

Catalog 2016-2017

Lutheran Theological Seminary At Gettysburg





Catalog 2016-2017

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 and the Association of Theological Schools 10 Summit Park Drive, Pittsburgh, PA 15275, Tel. 412-788-6505

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
The Lutheran Theological Seminary at Philadelphia

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QUICK CORRESPONDENCE DIRECTORY

Lutheran Theological Seminary at Gettysburg
61 Seminary Ridge
Gettysburg, Pennsylvania 17325

Telephone: 717-334-6286 or toll free: 1-800MLUTHER (1-800-658-8437).
Calls are normally received weekdays 8:30 a.m. to 4:30 p.m.
FAX: 717-334-3469 E-mail: info@Ltsg.edu

Office of the Seminary President

President of the Seminary, Michael L. Cooper-White ext. 3001
Assistant to the President and Title IX Coordinator, Elizabeth Meighan ext. 3001
Executive Assistant to the President for Communication and Planning, John R. Spangler ext. 3010

Office of the Dean of the Seminary

Dean of the Seminary, Kristin Johnston Largen ext. 3007
Administrative Assistant to the Dean, Julie Ritter ext. 3007
Field Education, Katie Dodds ext. 3013

Enrollment Services

Director of Admissions and Spiritual Formation, Lauren Muratore ext. 2103
Director of Community Life & Associate Director of Admissions, Rachel Langford 339-1302
Director of Financial Aid, Beatrice Schultz ext. 3008
Registrar, Marty Stevens, ext. 3006
Assistant Registrar, Julie Ritter ext. 3007

Financial Services

Director of Financial Services, Jennifer Byers 339-1328

Information Services

Library Director and Archivist, B. Bohleke ext. 3014
Director for Information Systems & Education Technology, Donald L. Redman ext. 3036

Advancement

Vice President for Seminary Advancement, Angela Zimmann, 338-3015
President, GSEF Board, Glenn Ludwig, 338-3016

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The Seminary is approved for veterans benefits.

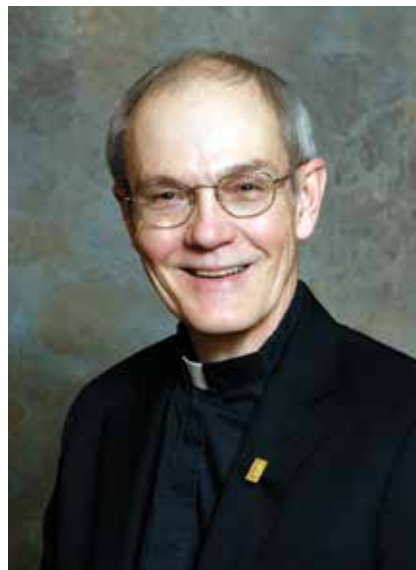
The Seminary does not discriminate on the basis of race, color, gender, physical handicap, sexual orientation, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Photos: Jack Hernstrom and the Gettysburg Seminary 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!



It has been my privilege to serve as president of this great institution since 2000. 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!

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/ae 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

Gettysburg Seminary's Mission

Bearing witness to the gospel at the crossroads of history and hope, Gettysburg Seminary forms public leaders for the church and the world.

GOD'S CALL. YOUR PATH.

We recognize that students come to us with unique gifts, histories, and life circumstances. We honor that by offering multiple degrees that prepare students for service in church and in the world.

MASTER OF DIVINITY

The M. Div. degree prepares persons for service in a variety of settings as ordained pastors in their denomination. The MDiv program provides a comprehensive range of theological, biblical, and practical studies, as well as top-notch field education opportunities. Concentrations are available in Theology and Public Life, Youth and Young Adult Ministry, and Town and Country Church Ministry. You can pursue the degree by two paths: MDiv Flex (flexible, customized and comprehensive) and MDiv3 (focused, accelerated and highly integrated) paths. You will find those options described in more detail in Degree programs.

MASTER OF ARTS IN MINISTERIAL STUDIES

The M.A.M.S. program prepares students for specialized ministry, particularly as diaconal ministers, associates in ministry, and deaconesses in the Evangelical Lutheran Church in America.

- M.A.M.S. students will concentrate in the area of ministry to which they feel called.
- This program normally requires two years of academic study, including a capstone project.

MASTER OF ARTS IN RELIGION

The M.A.R. 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 purposes.

- Concentrations are available in Religion and Media, Biblical Studies, History and Theology, and Practical Theology.
- This program normally requires two years of academic study, including either a capstone project or paper.

MASTER OF SACRED THEOLOGY

Our S.T.M. program provides 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 her or his knowledge and competency for ministry in all of its variety.

- Concentrations are available in Biblical Studies, History and Theology, and Practical Theology
- This program requires 25.5 credits and the completion of a thesis and thesis defense.

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, 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 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, professors and informed lay people in service to the church's mission for the sake of the world. 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. 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 multiple choirs. 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.

In addition to daily chapel services, it is common to find students meeting for Bible study, lectio divina, evening prayer, or personal devotional time in our "Quiet Space," a dedicated place for student spiritual formation, be it meditation, art, journaling, or other traditional and creative forms of silent prayer.

Spiritual formation also occurs through small groups

that meet monthly for prayer, reflection, and conversation. New this year, we have a small group for each component of the wellness wheel (spiritual, emotional, physical, intellectual, environmental, stewardship, and social). All members of the community are invited to participate, and students are expected to choose at least one wellness group to relate to each semester, based on their own self-awareness and area(s) of interests.

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.

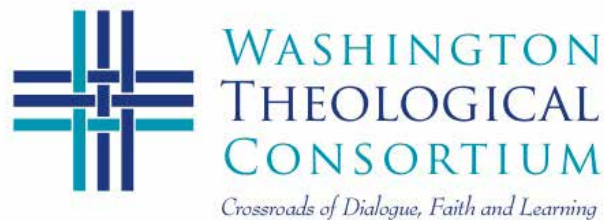
Ecumenical Scope

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 Gettysburg Seminary, the inscription on the cornerstone of our chapel includes this passage from Ephe-

sians. 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 worshipping, 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 nine institutions of the consortium have more than 1500 students and almost 20 faculty members and offers over 500 courses in each academic year. There are also five 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 coop-

erative arrangement students have full access to all libraries of consortium members and the Library of Congress. Gettysburg Seminary views the Washington Theological Consortium as a key resource. Supported by a curricular concentration in "theology and public life," many seminarians come to Gettysburg because of its connection to this global city. See more at 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 in 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 is a full cross-registration agreement with the Lutheran Theological Seminary at Philadelphia. There are opportunities 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.

Other Academic Relationships

Gettysburg Seminary has established relationships with other academic institutions, which allow students in good standing to bypass normal admission processes and enroll in course work. In some cases, cross-registration agreements are in place, so that Gettysburg Seminary students pay tuition at seminary rates to the seminary; in these cases, scholarship aid is also available for those who qualify. In other cases, Gettysburg Seminary students pay the host school tuition, in which case no scholarship aid is available. Language requirements may be in effect. Students are urged to discuss details of any anticipated study with the Registrar and Director of Financial Aid.

Participation agreements exist with:

- Yale Divinity School, New Haven, Connecticut
- Gettysburg College, Gettysburg, Pennsylvania
- Bethany Seminary, Susquehanna Valley Satellite locations, Pennsylvania
- The Collegium Oecumenicum, Munich, Germany
- The University of Helsinki, Helsinki, Finland
- Lutheran Church of El Salvador's Pastoral Institute, El Salvador

Institutes and Related Programs

The Town and Country Church Institute

Established in 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 first degree 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. Three Divisions are part of SAC. They are responsible for certain aspects of student life including wellness, experiential learning, 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, and awareness campaigns. Division and Class budgets come from a portion of tuition. 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. 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 and other events are scheduled at intervals throughout the academic year. The Fall Academy Week, centering around the Martin Luther Colloquy the last Wednesday in October, brings scholars together for conversation on topics of interest to Luther



and Lutherans. The Spring Academy Week expands what was previously known as Spring Convocation to highlight a theme for the week. Additional opportunities for lifelong learning include Summer Institute, Lay School of Theology, and various certificate programs. Inspired and inspiring musical performances are offered throughout the year by Music, Gettysburg!

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 our composting program and community garden to our 64 geothermal wells, the Seminary community is passionate about raising awareness and reducing its carbon footprint. 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.

Publications and Special Projects

Seminary Ridge Review
A semi-annual journal, *Seminary Ridge Review* is a theological roundtable for faculty, alumni, rostered church leaders and other scholars. It explores the history and theology of Gettysburg Seminary, eastern Lutheranism and the issues that emerge in the cross-currents of theological and cultural debates, including lectures, essays, sermons, book reviews, 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 Largent serves as editor for the international journal, *Dialog: A Journal of*

(((The
Seminary
Explores)))
PODCAST



with current issues in church and society. Visit the Seminary website to listen to podcasts.
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, provid-

Theology. Responsibility for preparing this important scholarly and pastoral journal has come to Gettysburg under Dr. Largent’s leadership after a long tenure with Dr. Ted Peters at Pacific Lutheran Theological Seminary in Berkeley, California.

