



Curriculum Master of Divinity Kairos 5.0/7.0

1. Articulate how their life in Christ exhibits the gifts and fruits of the Holy Spirit as formed in their Christian community and devoted to the glory of God the Father.

1A. Spiritual Autobiography

Communicates an awareness of and ability to discern and articulate their spiritual journey.

- Complete a Spiritual Autobiography in which you think critically and reflect upon the development of your faith as well as consider how identity in Christ informs calling and vocation. (You may choose to submit your denominational entrance essay or seminary application essay as an alternative.)

1B. Principles of Spiritual Practices and Spiritual Formation

Articulates what spiritual formation is and the kind of questions it asks.

- Read the following and reflect on your understanding and practice of the spiritual disciplines by journaling your reflections on the reading (250 words per reading):
 - Doberstein, John. Minister's Prayer Book. Philadelphia: Muehlenberg Press.
OR Reading the Psalms with Luther. 2007. St. Louis: Concordia Publishing House
 - Giertz, Bo. 1973. The hammer of God. A novel about the cure of souls. Minneapolis, Minn: Augsburg Pub. House (With [Study Guide](#))
OR Anderson, Mark. Life in Christ: A Pastor's Perspective. CreateSpace Independent Publishing Platform;2017.
 - Augustine, and Vernon J. Bourke. 1966. [Confessions](#). Washington: Catholic University of America Press.

OR read [Dr. Paulson's Lecture on Augustine](#)

- o [Lutheran Pietism, or Oratio, Meditatio, Tentatio in August Hermann Francke by Oswald Bayer. Lutheran Quarterly 25 \(2011\): 383–397](#)

1C. Lutheran Conversations on Spirituality

Show awareness of a number of kinds of spiritual practices and their functions in the Christian life.

- Read the following:
 - o Read 1 Corinthians 10-12.
 - o Read one of the two following books:
 - Adele Ahlberg Calhoun, *Spiritual Disciplines Handbook: Practices That Transform Us* (Downers Grove, IL: InterVarsity, 2005)
 - OR Klaus Issler, *Wasting Time with God: A Christian Spirituality of Friendship with God* (Downers Grove, IL: Intervarsity, 2001)
 - (7.0: Read [Hopman, Nicholas Classical Lutheran Piety vs Discipleship in The Cresset Trinity 2015, vol LXXVIII, No. 5, pp 50-53](#))
 - o Read about Ignatius' Spiritual exercises using the following URL [Ignatius of Loyola's Spiritual Exercises \(Required for CH 531 Lutheran Reformation\)](#)
 - o Read about Spener's *Pia Desideria* using the following URL [Pia Desideria \(Required for CH 531 Lutheran Reformation\)](#)
 - o Read [Contemporary Spirituality's Challenge to Sola Gratia by James Kittelson in Lutheran Quarterly vol. 5, 1995.](#) OR [Martin Luther's Reformation of Spirituality by Scott Hendrix in Lutheran Quarterly vol. 13 1999.](#)
 - o Read the following lecture notes on [spiritual enthusiasm](#) and [care of souls](#)

1D. Reflection

Reflect on the above readings in 1C. related to spiritual practices.

- After reading the above documents write a 1250 word essay using the following prompts to guide your writing: In approximately 500 words, summarize the different approaches to spiritual practices as described by Calhoun or Issler, Loyola and Spener. In the remainder of the essay: 1) Express how the lecture on Spiritual Enthusiasm and the Hendrix and Kittelson readings address these approaches; 2) Reflect upon the relationship between self-examination and care of souls.

1E. Long Duration Project

Grow in self-awareness of one's spiritual life.

- Meet with various members of your mentor team throughout the education process. The conversations should include focus on your spiritual practices, prayer life, devotions and calling.

1F. Christian fellowship (*done in Luther House Fellowship Group*)

Establish practice of participating in a colleague group, engaging in support and accountability.

- Over the course of at least 3 years, participate in the weekly fellowship group organized by LHOS.

1G. Scripture Study (or participate in LHOS lectionary study)

Engage intentionally in the practice of *oratio*, *meditatio*, and *tentatio* in Scripture study.

- [Read Lutheran Pietism, or *Oratio, Meditatio, Tentatio* in August Hermann Francke by Oswald Bayer. Lutheran Quarterly 25 \(2011\): 383–397 \(ALSO in 1B\)](#)
- Have conversations with a ministry colleague based on your reflection on the experience of *oratio, meditatio and tentatio*.

1H. Emotional Intelligence

Demonstrate awareness of one's own emotional intelligence and the impact of emotional intelligence in one's ministry context.

- Participate in an emotional intelligence workshop OR an acceptable alternative as discussed with your mentor team.

MASTER ASSESSMENT

Write a reflection paper that describes how *oratio, meditatio* and *tentatio* are at work in your life. The reflection will include two parts: First, describe the pattern you intend to use while in ministry for your own devotions, sermon preparation, and the care of your own soul. Second, describe how it is that you intend to address the issues surrounding spiritual formation at both an individual and a congregational level.

2. Demonstrate skillful exegesis through in-depth biblical study and awareness of methodological frameworks.

2A. The Interpreter's Grid

Shows self-awareness of existing hermeneutical presuppositions.

- Take the [Interpreting the Bible Self-Inventory](#) Share and discuss the results with your mentor team.

2B. Biblical Authority

Demonstrates awareness of the various ways people understand the authority of Scripture.

- Watch [The Purpose of the Bible](#) video
- Watch [The Authority of the Bible](#) video
- Watch [Interpreting the Bible](#) video
- Watch [Translating the Bible](#) video
- Watch [How Should You Use the Bible?](#) video
- Read Dr. Croghan's lecture "[Is the Bible True?](#)"
- Watch [What Makes an Evangelical Evangelical](#)

2C. Group/Denominational Influence on Interpretation

Shows awareness of the hermeneutical presuppositions of their group or denominational tradition.

- In a 250-500 word essay, discuss the ways your understanding of the purpose, authority, interpretation, translation, and use of the Bible has been affirmed, ways it has been challenged, and ways it may have changed.

2D. Biblical Literacy: Old Testament

Demonstrate familiarity with the contents of the Old Testament.

- Read the introduction to each book of the Old Testament from one of the following Bibles: The Lutheran Study Bible ESV (Concordia Press), or the Harper Collins Study Bible (NRSV), the Lutheran Study Bible NRSV
- Read Martin Luther's [Introduction to the Old Testament](#)
- Read the following article on [Abraham's Election & the Promise of Christ](#)
 - Discuss these readings with your mentor team when this target is complete.

2E. Hebrew Language Project: (or take OT 511)

Demonstrate proficiency in the use of Hebrew, showing you are able to work with an original text for the purpose of exegetical preparation.

- Familiarize yourself with one of the following websites: <http://biblehub.com/> or <https://www.blueletterbible.org/>
- Watch this [tutorial on how to use Bible Hub](#)

- Write a brief (250-500 word) paper on a specific word or words from an Old Testament passage that is/are significant in the translation to English from the Hebrew, specifically as it impacts a sermon.

2F. Old Testament Literature: Pentateuch

Demonstrates a working knowledge of the history and content of the Pentateuch (Genesis through Deuteronomy).

- Read the Pentateuch
- Read chapters 1-8 in Called To Be God's People: An Introduction to the Old Testament, Ed. Andrew Steinmann, 2006
- Write a 75-100 word (approximately) bulletin insert summarizing each book of the Pentateuch; **OR**
 - Write a 300 word (approximately) newsletter article overview of the Pentateuch; **OR**
 - Write a confirmation lesson plan overview of each book of the Pentateuch
 - **AND** Write a 750-1000 word paper on a passage in the Pentateuch from the lectionary specifying its genre, historical and cultural context, rhetorical setting (i.e. situation the author meant to address) literary structure, argument and strategies. The paper should give evidence of familiarity with the criteria used to investigate the date, authorship, unity, and genuineness of ancient documents, in dialogue with the entire critical spectrum, from conservative-evangelical to radical.

2G. Old Testament: Historical Books

Demonstrates a working knowledge of the history and content of the historical books.

- Read Joshua through Esther
- Read chapters 9-15 in Called To Be God's People: An Introduction to the Old Testament, Ed. Andrew Steinmann, 2006
 - Write a 75-100 word (approximately) bulletin insert summarizing each book of the historical books; **OR**
 - Write a 300 word (approximately) newsletter article overview of the historical books; **OR**
 - Write a confirmation lesson plan overview of each book of the historical books
 - **AND** Write a 750-1000 word paper on a passage in the historical books from the lectionary specifying its genre, historical and cultural context, rhetorical setting (i.e. situation the author meant to address) literary structure, argument and strategies. The paper should give evidence of familiarity with the criteria used to investigate the date, authorship, unity, and genuineness of ancient documents, in dialogue with the entire critical spectrum, from conservative-evangelical to radical.

2H. Old Testament: Poetry and Wisdom

Demonstrates a working knowledge of the history and content of the poetry and wisdom books of the Old Testament.

- Read Job through Song of Solomon

- Read chapters 16-21 in *Called To Be God's People: An Introduction to the Old Testament*, Ed. Andrew Steinmann, 2006
- Read pages 18-31 of Martin Luther's [Prefaces to the Books of the Bible](#)
- Write a 75-100 word (approximately) bulletin insert summarizing each book of the poetry and wisdom books; **OR**
- Write a 300 word (approximately) newsletter article overview of the poetry and wisdom books; **OR**
- Write a confirmation lesson plan overview of each book of the poetry and wisdom books
- **AND** Write a 750-1000 word paper on a passage in the poetry and wisdom books from the lectionary specifying its genre, historical and cultural context, rhetorical setting (i.e. situation the author meant to address) literary structure, argument and strategies. The paper should give evidence of familiarity with the criteria used to investigate the date, authorship, unity, and genuineness of ancient documents, in dialogue with the entire critical spectrum, from conservative-evangelical to radical.

2I. Old Testament: Prophets

Demonstrates a working knowledge of the history and content of the prophetic books of the Old Testament.

- Read Isaiah through Malachi
- Read chapters 22-29 in *Called To Be God's People: An Introduction to the Old Testament*, Ed. Andrew Steinmann, 2006
- Read pages 32-82 of Martin Luther's [Prefaces to the Books of the Bible](#)
- Write a 75-100 word (approximately) bulletin insert summarizing each book of the prophetic books; **OR**
- Write a 300 word (approximately) newsletter article overview of the prophetic books; **OR**
- Write a confirmation lesson plan overview of each book of the prophetic books
- **AND** Write a 750-1000 word paper on a passage in the prophetic books from the lectionary specifying its genre, historical and cultural context, rhetorical setting (i.e. situation the author meant to address) literary structure, argument and strategies. The paper should give evidence of familiarity with the criteria used to investigate the date, authorship, unity, and genuineness of ancient documents, in dialogue with the entire critical spectrum, from conservative-evangelical to radical.

2J. Biblical Literacy: New Testament

Demonstrate familiarity with the contents of the New Testament

- Read the introduction to each book of the New Testament from one of the following Bibles: The Lutheran Study Bible ESV (Concordia Press), or the Harper Collins Study Bible (NRSV), or the Lutheran Study Bible NRSV
- Read [Martin Luther's Preface to the New Testament](#) (pages 83-88)
- Read *Rightly Dividing the Word of Truth: An Introduction to the Distinction between Law and Gospel* Mark Seifrid in *The Necessary Distinction* ed. Collver, Nestingen & Pless. pp. 25-44. (Recommend purchase of this book. It is used elsewhere in the curriculum)
 - Discuss these things with your mentor team when this target is complete.

2K. Greek Language Project: (or take NT 511)

Demonstrate proficiency in the use of Greek, showing you are able to work with an original text for the purpose of exegetical preparation.

- Familiarize yourself with one of the following websites: <https://www.blueletterbible.org/> or biblehub.com.
- Watch this [tutorial on how to use Bible Hub](#).
 - Write a brief (250-500 word) paper on a specific word or words from a New Testament passage that is/are significant in the translation to English from the Greek, specifically as it impacts a sermon.

2L. New Testament: The Gospels & Acts

Demonstrates a working knowledge of the history and content of the Gospel books and the book of Acts in the New Testament.

- Read Matthew through Acts
- Read pages 94-119, 265-279, 214-250, 343-371 in *Called By The Gospel: An Introduction to the New Testament*, Ed. M. Middendorf & M. Schuler, 2009
- Read pages 89-92 of Martin Luther's [Prefaces to the Books of the Bible](#)
- Read: Luther, Martin. A Brief Instruction on What to Look for and Expect in the Gospels Luther's Works Vol. 35.
- Read Paulson, Steve. Theological Exegesis: Lessons from Acts for the Easter Season. *Pro Ecclesia*, vol. VII, No. 1, Winter 1998, p 91-103.
 - Write a 75-100 word (approximately) bulletin insert summarizing each book of the Gospel books and Acts; **OR**
 - Write a 300 word (approximately) newsletter article overview of each book of the Gospel books and Acts; **OR**
 - Write a confirmation lesson plan overview of each book of the Gospel books and Acts.
 - **AND** Write a 750-1000 word paper on a passage in the Gospel books or Acts from the lectionary specifying its genre, historical and cultural context, rhetorical setting (i.e. situation the author meant to address) literary structure, argument and strategies. The paper should give evidence of familiarity with the criteria used to investigate the date, authorship, unity, and genuineness of ancient documents, in dialogue with the entire critical spectrum, from conservative-evangelical to radical.

2M. New Testament: Pauline Epistles

Demonstrates a working knowledge of the history and content of the Pauline Epistles.

