of the specialization course requirements may be taken at another accredited graduate school. All transfer credits are subject to review before being accepted. While there are numerous fields of specialization, two in particular are arranged as follows:

A specialization in **word and service in rural communities** may be arranged, drawing upon the distinctive course offerings and resources of the Seminary’s Town and Country Church Institute.

For those whose area of specialization is social service, it is possible to participate in a Certificate Program in Social Services offered to Gettysburg Seminary diaconal ministry students by Temple University’s School of Social Administration and take specialization courses through Temple’s Harrisburg satellite campus.

The purpose of the diaconal ministry independent study project is to provide the candidate an opportunity to develop a vision for ministry at the interface of societal need and Christian service and is further described under “Field Education” below and in the *Student Handbook*.

The Field Education Program

The field education program consists of learning components designed to assist students in integrating classroom education with aspects of ministry:

- Teaching Parish, required for the Master of Divinity degree and both concentrations of the Master of Arts in Ministerial Studies degree.
- Supervised Clinical Ministry, required for the Master of Divinity degree and the Master of Arts in Ministerial Studies degree with concentration in Christian Education.
- Internship, required for the Master of Divinity degree.

- Diaconal Ministry Project, required for the Master of Arts in Ministerial Studies degree with specialization in Diaconal Ministry.

Participation in field education programs in congregational settings requires approval of the appropriate church judicatory. There are no field education requirements for the Master of Arts in Religion degree program.

The Teaching Parish

The overall objective of the Teaching Parish is integration of the first year’s curriculum of theological study with reflection on parish life in the areas of worship, education, stewardship, evangelism, and community service agencies. Students are normally assigned to parishes within an hour’s drive of Gettysburg and are expected to spend 7-10 hours per week (in the weeks assigned) in activity related to the concerns of Teaching Parish. Usually students spend Sundays in the assigned parish, although occasionally they may be asked to attend special meetings or services during the week. Participation in the parish includes observing and reflecting on the life of the congregation, interviewing members, assisting in worship leadership, occasional teaching, and two scheduled preaching assignments. Concurrent with this parish involvement, students take Integrative Seminar I.



Supervised Clinical Ministry

Clinical Pastoral Education (CPE) provides an opportunity for students to learn the practice of ministry in a clinical setting under trained and certified pastoral supervisors. Pastoral practice, written case studies, verbatim reports, individual supervision, seminar participation, and related reading are the primary means of learning during CPE; the person as minister and her/his pastoral relationships become the major learning documents in the CPE process. Normally a full-time program of eleven to twelve weeks in length, CPE must be completed before the student's internship. Most students complete CPE during the summer following their first year of academic study at any one of a number of accredited sites within the U.S.A.

Internship

Internship provides the longest opportunity for a thorough testing of theological studies in a congregational context. The program involves from nine to twelve months of supervised engagement in ministry. Settings vary from inner city to suburban to town and country, and from a single church to parishes made up of three or more congregations. Internships occur all over the U.S.A. and occasionally overseas. Students on internship participate in intern clusters which provide opportunities for disciplined sharing of experiences with fellow students from all Lutheran seminaries.

Diaconal Ministry Independent Study Project

The purpose of this project is to provide the candidate an opportunity to develop a vision for engaging the field experience congregation in ministry at the interface of societal need and Christian service. Through the planning, implementation, and evaluation of the project, the candidate will demonstrate competency in the areas of: the candidate's specialization; an understanding of theology and Christian vocation; the ability to translate these by engaging the field experience congregation in a particular ministry of the baptized in the world.

The project is to take place in consultation with the project director (appointed by the seminary) and a supervisor. To fulfill the ELCA's requirements for consecration, at least 200 hours of the required 700 hours of supervised training at the church-societal interface must be in the diaconal ministry project. Included in this 200 hours will be direct supervision, reflection, meetings with the congregational liaison committee, and planning and implementation of the project.

Further information on the objectives and strategies of all components of the field education program may be found in the *Student Handbook*.

Master of Arts in Religion (M.A.R.)

Goals: This degree program is designed to provide students the opportunity to pursue a concentration in an area of theological interest while also providing a broad foundation for further graduate study or for general educational or vocational use.

Degree Programs

Outcomes: This degree program prepares students to:

- Demonstrate competency in a selected area of theological study
- Engage selected areas of theological studies with attention to their breadth and depth
- Develop skills in theological research, critical thinking and communication

The **M.A.R. Keynote Course** serves as an opportunity to form relationships important to collegial learning and an introduction to the program and to the critical role social media play in effective communication.

The degree requires a total of 51 credits:

- 37.5 credits of course work, including:
 - 3 credits in the Keynote Course
 - 15 credits in an area of concentration
 - 9 credits in a secondary area
 - 10.5 credits as free electives
- 1.5 credits Practicum in Theological Research (prerequisite for thesis)
- 12 credits in a Capstone Experience, which could be either:
 - Thesis research and writing (which would include a final, oral defense of the thesis)
 - A project or internship (which would include a final assessment of work completed as pertains to the degree and concentration outcomes)

M.A.R. Concentrations

Concentrations are offered in: Biblical Studies, History and Theology, Religion and Media, and Practical Theology. Students are expected to gain competence in the tools appropriate to their area of concentration. Students are expected to declare the area of concentration no later than following successful completion of 24 credits.

Students will confirm the topic of their thesis or outline plans for their project or internship in consultation with their thesis/project advisor. Normally this will



occur by the end of their first year with submission to the M.A.R. / M.A.M.S committee, and they will work on it during their second year. A preliminary draft of the thesis or report on the work completed is presented to the student's thesis/project advisor by March 1 and the final draft by April 1. An oral examination on the thesis or on work completed in the project or internship is then arranged.

The total program should normally be completed within two academic years. If the total program is not completed within four academic years, the student must petition the faculty for continuance in the degree program. Further information is available in the policy manual on the Master of Arts in Religion degree.

Master of Sacred Theology (S.T.M.)

Goals: This degree program is designed to provide an opportunity for concentrated study in a given area of theological inquiry for those who have completed a first theological degree or its equivalent, by promoting advanced understanding in a particular theological discipline, by increasing the student's knowledge of research resources and methodologies, and by increasing his or her knowledge and competency for ministry in all of its variety. The degree provides a foundation for further advanced study. Further information about the program can be found in the policy manual on the Master of Sacred Theology degree.

Outcomes: This degree program prepares students to:

- Achieve mastery of primary questions, ideas, methodologies, and sources related to the chosen area of theological focus.
- Engage in knowledgeable and creative thinking, writing, and speaking in the chosen area of research.
- Apply the knowledge gained to other contexts of theology and ministry.
- Demonstrate proficiency in critical thinking, research, and writing.

The S.T.M degree is offered with the following track:
1. S.T.M. with Thesis consists of 24 credits, 1.5 credits in Thesis Practicum Research (prerequisite for thesis), thesis, and thesis defense.

Concentrations are offered in: Biblical Studies, Old Testament, New Testament, Church History, Systematic Theology and Christian Ethics, Church in Society, Pastoral Theology, Christian Education, Liturgics, and Preaching and Communication. Students are expected to gain competence in the tools appropriate to their area of concentration. Students are expected to declare the area of concentration no later than following successful completion of 12 credits.

Doctor of Ministry (D.Min.)

The Eastern Cluster of Lutheran Seminaries (Gettysburg, Philadelphia and Southern seminaries) cooperates in a program leading to the degree Doctor of Ministry. The Lutheran Theological Seminary at Philadelphia administers the program on behalf of all three schools. It is responsible for admitting students, supervising the program and granting diplomas to those completing the cooperative venture. Students may take up to four courses (of the eight required) at Gettysburg or Southern Seminaries for transfer to Philadelphia. In addition to taking four courses at Gettysburg, students may draw on the unique resources of Gettysburg Seminary in the development and advisement of their required Project in Ministry.

For information contact the Director of Graduate Studies at The Lutheran Theological Seminary at Philadelphia (www.Ltsp.edu).

INFORMATION RESOURCES

The Library

The A. R. Wentz Library is a branch of the Eastern Cluster of Lutheran Seminaries libraries. Our Gettysburg branch houses more than 225,000 books, journals, DVDs, CDs, video and audio tapes, and microforms in a modern and spacious building. Open stacks, term loans for students, staff, and faculty, and long hours provide easy access to library materials. New titles are constantly purchased, and the staff welcomes patron suggestions regarding the addition of pertinent materials.

Wentz Library’s collection has significant historical depth. A rich, unique collection of nineteenth-century American Lutheran materials reflects the heritage of Samuel Simon Schmucker and the General Synod. Besides the Seminary’s own archives, the archives of Region 8 of the ELCA are also hosted in the library building.

The Eastern Cluster library system’s online electronic catalog includes the holdings of the A. R. Wentz Library as well as those of Krauth Library at The Lutheran Theological Seminary at Philadelphia and Lineberger Library at Lutheran Theological Southern Seminary in Columbia, SC. This federated catalog is universally accessible via the Seminary’s homepage at www.ltsg.edu. Materials from other Cluster library branches may be requested by currently registered students, faculty, staff, alums, and community borrowers.

Members of the Seminary community also have direct access to the more than one million volumes in the libraries of the Washington Theological Consortium (WTC) and the Southeastern Pennsylvania Theological Library Association (SEPTLA), which is a consortium of nineteen theological libraries in New Jersey and eastern Pennsylvania. In addition, they may use and have borrowing privileges at the libraries of Gettysburg College and Mount St. Mary’s University and Seminary in nearby Emmitsburg, MD. Our participation in the Interlibrary Loan function of the Online Computer Library Center (OCLC) allows access to holdings in thousands of library collections worldwide.

The library receives approximately 250 current journal subscriptions; several thousand more are available through the Eastern Cluster, the Washington Consortium, SEPTLA, and institutions participating in OCLC. The Religion Index and ATLA Serials databases are available electronically and offer abstracts and full text for hundreds of journal titles on religion and theology. The holdings of online journals are being continually updated automatically and the number of journal titles augmented as funding allows.

Periodicals stacks house bound volumes of scholarly journals. Current church school curricular materials are shelved in the Learning Resource section on the main floor of Wentz Library whereas earlier church school materials can be obtained by request at the circulation desk.

The Writing & Research Center

The Writing & Research Center is on the second floor of the library and is available to all students and faculty for feedback and guidance at any stage of the academic writing process from brainstorming, to documenting sources, to the final draft.

Information Technology

Information technology is an integral part of the Seminary’s mission and plays a key role in theological education. Voice, data and video applications are important in supporting the operations of the entire campus including the library, classrooms, offices and residential areas. In addition to enhancing opportunities for engaging in more effective research, for improving current course offerings and for expanding internal and external communications, the Seminary is exploring ways of extending educational programs with information technology in appropriate ways, and the Seminary offers a select number of online courses.

Many courses feature Residential Course Websites as a way of enhancing the learning experience. Students registered for these courses supplement classroom experience with participation in electronic discussion groups, quizzes and projects. Through personal computers with internet capability and from on-campus locations, including student computer labs in Valentine Hall and Wentz Library, students have online access to course materials and assignments, selected reserve readings and links to recommended websites. Please refer to the Information Technology Department at www.Ltsg.edu for further information regarding technology and the Seminary.

Successful seminary students will possess basic computer skills. The Seminary expects students to know how to find, save, and open files, work with word processing software, browse the web, and be able to send, receive, and access their Seminary email.

Bookstore

The bookstore is operated by the Seminary as a non-profit service to students, the Seminary community and the public. Besides supplying the required textbooks, the bookstore also carries reference items and

LIFELONG LEARNING FOR THE CHURCH AND ITS LEADERS

a full line of gift and logo items from coffee mugs to sweatshirts and more. The bookstore also provides fax services and a limited line of office supplies. The bookstore offers other services and merchandise, including greeting cards, Christian jewelry, items made by students, seasonal items and much more.

As the Evangelical Lutheran Church in America envisions “the engagement of all the baptized in learning and growing together in mission and ministry,” the Lutheran Theological Seminary at Gettysburg stands equipped and eager to contribute to the lifelong learning opportunities for the whole people of God.

Rostered Church Leaders (Pastors, Associates in Ministry, Diaconal Ministers, Deaconesses)

For the enrichment and continual development of the church’s leaders, and to assist in meeting the requirement of ELCA rostered leaders for 50 contact hours of continuing education per year, the Seminary offers a variety of opportunities, programs and events. One day symposia and conferences (e.g. the Martin Luther Colloquium, the Martin Luther King, Jr. Convocation, the Hein-Fry Lectures, and the Spring Convocation) are scheduled throughout the academic year. Special one-time lectures called Conversations at the Crossroads focus on a variety of topics. Courses for the Master of Sacred Theology degree may be taken on the Seminary campus and occasionally at off-site locations as well. Travel seminars may be hosted by seminary faculty as occasional continuing education offerings.

The Summer Institute for Ministry concentrates on strengthening skills for ministry and critical reflection on biblical, historical, and theological studies. Preaching Perspectives, dedicated to the art of preaching, is offered four times yearly. There are also opportunities to pursue independent study under the guidance of a faculty member while in residence for varying lengths of time during the academic year and the summer.

Theological Education for the Laity

To assist the laity in fulfilling their vocation as the people of God in the world, the Seminary offers its rich theological resources. Through a variety of programs, laypersons from all backgrounds are invited into opportunities for rich and significant study of the church

and its mission. During the summer months the seminary offers a highly popular weeklong program, the Lay School of Theology, which gives participants the opportunity to join with others for study, worship and fellowship. At various times throughout the year, weekend and one-day retreats are held (Seminary on Saturdays, on campus; Seminary on Wheels, off-campus) which are devoted to various topics such as spiritual formation, intersecting faith and work, and equipping lay persons for positions of leadership in their congregations and the larger church.

Youth Ministry Certification School

The Seminary often sponsors a certification school of study in youth and family ministry, with an August week at Camp Nawakwa followed by five weekend (Friday-Saturday) models. With the church’s important ministry to youth and family, this program responds to a need for training those who work with children, youth and families.

Inquire through the Seminary or Region 8 for more details (1-800-MLUTHER ext. 2193).

Gettysburg Seminary sponsors special programs of theological education for 9th, 10th, and 11th grade high school youth. Selected seminary students serve as mentors in these programs. Faculty participate as presenters and worship leaders. The seminary also sends faculty to outdoor ministry camps for “Counselors in Training” in Region 7 and 8. The Affirmation of Baptism Festival, Crossroads Event for vocational exploration and the Theological Academy enhance the ministry of youth in the church.

Where to Obtain Information

Interested in learning more about lifelong learning at the Seminary? Contact the Coordinator for Lifelong Learning. Information on events is also posted on the Seminary’s website, and in the registration brochures for each event. Some financial assistance is available for these programs and such inquiries can be included in your request for information.