The Daily Redactor
The electronic newsletter *The Daily Redactor* keeps the Seminary community informed of daily and weekly events and activities during the academic year.
The Seminary Explores
“The Seminary Explores” is a half-hour podcast. Begun in 1970 as a radio broadcast, the program deals

ing 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. Relunched in 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.

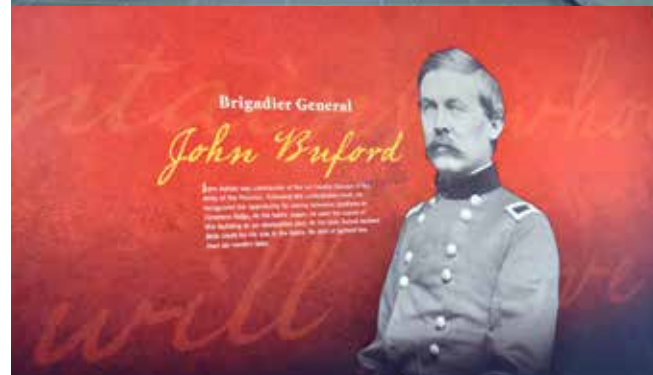
Music, Gettysburg!
Music, Gettysburg! is a concert series dedicated to bringing the best musical performances, free of charge, to south-central Pennsylvania. Jointly sponsored by the Seminary and the wider community, it presents 15-20 concerts a year in the Seminary’s chapel, featuring both local performers 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 arts on campus as an important vehicle for the expression of faith.

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.

The Seminary Ridge Museum
The 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, opened on July 1, 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 historic walking trail and activities on the grounds expands the museum's appeal for wide range of audiences. Curriculum materials for schools and special group tours focus on issues of character and conscience as they relate to Gettysburg. The role of women is 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.

Reconciling in Christ



Recognizing the nature and welcoming habit of the Gettysburg Seminary community, students initiated a process of study which resulted in a self-study process involving the faculty, staff, students and board of directors and a decision to become a Reconciling in Christ seminary of the ELCA in early 2015.

EDUCATIONAL PROGRAMS

Educational Features

Course requirements for each program are met through specified courses, area electives ("required electives"), and free electives. Additional offerings are available through the Seminary's participation with other academic institutions.

A full year of academic study consists of a fall semester, January term, and spring semester, with a full-time course load being 13.5 to 15 credits each semester and 1.5 to 3 credits during January term. Degrees may be earned as a part-time student, taking less than 12 credits in a semester.

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

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 Anti-Racism 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 component designed to meet this goal are the multicultural immersion experiences. There are a number of opportunities for self-directed studies, designed for specialized, elective, and/or thematic interests of students.

Independent Study Courses

Students may 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, normally, 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 on the Gettysburg campus. ‘Residency’ means the courses are offered on the Gettysburg campus; students are not required to live on campus. Hybrid courses with at least 51% of the course delivered on the Gettysburg campus qualify as ‘residency’ courses; fully online courses do not qualify as ‘residency’ courses. The minimum ‘residency’ requirement by degree is: Master of Divinity and Master of Arts in Ministerial Studies degrees, 30 credits; Master of Arts in Religion degree, 25.5 credits; Master of Sacred Theology degree, 12 credits.

Grading

The Seminary offers a choice in the grading system. The default system of grading for course work is P (Pass) / F (Fail). 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 each



course. Choices regarding pass/fail grades or letter grades are made for each course each time a student registers. Any changes from initial registration choices must be made through the Registrar’s office by the end of the drop/add period for the term. Descriptive reports from faculty will accompany all grade reports. The Master of Sacred Theology (S.T.M.) degree program requires letter grades. First degree students taking S.T.M. courses are subject to the same grade, course expectations, and grade submission dates as S.T.M. students. Senior students are responsible for making sure that their work is submitted in time for graduation requirements. Further information 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 race, color, national origin, disability, religion, age, veteran status, sex, gender identity or expression, sexual orientation, parental status, family medical history or genetic information, political affiliation, or vocation.

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

MDivFORWARD»

Master of Divinity Degree
M.Div. Forward

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, titled M.Div. Forward, has two tracks: an accelerated track, titled MDiv3; and a traditional track, titled MDivFlex. They have the same requirements; what is different is the time to degree completion. Normally, the MDiv3 requires three full years of study: two years of academic work with a heavy course load, and a final year of internship. Normally, the MDivFlex 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. The MDivFlex also is designed to better support part-time degree candidates, and those looking to complete the degree with a distance learning track.

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, which includes three field education requirements: teaching parish, supervised clinical ministry, and internship. These field education experiences are designed to aid students in integrating degree coursework with field experience. During the January Terms students normally fulfill a Multicultural Studies Program requirement and the Anti-Racism requirement. A required seminar on Sexual Abuse Prevention is offered each year, normally during September. At some point in the course of their study, ELCA students will complete at least three credits of an ecumenical requirement. 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 (22.5 credits)**
 - A. Introduction to New Testament Greek (3 credits; prerequisite for other New Testament courses, normally taken the August before the first fall semester)
 - B. Survey of Bible Lands and History (1.5 credits)
 - C. Old Testament (6 credits)
Introduction to the Old Testament (3 credits; prerequisite for other Old Testament courses except Biblical Hebrew)
Old Testament Core Elective (3 credits)
 - D. New Testament (6 credits)
The Witness of the Gospels (3 credits)
Studies in the Epistles of the New Testament (3 credits)
 - E. Bible Electives (6 credits)
- II. **Historical-Theological Studies (19.5 credits)**
 - A. Church History (10.5 credits)
Early Church and Creeds (3 credits)
Luther and the Reformations (1.5 credits)
The Lutheran Confessions (3 credits)
Modern Church History (3 credits)
 - B. Systematic Theology (6 credits)
Introduction to Systematic Theology (3 credits)
Theological Themes (3 credits)
 - C. Theological Ethics (3 credits)
- III. **Practical Theology (19.5 credits)**
 - A. Stewardship and Parish Ministry (3 credits)
 - B. Pastoral Theology (3 credits)
 - C. Christian Education (1.5 credits)
 - D. Preaching (4.5 credits)
Introduction to Preaching (1.5 credits; prerequisite for other preaching courses)
Peaching Electives (3 credits)
 - E. Church in Society (3 credits)
 - F. Church Music (1.5 credits)
 - G. The Church’s Worship A & B (3 credits, 1.5 credits each semester)



A Sample Course Sequence for New Curriculum MDivFlex Students (90.5 credits)

*Students who come without Greek take a 3-week Greek intensive in August before their Junior Year (3.0)

Year	Fall Semester	January (J-term)	Spring Semester
Junior	Intro to OT (3.0) Bible Lands (1.5) Creeds (3.0) Intro to Preaching (1.5) Church's Worship (1.5) Practices of Ministry A (1.5) Total = 12	Multiple opportunities	Gospels (3.0) Systematic Theology (3.0) Reformation/Luther (1.5) Church's Worship (1.5) Practices of Ministry B (1.5) Music in the Parish (1.5) Total = 12
CPE (3.0)			
Middler	OT Core Elective (3.0) Confessions (3.0) Christian Ed (1.5) Preaching Elective (1.5) Church in Society (3.0) Total = 12	Multi-Cultural (1.5) Total = 1.5	Epistles (3.0) Modern Church History (3.0) Pastoral Care (3.0) Elective (3.0) Total = 12
Internship (9.5) (plus 1.5 of project) Total = 11			Practices of Ministry Project (1.5) Total = 1.5
Senior	Bible Elective (3.0) Thematics (3.0) Ethics (1.5) Stewardship (1.5) Preaching Elective (1.5) Practices of Ministry C (1.5) Total = 12	Multiple opportunities	Bible Elective (3.0) Ethics (1.5) Stewardship (1.5) Ecumenical Requirement (3.0) Elective (3.0) Total = 12

- IV. Field Education and Interdisciplinary (20 credits)
- A. Practices of Ministry A & B (3 credits total; 1.5 credits each semester)

B. Clinical Pastoral Education (3 credits)

C. Internship (9.5 credits)

D. Practices of Ministry Project (1.5 credits; completed on Internship)

E. Practices of Ministry C (1.5 credits; post-internship)

F. Multicultural Studies, normally in a January term (1.5 credits)
- V. Free Electives (9 credits)
- A. Ecumenical requirement (3 credits; ELCA students only)
Course must fulfill three of the following four criteria:

1. Non-Lutheran Professor

2. Non-Lutheran Seminary

3. Primarily non-Lutheran student body

4. Course content reflects non-Lutheran perspective/theology

B. Free electives (6 credits; MDiv3 students must take 1.5 credits in capstone course)

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, may select one of these. A concentration includes eighteen credits 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.

Concentration in Town and Country Church Ministry

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 Country 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.

