

**LUTHERAN THEOLOGICAL SEMINARY SASKATOON**

# **PROGRAMS HANDBOOK**

**(FOR DMIN PROGRAM, SEE DMIN HANDBOOK)**

**2024-2025 Academic Year**



***In the event of a discrepancy between this Handbook and Seminary Policies, Seminary Policies shall apply.***

**Lutheran Theological Seminary**

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## MISSION STATEMENT

*Lutheran Theological Seminary, a ministry of the Evangelical Lutheran Church in Canada nurtures and challenges all people for Christ-centered leadership and witness for God's mission in the world.*

## LUTHERAN THEOLOGICAL SEMINARY SASKATOON

- ❖ A seminary of the Evangelical Lutheran Church in Canada
- ❖ Member of the Saskatoon Theological Union with The College of Emmanuel and St. Chad and St. Andrew's College
- ❖ Affiliated with the University of Saskatchewan
- ❖ Accredited member of the Association of Theological Schools in the United States and Canada

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## INTRODUCTION TO LTS

Lutheran Theological Seminary (LTS) is located at 1121 College Drive, on the University of Saskatchewan campus, on Treaty Six Territory. While LTS is self-governed, it is affiliated with the University. LTS serves the British Columbia, Alberta and the Territories, Saskatchewan, and Manitoba Northwestern Ontario Synods of the Evangelical Lutheran Church in Canada (ELCIC). It was established to prepare candidates for the Lutheran ordained ministry. Since the Lutheran Church in Canada has roots in several European countries as well as the United States, the Seminary reflects this diversity and seeks to transmit the varied traditions creatively in the shaping of a distinctive Canadian Lutheranism.

The Seminary also serves qualified students who wish to pursue the study of theology for its own sake, OR solely out of academic interest. In addition, the school seeks to be of assistance to pastors seeking continuing education and as an institution of advanced study and research at the level of STM and DMin degrees. In recent years, too, the closer relationships with its sister theological institutions on the campus and the presence of a broad spectrum of students from a variety of denominations have given the Seminary a broader, more ecumenical character. LTS values the impact of an international, inter-cultural, and inter-denominational community of students.

LTS is an inclusive community and offers hospitality to all who participate in our programs of study. As disciples of Christ committed to public leadership among God's people in diverse and challenging cultural contexts, we eagerly learn from one another's diversity welcoming students of every theological perspective, race, ethnicity, nationality, gender identity and gender expression, sexual orientation, relationship status, age, physical shape and size, physical ability, and social and economic status. We are committed to living in God's world through gender equity and racial equity, particularly in attending to the Truth and Reconciliation Commission's Calls to Action 60 and 64, the United Nations Declaration of the Rights of Indigenous People (UNDRIP), and Call for Justice 15 of the Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls.

### ***History***

LTS is the result of the dreams of Lutheran pioneers in Western Canada. In 1913 the Evangelical Lutheran Synod of Manitoba and Other Provinces founded the Lutheran College and Seminary in Spruce Grove, AB. It relocated to Edmonton a short time later, and in February of 1915 it moved to Saskatoon. In 1939 the Norwegian Lutheran Church in America established Luther Theological Seminary, first on the campus of the Lutheran College and Seminary and then in 1946 on a separate campus in Saskatoon. For almost twenty years Lutherans in Western Canada maintained two theological schools with varying degrees of cooperation between them. The goal of a single theological seminary was realized in 1965 when the two schools were merged into the present LTS. In 1968 the seminary moved to the University of Saskatchewan campus. From 1973–1984 the Lutheran Church-Canada (Missouri Synod) was involved in formal cooperation at the Seminary. Between 1965 and 1985 LTS was jointly owned and supported by the Evangelical Lutheran Church of Canada (ELCIC) and the Central Canada and Western Canada Synods of the Lutheran Church in America-Canada Section. The seminary as LTS dates back to January 1, 1986, when the two supporting churches merged into the Evangelical Lutheran Church in Canada (ELCIC). In the summer of 2020, LTS moved across the University of Saskatchewan Campus and into the St. Andrew's College building, where all three schools of the Saskatoon Theological Union are now located.

### ***Associations***

LTS is an affiliated college of the University of Saskatchewan. Faculty may serve as Adjunct Faculty or Lecturers at the University.

The Seminary is also a member of the Association of Theological Schools in the United States and Canada and has been accorded full membership in that accrediting association since 1978.

The Commission on Accrediting of the Association of Theological Schools  
in the United States and Canada

10 Summit Park Drive, Pittsburgh, PA 15275, USA

Telephone: 412-788-6505; Fax: 412-788-6510

Website: [www.ats.edu](http://www.ats.edu)

### **Saskatoon Theological Union (STU)**

LTS is a member of the Saskatoon Theological Union (STU), an association of three theological education colleges: 1) the College of Emmanuel and St. Chad (Anglican Church of Canada), 2) Lutheran Theological Seminary Saskatoon (Evangelical Lutheran Church in Canada) and 3) St. Andrew's College (United Church of Canada). All three colleges are affiliated with the University of Saskatchewan. The STU was originally formed in 1969 as the Graduate School of Theology to facilitate a cooperative and ecumenical approach to theological education on the prairies. While remaining distinct and separate institutions; the three member colleges share numerous resources, including their libraries and faculty.

### **Governance and Support**

The Seminary is directed and controlled through a governance process by the Board of Governors. The Board of Governors is responsible for governance policies, creating and maintaining a strategic plan, delegates management authority to the President, monitors performance and measures results and relates to the owner synods. Representatives on the Board of Governors, both clergy and lay, are elected by the supporting synods. The bishops of the supporting synods of the Evangelical Lutheran Church in Canada (ELCIC) are ex officio members of the Board. Financial support for the Seminary is determined by a process of consultation between the Seminary's Board of Governors, the National Church representative, the Synod Councils of the four supporting western synods of the ELCIC and the Province of Saskatchewan.

## 1. GENERAL COURSE INFORMATION

### Course Website

Course information, registration, discussion boards, and all other material are hosted on Populi, the seminary's Learning Management System (LMS). Students can also access financial records, find forms and handbooks, and access unofficial transcripts. The online link to Populi is <https://ltssk.populiweb.com>. You also access Populi through the seminary website at <https://lutherantheological.ca>.