Through an array of relationships and partnerships, with the Mid-Atlantic Center for Mission (Region 8, ELCA), the Eastern Cluster of Lutheran Seminaries, other denominations and their schools, cooperative programming efforts provide for even more rich and varied opportunities for lifelong learning.

Certificate in Theological Studies

Certificate in Theological Studies Program (Non-degree study)

Gettysburg Seminary’s Certificate in Theological Studies Program (CTSP) enables participants to deepen their faith, nurture and satisfy their hunger for greater theological understanding, grow in their passion for the gospel and for God’s people, and enhance their understanding of the practice of ministry. The program consists of 15 regularly scheduled classes offered over a three-year period of time (5 classes each year). Class sessions meet during either four or seven-day intensive periods of instruction in September, January, and July on the campus of Gettysburg Seminary. Participants can choose to take all 15 classes in the program to receive the Certificate or they may opt to take only certain classes which meet their educational needs.

TEEM Candidates

This program can help meet the Candidacy requirements of those preparing for rostered ministry through the Theological Education for Emerging Ministries (TEEM) program.

Whether or not the Certificate in Theological Studies Program meets your needs is up to you, your Candi-

dacy Committee, and a Theological Review Panel. Contact the nearest synod office before seeking enrollment.

Is Certificate Study For You?

Those who would benefit most from all this Certificate program has to offer are TEEM Candidates preparing to become pastors or diaconal ministers; Candidates preparing to become Associates in Ministry; lifelong learners who are looking for the kind of deep Christian Education experience that can be offered by a seminary.

Classes Offered

Classes are offered in disciplines such as Biblical Studies (Old and New Testament), Systematic Theology, Lutheran Confessions and Heritage, Church History, Pastoral Care, Christian Education, Worship, Preaching, and Ethics. See the website for schedule.

More Information

See the Finances and Services section of the catalog for costs. For details and an up-to-date schedule, contact Katie Dodds at kdodds@Ltsg.edu or 717-338-3013, or visit the website: www.Ltsg.edu/academic-programs

Certificate in Theological Studies Program Sample Course Sequence

	Year One	Year Two	Year Three
September Courses	Congregational Studies in Context	Systematic Theology	The Theology of Luther and the Lutheran Confessions
January Courses	Worship	Old Testament Foundation	Theological Ethics
July Courses <i>(all within one week, meeting either morning, afternoon, or evening)</i>	History of Christianity Pastoral Care & Formation Introduction to Scripture	Preaching Christian Education New Testament Foundation	Lutheran Leadership for Mission Biblical Foundations for Stewardship and Evangelism Lutheran Heritage



Certificate in Leadership of Faith-based Organizations

(non-degree study)
A program of the Intersections Institute, Gettysburg Seminary’s Certificate in Leadership of Faith-based Organizations (CLFO) assists individuals working at the intersections of faith and service. It is designed to enhance management skills, deepen theological understandings, and strengthen abilities of faith-inspired leaders to serve all of God’s people.

The CLFO is earned by successfully completing 9 courses over a two-year period. Four of these must be selected from among five core course offerings. Depending on a student’s interest and previous education and employment histories, five elective courses may be split between course offerings in the program’s theological and management modules or taken exclusively from only one module with approval of the program director.

Is This Certificate Right For You?

Those who would benefit most from this program include employees of faith-based social ministry organizations who are identified as up and coming leaders, pastors and other rostered leaders of large congregations, board members and volunteers of social ministry organizations, and anyone similarly interested in coupling a faith commitment with a widening involvement in social action.

Classes Offered

Core courses in the CLFO include “History of Faith-Based Social Ministry in America,” “Ethics for Organizational Leadership,” “Theological Rationale for Social Ministry,” “Public Policy and Public Theology,” and “Trends in Social Ministry.” Elective courses are available in two tracks: management and theology. Management courses are offered in disciplines such as Non-profit Accounting, Legal Issues, Development, Marketing and Communications. Many of the theology courses are offered in conjunction with those in the Certificate in Theological Studies program. These include courses on Biblical Studies, Theological Ethics, Lutheran Confessions, Pastoral Care and Systematic Theology.

More Information

For details and an up-to-date schedule of courses visit the Institute’s website: www.intersectionsinstitute.org

Costs for the Certificate in Leadership of Faith-based Organizations

See the Finances and Services section of the catalog for costs.





COURSE DESCRIPTIONS

BIBLICAL STUDIES

Richard P. Carlson, Mark Vitalis Hoffman, Brooks Schramm, Marty Stevens, Briant Bohleke

The educational goals of the Biblical Studies disciplines grow directly from the Seminary’s Vision Statement, which declares that this school “proclaims Jesus Christ to a restless world” and seeks to “listen to God’s Word in community.”

Biblical studies endeavor to prepare each student for the role of the public theologian as proclaimer of God’s Word. This goal is achieved through a critical and disciplined study of the Bible as the normative tradition of the church and the authentic source of the gospel to which this Seminary bears witness. Courses offered in Biblical studies aim at helping students to interpret biblical material responsibly, so that they are able to discern and communicate what biblical texts once intended in their original historical and canonical contexts; to experience the claim of such texts on their own lives; and to address the message of these texts to the church and to the world.

Mastery of these goals, as appropriate to their degree, will enable students to:

- Describe the basic content, theological perspectives, and key theological themes of the Bible.
- Utilize skills in grammar, syntax, and vocabulary of a biblical language (normally Greek) as a basis for the interpretation of biblical texts.
- Recount the movement of history depicted in the Bible for Israel and the early church, particularly as related to the relevant history of the ancient Near East and the Mediterranean world.
- Articulate and employ critical methodologies in the exegesis of biblical passages.
- Formulate a conceptual framework of the canon that takes account of its unity and diversity.
- Analyze how key theological themes are presented in the various books and literary complexes within the Bible.
- Interpret the Bible faithfully and thoughtfully through preaching, teaching, and writing.

- Express a vision of faithful mission appropriate to the cultural context of ministry informed by an understanding of leadership models and qualities evidenced in the Bible.
- Participate in global, multicultural, and ecumenical hermeneutical conversations about the Bible.

The Old Testament

Introduction to the Old Testament (1.103) or equivalent, is prerequisite for all other Old Testament course, except Biblical Hebrew.

1.103 Introduction to the Old Testament (3 credits)

An introduction to the Old Testament with a survey of its structure, contents, and major theological themes. The course includes an introduction to historical-critical methodologies of interpretation. This course, or equivalent, is prerequisite for all other Old Testament courses, except Biblical Hebrew. Marty Stevens

1.107 Prophets Seminar: Jeremiah (3 credits)

A study of selected texts from Jeremiah, with special attention to exegetical method. Rigorous seminar format. Prerequisite: Hebrew or Greek. Brooks Schramm

1.111 Biblical Hebrew for Exegesis (3 credits)

A one-semester introduction to the original language of the Old Testament. The course will cover basic grammatical principles and frequent vocabulary found in the Old Testament. Students will use analytical tools (computer Bible programs, analytical lexicons, etc.) to assist in elementary exegesis of texts in Hebrew. Open to all students. Marty Stevens

1.113 Hebrew Readings (1.5 or 3 credits)

The Church’s proclamation of the Word finds its source and norm in the Scriptures of the Old and New Testaments. Proclamation is enhanced when the texts are studied in their original languages. This course is a deeper study of Biblical Hebrew and its use in exegesis. Prerequisite: Hebrew. Brooks Schramm/Marty Stevens/Briant Bohleke

1.114 Exodus: Shaping a Community

(3 credits)
An exegetical seminar of the book of Exodus exploring how the interweaving of narrative, ritual, and covenant shaped the ancient community of Israel and shapes faith communities today. Particular attention will be given to economic and stewardship issues in the text. Prerequisite: Hebrew or Greek
Marty Stevens

1.150 Bible Facts and Artifacts

(3 credits)
A seminar to explore archaeological material from the ancient Near East as a means of informing the interpretation of biblical texts for preaching and teaching. Students will study and report on excavated artifacts and relevant biblical material.
Briant Bohleke

1.162 Song of Songs

(1.5 credits)
An overview of the history of interpretation of the Song of Songs in Judaism and Christianity. Prerequisite: 1.103.
Brooks Schramm

1.163 Job and Human Suffering

(3 credits)
The most enigmatic, haunting, and elusive of all biblical books is the subject matter of this course. While not ignoring various attempts to reconstruct the “original” story, the course’s focus will be on canonical Job. Special attention will be given to significant paraphrases and reinterpretations engaged in by the Septuagint version(s) of the book. Students may work with the Hebrew text, the Greek text, or various English translations. Prerequisite: 1.103.
Brooks Schramm

1.172 The Psalter and the Life of Faith

(3 credits)
A study of the poetic character and theological implications of the Psalms, with reference to their use in corporate and individual prayer. Particular attention is given to the role in the Psalms of the omnipresent “enemy.”
Brooks Schramm

1.174 Daniel & Apocalyptic

(3.0 credits; 1.5 also possible, 1.174a)
A general study of the latest book in the Hebrew Bible, together with an examination of the religious, political, and social factors at stake in the Maccabean Revolt. The second half of the course will focus on three key extra-biblical apocalyptic texts: 1 Enoch, 4 Ezra, and 2 Baruch. The course is designed as an introduction to apocalyptic thinking and writing in the Greco-Roman world. Students who need or desire 1.5 credits may

take the first half of the course (1.174a). Prerequisite: 1.103.
Brooks Schramm

1.177 Biblical Economics and Stewardship

(3 credits)
A seminar focused on biblical texts dealing with stewarding wealth so as to provide God’s abundance throughout all levels of society. Special focus will be given to texts in the Torah, the Prophets, and the Gospel of Luke. Attention will be given to ancient and contemporary contexts.
Marty Stevens/William Avery

1.200OL New Testament Foundation Online

(3 credits)
This course is designed to provide Diaconal Ministry concentration students with a foundation for understanding the New Testament and to integrate its proclamation with their particular calls to ministry. This New Testament foundation includes a developed understanding of the interpretative issues, major writings, theological themes, literary structures, historical backgrounds and social worlds within the New Testament. Others may take this course with the approval of the instructor. This course is offered biennially in an on-line format only.
Richard Carlson

1.205 The Witness of the Gospels

(4 credits)
A general introduction to the traditions, the literary structures, the historical settings, and the theological witness of the synoptic Gospels as basis for ministry to the gospel today. Course meets in plenary session and in small sections. Prerequisite: Knowledge of Greek.
Mark Vitalis Hoffman

1.206 Studies in the Epistles of the New Testament

(4 credits)
This course is designed to enable the student to become a skilled interpreter of apostolic literature through historical and exegetical studies in the epistles. Course meets in plenary session and in small sections. Prerequisite: Knowledge of Greek.
Richard Carlson

1.210 Introduction to New Testament Greek

(3 credits)
An introduction to Greek grammar, syntax, and vocabulary as a basis for the interpretation of the New Testament. This course is required of all M.Div. students entering the seminary without knowledge of Greek. It begins during the last two weeks of August and continues throughout the fall semester.
Mark Vitalis Hoffman/Richard Carlson

1.270 To Speak in Parables: Proclamation of the Gospel in the Parables of Jesus

(1.5 credits)
The parables of Jesus are among the best known memories of Jesus. The parables of Jesus are also among the most controversial aspects of our understanding of Jesus’ message. This course will provide a survey of the interpretation of parables, but the main focus will be on the study of specific parables of Jesus. Prerequisite: 1.205 and knowledge of Greek.
Mark Vitalis Hoffman

1.277 Women in the New Testament

This course will examine the portrayal of women in New Testament texts. Women characters, texts about women, and symbolic uses of female images will be interpreted through historical, literary, and reader-oriented strategies. Students will explore the relevance of these texts for understanding the lives of women in the early church and for Christian life and ministry today.
(1.5 credits)
McNeel

HISTORICAL-THEOLOGICAL STUDIES

Maria E. Erling, Kristin Johnston Largen, Robin J. Steinke and Kirsi Stjerna

As the Christian tradition is received from the past and creatively imagined for the future, the present global, human, experiential context is the dynamic location where God’s action and presence in the world is interpreted and shared. Students will engage the disciplines of history, theology and ethics so that they will be equipped to address, with considered mutual reflection and action, the challenges facing the church and the world.

Mastery of these goals, as appropriate to their degree, will enable students to:

- Make sound theological judgments based on engagement with a wide range of historical evidence, and articulate, in writing and discussion, cogent reasons for their hopes, planning, and action as church leaders.
- Recognize the important and enduring aspects of experiences of women and men in the Christian tradition, and systematically relate these aspects to contemporary issues and global concerns.



- Analyze and interpret texts in their historical, literary, multicultural, ecumenical, inter-religious and socio-political contexts.
- Assess moral issues that affect communities with considered ethical analysis, common reflection, and faithful judgment.
- Understand and evaluate the plural forms of Christian identity, particularly diversity in the Lutheran tradition, and relate that tradition to other ecumenical and religious perspectives.
- Demonstrate proficiency in working with a theological tradition so as to be able to continue to engage new questions and developments in contemporary theological and ethical arenas.