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

Year	Fall Semester	January (J term)	Spring Semester
1 – (30)	Fall Semester (13.5) Old Testament (3) Early Church & Creeds (3) Concentration course (3) Concentration course (3)	January (1.5) Elective	Spring Semester (15) Systematic Theology (3) Concentration course (3) Concentration course (3) Elective (3) Elective (1.5) Practices of Ministry B (1.5)
	Practices of Ministry A (1.5)	Diaconal Ministry Formation Event	
2 – (30.5)	Fall Semester (15) NT Foundation (3) Confessions (3) Ethics (3) Concentration course (3) Concentration course (3)	January (1.5) Elective	Spring Semester (14) Concentration course (3) Church in Society elective(3) Diaconal Ministry Project (8)

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.

Independent Study Concentration

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 submit-

ted 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.

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 Sexual Abuse Prevention workshop during September and an Anti-Racism workshop during January. If the degree is not completed within four years, the student must petition the faculty for continuance in the degree program.

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)**
Introduction to the Old Testament or Old Testament Foundation (3 credits)
New Testament Foundation (3 credits)
- II. **Historical-Theological Studies (12 credits)**
Introduction to Systematic Theology (3 credits)
Introduction to Theological Ethics (3 credits)
Early Church and Creeds or History of Lutheranism (3 credits)
The Lutheran Confessions (3 credits)
- III. **Practical Theology (3 credits)**
Church and Society (3 credits)

- IV. **Interdisciplinary (11 credits)**
Practices of Ministry A & B (3 credits; 1.5 credits each semester)
Diaconal Ministry Project (8 credits)

- V. **Electives (28.5 credits)**
Concentration (21 credits; see below)
Free electives (7.5 credits)

Additional M.A.M.S.-Diaconal Ministry requirements:

- Diaconal Ministry Formation Event
- Ministry in Practice
- Anti-Racism workshop
- Sexual Abuse Prevention Education workshop

Diaconal Ministry Concentrations

Students elect 21 credits related to preparation in an area of specialization. Since up to 30 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.

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 component sites designed to assist students in integrating classroom education with aspects of ministry:

- Ministry in Practice site, required for the Master of Divinity degree and the Master of Arts in Ministerial Studies degree.
- Supervised Clinical Ministry, required for the Master of Divinity degree.
- Internship, required for the Master of Divinity degree.
- Diaconal Ministry Project, required for the Master of Arts in Ministerial Studies – Diaconal Ministry degree.

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 Courses:

Practices of Ministry A, B and C

These classes start with Practices of Ministry A and B, accompanied by a Ministry in Practice site. Should a student need to withdraw from either the course or the site, they will also discontinue the other aspects of Practices in Ministry A or B. Practices of Ministry C is designed to be taken after completion of a successful internship. For students doing a capstone internship, special exception is granted to take Practices of Ministry C online during the spring semester. Should a student need to withdraw from internship during the spring semester, the student will also be withdrawn from Practices of Ministry C. When the field education experience is undertaken again in the future, the student will register for the associated Practices of Ministry course(s).

Learning Component Sites:

Ministry in Practice Site

Alongside Practices in Ministry A and B, students will be assigned to a Ministry in Practice site where they will engage in the many practices of ministry in an ac-

tive parish or ministry program. Students will work with trained mentors to reflect on their theological preparation and to apply their learning to a particular community. Together with their mentor they will work to identify specific areas of ministry to work on, suitable for their own development as well as for the work of ministry in a specific congregation or place. The assignment to a Ministry in Practice site will be made in the fall and continue through the academic year.

Supervised Clinical Ministry - 3 credits

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 - 9.5 credits; Internship Project 1.5 credits

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 Project - 8 credits

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 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 degree requires a total of 51 credits:

- 37.5 credits of course work, including:
 - 18 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. Normally, 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 degree requires:

- 24 credits
- 1.5 credits in Thesis Practicum Research (prerequisite for thesis) thesis and thesis defense

Concentrations are offered in: Biblical Studies, History and Theology, 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 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 300,000 books, journals, DVDs, CDs, video and audio tapes, and microforms in a conveniently located building on campus. 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, S.C. This federated catalog is universally accessible via the Seminary’s homepage. 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 over 225 current journal subscriptions; several thousand more are available through the Eastern Cluster, the Washington Consortium, SEPTLA, and institutions participating in OCLC. The Religion Index, ATLA Serials and other databases are available electronically and offer abstracts and full text for hundreds of journal titles on religion and theology.

Periodicals stacks house bound volumes of scholarly journals.

The Writing & Research Center

The Writing & Research Center in the library 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.

All courses feature Residential Course Websites as a way of enhancing the learning experience. 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.

Successful seminary students will possess basic computer skills, including working word processing software, and accessing their Seminary e-mail.

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 a full line of gift and logo items from coffee mugs to sweatshirts. The bookstore also provides fax services and a limited line of office supplies 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 Gettysburg Seminary stands equipped and eager to contribute to the lifelong learning opportunities for the whole people of God.

LIFELONG LEARNING FOR THE CHURCH AND ITS LEADERS



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 throughout the academic year. Courses for the Master of Sacred Theology degree may be taken. 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. Visit www.Ltsg.edu/Lifelonglearning.

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.

Laity are welcome at Fall Academy and Spring Academy week. Visit www.Ltsg.edu/Lifelonglearning.

Youth Ministry Certification School

The Seminary sponsors a certification school of study in children, youth and family ministry. The course consists of eight weekend modules (Friday-Saturday) meeting one time a month from Septmeber to May. 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.

Gettysburg Seminary sponsors special programs of theological education for 9th-12th grade high school youth. The program is titled "Theolological Educa-tion with Youth (TEY)" which takes students into a deeper theological exploration around specified top-ics. Through programs such as the Summer Leader-ship Academy and the Summer Theological Academy, scholars engage with selected seminary students and faculty to enhance the ministry of youth and their place in the church today.

Visit www.theologicaleducationwithyouth.com.

Where to Obtain Information

Interested in learning more about lifelong learning at the Seminary? Information on events is also posted on the Seminary's website, under the Academics tab, and in the registration brochures for each event.

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 (Non-Degree Study)

Gettysburg Seminary's Certificate in Theological Stud-ies program 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 understand-ing of the practice of ministry. The program con-sists 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 inten-sive periods of instruction in September, January, and July on the campus of Gettysburg Seminary. Partici-pants 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 require-ments of those preparing for rostered ministry through the Theological Education for Emerging Ministries (TEEM) program. Consult your candidacy committee prior to 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 educa-tional 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. See the Finances and Services section of the catalog for costs.

Certificate in Advanced Practice in Ministry (Non-degree study)

Ministry isn't what it used to be. The 21st century church is not your father's (or mother's) church. In a rapidly changing world, we need places to vision and to be equipped for the challenges before the church. This certificate is for church leaders ready to engage practical and theological concerns on an advanced level in this new reality.

Participants in this certificate can expect:

- Intentional reflection and enrichment relating to culture and context – historically, theologically, critically and creatively.
- Cultivation of community by collaborating with colleagues for community building, networking and mission.
- Equipping to prepare people to live out their Christian faith in a variety of 21st century con-texts.
- Exposure to leadership models and to develop principles of leadership for their specific con-texts.
- Immersion in wellness practices (spiritual disci-plines, boundaries, and the like) to engage in as they serve in leadership positions.



How will we do this?

- This is a six course certificate with 17.5 hours of residency on campus for each course.
- If a participant successfully completes 5 courses, the sixth is free. See Finances and Services for information on costs.
- Courses will be held on the Gettysburg Seminary campus during the months of October and Janu-ary. You can start this certificate at any time dur-ing the course offering cycle.



COURSE DESCRIPTIONS

BIBLICAL STUDIES

Richard P. Carlson, Mark Vitalis Hoffman, Brooks Schramm, Marty Stevens, B. 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)