### Course Formats and Delivery

Courses are delivered in different formats, characterized by:

1. Means of delivery (onsite, online, or blended), and
2. Course length (intensive or semester-long)

To determine how each course will be delivered, please consult either:

1. The Academic Year's *Calendar of Course Offerings*, (located in the *Files* Section of Populi), or
2. The course syllabi (as posted for each course in Populi).

### Means of Delivery

Classes are offered onsite only, online only, or blended (onsite and online together). When a class is blended, students may choose to attend either onsite or online *unless otherwise required by their program*. The location of onsite courses will be specified in the syllabus – not all onsite courses will take place at LTS in Saskatoon. Online courses are hosted through zoom, and the zoom ID will be provided by the instructor. Expectations for attendance online are the same as onsite – your full and undivided attention is required during class times.

### Course Length

Intensive courses are 1 or 2 weeks long, with a total of 30-39 hours for 3 credit courses. Some 2 week courses are split with one week in one semester and the second week in the next semester. These are designated by an *a* and *b* to differentiate between semesters. *Students must register for both.*

### Class Times

*Suggested alternative wording that might be a little easier to follow:*

Typically, the class times for intensive courses follow the schedule listed below. These times may be altered however, for any given course, so it is important that students always check each course syllabi to confirm.

- one-week courses: mornings and afternoons (Monday to Friday)
- two-week courses: mornings (Monday to Friday); afternoons (Monday, Wednesday, Friday)

Most courses run on Saskatoon time, *please check with the instructor to confirm* as some course times may shift time zones depending on the class location.

### Academic Terms:

Throughout the academic year, the Seminary's terms are as follows:

Fall	September to December
Winter	January to April
Spring/Summer	May to August

## 2. MASTER OF THEOLOGICAL STUDIES (MTS) DEGREE

### Brief Description and Requirements of the MTS Program

The MTS program is designed for students wishing to study theology for personal growth while developing and integrating faith and theology in their vocation within church and society. This program is not designed for students desiring ordination in the ELCIC, however it may be sufficient for churches in other traditions. It is the student's responsibility to ascertain ordination requirements in any non-ELCIC church tradition.

The MTS curriculum is comprised of 54 credits (18 courses). The program is, at minimum, a 2 year course of study.

The MTS is taken as a mix of one or two week intensive courses either online or onsite with other students in the MDiv, Diploma, and Certificate programs).

### Requirements for Admission

Admission to the MTS degree program requires the applicant to have an undergraduate degree from a recognized University, consisting of at least 90 credit hours, with an accumulated Grade Point Average (GPA) of at least 75%.

Applicants without a bachelor's degree, who are at least 30 years of age, may apply for Prior Learning Assessment and Recognition (PLAR) through LTS. PLAR information can be found on the LTS website.

### Requirements for Graduation

The Master of Theological Studies program has the following requirements for successful completion of the program:

1. An accumulated average of not less than 65% over the two years of study in 18 three-credit courses, including an integrative component (comprehensive exams or a thesis)
2. Satisfactory completion of all required courses in the curriculum, along with the required number of courses in the major and minor area of study chosen by the student.
3. The successful completion of a 6-credit thesis (if accumulated Grade Point Average is above 75%), OR successful completion of a 3-credit comprehensive exam and an additional 3-credit elective course, after the completion of 16 three-credit courses.

### Outcomes and Criteria

The outcomes of the Master of Theological Studies are fourfold, to:

1. *Provide opportunity for the academic study of theology/religion at an advanced level.* The criteria for success are:
  - 1.1. Comprehend the scope of biblical literature and the range of methods for interpretation and interpret texts in a manner appropriate to its literary and historical locations.
  - 1.2. Describe in broad strokes the history of the church and its engagements with Canadian cultural and religious contexts.
  - 1.3. Understand the evolving landscape of theological and religious discourse and its applications, especially in Canadian cultural and religious contexts.
2. *Provide personal enrichment and strengthen the theological/religious basis for leadership in lay and secular contexts.* The criteria for success are:
  - 2.1. Analyse complex personal and social crises through an ethical and theological/religious lens that leads to concrete transformational action.
  - 2.2. Recognise and address one's own social location and limitations so that others feel welcome and safe to share their complex and diverse perspectives and faith experiences.
  - 2.3. Articulate one's own conception(s) of spirituality and its applicability in religious and non-



sectarian contexts.

3. *Foster the integration of faith and practice within the church and community.* The criteria for success are:
  - 3.1. Understand the range of Christian spiritual thinking and practice in contemporary contexts.
  - 3.2. Understand the basic precepts of the world's major religious traditions, engage in interfaith dialogue, and work collaboratively with leaders of other communities, religious or secular, in common endeavours.
  - 3.3. Locate, establish and practice one's vocation/profession in the broader religious and secular landscape of Canada and the world.
4. *Create an intellectual and religious/spiritual platform for challenging social inequities and injustices, and advancing reconciliation, especially as these pertain to countering imperialism and colonization in Canadian contexts.* The criteria for success are:
  - 4.1. Comprehend the history of a broad range of social justice issues in Canada and the world.
  - 4.2. Understand Canada's rich diversity of past and present cultures and community practices, and examine the role of theology/religion and, specifically, its complicity in colonialism especially with respect to Indigenous peoples.
  - 4.3. Articulate vocational/professional practices inclusive of sustained engagements with current justice and equity issues, especially those pertaining to Canadian efforts at dismantling colonial structures and attitudes, and to reconciliation.

### Required Courses

Courses in **bold** reflect the in-person nature of the courses.

#### Level I

Five of:

- FND101 What is the Good News? A Historical Approach
- FND102 Who is the Church?
- FND103 Introduction to Biblical Literature
- FND104 Spiritual Practices for Cultivating Resilience and Compassion
- FND105 Public Practical Ministry for the Whole People of God
- FND106 God and Suffering

Required:

- FND107 Considering Contexts, Cultures, and Differences
- CLQ101 Methods for Interdisciplinary, Ecumenical Theological Studies
- **LTS101 Lutheran Formation 1**
  - Students residing outside of Canada may instead take SL210 Lutheran Confessions

#### Level II/III

- Four courses (12 credits) at the 200 and 300 level in the major
- Two courses (6 credits) at the 200 and 300 level in the minor
- One elective (3 credits) plus comprehensive exam OR
- Major thesis (6 credits)

Required:

- **CLQ201 Learning in and From Indigenous Contexts**
- CAP390 MTS Capstone

### Major and Minor Areas of Study

MTS students are required to choose a major and minor area of study. A major field shall consist of no less than four courses (12 credits), inclusive of the required courses for each major in one of the

following areas. Fulfilling a major also requires passing the comprehensive exam for that major and completing an additional elective OR completing a thesis in the major. It is important for students to be attentive to which FND courses may be required by the majors, as this will affect the choices for the FND courses above. (Please note that 200 and 300 course numbers and titles may be added over the coming year.)