- Read Romans through Philemon
- Read pages 179-205, 148-171, 119-141, 317-328, 206-214, 171-179, 141-148, 328-339 in *Called By The Gospel: An Introduction to the New Testament*, Ed. M. Middendorf & M. Schuler, 2009
- Watch ["CHRIST AND JUSTIFICATION IN ROMANS" by MARK SEIFRID](#)
- Read pages 92-126 of Martin Luther's [Prefaces to the Books of the Bible](#)
- Read: Luther, Martin. A Brief Instruction on What to Look for and Expect in the Gospels Luther's Works Vol. 35.
- Write a 75-100 word (approximately) bulletin insert summarizing each book of the Pauline

- epistles; **OR**
- Write a 300 word (approximately) newsletter article overview of each book of the Pauline epistles; **OR**
- Write a confirmation lesson plan overview of each book of the Pauline epistles.
- **AND** Write a 750-1000 word paper on a passage in the Pauline epistles from the lectionary specifying its genre, historical and cultural context, rhetorical setting (i.e. situation the author meant to address) literary structure, argument and strategies. The paper should give evidence of familiarity with the criteria used to investigate the date, authorship, unity, and genuineness of ancient documents, in dialogue with the entire critical spectrum, from conservative-evangelical to radical.

2N. New Testament: General Epistles

Demonstrates a working knowledge of the history and content of the general epistles of the New Testament.

- Read Hebrews through Revelation
- Read pages 279-291, 119-127, 250-265, 371-383, 311-317, 291-311 in *Called By The Gospel: An Introduction to the New Testament*, Ed. M. Middendorf & M. Schuler, 2009
- Read pages 127-141 of Martin Luther's [Prefaces to the Books of the Bible](#)
- Read: Luther, Martin. A Brief Instruction on What to Look for and Expect in the Gospels Luther's Works Vol. 35.
- Write a 75-100 word (approximately) bulletin insert summarizing each book of the general epistles; **OR**
- Write a 300 word (approximately) newsletter article overview of each book of the general epistles; **OR**
- Write a confirmation lesson plan overview of each book of the general epistles.
- **AND** Write a 750-1000 word paper on a passage in the general epistles from the lectionary specifying its genre, historical and cultural context, rhetorical setting (i.e. situation the author meant to address) literary structure, argument and strategies. The paper should give evidence of familiarity with the criteria used to investigate the date, authorship, unity, and genuineness of ancient documents, in dialogue with the entire critical spectrum, from conservative-evangelical to radical.

2O. Critical Method

Demonstrates an awareness of the goals and types of biblical criticism.

- Read Haynes, Stephen R (Editor); McKenzie, Steven L (Editor) 1999. *To each its own meaning: an introduction to biblical criticisms and their application*. Louisville, Ky: Westminster/John Knox Pr, 1993.
- Read Paulson, Steve. ["Lutheran Assertions Regarding Scripture." Lutheran Quarterly 17 \(2003\).](#)
 - Discuss with your mentor team your understanding of the various types of biblical criticism, including what you agree with and what you may not agree with or what you may question.

2P. Critical Method Identification

Demonstrates an ability to identify various types of biblical criticism used in critical resources.

- Read three commentaries on the same scriptural passage (you can find commentaries online on websites such as biblehub.com, e.g.)
 - Write a 100-250 word (approximately) reflection assessing the approach taken in the three above commentaries (as outlined in 20 readings).

MASTER ASSESSMENT: Exegetical Study and Proclamation

Submit two sermons, one on an Old Testament passage and one on a New Testament passage which uses the exegetical work above. You may provide either a written version or an audio/visual version.

3. Demonstrate effective cultural exegesis and awareness of cultural frameworks, empowering them for effective, faithful, dynamic, and culturally appropriate communication of the Gospel.

3A. Foundations for the Mission of the Church

Shows familiarity with the core concepts of a theology of mission.

- Read the following:
 - Braaten, Carl, 1985 *The Apostolic Imperative: the nature and aim of the church's mission and ministry* **OR** Shulz, Klaus Detlev, 2009 *Mission from the Cross, the Lutheran theology of Mission*
 - Read *Law and Gospel in Mission Theology* Albert Collver III in *The Necessary Distinction* ed. Collver, Nestingen & Pless. pp. 285-308. (Recommend purchase of this book. It is used elsewhere in the curriculum)
 - Rick Warren, *The Purpose Driven Church* Zondervan, 1995
 - Watch Dr. Larry Caldwell's lectures on "[Mission of the Church](#)," the first week's presentations in IC 501. [from IC501]
 - Take notes while reading and discuss these books/resources with your faculty mentor.

3B. God's Heart for Refugees and Immigrants

Reflect a sensitivity to God's heart for refugees and immigrants.

- Biblical Reading and Reflection:
 - Read the Book of Jonah and note Jonah's attitude towards Nineveh and its people and the mercy God shows.
 - Discuss with your mentor team.

3C. Personal Perspective on Refugees and Immigrants

Reflects an informed Christian perspective on immigrants and refugees.

- Read the following book: J.D. Payne, *Strangers Next Door: Immigration, Migration and Mission* (Downer's Grove, IL: InterVarsity, 2012)
 - Complete the [Reading Reflection Report](#) for the book, then discuss it with your personal mentor.

3D. Conversion Continuum

Exhibits consciousness of a continuum of God's work in one's life.

Read the following:

- Forde, Gerhard O., Mark C. Mattes, and Steven D. Paulson. 2007. "The Lutheran View of Sanctification" in *The preached God: proclamation in Word and Sacrament*. Grand Rapids, Mich: William B. Eerdmans Pub.
- Mattes, Mark C. 2012. "Discipleship in Lutheran perspective." *Lutheran Quarterly* 26, no. 2: 142-163.
- Forde, Gerhard O., Mark C. Mattes, and Steven D. Paulson. 2007. "Something to Believe: A Theological Perspective on Infant Baptism " in *The preached God: Proclamation in Word and Sacrament*. Grand Rapids, Mich: William B. Eerdmans Pub.
- Luther, Martin. Preface to 1535 Lectures on Galatians. *Luther's Works* vol. 26.
- Charles van Engen, *God's Missionary People* Baker, 1991
- Larry W. Caldwell, "[How Much Knowledge of Jesus Is Enough Knowledge for Salvation?](#)"
 - Discuss these readings with your mentor team.

3E. Conversion Reflection

Be able to distinguish conversion piety from the Lutheran understanding of Baptism.

- Review your notes on Jonah and the above readings. Compare and contrast the Lutheran teaching of conversion and the American Evangelical teaching of conversion. How does this relate to the sacrament of Baptism?
 - Discuss your findings/thoughts with your mentor team.

3F. Biblical Theology of the Mission of the Church

Articulates a biblical theology of the mission of the church from one's own Christian heritage.

Read the following:

- Nissen, J. *The New Testament and Mission*, Peter Lang, 2003
- Norman Thomas, *Classic Texts in Mission and Christianity* Orbis, 1996

- Richard Bliese, “Mission in North America” in Leitfaden Okumenische Missionstheologie.
- Read Craig Ott, ed., *The Mission of the Church* (Baker, 2016).
 - Write a 750-1000 word paper devoted to the topic, “What Is the Mission of the Church?” Interact with the readings and assignments and make the distinction between a Lutheran understanding of the mission of the church and other denominational understandings of the mission of the church.

3G. Theoretical Foundations of Ethnohermeneutics

Express familiarity with the argument for culturally contextualized hermeneutical strategies.

- Read the following books in preparation for 3H and 3I:
 - Paul’s Epistle to the Romans and Galatia (also meets 2M)
 - Genesis (also meets 2F)
 - Gerhard Forde, *Where God Meets Man*. (also meets 4A)
 - Forde, Gerhard. 1997. *On Being a Theologian of the Cross*. Eerdmans Publishing.

3H. Assessing one’s own cultural values

Critically assess the cultural values that are dominant in one’s context in relation to the Bible.

- Write a 1000 word reflection on the difference between being a Theologian of the Cross and being a Theologian of Glory. When writing this reflection consider the questions in 3I.

3I. Biblical Foundations of Ethnohermeneutics

Articulates how the roots of culturally appropriate hermeneutics are found in Scripture.

- Answer the following questions (see targets immediately above):
 - What does it mean to be a child of Abraham?
 - How does this relate to Paul’s letter to the Galatians and the ideal of unity proclaimed by the false preachers?
 - How does this difference impact one’s sense of call, namely the external call one receives from the community?
 - Reference your personal experience and take into consideration how cultural identifiers (geographical location, class, age, gender, race, disability, denomination, personality, occupation, education, status) inform your exposition of this assignment.

3J. Cultural Exegesis

Performs cultural exegesis through identification of high-level relating strategies in a specific ministry.

- Read Larry W. Caldwell, [“Interpreting the Bible with the Poor.”](#) After reading, reflect especially upon the relating strategies for exegeting the culture of the people. While this article dealt with the poor, think of the people with whom you minister. How well have you attempted some of the mid-level and maximal relating strategies?
 - In an informal 250-500 word paper describe some mid-level and maximal relating strategies that you will employ in the future to better communicate the truths of the Bible with people in culturally appropriate ways. Use some specific examples.

3K. Biblical Basis of Contextualized Ministry

Understands contextualized ministry in the Bible.

- Read the first fifteen chapters of the book of Acts, noting the various attitudes/cultural awareness of the major characters; especially note the entire episode regarding Peter and Cornelius in Acts 10 and 11, as well as the events leading up to and including the Jerusalem Council in Acts 15.
 - In an informal 250-500 word paper define “contextualized ministry” as you understand it and reflect on the various attitudes/cultural awareness that the major characters display regarding cultures that are different from their own.

3L. Culture and Theological Interpretation

Articulates an understanding of personal and cultural forces that shape one’s theological interpretation and view of the world.

- Read two books about human limitations (like *Leading with a Limp* by Dan Allender or *The Vulnerable Pastor* by Mandy Smith) and family systems (like *Family Evaluation* by Michael Kerr or *Becoming a Healthier Pastor* by Ronald Richardson)
- Write a 250-500 word paper (after reading the above books) in which you describe the following:
 - Family and life history and how they can shape and inform theological perspectives
 - Personal value systems and how those shape one’s understanding of the world and theology.
 - For each, be sure to include how your personal family, life history, and value systems inform and shape your theology and worldview. Helpful questions to answer may be:
 - What do I value?
 - Why do I value these things?
 - How do those values present themselves in how I prepare for communicating the gospel?

3M. Active Listening and Observation in Context

Demonstrates the ability to listen to, observe, and analyze one’s own particular context and explain how that analysis impacts one’s communication of the Gospel.

- Have a conversation with 4-5 people from your own context. Ask them to share their personal faith stories, the history of their context, what they expect to hear in a sermon, how that expectation was formed, etc...
 - Discuss your observations/findings with your mentor team.

3N. Active Listening and Observation of Another’s Context

Demonstrate the ability to listen to, observe, and analyze a particular context that is significantly different from one’s own and explain how that analysis impacts one’s communication of the Gospel.

- Have a conversation with 4-5 people from a context different than your own. Ask them to share their personal faith stories, the history of their context, what they expect to hear in a sermon, how that expectation was formed, etc...
 - Discuss your observations/findings with your mentor team.

30. Reflection on Charity and Dependency

Analyzes how issues surrounding charitable giving and dependency impact one's ministry context.

- Read one of the following books:
 - Steve Corbett and Brian Fikkert, *When Helping Hurts: How to Alleviate Poverty without Hurting the Poor... and Yourself* (Chicago: Moody, 2012).
 - Robert D. Lupton, *Toxic Charity: How Churches and Charities Hurt Those They Help (and How to Reverse It)* (New York: HarperOne, 2011).
- Discuss the book with a fellow student, a mentor, or someone in your local congregation.
- After the conversation, write a brief reflection in which you note your thoughts and their thoughts on the following: 1) The concepts in the book; 2) How the concepts could be (or couldn't be) integrated into the practices of your congregation.

3P. Proclamation Reading (or take CM 501 from J. Smith)

Show familiarity with the theological foundations for gospel communication.

- Read the following;
 - Bayer Preaching the Word and discuss with faculty mentor (also meets 4GG)
 - Paulson Categorical Preaching and discuss with faculty mentor (also meets 4GG)
 - Watch: [The Word of God](#), [Preaching & Sermon](#) & [Word Alone](#) (also meets 4GG)
 - Brown, Teresa Fry. 2008. *Delivering the Sermon: Voice, Body, and Animation in Proclamation*. Minneapolis: Fortress Press.
 - Public Reading of Scripture by Clayton Schmit, Clayton J. 2002. Nashville, TN: Abingdon Press.
 - Complete a [Reading Report](#) on each reading and discuss the readings and videos with your mentor team.

3Q. Proclamation project: (or take CM 501 from J. Smith OR Clay Schmit EA)

Demonstrate the ability to deliver the gospel with the proper distinction from the law.

- Over the course of 3 months, compose and deliver 4 sermons, one of which must be a funeral sermon.
 - Provide your mentor team with the sermons (preferably a video of each sermon) and discuss with your mentor team.

3R. Personal Assessment Review: (or take CM 501 from J. Smith OR Clay Schmit EA)

Participate in receiving constructive feedback on your ability to deliver the gospel with the proper distinction from the law.

- Assemble a team of people from your ministry setting, including an ordained colleague. Provide an opportunity for your team to watch your sermon, either in person or recorded. After each sermon, have your team provide feedback concerning your sermon.
 - In a 500-1000 word paper, discuss the feedback you received and the various ways you tried to assimilate the critique so as to improve your proclamation skills. Share and discuss your paper with your mentor team.

3S. Gospel Communication Assessment: (or take CM 501 from J. Smith)

Demonstrate familiarity with effective preaching content and methods.

- In consultation with your mentor team, listen to/view three sermons and read three sermons from the list below:
 - [St. John Lutheran Sermons](#)
 - [First Lutheran Church](#)
 - Gerhard Forde sermons: The Preached God. Ed. Mattes and Paulson. Eerdmans 2007. Pages 273-321

3T. Gospel Communication to a Familiar Group: (or take CM 501 from J. Smith)

Demonstrate an ability to deliver a sermon to your own congregation/cultural group.

- Deliver a sermon using relevant organizational and rhetorical strategies.
 - Record it on video and submit to your mentor team.