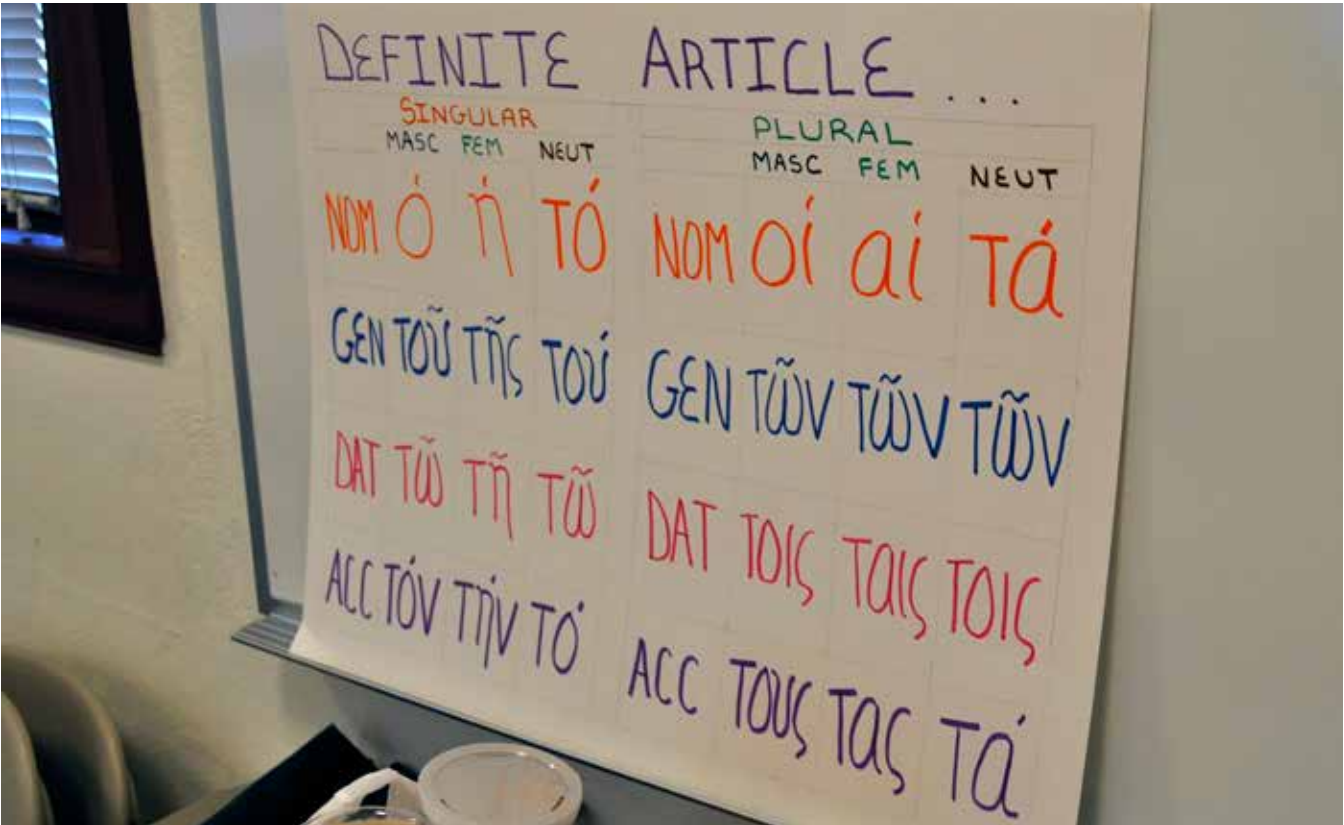
A study of selected texts from Jeremiah, with special attention to exegetical method. Rigorous seminar format. Prerequisite: Intro to Old Testament and Hebrew. Fulfills OT core elective. Brooks Schramm

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. Fulfills OT Core Elective. Brooks Schramm

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: Knowledge of Hebrew. Fulfills Bible elective. Brooks Schramm



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. Interpretation of texts will include historical, literary, and social scientific criticism, as well as various theological perspectives. Knowledge of biblical languages not required, but will be used by students who know languages. Prerequisite: Introduction to OT. Fulfills OT Core Elective.
Marty Stevens

1.174 Daniel & Apocalyptic
(1.5 credits)
A general study of the latest book in the Hebrew Bible and an examination of the religious, political, and social factors at stake in the Maccabean Revolt. The course is also designed as a basic introduction to apocalyptic thinking and writing in the Greco-Roman world.
Brooks Schramm

1.177 Biblical Economics
(1.5 credits)
A seminar focused on reading biblical texts through an economic lens to see how the Bible calls for provid-

ing access to 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. Prerequisite: Introduction to Old Testament. Fulfills Bible Elective. [3.177 is the same course used to fulfill Stewardship requirement.]
Marty Stevens

1.205 Witness of the Gospels
(3 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 is open to all students, but knowledge of Greek required for M.Div. students.
Mark Vitalis Hoffman

1.205OL Gospels & Acts Online
(3 credits)
A general introduction to the traditions, the literary structures, the historical settings, and the theological witness of Matthew, Mark, Luke/Acts and John as basis for ministry to the gospel today. Special permission from the instructor is necessary to register for this course.
Rick Carlson

1.206 Studies in the Epistles of the New Testament
(3 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 is open to all students, but knowledge of Greek required for M.Div. students.
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.
Mark Vitalis Hoffman

1.210OL Introduction to New Testament Greek Online
(3 credits)
An introduction to Greek grammar, syntax, and vocabulary as a basis for the interpretation of the New Testament. Special permission from the instructor is necessary to register for this course.
Mark Vitalis Hoffman

1.220 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. Fulfills a biblical elective requirement.
Richard Carlson

1.275 Survey of the Lands of the Bible
(1.5 credits)
A better understanding of the Bible is enhanced by a better understanding of the larger scope of the history, geography, and other practical realities of the lands in which it was written and its events occurred. This course will provide a survey of the lands of the Bible and consider topics such as biblical geography, topology, culture, climate, flora and fauna, travel routes, archaeology and the like. It will benefit both readers of the text and visitors to the biblical lands by increas-

ing awareness both of the biblical world and of the realities in those lands today.
Mark Vitalis Hoffman

HISTORICAL-THEOLOGICAL STUDIES

Maria E. Erling, Kristin Johnston Largen and Vincent Evener

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 thematics course.
Kristin Johnston Largen

2.304 Introduction to Theological Ethics
(3 credits)

Neighbors in need and the wounded world cry out for justice and help. People of faith and the church respond with understanding, service and advocacy, because God’s Word moves them. Theological ethics are the patterns of belief and practices that shape the response and engagement of the church with God’s world. Participants in the course will explore and sort the church’s robust traditions of ethical thinking and practice; gain orientation for contemporary ethical challenges; and emerge with strengthened voices and strategies to lead the church’s public witness.
Larry Covin, Jr.

2.313 Ethics and Liturature
(1.5 credits)

This course will explore the ways in which literature is used to focus ethical theories. During the course students will identify such ethical theories as Utilitarianism, Consequentialism, Deontological ethics and Virtue ethics. The axiological work of philosophers such as Immanuel Kant, Jeremy Bentham, John Stuart Mill, Socrates and Plato will be examined and extrapolated from. The course will survey the aforementioned ethical theories through selected works of literature to include; however, not limited to the following works. *Les Mise’rables* by Victor Hugo, *How Much Land Does a Man Need* by Leo Tolstoy, *The Ones Who Walk Away From Omelas* by Ursula Le Guin, *An Enemy of the People* by Henrik Ibsen, and *The Stranger* by Albert Camus. Upon completion of this course, students will be familiar with major ethical theories and significant literary works.
Larry Covin, Jr.

2.362-22 Thematics: Sin & the Human Condition: The 7 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, hu-

manity and creation. Prerequisite: Introduction to Systematic Theology. Fulfills Theological Thematics requirement.
Kristin Johnston Largen

2.362-27 Science-Theology Dialogue
(3 credits)

An introduction to modern conversations between Christian theology and the natural sciences. Emphasized will be the value of science for both theological construction and pastoral ministry. Topics will include (1) whether or not science and faith really are at war; (2) physical cosmology and the Christian doctrine of creation; (3) theological implications of extraterrestrial life; (4) the controversy over evolution; (5) the controversy in genetics over cloning, stem cells, and CRISPR gene editing; (6) environmental and ecological ethics; (7) and ministry to and with scientists within Christian congregations. Special attention will be given to atheist arguments against theism that employ scientific materialism. Prerequisite: Introduction to Systematic Theology. No science background required, even though helpful.
Ted Peters

2.362-36 Theological Thematics: Salvation as Liberation: Salvation in a Multicultural, Global Perspective
(1.5 credits)

Salvation is the heart of any gospel proclamation, but the way in which salvation is lived, experienced and described differs greatly according to context. In this course, we will examine the understanding of salvation as seen through a variety of voices representing different liberation theologies, including Comparative Theology, Latin American Liberation Theology, Feminist Theology, Ecotheology, Black Theology, Gay/Lesbian Theology, and Queer Theology. We also will examine the influence these theologies have had on traditional Western European soteriological understandings. Prerequisite: 2.301 Intro to Systematic Theology. Partially fulfills Theological Thematics requirement.
Kristin Johnston Largen

2.401 Luther and the Reformations
(1.5 credits)

This course surveys the history and theology of the Reformations of sixteenth-century Europe, with a particular focus on Martin Luther and his theology. Luther’s theology and his account of Christian life will be illuminated through comparison with the views of other major reformers and confessions, as well as marginalized groups (spiritualists, Anabaptists). We thus will seek to understand the root causes of the division of Western Christianity in the 1500s and beyond. Recommended: Early Church History
Vincent Enever



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 The Lutheran Confessions
(3 credits)

This course prepares students to articulate the core tenets of Lutheran theology in the Book of Concord, in light of the historical roots of the 16th century texts, with the goal of understanding their contemporary relevance in theology, spirituality, and ministry. Through critical exploration of distinctively Lutheran hermeneutics and voices that are historically faithful with the confessional texts, students will be equipped to engage contemporary theologies and ecumenical partners for the sake of the common good.
Maria Erling & Vincent Enever

