

SMP Manual



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Introduction

Welcome!

This booklet is a resource to orient SMP students and mentors/vicarage supervisors. It serves as a basic reference for the Specific Ministry Pastor (SMP) program of Concordia Seminary, St. Louis.

This *SMP Manual* is based on the structure and policies that have been developed by the Lutheran Church Missouri Synod's (LCMS) "SMP Program Committee" and the academic policies of the faculty of Concordia Seminary, all in accord with Resolution 5-01B of the 2007 LCMS Convention. Every effort has been made for accuracy, but should information in this *Manual* conflict with either Concordia Seminary's Academic Catalog or the bylaws of the LCMS, then those documents would take precedence as containing the official policies.

Questions and concerns can be addressed to the Concordia Seminary SMP office at (314) 505-7764 or smp@csl.edu. The SMP staff is here to help:

Dr. Gillian Bond, administrative assistant
Dr. W. Mart Thompson, director

I. WHAT IS THE SMP PROGRAM?

The LCMS Specific Ministry Pastor (SMP) program is driven by the ministry needs of the field and exists to train pastoral leaders in existing or planned ministry and/or mission contexts where their presence is critical to a specific ministry in which they are serving. The program provides contextual theological education leading to ordination and placement into the pastoral office for men in their specific ministry. In this context, "specific ministry" is a particular place of service in which the SMP student will serve at least his first two years of the program as vicar, and then, once certified will be called to serve as a supervised SMPastor during the remaining years of the program and continue in that ministry after the completion of the SMP program. The full statement of admissions criteria is available on both the LCMS SMP website and the CSL SMP webpage (and attached as Appendix A).

All persons interested in exploring potential involvement in the SMP program are asked to contact Concordia Seminary's admissions department as a first step in the process. Questions regarding admission to the program may be addressed to them at admissions@csl.edu or (800)822-9545.

To be eligible to participate in the SMP program a man must:

- a) be involved in an existing congregation, ministry or district-approved planned mission start that commits to the SMP program,
- b) have demonstrated basic proficiency in seven areas:
The following are demonstrated by passing Entry Level Competency Exams (ELCEs):
 - (1) Old Testament content
 - (2) New Testament content
 - (3) Christian doctrine

The following are demonstrated to the satisfaction of and under the supervision of his district, and an evaluation and attestation form part of the district president's nomination of a candidate to the program:

- (4) An understanding of the mission of the church.
 - a. A commitment to the mission of Christ to seek the lost and nurture them in the faith within the body of Christ.
 - b. A demonstration of personal faith and spiritual discipline, including the facility to articulate the faith and share it with a non-Christian.
 - (5) An understanding of worship leadership appropriate to his ministry context.
 - a. An understanding of the role of a worship leader as related to the pastoral office.
 - b. The facility to lead an order of worship from a Lutheran hymnal.
 - (6) An understanding of the nature of the public proclamation of the Word.
 - a. The ability to evaluate sermons in light of Lutheran doctrine.
 - b. The facility to prepare and deliver a sermon under supervision.
 - (7) An understanding of the importance of teaching Christian faith and life within the ministry and mission of the church.
 - a. The ability to articulate the role of the pastor as teacher of the faith to those of every age and to evaluate educational materials in light of Lutheran doctrine.
 - b. The facility to teach the Word of God and its doctrine to others.
- c) be under the supervision of a regularly ordained pastor of Synod,
- d) be in possession of those characteristics ordinarily and Biblically expected of the pastoral office, and
- e) be nominated by the president of the district in which he will serve – this nomination will accompany the application materials that are sent to the seminary.

The curriculum is a condensed reduction of the residential pastoral formation programs, leading to certification as a specific ministry pastor and ordination into the pastoral office.

Students will be eligible for certification by the faculty of Concordia Seminary as qualified for a call as a specific ministry pastor, and receive an assignment by the Council of Presidents acting as the Board of Assignments of the synod, following successful completion of the first 9 courses and the vicarage. It is expected that this "first call" will be to the congregation or context in which the student receives and continues his theological education through the SMP program. He must continue taking classes for another 2 years (7 quarters) in order to complete the program.

The synodical SMP program administered by Concordia Seminary consists of 16 courses (online and on-campus intensives), on-campus orientation, and two field seminars. Local mentoring provides guidance and support for the student and enables him to apply his theological education to his immediate context. The "field seminars" are expected to provide students with experience in the broader context of the Church "at-large" and are focused on the specific ministry for which the student is being prepared.

The SMP program is primarily a **partnership** of the Seminary, the Districts of the LCMS, students of the SMP program, their mentors, and their congregations. Each will contribute to the formation of pastors for the whole church, and each will grow in their own faith and service to our Lord Jesus Christ. We look forward to our growth together.

II. PROGRAM STRUCTURE

Participants

The program is designed for men who have been asked to provide pastoral leadership in a congregation or mission situation of The Lutheran Church-Missouri Synod. Identification of candidates is need-driven, based on ministry and mission needs of the local congregation in situations where residential pastoral formation leading to general pastoral candidacy is not feasible or would be detrimental to the ministry currently underway. Participants are nominated by and are supported by the congregation and the LCMS district in which they are carrying out their ministry.

Course Work

The curriculum (see below, III) follows an intentionally designed sequence, with students engaged in cohorts that develop a community of learning and collegiality around their common service.

Courses are taught online and as on-campus intensives. The courses use distance education technologies that facilitate both asynchronous and synchronous learning. (See the annual *Academic Catalog* for the academic year calendars.)

Online courses are guided by a detailed syllabus that prescribes weekly reading, reflection, discussion with one's mentor, and the submission of a journal for critical review in advance of a weekly online "live" (synchronous) classroom for two hours. Class sessions take place on Mondays from 6:00 pm - 8:00 pm central time according to the Academic Calendar for SMP Courses. Each online course is structured as an 11-week class. It fits within the 15-week semester, beginning a couple of weeks after residential classes begin in the fall and spring terms. Summer courses may be offered either as intensives or as online 11-week classes during the residential summer term. Check with the Registrar for details.

The winterim intensive courses, as well as those summer courses that are offered in intensive format, utilize a hybrid of pre/post-residency assignments along with week-long residential instruction on-site at the Seminary.

Registration will be handled according to the published registration dates for each following term. Students are responsible for removing any STOP that will prevent timely registration, and they should check to make sure they are properly registered in advance of the next term.

NOTE: Decisions concerning summer intensive offerings of courses (other than EXE411 (10th Course) and PRA 416 (16th Course) which is only offered as an intensive) are made by the Registrar's Office, not the SMP office.

Required On-Campus Events

Orientation Seminars

The orientation seminars introduce participants to Concordia Seminary, its faculty and staff, the SMP program and course structure, mentor work, SMP program policies and procedures, vicarage, personality testing, graduation requirements, and procedures. Expenses for travel plus room and board are the responsibility of the students and mentors, respectively. (Limited, dormitory-style on-campus housing is available as an option at published seminary rates.)