2.301 Introduction to Systematic Theology

(3 credits)
This course will deal with the role and significance of systematic theology for the faith and life of the church by reflecting on the sources, nature, purpose and methods of doing systematic theology. The course will also include a discussion of major systematic theologians and schools, particularly as they relate to specific theological loci. Finally, this course stresses the practice of integration, so that students can think and communicate theologically both in the classroom and also in a variety of public ministry settings. Normally, this course is a prerequisite for any theological the-matics course.
Kristin Johnston Largen

2.304 Introduction to Theological Ethics

(3 credits)
This course offers a theological framework, rooted in the biblical and confessional witness of the Church, within which we seek to live the responsible life of faith. Major methodologies in moral discernment will be examined including deontology, situationism, teleology, character ethics and consequentialism. Theological themes to be addressed in the light of the social teachings of the ELCA include: justification, church and state, gospel and law, sin, creation and eschatology. Robin Steinke

2.306 Theology and Public Life

(3 credits)
The purpose of this course is to prepare Church leaders to respond theologically in the public arena while still being attentive to the nuances required to steer a course through the public and private arenas. The course includes an action/reflection component, which is the opportunity to integrate academic rigor with the practice of ministry. Alongside the traditional classroom, the action/reflection component of the course provides an opportunity to test ideas against the actual events of ministry in the public square. Fulfills Theology and Public Life concentration requirement. Robin Steinke

2.311 Practical Issues Between Muslims and Christians

We will examine three areas of shared concern between Muslim and Christian communities in the United States: 1) spiritual resources in our respective traditions to sustain individual believers during their transitions from birth through maturity to death; 2) authority and responsibility of leaders in our respective communities of believers; 3) relations of the community of believers to society at large, including participating in civic life and bearing witness. In a setting of free inquiry, mutual respect, and honest exchange between instructors and students, the course studies and compares Muslim and Christian practices. (3 credits)
Richard Jones

2.362-28 Theological Thematics: Ecclesiology

(3 credits)
This course uses the traditional theological locus of ecclesiology to explore what it means to be church in the 21st century world. We will explore traditional theological marks of the church by examining how they function both in the current ecumenical context of the United States, as well as the broader global Christian context. Fulfills Theological Thematics requirement. Also fulfills the Theology in Public Life requirement. Prerequisite: 2.301.
Maria Erling/Kristin Largen

2.362-29 Theological Thematics: They Might be Giants: Barth, Tillich & Rahner

(3 credits)
This course focuses on the theologies of Karl Barth, Karl Rahner, and Paul Tillich, arguably the three most influential theological voices of the 20th century. The students will engage in an in-depth study of their core theological insights and convictions, as well as their influence on late 20th century theological developments, in order to examine how they can help interpret the theological context in which we live today. Kristin Johnston Largen

2.362-31 Theological Thematics: The Doctrine of Creation: Science, Beauty, and Faith

(3 credits)
In this course students will use a variety of theologians to explore traditional and contemporary theological assertions concerning the doctrine of creation—including what those assertions also claim about God and humanity. Aspects of the dialogue between science and religion will be considered, as well issues directly related to the contemporary ecological crisis. Fulfills Theological Thematics requirement. Prerequisite: 2.301.
Kristin Johnston Largen

2.362-32 Theological Thematics: Sacraments: Lutheran and Contemporary Conversations

(3 credits)
How tangible is grace? Are there limits to grace? What can we say about the “means of grace” and their use in the church? Are there unexplored possibilities for contemporary experience and outlooks on grace and sacraments? With a close look at Luther’s teaching on the sacraments and grace, in light of medieval sacramental theology, and in conversation with post-reformation and modern theologians, we will interpret sacramental theology and its promise with contemporary concerns in mind and with attention to ecumenical and interfaith conversations and relations. Fulfills Theological Thematics requirement. Prerequisite: 2.301.
Kirsi Stjerna

2.362-33 The Theology of Dietrich Bonhoeffer (3 credits)

This course will examine the theological, social, historical, political, ecumenical and cultural framework that informed the theology of Dietrich Bonhoeffer and influenced his formation as a pastor, theologian, Christian and martyr. We will explore reasons for enduring interest in his theology through critical engagement with his biography and primary writings. Particular attention will be given to the meaning in Bonhoeffer’s early theology of the theological and ethical implications of what is meant by “confess-

ing Christ in community.” We will explore ways in which his theology informs our current challenges as Christians in a global, ecumenical and interfaith community. Students will be asked to focus on a particular theological aspect of Bonhoeffer’s work for the final project or paper (e.g., Ecclesiology, Doctrine of the Trinity, Christology or Pneumatology). Fulfills Theological Thematics requirement. Prerequisite: 2.301.
Robin Steinke

2.362-34 Theological Thematics: Theology with my Neighbor: Doing Theology Inter-religiously

(3 credits)
In this course, we will examine three central Christian loci—doctrine of God, doctrine of creation, and theological anthropology—through engagement with specific doctrines and practices from the four major world religions. We will pay special attention to the ways in which traditional Christian theology is both challenged and enhanced by the truth claims and religious life of non-Christians, resulting in Christian theological discourse that speaks to the pluralistic context of the 21st century world. Fulfills Theological Thematics requirement. Also fulfills the Theology in Public Life requirement. Prerequisite: 2.301.
Kristin Largen

2.392 Theology of Paul Tillich

(1.5 credits)
In this 1.5 credit seminar course, students will read Tillich’s 3 volume Systematic Theology, as well as selected sermons, and meet weekly for discussion. The course does not fulfill the Theological Thematics requirement, and requires the permission of the instructor.
Kristin Largen

2.401 Luther and the Reformations

(3 credits)
We will survey the history and theology of the Reformations in the sixteenth century Europe, with focus on Martin Luther and his theology, in conversation with other voices. The roots and the promise of the “evangelical” faith for men and women are interpreted in light of its building blocks from the early church and the developments in the medieval world. We will seek to understand the heart of the reformation concerns and the changes that occurred in the forming of confessional fronts, and to appreciate both the distinctions in Christian identities and the continuities between different traditions united by scripture and the ancient creeds. Recommended: Christian Thought and the Ecumenical Creeds
Kirsi Stjerna

2.402 Religion in America

(3 credits)
This course will introduce students to the diversity of religious expression and practice in the United States. Through a study of major figures and communities in American religious history, students will learn to place these individuals and groups in their time and place-the basic discipline of historical study-and gain skills in discerning and recognizing the choices and constraints faced by historical actors. Fulfills Modern Church History requirement.
Maria Erling

2.403 History of Lutheranism

(3 credits)
This course will examine the diverse communities and traditions that have contributed to the present shape of the Evangelical Lutheran church in America and its partner churches in the Lutheran World Federation. Both in Europe and in America since the 1600’s diverse social, cultural, and theological challenges have pushed Lutherans in these various churches to adapt to nationalism, industrialism, migration, economic exploitation, and globalization. Students will examine the various strategies and forms of ministry that leaders have used to shape a Lutheran identity. Fulfills Modern Church History requirement.
Maria Erling

2.406 Luther and the Lutheran Confessions

(3 credits)
Drawing from the confessional texts in the Book of Concord, this course focuses on the teachings of the Augsburg Confession and Luther’s Catechisms to explore the characteristically Lutheran theological approaches and conclusions on matters of faith. In light of Luther’s central teaching of justification by faith and in the interest of learning to employ the peculiarly Lutheran principle of “law and gospel” in preaching and teaching and practice of one’s faith, we will examine Lutheran teaching on God; Christ, sin and redemption; human life, will, and sin; Christian life and spirituality; church and sacraments. The Creeds of the Early Church, on the one hand, and the ecumenical partners, on the other, serve as reality checks and touch points when assessing the promise of historic Lutheran teachings for today, in the world of global Christian traditions with expanding questions, and towards the practical goal of applying them meaningfully in ministry today. (Online course Spring 2012 and 2014 with limited enrollment of 12; residential course Fall 2012). Fullfills the Lutheran Confessions requirement. Recommended: Luther and the Reformations, Christian Thought and the Ecumenical Creeds.
Kirsi Stjerna

2.409 a/b World Christianity

(1.5 credits each; 3 credits total)
This course will examine the expansion of Christianity beyond the West during the modern period, focusing on the missionary mobilization of the churches in response to colonialism, and the subsequent rethinking of mission, colonialism, and development. Results of this rethinking include the ecumenical movement and the growing appreciation of world religions, but also the astounding growth of Christianity in the global south, once the former missionizing churches and cultures leave the scene. Fulfills Modern Church History requirement.
Maria Erling

2.410 Christian Perspectives on Sexuality: From Bible to the Reformation

(3 credits)
What have Christians historically taught about sexuality and body, human relations and love, and sex-gender issues? How did early Christians’ “ascetic impulse” develop with medieval monastic traditions and celibacy ideals? How did negative attitudes towards women’s gender and towards sexuality develop hand in hand? What changed with the “reformation theologies” and the renewed recognition of marriage and sexuality as God’s gifts with specific blessings and responsibilities? This course invites students to take a focused look at Christians’ teaching and experience of sex/gender and sexuality over centuries from the world of Antiquity and Augustine to the medieval women mystics and the Early Modern period with Martin Luther and Marguerite de Navarre. In light of Christianity’s radical message of the incarnate God and the many dimensions of love in human experience, Christians’ interpretation(s) of the bible is at the heart of the study that seeks for an enlightened view of the past and for constructive perspectives to address contemporary issues and facilitate adjustments.
Kirsi Stjerna

2.411 Lutheran Confessions: Then and Now

(3 credits)
This course explores the Lutheran confessions included in the Book of Concord as they developed in their historical context as a witness to the gospel. We will explore how Lutheran theological and ecclesial traditions emerged alongside other Reformation churches and assess the way that confessions instruct and guide churches today. First-hand reading of the documents and learning about their history, context, and content will give students an appreciation of the historical foundations of Lutheran theology as well as perspectives for critical reflection on the role of the Lutheran Confessions in ecumenical and interfaith contexts. Fulfills the Lutheran Confessions requirement.
Kristin Johnston Largen/Maria Erling



2.425-1 Christian Thought and the Ecumenical Creeds

(3 credits)
We will survey the development of Christian thought, in light of central events and documents and from diverse theological voices, to appreciate Christians’ balancing act between “believing” and “knowing”. From the “Jesus movement” until the 16th century European Reformations, we will follow the footsteps and visions of those committed to “imitatio Christi” and the radical message of “God becoming flesh.” We will examine Christian thought as it was articulated, applied, and lived, through persecutions, creedal conflicts, and identity crises of the Early Church, through the flourishing of Christian theologies, spiritualities and arts in the Middle Ages, with attention to both the establishment of church institutions and authority, and the recurring voices of reform and protest. Fulfills Early Church history requirement. Recommended before Luther and the Reformations and Luther and the Lutheran Confessions.
Kirsi Stjerna

2.454-05 Luther Seminar: Lectures on Genesis

(3 credits)
The Book of Genesis contains some of the central and most intriguing texts in the Old Testament/Hebrew Bible. Martin Luther devoted much of his time to interpret the fascinating stories of Creation and Fall and of the patriarchs and matriarchs following. In this seminar we will read carefully selections from the book of Genesis and analyze them in their own right, with an exegetical approach. At the same time, we will study Martin Luther’s sixteenth century commentary on the same texts, applying methods from systematic theology. The interdisciplinary course is open to all, while familiarity with Luther and the Reformations and pas-

sion for the Genesis stories would be beneficial. Does not fulfill Old Testament elective requirement.
Brooks Schramm/Kirsi Stjerna

2.481 Religion, The Civil War and Pilgrimage to Gettysburg’s Battlefields

(1.5 credits)
The course explores the religious dimensions of the battle itself, as revealed in the experience of soldiers, clergy, and partisans of both sides of the conflict. We will then investigate how modern Americans visit the battlefield and how they through their visiting or pilgrimages, make the history of the battle a part of their own lives. We will examine how visitors “use” the various monuments and locations on the battlefield to explore the meaning of patriotism, gender, religion, honor, peace, sacrifice, holiness, death and eternity.
Maria Erling

2.484 Forgiveness and Reconciliation for the Churches, the Community, and for the World.

(1.5 credits)
The role of the faith community is of prime importance in enabling forgiveness to become a lifestyle instead of a concept. Here on the Gettysburg Seminary campus, a scene of battle but also an arena of reconciliation, a more visible understanding and practice of forgiveness can provide an important witness to the nation. This half course will explore the role of forgiveness from a historical and ecumenical perspective, drawing from the important witness of the use of reconciliation as a tool for peace, and the experiences of churches and people of faith in the Anabaptist and Lutheran traditions around the world.
Warren Eshbach/Maria Erling

PRACTICAL THEOLOGY

Michael L. Cooper-White, Stephen P. Folkemer, Leonard M. Hummel, Mark W. Oldenburg, Marty Stevens, Nelson T. Strobert, Gilson A.C. Waldkoenig

Practical theology prepares students for faithful discipleship and the proclamation of Jesus Christ to a restless world through studies in the theology and practice of ministry. Mastery of these goals, as appropriate to their degree, will enable students to:

- Articulate a theology and embody a praxis (reflective practice) of ministry that integrates both pastoral identity and the practice of collaborative leadership within the context of a pluralized and diverse social world.

- Demonstrate engagement in the spiritual formation inherent in the study and practice of the arts of ministry.
- Engage a faith community in administration, stewardship, evangelism, and mission.
- Provide pastoral care and counseling that is rooted in the Christian tradition, informed by the sciences, sensitive both to individual particularity and social/cultural diversity, and ethically sound.
- Develop, prepare and demonstrate teaching models for the interpretation of the Christian tradition across the human lifespan and among various religious/ethnic/cultural groups.
- Proclaim the gospel through sermons that are accountable to sound exegetical, pastoral and rhetorical criteria within the context of the historical homiletical tradition.
- Think empirically and holistically about religion and issues facing the church and its ministry, and utilize methods of congregational and community analysis.
- Prepare and lead services in which the Word is proclaimed faithfully and responded to appropriately, taking into account the rich traditions of the church, the context of the congregation, and the needs and abilities of its members and neighbors.
- Assess, support and modify congregational music practices to serve worship and other congregational ministries.
- Identify, evaluate and use appropriate information resources in addressing the problems and issues that arise in theological research and ministry.

3.103 Ecology & Stewardship

(3 credits)
This course examines the church’s response and obligation to God’s creation. From biblical and theological foundations to the current ecological ministries of the church, students will have an opportunity to develop their own positions. Fulfills Stewardship and Parish Ministry requirement.
Gilson Waldkoenig

3.106a/b OL Portraits of Mission Strategies online

* (1.5 credits each; 3 credits total)
This course focuses on the mission of Christian congregations. It will develop a theology of mission that can assist in bringing renewal to congregations that

are stagnant, in decline or even dying. This course will process the context for evangelizing, namely the U.S. as a postmodern, post-Christian society. The course will examine the particular characteristics of the Millennialists and Gen X. One session will be a workshop done in cooperation with the staff of the Evangelical Outreach and Congregational Mission Unit of the ELCA.
William O. Avery

*The course will be offered in two 1.5 credit segments. The first half will be “The Basics of Evangelizing” and the second half will be “Evangelizing in a Postmodern, Post-Christian Society.” The course is open to all students; first-year students must take the first-half of the course in order to be able to take the second-half. Other students may register for either half or both halves.