2.409 World Christianity
(3 credits)

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

2.413 The Churches and Slavery
(3 credits)

This course will provide students with an in-depth look at the debate about the Bible, and about social roles, at the nation’s founding and through the civil war and emancipation. The debate over slavery and the Bible divided the churches then, and formed the foundation for a later, literalist interpretation that still operates to squelch, in the name of traditional religion, liberative movements today. A solid grounding in the debate over slavery will serve as good preparation for building a strong ministerial and theological praxis of liberation.
Maria Erling

2.425 Early Church History and the Creeds
(3 credits)

An introductory survey of early church history, and the historical-analytical methods necessary to evaluate its claims upon the present. Special attention is given to the historical development of creeds and dogmas. An online version will also be offered, for which special permission from the instructor is required for registration.
Vincent Enever

2.475 Martin Luther: Life & Thought
(1.5 credits)

In this course, we will read both historical and contemporary biographical accounts of Luther’s life. In so doing, we will explore the question of what moniker (reformer? prophet? apostle?) best describes Luther, his work, and his self-understanding. At the same time, we will engage in a sustained analysis of Luther’s understanding of the cross and suffering—that is, the cross and suffering of both Christ and Christians in union with Christ. Through this theme, we will connect biography and theology, using Luther’s writings on the cross as a way of thinking about Luther’s life.
Vincent Enever

2.477 Marriage, Family, and Sexual Renunciation in Christian History and Thought
(1.5 credits)

Martin Luther and other reformers helped to bring about a revolution in Christian attitudes toward marriage, family, and workaday life—challenging long-



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

PRACTICAL THEOLOGY

Michael L. Cooper-White, Stephen P. Folkemer, Leonard M. Hummel, Mark W. Oldenburg, Marty Stevens, 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)

An Action-Reflection course in practices of ecological stewardship that express the social teachings of the church in environmental ethics and ecojustice. Practices may include food and faith; energy and ecclesiology; and outdoor spirituality. Participants explore the implications of ecological stewardship for church finances and inspiration of generosity. Course work involves readings, class sessions with activities, discussions and presentations, and student projects to develop stewardship practices in the field. 3 credits. Fulfills stewardship requirement. Gilson Waldkoenig

3.110 Congregational Stewardship (1.5 credits)

The course focuses on stewardship issues in a congregational context, including annual appeal, budget development, preaching, teaching, estate planning, and more. Students will develop best practices for transition into ministry settings. Partially fulfills the Stewardship and Parish Ministry requirement. Marty Stevens & Glenn Ludwig

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. Fulfills Practices of Ministry C (Integrative Seminar III) for capstone interns, who may take the course for

1.5 credits or for 3 credits. Does not fulfill Practices of Ministry C for any other students. Michael Cooper-White

3.510 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

3.523 Health and Salvation (1.5 credits)

In this course, we will examine the relationship between health and salvation in the Church. Particular attention will be paid to similarities and variations of this relationship among 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

3.619 Educating with Families (1.5 credits)

A significant part of a rostered leader’s call is centered in milestones children experience in the congregational setting. This course covers significant milestones such as baptism, first communion; rituals such as giving of age appropriate Bibles, blessing backpacks, and so forth; and faith formation in Sunday school and Vacation Bible School. Developmental theory and ministry that incorporates a strong church-home connection will be significant parts of this course. There will be the opportunity to survey current methods and resources available. The intended outcome for this

held beliefs about the superiority of monastic life to married life and the necessity of celibacy for participation in the priesthood. This course studies the teachings of Luther and other reformers (including John Calvin) in comparison with ancient, medieval, and early modern Catholic views and practices. In studying attitudes toward asceticism and anti-asceticism, we will attend to underlying views of salvation and ethical life, as well as the body and the created realm. The consequences of asceticism and anti-asceticism upon women’s opportunities for authority and self-development will be a theme throughout. Vincent Evers

2.481 Religion, the Civil War, and the Gettysburg Battlefield (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

course is preparation for future rostered leaders to accompany children and their families through the initial milestones of a life of faith. Fulfills (or partially fulfills) Christian Education requirement.
Michelle Holley Carlson

3.645 Curriculum Writing and Evaluation
(1.5 credits)

In an age of decreased curriculum publications and the reorienting of publishing houses to more profit oriented material, it becomes increasingly important that the rostered leader be able to evaluate the curriculum that is in the market place. Due to a reduced selection, rostered leaders also need tools to be able to write their own curriculum for their context or re-write published curriculum so it reflects denominational theology and practices. Tools for curriculum evaluation and writing will be presented along with the opportunity to survey the current market place. The intended outcome for this course is preparation for future rostered leaders to be able to assess current curriculum options as well as be able to use a framework to write their own context-specific curriculum.
Michelle Holley Carlson

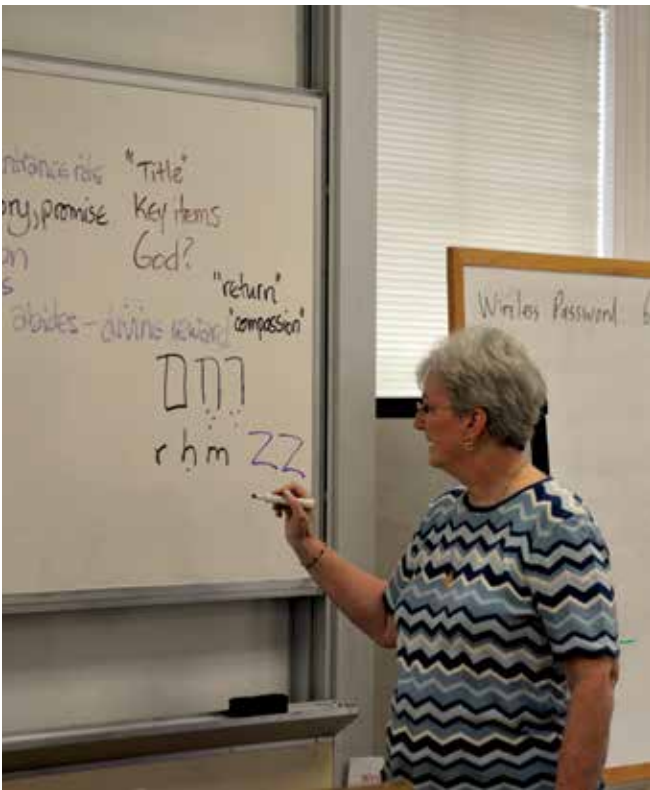


3.665 Teaching in the Congregational Context
(1.5 credits)
Rostered leaders are an important key to creating a welcoming learning community. This course will help future rostered leaders think about many of the aspects of the congregational context and how they impact the learning community. The course will give attention to brain research, systems theory, learning styles and multiple intelligences as well as developing intercultural competence. The intended outcome for this course is that future rostered leaders will be able to utilize tools and newly honed skills to analyze their congregational context and create a healthy, vibrant learning community wherever they are called. Fulfills (or partially fulfills) Christian Education requirement.
Michelle Holley Carlson

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.
Angela Zimmann/Steve Loy

3.708 Green Preaching: Ecology and Proclamation
(1.5 credits)
Fracking, climate change, deforestation and over-consumption: this hopeful and resurrection-focused course introduces future preachers to “green” homiletical theory and practice. Students will grow in an awareness of and appreciation for the importance of ecologically-grounded, Christocentric preaching and living. Time spent immersed in creation is an integral component of this class. Prerequisite: Intro to Preaching or Intro to Parish Preaching. Fulfills Preaching elective.
Angela Zimmann

3.718a & 3.718b Preaching the Pascha
(1.5 credits each; total 3 credits)
The Great Three Days, together with the seasons of Lent and Easter, are times of particularly intensive preaching, and occasions in which sermons which occur within a community may lead to, depend on, and supplement one another. This course will include an overview of the Paschal season and its dynamics and progression; building understanding of a consistent audience and its context and growth; and the practice of preaching from the readings of the season. This course is divided into two 1.5 credit courses. The first will include preaching from Lent and the Triduum, the second preaching from the Easter season, including



the festivals of Ascension and Pentecost. Students may take either or both. Prerequisite: Introduction to Preaching. Fulfills Preaching Elective.
Mark Oldenburg

3.803 Rural and Small Church Ministry
(3 credits)
Seventy-one per cent (71%) of all congregations in the United States have fewer than 100 people in average weekly attendance (63% in ELCA). Forty-four per cent (44%) of all congregations are in rural or small town settings (47% in ELCA). Explore your reaction to social change, conflict, community patterns, and opportunities for mission in rural places and small churches, including Appalachia and other regions. While readings, presentations and discussions frame the course, there are options for ethnographic field research in a place you choose. Fulfills Church in Society requirement.
Gilson Waldkoenig