Orientation is a required 4-day seminar. For fall cohorts it is held in late August, for spring cohorts in early February. Preparation for orientation begins once cohorts have been established. This involves pre-work for both students and mentors in taking a ministerial formation assessment (Harrison Assessment - see below) as well as coach training for mentors. SMP Orientation is a vital component of the program's success in preparing both students and mentors for participation in the SMP program. A student cannot begin the program unless both he and his mentor have been through Orientation.

Intensive Courses

Winterim Courses taught each January in a week-long Intensive format (see above) are required for all SMP students. This means a week-long trip to campus each January.

Summer Term Courses are taught as Intensives. However, double cohorts offer the option of taking an Online Course in the summer instead. The exception to this is for EXE411 (10th Course) and PRA416 (16th Course) as these weeks involve on-campus recognitions of ministry calls and program completion. The summer Intensive week when students are required to come to campus is in late June.

Recognitions During Winterim and Summer Intensive Weeks for students celebrating calls (10th Course) and completing the program (16th Course) will include banquets during the week and recognition during the Friday morning seminary chapel service.

Field Seminars

All students will participate in two field seminars of their choosing, focused on the “specific” ministry needs for which students are being formed in context. In fact, this is the true focused learning that relates to ministry contexts, and students should seek out the kind of work that best fits their ministry needs.

A current list of approved and suggested seminars in various areas of ministry (e.g., church planting, rural ministry, team ministry) will be provided at orientation. Students may also seek approval of other such continuing education opportunities as their needs and interests may suggest.

Students will provide a written report and evaluation of the seminar (1-2 pages) according to the following outline:

Description (name, topic, dates, seat hours, topics covered)

Evaluation

Helpfulness to the needs and ministry of the student (e.g. what was learned, what can be used short/long-term)

Theological evaluation from the perspective of Lutheran theology and from SMP coursework, especially for seminars conducted outside the LCMS.

The following guidelines will be followed:

1. Two seminars must be completed during the four years an individual is enrolled in SMP.
2. The seminars should be helpful to the student in terms of formation for his specific ministry context. It is suggested that the student wait until the final two years of the program to complete his seminars in order to discover areas of formational need and to have the necessary theological grounding for content evaluation.
3. Seminars are above and beyond normal professional requirements for clergy, such as district pastoral and/or professional church work conferences.
4. The seminar must primarily engage instruction from credentialed teachers with expertise in topics areas of needed learning and otherwise qualify as professional continuing education. While experiential learning may well be a part of the seminar, simply participating in experiential learning (e.g., going on a mission trip or service project) will not qualify.
5. Seminars should have a minimum of 10 hours “seat-time” (cf. 1 CEU). If not selected from an approved list, seminars need to be approved by the seminary’s SMP director prior to registration.
6. The cost of the seminars is to be covered by the student.
7. A short (1-2 page) summary of the content and evaluation of the seminar is to be submitted to the SMP program director.

Mentor Participation

(see **Pastor-Supervisor Position Description, Appendix B**)

The success of the SMP program depends heavily on the role and participation of the mentor, who serves as the local presence of the church’s pastoral teaching *ministerium* and extension of the seminary faculty. This is a key role and responsibility, and the choice and approval of the mentor must consider the commitment of time and involvement that will be necessary. The mentor ordinarily also serves as the vicarage supervisor for the vicarage portion of the program (normally years 1 and 2). See below under “Mentor Program” for further discussion of the role and responsibilities of the mentor.

Each SMP student will be expected to meet with his mentor weekly for a minimum of 2 to 3 hours of discussion and work focused on the week’s learning material. This is time dedicated to the weekly material of the SMP courses and not that of other administrative or staff meetings that might engage both the student and the mentor.

More detailed responsibilities are discussed below (see section IV. MENTOR PROGRAM). In sum, the mentor will...

- Uphold the student in faith and life through encouragement, support and prayer.
- Mentor the student in formal studies on a regular basis.
- Work with the student to contextualize course content to his life and ministry.
- Provide feedback on the student, as needed or requested, to the Seminary and District.

- Encourage the student toward achievement of all program goals, to remain diligent about his studies, and to meet weekly and programmatic deadlines in a timely way.

NOTE: Any concerns about the mentor-student relationship should be addressed to the program director.

Any change in the mentor must be discussed with the program director and approved by the district president.

NB: If the need arises for a change in the mentor, please be in contact with our SMP office and your district president as soon as possible. We cannot process a change without the approval and notification of the DP. We will also need to know the date when any such change becomes operative, as this will affect the payment of the mentor course stipends.

Vicarage

As stated in the Synodical Handbook, “an academic year of supervised internship (vicarage) is required of all seminary students before graduation, ordinarily in the second year before graduation” (*Handbook of the LCMS, Bylaws 2.8.1.(d)*). This requirement is adapted for the SMP program as a two-year concurrent vicarage.

The SMP program vicarage begins at the same time as the student begins his course work at the seminary. It is defined as a “*concurrent-deferred*” vicarage meaning that the student serves his vicarage while he engages in his theological education in the ministry situation in which he will serve as a Specific Ministry Pastor. Vicarage requirements and evaluations are the same as those for all programs of pastoral formation, including the qualifications of the vicarage supervisor, and are under the overall supervision of the director of vicarage of Concordia Seminary and the director of SMP vicarage.

Periodic reports are made by the student and the supervising pastor to the director of vicarage of Concordia Seminary. Two different types of reports are made. One will be completed by vicar and supervisor each year for the vicarage office and entails the giving of short descriptions to a variety of questions about the student’s pastoral identity, relationships and skills.

The second type of report is called the Vicarage Evaluation Inventory (VEI) and is completed sometime before the director of SMP vicarage makes his visit. It involves a computerized scoring of answers given to 120 statements by lay leaders and the supervising pastor, and it thus provides a very helpful “360 degree” evaluation for review and discussion.

Ministerial Formation Assessment

In advance of the new student coming to the seminary for SMP Orientation he will take the Harrison Assessment through an online link. Arrangements will be made for this by the Office of Personal Growth and Leadership Development. During on-campus SMP orientation the student will receive his Harrison Assessment results with an explanation of how to interpret them. He will later discuss his results individually with the Advisor on Personal Growth and Leadership Development. The Harrison Assessment is a tool that will help identify strengths and weaknesses for pastoral ministry. The student will be encouraged to use the results to create personal goals for his ministerial formation as an SMP student.

Projected Student Portfolio (Not yet implemented)

- A. Portfolio Purpose:** Once implemented the purpose of the SMP program student portfolio is to provide evidence of your growth toward becoming an ordained pastor of The Lutheran Church-Missouri Synod. It will be used in two ways:
1. Once a year, as you come to the campus we will review the contents with you and reflect with you on your progress.
 2. As you near completion of the first half of the SMP program, the faculty will use the pieces included in your portfolio as the basis for recommending your certification for ordination.
 3. It will serve as a portion of your final grade in each class.
- B. Items to be Included in your Portfolio:** This is your opportunity to reflect on the education you are receiving as an SMP student, and to help the faculty get to know you better. There will be three sections in your portfolio:
1. **Course Papers:** As assigned by each instructor/course – you will have the opportunity to place an artifact.
 2. **Vicarage Reports:** The annual vicarage reports prepared by your vicarage supervisor will be retained in your SMP program student portfolio.
 3. **Personal Reflection Papers:** These are not required, but provide you with the opportunity to reflect on your personal growth in life and ministry.
- C. Mechanics of the Electronic Portfolio:** This will be communicated with you through the SMP Orientation Seminar.