3.114 Exodus and Stewardship
(3 credits)

An exegetical seminar of the book of Exodus exploring how the interweaving of narrative, ritual, and covenant shaped the ancient community of Israel and shapes faith communities today. Particular attention will be given to economic and stewardship issues in the text. Fulfills Stewardship and Parish Ministry requirement.
Marty Stevens



3.177 Biblical Economics and Stewardship
(3 credits)
A seminar focused on biblical texts dealing with stewarding wealth so as to provide God’s abundance throughout all levels of society. Special focus will be given to texts in the Torah, the Prophets, and the Gospel of Luke. Attention will be given to ancient and contemporary contexts. Fulfills Stewardship and Parish Ministry requirement.
Marty Stevens/William Avery

3.400OL Church Administration, Leadership and Polity online
(3 credits)
Those called to lead in congregations and other ecclesiastical and public arenas require an in-depth knowledge base, as well as a set of practical skills and administrative abilities. The purpose of this course is to enable students to develop a personal theology of administrative leadership, explore organizational dynamics at play in congregations and other settings, and learn practical approaches to common challenges of planning, budgeting and fiscal stewardship, personnel management, and coping with conflict. To function effectively within a church “system,” the leader must also understand its structure and way of being or polity. By means of readings, lectures and class discussions, as well as case studies and presentations, students will grow in confidence as church leaders. Enrollment limited to 18 students.
Michael Cooper-White

3.510-05 Pastoral Care: Consolation for Suffering
(3 credits)
Where is God when one suffers? How may one be consoled for suffering? What is the ministry of consolation for suffering? In this core course for pastoral theology, we will address these and other questions as we examine the theology of consolation for suffering in the early Lutheran tradition and as practiced by some contemporary Lutherans. Situated in the pastoral concern for what helps/what hurts in the messiness of lived religion, we will investigate how the theology of consolation in Lutheranism may inform the beliefs and practices of those who suffer and also may be reformed in response to them. In doing so, we will address the central issues of pastoral care for the church and the world. Students will examine numerous cases of communal and individual suffering, and construct pastoral responses for those cases. Case studies also will be derived from the pastoral care provided by students during their supervised clinical ministries and/or internships, and from their own surveys of the contemporary church and world. Fulfills Pastoral Theology requirement.
Leonard Hummel



3.511-06 Pastoral Counseling
(3 credits)
This course is an introduction to theory and practice of pastoral counseling as a congregational ministry, with attention to theological perspectives which shape pastoral assessment and to psychological resources which foster understanding of the dynamics of the pastoral counseling process and of those who seek help. Fulfills Pastoral Theology requirement.
Leonard Hummel

3.516 Pastoral Care of Marriage and Families
(3 credits)
This course examines the theology and practices involved in pastoral care for families and marriage. Biblical, Historical and Systematic Theological perspectives on the communities and individuals that comprise couples and families will be analyzed. Pastoral therapies and strategies will be examined for their use in both clinical and congregational settings. Throughout, the question will be: what kinds of pastoral care for families and the communities of which they are a part may assist them in wise and faithful living. Fulfills Pastoral Theology requirement
Leonard Hummel

3.522 Religious Vocation, Ministry and the Movies
(3 credits)
Movies have been and remain a powerful source for moral development, intellectual formation, and pastoral care. The goal of this course is to assist students in their vocational development through a critical assessment of ministry/religious vocation as depicted in the cinema. Through this practical theological endeavor, students will develop their abilities to identify

in films themes relevant to religious vocation/ministry, and also to reflect on the meaning of those themes for their own vocation and pastoral ministry. Particular focal-themes include “Minister as Saint/Sinner,” “Minister as Prophet/Clueless,” “Minister as Mad-Person/Fool for Christ,” “Minister as Savior/Spoiler of Church and the World.”
Leonard Hummel

3.523 Health and Salvation
(3 credits)
In this course, we will examine the relationship between health and salvation in particular religious traditions, cultures, ethnic groups, and in the experiences of men and women. We will explore various pastoral responses to this relationship: for example, healing services, health-care institutions, health-care ministries, congregational nursing, visitation of the sick, social advocacy for health care. We will study these pastoral responses from theological, historical, psychological, and ethical perspectives
Leonard Hummel

3.530 A Thing That Cannot and Can Be Changed: A Pastoral Theology of Cancer
(3 credits)
The goals of this course are to enable students to (1) demonstrate an understanding the fundamental principles and practices of pastoral care refracted through the “case-study” of the phenomenon of cancer; (2) evidence comprehension of the intra-personal, inter-personal, political, social, and economic dimensions of pastoral care of cancer; and (3) indicate an understanding of how to bring a pastoral theological perspective to bear on particular issues in the cancer care. Fulfills Pastoral Theology requirement.
Leonard Hummel

3.581 A Practical Theology: Religion, The Civil War and Pilgrimage to Gettysburg’s Battlefields
(3 credits)
In this practical theological endeavor we will examine the past, present, and possible future of Gettysburg—a place that has been called “the most American place in America” and the “most beautiful place in the world.” We will explore the religious dimensions of the battle itself, as revealed in the experience of soldiers, clergy and partisans of both sides of the conflict. We will then investigate how modern Americans visit the battlefield and how they through their visiting of pilgrimages, make the history of the battle a part of their own lives. We will examine how visitors “use” the various monuments and locations on the battlefield to explore the meaning of patriotism, gender, religion, honor, peace, sacrifice, holiness, death and eternity. Area clergy will be consulted to discuss the nature of their ministry in this most commonplace and most unusual

place on God’s earth. Throughout we will struggle to define and propose what a practical theology of Gettysburg means for ministry to Gettysburg, America and the world.
Leonard Hummel/Maria Erling

3.600 History and Theory of Christian Education
(3 credits)
This course examines the historical-theological development of Christian education from the early church to the contemporary church period. Special attention is given to Christian education as it has evolved in the Lutheran Church on American soil. Fulfills the Christian/Religious Education requirement.
Nelson Strobert

3.601 Foundations for the Teaching Ministry
(1.5 credits)
This is an initial seminar for M.A.M.S.-Christian Education students. This course introduces students to the field of Religious Education. Students will examine the biblical, theological, and historical foundations for the teaching ministry as they discern their call to this area of the church’s work. This course is required for MAMS-Christian Education and is open to other degree students as an elective.
Nelson Strobert

3.605 Religious Education Project Seminar
(1.5 or 3 credits)
This course will assist the student in integrating field, clinical, and classroom experiences through a written education project of interest in preparation for educational leadership within the church. Normally, this seminar is taken during the last semester the student is

in attendance. It is required for the MAMS Christian Education degree.
Nelson Strobert

3.606 Introduction to Christian Religious Education
(3 credits)
This course provides students with an overview of education in the church. The historical, theological, social, and developmental foundations of religious education are examined in relationship to contemporary congregational life within the Evangelical Lutheran Church in America and its ecumenical partners. This course is particularly helpful for those students who have limited or no background in educational ministry. Fulfills the Christian/Religious Education requirement.
Nelson Strobert

3.613-01 Special Topics in Religious Education: Death, Dying, and Religious Education
(3 credits)
This course examines the relationship between thanatology and religious education. Through selected readings, seminar sessions, guest presentations, field experiences, congregational and personal experiences, and the use of audio-visual resources, students will see death education as integral to life and ministry in the faith community.
Nelson Strobert

3.614 Special Topics in Religious Education: Sharing Our Lives
(3 credits)
This course utilizes the theory and practice of educational biography and religious education to examine the role of religious education in the lives of Christian

religious leaders (i.e. Martin Luther, Martin Luther King, Jr., Daniel A. Payne, Bonheoffer, Maria Harris). In addition, students will compare and contrast these lives with their own educational biographies and theologies of religious education.
Nelson Strobert

3.621 Church-Related Schools
(1.5 credits)
This course examines the development and purpose of Christian education outside the parish Sunday School. These outside venues include Christian education in prisons, the military, after-school centers, etc. Special attention will be given to Lutheran early childhood centers and schools in the United States.
Nelson Strobert

3.635 Children in the Church
(3 credits)
This course offers a developmental study of the individual from early childhood to pre-adolescence. Emphasis on the significance of development processes for the educational ministry of the parish. Fulfills the Christian/Religious Education requirement.
Nelson Strobert

3.637 Current Trends in Adult Christian Education
(3 credits)
The course is a study of Christian education of adults with special reference to the theory which undergirds it as well as program, curriculum, methods, and current models in various congregational settings. Fulfills the Christian/Religious Education requirement.
Nelson Strobert

3.639 Christian Initiation and Confirmation
(3 credits)
This course examines education in the church with attention to the pre-adolescent or transescent and adolescent person in the community of faith. Topics to be considered are baptism, first communion, confirmation, and catechetics. Fulfills the Christian/Religious Education requirement. Fulfills a requirement in Youth and Young Adult Ministry concentration.
Nelson Strobert

3.645 Development and Evaluation of Curriculum
(1.5 credits)
This course examines the historical-theological, psychological and sociological components in the religious education curriculum. Attention is given to curriculum development in and outside the Sunday church school model.
Nelson Strobert

3.700 Introduction to Preaching
(1.5 credits)
This course introduces students to homiletical theory and practice. Through readings, sermon analysis, discussion and in-class preaching exercises, students study major theories and preaching practices in historical and contemporary homiletics. This course or an equivalent is a prerequisite for all other preaching electives in the curriculum.
Loy/Langknecht

3.720A/B Preaching and Pastoral Care: Weddings, Funerals and Baptisms
(1.5 credits)
This course considers the vital role of preaching at times of significant life transitions and pastoral rites. Participants will first focus on weddings, funerals and baptisms, but are invited to bring other topics and concerns to the course. The course is designed for all seminarians seeking an elective in worship or pastoral care and experienced pastoral leaders seeking to reflect on and renew their ministries of preaching and pastoral care.
Craig Satterlee

3.737 Preaching the Principal Festivals
(3 credits)
There are six major Christological festivals of the Church year: Christmas, Epiphany, Easter, Ascension, Pentecost and Holy Trinity. Students will explore the rich theological, historical and cultural history of these festivals through class room discussion and preaching. Limited to 15 students. Prerequisite: 3.700.
Mark Oldenburg

3.754 Preaching the Lectionary Year (Variously: Matthew, Mark or Luke)
(3 credits)
Participants will preach sermons based on various texts in the current lectionary year’s designated Gospel, which are drawn from the Revised Common Lectionary (A – C). The course schedule consists of alternating weeks of theological, linguistic and homiletical discussions of the texts to be preached and preaching in class on such texts.
TBA

3.803 Rural and Small Church Ministry
(3 credits)
A course in the culture, place and issues of ministry in rural, small town and small church settings. Building upon congregational and community studies, the course provides an opportunity to gain exposure to the distinctive features of rural ministry, to consider the effects of social change upon traditional church life, and to explore one’s own reaction and possible sense of call to rural ministry. Students have options for field



research or other creative projects, while readings, presentations and discussions form the backbone of the course. Fulfills Church in Society requirement. Gilson Waldkoenig

3.846 Appalachian Ministry
(3 credits)

Step into the world of Appalachian ministry to listen for the Word of Christ among God’s people, and to experience everyday ministry. From traditional rural life to global issues in economy, ecology and culture, the Appalachian context will invite, challenge and inspire. An immersion for nine days involves residence with parishioners in parishes of north-central West Virginia. The course fulfills Church in Society requirement or may be eligible for Multicultural Requirement upon approval. The course is suited for the Concentration in Town and Country Church Ministry, or possibly for other concentrations upon approval. Gilson Waldkoenig

3.848 Youth and Young Adults Ministry
(3 credits)

An introduction to contemporary mission with youth and young adults, providing a practicum for assessing and adapting particular aspects of ministries, ministry strategies and pastoral identity, in light of social-scientific and practical-theological perspectives on youth and young adults in the church and the world. In the

process, we will look at the broad ecology of relationships, human dynamics and traditions that influence ministry by and among youth and young adults. Does not fulfill the Church in Society requirement. Fulfills a requirement in Youth and Young Adult Ministry concentration, and is open to others. Nelson Strobert

3.870 Ecology and Religion in Global and Interfaith Perspective
(3 credits)

A seminar in which students will explore (a) a wide range of religious perspectives on ecology, and (b) the public and political implications of religious commitments for global ecological issues. Students will gain a basic comprehensive framework for understanding religion in public life, and the church in society, while exploring the role of religious traditions and especially the Christian church in global ecological concerns. The relationship of religious perspectives with secular environmental ethics, and the longer development of ecological consciousness in American society, will also be in focus. Fulfills Church in Society Requirement. Gilson Waldkoenig

3.875 Ecotheology in Northern Appalachia
(3 credits)

Northern Appalachia is home to deeply-rooted local cultures in a beautiful landscape. Conflicts defined by

environmental and economic issues are fierce for both communities and churches. This seminar will give students an inside look and an opportunity to strategize for dealing with conflict in and around ministry. The environmental history of the landscape’s use and abuse, the shape of human cultures, and the history of tightly held religious traditions, will frame discussions with religious, environmental and industrial leaders from the region. The course meets at Lutherlyn in Butler, PA, and makes day trips in the region. Fulfills church in society requirement. Gilson Waldkoenig

3.900 Music in the Parish
(1.5 credits)

Issues, skills and resources related to music in the life of the parish are explored. Foundational readings in the history of parish music and contemporary concerns provide grounding for class discussions. Students integrate learnings from other theological studies and apply them to visioning for music ministry in changing settings. Stephen Folkemer

3.901 Music in the Town and Country Parish
(1.5 credits)

Issues, skills and resources related to music in the life in the town and country parish context are explored. Foundational readings in the history of parish music and contemporary concerns provide grounding for class discussions. Students integrate learnings from other theological studies and apply them to visioning for music ministry in rural settings. Fulfills Music in the Parish requirement. Stephen Folkemer

3.902 Music of Spiritual and Religious Formation
(1.5 credits)

This course will provide the student an experientially based sampling of some of the styles of music that have shaped spiritual and religious formation of the Church from Medieval times to the present. Many pieties will be approached from the standpoint of the music that characterized and served them. Each musical style will be experienced through interactive presentations allowing the student to incorporate into their own spiritual development and religious formation those musics that the student finds most meaningful and nurturing. Field trips may also be incorporated into the course. Stephen Folkemer

3.903 Worship Leadership: Sung and Spoken
(1.5 credits)

This course explores the communication issues involved in the worship leader’s speaking and intoning skills and style. Time will be devoted to allowing each

student to speak and sing worship leader texts with peer review/critique/advice and individual, one-on-one evaluation with the instructor. Does not fulfill the Music in the Parish requirement. Stephen Folkemer

3.919 Practicum in Worship Music
(1.5 credits)

A student who participates in either the Motet or Seminary Choir for a fall and spring semester will receive 1.5 credit hours elective credit. Participation in the choir does not need to be in consecutive semesters, but must include a fall and a spring semester. A student will register both semesters s/he is participating in either choir and will receive an Incomplete at the end of the first semester. At the end of the second semester of participation, the student will receive a Pass or Fail grade. Grading will be based entirely on attendance and participation. Stephen Folkemer

3.923OL Worship Preparation for Lay Leaders
(1.5 credits)

More and more, lay leaders are being invited to plan a community’s worship. Some are rostered and called (AIM’s deaconesses, and diaconal ministers). Some do this preparation as part of their professional responsibilities (church musicians and synodically authorized worship committees). In any case, they could all be well served by knowing about the basic structure of the service and how it might be creatively adorned, the church year, some history of Christian worship, the “choreography” of liturgical leadership, and the flood of resources available from hymnody to occasional services. Fulfills worship requirement normally satisfied by 4.105a for students enrolled in M.A.M.S. degree. Mark Oldenburg

3.930a (fall) and 3.930b (spring) The Church’s Worship
(1.5 credits)

An examination of the origins and meaning of the major acts and forms of Christian worship, with particular attention to baptism and the Lord’s Supper. Lectures and practicums. Students must register for both fall and spring. Mark Oldenburg