3U. Gospel Communication to an Unfamiliar Group: (or take CM 501 from J. Smith)

Demonstrate an ability to deliver a sermon (or comparable communication act) to a different congregation/cultural group than your own (e.g., ethnicity, age, socioeconomic status).

- Deliver a sermon using organizational and rhetorical strategies relevant to that group.
 - Record it on video, and submit it with a 250-500 word paper explaining some culturally-sensitive adaptations you made.

3V. Law and Gospel in Preaching

Express familiarity with the distinction between law and Gospel and how that distinction impacts preaching.

- Read [Luther and Preaching by Paulson, Croghan, Stenson](#)
 - Submit a [Reading Report](#) on the reading and discuss with your faculty mentor.

MASTER ASSESSMENT: Two Sermons to Different Cultural Audiences

Select a text or video of a sermon you delivered, one that you feel was culturally relevant and dynamically delivered. Then, in a concise three to four page cultural analysis paper, explain which cultural factors you needed to be sensitive to in the sermon and what cultural factors you would need to be sensitive to if you preached it to a very different audience. For that second audience, pick a cultural group which is significantly different from the first but with which you have some familiarity. You do not need to write a whole new sermon for the second group. Use details, however, in explaining how the two sermons, in content and delivery, are adapted to cultural factors.

4. Demonstrate a coherent Christian theological understanding and awareness of theological frameworks,

informing their life and ministry, including corporate worship of the Triune God.

NOTE: Take CH 521: God the Creator, Jesus the Savior, and the Holy Spirit to acquire the resources found in 4B-4BB

4A. Introduction to Luther's Theology (or take CH 531 Lutheran Heritage)

Identify and articulate fundamental tenets of Martin Luther's theology.

- Read Gerhard Forde, *Where God Meets Man*. Augsburg Publishing House: Minneapolis, MN. 1972.
- Read Steven Paulson, *Luther for Armchair Theologians*. Westminster John Knox Press. Louisville, KY. 2004.
 - Complete the study guide questions: [Where God Meets Man](#) and [Luther for Armchair Theologians](#) for each book and discuss with your mentor team.

4B. Credo (or take TH 521: God the Creator)

Identify the Church's confession of Faith in the three public creeds: Apostles', Nicene and Athanasian Creeds.

- Read Luther's Small Catechism and Large Catechism on the Apostles' Creed
- Read the words to the hymn ["We all Believe in One True God"](#)
- Read Paulson, [How to Teach the Trinity](#)
- Watch the following lectures from TH 521: God the Creator
 - Article 1 of the Apostles' Creed
 - Article 2 of the Apostles' Creed
 - Article 3 of the Apostles' Creed
 - Note the use of the Apostles' Creed in your local ministry context, and explain in 250-300 words how the Creed is taught there (or not) and how it used (or not used) in the public liturgy. Discuss with your mentor team.

4C. First Article of the Creed: Creation and the Almighty God (or take TH 521: God the Creator)

Articulate the importance of Genesis 1-3 in theology and the way the Creator creates creatures through word and the first majestic teaching of the trinity.

- Read Genesis 1-3
- Read John 1
- Read Luther's Catechisms on the First Article of the Apostles' Creed.
- Watch lectures on The First Article of the Creed from TH 521: God the Creator
 - Write a sermon on God's creation from Genesis 1-3 or the parallel verses in Scripture. Discuss with your mentor team.

4D. Divine law and the Ten Commandments (or take TH 521: God the Creator)

Identify what God's law is and does, especially with respect to the Ten Commandments.

- Watch these [videos on Ten Commandments](#)
- Watch the following TH 521 lectures:
 - General faith and the First Commandment
 - Moses and the First Table
 - Moses and the Second Table
 - How to Tell the Story of Moses
 - Read Exodus 19-20
 - Read Luther's catechisms on the Ten Commandments
 - Read Steve Paulson's sermon on the [Seventh Commandment](#)
 - Write either a sermon on one of the Commandments or a confirmation lesson on the same. Discuss with your mentor team.

4E. Theology of nature (or take TH 521: God the Creator)

Understand and articulate the relation of preaching to science.

- Read Evers, "[Science and Scriptural Interpretation](#)," from [The Future of Lutheran Theology](#).
- Read [John W. Cooper, Panentheism: The Other God of the Philosophers \(Grand Rapids: Baker Academic, 2006\) 26-30, 319-346](#).
- Read [Charles Darwin, Origin of Species](#)
- Read Paulson, "[Darwin's Origin of Species](#)," [Word & World vol. 37, number 2, Spring 2017 109-117](#)
- Watch TH 521 lecture on the Book and Light of Nature
- Watch TH 521 lecture on Two Prayers, Psalm 104 and 128.
 - Have a discussion with your faculty mentor about the genre of Genesis 1-3 in which you address the resources in this target.

4F. Image of God and Original Sin (or take TH 521: God the Creator)

Understand theologically the relation between human greatness and human sin.

- Read Paulson, "[My Sinful Self](#)," [Word and World vol. 28 number 1, Winter 2008 66-74](#)
- Read 2 Samuel 11-12, Genesis 2-11, Psalm 8, and Romans 5
- Read [Luther's Preface to the Old Testament](#)
- Watch the following TH 521 lectures:
 - Adam and Eve I: Image
 - Adam and Eve II: Fall
 - The Two Trees and worship in the Garden of Eden
 - Worship East of Eden and My Sinful Self
 - Submit a [Reading Report](#) of the Paulson article, "My Sinful Self" and discuss that article and the content of the lectures with your faculty mentor.

4G. Authority of Scripture: The Conjunction of the New Testament and the Old Testament in the stories of Abraham, Jacob, Rebekah and Joseph (or take TH 521: God the Creator)

Articulate what is meant by “Scripture alone is our authority” and how that relates to the distinction of law and gospel.

- Read Paulson, [“Lutheran Assertions Regarding Scripture,” Lutheran Quarterly vol. xvii, number 4, Winter 2003, 373-385](#)
- Read Robert Kolb and Carl R. Trueman, *Between Wittenberg and Geneva* (Baker, 2017) chapter 1 and 2.
- Read John Wesley’s *Quadrilateral* and N.T. Wright “How can the Bible Be Authoritative?” *Vox Evangelica* 21 (1991)
- Read Bayer, *What makes the bible become Holy Scripture?* chapter 4, in *Martin Luther’s Theology: A Contemporary Interpretation*.
- Read Genesis 12-44. Focus especially on the story of Abraham’s Seed, the miraculous overthrow of primogeniture and Joseph’s Amazing absolution
- Watch the following TH 521 lectures:
 - Sola Scriptura
 - Pelagius and the Will
 - Lectures on Moses and Abraham
 - Sara and Hagar
 - The Seed and the Akedah
 - Have a discussion with your mentor team encompassing the resources in this target.

4H. The Doctrine of God: God Preached and Not Preached and the Doctrine of the Trinity (or take TH 521: God the Creator)

Articulate the Christian Doctrine of God, especially as it is expressed in the doctrine of the Trinity, and with respect to God’s hiddenness.

- Read the first part of the book of Exodus and the story of Moses
- Read selected pages of Paulson, *Outlaw God*, on Moses the bloody husband
- Read Isaiah 45
- Read Luther’s *The Last Words of David* (2 Samuel and Chronicles), LW vol. 15
- Read [Bernhard Lohse, A Short History of Christian Doctrine \(on the Trinity\)](#)
- Read Augustine *On the Trinity*
- Read [Basil of Caesarea On the Holy Spirit](#)
- Read Robert Jenson, *Triune Identity*.
- Read Exodus 1-18, Isaiah 45, Mark 1, John 16-18, Matthew 26, Proverbs 8
- Watch the following TH 521 lectures:
 - Exodus 1-18
 - Isaiah 45

- Cyrus, Christ, Luther and Thomas
- Preached and Not Preached
- The Three Lights
- The Offensive Messiah
- Hiddenness and the Law

4I. The Bondage of the Will (or take TH 521: God the Creator)

Articulate the difference between the bound and free human will; and with specific attention to the function of preaching.

- Read specified readings on Pelagius, and Erasmus On the Free will
- Read Luther's Bondage of the Will (from Dillenberger)
- Read selected chapters from Paulson, Luther's Outlaw God vol. 1: Saving Erasmus, No More Sleeping God, Judas and Necessity
- Read Romans 9-11
- Read Robert Kolb and Carl R. Trueman, Between Wittenberg and Geneva (Baker, 2017) chapter 4
- Watch lecture on Luther's *Bondage of the Will* from TH 521: God the Creator
 - Have a discussion with your faculty mentor on all of the above resources.

4J. God, Evil and Suffering (or take TH 521: God the Creator)

Articulate the relationship between God, evil, and suffering.

- Read selections from Susan Neiman, *Evil in Modern Thought*
- Read selections from Paulson, Luther's Outlaw God, vol. 1, The Painful Awareness
- Read the following Scriptures: Psalm 33, Psalm 73, Mark 7, Romans 3, Romans 11
- Watch all lectures on Paulson Book, Outlaw God from TH 521

4K. Good Works Vocation and Two Kingdoms (or take TH 521: God the Creator)

Understand and articulate the evangelical teaching on good works.

- Read Luther [Treatise on Good Works](#)
- Read the Augsburg Confession, article 6
- Read 1 Corinthians 1:23, Romans 11:29 and 1 Corinthians 7:20, Matthew 5-7 Sermon on the Mount
- Read Gustaf Wingren, Luther on Vocation, trans. Carl Rasmussen, Wipf & Stock, 2004
- Read Forde, Christian Life (Christian Dogmatics vol. 2)
- Watch the following lectures from TH 521:
 - Vocation
 - Faith Active in Love
 - Preaching at Wedding

- Sermon on the Mount
 - Compose a sermon on vocation based on one of the scriptural passages above. Alternatively, prepare a congregational teaching on vocation based on one of the scriptural passages above. Discuss with your mentor team.

4L. Second Article of the Creed: Person and Work of Christ (or take TH 521: Person and Work of Christ)

Understand and articulate the Gospels' story of the majestic doctrine of the two natures: man Jesus, who is God.

Use the following books in targets 4L-4Q:

Bernhard Lohse, *A Short History of Christian Doctrine* (Philadelphia: Fortress Press, 1966)

Anselm of Canterbury, *The Major Works* (Oxford: 1998)

Martin Luther, *Luther's Works 26* (Saint Louis: Concordia Publishing House, 1963)

Steven Paulson, *Luther for Armchair Theologians* (Westminster/John Knox Press, 2004)

Gerhard O. Forde, *A More Radical Gospel* (Lutheran Quarterly Books, Eerdmans, 2004)

- Read Mark 1-3
- Read Paulson, *Armchair*, chapters 1-3
- Read Lohse, chapter 4, *Sin and Grace*
- Read Forde, *Not the Well* page 223
- Read Mark 4-7
- Read Paulson, [Luther on the Hidden God, Word and World vol. 19, number 4 Fall 1999, 363-371](#)
- Read Robert Kolb and Carl R. Trueman, *Between Wittenberg and Geneva* (Baker, 2017) chap. 2
- Read Forde, *Hidden Treasure* pages 211-214
- Watch the following lectures from TH 521 Second Article:
 - Three Christological Questions
 - Mark 1: A New Teaching!
 - Mark 2: Eating With Sinners
 - Mark 3: Binding the Strong Man
 - Mark 4: Parables
 - Mark 5: Invasion Gerasene Demoniac
 - Mark 6 Word Alone
 - Mark 7 Ephphatha! Be Opened
 - Write a 500-750 word paper in which you discuss the doctrine of the two natures of Christ specifically in reference to the story of Christ's Baptism in Mark. Discuss with your faculty mentor.

4M. The Search for the Historical Jesus (or take TH 521: Person and Work of Christ)

Identify and understand the modern movements concerning the eschatological teaching of Christ, and their limits.

- Read Mark 8-13
- Read Gotthold Lessing, [“On the Proof of the Spirit and of Power”](#)
- Read Thomas Jefferson, [The Letter to Benjamin Rush](#)
- Read Albert Schweitzer, The Quest
- Read Marcus Borg, Jesus and the Revisioning
- Read Paulson, Armchair, chapters 4 and 5
- Read Ben Witherington III, The Jesus Quest: The Third Search for the Jew of Nazareth (Downers Grove: Intervarsity Press, 1997).
- Read Forde, A More Radical Gospel pages 68-74 “Scriptura sacra sui ipsius interpres”,
- Read Lohse, chapter 4 Sin and Grace
- Watch the following lectures from TH 521: Second Article:
 - The Search for the Historical Jesus
 - Mark 9 Transfiguration
 - Mark 10 Jesus and Marriage
 - Mark 10 (conclusion) Word and Faith
 - Mark 11 Christ’s Entry to Jerusalem
 - Mark 12 Jesus and the Temple
 - Mark 13 The End and VDMA
 - Exegete Mark 13 in preparation for a sermon. Specifically, address what historical criticism argues with respect to this chapter of Mark. What are the strengths and weaknesses of this historical critical approach to this passage?

4N. The cross and resurrection of Jesus Christ (or take TH 521: Person and Work of Christ)

Understand the theology of the cross and resurrection.

- Read Mark 14-16 (with appendix)
- Read Paulson, Armchair chapter 10
- Read Friedrich Schleiermacher, Witness to the Resurrection, (in reader)
- Read Helmut Gollwitzer, Luke 24:1-12 (in reader)
- Read Paulson, “Let us Not Mock” (in reader)
- Watch the following lectures from TH 521: Second Article:
 - Mark 14 Last Will and Testament
 - Mark 15 Crucifixion
 - Mark 16 They Fled
 - Problems with the Resurrection, Cross and Resurrection
 - Compose a sermon for either Good Friday or Easter using scripture from this target. Discuss with your mentor team.

40. The doctrine of atonement as taught in Paul's Epistles (or take TH 521: Person and Work of Christ)

Understand and articulate the doctrine of atonement and how that doctrine is preached in the cross of Christ.