Faculty Certification

The requirements and procedures for “eligibility for individual membership” in the synod and for “qualification for first call” are discussed in the *Handbook of the LC-MS (2013)*, Bylaws § 2.7 and 2.8. In sum, in order to be presented for certification a student must have satisfactorily completed all required courses and seminars through EXE411 and have conducted his vicarage in a satisfactory way. He “must have indicated complete dedication to the ministry and evidenced a readiness for service in the church.”

This process includes evaluation from both the church at large and the seminary faculty. In addition to the vicarage reports, letters of evaluation and recommendation must be received from the mentor and from the appropriate district president.

PLEASE NOTE: These letters must be submitted according to the deadline schedules provided. While not completely under the control of each student, such documentation must be received into the SMP office according to the established deadlines in order for the certification process to be completed in time for Calls to be issued.

Also, in order for a student to be declared qualified for a first call and recommendation by the faculty for the office of the public ministry, the faculty must be satisfied that the student will meet all personal, professional, and theological requirements of the office. To that end a theological interview will be conducted as part of the certification process; (see Section VI, PROGRAM TIMELINES for dates).

The following items will provide a profile and sample of a student’s pastoral work, and they should be assembled as a Pre-Certification File for review by the certification committee.

1. Your Self Evaluation Tool (SET) form. Note: This form has to be both completed and submitted through a website under the management of the Council of Presidents, and sent to the SMP Office. Details on how to do this will be emailed to you at the time it is needed.
2. A 500-word summary of your situation and work. This should include:
 - A description of your specific ministry context and duties and the extent to which you have been fulfilling these duties up to this time.
 - A brief summary of your personal and family life.
 - If you are a worker-priest, what you are doing in “civilian” life.
3. A theological artifact that demonstrates your knowledge, understanding and commitment to confessional Lutheran theology at a level appropriate for certification for your specific ministry. This may be a special-occasion homily (funeral or wedding), a devotion (not less than 500 words) or a Bible study for a youth or adult group. It must be the student’s original work, not from or based on a work from a publisher or other source. Provide a written manuscript for a homily/devotion or a detailed lesson plan for a Bible study (Word document).
4. A sermon from your body of work. It should be between 750 and 1500 words. While the sermon may have been produced for a seminary class, the standard for certification may be higher than what was required for the class. Therefore, it may be advisable to revise the sermon being submitted for it to achieve the level needed for certification. Provide a written manuscript for the sermon (Word document).

For a detailed timeline of the certification process, see Section VI.

Assignment

A candidate declared qualified for call and ordination shall receive his first call through an assignment by the Council of Presidents acting as the Board of Assignments of the Synod. This first call will be to the context in which he is receiving his training; it is here that he will be ordained with the expectation that he will continue in the SMP program through course 16, and that he will carry out his ministry in this community.

The following paragraphs describe the roster status of specific ministry pastors (*Handbook of the LC–MS, 2013, Bylaws, 2.13, p. 65*):

2.13 Membership Status and Limitations

Specific Ministry Pastor Status and Limitations

- 2.13.1 A “specific ministry pastor” is a minister of religion—ordained who has completed the requirements for service as a specific ministry pastor and has been examined by one of the Synod’s seminaries, has received a regular call, and has been placed by the Council of Presidents into a specific Word and Sacrament ministry context.
- He is eligible to serve only in that specific ministry context for which he has been trained and may not be offered or accept a call for ministry for which he has not been certified as determined by his district president. He shall serve under the supervision of his district president and another pastor who is not a specific ministry pastor.

(a) Because he is under supervision of another pastor and because a specific ministry pastor’s theological education has been formed in part by and for a specific ministry context, he may not be placed or called into ecclesiastical roles that exercise pastoral oversight outside the context of his call.

(b) A specific ministry pastor is not eligible to

- (1) serve as a voting delegate to a national convention of the Synod—but may serve as an advisory delegate to national conventions and as a pastoral delegate to district conventions;
- (2) hold any elected or appointed office on the district or national Synod level that is assigned by the Bylaws of the Synod to “a pastor” or “an ordained minister” (although specific ministry pastors may serve in all other capacities, especially representing the ministerial contexts in which they serve);
- (3) supervise vicars; or
- (4) serve as a circuit visitor.*

(c) The ministers of religion—ordained records maintained by district presidents as well as the official membership roster of the Synod shall distinguish between specific ministry pastors and other pastors.

PLEASE NOTE: The formal process leading to call and ordination is initiated by the pastor-mentor, who should contact the district office for the necessary documents early in the quarter during which the student is taking the 8th course (SYS 414). Once completed, these documents are processed through the district, which sends them on to the synod, and then to the seminary.

It is imperative that these documents be completed in a timely manner so that the formal call may be announced in the Call Service.

Completion

Students complete the program by taking the 16th course PRA 416 as a residential intensive course. During the prior course, EXE 414, a final evaluation is to be provided by the mentor.

Upon final completion of PRA 416, with grades posted and with any outstanding obligations fulfilled by students including any outstanding payments due the seminary, a notice of completion will be sent from the SMP Office to the appropriate District President. A certificate of completion will be mailed by the Registrar’s Office to each student; any questions regarding issuance of this certificate should be addressed to the Registrar’s Office.

NOTE: Students finishing the program will need to remove any further STOPS and all outstanding obligations before the final certification of completion can be processed.

Program Costs and Billing

SMP costs include an initial application fee, standard master’s-level tuition for each course, and a student technology fee for each term. The standard congregational vicarage fee is billed in two installments.

These fees are adjusted annually, published in the *Academic Catalog* and on the SMP section of csl.edu.

Students should budget ca. \$200 per course for books. Travel, room and board expenses are the responsibility of the students for on-campus orientation and residential seminars. (Limited, dormitory-style on-campus housing is available at an established seminary rate.) Field seminars vary in cost but are readily available. It is recommended that a student and congregation budget between \$10,000 and \$11,000 per year for participation in the SMP program. These costs may be shared by the calling (sending) congregation, district, and student.

Bills will be sent to the student’s SemNet account since the student is ultimately responsible for this cost. Other billing arrangements may be discussed with Mr. Matt Daley at 314-505-7306, or daleym@csl.edu.

III. PROGRAM CURRICULUM

The SMP curriculum was designed to meet the “Pastoral Formation Outcomes” that were developed for all programs of pastoral formation at Concordia Seminary (see Appendix C). While these outcomes continue under review, as does the curriculum itself, the basic flow or sequencing of the SMP program follows a defined structure and outline.

The “Narrative” that sets forth the vision

The SMP Curriculum (16 courses/four years) begins and ends with courses dealing with the pastoral ministry as a ministry of speaking the Gospel (“Introduction to Pastoral Ministry” and “Pastor as Theologian and Leader”). In between these bookends the courses are organized around a narrative that integrates and binds the curriculum together. The pastor speaks the Gospel of Jesus Christ within the context of the grand narrative of God’s activity in human history.