1. Biblical
  - FND103 Introduction to Biblical Literature
  - BE365/465 Gospel of Mark
  - BE368/468 Gospel of Matthew
  - AIP378 Gospel of Luke
  - BE268 Gospel of John
  - AIP312 A Torah of Exile: Land, Loss, and Longing
  - AIP2xx Hope and Vacillation in Israel's Wisdom Books
  - BL275 Romans/Galatians
2. Systematic Theology & Ethics
  - FND106 God and Suffering
  - FND107 Considering Contexts, Cultures, and Differences
  - AIP220 Christ, Reconciliation, and Liberation
  - AIP221 The Holy Spirit, Hope, and the Church
  - SL349 Queer Theologies
  - AIC250 Practices for Ethical Reflection
  - SL/PL155 Globalization and Ethics
3. Practical Theology and Ministry
  - FND104 Spiritual Practices for Cultivating Resilience and Compassion
  - FND105 Public Practical Ministry for the Whole People of God
  - AIS240 Pastoral Theology and Pastoral Care in the Congregational Setting
  - AIP230 Practical Public Ministry 2
  - AIP331 Advanced Lutheran Preaching and Worship
  - PL260 Introduction to Christian Education
4. Leadership
  - FND107 Considering Contexts, Cultures, and Differences
  - CAP330 Leadership in Practice
  - AIS260 Leading Missional Communities
  - AICxx So You Want to Be a Leader? Ethical Leadership in the 21<sup>st</sup> Century
5. Lutheran Studies
  - LTS101 Lutheran Formation 1
  - LTS201 Lutheran Integration
  - LTS301 Lutheran Transformation
  - SL210 Lutheran Confessions
  - AIP331 Advanced Lutheran Preaching and Worship
6. Ecumenical Studies
  - LTS101 Lutheran Formation 1
  - LTS201 Lutheran Integration
  - LTS301 Lutheran Transformation
  - ESC101 Roots of Anglicanism
  - ESC201 Roots of Anglicanism
  - SAC101 UCC Context
  - SAC201 UCC Today (Doing Church into the Future)
7. Diaconal Studies
  - FND103 Introduction to Biblical Literature
  - FND105 Public Practical Ministry for the Whole People of God
  - FND106 God and Suffering

- FND107 Considering Contexts, Cultures, and Differences
- DIAC129DLA Theology and Practice of Diaconal Ministry
- LTS101 Lutheran Formation 1
- CLQ201 Learning In and From Indigenous Contexts/Indigenous Intercultural Relations
- SL210 Lutheran Confessions
- AIP2xx Christ, Reconciliation, and Liberation
- AIP2xx Holy Spirit, Hope, and the Church
- SL/PL155 Globalization/Ethics and CL102 Cross-Cultural/Globalization Immersion Practicum
- LTS201 Lutheran Formation 2
- LTS301 Lutheran Formation 3
- DIAC329 Diaconal Project
- PL230 Pastoral Care
- Any Biblical Studies course
- Thesis (counts for 2 courses) OR comprehensive exam and one more elective

A minor field shall consist of no less than four courses (12 credits—inclusive of the required courses for each minor) in an area other than the major.

### **Thesis or Comprehensive Exam Option**

Students enrolled in the MTS program who have achieved a minimum GPA of 75% have the option of writing a thesis instead of taking an additional elective course and writing a comprehensive exam. Those who are eligible for the thesis option and are interested in writing a thesis are to submit a “Thesis Proposal Guidelines” for found in *Populi*, to the Dean of Studies prior to the completion of 27 credit hours (9 three-credit courses).

The thesis shall conform to the standards of the latest edition of the Chicago Manual of Style. The length of the thesis shall be a minimum of 60 pages but not exceed 75 pages (15,000–18,000 words). A copy of the thesis approved by the thesis advisor shall be submitted to the examiners for the defense no later than 4 weeks prior to the deadline for oral defense. Upon passing the defense, the complete, corrected thesis in PDF format, with the signature page of the readers, is to be submitted to the registrar by noon of convocation day.

The successful completion of the MTS thesis option carries with it the academic equivalent of two three-credit courses. The “Thesis Proposal Guidelines” form is available on *Populi*.

If the student chooses to do a comprehensive exam instead of a thesis, they will inform the Dean of Studies before the start of the final year of their program. Besides the comprehensive exam, the student will also take one additional course in the MTS program, to ensure they have the required credit hours for the degree. The comprehensive exam, covering the student’s major area of study will be given to the student at the beginning of the final semester of their program, along with a reading list to assist them in their preparation for the exam. The exam will be due 4 weeks before the end of an academic term, unless otherwise arranged. The Faculty will grade the exam promptly, and if not satisfactory, the student has one chance to revise and resubmit their exam essay, after which the final grade will be submitted.

## 4. MASTER OF DIVINITY (MDIV) DEGREE

### General Information and Requirements of the MDiv Program

#### Purpose

The MDiv degree program is an academic and professional degree program designed to prepare and equip people for ordination to the Ministry of Word and Sacrament (pastoral ministry), primarily in the Evangelical Lutheran Church in Canada (ELCIC).

#### Curriculum

Normally the program is, at minimum, a four-year course of study involving at least 27 three-credit courses and 3 one-credit courses. This includes the successful completion of one unit (quarter) of CPE/PCE and an internship of 10-12 months. To be eligible for ordination as a pastor in the ELCIC, the student must attain the MDiv degree AND be *annually* endorsed and approved by their Synod. Students from other denominations are recommended to consult with their adjudicatory bodies for alternate requirements.