- Read Galatians 1-3
- Read Luther's Galatians Commentary (LW, 26) pp 4-358
- Read Paulson, Armchair, chapter 6, What Theology is About
- Read Forde, 85-97 "Caught in the Act" from Radical Gospel
- Read Gregory of Nyssa, [The Great Catechism \(in reader\)](#)
- Read Anselm, [Cur Deus Homo](#)
- Read Peter Abelard, Exposition of the Epistle to the Romans (in reader)
- Read Gustav Aulen, Christus Victor
- Read selected passages from Forde, Radical Gospel: Loser Takes All 98-100, In Our Place 101-113 and Jesus Died for You 220-222
- Watch the following lectures from TH 521: Second Article:
 - Cross and Resurrection
 - Galatians, Preface
 - Galatians 1
 - Galatians 1: 1-5, The Apostolic Blessing
 - Galatians 1: 6-12 The Apostolic Curse
 - Loser God
 - Paul on the Cross
 - Atonement
 - The Necessity of the Cross
 - Christ the Curse
 - Have a discussion with your faculty mentor addressing the arguments both for and against the various teachings on atonement as addressed in this target. Be sure to address how it is various teachings on atonement impact preaching Christ crucified.

4P. The relation between Christ and the law in the doctrine of Incarnation, and the Christological heresies. (or take TH 521: Person and Work of Christ)

Understand and demonstrate to use what is meant by "the word becoming flesh" and "the law coming to an end in Christ."

- Read Galatians 4
- Read Luther on Galatians in LW 26: 359-393
- Read [Irenaeus Against Heresies, \(in reader\)](#)
- Read [Athanasius Discourse III Against the Arians](#)

- Read [Athanasius On the Incarnation of the Word](#)
- Read the Nicene Creed
- Read [Origen, First Principles](#)
- Read the [Tome of Leo](#)
- Read [the Chalcedonian Creed](#)
- Read [Gregory of Nazianzus, Letter 101](#)
- Read Mary Daly, “Beyond Christolatry...”
- Read Paulson, Armchair, chapter 8
- Read Luther, On the Councils and the Churches
- Watch the following lectures from TH 521: Second Article:
 - Galatians 4 Born of a Woman
 - Born under the Law
 - Early Offense at the Gospel: Apocalypticists and Gnostics
 - Athanasius on the Incarnation: Overcoming Arianism Chalcedonian Creed to Ephesus
 - The Crisis of Substance, My Big Fat God: Cyril and Nestorius, and Luther
 - Write a 500-750 word paper in which you choose a christological heresy discussed in this target. Identify its historic context and roots, and then identify how it is you see that heresy playing out today. Discuss with your faculty mentor.

4Q. The evangelical teaching of Christ’s Kenosis, Descent into Hell, and Ascension and union with Christ (or take TH 521: Person and Work of Christ)

Understand the heresies and proper teaching of Christ’s descent and ascent, with a specific emphasis on Luther’s contribution to these doctrines.

- Read Luther’s Hymn: From Heaven Above
- Read the Lutheran Confessions, Formula of Concord, Articles VII and VIII
- Read Thomas Aquinas, Summa Theologia, (in reader)
- Read the following Scripture: 1 Peter, Acts 1, Psalm 68, Philippians 2, Galatians 5 -6
- Read Luther on Galatians, LW 26, 394-432
- Read Paulson, Armchair, chapter 11
- Read Forde, “You have died” 215-217
- Read Luther’s Small Catechism on the Apostles’ Creed
- Read selections from Mannermaa: Union with Christ
- Watch the following lectures from TH 521: Second Article:
 - Incarnation and Christmas
 - What Christmas Preaching is Not
 - Lutheran Confessions and Christology
 - Philippians 2 and Kenosis Descent of Christ into Hell
 - Ascension and Psalm 68
 - Galatians 5 For Freedom

- Galatians 6 Nothing and Something
 - Write a paper of 500-750 words articulating the Lutheran contribution to the doctrine of Christ. Specifically, address how it is these heresies concerning these doctrines developed, the impact of Luther's teaching, and the way one's understanding of these doctrines impacts preaching. Discuss with your faculty mentor.

4R. I believe in the Holy Spirit (or take TH 521: the Holy Spirit)

Articulate the distinction between confessing the Holy Spirit as true God and enthusiasm.

- Read Luther's Small and Large Catechisms on the Third Article of the Apostles' Creed
- Read the Apostle's Creed Third Article
- Read the Smalcald Articles III.9
- Read Robert Kolb and Carl R. Trueman, *Between Wittenberg and Geneva* (Baker, 2017) chapter 5 on Justification and Sanctification
- Watch the lecture from TH 521: Holy Spirit on Luther's Small Catechism, Creed part III
 - In 500 words describe the difference between Lutheran and Reformed teaching of sanctification. Discuss with your mentor team.

4S. Ascension and Pentecost vs. Enthusiasm (or take TH 521: the Holy Spirit)

Understand the outpouring of the Holy Spirit and the relation of the Holy Spirit to Christ.

- Read the following Scripture: Acts, chapters 1 and 2, Psalm 68, Second Isaiah 43-44, 2 Corinthians 3
- Read [Augustine on Spirit and Letter](#)
- Read Paulson, "[Theological Exegesis: Acts](#)" *Pro Ecclesia*, vol. VII, no. 1, 91-103
- Watch the following lectures from TH 521: Holy Spirit:
 - Ascension and Pentecost
 - Spirit and Letter
 - Compose a sermon on Ascension or Pentecost and submit to your mentor team for discussion.

4T. The Preacher and Office of Ministry vs. Montanism (or take TH 521: the Holy Spirit)

Understand the evangelical teaching on the Office of Ministry, Apostolic Succession, Ordination in opposition to the Monastic heresy--in its papal form and in its Protestant form.

- Read Paulson, *Lutheran Theology*, 1-86
- Read Luther, "Concerning the Ministry" in LW 40: 3-44.

- Read the Augsburg Confession articles 5 and 14
- Read [Eusebius on Montanus](#)
- Read [Wesley's Journal on Perfection](#)
- Read Cynthia A. Jarvis, "On Not offering Psychological Banalities as God's Word: A Reformed Perspective on Pastoral Care," in Wallace M. Alston, Cynthia Jarvis, *The Power to Comprehend with All the Saints* (Eerdmans, 2009), 255-271.
- Watch the following lectures from TH 521: Holy Spirit:
 - He has spoken through the prophets
 - The Preacher, Romans 1:1-15, 3
 - In 500 words describe the evangelical office of ministry and how it applies to yourself. Discuss with your mentor team.

4U. The Person and Work of the Holy Spirit (or take TH 521: the Holy Spirit)

Understand who the Holy Spirit is and what the Spirit does in contrast to those who fight against the Spirit.

- Read [Basil Letter 159 on the Holy Spirit](#)
- Read [Luther's Confession Concerning Christ's Supper](#) in *Luther's Works: American Edition, vol. 37, pp. 161-372*
- Read [Athanasius' Letter 54 to Serapion](#)
- Watch the following lectures from TH 521: Holy Spirit:
 - Basil and the Pneumatomachians
 - The Pentecostals
 - The Person and Work of the Holy Spirit
 - The Filioque Clause
 - In 500 words, describe what it means to fight against the Holy Spirit. How has this understanding changed, if at all, in encountering the resources in this target? Discuss with your faculty mentor.

4V. The Holy Spirit in relation to faith, love and baptism: I believe in one baptism (or take TH 521: the Holy Spirit)

To understand the problem of hyperspirituality and how the Spirit makes faith and love where there is not any in baptism.

- Read Romans chapters 5 and 6
- Read Paulson, *Lutheran Theology* pp. 114-169
- Read Lubac, Henri de. *The Mystery of the Supernatural*, introduction
- Read Luther: Answer to the Hyperchristian, Hyperspiritual and Hyperlearned Book by Goat Emser in *LW 39: pp. 137-224*.

- Read Paulson, *Luther's Outlaw God, Luther and the Mystics*
- Read Luther: "Concerning Rebaptism" in *Luther's Works* no. 40 pp. 225-262.
- Read Robert Kolb and Carl R. Trueman, *Between Wittenberg and Geneva* (Baker, 2017) chapter 6
- Read Conversation between John Wesley and Count Zinzendorf from [Wesley's Journal on Perfection](#)
- Watch the following lectures from TH 521: Holy Spirit:
 - Luther vs. the Hyperspiritual Goat Emser
 - Faith and Promise in Romans 4
 - Competing Pieties
 - Freedom From Wrath in Romans 5
 - Freedom from Sin Romans 6
 - Baptism vs. Conversion
 - Baptism vs. Eucharist
 - Nature and Supernature
 - After engaging these resources, write a 500 word paper in which you describe the difference, and similarity, between baptism and conversion; and address what the proper application of baptism is. Discuss with your mentor team.

4W. Holy Spirit, the law and prayer: I believe in the resurrection of the body (or take TH 521: the Holy Spirit)

Understand and articulate what the Holy Spirit does with the law by raising the body, and how the Holy Spirit makes prayer when we have no words.

- Read Romans 7 and 8, 1 Corinthians 10-11, and Matthew 6
- Read Paulson *Lutheran Theology* 170-207
- Read Luther's Large Catechism on Prayer
- Read Luther: [A Simple Way to Pray](#)
- Watch the following lectures from TH 521: Holy Spirit:
 - Holy Spirit and Law
 - Lord's Supper
 - Praying
 - Produce a class on teaching people a simple way to pray. Discuss with your mentor team.

4X. Holy Spirit, Predestination and Evil (or take TH 521: the Holy Spirit)

Understand how the Holy Spirit predestines and overcomes evil.

- Read Romans 9-11
- Paulson *Lutheran Theology* 208-222 on Augustine, Calvin and Luther on Romans 8
- Read [Luther and the Jews, Dorothea Wendebourg](#)
- Watch the following lectures from TH 521: Holy Spirit:
 - Predestination
 - Sin After Baptism
 - Your role in overcoming evil
 - Have a discussion with your faculty mentor about what election is and how to do it.

4Y. The sin against the Holy Spirit and the forgiveness of sin (or take TH 521: the Holy Spirit)

Understand what it means to absolve sinners in the act, and how to do that.

- Read Paulson, *Lutheran Theology* 228-243
- Read Romans 10:1, Mark 3, John 20 and Matthew 16
- Read Luther: The Keys in Luther's Works Vol. 40 pp 321-378.
- Read Robert Kolb and Carl R. Trueman, *Between Wittenberg and Geneva* (Baker, 2017) chapter 8
- Watch the following lectures from TH 521: Holy Spirit:
 - On the Keys
 - Absolution private and public
 - The Holy Spirit and the Preacher
 - Compose a sermon concerning the office of the Keys using a passage of Scripture from this target. Discuss with your mentor team.

4Z. Communion of Saints and Sanctification (or take TH 521: the Holy Spirit)

Understand the terms "church" and the "communion of saints" as evangelicals, especially as it relates to the function of the Lord's Supper.

- Read Romans 12
- Read Paulson, *Lutheran Theology* pages 228-243
- Read Luther's *Against the Heavenly Prophets* in Luther's Works 40. pp 71-224.
- Read *Models of the Church* by Avery Dulles
- Read Luther's *Proceedings at Augsburg* Luther's Works 31, pp 253-292.
- Read Luther's *Address to the German Nobility* from Dillenberger
- Read Luther's Large Catechism: Third Article of the Creed, and Lord's Supper
- Read Robert Kolb and Carl R. Trueman, *Between Wittenberg and Geneva* (Baker, 2017) chapter 7 on the Lord's Supper
- Read Leonhard Vander Zee, *Christ, Baptism and the Lord's Supper*, 161-185
- Watch the following lectures from TH 521: Holy Spirit:
 - Evangelical Teaching of the Church
 - Fanatics in the Church and what to do with them
 - Sanctification

- Write a 500 word paper discussing what fanaticism is and what to do about it evangelically. Discuss with your faculty mentor.

4AA. Romans 13 and 14: Church Government, Episcopacy, and Spiritual Gifts (or take TH 521: the Holy Spirit)

Articulate the uses and misuses of the term “spiritual gifts” and the work of church order in relation to government.

- Read 1 Corinthians 12-14
- Read Paulson, *Lutheran Theology*, pages 261-264
- Read Augustine’s moment of conversion in his *Confessions*
- Read Luther On Temporal Authority, in Dillenberger
- Read Beth Felker Jones, *Practicing Christian Doctrine: An Introduction to Thinking and Living Theologically* (Grand Rapids: Baker 2014), 193-216.
- Watch the following lectures from TH 521: Holy Spirit:
 - Charism and Charismata
 - Church Government and Government Government
 - Pentecostals and Papacy
 - In a 500 word paper, describe the proper teaching of spiritual gifts. Be sure to address the common misunderstanding of the spiritual gifts and how it is you would address this with a congregation member. Discuss with your mentor team.

4BB. Romans 15-16: Mission and the Preacher’s Sacrifice (also helps meet targets in Outcome 3A-3F) (or take TH 521: the Holy Spirit)

Understand the current use of the word “mission” and “sending” in the church in relation to the Spirit proceeding from the Father (and the Son) and in relation to eschatology.

- Read Romans 15-16, Mark 13, the book of Daniel, the book of Revelation
- Read Paulson, *Lutheran Theology* pages 265-273
- Read *The Mission of the Church and the Mission of God*, by Schulz, Klaus Detlev
- Read “Tension in the Pneumatology of the Missio Dei Concept.” *Concordia Theological Journal* 23, no. 2 (1997): 99-107.
- Read Vicedom, *Mission of God*
- Read David Bosch, *Transforming Mission*
- Read Stanley Grenz, *The Millennial Maze: Sorting out Evangelical Options* (Downer’s Grove, InterVarsity 1992) 172-215.
- Watch the following lectures from TH 521: Holy Spirit:
 - Spirit proceeding and Church Sending
 - Paul’s Mission to the Gentiles
 - The Sacrifice of the Preacher

- Write a confession of 500 words concerning what happens at the end. In other words, how would you answer a parishioner's question regarding "what will happen to me at the Final Judgment?" Discuss with your mentor team.