Pre-Ordination

Given that a pastor is called by the church to speak the Gospel: (1) We explore the foundation of the pastoral office; (2) We then turn to how we proclaim the Gospel in worship as part of the master story of God’s activity. (3) We then consider what is the master story of the Biblical Gospel that the Christian church has proclaimed everywhere and at all times; and (4) What are the key episodes and themes of that story? (5) What distinctions and themes do Lutherans find vital for the telling of Jesus’ story to others so that it is in fact the Gospel? (6) With the Gospel having become ours, “How do we bring this story to others through preaching?” and, (7) “How do we teach the story of the Gospel to those who have little acquaintance with Christianity?” Finally, (8) Having explored the story, we now explore the questions, “How does the story of the Gospel become my story?” and (9) “How do we confess the Gospel before the world until Christ returns?”

[Certification, Call, and Ordination may now take place in the SMP program.]

Post-Ordination

Here we return to the master story of the Gospel but consider its instantiation in the particularities of the Biblical texts and history. Thus we begin by (10) Exploring the role and use of the Scriptures for speaking the Gospel. Then we explore how the one Biblical Gospel narrative is told and lived out in (11) The Old Testament and (12) The New Testament as well as (13) How the Reformation recovered the Scriptural Gospel for a new generation. Then we turn to the questions about how we include others in that story today through (14) The task of preaching and (15) By means of the church as the means and goal of the *missio dei* within the role of the (16) Pastor as leader and theologian.

The course sequence below reflects a revision that applies to cohorts beginning in 2017 or later. Cohorts that began prior to 2017 will continue to follow the original sequence in place when they began the program. That original sequence is listed below at the end of the updated sequencing and the course descriptions.

Note: all SMP courses are 2-credit hours. The following course sequence began in 2017. Cohorts beginning in prior years follow a slightly different order in the first half of the sequence. (Go to csl.edu and the Academic Catalog for recent updates)

1st Course (PRA 411)

Introduction to Pastoral Ministry *An introduction to the theology and practice of the pastoral ministry as a ministry in which the pastor is called to speak the Gospel. This course will explore issues related to the foundation of the pastoral office, the nature of the pastoral ministry, and the pastor's relationship to the priesthood of the baptized.*

2nd Course (PRA 412)

Introduction to Worship *The Biblical narrative becomes "incarnated" through its reenactment in the church year and the liturgy. Together pastor and people re-live the story as God comes to them corporately in worship in the means of grace. This course will explore the theology and practice of worship in the context of the local congregation.*

3rd Course (SYS 411)

The Master Narrative *In speaking the gospel, the pastor confesses the work of Jesus Christ as central to God's involvement with the world (from creation to consummation). This course will explore how in worship and in the world, the master narrative of the Gospel re-stories our individual and corporate lives and shapes how we live.*

4th Course (SYS 412)

Creedal Themes *The gospel as summarized in the creed has a number of theological subplots that interlock with one another and whose meanings (doctrines) are indispensable for the master story. This course will explore how the Scriptures teach and how the church confesses the doctrinal truths that form the creedal story.*

5th Course (SYS 413)

Lutheran Distinctions *The grand narrative of the Gospel has focused thus far upon the presence and work of God within created history. It will now highlight the anthropological dimensions of that story and will explore how the Reformation brought those dimensions out by making distinctions between law and gospel, the two kinds of righteousness, the two kingdoms, etc. in order to confess the Gospel in its day.*

6th Course (PRA 413)

Preaching I *People who have become part of God's story of redemption are called upon to tell that story to others as they have opportunity. Pastors are called to proclaim that word publicly on behalf of the congregation. This course will explore how the pastor moves from the study and interpretation of the word of God (1/3) to the construction of sermons and the proclamation of the Gospel (2/3).*

7th Course (PRA 414)

Teaching the Faith *Because the story of God's dramatic redemption of the world takes a minute to hear but requires a lifetime to live pastors are called not only to proclaim the gospel but also to lead people into an ever deepening understanding and appreciation of that inexhaustible story. This course will explore the nature and task of teaching the faith from cradle to grave. Special emphasis will be given to the task of catechesis and the teaching of Luther's Catechisms.*

8th Course (SYS 414)

Means of Grace *God's dramatic involvement within the world from creation to consummation centered in Christ also involves us. In a certain sense, the master story of the gospel re-stories our lives by incorporating us into the mission and work of Jesus Christ. This course will explore how God's story of redemption becomes our story through the visible and spoken words of baptism, absolution and the Lord's Supper.*

9th Course (SYS 415)

Lutheran Confession of Faith *The task of telling and confessing the dramatic story of God's mission within the world continues until Christ returns. The pastor confesses that story against all errors that seek to distort it. This course will explore how the confessions of the church, the roadmap to the heart of Scripture, inform the pastoral task of dealing with errors that distort the master story of the Gospel.*

10th Course (EXE 411)

Scripture and Faith *The master story of the Gospel is instantiated within the biblical accounts and told by them in various ways. As one who proclaims the Gospel, the pastor uses these biblical accounts as the source and norm for preaching and teaching. This course will explore the nature of the Scriptures, how the canon was collected, and the purpose and use of the Scriptures within the Christian life.*

11th Course (EXE412)

Old Testament Theology *God's dramatic involvement in the world begins with the mission of God in creation and the commission that He gave to his human creatures to care for it. Because they failed God re-enters his creation to redeem and restore it. This course will explore the theology of the gospel story as told in the Old Testament.*

12th Course (EXE 413)

New Testament Theology *God's mission to save the world culminates in the incarnation, death, and resurrection of his Son. With the creation of the New Israel on Pentecost the church took the story of the Gospel to the far reaches of their world. This course will explore the theology of the New Testament with special emphasis on the themes that emerge as the New Testament writers tell the master story.*

13th Course (HIS 411)

Lutheran Reformation *The Reformation was a recovery of the biblical story that resulted in a concomitant preaching revival. This course will demonstrate how the creedal and biblical narrative was at times hidden or lost in the centuries preceding the Reformation, how it was recovered by Martin Luther and the Reformation, and how it is proclaimed today.*

14th Course (PRA 415)

Preaching II *With a more thorough grounding in the nature of the Scriptures as well as the theology of the Old and New Testaments, the pastor recognizes a number of interpretative questions and challenges to the proclamation of the richness of the biblical Gospel. This course will deal in more depth than course #6 did with the issue of hermeneutics (2/3) as it applies to preaching the text (1/3).*

15th Course (EXE 414)

The Church *Within the grand narrative of the Gospel the church appears as both the means and the goal of the mission of God. It is the means by which the mission of God is furthered in the world today and the goal of the mission of God in the new creation. This course will examine how Americans hear and filter the biblical Gospel, and will explore ways in which the church can tell the story in today's cultural context. The church has taken the master narrative of the Gospel into other cultures and it has found it necessary to translate that story. In living out that story it has found ways that are faithful to the Scriptures which take into account the challenges of culture.*