3.820 Places of Faith: Ethnography of Religion
(3.0 credits)
Local religious communities identify with major religious traditions but express themselves in peculiar twists of faith. There is an ethos to every religious group that sometimes lies hidden until the stresses of change or conflict bring surprises. Environment and

economy shape patterns of behavior and traditions among participants and neighbors. This course presents ethnographic methods that yield locally-based narratives entwined with wider religious traditions, giving students and practitioners in ministry an organized way to communicate about contextual experiences, vocational development and ethical insight into whose voices define a place. Fulfills Church in Society requirement.
Gilson Waldkoenig

3.852 Transformative Ministry
(1.5 credits)
Gospel ministry in the church is facing exciting and challenging days. How does one lead in times such as this? Using scripture, readings and stories, we will consider the art of Congregational Transformation, and how rostered leaders and congregations work together in this effort. The instructor is Pastor Karen Brau who has transformed congregations in Baltimore and now is in the midst of transforming Luther Place in Washington D.C. The class will meet at Luther Place Memorial Church in Washington, D.C. on four Saturdays.
Karen Brau

3.870 Ecology & Religion
(3.0 credits)
A seminar in (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 environmental ethics, and the historical development of ecological consciousness in American society, will also be in focus. Fulfills Church in Society.
Gilson Waldkoenig

3.872OL Environmental Ethics and Faith
(3 credits)
From chemical spills to atmospheric carbon overload, ecological issues are pressing concerns in global society. How shall people of faith respond to the theological, pastoral and social justice challenges posed by environmental problems? This course will read and analyze Earth-Honoring Faith: Religious Ethics in a New Key by Larry Rasmussen, the encyclical Blessed Be by Pope Francis, the ecological vision of the Ecumenical Patriarch, Bartholomew I, and a variety of other voices from religion, science and public policy. Participants hone their theological stance for preaching, teaching and outreach in an environmentally troubled world by participating in online discussion



boards, viewing presentations and media online, and producing a project. The course happens in weekly units within which the online participation is a synchronous. Fulfills course in Washington Theological Consortium Certificate in Ecology and Theology. Gilson Waldkoenig & Chad Rimmer, Ph.D., Theological Advisor to the Evangelical Church in Senegal

3.875 Environment & Religion in Northern Appalachia (3 credits)

Immersion over one week in June at Lutherlyn (located north of Pittsburgh), plus online work before and after immersion. 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, effects in everyday life, and tightly held religious traditions will be topics while the class visits key sites and talks with religious, environmental and

community leaders in the region. There is extensive hiking, outdoor conditions, rustic lodging and road travel in vans. Fulfills Church in Society requirement, or multicultural requirement upon approval. 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. Fulfills the Music in the Parish requirement. 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

3.903 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

3.925a and b The Church Year (3 credits)

A historical and pastoral survey of the annual, weekly, and daily cycles of the church's worship. The course will emphasize the Pascha as the heart of Christian celebration, the richness of the church year as a tool for proclamation and edification, and the resources of a number of traditions for congregational use. 3.925a focuses on the Paschal Cycle and foundational work. 3.925b continues with the Christmas Cycle, Sanctoral, Daily Prayers and other aspects of the sanctification of time. Prerequisite for 3.925a: First half of Church's Worship course; Prerequisite for 3.925b: 3.925a. Mark Oldenburg

3.930a (fall) and 3.930b (spring) The Church's Worship

3.930aOL (fall) and 3.930b (January) The Church's Worship (1.5 credits each)

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. M.Div students must register for both courses; January intensive is normally open only to those who take 3.930a on line. Special permission from the instructor is required for the online course. Mark Oldenburg

4.110/6.110 Practicum in Theological Research (1.5 credits)

Students preparing to write theses or projects will be introduced to the research tools and literature in their areas of interest, develop a trial thesis statement, formulate search strategies for materials and information pertinent to their endeavor, draft a preliminary thesis/project proposal, and finish an introduction and at least chapter 1 of the real or course-specific thesis/project. B. Bohleke

4.201a & b Practices of Ministry A & B (1.5 credits each; total 3 credits)

Class sessions, workshops, and on site learnings in field education introduce the language and habits of the practices of ministry, providing especially the necessary occasion to ask questions, "so what?, and how will this work?, and where do I begin?" Experimentation, reflection, action, and evaluation provide modes of pastoral formation good for the long haul, for ministry that works. The Practices in Ministry accompanies placement in a Ministry Practice site, where a trained mentor helps to introduce practices in the context of an active ministry. The mentor also guides the student in establishing a professional relationship through reflection on theological and practical issues. The student's preaching



and teaching experiences receive evaluation from lay members, and the student has access to the decision making processes in the setting. As the student gains proficiency and knowledge, the skills of sharing and conveying insights, preaching a sermon, leading a study, and guiding a community response to a public concern begin to take shape in ways that are sensitive to context. Students should be able to demonstrate that their denomination supports them in their theological study before registering for the course. For ELCA candidates, a positive entrance decision by the candidacy committee is necessary; students from other denominations should supply a formal endorsement of their study from their own judicatory. Maria Erling

4.201c Practices of Ministry C
(1.5 credits)

This course is related to the Internship field education requirement (M.Div.). 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. Prerequisite: Successful completion of internship. Michael Cooper-White

4.301 Multicultural
(1.5 credits)

A requirement for the M.Div. and M.A.M.S. degrees is the successful completion of an educational unit designed to deepen and broaden the students' world view in several ways. First, this requirement creates opportunities for students to develop their awareness of ethnic experiences and concerns other than their own, particularly those that relate to aspects of racism and prejudice in church and society. Second, this requirement offers the chance for students to expand their knowledge of the global church, and better understand the connections between the ELCA and global church bodies. Finally, this requirement facilitates



Photo: Mission Vision Tours, South Africa

a greater knowledge of religious traditions other than Christianity, and the means by which students might facilitate positive interactions between different faith communities in a specific community. All of these opportunities serve to better prepare students to begin their public ministry in a culturally pluralistic context. Normally, this requirement is equivalent to a half-course (1.5 credits or 21 contact hours) and fulfilled during the January Term. A course taken to fulfill the Multicultural requirement cannot simultaneously fulfill another course requirement of the seminary. Kristin Johnston Lagen

4.314 Travel Seminar: Greece/Turkey
(1.5 credits)

The areas situated on the rim of the Aegean Sea in both modern day Turkey and Greece were a crucial place for the development of Christianity in the first century as is attested in Acts, Paul's life and letters, I Peter, and Revelation. These areas have also remained important in the ongoing life of Christianity and Islam over the course of the centuries. Traveling to and touring these areas provides first hand exposure their geographical, historical, social and theological realities. Richard Carlson & Mark Vitalis Hoffman

4.316 Eastern Cluster of Seminaries study trip to the 12th assembly of the LWF - Namibia
May 10-16, 2017, Windhoek, Namibia
(1.5 or 3 credits)

The Lutheran World Federation meeting in May, 2017 seeks to form vibrant Lutheran witness in the world in partnership with ecumenical churches. A select number of students will experience the diversity within the Lutheran churches in the communion, meet ecumenical leaders, and participate in the many public opportunities for worship, fellowship, and learning afforded by the gathering. The course will include pre-work through online discussion, travel to Namibia as visitors to attend assembly, May 10-16, and participation in plenary sessions to hear presentations on "Liberated by God's Grace," and the three sub-themes: Salvation – Not for Sale; Human Beings – Not for Sale; Creation – Not for Sale. There are possibilities for additional travel that depending on the participants will focus on the church in Namibia and/or peace and reconciliation work in South Africa. Maria Erling

4.604 Luther, the Psalter, and Consolation (HYBRID, including Fall Academy Week: October 24-28)
(3 credits)

This course will examine Luther's life-long engagement with the Psalms via close reading of selected



academic lectures, commentaries, and sermons. In so doing, students will encounter the seedbed of Luther's dynamic and evolving biblical hermeneutics. The course is thematically connected with Fall Academy and Luther Colloquy 2016. Taught in the Hybrid format with face-to-face meetings to be announced (including Fall Academy Week, Oct 24-28). Prerequisite: Introduction to OT. Fulfills Bible elective (not Core OT elective). "Face-to-face: Friday, Sept. 9; Fall Academy Week; Friday, Dec. 9. Remainder of the course is on-line." Brooks Schramm

S.T.M. Courses

Although S.T.M. courses are offered in conjunction with courses in the first degree curriculum, these courses have their own discrete syllabus, which reflects the higher standards of the S.T.M. degree. S.T.M. courses normally require a substantive research paper of roughly 25 pages due at a later date. In addition, S.T.M. students are expected to take a greater leadership role in class discussions and/or presentations.

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.

It is the policy of Gettysburg Seminary not to discriminate against any student applicant for academic acceptance on the basis of race, color, national origin, disability, age, veteran status, sex, gender identity or expression, sexual orientation, parental status, family medical history or genetic information or any other non-merit based factor in administration of its educational policies, admissions policies, scholarship and loan programs and other school-administered programs.

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

Normally, applicants will have, or will be completing requirements for, a bachelor's degree, or its equivalent, from an accredited institution having achieved at least a 2.5 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 the applicant's academic readiness, personal maturity, and an ability to relate well to others as evidenced by positive references, transcripts, and the strength of the applicant's writing as demonstrated in their essay. 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 2.5 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 will normally be seeking ordination, consecration or commissioning and will 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.