NOTE: Take CH 533 "Lutheran Worship" to acquire the resources found in 4CC-4MM

4CC. Worship: Principles (or take CH 533 Lutheran Worship)

Establish a working knowledge of the fundamental essential principles of Lutheran worship.

- Watch [Liturgy Part 1](#) & [Liturgy Part 2](#) . After watching these two videos, write a brief but substantive essay responding to what you watched. Specifically, address what parts of the pastor's actions and words were new to you, and what parts were familiar. What did you like and dislike; as a pastor what would you copy in your leadership and what would you disregard? As you can, give specific reasons and support for your answers above based in both practical reasoning and theological reasoning.
- Read [Forde, "Loser Takes All"](#) in [Forde, Gerhard. Preached God](#)
- Read: [White, James. Introduction to Christian Worship.](#)
Chapter 1
- Read: Lathrop [What are the Essentials in Christian Worship?](#)
- Read Paulson [What is Essential in Lutheran Worship.](#)
 - Write a reflection on what you see as distinctive in what Lathrop and Paulson are saying and discuss with your faculty mentor.
- Watch Course lectures [Introduction to the Course](#), [The Four P's of Worship](#), [Worship Up or Down?](#), [Principles of Worship](#).

4DD. Worship: Time Space and Movement. (or take CH 533 Lutheran Worship)

Establish a working knowledge of the role of space time and movement in worship practice.

- Watch [Structure, Furnishings, and Movement](#) lecture
- Watch video: [Artwork](#)
- Read White *Introduction* pp. 82-110
- Watch: [Role of Time/Remember the Sabbath and keep it holy](#)
- Watch video: [Third Commandment](#)
- Read White *Introduction* pp. 47-67
- Watch [Sabbath, Time and Church Calendar](#)
- Watch the first part of [Church Calendar & Authority](#)
- Read White *Introduction* pp. 67-81 and 111-129
- Do Lab 1 with your ministry mentor: [Worship Lab 1](#)

4 EE. Worship: The offices of Leaders (or take CH 533 Lutheran Worship)

Establish a working knowledge of the authority and roles of leaders in worship

- Read Forde [Authority in the Church](#) and discuss with faculty mentor
- Watch the last part of [Church Calendar & Authority](#)
- Watch [History of the Offices](#)

- Read White *Introduction* pp. 286-292
- Watch videos: [Who makes the decisions?](#) & [The Royal Priesthood](#)

4FF. Worship: Liturgy (or take CH 533 Lutheran Worship)

Establish a working knowledge of the content and function of the Divine Liturgy

- Read *Maintaining Law and Gospel in the Liturgy* William M. Cwirla in *The Necessary Distinction* ed. Collver, Nestingen & Pless. pp. 45-64. (Recommend purchase of this book. It is used elsewhere in the curriculum)
- Do [Worship Lab 2](#) with your ministry mentor: Prepare and Practice the Assisting Liturgical Role.
- Watch [Hymnal/Liturgy Comparison](#)
- Watch video: [Changes in Worship](#)
- Read White *Introduction* pp. 131-150
- Watch [Purposeful Use and Disuse of the Liturgy](#)
- Read White *Introduction* pp. 151-174
- Watch [Sacraments: Substance, Role & Function](#)

4GG. Worship: Proclamation (or take CH 533 Lutheran Worship)

Establish a working knowledge of the concept and function of Proclamation of God's Word

- Do [Worship Lab 3](#) with your ministry mentor (also meets 3P)
- Read Bayer [Preaching the Word](#) and discuss with faculty mentor (also meets 3P)
- Read Paulson [Categorical Preaching](#) and discuss with faculty mentor (also meets 3P)
- Watch [The Word of God, Preaching & Sermon](#) & [Word Alone](#)
- Read White *Introduction* pp. 175-202 (also meets 3P)

4HH. Worship: Becoming Christian (or take CH 533 Lutheran Worship)

Establish a working knowledge of the Rites of Baptism and Christian initiation.

- Do [Worship Lab 4](#) with your ministry mentor.
- Read Forde [Something to Believe](#) and discuss with your faculty mentor
- Watch [Initiation Rites, Baptism & Catechism 1: Baptism](#) & [Catechism 2: Baptism](#)
- Read White *Introduction* pp. 203-226
- Watch [Baptism & Initiation](#)
- Watch [Baptism & Penance](#)

4II. Worship: Confession and Absolution (or take CH 533 Lutheran Worship)

Establish a working knowledge of the Rites of Confession and Absolution

- Do [Lab 5](#) with your ministry mentor
- Read Forde [Absolution: Systematic Considerations](#) and discuss with your faculty mentor
- Watch [History of Confession & Absolution](#) & [Office of the Keys](#) & [Lord's Prayer: 5th Petition](#)
- Read White *Introduction* pp. 265-268

4JJ. Worship: Lord's Supper (or take CH 533 Lutheran Worship)

Establish a working knowledge of the theology and administration of the Lord's Supper

- Do [Lab 6](#) with your ministry mentor.
- Read Forde [The Lord's Supper as a Testament of Jesus](#) and discuss with your faculty mentor

- Watch: [Lord's Supper: Real Presence](#) & the first 19 minutes of this video: [Lord's Supper](#)
- Watch [Lord's Supper](#) & [Catechism 1: Lord's Supper](#) & [Catechism 2: Lord's Supper](#)
- Read *White Introduction* pp. 229-262
- Watch [The Lord's Supper: Real Presence](#)

4KK. Worship: Petitions (or take CH 533 Lutheran Worship)

Establish a working knowledge of the role of prayer, praise and thanksgiving in worship.

- Watch this video from approximately 19 minutes to the end: [Prayer, Praise & Thanksgiving & Hymnody](#)
- Watch [Lecture on Hymnody](#)

4LL. Worship: Life's Transitions/ Occasional Services (or take CH 533 Lutheran Worship)

Establish a working knowledge of the Worship Rites used in Occasional Services

- Do [Lab 7](#) with your ministry mentor
- Watch [Rites Surrounding Death](#)
- Read *White Introduction* pp.295-304
- Watch [Marriage & Blessings](#) , [Marriage & Blessings 2](#) & [Marriage](#),
- Read *White Introduction* pp.276-285.
- Watch the lecture on [Healing Services](#) & [Lord's Prayer: 1st Petition](#) & [Lord's Prayer: Final Petition](#)
- Read *White Introduction* pp. 269-275

4MM. Worship: Formation of a Sunday Service (or take CH 533 Lutheran Worship)

Demonstrate competency in constructing a Sunday morning worship service.

- Watch again the ["Basic Liturgy for Lutherans" Part 1](#) and ["Basic Liturgy for Lutherans" Part 2](#) videos. In 500-750 words, describe how your perspective on those videos remained the same from your opinion at the beginning of the course and how it has changed. Using all targets 4CC-4LL, state your rationale for following and not following the prescriptions and examples set forth in the videos from these three perspectives: theological, practical, and historical.

MASTER ASSESSMENT: Credo: Comprehensive Version (or submit draft of final approval essay for denominational candidacy committee; for review by Mentor Team)

Write an essay in which you address the following questions: Choose either a sacrament or a component of the liturgy such as the invocation, prayer, the Creed, confession/absolution and create either a series of three newsletter articles or three congregational education sessions. In the articles/education sessions, identify the following: 1) what the evangelical teaching is (and in so doing address the person and work of God the Father, Son, and Holy Spirit), 2) what heresies have been addressed in that evangelical teaching, and 3) how this is exemplified in a congregation's liturgical practice and decisions.

5. Demonstrate appreciation and critical awareness of their own and other Christian traditions as implemented in strategies for ministry.

5A. Christ and the Apostolic Age (or take TH 521: Holy Spirit, CH 531: Lutheran Heritage, & Lutheran Worship CH 533)

Identify the kerygma, especially as articulated by Peter and Paul in Galatians and Romans.

- Watch the video: [Galatians Session 2](#)
- Read Justo Gonzalez, *The Story of Christianity*, vol. 1, 1984; chapters 1-5
- Watch the video: The notion of “church”: Apostolic times, the Constantinian Revolution & the Roman Church.

5B. Post-Apostolic Age (or take TH 521: God the Creator, CH 531: Lutheran Heritage, & Lutheran Worship CH 533)

Identify the varying reactions to the kerygma in the post-Apostolic age.

- Read [Justin Martyr: First Apology](#)
- Read Tertullian, [Apology](#)
- Read [Marcion: The canon, the law and Jesus](#)
- Read Origen, *On First Principles* in *The Ante-Nicene Fathers* vol. 1, ed. Alexander Roberts and James Donaldson (Grand Rapids: Wm. B. Eerdmans, 1979)
- Read Clement of Alexandria, *The Stromata* in *Ante-Nicene Fathers* vol. 2
- Read Justo Gonzalez, *The Story of Christianity*, vol. 1 chapters 6-12
 - Complete a [Reading report](#) for each of the above documents.
- Watch CH 531 lecture: The notion of “church”: Apostolic times, the Constantinian Revolution & the Roman Church.

5C. Monasticism (or take TH 521: Jesus the Savior & CH 531 Lutheran Heritage)

Identify the origins and principles of monasticism.

- Read Justo Gonzalez, *The Story of Christianity*, vol. 1 chapters 13-15
 - Complete a [Reading report](#) for each of the above chapters.
- Watch CH 531 lecture: The notion of “church”: Apostolic times, the Constantinian Revolution & the Roman Church.
- Watch the video [Why I Am A Lutheran Session 1](#) and complete study guide for session 1.

5D. Patristics (or take TH 521:Jesus the Savior, CH 531: Lutheran Heritage, & Lutheran Worship CH 533)

Identify both the origin of and responses to the heresies arising in the Patristic Era.

- Read Augustine, *The City of God*, trans. Marcus Dods, in *Nicene and Post-Nicene Fathers* vol. 2 series 1, ed. Philip Schaff (Grand Rapids: Wm. B. Eerdmans, 1988)
- Read Athanasius, *On the Incarnation of the Word* and *Orations Against the Arians, Discourse III* in *Nicene and Post-Nicene Fathers* vol. 4, series 1
- Read Gregory of Nazianzus, *Letter 101* in *Nicene and Post-Nicene Fathers* vol. 7, series 1
- Read St. Leo, Tome of St. Leo in *Nicene and Post-Nicene Fathers* vol. 14, series 1
- Read Chalcedon's *Definition of Faith* in *The Creeds of Christendom* vol. 2, ed. Philip Schaff (Grand Rapids: Baker Books, 1993)
- Read Martin Luther, *On the Councils and the Churches* (1539) in *The Works of Martin Luther* (Philadelphia: A.J. Holman Company, 1931)
 - Complete a [Reading report](#) for each of the above documents.
- Read Justo Gonzalez, *The Story of Christianity*, vol. 1 chapters 16-25
 - Complete a [Reading report](#) for each of the above chapters.
- Watch CH 531 lecture: The notion of "church": Apostolic times, the Constantinian Revolution & the Roman Church.

5E. Development of the Papacy (or take CH 531 Lutheran Heritage)

Understand the development of the Papacy, and how it impacted Luther and the Reformation.

- Read Justo Gonzalez, *The Story of Christianity*, vol. 1 chapters 26, 28, 29, 31, 32
 - Complete a [Reading report](#) for each of the above chapters.
- Watch CH 531 lecture: The notion of "church": Apostolic times, the Constantinian Revolution & the Roman Church.
- Watch CH 531 lecture: Characteristics of Late Medieval Christianity

5F. Development and the Rise of Scholasticism (or take TH 521: Jesus the Savior & CH 531 Lutheran Heritage)

Understand the development and rise of Scholasticism, and how it impacted Luther and the Reformation.

- Read Anselm, *Cur Deus Homo*, Reprint from the original translation from the Latin by Sidney Norton Deane, B.A. Chicago: The Open Court Publishing Co., 1903
- Read [Abelard, Romans Commentary](#)
- Read the following overview of Lombard: [Lombard - Overview](#)
 - Complete a [Reading report](#) for each of the above documents.
- Watch CH 531 lecture: Characteristics of Late Medieval Christianity

5G. Development and the Rise of Late Scholasticism (or take TH 521:Jesus the Savior and take CH 531 Lutheran Heritage)

Identify the primary philosophy and theologians that formed Late Scholasticism.

- Read Thomas Aquinas: On the Natural Law, 1272, from *Summa Theologica*, trans by Fathers of the English Dominican Province (New York: Benziger Brothers, Inc., 1947) I, 1008-1013; found in

Readings in Church History, vol. 1 ed. Colman J. Barry, New York, Newman Press, 1959, pp 382-398

- Nominalism - Occam and Biel Kittelson, *Luther the Reformer*, pp 67-74
 - Complete a [Reading Reflection Report](#) report on each of the above readings.
- Watch CH 531 lecture: Characteristics of Late Medieval Christianity

5H. Luther and the Reformation: The Formation of a young man (or take CH 531 Lutheran Heritage)

Identify Luther's background and how he has been viewed over 500 years

- Read Kittleson *Luther the Reformer* pp. 31-82.
 - Complete a [Reading Reflection Report](#) report on the above reading.
- Watch CH 531 lecture: Who was Luther?

5I. Luther and the Reformation: The Genesis of the Reformer (or take CH 531 Lutheran Heritage)

Identify the evolution of Luther's theological understanding and career.

- Read Kittleson *Luther the Reformer* pp. 83-144.
- Read Luther's *95 Theses* as found in *Martin Luther: Selections from his Writings* edited by John Dillenberger.
- Read Luther's *Preface to the Latin Writings*, as found in *Martin Luther: Selections from his Writings* edited by John Dillenberger.
- Read Luther's *Disputation on Scholastic Theology*, as found in *Martin Luther: Selections from his Writings* edited by John Dillenberger.
- Read Luther's *Heidelberg Disputation*, as found in *Martin Luther: Selections from his Writings* edited by John Dillenberger.
- Read Luther's *Two Kinds of Righteousness* as found in *Martin Luther: Selections from his Writings* edited by John Dillenberger.
 - Complete a [Reading report](#) for each of the above documents.
- Watch [Why I am a Lutheran session 2](#), [Why I am a Lutheran session 3](#) & [Why I am a Lutheran session 4](#) and complete the study guides for each session.