16th Course (PRA 416)

Pastor as Leader and Theologian *This initial portion of the curriculum ends where it began— with the pastor who is called to tell the master story of the Gospel. Here we begin to look at how the pastor exercises leadership in the church as a theologian of the church. This course will explore the ongoing challenges of theology within the church today and will introduce the student to the distinctive methodologies of the various theological disciplines (exegetic, historic, practical, and systematic).*

Original Course Sequence for Cohorts that Began Prior to 2017

1st Course	Introduction to Pastoral Ministry (PRA411)
2nd Course	The Master Narrative (SYS411)
3rd Course	Creedal Themes (SYS412)

4 th Course	Themes in Lutheran Theology (SYS413)
5 th Course	Means of Grace (SYS414)
6 th Course	Preaching I (PRA413)
7 th Course	Teaching the Faith (PRA414)
8 th Course	Worship (PRA412)
9 th Course	Lutheran Confession of Faith (SYS415)
10 th Course	Scripture and Faith (EXE411)
11 th Course	Old Testament Theology (EXE412)
12 th Course	New Testament Theology (EXE413)
13 th Course	The Lutheran Reformation (HIS411)
14 th Course	Preaching II (PRA415)
15 th Course	The Church and Its Life (EXE414)
16 th Course	Pastor as Theologian and Leader (PRA416)

IV. MENTOR PROGRAM

Program Purpose

The Mentor Program is designed to provide a supportive relationship in which the mentor guides, advises, and tutors the SMP program student for his personal growth and preparation for ordination.

Position Description

The mentor is responsible to Concordia Seminary for tutoring, advising, and encouraging students as they participate in course and ministerial work. The mentor is usually also expected to serve as the student's vicarage supervisor under the guidelines of Concordia Seminary's vicarage office.

NOTE: Any concerns about the mentor-student relationship should be addressed to the program director. A desired change in the mentor-supervisor must be discussed with the program director and vicarage director.

NB: If the need arises for a change in the mentor, please be in contact with our SMP office and your district president as soon as possible. We cannot process a change without the approval and notification of the DP. We will also need to know the contact information for the new mentor, and the date when any such change becomes operative, as this will affect the payment of the mentor course stipends.

The mentor is expected to provide on-going feedback to the Seminary and to the District with whom the Seminary has partnered for the student's training. The following guidelines will assist in this partnership:

Mentoring and Theological Education

The SMP program views the mentor as an essential element of the theological education process. The mentor and the seminary are partners, working together to form the church's future pastors. Through this partnership the seminary consciously expands its educational community, further integrating local church leaders, faith communities, and districts into the complex task of forming pastors. This results in a rich and broad community of faith, knowledge, and practice within which the student is shaped for ministry.

See Appendix B for the synodical document, “SMP Program Pastor-Mentor-Vicarage Supervisor Job Description.” What follows below is a summary.

1. Qualifications:

A. Personal:

- The mentor shall be a rostered “Ordained Minister” of the LCMS.
- The mentor will demonstrate an aptitude and interest in leading the student to grow in the Christian faith and Lutheran pastoral theology and practice.
- The mentor should possess sufficient academic aptitude (M.Div. or equivalent) to serve as content tutor to the student in his formal studies.
- The mentor must be computer literate and possess a computer with Internet access that meets the program’s “Computer System Requirements.”

B. Time Commitments:

The mentor and the student will arrange a work schedule that accommodates both of their schedules and accomplishes the work. Ordinarily, the mentor will spend a minimum of 3-5 hours per week in personal conversation with the student. These 3-5 hours per week pertain to the contextualization and the need for further clarification of course content where mentors respond to questions which are brought to them by their students in the weekly journal. This time may also include ministerial supervision activities.

C. Training:

Mentors of students are required to attend the full on-campus orientation seminar with their students. Orientation for fall cohorts is held in late August, for spring cohorts in early February. As part of the training mentors are provided access to Blackboard, which includes the course syllabi and learning materials.

2. Selection:

The District from which the student is enrolled will identify a local pastor to serve as mentor for each student. The selection of the mentor should be based on the mentor responsibilities. The mentor’s home congregation must provide its District with a letter stating the congregation’s approval of their pastor’s participation as a mentor in the SMP program. Concordia Seminary will provide appropriate support to the mentor.

For a vicarage site, both the vicarage supervisor (who is normally also the mentor) and the congregation will need to meet the qualifications as defined by the office of vicarage.

3. Responsibilities:

The mentor will...

1. Guide the student in faith and life through encouragement, support, and prayer.
2. Advise the student regarding pastoral practice.
3. Be familiar with the course materials and resources.
4. Meet weekly with the student, prior to the due dates for the student to complete the mentor portions of the journal.
5. Tutor the student in formal studies as needed.
6. Incorporate circuit and district events into the student’s experiences.

7. Provide feedback, as needed or requested, to the seminary and district including, but not limited to:
 - a. Reports on vicarage progress as required.
 - b. Recommendation of the student for certification or non-certification.
 - c. Evaluation of the student at completion of program.

NOTE: These evaluations are a critical part of the certification and completion processes and must be submitted in a timely manner according to the published deadlines. (See the Timeline below.)

8. Initiate the formal process leading to call and ordination by contacting the district office for the necessary documents. Once completed, these documents are processed through the district, which sends them on to synod, and then to the seminary. **NOTE: It is imperative that these documents be completed in a timely manner according to the published deadlines. (See the Timeline below.)**
9. Offer support and encouragement to the student to continue the program and remain diligent about his studies.
10. Provide counsel and support concerning the student's general state of physical and emotional wellness, including the well-being of his marriage and family if applicable.
11. Observe the student in a variety of ministry situations, including preaching, leading worship, Bible studies, hospital calls, outreach activities, etc. as described in the vicarage manual.
12. If it becomes evident that the ministry context is no longer viable to qualify for the program, or that, for any reason, the student should not be in the program, offer support and guidance for vocational redirection.
13. Ensure proper procedures are followed if there is a need for the student to change mentors (e.g. the mentor is taking a call, moving, etc.). The change should be under the supervision of the district president. The SMP office should be promptly informed by the congregation and the district president about the new mentor and be provided with his contact information as well as the effective date of the change.

4. Accountability:

The mentor will be accountable to:

- The student in the role of mentor.
- The District and Seminary regarding the methods and means by which the mentor conducts his services.
- The District and Seminary in the role of vicarage supervisor and evaluator of the student's progress.

5. Compensation:

The seminary will pay the mentor an honorarium for one student, per course, according to a schedule of such stipends as determined by the seminary and updated periodically. In cases where a mentor works with multiple students he will receive 50% of the stipend for each additional student. A mentor may not ordinarily have more than three students. He is to inform the SMP office of any change of address so that compensation may be sent to the correct address. The mentor receives the honorarium for his participation in each SMP program course after his student successfully completes a course and final grades are submitted to the seminary registrar. (In case of student withdrawal, see procedures below.)