4.110 Practicum in Theological Research
(1.5 credits)

Students preparing to write theses will develop a trial thesis statement, become familiar with research tools and literature in their areas of interest, formulate search strategies for materials and information pertinent to their projects, and draft a preliminary thesis proposal. Briant Bohleke



4.201a/b Integrative Seminar I

(1.5 credits)
This course is concurrently related to the Teaching Parish field education requirement (M.A.M.S. and M.Div.) and therefore extends over two semesters. Students registering for 4.201a during fall semester must register for 4.201b during the following spring semester to receive credit for the course. This seminar focuses on the congregation and has as its purpose to build an effective pastoral understanding of the congregation as simultaneously social system and people of God. Students may not register for this course without a positive entrance decision from the candidacy committee.
Maria Erling

4.202 Integrative Seminar II

(1.5 credits)
This course is related to the Supervised Clinical Ministry field education requirement (M.A.M.S. and M.Div.). It builds on Integrative Seminar I and takes place during the fall semester following Supervised Clinical Ministry. This seminar focuses on ministry with persons and has as its purpose to build an effective pastoral understanding of the person as simultaneously creature and child of God. The goals of this course are to: Articulate key notions around the past, present and future elements at work in their formation as minister; Demonstrate a capacity to use literature for reflection on development of the person of the minister; Demonstrate a capacity to employ concepts from the field of practical theology to understand case-studies of ministry
Leonard Hummel/Peter Kuhn

4.203 Integrative Seminar III

(1.5 credits)
(Capstone Interns only)
This course is related to the Internship field education requirement (M.Div.). It builds on Integrative Seminars I and II and takes place in the fall semester following Internship. This seminar focuses on building an effective understanding of professional leadership in ministry. The emphasis is on understanding leadership as simultaneously a systemic, institutional function and as a ministerial calling.
Michael Cooper-White

4.204 Diaconal Ministry Formation Event

(3 credits)
Every candidate for consecration as a diaconal minister in the ELCA must take part in a Formation Event, which provides a diaconal perspective for shaping a course of study and field experience. Participants will study the Biblical and historical roots and contemporary expressions of diaconal ministry, examine current models for ministry, and develop spiritual insights and disciplines for active ministry through worship, prayer, and group processes. Participation in the DMFE re-

quires a positive entrance decision and a participation fee in addition to tuition.
Mark Oldenburg

4.301 Multicultural Studies

(1.5 credits)
The Seminary coordinates a network of study opportunities for students to immerse themselves in the life and culture of an ethnic/cultural group other than their own. Normally, this requirement is fulfilled during a January term.
Nelson Strobert

4.301-06 The Socio-Cultural Roots of Dr. Martin Luther King, Jr.: The Civil Rights Movement in Context

The objective of the trip is to examine the socio-cultural roots of the Rev. Dr. Martin Luther King, Jr. This travel seminar will examine the Civil Rights Movement in the context of King and the Black community of Atlanta, Georgia. Students will visit selected sites including: Morehouse and Spelman Colleges (historically Black Colleges - HBC), the Interdenominational Theological Center, the King Home and Museum and Ebenezer Baptist Church. In addition, this seminar includes a field experience at the Civil Rights Institute and the 16th Street Baptist Church in Birmingham, Alabama. Cost: \$600 (This covers transportation, lodging, entrance fees, and most meals).
Nelson Strobert

4.312 Central American Study Tour

(1.5 or 3 credits)
Some of the most dynamic and prophetic faith communities in the world today are to be found in the lands of Central America. Accompanied by a long-term ELCA resident missionary, and led by Gettysburg Seminary president Michael Cooper-White, who is bilingual and has visited Central and South America on several occasions, the viajeros (travelers) will learn about action-reflection models of living the faith, observe how churches under stressful conditions thrive and grow, and explore implications for ministry in our own North American context. Participants in the most recent trip described it as “physically rigorous and not for the faint-of-heart;” i.e. participants must be prepared for stressful experiences under rugged conditions in both urban and rural contexts.
Michael Cooper-White

4.400 M.A.R. Keynote Course

(3 credits)
This course serves as both an orientation to the M.A.R. degree concentration in Religion and Media, and also as an orientation to the M.A.R. program in general. It introduces the landscapes of media culture with an emphasis on active engagement in creation within those landscapes, and it also engages important theo-

logical issues raised by and in those landscapes. It examines how spiritual formation and theological reflection occur within media cultures, and raises questions around the promotion of faith in public life through media. Required for M.A.R. students, preferably at entry into seminary. Recommended for M.A.M.S. students.
Kristin Largen/ Mary Hess

4.401 Religion and Media

(3 credits)
Odyssey Network Staff

4.402OL Religion and Media course TBD

(3 credits)
TBD

S.T.M. COURSES

Master of Sacred Theology Courses

(Master of Divinity, Master of Arts in Ministerial Studies, and Master of Arts in Religion students need permission from the instructor to enroll.)

6.104 Biblical Facts and Artifacts

(3 credits)
A seminar to explore archaeological material from the ancient Near East as a means of informing the interpretation of biblical texts for preaching and teaching. Students will study and report on excavated artifacts and relevant biblical material.
Briant Bohleke

6.109 STM Ancient Near Eastern Laws

(3 credits)
The laws and codes for a range of human conduct set down in Leviticus, Numbers, and Deuteronomy resonate the rights and obligations of citizens of neighboring societies such as the Sumerians, Babylonians, Assyrians, Hittites, Egyptians, and the people of Ugarit. Selected readings of primary and some secondary texts (in English). The thrust of the course is to discover to what extent Hebrew laws parallel regulations in other cultures and how and why they have been adapted to a unique, monotheistic culture.
Bohleke

6.110 STM The Book of Acts, the Early Church, and the Church Today

(3 credits)
The book of Acts provides a remarkable picture of the

issues the early Church faced as it grew in its understanding of Jesus Christ and in its self-understanding as a community engaged in the mission of declaring and living the Gospel. This survey course of Acts will provide both an opportunity to discover the history of the early Church and to reflect on how it might inform our understanding of the Church today.
Mark Vitalis Hoffman

6.111 STM Qumran and Nag Hammadi

(3 credits)
The mid-20th century witnessed the near simultaneous discovery of two collections of ancient texts that profoundly altered scholarly understanding of late Second Temple Judaism and the development of early Christianity. This course will orient students to the contents of the Dead Sea Scrolls and the Nag Hammadi Library through close readings of selected texts.
Briant Bohleke and Brooks Schramm

6.112 STM The Gospel of Mark

(3 credits)
Neglected through much of Church history, the Gospel of Mark is now recognized as a true work of literature that functions narratively to proclaim the “good news of Jesus, God’s Son.” While attending to its narrative features, this course will be attuned to how this Gospel is experienced by a variety of readers/hearers in various social locations, in order that students in the class may both appreciate the subtle power of this gospel and themselves become more effective proclaimers of this good news.
Mark Vitalis Hoffman

6.113 The Gospel of John

(3 credits)
An insightful New Testament scholar once described John as the “maverick gospel” because it was so different from the synoptic gospels in so many ways. While this course will note some of the components that make John distinctive, the heart of this class will involve following the theological plot of John from its poetic prologue to its summative postlude. Intentional attention will be paid to the ways John’s gospel intended to engage and critique the late first century imperial world as well as the ways John still engages and critiques our twenty-first world and at the same time seeks to empower our call to discipleship. Finally in appreciation of John’s delight in polyvalence, we will consider daily cinematic presentations of themes related to John.

6.209 STM Reformation Studies: New Methods and Hermeneutics

(3 credits)
This course enters the international world of Reformation and Luther studies. The newest of sources and approaches are explored, as well as selected clas-



sics are perused, to facilitate cutting-edge study and interpretation of the reformers and their theologies, Renaissance/Reformation history and materials, and other pertinent themes, such as gender and women in the early modern world. Special attention will be given to the present direction of Luther studies and the global discussions around Finnish Luther research, with its ramifications in the areas of spirituality and ecumenical work. The course is recommended for all students in the S.T.M. program and particularly those considering further work in history or theology. (Interested qualified students may be invited to the annual meeting of the Sixteenth Century Society and Conference.)
Kirsi Stjerna

6.210 STM Sin & the Human Condition: The Seven Deadly Sins
(3 credits)
Using the seven deadly sins as a basic structure, this course surveys a variety of ways in which the concept of human sinfulness has been articulated in the course of Christian history. Students will reflect critically on how the different doctrines of sin have influenced our understanding of both the person and work of Jesus Christ, as well as the relationships between God, humanity and creation.
Kristin Johnston Lergen

6.212 STM: The Doctrine of Creation: Science, Beauty, and Faith
(3 credits)
This course examines a Christian doctrine of creation from a variety of 20th/21st century theological lenses, including eco-theology, process theology, theology and science, and theological aesthetics. Through

reading and reflection, students will explore Christian concepts of justice, beauty and truth, gaining insight into what Christian reflection has to offer contemporary discussions of pressing planetary issues.
Kristin Lergen

6.213 STM Global Christologies: The Beautiful Faces of Christ
(3 credits)
In this course we will examine a variety of ways in which both the person and the work of Jesus Christ have been interpreted in different geographical and cultural contexts. As we look at how the various pictures of Christ have been constructed, we will focus on the need for fidelity not only to Scripture and the tradition, but also to the lived reality in which a specific Christian community exists.
Kristin Lergen

6.214 STM Ecclesiology
(3 credits)
This course uses the traditional theological locus of ecclesiology to explore what it means to be church in the 21st century world. We will explore traditional theological marks of the church by examining how they function both in the current ecumenical context of the United States, as well as the broader global Christian context.
Kristin Lergen/Maria Erling

6.215 STM Women and the Reformation
(3 credits)
In this class we will explore sixteenth century women's contributions as reformers, theologians and teachers of faith. We will interpret the lives, spiritualities and most of all theologies of women from different Christian traditions (Lutheran, Reformer, Catholic, Anabaptist) with interdisciplinary methods. We will consider the role of gender when reading women's own works and appraising the meaning of faith and Christian living from women's perspectives. Church mothers and mystics of the earlier centuries just as modern feminist thought will serve as important mirrors. (Master's level students need the instructor's permission.)
Kirsi Stjerna

6.306 STM The Church Year in the Presence of Christ
(3 credits)
All too often, the observance of the church year tries to function as a time machine, taking us back to "when Christ was alive." While often a powerful teaching tool, this effort is in conflict not only with the Resurrection, but with the fundamental evangelical tenet that God always comes to us, when and where we are. This course will not only serve as a survey of the history and practice of the Church Year, but will investigate that practice through a concentration on the abiding

presence of the Crucified and Resurrected Christ in and through his disciples.
Mark Oldenburg

6.310 Environmental History of Christianity
(3 credits)
Landscapes and nature have been a part of the history of Christianity, but many written accounts emphasized "great men," and treated theology as if it did not arise from daily living in local places. Today, creation receives special attention among theologians and biblical scholars, and ecological spirituality emerges in the contemplative arts. Environmental History is an establish method among secular historians, and Ecocriticism shapes studies of literature. This course will re-read the history of Christianity using the methods of Environmental History and Ecocriticism, and survey the history of ecological spirituality from ancient to modern Christianity.
Gilson Waldkoenig



6.313 Preaching Elective
(3 credits)
Steven Loy

6.315 STM Pastoral Formation and the Gettysburg Experience
(3 credits)
In this course, we shall investigate the theological significance of the borough and battlefield of Gettysburg for pastoral formation and for ministry to the church and world. In doing so, we shall develop a practical theology about Gettysburg for faithful understandings about and pastoral responses to war and peace, church and state, slavery and freedom, suffering and consolation for suffering. Particular topics will include: "Formation at the Crossroads of History and Hope: Pastoral Identity and Mission on a Seminary Battlefield," "Sacred Ground/Cash Cow: A Theology of Gettysburg Economics," "God and Nation: Varieties of Religious Experience in Gettysburg," "The Icon and Iconic Significance of Old Dorm: A Structure for Ministry to the World." We shall make visits to the Seminary Ridge Museum, to the NPS Gettysburg Visitor Center and to other interesting sites throughout the borough and the battlefield.
Leonard Hummel

6.316 The Story of Faith and Money in American Protestantism
(3 credits)
This course is a biblical/historical study of the connection between faith and money in American Protestantism, and its impact on views toward money, possessions, and giving today. The United States is a money economy where peoples' deepest obsession seems to be with money (or its manifestation as power, prestige and security). Money seems to be the ultimate value against which many Americans measure everything else. The methodology of this course will be to study primary historical documents, examining the ongoing struggle between faith and money from John Wesley's writings to documents in social media from the first decade of the 21st century. The purpose is to help students move to a deeper understanding of how we got where we are, and make suggestions for where we might go as a church in the future.
William Avery

6.400 Practicum in Theological Research
(1.5 credits)
Students preparing to write theses will develop a trial thesis statement, become familiar with research tools and literature in their areas of interest, formulate search strategies for materials and information pertinent to their projects, and draft a preliminary thesis proposal.
Briant Bohleke

ADMISSIONS AND CANDIDACY

ADMISSIONS

Pre-Seminary Preparation

With regard to academic readiness, the student body represents a wide variety of academic concentrations in undergraduate work. The Seminary recommends a broad background in the liberal arts, including English, history, modern languages, philosophy, communications and the social sciences. Applicants should possess intellectual ability for critical and reflective thinking. ELCA candidates are expected to have acquired a basic acquaintance with the Scriptures and the catechism as part of their ELCA congregational involvement required in the Candidacy Process.

Admissions Requirements

The following requirements are basic for admission to the Master of Divinity, Master of Arts in Religion, and Master of Arts in Ministerial Studies programs:

Academic Requirements

Applicants must have, or be completing requirements for, a bachelor's degree, or its equivalent, from an accredited institution having achieved at least a 2.7 cumulative GPA (on a 4.0 scale). As stated above, no particular major is required, but facility in critical and reflective thinking is essential for a successful seminary course of study. Admission is offered upon approval of the Faculty Admissions Committee. That approval is based the faculty's discernment of a judgment of of the applicant's academic readiness, personal maturity, and an ability to relate well to others as evidenced by positive references. The Committee may invite the applicant for a personal interview or may request additional undergraduate coursework or may ask for Graduate Record Examinations (GRE) scores from applicants whose application and transcripts reveal serious deficiencies in crucial areas.

Admission decisions may also take into account the following:

- a. Patterns of progress in the applicant's academic history.
- b. The degree of difficulty of the undergraduate program.
- c. Academic performance in specific courses most related to theological studies.
- d. Academic and other letters of reference.
- e. Success in other graduate programs.

- f. Performance in previous occupations.
- g. The applicant's proficiency in the English language. The Test of English as a Foreign Language (TOEFL) examination may be required for those whose first language is other than English.