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 re-

quire either Candidacy or denominational support or affiliation.

Master of Sacred Theology

For detailed information about admission to the S.T.M. degree please see the S.T.M. manual available on the Seminary's website.

Background Check

Criminal, financial, and motor vehicle background checks are required of all applicants prior to admission.

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.

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 normally 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 "The Weekend," a bi-annual discernment event held at the Seminary. The Seminary provides travel assistance, housing and meals for all prospective student visits. Contact the Seminary's Office of Admissions 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 responsible 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.



**Evangelical Lutheran
Church in America**
God's work. Our hands.

The ELCA Candidacy Process consists of three steps:

1. Entrance

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.

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.

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 with permission.

Lutheran Students Attending Non-ELCA Seminaries – Affiliation

Students who are studying at non-ELCA seminaries or divinity schools who are required by the ELCA Candidacy process to do some of their studies at an ELCA seminary are welcome at Gettysburg Seminary. 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 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

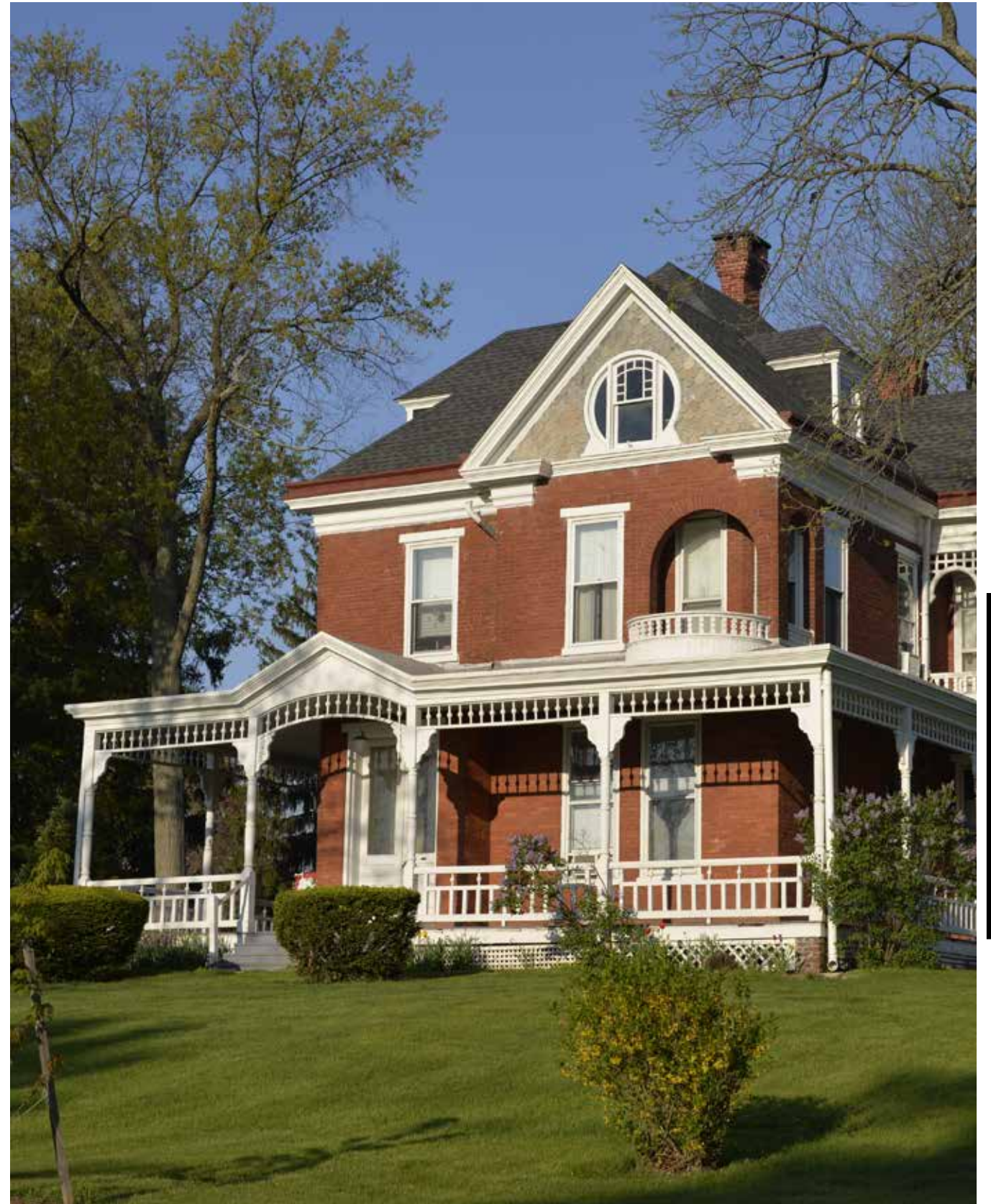
Ordained Ministry

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, internship, 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 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 semester for full-time students and per credit for part-time students.

2016-2017 Tuition

For Students in **M.Div.**, **M.A.M.S.**, and **M.A.R.** degree programs (except **MDiv3** students).

Full-time students \$ 8,000 per semester

(up to 15 credits in semester; up to 3 credits in following intensive term)

Part-time students \$ 550 per credit

(less than 12 credits in a semester)

MDiv3 students \$ 12,000 per semester

(up to 18 credits in semester; up to 3 credits in following intensive term)

For students not in a degree program and affiliate students \$ 550 per credit

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

For students in **Certificate in Advanced Practice in Ministry** \$ 750 per cours (tuition for 6th course waived)

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

Other Tuition Charges

Sexual Abuse Prevention Education Workshop	\$ 50
Anti-Racism Workshop	\$ 100
Summer Greek (3 weeks)	\$ 1,650
Audit	\$ 175 per credit; \$ 50 per credit for students (waived for full-time students)

2016-2017 Fees

Internship Administrative fee	\$1,000
Internship Travel Pool	\$500 per year
Late Registration fee	\$50 per term
Examination for course waiver	\$125 per credit
Graduation fee	\$150
Affiliation fee	\$ 950
Diaconal Project fee (LTSG students)	\$ 500
(non-LTSG students)	\$ 1,000
S.T.M. Thesis fee	\$ 600
Online course surcharge	\$ 50 per course

Other Fees

Application fee	\$ 35
Transcript fee	\$ 10 each (waived for enrolled students)
Returned Check fee	\$ 35 each

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.

2016-2017 Costs for housing and meals Rent:

Aberly Dormitory	\$ 1,425 per semester
Campus apartments	\$ 580-975 per month, depending on size
Dormitory room for Summer Greek	\$ 25 per night
Guest room, non-student	\$ 60 per night, per person
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 (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*

**Individual lunch tickets for students not on the meal plan, and for guests, are \$ 6 per meal*



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. 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.

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 the 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, 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.

Financial Aid Information

Gettysburg Seminary 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 Seminary 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 the 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. The deadline for submission of the FAFSA is April 15 for both new and returning students. The deadline for submission of the in-house application is April 15 for returning students, and February 15 for new students to ensure inclusion in the annual scholarship consideration meeting. Those applying after the 15th will still be considered for scholarship as funds remain available, and can be reconsidered the following year.



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. Merit-based awards considered upon previous academic or leadership performance and professional promise as indicated by information gathered in the admission process;
- 2. ELCA – Including Fund for Leaders – see below;
- 3. Daniel Alexander Payne Tuition Grants – see below;
- 4. Servant-year experience – one full tuition scholarship per year for a student entering with an experiential learning year of service such as YAGM or LVC programs.
- 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.

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. The ELCA also awards two full and three 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, Gettysburg Seminary 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, 2016-June 30, 2017, all graduate loans are unsubsidized and carry an immediate accruing interest rate of 5.31%. Students, however, are responsible for these decisions.

Students First Initiative

Full-tuition scholarships are available to all new full-time, ELCA rostered leader candidates studying in residence. Also, all students from any denomination enrolled at least half-time in a first theological degree program will be supported dollar-for-dollar by the Seminary after receiving support from sponsoring congregations and church bodies up to the amount of full tuition.

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

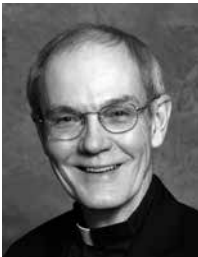
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Paul Wangerin, Moorefield, WV
Greg Yothers, Greensburg, PA

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



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



**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



**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



**Vincent M. Enever ... 2015-
*Instructor in Reformation and Luther Studies***
B.A., Kenyon College, 2001; M.A. University of Chicago
Divinity School, 2007; Ph.D. University of Chicago
Divinity School, 2014



**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

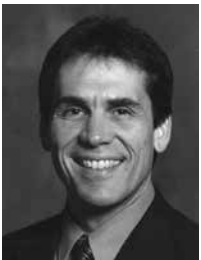
The Faculty, continued



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



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



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



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



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



GILSON A. C. WALDKOENIG ... 1995-
*Professor of Church in Society in the B.B. Maurer
Chair in Town and Country Ministry. This faculty
position is also currently supported by the Paulssen/
Hale endowed chair fund.*
B.A., Gettysburg College, 1985; M.Div., Lutheran
Theological Seminary at Gettysburg, 1989; Ph.D.,
University of Chicago, 1994.