5J. Luther and the Reformation: An Outlaw's Work (or take CH 531 Lutheran Heritage)

Identify the foundational work that caused Luther's Reformation to take root.

- Read Kittleson *Luther the Reformer* pp. 145-300.
- Read Luther's *Babylonian Captivity of the Church*, as found in *Martin Luther: Selections from his Writings* edited by John Dillenberger.
- Read Luther's *To the Christian Nobility*, as found in *Martin Luther: Selections from his Writings* edited by John Dillenberger.
- Read Luther's *Freedom of a Christian*, as found in *Martin Luther: Selections from his Writings* edited by John Dillenberger.
- Read Luther's *Preface to the New Testament* as found in *Martin Luther: Selections from his Writings* edited by John Dillenberger.
- Read Luther's *Preface to Romans*, as found in *Martin Luther: Selections from his Writings* edited by John Dillenberger.

- Read Luther's *On the Bondage of the Will*, as found in *Martin Luther: Selections from his Writings* edited by John Dillenberger.
- Read Luther's *Sermon at the Castle Pleissenberg* as found in *Martin Luther: Selections from his Writings* edited by John Dillenberger.
 - Complete a [Reading report](#) for each of the above documents.
- Watch [Why I am a Lutheran session 5](#), [Why I am a Lutheran Session 6](#), [Why I am a Lutheran Session 7](#), [Why I am a Lutheran session 8](#), [Why I am a Lutheran Session 9](#) and complete the study guides for each session.

5K. Lutherans who were not Luther (or take CH 531 Lutheran Heritage and CH 532 the Lutheran Confessions)

Identify the Lutherans who shaped the Lutheran movement during Luther's lifetime and afterwards.

- Read *Documents from the History of Lutheranism* edited by Eric Lund chapters 3-8.
 - Complete a [Reading Reflection Report](#) report on each of the above chapters.
- Watch CH 531 lectures:
 - Taking a Stand: The Augsburg Confession
 - Melanchthon
 - Controversies and Wars: The Formula of Concord
 - Orthodoxy
 - Pietism

5L. Protestants apart from Luther (or take CH 531 Lutheran Heritage)

Identify Protestants who worked alongside Luther and came into conflict with Luther's teaching.

- Read *Documents from the History of Lutheranism* edited by Eric Lund pp. 39-42, 46-48, 53-54, 103-111, 116-120, 209-212.
- Read Lindberg, Carter. *The European Reformations 2nd Edition* chapters 10-13.
 - Complete a [Reading Reflection Report](#) report on each of the above readings.
- Watch CH 531 Lecture: Calvinism

5M. Rome's Reaction to Luther (or take CH 531 Lutheran Heritage)

Identify Rome's reaction to the Lutheran teaching.

- Read *Documents from the History of Lutheranism* edited by Eric Lund pp. 111-115.
- Read Lindberg, Carter. *The European Reformations 2nd Edition* chapter 14.
 - Complete a [Reading Reflection Report](#) report on each of the above readings.
- Watch CH 531 Lecture: Council of Trent

5N. Lutherans in North America (or take CH 531 Lutheran Heritage)

Identify the origins and significant historical characters and events in North American Lutheranism.

- Read Granquist, Mark. *A New History: Lutherans in North America*, Minneapolis, MN: Fortress Press, 2015.
- Read LCMC- *The First Ten Years* Minion Editing and Design, Fergus Falls, MN 2010.
 - Complete a [Reading Reflection Report](#) report on each of the above readings.
- Watch CH 531 Lecture: The Lutheran Landscape in the USA

5O. The Impact of Enlightenment, Rationalism, and Romanticism (or take TH 521: God the Creator; TH 521 Jesus the Savior & TH 521: The Holy Spirit)

Identify the main schools of thought arising out of the 18th and 19th Centuries and their impact on the Christian faith.

- Read *Documents from the History of Lutheranism* edited by Eric Lund pp. 216-226.
- Read Gonzalez, Justo L. *The Story of Christianity Vol. 2.* pp. 185-195.
 - Complete a [Reading Reflection Report](#) report on each of the above readings.
- Watch CH 531 Lecture: The Truth of the Scriptures

5P. 18th and 19th Century Law/Gospel Debates (or or take TH 521: Jesus the Savior)

Demonstrate familiarity with the Eighteenth and Nineteenth Century Law/Gospel Debates and how those debates impact theological discussions today.

- Forde, Lex Semper Accusat in Radical Gospel
- Read Paulson, Lutheran Theology chapter 5 “Faith and Promise”

5Q. The Church from the 20th century to Present (or take TH 521: God the Creator; TH 521 Jesus the Savior & TH 521: The Holy Spirit)

Identify the main historical events and theologians that shaped the Christian church in the 20th Century.

- Read Gonzalez, Justo L. *The Story of Christianity Vol. 2.* pp. 330-397.
 - Complete a [Reading Reflection Report](#) report on the above reading.

5R. Lutheran Confessional Identity: The Foundational Principle (or take CH 532, Church History: The Lutheran Confessions)

Show familiarity with how the doctrine of justification serves as a foundation for the Lutheran Confessional heritage.

- Read the following
 - Paulson, Steven D. “What Kind of Confession is the Augsburg Confession?”
 - Forde, Gerhard O. 1982. *Justification by faith: a matter of death and life.* Philadelphia: Fortress Press.
 - Complete a [Reading Reflection Report](#) report on each of the above readings.

5S. Lutheran Confessional Identity: Content and Context (or take CH 532, Church History: The Lutheran Confessions)

Show familiarity with the historical context for the composition of the Lutheran Confessional writings.

- Read: Kolb, Robert. *Teaching God’s Children His Teaching: A Guide for the Study of Luther’s Catechism* pp. 15-34
- Read: Kolb, Arand, & Nestingen *The Lutheran Confessions: History and Theology of the Book of Concord* pp. 1-58
 - Using the [Confessions Reading report](#) as a prompt, discuss with your faculty mentor insights you gained from the reading.

5T. Lutheran Confessional Identity: Catechism (or take CH 532, Church History: The Lutheran Confessions)

Demonstrate familiarity with Luther's Large and Small Catechisms

- The Catechism: Ten Commandments and the Law:
 - Read Kolb 37-77 & Arand 61-85
 - Read the Book of Concord: Small Catechism 351-54 & Large Catechism 386-431
 - Watch the following videos: [Ten Commandment Videos](#)
 - Fill out the [study guides](#) for each video
- The Catechism: The Creed
 - Read Kolb, Teaching God's Children 79-98
 - Small Catechism 354-56 & Large Catechism 431-440
 - Watch the following videos: [Apostles' Creed Videos](#)
 - Fill out the [study guides](#) for each video
- The Catechism: The Lord's Prayer
 - Read: Kolb 101-115
 - Small Catechism 356-58 & Large Catechism 440-456
 - Watch the following videos: [Lord's Prayer Videos](#)
 - Fill out the [study guides](#) for each video
- The Catechism: Baptism
 - Read: Kolb 117-122
 - Small Catechism 359-62 & Large Catechism 456-467
 - Watch the following videos: [Baptism Videos](#)
 - Fill out the [study guides](#) for each video
- The Catechism: The Lord's Supper
 - Read Kolb 126-131
 - Small Catechism 362-63 & Large Catechism 467-476
 - Watch the following videos: [Lord's Supper Videos](#)
 - Fill out the [study guides](#) for each video
- The Catechism: Confession/Office of the Keys
 - Read Kolb 123-126
 - Small Catechism 354-56 & Large Catechism 476-480
 - Watch the following video: [Office of the Keys Video](#)
- Memorize the Small Catechism and recite it to your mentor team. Discuss the potential benefits and weaknesses of requiring this for confirmation.

5U. The Augsburg Confession & Adiaphora (or take CH 532, Church History: The Lutheran Confessions)

Show familiarity with how the Lutheran Confessions informed the Adiaphoristic controversy.

- The Augsburg Confession: Articles 7,8,14,15,16,23,26 & 28
 - Read Grane, Leif, The Augsburg Confession: A Commentary 89-102; 151-177; 217-220; 228-233; 241-249
 - Read the Apology of the Augsburg Confession 174-183
 - Read Kolb, Arand, & Nestingen The Lutheran Confessions: History and Theology of the

Book of Concord 87-138

- Adiaphoristic Controversy
 - Read Kolb, Arand, & Nestingen The Lutheran Confessions: History and Theology of the Book of Concord 161-189
 - Read Formula of Concord 515-516 & 635-640
- Using the [Confessions Reading report](#) as a prompt, discuss with your faculty mentor insights you gained from the reading.

5V. The Augsburg Confession, the Majoristic and Antinomian Controversies. (or take CH 532, Church History: The Lutheran Confessions)

Show familiarity with how the Lutheran Confessions informed the Majoristic and Antinomian Controversies.

- Read the Augsburg Confession Article 4
 - Read the Apology of the Augsburg Confession Article 4
 - Read Grane, Leif. The Augsburg Confession: A Commentary 58-68
 - Read Apology of the Augsburg Confession 121-173
- Read the Augsburg Confession: Articles, 6, 12, 20 & 27
 - Read: Grane, Leif. The Augsburg Confession: A Commentary 81-88; 134-144; 194-204; 234-240
 - Read: Apology of the Augsburg Confession 188-218; 235-237.
- Majoristic & Antinomian Controversy
 - Read Kolb, Arand, & Nestingen The Lutheran Confessions: History and Theology of the Book of Concord 191-199
 - Read Formula of Concord 497-503 & 574-619
- Using the [Confessions Reading report](#) as a prompt, discuss with your faculty mentor insights you gained from the reading.

5W. The Augsburg Confession, Original Sin and Synergism (or take CH 532, Church History: The Lutheran Confessions)

Show familiarity with how the Lutheran Confessions informed the Synergistic and Original Sin controversies.

- Read the Augsburg Confession: Articles 2, 18, 19
 - Read Grane, Leif. The Augsburg Confession: A Commentary 40-49, 181-193
 - Read Apology of the Augsburg Confession 233-235
- Synergism & Original Sin
 - Read Kolb, Arand, & Nestingen The Lutheran Confessions: History and Theology of the Book of Concord 201-207
 - Read Formula of Concord 487-494 & 531-562
- Using the [Confessions Reading report](#) as a prompt, discuss with your faculty mentor insights you gained from the reading.

5X. The Augsburg Confession and Election (or take CH 532, Church History: The Lutheran Confessions)

Show familiarity with how the Lutheran Confessions informed the issues concerning Election.

- Read the Augsburg Confession: Article 5, 9
 - Read Grane, Leif. The Augsburg Confession: A Commentary 69-80; 103-112
- Election Controversy
 - Read Kolb, Arand, & Nestingen The Lutheran Confessions: History and Theology of the Book of Concord 211-215
 - Read Formula of Concord 517-520 & 640-656
- Using the [Confessions Reading report](#) as a prompt, discuss with your faculty mentor insights you gained from the reading.

5Y. The Augsburg Confession and the Osiandrian and Stancaro Controversies (or take CH 532, Church History: The Lutheran Confessions)

Show familiarity with how the Lutheran Confessions informed the issues concerning the Osiandrian and Stancaro Controversies.

- Read the Augsburg Confession: Articles 1,11, 21 & 25
 - Read Grane, Leif. The Augsburg Confession: A Commentary 31-39, 127-133, 205-210, 226-227
- Osiandrian & Stancaro Controversy
 - Read Kolb, Arand, & Nestingen The Lutheran Confessions: History and Theology of the Book of Concord 217- 226
- Using the [Confessions Reading report](#) as a prompt, discuss with your faculty mentor insights you gained from the reading.

5Z. The Augsburg Confession and Cryptocalvinist Controversy (or take CH 532, Church History: The Lutheran Confessions)

Show familiarity with how the Lutheran Confessions informed the issues concerning the Lord's Supper.

- Read the Augsburg Confession: Articles 3,10,13,17,22,24
 - Read Grane, Leif. The Augsburg Confession: A Commentary 50-57; 113-126, 145-150; 178-180; 215-216; 221-225
 - Read Apology of the Augsburg Confession 245-247
- Crypto-Calvinist Controversy
 - Read Kolb, Arand, & Nestingen The Lutheran Confessions: History and Theology of the Book of Concord 227-253
 - Read Formula of Concord 503-515 & 591-635
- Using the [Confessions Reading report](#) as a prompt, discuss with your faculty mentor insights you gained from the reading.

5AA. The Schmalcald Articles & the Power & Primacy of the Pope and the need for Concord. (or take CH 532, Church History: The Lutheran Confessions)

Show a familiarity with the content of the Schmalcald Articles, the Power and Primacy of the Pope and the need for Concord.

- Read Book of Concord 295-328
- Read Kolb, Arand, & Nestingen The Lutheran Confessions: History and Theology of the Book of Concord 139-158
- Read Book of Concord 329-344

- Read Kolb, Arand, & Nestingen *The Lutheran Confessions: History and Theology of the Book of Concord* 255-280
- Using the [Confessions Reading report](#) as a prompt, discuss with your faculty mentor insights you gained from the reading.

5BB. Research: (or take CH 532, Church History: The Lutheran Confessions)

Show familiarity with the origins of your denomination.

- Write a 2000-3000 word essay addressing the following: Pick 3 controversies addressed in the *Formula of Concord* as a basis for your essay. For each controversy, summarize briefly the theological issues and historical context of the controversy. Using Luther's own writings as a basis for your work, summarize briefly the role Luther's theology and thought played in the controversy. Lastly, address how this controversy may be relevant for congregational life and Christian faith (pastoral care for souls) today.

MASTER ASSESSMENT: Demonstrate appreciation and critical awareness of your own and other Christian traditions as implemented in strategies for ministry.