The M.Div is taken as one or two week intensive courses either online or onsite with other students in the MDiv, MTS, Diploma, and Certificate programs.

#### Requirements for Admission

Admission to the MDiv degree program requires the applicant to have an undergraduate degree from a recognized University, consisting of at least 90 credit hours, with an accumulated Grade Point Average (GPA) of at least 75%.

Applicants without a bachelor's degree, who are at least 30 years of age, may apply for Prior Learning Assessment and Recognition (PLAR) through LTS. PLAR information can be found on the LTS website.

#### Requirements for Graduation

Upon recommendation of the Faculty, the MDiv degree is granted to students who have successfully completed all the requirements for the degree.

1. For ordination-track students in the ELCIC - Annual endorsement of the student by the synodical Candidacy Committee is required for each year of study, including for internship. In the final year of study, the student must also be endorsed to register for the Western Synods Examination (Colloquy Exam), if a member of the ELCIC
2. The attainment of an accumulated average of not less than 65% is necessary in the courses presented for graduation
3. Successful completion of the required cross-cultural immersion experience (CL102).
4. The satisfactory completion of one quarter of Clinical Pastoral Education (CPE) or Pastoral Counselling Education (PCE). *Note: it is the responsibility of the student to arrange this.*
5. Successful completion of a 10-12 month supervised internship.
6. Successful completion of Level I and Level II comprehensive exams.
7. Successful completion of 28 three-Credit courses.

#### Outcomes and Criteria

The outcomes of the Master of Divinity are fivefold, to:

1. (Religious Groundings and Denominational Heritage) *Apply graduate-level critical thinking and a Gospel lens to primary sources, classical traditions, and current understandings of the Christian faith to support public proclamation of the Word.* Criteria indicating outcome is met:
  - 1.1. Comprehends the scope of biblical literature and interprets the texts in a manner appropriate to their literary and historical locations.
  - 1.2. Understands and communicates the foundations and methods of historical and contemporary

theologies, as framed by the denominational writings in ecumenical conversation.

- 1.3. Relates biblical and theological concepts to everyday life and contemporary narratives of faith and vice versa.
2. (Personal and Spiritual Formation) *Exhibit Gospel-grounded leadership by integrating the liberating Gospel of Christ into their personal lives in a way that inspires and supports others to do the same.* Criteria indicating outcome is met:
  - 2.1. Expresses God's compassion and love for self and for others in contextually appropriate ways.
  - 2.2. Exhibits personal maturity through knowledge of one's own social location and limitations, and self-discipline, including emotional regulation. Demonstrates appropriate self-care. Has good decision-making skills.
  - 2.3. Proficient with practices of spiritual formation for individuals and communities that nurture discernment of the movements and callings of the Holy Spirit as they strengthen Christian discipleship in providing and receiving spiritual direction to and from one another.
  - 2.4. Proficient with pastoral care skills that communicate God's concern for those in need and for those suffering from institutional and systemic violence, informed by foundational and emerging insights from the fields of psychology and sociology.
3. (Missional Awareness and Cultural Context) Cultivate responsible Christian engagement with today's world by bridging historical and contemporary contexts and intersections of church and society. Criteria indicating outcome is met:
  - 3.1. Demonstrates awareness of diverse ethical and religious lenses, including specifically Indigenous ones, and appropriately applies them to complex personal and social crises.
  - 3.2. Can describe and analyse the history and development of the Christian religion in its shared and diverse expressions, within global religious and cultural contexts, with attention to Christianity's treatment of Indigenous peoples.
  - 3.3. Demonstrates ongoing openness to knowledge and experiences of Canada's diverse cultural, religious, and geographic contexts, especially those of Indigenous peoples and lands.
  - 3.4. Decentres local experience and context as normative and demonstrates a deepening engagement with inclusion, justice, and decolonisation.
4. (Teaching and Continuing Education) From both learning and teaching perspectives, engage informed, intentional, and contextualized approaches to life-long education that nurtures Christian formation. Criteria indicating outcome is met:
  - 4.1. Uses supportive and effective age-, ability-, and culturally-appropriate methods when teaching the contents of the Christian faith.
  - 4.2. Finds and assesses age-, ability-, and culturally-appropriate resources for catechesis and/or Christian education.
  - 4.3. Has plans to continue education in theology, biblical studies, religious studies, and/or specialised ministries for the enrichment of the church.
5. (Capacity for Ministerial and Public Leadership) Lead others in church and community collaborations that serve the transformative and life-affirming work of Christ-in-the-world. Criteria indicating outcome is met:
  - 5.1. Proficiently leads denominational worship in its varied forms, as well as those of full-Communion partners, is prepared to administer the Sacraments, and effectively communicates the good news of God's work in the world through preaching and other modes of public proclamation in varying cultural contexts.
  - 5.2. Clearly describes the constellation of offices in one's own denomination, how they work together, and articulates one's own calling to leadership. (Vocational Awareness and Pastoral Identity)
  - 5.3. Works collaboratively with others, gives and receives feedback with critical compassion, communicates effectively, and is a respectful, invitational, and engaged listener of diverse opinions

and life stories.

- 5.4. Discerns, supports, and models the role of the church in the public sphere, particularly as it advocates and works towards God's reconciliation, equality, and justice in the midst of environmental, economic, and other global and local precarities.
- 5.5. Demonstrates leadership in the communal life of the seminary and of field ed sites, and is well-respected and valued by one's peers, communities, and instructors.
- 5.6. Can implement organisational practises relevant to local contexts that support collaborative leadership, effective administration, change management, and constructive conflict resolution.