V. GRADING and ACADEMIC POLICIES AND PROCEDURES (See *Academic Catalog, “Academic Policies & Procedures”*)

All academic policies articulated in the Academic Catalog apply to the SMP program, including the Privilege of Enrollment, FERPA, Non-Discrimination, and Academic Grievance. The following are highlighted below, with specific reference to the procedures and policies of the program.

Grading System

<i>Grade</i>	<i>Points</i>	<i>(Academic Catalog description)</i>
<i>A</i>	<i>4.0</i>	<i>The student has demonstrated a superior mastery of the material and has met the objectives of the course in a superior manner.</i>
<i>A-</i>	<i>3.5</i>	
<i>B</i>	<i>3.0</i>	<i>The student has demonstrated a commendable mastery of the material and has met the objectives of the course in a commendable manner.</i>
<i>B-</i>	<i>2.5</i>	
<i>C</i>	<i>2.0</i>	<i>The student has demonstrated a satisfactory mastery of the material and has met the objectives of the course in an acceptable manner.</i>
<i>C-</i>	<i>1.5</i>	
<i>D</i>	<i>1.0</i>	<i>The student has not demonstrated a satisfactory mastery of the material but has met the objectives of the course in a minimal manner.</i>
<i>D-</i>	<i>0.5</i>	
<i>F</i>	<i>0.0</i>	<i>The student has failed to master the material or meet the objectives of the course.</i>

Incompletes, Course Failures and Leaves of Absence (LOA)

For the seminary’s policies on incomplete grades, course failures and LOAs, consult the Academic Catalog.

NB: During the time that a student is on an LOA he will continue to serve as a vicar and the seminary will expect regular vicarage reports. Ordinarily no more than ONE (1) such hiatus will be allowed in the SMP program.

Cheating and Plagiarism

Cheating of any kind, including plagiarism (use of someone else's material without giving him credit), is considered unethical conduct, inconsistent with the habits of a Christian student, and may be grounds for immediate dismissal. (Academic Catalog)

In a program where most of your work will be done “on-line” this will be a constant concern, and plagiarism applies also and equally to electronic resources. While we encourage use of the internet for research, students may NOT copy this material word for word without giving credit to the author or web site where it was found.

Registration and Withdrawal Procedures

A. Registration:

SMP students will automatically be registered for their next course by the Registrar’s Office. Students will not be registered for their next course if they have a **STOP** on their account. Typically a STOP indicates that a bill has not been paid.

NB: It is the student’s responsibility to remove any STOP. Any STOP should be removed before the week of registration, so as to facilitate timely progress in the program. Do not wait until the end of the previous term to make sure you are registered for the next course. Students finishing the program’s 16th course will need to remove any further STOPS and all outstanding obligations before a notice of completion can be sent to their District President, and before the final certification of completion can be processed.

B. Dropping a Course

1. Dropping a class before the class begins may be done with no fee.
2. Dropping a class or any registration changes after the first day of class results in a fee and a reduced refund. *Consult the Academic Catalog for student refund fees and rates.*
3. Concurrently, the mentor honorarium for a student who drops a course will be as follows:
5%--first day of class; 10%--1st week; 30%--2nd & 3rd weeks; 40%--4th,5th,6th weeks;
100% after the 7th week of class

C. Leave of Absence, Withdrawal from program (sample forms in Appendix D)

1. A Leave of Absence can be requested for a short hiatus in the program (6 months-1 year)
Procedures for Leave of Absence (LOA):
 - a. Contact the Director of the program.
 - b. Fill out the LOA form (see Appendix D).
2. To Withdraw from the SMP program:
 - a. Contact the Director of the program.
 - b. Fill out the WD (Withdraw) form (see Appendix D).

VI. PROGRAM TIMELINES

FALL COHORT

Admission Deadline: February 28

ELCE and Vicarage Agreement Deadline: April 30

Year 1:

Orientation (**Residential**): week before Fall Term begins for students and mentors

1 st Course	PRA411	Fall Term
2 nd Course	PRA412	Winterim
3 rd Course	SYS411	Spring Term
4 th Course	SYS412	Summer Term

Year 2:

5 th Course	SYS413	Fall Term
6 th Course	PRA413	Winterim
7 th Course	PRA414	Spring Term
8 th Course	SYS414	Summer Term

Certification Process begins:

Letters of recommendation due: July 1 (mentor and DP)

Pre-Certification File due: July 1

Certification interviews with faculty: late Aug/early September

Follow-up work with interviewer as needed: September/early October

Recommendation for certification given at the October faculty meeting

Call Process begins:

Documents filed by the calling congregation with the district office by

Aug 31

Call documents will be mailed to you after the Council of Presidents gives out assignments shortly after the Seminary's fall Call Day. (Should arrive early November.)

Ordination cannot take place until the 9th course, SYS 415, is successfully completed, with grades submitted two weeks after the close of term.

Once course completion is documented, the office of the district president will be notified, and he will proceed to process the authorization for ordination. This can take an additional 1-2 weeks, so any ordination service should ordinarily not be planned until four weeks after the close of term. The formal call will be announced in chapel when the student is on campus during intensive week in the following winterim term.

Year 3:

9th Course SYS415 Fall Term

Course completed, grades due two weeks after close of term

Allow minimum of two weeks for paperwork to authorize ordination

Ordination: ca 4 weeks after close of Fall Term

10th Course EXE411 Winterim

Concludes with SMP Call Recognition at the Friday chapel service.

(NOTE/REMINDER: 2 field seminars need to be completed and documented at some point during 4 years.)

11th Course EXE412 Spring Term

12th Course EXE413 Summer Term

Year 4:

13th Course HIS411 Fall Term

14th Course PRA415 Winterim

15th Course EXE414 Spring Term

The final evaluation by the mentor is to be completed during the 15th Course as it is used in preparing for the concluding 16th Course.

(NOTE: 2nd field seminar needs to be documented.)

16th Course PRA416 Summer Term Intensive Course;
Culminates with Service of Conclusion in chapel.

Certificates of Completion mailed after all requirements are met and STOPs removed.

SPRING COHORT (dates may adjust to annual calendar)**Admission Deadline: August 31****ELCE and Vicarage Agreement Deadline: October 31****Year 1:**Spring Orientation (**Residential**): **February (students and mentors)**1st Course PRA411 Spring Term2nd Course PRA412 Summer TermFall Orientation (**Residential**): **(students only)** join fall orientation for 2-3 days3rd Course SYS411 Fall Term4th Course SYS412 Winterim**Year 2:**5th Course SYS413 Spring Term6th Course PRA413 Summer Term7th Course PRA414 Fall Term8th Course SYS414 WinterimCertification Process begins:

Letters of recommendation due: Jan 6 (mentor and DP)

Pre-Certification File due: Jan 6

Certification interviews with faculty: late Feb/early March

Follow-up work with interviewer as needed: March/early April

Recommendation for certification given at the April faculty meeting

Call Process begins:

Documents filed with district office by March 1

Call documents will be mailed to you after the Council of Presidents gives out assignments shortly after the main spring Call Day (should be early May).

Ordination cannot take place until the 9th course, SYS 415, is successfully completed, with grades submitted two weeks after the close of term.