After taking into consideration all relevant data, in exceptional cases, applicants with less than a 2.7 GPA may be offered admission. Such students may be admitted, beginning their first semester, on Academic Probation (successful completion of 12 credits normally removes this status).

Master of Divinity and Master of Arts in Ministerial Studies

ELCA applicants seeking ordination, consecration or commissioning normally must have a positive Entrance Decision from their synod's Candidacy Committee prior to beginning coursework at the Seminary. An applicant who has received a positive entrance in candidacy may receive an offer of admission. An applicant who has begun, but not yet completed, this Entrance step in candidacy may receive an offer of provisional admission by the Seminary. Normally, the provision is removed upon the Seminary's receipt of a positive Entrance Decision from the applicant's Candidacy Committee. The offer of provisional admission will normally be withdrawn without a positive Entrance Decision being made by the Candidacy Committee by the end of the first term or semester of study.

Non-ELCA Denominations

Applicants from other denominations who are preparing for church service should register with their denominational judicatory. The Seminary's Faculty Admissions Committee normally must receive written notification of this registration, or a letter of denominational support from the church body, prior to the applicant being offered admission to the Seminary. An applicant who has not yet received denominational support may receive an offer of provisional admission by the Seminary. Normally, the provision is removed upon the Seminary's receipt of support from the applicant's denomination judicatory. The offer of provisional admission will normally be withdrawn without receiving denominational support by the end of the first term or semester of study.

Exception to Baccalaureate Degree

When a denominational judicatory identifies a person

who has not completed the baccalaureate degree as an exceptional and promising candidate, a procedure of admission under the Exception to Baccalaureate Degree requirement may be used. For further information, contact the Seminary's Office of Admissions click on the Application Materials page: www.Ltsg.edu/Prospective-Students/Application-Forms.

Master of Arts in Religion

The Master of Arts in Religion degree program is an academic degree program without a Field Education requirement. Admission to the program does not require either Candidacy or denominational support or affiliation.

Master of Sacred Theology

For detailed information about admission to the STM degree please see the S.T.M. manual available on the Seminary's website at www.Ltsg.edu/academic-programs/degree-programs/STM.

Background Check

Criminal, financial, and motor vehicle background checks are required of all applicants prior to admission. Those not in ELCA candidacy may be assessed a fee as part of the application process.

Admissions Procedures

It is recommended that applicants begin the application process nine to twelve months prior to the time of anticipated enrollment. Application packets, including reference forms, may be obtained from the Seminary's Office of Admissions or online at www.Ltsg.edu. Completed application forms should be returned with a \$35.00 non-refundable application fee. Arrangements should be made for transcripts of all undergraduate and graduate work to be sent directly to the Seminary.

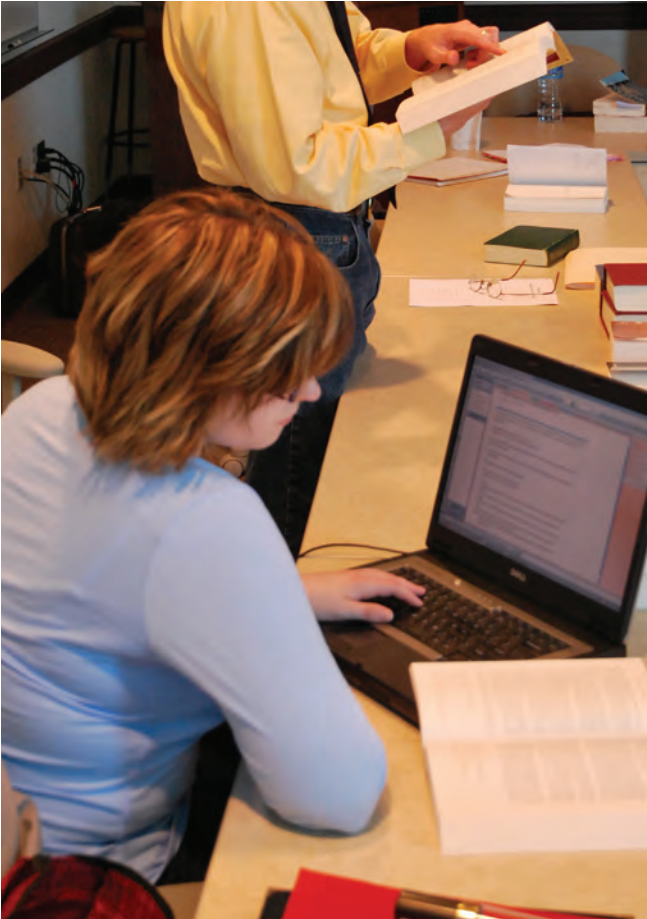
Admissions

When the applicant's materials are received, the Faculty Admissions Committee reviews application materials and a decision is communicated to the applicant within four weeks. An offer of admission prior to the completion of an undergraduate degree is subject to review following completion of the degree.

Once an offer of admission is made, the applicant's intention to begin studies at the Seminary is indicated by returning the Acceptance of Admission form with a non-refundable deposit in the amount of \$100, applicable to the first term's tuition.

Deadlines for applications are July 15 for Fall Term, November 15 for January Term and December 1 for Spring Term. Again, it is recommended that applicants begin the application process nine to twelve months prior to the time of anticipated enrollment.

Prospective students are encouraged to visit the



Seminary's campus on an individual basis or during a Seminary Weekend or one-day visit events. The Seminary provides travel assistance, housing and meals for all prospective student visits. Contact the Seminary's Office of Admissions at 1-(800) MLUTHER (1-800-658-8437) or at admissions@ltsg.edu to arrange a visit.

Transfer Students

A student wishing to transfer from another accredited seminary must file an application for admission and present a letter of honorable dismissal from the dean or president of the school the applicant is attending. At least one full year must be spent in residence at Gettysburg Seminary to qualify for a degree.

Special Students

In certain circumstances, admission as a Special Student may be offered to an applicant who wishes to study theology but who is not seeking a degree, ordination, consecration, commissioning or other ecclesial certification, or who has particular deficiencies in prior academic records needing remediation. Students admitted with the status of Special Student are reviewed



by the Dean on a semester-by-semester basis to determine whether or not the Special Student status should be continued.

ELCA Candidacy Process

Candidacy is the churchwide process of discernment, preparation, formation, and approval leading to service as a rostered minister. The process involves candidate, congregation, synod, seminary and the Congregational and Synodical Mission unit of the ELCA in theological education, evaluation, and practical preparation. Each potential candidate is strongly encouraged to begin the Candidacy process one full year prior to beginning theological education. Applicants must be members of an ELCA congregation for a minimum of one year prior to embarking in the Candidacy process.

The synodical Candidacy Committee is the group re-

sponsible for the applicant's entire Candidacy process, serving in both screening and ongoing evaluation. The Congregational and Synodical Mission unit of the ELCA establishes these committees to ensure a supportive churchwide candidacy process that is equitable. Committees are comprised of laity and clergy from individual synods and seminary faculty. The first step in the Candidacy process is for the candidate to contact his/her home synod office.

Establishing and maintaining the ongoing relationship between the applicant and the candidacy committee is the responsibility of the applicant.

ELCA members seeking admission to the Master of Arts in Ministerial Studies or the Master of Divinity programs should first contact their home synod office to begin the Candidacy process. The Candidacy Committee will make a decision regarding Entrance to Candidacy.

The Seminary's Faculty Admissions Committee can offer provisional admission pending written notification of the Candidacy Committee's positive entrance decision. However, the Seminary will normally withdraw the provisional offer of admission if written notification of a positive Entrance decision is not received from the applicant's Candidacy Committee by the end of the first semester.

The ELCA Candidacy Process consists of three steps:

1. Entrance

The first step in the candidacy process includes completion of the candidate's application form (found at www.elca.org/Growing-In-Faith/Vocation/Become-a-Leader/Candidacy.aspx).

Under the guidance and direction of the synod the applicant participates in several interviews and assessments.

The home congregation, a partner in the process, registers and supports the applicant.

The candidacy committee meets with the candidate and makes an entrance decision. This decision determines the applicant's potential for rostered ministry and readiness for theological education.

During the entrance process the applicant applies for admission to Gettysburg Seminary.

The applicant must receive a positive entrance decision to be admitted to Lutheran Theological Seminary at Gettysburg. If an offer of provisional admission was extended (with the entrance decision as the provision), this automatically becomes admission with written notification of the candidacy committee's positive entrance decision.

Candidates should note that there may be financial costs associated with the candidacy process.

2. Endorsement

Endorsement normally occurs mid-way through the student's theological education. The endorsement process evaluates and affirms the student's sense of call to a particular roster of ministry. Endorsement includes the writing of an insightful essay and an interview involving seminary faculty and members of the candidacy committee. Positive endorsement by the candidacy committee provides developmental goals for the student and access to supervised field placement, including an ELCA internship. Positive endorsement by a synodical candidacy committee and successful progress in academic work are essential components for successful ELCA candidacy.

3. Approval

Approval, which normally occurs during the final year of theological education, expresses the church's confidence that the student is ready to begin service in a particular rostered ministry. The candidacy committee in conversation and consultation with the Seminary faculty makes this decision. Following the approval decision a student participates in the churchwide assignment process and becomes eligible to receive a Letter of Call for service.

Rosters of the Evangelical Lutheran Church in America

The Evangelical Lutheran Church in America recognizes four distinct rosters for public ministry:

Associates in Ministry are commissioned for ministry in the areas of education, music, administration, and general service. After earning a baccalaureate degree from an accredited college or university applicants contact their synod to begin the Candidacy process described above. As a part of the entrance procedure the synod candidacy committee and applicant develop the applicant's course of study, which normally includes an additional 20 credit hours of coursework in theological education and fieldwork in the area of specialization. Some applicants choose to earn the Master of Arts in Ministerial Studies degree; this degree program includes the required fieldwork. Associates in ministry serve in such areas as Christian education, youth and family ministries, music ministries, administration, ministry/volunteer coordination, and parish nursing with the primary focus of service being leadership and support for the ministries of the whole people of God, by providing care and nurture of the people of God, equipping them in the Christian faith.

Deaconesses are consecrated for service in the context of the church's mission to proclaim the Gospel, to relate the Gospel to human need in every situation and to extend the ministry of the Gospel to the world. The ELCA Deaconess Community consists of theologically trained, professionally prepared women who serve in a variety of ministries including health care, parish work, education, church music, social services, education, and chaplaincy.

The primary focus of service is complementing the church's ministry of Word and Sacrament and the ministry of the whole people of God. The Seminary works in close coordination with the Director of Vocations of the Deaconess Community in the theological preparation of deaconesses, as well as with the synod candidacy committee in the candidacy process. For more information contact the Director of Vocations of the ELCA Deaconess Community at 1-800-638-3522

ext. 1705.

Diaconal ministers are consecrated for service in ministries at the intersection of church and world. Preparation for service as a diaconal minister requires a first level theology degree from an accredited seminary in North America; training to carry out a particular service; and related fieldwork experiences. Applicants contact their synod to begin the Candidacy process described above. Diaconal ministers build bridges between church and world and have a primary ministry focus of leading the baptized for ministry in the world and the church and bringing the needs of the world into the church’s mission. Diaconal ministers serve in advocacy ministry; chaplaincy in nursing homes, hospitals and prisons; urban ministry coalition directors; Lutheran Social Ministry Organizations in the areas of community services; faculty at church colleges; and congregational ministries. The ELCA’s Center for Diaconal Ministry Preparation is at Gettysburg Seminary. Contact the Center for Diaconal Ministry Preparation Team Leader for additional information at 1-(800) MLUTHER (1-800-658-8437) or at molden-burg@Ltsg.edu.

Pastors are ordained for Word and Sacrament ministries giving leadership and vision to Christian communities of faith. Preparation for service as a pastor in the ELCA requires a Master of Divinity degree from an accredited theological school and related fieldwork experiences. An applicant contacts the synod following the above process for entrance, endorsement and approval. Pastors are instruments of God’s reconciling grace and catalysts to inspire to reach out beyond the walls of church buildings to help God’s people in the world around them. Some pastors are called to extend the ministry of Word and Sacrament in specialized settings such as health care chaplaincy and pastoral counseling, colleges and seminaries, as spiritual directors, camps and mission fields, and in synodical, regional and churchwide offices.

Loss of Ecclesiastical Endorsement

If Endorsement is denied to a student in the M.Div. or M.A.M.S program after the first year of study or if Endorsement is subsequently terminated, the student’s status may be terminated at the end of the semester in which the loss or denial of Endorsement occurs. A student whose ecclesiastical Endorsement is withdrawn in the final year of study in the M.Div. Program may complete requirements for the degree as a special student.

Lutheran Students Attending Non-ELCA Seminaries – Affiliation

Students who are studying at non-ELCA seminaries or divinity schools who are required by the ELCA Candi-

dacy process to do some of their studies at an ELCA seminary are welcome at the Lutheran Theological Seminary at Gettysburg. Such students may apply for “Affiliation” and become Affiliate Students. It is to the student’s advantage to start the Candidacy process prior to enrollment in a non-ELCA seminary or divinity school. Affiliation should be established as early in the seminary preparation process as possible, but must occur prior to Endorsement. A positive Entrance Decision is required in order to affiliate with an ELCA seminary.

An ELCA required one-time Affiliation Fee of \$900 is charged to all affiliating students.

According to the Congregational and Synodical Mission unit of the ELCA, the one-year residency at an ELCA seminary for students seeking ordination has the following purpose and objectives (for students seeking consecration and commissioning the Lutheran studies component has similar purpose and objectives – see Candidacy Manual for details):

1. 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; it occurs not only in the classroom but through the total teaching/learning environment and culture of the seminary.
2. To provide the candidate with a sound understanding of ministry in a Lutheran context, including the integrity and variety of Lutheran worship; an appreciation of the relationship among the rostered ministries of the ELCA; a familiarity with policy and practice associated with approval, call, and mobility; and the expectations of the ELCA of its rostered leaders.
3. To enable the candidate to become a participant in the current theological conversation of the ELCA and to establish relationships with future colleagues in ministry that are marked by mutual support, accountability, and a strong sense of shared mission

Ordained Ministry

After counsel from the synodical Candidacy Committee, a student seeking ordination may complete the year of residency in several ways:

- A student’s first, second or final year of study may be spent at Gettysburg Seminary to fulfill the requirement for Lutheran residency and credits earned at Gettysburg may then be transferred to the seminary from which the student wishes to graduate. Arrangements for CPE, in-

ternship, and fieldwork could be made during the first year of study at Gettysburg.

- A student may choose to attend Gettysburg Seminary for the student’s final academic year. A student may choose to transfer credits either to the non-ELCA seminary or transfer credits earned from a non-ELCA school to Gettysburg Seminary for graduation. Early consultation with the Dean is important to avoid problems in connection with the transfer of credits.
- A student may also complete an MDiv degree at a non-ELCA school but attend Gettysburg Seminary for a year of Lutheran residency. Again, two options are open. A student may wish to earn academic credits toward an S.T.M. degree or the student may simply wish to fulfill the ordination requirement without earning S.T.M. credits.