### Required Courses

- **BOLD COURSES** are courses that students must take onsite wherever they are offered, regardless of whether the course is offered in blended format. (7 courses)

#### Level I (9 courses)

1. FND101 What is the Good News? A Historical Approach
2. FND102 Who is the Church?
3. FND103 Introduction to Biblical Literature
4. FND104 Spiritual Practices for Cultivating Resilience and Compassion
5. **FND105 Public Practical Ministry 1**
6. FND106 God and Suffering
7. FND107 Considering Contexts, Cultures, and Differences
8. CLQ101 Methods for Interdisciplinary, Ecumenical Theological Studies
9. **LTS101 Lutheran Formation 1**

#### Level II (10 courses)

1. **LTS201 Lutheran Formation 2**
2. SL120 Lutheran Confessions
3. AIP220 Christ, Reconciliation, and Liberation
4. AIP221 The Holy Spirit, Hope, and the Church
5. **CLQ201 Learning in and From Indigenous Contexts/Indigenous Intercultural Relations**
6. LTS Romans/Galatians
7. **AIP230 Public Practical Ministry 2**
8. AIS240 – Pastoral Theology and Pastoral Care in the Congregational Setting
9. SL/PL155 Globalization/Ethics and **CL102 Globalization/Cross-Cultural Practicum**
10. AIS260 Leading Missional Communities (Concurrent with internship)

#### Level III (9 courses)

1. **LTS301 Lutheran Formation 3**
2. CAP330 Leadership in Practice
3. AIP331 Advanced Lutheran Worship and Preaching
4. AIP312 Torah in Exile
5. PL260 Intro to Christian Education
6. PL384 Outreach Ministry
7. Three open electives at Level II or III OR two electives and a thesis
  - *Note: all electives must be 3-credit courses.*
  - Students intending to continue in graduate study should ensure that they take at least five courses in the area in which they plan further studies.
  - A reading course may be taken in place of an open elective to allow for more self-directed study in a particular area. Students desiring to take a reading course should complete a "Reading Course Proposal Form" found in *Populi*. The application must be approved by the Dean of Studies in consultation with the Faculty. Such reading courses shall be of such a scope as to require an amount of time and study approximately equivalent to that demanded by

regular seminary courses.

### **\*Cross-Cultural Immersion Practicum (CL102)**

The Cross-Cultural Immersion Practicum is the field component of the required introductory ethics course SL/PL155 Globalization/Ethics. Students will have the opportunity to be immersed in a context other than their own where they engage in theological reflection, social analysis, worship and fellowship with the church and people of the country. The context of the immersion experience provides the case studies and cultural material for the course, which in turn serves to prepare students for the trip. Students will be accompanied by faculty who facilitate reflection with the students and seminary community.

### **Competency Exams after Level I and Level II**

At the completion of Level I courses and again at the completion of Level II courses, the student will be examined by the Faculty in an approximately one-hour interview. In LTS101 and LTS201, students will be assigned a lectionary journal assignment that must be submitted prior to the relevant competency exam. The competency examination will cover material in the completed Level. Students are advised to pay particular attention to the outcomes section of the course syllabi as a study guide. A grade of *Pass*, *Pass with Conditions*, or *Fail* will be assigned. Students must pass both competency examinations for Level I and Level II to qualify for internship. If a grade of *Pass with conditions* is assigned, the faculty and student will work out a plan to address the conditions noted, along with an approved timeline for the completion of the work required.

### **Thesis Option**

Students enrolled in the MDiv program who have achieved a minimum GPA of 75% have the option of writing a thesis in lieu of taking 2 three-credit courses. Students choosing the thesis option are to submit their thesis proposal to the Dean of Studies before they have completed 54 credit hours (the equivalent of 18 three-credit courses or the first two years of their program), and prior to beginning their internship.

The thesis shall conform to the standards of the latest edition the Chicago Manual of Style. The length of the thesis shall be a minimum of 60 pages but not exceed 75 pages (15,000–18,000 words). A copy of the thesis approved by the thesis advisor shall be submitted to the examiners for the defense no later than 4 weeks prior to the deadline for oral defense. Upon passing the defense, a receipt from the binders for the approved copy is to be submitted to the registrar by noon of convocation day.

The successful completion of the MDiv thesis option carries with it the academic equivalent of two three-credit courses. The “Thesis Proposal Guidelines” form is available in *Populi*.

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### **Contextual Formation for Students Preparing for Ordained Ministry in the ELCIC**

(M.Div students preparing for ordination in denominations other than the ELCIC must consult with their denomination for contextual formation requirements. LTS is able to assist students in fulfilling those requirements through the Director for Contextual Formation.)

### **Contextual Formation during Level I and Level II**

During the pre-internship period, in addition to their coursework, MDiv students will work with mentors and experienced clergy to gain a more intimate exposure to rostered ministry prior to internship and to reflect regularly on that experience. Contextual education is overseen by the Director for Contextual Formation. “Expectations of LTS Students in their Contextual Sites” form can be found on the LTS website or in *Populi*.

### **Clinical Pastoral Education (CPE) or Pastoral Counselling Education (PCE) Requirement**

The CPE/PCE requirement involves enrolment in an approved three-month program of Clinical Pastoral



Education (CPE) or Pastoral Counselling Education (PCE), usually during the summer months. Students may also take an extended CPE unit, which is spread over 8 months during the academic year, while taking a reduced course load. In CPE/PCE, students minister to persons in clinical settings, share and evaluate their individual experiences and receive feedback from both peers and supervisors. The final evaluation of each CPE/PCE unit is shared with the student who subsequently shares it with the seminary. CPE/PCE needs to be completed before the internship year. Students normally complete the CPE/PCE component in the summer following the first year of study, or in the summer of the second year. *Students must arrange for their CPE/PCE placement site, since it is offered by organizations independent of LTS.*

Approved CPE/PCE units are offered and are open to LTS students in many other cities in Canada and the United States (information on other Canadian units can be found on the Canadian Association for Spiritual Care (CASC) website [www.spiritualcare.ca](http://www.spiritualcare.ca)). Students may also consider taking their CPE/PCE before they begin seminary.

### ***Internship***

Students are eligible for an internship once they have completed all the courses in Level I and Level II. Internship is required of all candidates for ordination in the ELCIC. The internship program is administered by the Director of Contextual Formation at the Seminary and normally involves placement in a ministry site under the supervision of a pastor for a period of ten to twelve months. The seminary's Director of Contextual Formation, the Faculty, the student's Bishop, the supervising pastor, and congregational representatives are closely involved in the initial placement, progress assessment, and final evaluation of the intern and internship.

Internships in specialized situations may become available from time to time. Students must be endorsed by both their synodical Candidacy Committee and by the Faculty for this specialized ministry site before the Faculty will make such assignments.

### ***Grading Internship Placement***

The internship placement grade will be recorded on the student's transcript, using the categories P (Pass), P/WR (Pass With Reservations), and F (Fail). The category P/WR indicates that the internship or fieldwork placement meets the minimal requirements for the program, but does not carry the faculty's recommendation for ordination.