Once course completion is documented, the office of the district president will be notified, and he will proceed to process the authorization for ordination. This can take an additional 1-2 weeks, so any ordination service should ordinarily not be planned until four weeks after the close of term. The formal call will be announced in chapel during intensive week in that summer term.

Year 3:

9th Course SYS415 Spring Term

Course completed, grades due two weeks after close of term

Allow minimum of two weeks for paperwork to authorize ordination

Ordination: ca 4 weeks after close of Spring Term

10th Course EXE411 Summer Term

Concludes with SMP Call Recognition at the Friday chapel service.

(NOTE/REMINDER: 2 field seminars need to be completed and documented at some point during 4 years.)

11th Course EXE412 Fall Term

12th Course EXE413 Winterim

Year 4:

13th Course HIS411 Spring Term

14th Course PRA415 Summer Term

15th Course EXE414 Fall Term

The final evaluation by the mentor is to be completed during the 15th Course as it is used in preparing for the concluding 16th Course.

(NOTE: 2nd field seminar needs to be documented.)

16th Course PRA416 Winterim Intensive Course;
Culminates with Service of Conclusion in chapel.

Certificates of Completion mailed after all requirements are met and STOPs removed.

APPENDICES

- A. SMP Admission Criteria (synodical document)
- B. SMP Pastor-Supervisor's Position Description (synodical document)
- C. Pastoral Formation Outcomes, Concordia Seminary, St. Louis
- D. Forms: (D.1) Leave of Absence, (D.2) Withdrawal

APPENDIX A

Admission Criteria for the Specific Ministry Pastor Program

(Synodical document, see <http://www.lcms.org/seminaryeducation/seminarytopics>)

- A. As articulated in the background section of Resolution 5-01b of the 63rd Regular Convention of the LCMS, "The identification of an applicant will be carried out by the congregation and district where he will serve through a comprehensive screening process."

Although the screening process will vary from district to district, it is expected that the following criteria will be foundational in all cases.

1. The applicant should be mature in faith and life.
2. Bearing in mind Paul's exhortation that an overseer, "must not be a recent convert, or he may become conceited" (I Timothy 3:6), it is expected that an applicant should have significant experience in the life of the church and must be a member of an LCMS congregation, with ordinarily at least two years of active membership, service, and leadership within an LCMS ministry.
3. Educational Preparation: All applicants should have adequate post-secondary course work and experience to enable successful completion of a program which will be delivered in the English language. Applicants who intend to pursue an M.Div. degree should ordinarily possess an undergraduate degree (see Seminary catalog).
4. If married the applicant should be devoted to his wife and family and supported in his vocational pursuit by his spouse, who is also an active member of an LCMS congregation. (I Timothy 3:4-5, "He must manage his own family well.").
5. He must be committed to the Lutheran confession of the faith and willing to uphold the doctrinal position of The Lutheran Church-Missouri Synod. St. Paul says, "Keep a close watch on yourself and on the teaching. Persist in this, for by so doing you will save both yourself and your hearers." (I Timothy 4:16)
6. The applicant is expected to meet the personal and spiritual qualifications as expressed in 1 Timothy 3:1-7, "Here is a trustworthy saying: If anyone sets his heart on being an overseer, he desires a noble task. 2 Now the overseer must be above reproach, the husband of but one wife, temperate, self-controlled, respectable, hospitable, able to teach, 3 not given to drunkenness, not violent but gentle, not quarrelsome, not a lover of money. 4 He must manage his own family well and see that his children obey him with proper respect. 5 (If anyone does not know how to manage his own family, how can he take care of God's church?) 6 He must not be a recent convert, or he may become

conceited and fall under the same judgment as the devil. He must also have a good reputation with outsiders, so that he will not fall into disgrace and into the devil's trap.”

7. In keeping with the mission the Lord has entrusted to the Church and because of the significant role a pastor plays in that mission, the applicant should also possess the following attributes:
 - A clear sense of his identity in Christ.
 - A commitment to service.
 - An ability to lead.
 - An ability to listen to others.
 - A demonstrated ability to witness to others.
8. The applicant must be in, or entering, a place of service where his presence and ministry is expected and supported both during and after the completion of the program.
9. As an applicant begins his seminary course work, he will be placed as a concurrent vicar in the location where he is serving. The SMP vicar will:
 - a. Serve an LCMS entity that is eligible to receive a vicarage placement and issue a call.
 - b. Have been prepared to lead worship, preach, teach, and provide basic pastoral care under supervision.
 - c. Ordinarily not be authorized to administer the Sacraments until ordination as a specific ministry pastor.
 - d. Preach sermons prepared in collaboration with, and approved by, his supervisor until ordination as a specific ministry pastor.
10. It is the responsibility of the president of the district in which the applicant serves to assure that the applicant is prepared to assume the responsibilities of vicarage in the SMP program.

B. Applicants must demonstrate entry-level competence in the following areas: Old and New Testament content, Christian doctrine, worship, preaching, spiritual life and Christian witness, and teaching the faith. (See the document “SMP Admissions Sequence”).

1. Entry-level competence in Old and New Testament content and Christian doctrine will be demonstrated by passing entry-level competence examinations administered by the seminary.
2. Entry-level competency in worship, preaching, spiritual life and Christian witness, and teaching the faith will be demonstrated by portfolio submissions as outlined below.

The student will submit a portfolio demonstrating basic competency to serve within the ministry context on the basis of which he is being nominated to the SMP program. In most cases these competencies will be achieved through courses offered in District and other programs. The evaluation and attestation of these competencies will be a part of the district president’s nomination of a man to the SMP program. These competencies will include but are not limited to:

1. An understanding of the mission of the church.
 - a. A commitment to the mission of Christ to seek the lost and nurture them in the faith within the body of Christ.

- b. A demonstration of personal faith and spiritual discipline, including the facility to articulate the faith and share it with a non-Christian.
- 2. An understanding of worship leadership appropriate to his ministry context.
 - a. An understanding of the role of a worship leader as related to the pastoral office.
 - b. The facility to lead an order of worship from a Lutheran hymnal.
- 3. An understanding of the nature of the public proclamation of the Word.
 - a. The ability to evaluate sermons in light of Lutheran doctrine.
 - b. The facility to prepare and deliver a sermon under supervision.
- 4. An understanding of the importance of teaching Christian faith and life within the ministry and mission of the church.
 - a. The ability to articulate the role of the pastor as teacher of the faith to those of every age and to evaluate educational materials in light of Lutheran doctrine.
 - b. The facility to teach the Word of God and its doctrine to others.

A student is not to begin course work or vicarage responsibilities until entry-level competence has been demonstrated in all seven prerequisite categories.

- C. An applicant must be under the supervision of an ordained pastor of the LCMS who will serve as his pastor-supervisor throughout the course of study. See the document “SMP Pastor-Supervisor: Position Description.”
- D. Following completion of the program supervision of the SMP pastor will continue through a pastoral supervisor appointed by the District President.

All persons interested in exploring potential involvement in the SMP program are asked to contact Concordia Seminary’s admissions department as a first step in the process. Questions regarding admission to the program may be addressed to them at admissions@csl.edu or (800)822-9545.