1. Create a confirmation curriculum to be used in a congregational setting for the purpose of catechetical instruction. Provide a lesson plan for a lesson on a Commandment, an article of the Creed and a petition on the Lord's Prayer.
2. Create a new member congregation educational resource focused on Luther's Small and Large Catechism's instruction on the sacraments.
3. Write an outline for three congregational adult forums that inform a congregation about significant historical and theological disputes related to the sacraments and worship as they are played out in Lutheran conversations as well as other Christian traditions. Be sure to include why it is these differences in understanding remain relevant for the modern context.

6. Articulate their understanding of Christian ethics and demonstrate how it informs daily living and their philosophy of leadership.

6A. Significance of Jesus in Christian Ethics

Understands and displays the significance of Jesus in Christian ethics.

- Read the Sermon on the Mount (Matthew 5-7)
- Read John Howard Yoder, *The Politics of Jesus*. Eerdmans: Grand Rapids, MI. 1994, chapters 1-2
- Read Stanley Hauerwas, *The Peaceable Kingdom: A Primer in Christian Ethics*. University of Notre Dame Press: Notre Dame. 1983, chapter 5
 - Submit a [Reading Reflection Report](#) on the Yoder and Hauerwas readings; then with your mentor team discuss those readings as well as the distinction between what Jesus says in the Sermon on the Mount and what actually happens.

6B. Scripture and Ethical Formation

Understands the role of Scripture in ethical formation.

- Read John Howard Yoder, *The Politics of Jesus*. Eerdmans: Grand Rapids, MI. 1994, chapters 3-9
- Read: Luther, Martin. *A Brief Instruction on What to Look for and Expect in the Gospels* Luther's Works Vol. 35. (Also meets 2L)
 - Submit a [Reading Reflection Report](#) on the Yoder readings and compare it to Luther's essay.

6C. Principles of Philosophical Ethics

Show familiarity with the types of ethical argumentation.

- Read Stanley Hauerwas, *The Peaceable Kingdom: A Primer in Christian Ethics*. University of Notre Dame Press: Notre Dame. 1983, Introduction and chapters 1-4
- Read Steve Wilkens, *Beyond Bumper Sticker Ethics: An Introduction to Theories of Right and Wrong*, 2nd Edition. (Downers Grove: IVP Academic, 2011); chapter 1.
 - Submit a [Reading Reflection Report](#) on these readings and discuss with your mentor team.

6D. Ethics and Habits

Show familiarity with the relationship made between ethics and habits.

- Read Stanley Hauerwas, *The Peaceable Kingdom: A Primer in Christian Ethics*. University of Notre Dame Press: Notre Dame. 1983, chapter 6
- Read Steve Wilkens, *Beyond Bumper Sticker Ethics: An Introduction to Theories of Right and Wrong*, 2nd Edition. (Downers Grove: IVP Academic, 2011), chapters 2-6
 - Submit a [Reading Reflection Report](#) and discuss with your mentor team.

6E. Ethics and Character

Show familiarity with the relationship made between ethics and character.

- Read Stanley Hauerwas, *The Peaceable Kingdom: A Primer in Christian Ethics*. University of Notre Dame Press: Notre Dame. 1983, chapters 7-8
- Read John Howard Yoder, *The Politics of Jesus*. Eerdmans: Grand Rapids, MI. 1994, chapters 10-12
- Read Steve Wilkens, *Beyond Bumper Sticker Ethics: An Introduction to Theories of Right and Wrong*, 2nd Edition. (Downers Grove: IVP Academic, 2011), chapters 7-12
 - Submit a [Reading Reflection Report](#) on each of these readings and discuss with your mentor team.

6F. General Forms of Ethical Reasoning

Understands the general forms of ethical reasoning.

- Read: Steve Wilkens, *Beyond Bumper Sticker Ethics: An Introduction to Theories of Right and Wrong*, 2nd Edition. (Downers Grove: IVP Academic, 2011), chapter 13
 - Write a paper in which you demonstrate that you understand the major basic systems of ethical reasoning by 1) summarizing each philosophy and 2) giving an example of how each system type would solve a particular moral issue. Use the same issue for each form of argumentation (e.g., why theft is wrong according to utilitarianism, according to a deontological system, according to virtue ethics, etc.).

6G. Lutheran Conversation on Ethics

Demonstrates a general understanding of Martin Luther's concept of the two kingdoms.

- Read Luther's Address to the Christian Nobility in *Martin Luther: Selections from his Writings*, ed. John Dillenberger. Anchor Books: NY 1962 p. 403-485
- Read Steve Paulson's article [Simul and Two Kingdoms](#)
- Read Gerhard Forde's *Luther's Ethics* in *A More Radical Gospel*, ed. Mark Mattes & Steve Paulson. Lutheran Quarterly Books. Eerdmans: Grand Rapids, MI. 2004
- Read Luther's Preface to Romans in *Martin Luther: Selections from his Writings*, ed. John Dillenberger. Anchor Books: NY 1962 p. 19-34
 - Submit a [Reading Reflection Report](#) on these readings
- Watch this video: [Ethics: Conflicts cause or Solution](#)
- Watch this video: [Whether Soldiers, Too, Can Be Saved](#)
 - Take notes on all of the above resources and have an in depth discussion with your mentor team about your understanding of the content of the resources as well as any questions or disagreement you may have with the content of these resources.

6H. Application of the Two Kingdoms Distinction (or take TH 521: Holy Spirit)

Demonstrates the ability to distinguish between Luther's concept of the two kingdoms and the various forms of ethical reasoning outlined above.

- Review your reading of Stanley Hauerwas *The Peaceable Kingdom: A Primer in Christian Ethics* (See Targets 6A-6E)
- Review your reading of *The Politics of Jesus* by John Howard Yoder (See Targets 6A-6E)

- Read Paul Althaus, Ethics of Martin Luther
 - Submit a [Reading Reflection Report](#) on the Althaus reading and discuss the Hauerwas, Yoder, and Althaus readings with your mentor team.

6I. Take one full unit of Clinical Pastoral Education (CPE)

Demonstrate awareness of different models of pastoral care, and the ability to deliver pastoral care.

Note: CPE is required for some denominations, so check with specific denominational authorities to determine whether or not this is a requirement.

6J. Power Dynamics and Sexual Ethics (or participate in denominational boundaries workshop)

Articulates a statement of sexual ethics with attention to power in one's context.

- Read three chapters of your choice in one or more of the following books:
 - Annemie Dillen, ed., *Soft Shepherd or Almighty Pastor?: Power and Pastoral Care* (Eugene, OR: Wipf and Stock, 2014).
 - Patricia Beattie Jung and Darryl W. Stephens, ed., *Professional Sexual Ethics: A Holistic Ministry Approach* (Minneapolis: Fortress Press, 2013).
 - Concentrate on materials dealing with sexual ethics and clergy power. You will likely benefit from denominational resources and other media recommended by faculty and your mentor team. After reading, construct a statement of sexual ethics in which you explain, in one to two paragraphs each:
 - How sexuality is related to human identity and spiritual wholeness
 - What it means to act with sexual integrity
 - How sex and power are related
 - What it looks like to have healthy sexual boundaries in your context and life
 - How a minister should deal with sexual feelings that arise for others in the course one's context and life.
 - What issues of sexuality a you should expect to deal with in your context.
 - What it means to seek sexual justice in your context and society in general.
 - Discuss with your mentor team.

MASTER ASSESSMENT: The Christian life, ethics, and good works

1. Create a confirmation lesson that explains to students how their service projects for confirmation reflect the Christian life of good works.
2. Write a newsletter article that addresses the evangelical teaching on good works using a current/local need or controversy.
3. In 250-500 words, explain what role the church has, and specifically what role the pastor has, in addressing current ethical issues and concerns. Be sure to contrast the Lutheran teaching on this matter as compared and contrasted with other denominational approaches.

7. Demonstrate competent care and collaborative leadership informed by integrative reflection, an understanding of human and organizational systems, and emotional-relational intelligence.

7A. Foundations for Care (or take PM 561)

Expresses familiarity with an integrative, interdisciplinary foundation for the practice of care.

- Read and watch:
 - Howard Clinebell, *Basic Types of Pastoral Care and Counseling*, 3rd ed., (Nashville, TN: Abingdon Press, 2011), 1-63.
 - David K. Switzer, *Pastoral Care Emergencies* (Minneapolis: Fortress Press, 2000), 1-35.
 - [“Foundations of Care”](#) and [“Praxis and Theological Reflection.”](#)
 - Take notes while you read and watch, then submit your notes to your mentor team for discussion.

7B. Self-Awareness in Ministry (or take PM 561)

Demonstrates an awareness of personal psychological and relational strengths and limitations in care.

- Read the following:
 - Howard Clinebell, *Basic Types of Pastoral Care and Counseling*, 3rd ed., (Nashville, TN: Abingdon Press, 2011), 461-478.
 - [“Self-care as Care for Others”](#) or an article or chapter on self-care of your choosing.
 - Write a reflection paper on your areas of psychological and relational strengths and limitations. With your mentor team, review this reflection, along with your personal assessments from Outcome 0. In this conversation, listen to feedback that supports and challenges your understanding of self.

7C. Situational and Developmental Issues in Care (or take PM 561)

Understands the care issues raised throughout the human life-cycle, including crises that trigger the potential for transformation.

- Read and watch the following:
 - The videos on [“Life-Cycle Perspectives in Care”](#) and [“Theory of Change in the Life-Cycle.”](#)
 - Howard Clinebell, *Basic Types of Pastoral Care and Counseling*, 3rd ed., (Nashville, TN: Abingdon Press, 2011), 213-242.
 - David K. Switzer, *Pastoral Care Emergencies* (Minneapolis: Fortress Press, 2000), 36-48.
 - Felicity B. Kelcourse, ed., *Human Development and Faith: Life-Cycle Stages of Body, Mind, and Soul* (St. Louis: Chalice Press, 2004), 1-284.
 - Complete a [Reading Reflection Report](#) on each reading and video

7D. Listening Skills (or take PM 561)

Understands and demonstrates active listening skills in human interactions.

- Read the following:
 - Proverbs 16 and James 3
 - Howard Clinebell, *Basic Types of Pastoral Care and Counseling*, 3rd ed., (Nashville, TN: Abingdon Press, 2011), 65-92.
 - John Patton, *Pastor as Counselor: Wise Presence, Sacred Conversation* (Nashville: Abingdon Press, 2015), 1-65.
 - Gerard Egan, *The Skilled Helper*, 10th Ed., (Brooks/Cole, Cengage Learning, 2014), 18-46
 - Robert A. Kidd, "Foundational Listening and Responding Skills" in Stephen B. Roberts, *Professional Spiritual & Pastoral Care: A Practical Clergy and Chaplain's Handbook*, (Woodstock, VT: Skylight Paths Publ., 2012), 92-105.
 - After each of 9 meetings over the course of one year, make a note of which listening skills you used. After meetings number 3, 6, and 9, gather feedback from other participants to discover if they saw you using those skills as well. Discuss with your mentor team.

7E. Basic Counseling Skills (or take PM 561)

Demonstrates the basic skills necessary for effective brief counseling AND shows awareness of limitations and of referral sources.

- Read the following:
 - Howard Clinebell, *Basic Types of Pastoral Care and Counseling*, 3rd ed., (Nashville, TN: Abingdon Press, 2011), 93-136, 393-411.
 - David K. Switzer, *Pastoral Care Emergencies* (Minneapolis: Fortress Press, 2000), 175-189.
 - (If you have not completed the active listening target above, skim John Patton, *Pastor as Counselor: Wise Presence, Sacred Conversation* [Nashville: Abingdon Press, 2015], 1-65.)
 - Watch the videos "[Basic Counseling Skills.](#)" and "Referral in Counseling"
 - Write a three page outline of the areas in which you are competent to provide brief counseling, and the approach you would use to engage in brief counseling intervention (i.e. two to three sessions) with an individual or couple *in your context*. Include what you would seek to accomplish, how you would assess if a referral is needed, a resource list of whom you would refer people to, and how you would handle the referral process.

7F. Foundations of Emotional Crisis (or take PM 561)

Expresses familiarity with the signs and dynamics of emotional crisis as well as appropriate resources for help.

- Read and watch the following:
 - Howard Clinebell, *Basic Types of Pastoral Care and Counseling*, 3rd ed., (Nashville, TN: Abingdon Press, 2011), 163-181, 271-310.
 - David K. Switzer, *Pastoral Care Emergencies* (Minneapolis: Fortress Press, 2000), 49-78.

- Rodney J. Hunter, ed. [“Crisis Intervention Theory,” in *Dictionary of Pastoral Care and Counseling* \(Nashville: Abingdon Press, 2005\): 245-246.](#)
- Margaret Kornfeld, [“ABC Method of Crisis Management.”](#)
- The videos [“Care in Times of Illness”](#) and [“Crisis Counseling.”](#)
 - Take notes as you read and watch, then submit your notes to your mentor team.

7G. Care at End of Life and in Times of Loss and Grief (or take PM 561)

Demonstrates compassionate and effective care in times of significant loss.

- Read or watch the following:
 - Felicity B. Kelcourse, ed., *Human Development and Faith: Life-Cycle Stages of Body, Mind, and Soul* (St. Louis: Chalice Press, 2004), 285-307.
 - Howard Clinebell, *Basic Types of Pastoral Care and Counseling*, 3rd ed., (Nashville, TN: Abingdon Press, 2011), 183-212.
 - David K. Switzer, *Pastoral Care Emergencies* (Minneapolis: Fortress Press, 2000), 73-97.
 - Gary Strickland, [“Planning a Funeral.”](#)
 - [“Care for Persons at the End of Life”](#)
 - [“Care in Grief and Mourning”](#)
 - Option 1: Using this knowledge, create a complete funeral service and care plan for a family who has experienced a death and produce a document including the following:
 - a) Your plan of care for the family at the time of death
 - b) a complete outline of the funeral service, including music, scripture, and other elements consistent with your denominational heritage
 - c) a complete manuscript of the funeral sermon
 - d) your plan of care for the family for the first year after the funeral
 - e) your theological perspective and rationale for the funeral service, sermon, and care for the family.