When a student is given the internship or fieldwork placement grade P/WR, the following procedure will be observed:

- a. Reservations will be noted in writing, with one copy given to the student, one placed with the internship reports, and one sent to the student's synodical Candidacy Committee.
- b. The Contextual Education Director and faculty will assist the student in constructively addressing the reservations.
- c. Reservations may include, but not be limited to, identification of personal and/or professional areas that could be strengthened before entering ministry.
- d. For such a student to prepare for ordination the recommendation may include completing a second internship (which may be of shorter duration), pursuing training in specific areas of ministry before appearing for the Western Synods Examination (Colloquy Exam), or pursuing work and/or training in an area other than ministry.
- e. The decision to act on these latter recommendations will rest with the appropriate synodical Candidacy Committee, which will be in contact with the student in the senior year.



## 5. DIPLOMA IN DIACONAL MINISTRY

### Purpose

The Diploma in Diaconal Ministry is designed to prepare people for ordained diaconal ministries (ministries of Word and Service) in the ELCIC. Other denominations may recognize this Diploma as valuable preparation for ministry in their denomination.

The Diploma in Diaconal Ministry is a 15 course program of study in theology, following the attainment of a B.A. degree or its equivalent in an area of specialization applicable to working as a Deacon. This program is designed with sufficient flexibility to serve those who are seeking to become ordained Ministers of Word and Service (Deacons) in the ELCIC, but are unable or unwilling to complete the MTS in Diaconal Ministry degree program.

The Diploma in Diaconal Ministry is taken as a mix of one or two week intensive courses either online or onsite with other students in the MDiv, MTS, and Certificate programs, and asynchronous Distributed Learning courses where you work online each week to complete assignments at times that best suit you (designated with the DLA suffix after the course number).

### Requirements for Admission

1. Synodical Candidacy Committee endorsement or endorsement from the student's denominational body.
2. Completion of the "Application for Admission to a Diploma Program," including photograph, autobiography, application fee (\$75), and other requested information.
3. Receipt of official transcript from the school where the student was enrolled in an undergraduate degree program.
4. The receipt of four letters of reference on behalf of the student.
5. Documentation of criminal records check and vulnerable sector registry check (as available).

### Requirements for Graduation

Successful completion of the Diploma in Diaconal Ministry for ELCIC Candidates shall be fulfilled by:

1. For ordination-track students in the ELCIC - Annual endorsement of the student by the synodical Candidacy Committee is required for each year of study, including for internship. In the final year of study, the student must also be endorsed to register for the Western Synods Examination (Colloquy Exam), if a member of the ELCIC
2. The attainment of an accumulated average of not less than 65% is necessary in the courses presented for graduation
3. Successful completion of the required cross-cultural immersion experience (CL102).
4. The satisfactory completion of one quarter of Clinical Pastoral Education (CPE) or Pastoral Counselling Education (PCE). *Note: it is the responsibility of the student to arrange this.*
5. Successful completion of a 6-9 month supervised internship.
6. Successful completion of a Diaconal Project
7. Successful completion of Level I and Level II comprehensive exams.
8. Successful completion of 15 three-Credit courses.

### Outcomes and Criteria

The outcomes of the Diploma in Diaconal Ministry are that students will be able to:

1. *Apply critical thinking and a Gospel lens to primary sources, classical traditions, and current understandings of the Christian faith to support public proclamation of the Word.* The criteria for success are:
  - 1.1. Comprehends the scope of biblical literature and interprets the texts in a manner appropriate to their literary and historical locations.
  - 1.2. Understands and communicates the foundations and methods of historical and contemporary

theologies, as framed by Lutheran theology in ecumenical conversation.

- 1.3. Relates biblical and theological concepts to everyday life and contemporary narratives of faith and vice versa.
2. *Integrate the liberating Gospel of Christ into their personal life in ways that inspire and support others to do the same.* The criteria for success are:
  - 2.1. Expresses God's compassion and love for self and for others in contextually appropriate ways.
  - 2.2. Exhibits personal maturity through knowledge of one's own social location and limitations, and self-discipline, including emotional regulation. Demonstrates appropriate self-care. Has good decision-making skills.
  - 2.3. Proficient with practices of spiritual formation for individuals and communities that nurture discernment of the movements and callings of the Holy Spirit as they strengthen Christian discipleship in providing and receiving spiritual direction to and from one another.
  - 2.4. Proficient with pastoral care skills that communicate God's concern for those in need and for those suffering from institutional and systemic violence, informed by foundational and emerging insights from the fields of psychology and sociology.
3. *Engage in Gospel-based leadership in the intersections of church and society that points to the diaconal calling of the church as a whole.* The criteria for success are:
  - 3.1. Demonstrates awareness of diverse ethical and religious lenses, including specifically Indigenous ones, and appropriately applies them to diaconal ministry, particularly the student's own diaconal gifts.
  - 3.2. Demonstrates familiarity with the history and development of the Church in its shared and diverse expressions, within global religious and cultural contexts, with attention to Christianity's treatment of Indigenous peoples, for the purpose of contextualizing service in and with the community.
  - 3.3. Demonstrates ongoing openness to knowledge and experiences of Canada's diverse cultural, religious, and geographic contexts, especially those of Indigenous peoples and lands, while appropriately locating one's self and one's community within that diversity.
  - 3.4. Articulates a deepening engagement with inclusion, justice, and decolonisation through a framework of Word and Service.
4. *From both learning and teaching perspectives, engage informed, intentional, and contextualized approaches to life-long education that nurtures diaconal formation.* The criteria for success are:
  - 4.1. Uses supportive and effective age-, ability-, and culturally-appropriate methods to foster integration of faith and service within the church and in the community.
  - 4.2. Finds and assesses age-, ability-, and culturally-appropriate resources for Christian education, within the context of one's specific diaconal ministry.
  - 4.3. Has plans to continue education in specific diaconal ministries for the enrichment of the church and community.
5. *Lead others in church and community collaborations that serve the transformative and life-affirming work of Christ-in-the-world.* The criteria for success are:
  - 5.1. Proficiently supports worship in its varied forms and effectively communicates the good news of God's work in the world through preaching and other modes of public proclamation in varying cultural contexts.
  - 5.2. Clearly describes the constellation of offices, how they work together, and articulates one's own calling to diaconal leadership.
  - 5.3. Works collaboratively with others, gives and receives feedback with critical compassion, communicates effectively, and is a respectful, invitational, and engaged listener of diverse opinions and life stories.
  - 5.4. Discerns, supports, and models the role of the church in the public sphere, particularly as it

advocates and works towards God's reconciliation, equality, and justice in the midst of environmental, economic, and other global and local precarities.