Lay Rostered Ministry

After counsel from the synodical Candidacy Committee and conversation with the Seminary, a student seeking consecration or commission completes the appropriate Lutheran studies components. For lay roster candidates these components are highly individualized. More information is available from the Seminary’s Admissions Office and the appropriate Candidacy Committee. A one-time affiliation fee of \$500 is charged to all affiliating students.



FINANCES AND SERVICES

ACADEMIC TUITION AND FEES

The Seminary seeks to be a good steward of all the resources entrusted to it by students, synods, private donors, foundations, and grants. Net tuition and fees (published tuition and fees net of scholarships) comprise less than 20% of the Seminary’s income stream. Mindful of increasing student debt loads, the Seminary strives to minimize increases in net tuition from year to year.

Tuition is charged per credit based on the applicable degree program and the number of credits. An incentive in the form of lower per-credit tuition is given for students enrolled in at least 12 credits in fall or spring. Beginning with the 2011-12 academic year, fees are included in tuition.

2013-2014 Tuition

Fall 2013 or Spring 2014 semester for Students in **M.Div., M.A.M.S.,** and **M.A.R.** degree programs, Special Students, and Affiliated Students

Enrolled in at least 12 credits fall or spring \$ 480 per credit

Enrolled in under 12 credits fall or spring \$ 525 per credit

For Students in **S.T.M.** degree program \$ 300 per credit

For Students in **Certificate in Theological Studies** \$ 750 per course

For Students in **Certificate in Leadership of Faith-Based Organizations** \$ 750 per course

Other Tuition Charges

Sexual Abuse Prevention Workshop	\$ 50
Human Relations Workshop	\$ 100
Summer Greek (2 weeks)	\$ 500
Internship	\$ 1,000 per year
Internship Travel Pool	\$ 500 per year
Audit	\$ 175 per credit;
	\$ 50 per credit for students
	(waived for full-time students)

2013-2014 Fees

Late Registration fee \$50 per term

Online course surcharge \$100 per course

Examination for course waiver \$125 per credit

Graduation fee \$150

Continuation fee \$ 50 per year assessed if a student takes no credits in an academic year

Affiliation fee \$ 900

Diaconal Project (LTSG students)	\$ 500
(non-LTSG students)	\$ 1,000

STM Thesis or Oral Exam \$ 600

2013-2014 Seminarian Health Insurance

Required for all students taking at least 12 credits and interns, unless proof of comparable insurance is presented. Only one plan is available this year due to Health Care reform.

Student-only cost per-year \$ 2,837

The plan year is September 1–August 31.

Students may purchase insurance for an additional premium paid directly to the insurance company for their spouse and/or dependents.

Students taking less than 12 credits must contact the Registrar’s Office to obtain premium information.

2013-14 Other Fees

Application fee \$ 35

Transcript fee \$ 10 each (waived for enrolled students)

Returned Check fee \$ 35 each

(after hours) \$ 20 each time

Security deposits:

Dormitory	\$ 250
Apartment	\$ 500
Caged, tank pets	\$ 100 each
Other pets	\$ 250 each

(For more detailed information see Pet Policy in Student Handbook)

Meal Plan:

Required with dorms/suites \$ 355 per semester

Lunch in Refectory \$ 5 per meal

HOUSING AND MEALS

The Seminary has more than 100 units of student housing, including dormitories, suites, and apartments, conveniently located on the Seminary campus. Lunch is served each week-day in the Refectory. Dormitory rooms are furnished and dormitory students must purchase the meal plan.

2013-14 Costs for housing and meals

Rent:

Aberly Dormitory \$ 1,425 per semester

Baughman Dormitory Suites \$ 2,385-2,945 per semester

Baughman efficiencies \$ 510-555 per month

Campus apartments \$ 580-975 per month, depending on size

Dormitory room for 2-week Greek \$ 25 per night

Guest room, non-student \$ 45 per night

Guest room, commuting student \$ 25 per night, maximum of 2 nights/week

Key replacement fee \$ 50

Relocation \$ 100

Lease replacement fee \$ 20

Pet fee \$ 200 per pet, per year

Unlock room fee

PAYMENT OF BILLS

Prior to the beginning of each semester all students are required to make satisfactory arrangements with the business office for payment of Seminary charges for the semester. Unless other arrangements have been made with the Seminary business office, all general fees including tuition, dormitory, lunch meal plan, are due on the first day of classes for each semester. The Student Seminarian National Health Insurance fees are due the first day of fall semester classes and the first day of spring semester classes. Apartment charges are due the first of each month but are billed the beginning of each semester. All other obligations to the Seminary, the bookstore, and the library must be paid within 30 days of the date incurred. Any unpaid balance following those deadlines may incur a surcharge.

There is a return check fee of \$35.00, if a check is submitted by a student for payment on account and is returned by your bank for any reason. If that occurs, re-payment is required to be in the form of a cashier’s check, certified check or money order.

Students with unpaid balances may not advance to the next semester, internship, or unit of study, or obtain grades or transcripts. No student can graduate with outstanding obligations.

Financial Aid is first applied to Institutional charges (tuition, miscellaneous fees, health insurance, dormitory and apartment rent, meal plan, and bookstore) for the semester, with remaining credits refundable to students. Students withdrawing from the seminary, or from a course or courses, will be refunded tuition on a prorated basis as described in the Student Handbook.

HEALTH INSURANCE

Seminary Student National Health Insurance Program (SSNHIP) is provided through United Healthcare Student Resources (UHCSR); the pharmaceutical benefits

are provided through MEDCO. United Healthcare Options Providers may be located online through the www.eiassip.com.

Medical coverage is also available for spouses and dependents of students, at an additional cost. Arrangements for family coverage must be made on the website at www.eiassip.com.

Further details about medical insurance requirements and the changes required this year due to health care reform are located online www.eiassip.com.

There is one plan available for students taking at least 12 credits and interns with a student only cost of \$2,290.00 per year.

Students taking less than 12 credits must contact the Registrar’s office for a premium quote.

More detailed information on the Seminary Student Insurance plan of the Evangelical Lutheran Church in America can be found in the Student Handbook

Financial Aid Information

Lutheran Theological Seminary at Gettysburg has a substantial and growing scholarship endowment corpus. Annual income generated by this endowment and current donations to the scholarship fund provide scholarships of several types for seminarians. There are several steps in the building of a seminarian’s financial aid package including computation of financial need, consideration of awards from home congregation and synod, eligibility for Seminary scholarships, and certification of federal student loan eligibility.

The Process

Students are asked to submit the Seminary’s in-house “Financial Aid Application,” electronically file the “Free Application for Federal Student Aid” (FAFSA), and, if loans are being considered, submit the current year’s Federal Verification Worksheet which can be found on the LTSG website under Financial Aid. Copies of Federal tax returns may no longer be accepted and instead the student is requested to use the IRS Data Retrieval Tool (DRT) when e-filing the FAFSA. If the DRT is unable to be utilized, an IRS tax transcript will need to be submitted. This process must be followed for each year of study. Questions should be directed to the Director of Financial Aid.

Printed forms are made available to all students on our website and may be filed after January 1st of each year. Students are urged to complete their federal income tax forms prior to working on the FAFSA. Early filing of all applications is urged.

Preferred Application Filing Dates		
	New Students	Returning Students
1. Seminary Financial Aid Application	February 15	April 15
2. Free Application for Federal Student Aid (FAFSA)	February 15	April 15
3. Federal Verification Worksheet	February 15	April 15
4. IRS tax transcript	April 15	April 15

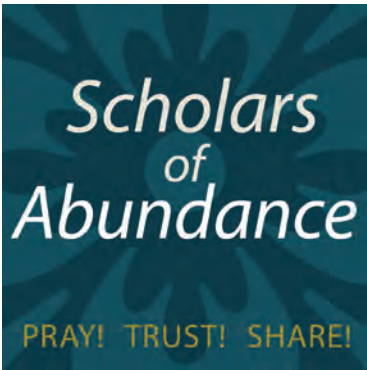
Costs for Certificate in Theological Studies Program

The total tuition for all 15 classes for those enrolled in the Certificate program is \$6,990; for those not completing the Certificate, each individual class taken costs \$600. Additional costs for room, board, and miscellaneous fees apply.

Seminary Scholarships

In the typical year 90 percent or more of Seminary students are scholarship recipients from funds directly administered by the Seminary. Aid may range from \$100 to full tuition. There are several types of scholarships administered by the Seminary:

1. Academic and/or Leadership awards based on previous academic or leadership performance and academic and professional promise as indicated by information gathered in the admission process;
2. Scholars of Abundance: Pray, Trust, Share! – see description below;
3. ELCA – see description below;
4. Daniel Alexander Payne Tuition Grants – see description below;
5. Post-Graduate Fellowships for graduates of the Seminary who wish to pursue doctoral studies. See the Student Financial Aid Handbook for full descriptions of these programs.



Scholars of Abundance: Pray, Trust, Share!

A new structure of scholarship distribution is being offered to entering students in the M.Div, M.A.R. or M.A.M.S. degree programs. This theological commitment to stewardship will provide the last

30 credits for M.Div students, 15 credits for MAMS students, or 12 credits for MAR students tuition-free!

ELCA Scholarship

There is a scholarship of \$1,000 per semester available for all students registered for 12 or more credits who maintain active membership in an ELCA congregation, and other denominations with whom we have agreements for Full Communion. This would include the Reformed Church of America, United Church of Christ, Brethren, Moravian, Presbyterian Church USA, Episcopal Church USA and United Methodist Church. For those taking less than twelve credits, part-time scholarships are awarded as follows:

\$100 per credit for the first three credits, and \$200 per credit for each credit thereafter, up to twelve. (omit next few words). To receive this award, an LTSG In-house Financial Aid Application must be submitted to the Office of Financial Aid by the applicable deadline.

The ELCA also awards two full and two partial **Fund For Leaders** scholarships. These prestigious merit-based awards are granted to full-time first year students, nominated by the Admissions Committee, who are enrolled in the M.Div. or M.A. programs and are in the candidacy process for ordained or rostered lay ministry within the ELCA.

Synod Support

ELCA policy encourages synod support of endorsed candidates for ministry. Normally, synod funds for student aid are sent to the Seminary with instructions. Not all ELCA synods provide funds to students and amounts vary considerably. The student should initiate inquiries with the synod before applying to the Seminary to determine the anticipated level of synod aid.

Congregational Financial Aid

According to ELCA candidacy guidelines, ELCA congregations are encouraged to support members who are preparing for ordained, commissioned, or consecrated ministries in the church. This support may

cover tuition, fees, room and board, books, and other personal/family expenses, or portions thereof. The Congregational Support form, available in the candidate’s candidacy packet, should be completed by each congregation that has an enrolled candidate at the Seminary and sent to the synod office with a copy to the Seminary’s Financial Aid Office.

The Daniel Alexander Payne Tuition Grants

As an expression of its commitment to cultural diversity, the Lutheran Theological Seminary at Gettysburg has established the Daniel Alexander Payne Tuition Grants to encourage African-American, Latino, Asian and Native-American Lutherans’ enrollment on the Gettysburg campus or through the Washington Theological Consortium. Students apply by filing the Seminary Application for Financial Aid.

Federal Direct Loan Program

The “Free Application for Federal Student Aid” (FAFSA) is an essential element of the Direct Loan application process. Providing as much as \$20,500 per year per student, the Direct Loan program is an important source of funding for most financial aid recipients.

The Seminary cautions students about excessive reliance on loans which must be repaid starting shortly after graduation at a time when other financial obligations and low starting salaries limit one’s resources. Loans should be considered after other sources of aid have been explored. As of July 1, 2012, all graduate loans are unsubsidized and carry an immediate accruing interest rate of 6.8%. Students, however, are responsible for these decisions.

Fellowships for Graduates of the Lutheran Theological Seminary at Gettysburg

This Seminary offers to its graduates three fellowships for pursuing doctoral studies in theological disciplines within accredited institutions. Deadline for applications is March 1. Applications are available through the Dean’s office for:

1. The Eliza Catherine Smith Fellowship, which generally offers support for two years to graduates for further theological study;
2. The Raymond T. Stamm Fellowship, which is available to a graduate recommended by the faculty for doctoral study in Old or New Testament at a university in the United States;
3. The Ralph E. and Helen L. Heusner Fellowship is awarded to a graduate who holds exceptional promise for overall service in the pulpit and pastorate.