(Be sure to include how you can involve other members of the congregation in the care of the family before and after the funeral.)

- Option 2: Do a [Ministry Experience Report](#) based on an experience you had providing care in a situation like this.

7H. Care in Mental and Emotional Crisis (or take PM 561)

Demonstrates an ability to identify the signs of emotional crisis and to respond appropriately.

- Read/review and watch the following:
 - Howard Clinebell, *Basic Types of Pastoral Care and Counseling*, 3rd ed., (Nashville, TN: Abingdon Press, 2011), 137-161.
 - David K. Switzer, *Pastoral Care Emergencies* (Minneapolis: Fortress Press, 2000), 118-133, 160-174.
 - The video [“Mental Health Issues: An Overview.”](#) This will also focus in particular on suicide and depression.
 - Review this **case study**
 - Conduct a [Ministry Experience Report](#) using the prescribed case study. Pay special attention to what signs of emotional crisis you identify and how you

would respond. (NOTE: If this process raises sensitive issues for you, you may wish to process this with a pastoral care professor or a counselor)

7I. Intercultural Care (or take PM 561)

Engages in “intercultural care” within a diverse community of persons.

- Read the following:
 - Howard Clinebell, *Basic Types of Pastoral Care and Counseling*, 3rd ed., (Nashville, TN: Abingdon Press, 2011), 413-439.
 - Emmanuel Y. Lartey, *In Living Color: An Intercultural Approach to Pastoral Care and Counseling*, 2nd Ed., (Philadelphia, Jessica Kingsley, Pub., 2003) 163-177.
 - An article of your choice dealing with care in/to a very different culture than your own (socioeconomic, race, ethnicity, age, ability, etc.).
 - Then write a two page reflection on your awareness of your cultural assumptions, biases, and limitations and how they inform and/or limit your ministry with persons who have a different cultural background and perspective. Include what challenges you in intercultural care, and areas of agreement and disagreement from the reading assignments.

7J. Systems Analysis (or take LE 501)

Analyzes organizational dynamics through systems theory.

- Read Ronald W. Richardson, *Creating a Healthier Church: Family Systems Theory, Leadership, and Congregational Life* (Minneapolis: Fortress Press, 1996).
- Watch organizational [Mapping video](#) by Greg Henson
 - In a four page document OR in a conversation with your mentor team, analyze the relational structures of your congregation or place of ministry, attending to these four facets:
 - a) make observations about the systems dynamics between the leadership and the organization (people)
 - b) diagram the interactions between the various leaders and group(s)
 - c) write a critique of your organization from a systems perspective
 - d) outline the structure of the *intended* decision-making process AND how it *actually* works in practice.

7K. Principles of Conflict Resolution (or take LE 501)

Expresses familiarity with the principles of conflict resolution.

- Read one of the following books:
 - George W. Bullard, Jr., *Every Congregation Needs a Little Conflict* (St. Louis: Chalice Press, 2008)
 - Kerry Patterson et al., *Crucial Confrontations: Tools for Resolving Broken Promises, Violated Expectations, and Bad Behavior* (Columbus, OH: McGraw-Hill, 2013)
 - Summarize the main points of the books in a three to four page paper, noting any significant disagreement you have with the authors.

7L. Principles of Organizational Change (or take LE 501)

Expresses familiarity with the principles of organizational change.

- Read the book below by Friedman and then one of the other two.
 - Friedman, Edwin H., Margaret M. Treadwell, and Edward W. Beal. *A Failure of Nerve: Leadership in the Age of the Quick Fix*. New York: Church Publishing, 2017.
 - Kotter, John P. *Leading Change: Why Transformation Efforts Fail*. Boston, MA: Harvard Business Press, 2010.
 - Heifetz, Ronald A., Alexander Grashow, and Martin Linsky. *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Boston, MA: Harvard Business Press, 2009.
 - In a video, written paper, or conversation with your mentor team, describe your understanding of organizational change and which model/process would work well in your context.

7M. Principles of Collaborative Strategic Leadership (or take LE 501)

Demonstrates familiarity with the principles of collaborative strategic leadership as they relate to culture, strategy, integration, and organizational development.

- Read and/or watch each of the following
 - Brafman, Ori, and Rod A. Beckstrom. *The Starfish and the Spider: The Unstoppable Power of Leaderless Organizations*. London: Portfolio, 2006.
 - Hoag, Gary G., R. Scott Rodin, and Wesley Kenneth. Willmer. *The Choice: The Christ-centered Pursuit of Kingdom Outcomes*. Winchester, VA: ECFAPress, 2014.
 - This [Article](#) and [PDF of Book](#) by Edward Schein
 - **This [article](#) and this [article](#) by Henry Mintzberg**
 - These videos on [strategic planning](#), [organizational change](#), and [emergent strategic planning](#).
 - Write a paper or discuss with your mentor team the following questions:
 - 1) How would you define success in your context?
 - 2) Describe the nature of your organization's culture and the role leadership plays in creating and leading that culture.
 - 3) In what ways would you build a collaborative leadership structure and culture, and how would that work in practice?
 - 4) How would you approach the process of defining a strategic direction for an organization?

7N: Collaborative Strategic Leadership (or take LE 501)

Demonstrates collaborative and strategic leadership in a specific area

- Choose one of the projects listed below, conduct it in your setting, and reflect on how it went. In each case, the project must include the development and ongoing utilization of a team.
 - 1) Build a system for communal contextual care in the church you lead or attend. This refers to a system wherein the local body of believers takes ownership in providing care

to its members, as opposed to a system where the lead pastor (or staff) of a church are the only people providing care to the members of the body.

- 2) Create a team for planning, leading, and inviting others into worship.
- 3) Develop and implement a process for adult discipleship that functions as a pathway rather than a program. Be sure to include a description for how you would involve others in the process and how it would be self-replicating (rather than relying upon a central leader).
- 4) Develop a strategic direction for a specific ministry of your church, aspect of your business, or area of your work.
- 5) Create a system for developing employees/staff in your context that focuses on gifting and accounts for the needs of the organization.

MASTER ASSESSMENT: Response to a Church Leadership Crisis

In a 1000-1500 word paper, describe in detail a ministry experience from your context in which you and/or your congregation experienced conflict. Make sure your paper addresses 1) a psychosocial analysis of the situation, 2) a systematic analysis of the situation, 3) a plan to build up the team structures of the church, 4) specific measures to address the persons in conflict, and 5) steps to structure the church in the future.

8. Demonstrate competence in the integration of knowledge, character, and ability specific to their ministry context.

8A. Case Study: Supervised/Integrated Studies I

Demonstrates a multifaceted analysis and response to a case study drawn from one's ministry context.

Required Assignment (completed at intensive)

8B. Case Study: Supervised/Integrated Studies II

Demonstrates a multifaceted analysis and response to a case study drawn from one's ministry context.

Required Assignment (completed at intensive)

8C. Case Study: Supervised/Integrated Studies III

Demonstrates a multifaceted analysis and response to a case study drawn from one's ministry context.

Required Assignment (completed at intensive)

8D. Case Study: Supervised/Integrated Studies IV

Demonstrates a multifaceted analysis and response to a case study drawn from one's ministry context.

Required Assignment (completed at intensive)

8E. Case Study: Supervised/Integrated Studies V

Demonstrates a multifaceted analysis and response to a case study drawn from one's ministry context.

Required Assignment (completed at intensive)

8F. Case Study: Supervised/Integrated Studies VI

Demonstrates a multifaceted analysis and response to a case study drawn from one's ministry context.

Required Assignment (completed at intensive)

MASTER ASSESSMENT: Submit denominational mobility papers OR: Submit a résumé with a cover letter in which you apply for a desirable ministry position. Be specific. The position can be imaginary or real - even your current position. In the résumé include specific qualifications: knowledge, character,

and ability elements relevant to that particular ministry. Include with the résumé a cover letter explaining how your qualifications come together, united by a philosophy of ministry

Master Assessment (7.0 students only): Have a conversation with your mentor team about two case studies. Discuss any insights you gained from the case studies both personally and theologically.

Master Assessment (7.0 students only): Have a conversation with your mentor team about two case studies. Discuss any insights you gained from the case studies both personally and theologically.

9. Articulate and engage their vocation in a mentored life, intentional Christian community, and whole-life stewardship.

9A. Mentor-based Discipleship

Shows familiarity with the core principles of mentor-based discipleship.

- Read Randy D. Reese and Robert Loane, *Deep Mentoring: Guiding Others on Their Leadership Journey* (Downers Grove, IL: InterVarsity, 2012) and meet with two people to discuss the book.
 - Write down eight key insights you gathered from the book and your conversation about mentoring and discipleship.

9B. Economic Wisdom Talks

To demonstrate an understanding of the intersection of faith and work.

- Watch four videos related to spiritual formation from the Oikonomia Network: [Work/Faith Videos](#)
- Create questions related to the intersection of faith and work for each video.
- Gather a small group to view the four videos and discuss the questions you created.
 - Discuss with your ministry mentor what you learned about the intersection of faith and work.

9C. Learning Styles and Learning Cycles

Study and demonstrate different learning styles and learning cycles by teaching a Bible lesson.

- Take the “Identifying Learning Styles Assessment” from EM501
- Read the material related to Learning Styles and Learning Cycles from EM501.
- Create and teach one original lesson plan using the learning styles and learning cycle of Hook/Book/Look/Took. This 30- 40 minute lesson will be taught to participants within the ministry context of the student. The lesson is to be recorded and reviewed by your mentor team. [See Bible Lesson Evaluation in EM501]
- Meet with your mentor team following the teaching of your Bible lesson and talk about the following:
 - Teaching aims or goals of the material
 - Use of the Bible – topical study, word study, expositional study, inductive study
 - Communication of doctrine/theology
 - Teaching/Learning process or methodology
 - Age appropriate material and learning activities
 - Application for daily life

9D. Historical Mentors in Christian Education/Discipleship

Research and represent influential Christian educators.

- Explore the Christian Educators of the 20th Century website (<http://www2.talbot.edu/ce20/>).

- Choose an educator you are interested in and research 4-5 resources of the selected educator to discover how he or she has impacted the world of Christian Education/Discipleship.
- Create a 15-minute Powerpoint presentation, or a handout/brochure/booklet, or a devotional to demonstrate your research. The content of “the presentation” must include:
 - Background information on the person
 - What stood out to you about their call to Christian Education/Discipleship
 - Contributions to Christian Education
 - How this educator/discipler inspires you
 - Discuss your presentation with your personal mentor.

9E. Theology of Christian Discipleship

Demonstrates an awareness of and ability to articulate theological perspectives of Christian discipleship.

- Research the topic of Christian discipleship from the “Suggested Readings for a Theology of Christian Discipleship” list.
- Communicate, in 1000-1250 words or fifteen minutes of video, your understanding of the theology of Christian discipleship. In it articulate the following:
 - a definition of Christian discipleship
 - Scripture passages which support the definition of the Christian discipleship
 - Your conviction and methodology for Christian discipleship
 - the influence of Christian discipleship in community.
 - Discuss with your mentor team.

9F. Reading on Hospitality

Demonstrates an understanding of the role of hospitality in Christian discipleship.

- Read at least 150 pages of one of the following books:
 - Jean Vanier, *Community and Growth*, rev. ed. (Mahwah, NJ: Paulist Press, 1989)
 - Elizabeth Newman, *Untamed Hospitality: Welcoming God and Other Strangers* (Grand Rapids, MI: Brazos, 2007).
 - Christine D. Pohl, *Making Room: Recovering Hospitality as a Christian Tradition* (Grand Rapids, MI: Eerdmans, 1999).

Complete a [Reading Reflection Report](#) for the book.

9G. Personal Reflection on Personality and Gifts

Shows circumspection about one’s personality and gifts.

- Revisit the information you received from your Professional Development Assessment interview (or the denominational equivalent) in Outcome 0.
- What stands out to you now?
- What areas of strength in your life are being lived out?
- Where do roadblocks still exist?
- Design a plan for lifelong learning to suit your calling and context.
 - Discuss with your mentor team.

9H. Reading in Ministerial Tax Law

Express familiarity with clergy tax laws.

- Become acquainted with clergy tax laws by reading the Minister's Tax Guide from Guidestone or reviewing the material at the [Church, Law, and Tax website](#). Submit a reading brief report listing relevant findings for yourself, as well as any remaining questions you have about ministerial tax law. If you do not anticipate facing any clergy tax situations, simply notify your mentor team of it.
 - Discuss what you learned with your ministry mentor.

MASTER ASSESSMENT

Submit your Final Internship Evaluation Report OR answer the following questions:

- Provide a paragraph addressing your overall internship experience. Note the most important learning or insight from the internship experience and how the experience does or will shape your ministry. Next, address the following areas of your ministry in at least a paragraph each:
- Leadership: Consider your leadership in serving God's mission in the world (for example: through the congregation, in partnership with your denomination, and with ecumenical partners).
- Theological Articulation: Consider your ability to speak clearly and with insight about the Christian faith from a Lutheran perspective.
- Leading Worship: Consider your poise and presence, voice and language as you read scripture, lead prayer and conduct liturgy
- Preaching: Consider biblical interpretation, connection to the congregation/community, use of illustrations and organizational clarity, as well as delivery of sermons.
- Teaching Adults: Consider teaching methods including the ability to facilitate discussion and create a comfortable learning environment as well as the quality, depth and presentation of concepts.
- Teaching Youth and Children: Consider both material and presentation for various age groups.
- Evangelism: Consider the ability to welcome and interact with strangers as well as offering a witness to Jesus Christ.
- Pastoral Care: Consider the ability to develop trusting relationships, listen empathetically, respond to crisis and grief situations, discern the needs of people and respect confidential information.
- Administration: Consider your ability to work with committees, deal with change and conflict, respond constructively to criticism and accomplish tasks in a timely manner.
- Stewardship: Consider your ability to articulate and model Christian stewardship of life, talents and money in pastoral leadership and personal life.