- 5.5. Demonstrates leadership in the communal life of the seminary and of field ed sites, and is well-respected and valued by one's peers, communities, and instructors.
- 5.6. Can implement organisational practises relevant to local contexts that support collaborative leadership, effective administration, change management, and constructive conflict resolution.

#### Required Courses (15 courses)

- **BOLD COURSES** are courses that students must take onsite wherever they are offered, regardless of whether the course is offered in blended format.

#### Level I (7 courses)

1. FND103 Introduction to Biblical Literature
2. FND104 Spiritual Practices for Cultivating Resilience and Compassion
3. **AIP230 Public Practical Ministry 2 (Proclamation)**
4. FND106 God and Suffering
5. FND107 Considering Contexts, Cultures, and Differences
6. DIAC129DLA Theology and Practice of Diaconal Ministry
7. **LTS101 Lutheran Formation 1**

#### Level II (6 courses)

1. **LTS201 Lutheran Formation 2**
2. SL210 Lutheran Confessions
3. AIP220 Christ. Reconciliation, and Liberation OR AIP221 The Holy Spirit, Hope, and the Church
4. **CLQ201 Learning In and From Indigenous Contexts/Indigenous Intercultural Relations**
5. LTS Romans/Galatians
6. SL/PL155 Globalization/Ethics and **CL 102 Cross-Cultural/Globalization Practicum\***

#### Level III (2 courses)

1. AIS260 Leading in Missional Communities
2. DIA300—Diaconal Project

#### \*Cross-Cultural Immersion Practicum (CL102)

The Cross-Cultural Immersion Practicum is the field component of the required introductory ethics course SL/PL155 Globalization/Ethics. Students will have the opportunity to be immersed in a context other than their own where they engage in theological reflection, social analysis, worship and fellowship with the church and people of the country. The context of the immersion experience provides the case studies and cultural material for the course, which in turn serves to prepare students for the trip. Students will be accompanied by faculty who facilitate reflection with the students and seminary community.

#### Competency Exams after Level I and Level II

At the completion of Level I courses and again at the completion of Level II courses, the student will be examined by the Faculty in an approximately one-hour interview. The competency examination will cover material in the completed Level. Students are advised to pay particular attention to the outcomes section of the course syllabi as a study guide. A grade of *Pass*, *Pass with Conditions*, or *Fail* will be assigned. Students must pass both competency examinations for Level I and Level II to qualify for internship. If a grade of *Pass with conditions* is assigned, the faculty and student will work out a plan to address the conditions noted, along with an approved timeline for the completion of the work required.

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#### Contextual Formation for Students Preparing for Ordained Ministry in the ELCIC

Certain formation components are required by the ELCIC. These include the Diaconal Formation event, Contextual Education, CPE, and Internship. Diaconal Diploma students preparing for ordination in denominations other than the ELCIC must consult with their denomination for contextual formation requirements. LTS is able to assist students in fulfilling those requirements through the Director for Contextual Formation.

### ***Diaconal Formation Event***

A diaconal ministry formation event will be offered at least every second year under the sponsorship of the ELCIC. A candidate must be endorsed by the Candidacy Committee of their synod prior to participation in a formation event. Successful completion of this event meets the formation component requirement for approval as a candidate for ordination to the diaconal ministry. Contact Deacon Gretchen Peterson ([gpeter@elcic.ca](mailto:gpeter@elcic.ca)), Assistant to the National Bishop, Youth Ministry and Leadership for more information.

### ***Contextual Education during Level I and Level II***

During the pre-internship period, in addition to their coursework, Diaconal Diploma students will work with mentors and experienced clergy to gain a more intimate exposure to rostered ministry prior to internship and to reflect regularly on that experience. Contextual education is overseen by the Director for Contextual Formation. “Expectations of LTS Students in their Contextual Sites” form can be found on the LTS website or in *Populi*.

### ***Clinical Pastoral Education (CPE) or Pastoral Counselling Education (PCE) Requirement***

The CPE/PCE requirement involves enrolment in an approved three-month program of Clinical Pastoral Education (CPE) or Pastoral Counselling Education (PCE), usually during the summer months. Students may also take an extended CPE unit, which is spread over 8 months during the academic year, while taking a reduced course load. In CPE/PCE, students minister to persons in clinical settings, share and evaluate their individual experiences and receive feedback from both peers and supervisors. The final evaluation of each CPE/PCE unit is shared with the student who subsequently shares it with the seminary. CPE/PCE needs to be completed before the internship year. Students normally complete the CPE/PCE component in the summer following the first year of study, or in the summer of the second year. *Students must arrange for their CPE/PCE placement site*, since it is offered by organizations independent of LTS.

Approved CPE/PCE units are offered and are open to LTS students in many other cities in Canada and the United States (information on other Canadian units can be found on the Canadian Association for Spiritual Care (CASC) website [www.spiritualcare.ca](http://www.spiritualcare.ca)). Students may also consider taking their CPE/PCE before they begin seminary.

### ***Internship***

Students are eligible for an internship once they have completed all the courses in Level I and Level II. Internship is required of all candidates for ordination in the ELCIC. The internship program is administered by the Director of Contextual Formation at the Seminary and normally involves placement in a ministry site under the supervision of a pastor for a period of 6-9 months. The seminary's Director of Contextual Formation, the Faculty, the student's Bishop, the supervising clergy, and ministry representatives are closely involved in the initial placement, progress assessment, and final evaluation of the intern and internship.

Internships in specialized situations may become available from time to time. Students must be endorsed by both their synodical Candidacy Committee and by the Faculty for this specialized ministry site before the Faculty will make such assignments.

### ***Grading Internship Placement***

The internship placement grade will be recorded on the student's transcript, using the categories P (Pass),

P/WR (Pass With Reservations), and F (Fail). The category P/WR indicates that the internship or fieldwork placement meets the minimal requirements for the program, but does not carry the faculty's recommendation for ordination.