DIRECTORIES

The Board of Directors

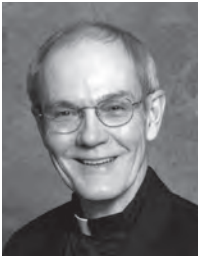
Officers:

- Chairperson: James Lakso, Huntington, PA
- Vice Chairperson: David Culley, Wilmington, DE
- Secretary: Judith Garber, York, PA
- Treasurer: Larry Webber, Gettysburg, PA

Members:

- Kirk Bish, Pittsburgh, PA
- Linda Chinnia, Baltimore, MD
- David Culley, Wilmington, DE
- Ralph Dunkin, Fairmont, WV
- Julia Fraser, Greenville, PA
- Judith Garber, York, PA
- Steve Gunderson, Alexandria, VA
- Michael Hartman, Lewistown, PA
- Stephen Herr, Gettysburg, PA
- Elaine Hock, Carlisle, PA
- Scott S. Ickert, Arlington, VA
- James Lakso, Huntingdon, PA
- Candace Littell, Erie, PA
- Janet Montalaro, Wexford, PA
- Suzanne Moyer, York, PA
- Lois O’Rourke, Madison, WI
- Gregory Pile, Altoona, PA
- Joe Ricci, Mechanicsburg, PA
- William Ridenhour, Wheeling, WV
- David A. Russell, Allentown, PA
- Linda Thomas, Sommerset, PA
- Susan Tjornehoj, Baltimore, MD
- Carla Volland, Reedsville, PA
- Loretta Walker, Columbia, MD
- Paul Wangerin, Moorefield, WV
- Larry Webber, Gettysburg, PA
- Daniel M. Yeiser, Hanover, PA
- Greg Yothers, Greensburg, PA

The Faculty



**MICHAEL L. COOPER-WHITE ... 2000-
*President of the Seminary***
B.A., Concordia College, Moorhead, 1971; Georgetown University Law Center, 1972; M.Div., Lutheran Theological Seminary at Gettysburg, 1976; D.D. Susquehanna University, 2003



**ROBIN J. STEINKE ... 1999-
Dean of the Seminary
*Professor of Ethics and Public Life***
B.A., Augustana College, Sioux Falls, 1980; M.Div., S.T.M., Trinity Lutheran Seminary, 1994; Ph.D., The University of Cambridge, Great Britain, 1999



**RICHARD P. CARLSON ... 1990-
*Glatfelter Professor of Biblical Studies***
B.A., Concordia College, 1975; M.Div., Wartburg Theological Seminary, 1979; Ph.D., Union Theological Seminary in Virginia, 1983

This Board roster is accurate as of August 1, 2013

The Faculty, continued



MARIA E. ERLING ... 1999-
Professor of the Modern Church History and Global Missions
B.A., Augustana College, Rock Island, 1978; M.Div., Yale Divinity School, 1981; Th.D., Harvard Divinity School, 1996



KRISTIN JOHNSTON LARGEN ... 2006-
Associate Professor of Systematic Theology
B.A., The Colorado College, 1990; M.Div., Wartburg Theological Seminary, 1997; Ph.D., Graduate Theological Union, 2002



STEPHEN P. FOLKEMER ... 1979-
Professor of Church Music
B.A., Wittenberg University, 1974; Berliner Kirchenmusikschule, 1974-75; M.S.M., Wittenberg University, 1976; M.Div., D.Min., Lutheran Theological Seminary at Gettysburg, 1980, 1988



MARK W. OLDENBURG ... 1986-
Dean of the Chapel and Steck-Miller Professor of the Art of Worship
B.A., Gettysburg College, 1974; M.Div., Lutheran Theological Seminary at Philadelphia, 1979; Ph.D., Drew University, 1991



LEONARD M. HUMMEL ... 2005-
Professor of Pastoral Theology and Care
A.B., Haverford College, 1974; Yale University Divinity School, M.Div., 1977; S.T.M., 1980; Ph.D., Boston University, 1999



BROOKS SCHRAMM ... 1994-
Kraft Professor of Biblical Studies
B.A., Texas A&M University, 1979; M.Div., Wartburg Theological Seminary, 1984; Ph.D., University of Chicago, 1993

The Faculty, continued



MARTY E. STEVENS ... 2006-
Associate Professor in The Arthur L. Larson position of Stewardship and Parish Ministry
B.S., University of North Carolina at Charlotte, 1974; CPA, 1976; M.Div., Lutheran Theological Southern Seminary, 1993; Ph.D., Union Theological Seminary in Virginia, 2002



KIRSI I. STJERNA ... 2000-
Professor of Reformation Church History
B.A., Lysion Lukio College, Mikkeli, Finland, 1982; MTS., University of Helsinki, 1988; Ph.D., Boston University, 1994

[Not Pictured]
BRIANT BOHLEKE ... 2007-
Library Director and Archivist
B.A., The University of Chicago, 1979; M.A., Yale University, 1981; M.Phil. Yale University, 1983; Ph.D., Yale University, 1991; M.L.I.S., Univ. of Pittsburgh, 2004



MARK VITALIS HOFFMAN ... 2002-
Professor of Biblical Studies
B.A., University of Illinois, 1978; M.Div., Luther Northwestern Theological Seminary, 1983; M.A., Yale University, 1985; M.Phil., Yale University, 1987; Ph.D., Yale University, 1996



GILSON A. C. WALDKOENIG ... 1995-
B.B. Mauer Professor for Town and Country Church Ministry, Church in Society
B.A., Gettysburg College, 1985; M. Div., Lutheran Theological Seminary at Gettysburg, 1989; Ph.D., University of Chicago, 1994.

The Faculty, continued

Visiting Instructors

The Rev. Karen Brau
Senior Pastor, Luther Place Memorial Church, Washington, DC

The Rev. Dr. Charles S. Brown
Distinguished Professor of Christian Ethics, Payne Theological Seminary, Wilberforce, OH

The Rev. Dr. Michelle Holley Carlson
Director of Lifelong Learning, Lutheran Theological Seminary at Gettysburg, Gettysburg, PA
Pastor, Mt. Zion Lutheran Church, Keymar, MD

Dr. Mary E. Hess
Associate Professor of Educational Leadership, Luther Seminary, St. Paul, MN

The Rev. Dr. Steven P. Loy
Senior Pastor, Lutheran Church of the Good Shepherd, Billings, MT

The Rev. Dr. Kathy Vitalis Hoffman,
Senior Pastor, Zion Lutheran Church, Middletown, MD

The Rev. Dr. Craig A. Satterlee
Bishop, North/West Lower Michigan Synod, Lansing, MI

The Rev. Dr. Eloise R. Scott
Workshop Facilitator, The Lutheran Theological Seminary at Philadelphia, Philadelphia, PA
Private Practice - Pastoral Psychotherapist, Philadelphia, PA

The Rev. Eric Shaffer
Senior Vice President, Philanthropy & Faith Community Relations at Odyssey Networks, New York, NY

Mat Tombers
Head of New Media and Distribution for Odyssey Networks, New York, NY

The Rev. Dr. Karyn Wiseman
Associate Professor of Homiletics
Dir. of United Methodist Studies, The Lutheran Theological Seminary at Philadelphia, Philadelphia, PA

Professors Emeriti

Frederick K. Wentz, Ph.D., Litt.D., D.D.
1956-1966
Professor Emeritus of Historical Theology

A. Roger Gobbel, Ph.D.
1968-1990
Professor Emeritus of Religious Education and English Bible

Donald N. Matthews, M.L.S.
1966-1991
Librarian Emeritus; Professor Emeritus of Bibliography

Darold H. Beekmann, D.D.
1990-2000
President Emeritus of the Seminary

Norma Schweitzer Wood, M.A.R., D.Min.
1972-2003
Dean Emerita; Professor of Pastoral Counseling and Interpersonal Ministries

J. Paul Balas, M.Ed., Ph.D
1989-2003
Professor Emeritus of Pastoral Theology

Gerald Christianston, Ph.D
1967-2008
Central Pennsylvania Synod Professor of Church History, Emeritus

William O. Avery, D.Min.
1983-2009
Professor Emeritus of Field Education and The Arthur L. Larson Professor Emeritus of Stewardship and Parish Ministry

Nelson Strobert, Ph.D.
1987-2013
Professor of Christian Education in the Paulssen-Hale Chair of Church and Society

Field Education Supervision

Teaching Parish Supervisors, 2012-2013

H. Lee Brumback	Jean Kuebler
Brian Chaffee	Benjamin Leese
William DeHass	Brian McClinton
Elaine Dent	Judith McKee
James Dunlop	James Person
Christopher Frye	Anne-Rose Reeves
Catherine Geib	Gerry Rickel
Richard Geib	George Schneider
Jon Greenstone	David Schafer
Douglas Jones	Naomi Carriker Sease
Brenda Kiser	Gwenn Trout
Carol Kniseley	Daniel Yeiser
James Kniseley	

Intern Supervisors, 2012-2013

Derek Boggs	Mark Huffman
John Bollinger	Jeffrey Johnson
Julie Britsch	Meredith Lovell Keseley
Kevin Clementson	Darryl Kiehl
Bradley Dayett	Zachary Labagh
Jonathan Deiber	Michael O’Berg
Guy Edmiston	Stanley Reep
Terry Edwards	Gary Rhinesmith
Aaron Erdley	Craig Ross
Charles Erzkus	Ann Schmid
Renata Eustis	Raymond Short
Dennis Hagstrom	Thomas Slater
Bill Hall	Fred Soltow
Jonathan Hamman	Kurt Strause
Danny Hammons	

Clinical Pastoral Education Consultants, 2012-2013

Tahara Akmal	Keith Espenshade
Shannon Borchert	Stephen Goss
Linda Staples Borton	Peter Kuhn
Sally Campbell	Kenneth Linder
Paul Derrickson	Tommy Rogers
Daniel Duggan	Rhoda Toperzer

Clinical Pastoral Education Supervisors, 2012-2013

Michelle DeCoste	Peter Kuhn
Keith Espenshade	Charla Littell
Lillian Galphin	Elizabeth Martin
Stephen Goss	Hanci Newberry
Kenneth Hayden	Ted Trout-Landen



Seminary Staff



Roberta Brent
Library Acquisitions Assistant



Grainne Davies
Print and Mail Room Manager



Randolph G. Fullerton
Custodian



Susan Kowalski
Financial Aid and Admissions Associate



S. Renee Miller
Director of Advancement Services and Prospect Research



Donald L. Redman
Director of Information Systems and Education Technology



John R. Spangler
Executive Assistant to the President for Communication and Planning



Michelle Holley Carlson
Director of Lifelong Learning



Katie Dodds
Field Education Coordinator, DMFE Planning Coordinator



Danielle Garber
Secretary to Program Directors and Lifelong Learning



Carole Laughman
Housekeeping



Wendy Mizenko
Events and Housing Coordinator



David Reecher
Superintendent of Building and Grounds



Julie Stecker
Associate Director of Admissions



Emried D. Cole
President, GSEF and Chairman of SRHPF



Nahla Faltas
Advancement Services and Research Associate



Nina J. Garretson
Director of Alumni & Congregational Relations



Jean LeGros
Gift Officer



Amy Myers
Staff Accountant



Sherry L. Rippman
Manager of the Bookstore, TEY Program Coordinator



Marty Stevens
Chief Financial Officer, Registrar



Andrew R. Crouse
Technology Services Specialist



Jim Fleet
Custodian



Katy Giebenhain
Communications Associate



Glenn Ludwig
Vice President for Advancement



Susann F. Posey
Catalog Librarian



Julie A. Ritter
Administrative Assistant to the Dean, Assistant Registrar, Administrative Assistant for the Stewardship of Life Institute



Carol A. Troyer
Assistant to the President and Personnel Officer



Dave Davies
Maintenance



Lindsey Hann
Staff Accountant



Karen Hunt
Library Assistant



Randy Miller
Maintenance



Virginia Price
Director of Admissions and Spiritual Formation



Raquel Rivera
Receptionist and Music, Gettysburg! Assistant



Dana Witt
Events Assistant

Not pictured:

Karin Bohleke
Writing & Research Center Specialist

Derrick Little
Region 8 Archives

Shared Staff and Programs, Affiliated Organizations



Molly Imler
Managing Editor, *Dialog: A Journal of Theology*



Chelle Huth
Director, Theological Education with Youth

Evangelical Lutheran Church in America, Region 8 Office



Nancy N. Gable
Region 8 Coordinator;
Diaconal Minister



Leann M. Wright
Region 8 Secretary

The Seminary Ridge Museum (Seminary Ridge Historic Preservation Foundation)



Barbara Franco
Executive Director



Joseph Knox
Visitor Services Coordinator



Dru Ann Neil
Director of Marketing



Denise Doyle
Administration and Development Officer



Jennifer Legates
Director of Operations and Education



Peg Roos
Marketing Assistant



1	Valentine Hall	61 Seminary Ridge (Main learning and administrative center for Gettysburg Seminary)
2	Seminary Ridge Museum	A.K.A. "Schmucker Hall" and "Old Dorm"
3	Church of the Abiding Presence	(Chapel)
4	Krauth House	(Faculty housing)
5	North Hall	(Housing)
6	Lewars House	(President's house)
7	Refectory	(Student Dining Hall)
8	Athletic Fields	("Lutherbowl" home fields)
9	A. R. Wentz Library	66 Seminary Ridge
10	Singmaster House Conference Center	20 Seminary Ridge
11	Schmucker House	(Offices for faculty, Theological Education With Youth, ELCA Region 8)
12	Hill-Unger Performance Platform	in Schmucker Grove
13	Baur House	(Faculty housing)
14	Richard House	(Housing)
15	Zimmerman House	(Faculty housing)
16	Garden Apartments	35 South Hay Street (Housing)
17	Townhouses	49/47/45 South Hay Street (Housing)
18	De Yoe House	314 Springs Avenue (Faculty housing)
19	Wolf House	368 Springs Avenue (Current offices of the Adams County Historical Society)
20	Baughman Hall	418 Springs Avenue (Housing)
21	Aberly Hall	448 Springs Avenue (Housing)
22	Heiges Hall	464 Springs Avenue (Housing)
23	Stuempfle Hall	470 Springs Avenue (Housing)
24	YWCA	909 Fairfield Road
25	Pavillion	

Parking is not permitted on Seminary Ridge, but it is permitted on Springs Ave. between Seminary Ridge and Hay Street.

www.Ltsg.edu

Parking Legend:

- White triangle: Bus / Auto Drop-Off NO PARKING at ANY TIME
- Blue P: Business & Valentine Hall Visitor Parking (Restricted Mon.-Fri. from 8:00am-5:00pm)
- Green P: Event / Museum Parking
- Red P: Employee / Student Parking (M-F 8:00am-5:00pm)
- Yellow P: Residential Parking (Restricted)
- Orange P: Restricted (24-hr. NO PARKING without special tag)

ACADEMIC CALENDAR

FALL 2013

Sept 3	Pre-session orientation
Sept 4	Classes start
Sept 4-7	Certificate in Theological Studies course
Sept 10	Ecumenical Encounter in Washington, DC
Sept 18	End of drop/add period
Sept 25	No classes; Senior Approval panels; Sexual Abuse Prevention Education workshop
Sept 30	Registration opens for January term
Oct 15-16	Board of Directors Meeting
Oct 21-22	No classes; reading days
Oct 28-Nov 1	Fall Academy Week; No scheduled classes; Luther Colloquy
Nov 5	Registration opens for Spring semester
Nov 28-29	No classes; Thanksgiving recess; offices closed
Dec 18	Regular Classes end
Dec 19-20	Exam days for all classes; Make-up days as needed

JANUARY 2014

Jan 2-24	Courses
Jan TBD	Diaconal Ministry Formation Event
Jan 8-11	Certificate in Theological Studies course
Jan 14-15	Board of Directors meeting (tentative)
Jan 20	No classes; Martin Luther King, Jr. Day; offices closed
Jan 27-28	Human Relations Workshop; Senior Seminar

SPRING 2014

Jan 30	Classes start
Feb 12	End of drop/add period
Apr 7	Registration opens for Fall semester
Apr 17-22	No classes; Spring Break; offices closed Friday
Apr 22-23	Board of Directors Meeting
Apr 28-May 2	Spring Academy Week; No scheduled classes; Spring Convocation
May 14	Classes end
May 15	Exam day; senior grades due at noon
May 16	Commencement

SUMMER 2014

May 19-23	S.T.M. Course
June 2-13	M.A.M.S./M.Div. Course
June 9-13	S.T.M. Course
July 6-12	Certificate in Theological Studies courses
July 7-11	Summer Institute for Ministry
July 27-Aug 2	Lay School of Theology





61 Seminary Ridge • Gettysburg, PA 17325
Telephone: 717-334-6286 or: 1-800MLUTHER (1-800-658-8437)
Fax: 717-334-3469 E-mail: info@Ltsg.edu

For the latest information about the Seminary,
including special events and application forms, visit: www.Ltsg.edu