The Faculty, continued

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



Professors Emeriti

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

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

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

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

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

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

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

Visiting Instructors

The Rev. Robert Blezard

The Rev. Sharron Blezard

The Rev. Karen Brau

The Rev. Dr. Michelle Holley Carlson

The Rev. Dr. Larry Covin, Jr.

Celle Huth, AiM

The Rev. Dr. Steve Loy

The Rev. Glenn Ludwig

The Rev. Dr. Ted Peters

The Rev. Virginia Price

The Rev. Dr. Angela Zimmann

Field Education Supervision

Ministry in Practice Supervisors, 2015-2016

Gwendolyn Bell	Mark Kopp
Daniel Biles	John Largen
Martha Clementson	Matthew Lenahan
Richard Geib	Anne-Rose Reeves
Catharine Geib	David Schafer
Jon Greenstone	George Schneider
Lawrence Hawkins	Martin Zimmann

Intern Supervisors, 2015-2016

Steve Claycomb	Lee Miller II
Jennifer Dee	Joel Neubauer
Kathy Donofrio	James Nickols
Richard Eckert	Jaime Olson
Charles Erzkus	Craig Ross
Renata Eustis	Sean Smith
William Gohl	Scott Staub
Virginia Goodwin	Dan Warnes
Jonathan Hamman	William Weiser
Kathleen Ierien	Adam White
Steve Jerbi	Michael Wilker
Janyce Jorgensen	Daniel Yeiser
Richard Jorgensen	
Benjamin Leese	
Susan Lidums	

Clinical Pastoral Education Consultants, 2015-2016

Tahara Akmal	Peter Kuhn
David Carnish	Vasyl Marchak
Daniel Duggan	Wendi Steinberg
Willacin Precious	Ellen Swinford
Gholston	

Clinical Pastoral Education Supervisors, 2015-2016

Anthony Akinlolu	Vasyl Marchak
Tahara Akmal	Elizabeth Martin
Christopher Brown	Gyasi Patterson
Lillian Galphin	Patricia Wilson-Cone
Marc Giedinghagen	
Inba Joshua Inbarasu	
Peter Kuhn	



Seminary Staff



Jennifer Byers
Director of Financial Services



Melanie DelSignore
Custodian



Katy Giebenhain
Associate Director of
Communications



John Largen
Chaplain for the Transition



Randy Miller
Maintenance



Donald L. Redman
Director of Information
Systems and Education
Technology



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



Shania West
Housekeeping



Sue Currens
Library Assistant



Katie Dodds
Field Education Coordinator,
DMFE Planning Coordinator



Karen Hunt
Library Assistant



Carole Laughman
Housekeeping



Wendy Mizenko
Events and Housing
Coordinator



David Reecher
Superintendent of Building
and Grounds



Taija Snyder
Housekeeping



Dana Witt
Events Assistant



Andrew R. Crouse
Technology Services Specialist



Randolph G. Fullerton
Custodian



Karlee Johnston
Library Aide



Karen Lentz
Senior Staff Accountant



Lauren Muratore
Director of Admissions and
Associate Dean of the Chapel



Sherry L. Rippman
Manager of the Bookstore,
Music, Gettysburg! Secretary



Marty Stevens
Registrar



Angela Zimmann
Vice President for Seminary
Advancement



Dave Davies
Maintenance



Danielle Garber
Secretary to Program Directors
and Lifelong Learning



Sheila Joy
Library Aid



Glenn Ludwig
President, GSEF Board



Susann F. Posey
Catalog Librarian



Julie A. Ritter
Administrative Assistant
to the Dean, Assistant Registrar



Amy Sweitzer
Staff Accountant

Not pictured:

Karin Bohleke
Writing & Research Center
Specialist

Derrick Little
Region 8 Archives



Grainne Davies
Print and Mail Room Manager



Nina J. Garretson
Director of Alumni &
Congregational Relations



Rachel Langford
Associate Director of
Admissions, Director of
Community Life



Elizabeth Karsteter Meighan
Assistant to the President,
Title IX Coordinator, Personnel
Officer



Jennifer Ott
Library Aide



Beatrice Schultz
Director of Financial Aid



Cody Swisher
Library Aide

Shared Staff and Programs, Affiliated Organizations



Chris Little
Managing Editor, *Dialog: A Journal of Theology*



Chelle Huth
Director, Theological Education with Youth and Youth Ministry Certification School

Evangelical Lutheran Church in America, Region 8 Office



Nancy N. Gable
Region 8 Coordinator;
Diaconal Minister

The Seminary Ridge Museum
Seminary Ridge Historic Preservation Foundation (SRHPF)



Daryl Black
Executive Director



Peg Roos
Marketing Assistant



Peter Miele
Education Coordinator



Dru Ann Neil
Director of Marketing



Emried Cole
Board Chair, SRHPF



1	Valentine Hall	61 Seminary Ridge (Main learning and administrative center for Gettysburg Seminary)	11	Schmucker House	(Offices for faculty, Theological Education With Youth, ELCA Region 8)
2	Seminary Ridge Museum	ENTRANCE= A.K.A. "Schmucker Hall" and "Old Dorn"	12	Hill-Unger Performance Platform	in Schmucker Grove
3	Church of the Abiding Presence	(Chapel)	13	Baur House	(faculty housing)
4	Krauth House	(Faculty housing)	14	Richard House	(Housing)
5	North Hall	(Housing)	15	Zimmerman House	(Faculty housing)
6	Lewars House	(President's house)	16	Garden Apartments	35 South Hay Street (Housing)
7	Refectory	(Student Dining Hall)	17	Townhouses	49/47/45 South Hay Street (Housing)
8	Power House	(Maintenance)	18	De Yoe House	314 Springs Avenue (Faculty housing)
9	A. R. Wentz Library	66 Seminary Ridge	19	Wolf House	368 Springs Avenue (Current offices of the Adams County Historical Society)
10	Singmaster House Conference Center	20 Seminary Ridge	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	Pavilion	
				Bus/Auto Drop-Off	NO PARKING at ANY TIME
				Business & Valentine Hall Visitor Parking	(Restricted Mon.-Fri. from 8:00am-5:00pm)
				Event/Museum Parking	
				Employee/Student Parking	(M-F 8:00am-5:00pm)
				Residential Parking	(Restricted)
				Restricted	(24-hr. NO PARKING without special tag)

March 2015

ACADEMIC CALENDAR

SUMMER 2016

May 18-27	S.T.M. Course
May/June	M.A.M.S./M.Div Course
July 10-16	Certificate in Theological Studies courses
July 11-15	Summer Institute for Ministry
July 24-30	Lay School of Theology
Aug 8-26	Greek session
Aug TBD	DL Intensive Course

FALL 2016

Aug 30	Pre-session orientation
Aug 31	Classes start
Sept 5	Labor Day; no classes; offices closed
Sept 7-10	Certificate in Theological Studies course
Sept 13	End of drop/add period
Sept 28	No classes; Senior Approval panels; Sexual Abuse Prevention workshop
Oct 3	Registration opens for January term
Oct 11-12	Board of Directors Meeting
Oct 24-28	Fall Academy Week; No scheduled classes; Luther Colloquy
	Certificate in Advanced Practice in Ministry course
Nov 2	Registration opens for Spring semester
Nov 21-25	No classes; Thanksgiving recess; offices closed Nov 24-25
Dec 14	Regular Classes end
Dec 15-16	Exam days for all classes; Make-up days as needed

JANUARY 2017

Jan 3-30	Courses
Jan 4-7	Certificate in Theological Studies course
Jan 10-11	Board of Directors meeting
Jan 16	No classes; Martin Luther King, Jr. Day; offices closed
Jan 31-Feb 1	Senior Seminar
Feb 1	Anti-Racism Workshop, Part I

SPRING 2017

Feb 2	Classes start
Feb 15	End of drop/add period
Apr 5	Registration opens for Fall semester
Apr 12-18	No classes; Spring Break; offices closed Friday
Apr 18-19	Board of Directors Meeting
TBD	Spring Academy Week; No scheduled classes; Spring Convocation
May 17	Classes end
May 18	Anti-Racism Workshop Part II (morning); Exam day; senior grades due at noon
May 19	Commencement

SUMMER 2017

May/June TBD	S.T.M. Course
June TBD	M.A.M.S./M.Div Course
July 9-15	Certificate in Theological Studies courses
July 10-14	Summer Institute for Ministry
July 23-29	Lay School of Theology
Aug 14-Sept 1	Greek session
Aug TBD	DL Intensive courses



Approved by faculty 11/10/14; revised 12/14/15



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