When a student is given the internship or fieldwork placement grade P/WR, the following procedure will be observed:

- a. Reservations will be noted in writing, with one copy given to the student, one placed with the internship reports, and one sent to the student's synodical Candidacy Committee.
- b. The Contextual Education Director and faculty will assist the student in constructively addressing the reservations.
- c. Reservations may include, but not be limited to, identification of personal and/or professional areas that could be strengthened before entering ministry.
- d. For such a student to prepare for ordination the recommendation may include completing a second internship (which may be of shorter duration), pursuing training in specific areas of ministry before appearing for the Western Synods Examination (Colloquy Exam), or pursuing work and/or training in an area other than ministry.
- e. The decision to act on these latter recommendations will rest with the appropriate synodical Candidacy Committee, which will be in contact with the student in the senior year.

## **6. OTHER CERTIFICATE PROGRAMS, CONTINUING EDUCATION AND OCCASIONAL STUDENTS**

### **Certificate in Lutheran Leadership (Lay track)**

The Certificate in Lutheran Leadership (Lay track) equips lay leaders to live more fully into their baptismal calling within ELCIC contexts. The certificate program will prepare participants to lead non-sacramental worship, respond to emerging pastoral care needs, work together with rostered leaders, and develop strong administration skills. The foundation of the certificate will be continual formation and education in Lutheran theology.

The Certificate in Lutheran Leadership is taken as a mix of one or two week intensive courses either online or onsite with other students in the MDiv, MTS, and Diploma programs. Certificate students can choose whether to take the courses online or onsite where applicable.

### **Requirements for Admission**

1. Completion of the "Application for Admission to the CLLL program," form including application fee (\$75), and other requested information.
2. The receipt of two letters of reference (one professional or volunteer, one church leaders) on behalf of the student.

### **Required Courses (9 courses)**

1. LTS 101 Lutheran Formation 1\*
2. LTS 201 Lutheran Transformation 2\*
3. LTS 301 Lutheran Integration 3\*
4. FND 103 Introduction to the Bible and Biblical Interpretation
5. AIP230 Public Practical Ministry (Proclamation)
6. FND 106 God and Suffering OR AIP220 Christ, Reconciliation, and Healing OR AIP221 The Holy Spirit, Hope, and the Church
7. AIP331 Advanced Lutheran Liturgical and Homiletical Leadership
8. AIS240 Pastoral Theology and Pastoral Care in the Congregational Setting
9. AIS260 Leading in Missional Communities

**\*Please note that these courses are offered onsite only and will require travel.**

### **Certificate in Lutheran Leadership (Pastor Track)**

Admission to this Certificate program is by invitation only, with the approval of the ELCIC Synodical Candidacy Committee (CCOM) or Committee for Theological Education and Leadership (CTEL).

The Certificate for Lutheran Leadership (CLL-Pastor Track) is an academic professional certificate program for approved ELCIC candidates for ordination who have studied at non-Lutheran seminaries, for pastors from a non-Lutheran tradition who have been endorsed by an ELCIC Candidacy Committee as a candidate for acceptance to the roster of pastors, or for those approved for the ELCIC's Alternate Route for Admission to the Roster of Pastors. The Certificate allows the student to complete a period of intensive reflection on the Lutheran understanding of the core sources of the faith.

The Certificate in Lutheran Leadership is taken as a mix of one or two week intensive courses either online or onsite with other students in the MDiv, MTS, and CLL programs. Certificate can choose whether to take the courses online or onsite where applicable.

The certificate programs requires a minimum of nine courses. Although not required for the Certificate in Lutheran Leadership from LTS, students in the pastor track will be expected by their ELCIC Synodical Candidacy Committee to have completed one unit (quarter) of CPE/PCE and a supervised internship before they will be eligible for the Western Synods Examination (Colloquy Exam) and/or being placed on the

roster of ordained ministers in the ELCIC. LTS can facilitate an internship if required.

### **Requirements for Admission**

1. Synodical Candidacy Committee endorsement.
2. Completion of the "Application for Admission to a Certificate Program," including photograph, autobiography, application fee (\$75), and other requested information.
3. Receipt of official transcript from the school where the student has been enrolled in an MDiv course.
4. The receipt of four letters of reference on behalf of the student.
5. Documentation of criminal records check and vulnerable sector registry check (as available).

### **Required Courses (minimum 9 courses)**

(These courses are the minimum required for the Certificate. Candidacy Committees may require additional courses beyond those listed here.) Courses marked \* are required to be taken on-site.

1. LTS101 Lutheran Formation 1\*
2. LTS201 Lutheran Transformation 2\*
3. LTS301 Lutheran Integration 3\*
4. SL120 Lutheran Confessions
5. CLQ201 Learning In and From Indigenous Contexts/Indigenous Intercultural Relations\*
6. AIS260 Leading Missional Communities
7. AIP331 Advanced Lutheran Liturgical and Homiletical Leadership

The remaining two courses are chosen in conjunction with the faculty advisor.

### **Continuing Education Credit Courses**

Those who have already graduated from an MDiv, MTS or Diaconal program, but want to take an LTS course for continuing education credit may do so upon acceptance as a Continuing Education student. To register, complete the application form found on the LTS website.

### **Occasional Students**

Persons who wish to take courses on an occasional basis need to complete the "Occasional Student Application Form" found on the LTS website. Some courses may require educational pre-requisites or permission of the instructor.

Up to six courses taken for credit as an occasional student (i.e., prior to admission to a degree program) can be transferred into a degree program, diploma, or certificate. Generally, no more than three 'occasional' courses may be taken per semester.

### **Students Taking Courses for Interest (Audit)**

Courses taken only for personal interest (i.e., not taken for academic or continuing education credit) will be identified on a student's transcript by the notation AUDIT. Students registering for a particular course for personal interest will not be required to complete any course assignments or write examinations nor be entitled to having course work corrected. The fee for taking a seminary course only for personal interest (audit) is specified in "Tuition/Fees" section on the LTS website. Spouses of seminary students, however, may take any seminary class for personal interest free of charge. To take courses for personal interest, please complete the "Occasional Student Application Form" found on the LTS website.