APPENDIX B

SMP Program Pastor-Mentor-Vicarage Supervisor Job Description

(Synodical document, see: <http://www.lcms.org/seminaryeducation/seminarytopics>)

The pastor-supervisor:

- a. Will be responsible to the seminary for tutoring, advising, encouraging, and overseeing the work of a student in the SMP program.
- b. Will serve as a mentor to the student, and will also serve as his vicarage supervisor.
- c. Will provide periodic reports to the seminary.

Qualifications

1. Personal:

- a. The pastor-supervisor possesses sufficient pastoral and academic aptitude to tutor the student and model pastoral and missionary practice.
- b. The pastor-supervisor demonstrates an interest in leading the student to grow in the Lutheran faith and pastoral theology and practice.
- c. The pastor-supervisor will be a rostered, “Ordained Minister” of the LCMS, and ordinarily hold the Master of Divinity degree or its equivalent.
- d. The pastor-supervisor shall have at least five years of pastoral experience.
- e. The pastor-supervisor shall uphold the doctrinal position of The Lutheran Church—Missouri Synod.
- f. The pastor-supervisor must have the permission of his congregation to serve as a pastor-supervisor.
- g. The pastor-supervisor must agree to be trained for this role.

2. Time Commitments:

- h. The pastor-supervisor should expect to spend significant time in personal conversation with the student, tutoring him, discussing lessons learned, providing pastoral guidance, and observing the student’s ministry.
- i. It is expected that a minimum of three to five hours/week will be spent on these activities by the pastor-supervisor.
- j. The pastor-supervisor will attend the Orientation Seminar with his student.
- k. The pastor-supervisor is encouraged to join the student during other on-campus experiences at which the opportunity will be provided to spend time with the faculty and with fellow pastor-supervisors.

3. Training:

The pastor-supervisor will be required to complete a supervisor training course conducted by the seminary, for which appropriate CEUs may be available.

4. Facilities and Equipment:

- a. Pastor-supervisor will furnish or will arrange for the provision of any and all facilities and equipment necessary to meetings between himself and the student.
- b. The seminary will be responsible for making available to pastor-supervisors any updates in information and training.

Selection

1. The president of the district from which a student is enrolled will identify a local pastor to serve as pastor-supervisor.
2. If the pastor is actively serving a congregation, it must provide a written statement of its support for this work to the district and the seminary.
3. The seminary will review the assigned pastor-supervisor based upon the district president's selection.
4. Should a pastor-supervisor's behavior, theological position, or lack of engagement jeopardize the formation of the student, the district president in consultation with the seminary may assign a replacement.
5. When a pastor-supervisor accepts a call, the district president will work quickly to identify a new pastor-supervisor in consultation with the seminary.

Responsibilities

It will be the responsibility of the pastor-supervisor to

1. Guide the student in faith and life through encouragement, support, and prayer.
2. Advise the student regarding pastoral practice.
3. Be familiar with the course materials and resources.
4. Tutor the student in formal studies as needed.
5. Incorporate circuit and district events into the student's experiences.
6. Provide feedback, as needed or requested, to the seminary and district including, but not limited to:
 - a. Reports on vicarage progress as required.
 - b. Recommendation of the student for certification or non-certification.
7. Offer support and encouragement to the student to continue the program and remain diligent about his studies.
8. Provide counsel and support concerning the student's general state of physical and emotional wellness, including the well-being of his marriage and family if applicable.
9. Observe the student in a variety of ministry situations, including preaching, leading worship, Bible studies, hospital calls, outreach activities, etc. as described in the vicarage manual.
10. If it becomes evident that the student should not be in the program, offer support in coaching him out of the program.

Accountability

1. The pastor-supervisor will be accountable to the student as guide, advisor, and tutor, in addition to supervisor.
2. The pastor-supervisor will be accountable to the district and to the seminary regarding his involvement in the program, and specifically in his role as the student's vicarage supervisor.

Compensation

1. The seminary will pay the pastor-supervisor an honorarium for one student, per course, according to a schedule of such stipends as determined by the seminary and updated periodically.
2. If he serves as pastor-supervisor to more than one student, he will receive 50% of the basic stipend for each additional student. The pastor-supervisor will not be reimbursed by the district or the seminary for any expenses.
3. The pastor-supervisor's status for tax purposes will be that of a self-employed person rather than that of an employee, since the seminary does not have the authority to control the methods or means by which any pastor-supervisor conducts his services.

Terms of Service

Ordinarily, the pastor-supervisor will serve until the student completes the program.

Following completion of the program, the president of the district in which the specific ministry pastor is serving will designate a pastor who is not a specific ministry pastor to provide on-going supervision for the SMP. The district president will be responsible for all matters related to his roster status and mobility. (2007 Handbook of The Lutheran Church-Missouri Synod, paragraph 2.13)

APPENDIX C**Pastoral Formation Outcomes
Concordia Seminary, St. Louis**

“... bringing people to faith in Christ and keeping them with Christ”

Preamble: When Jesus gathered the disciples following his resurrection, he gave his church a commission to carry out between his ascension and return. It consisted of one command explicated by two participles. As it goes into the world the church makes disciples by baptizing and by teaching. By baptizing in the name of the triune God the church brings to bear the Spirit-given means for gathering sinners into Christ’s kingdom; and by teaching them to observe all that Christ has commanded, the church grounds Christians in the entire counsel of God, so that they grow in grace and remain firm in the faith until Christ returns.

Concordia Seminary equips students for the pastoral ministry of Word and Sacrament within The Lutheran Church—Missouri Synod. Concordia Seminary prepares men who will conduct their ministry faithfully according to the deposit of the faith in the Scriptures and the witness of the Lutheran Confessions and who will conduct their ministries within a rapidly changing, pluralistic, post-modern and increasingly non-Christian world of the twenty-first century. In doing so, Concordia Seminary forms pastors who carry out their ministries with a view toward bringing people to faith in Christ and keeping them with Christ in the one true faith until He returns.

A Pastor’s Fundamental Habits**1. The student adheres to the apostolic faith as set forth in the Scriptures and the Lutheran Confessions**

Performance Indicators: The student

receives the apostolic faith as the church’s answer to the question, “who is Jesus Christ” and “why does He matter?”

treasures the apostolic faith handed down in the Scriptures and expounded in the Lutheran Confessions as his own personal faith;

sees himself as a confessor whose confession stands in continuity with the church of all times and all places;

confesses the apostolic faith before church and world;

defends the apostolic faith against error and falsehood;

is willing to confess the faith before Christ on the last day.

2. The student exhibits a life shaped by the centrality of the Gospel

Performance Indicators: The student

demonstrates a living trust in Christ;

manifests a Christ-like love for believers and unbelievers alike;

exhibits a reliance on the means of grace;

practices a disciplined devotional study of the Word;

engages in a daily life of prayer for others.

3. The student interprets reality theologically

Performance Indicators: The student manifests a comprehensive and coherent understanding of the narrative of the Gospel; defines and explains the primary themes/doctrines of the Christian narrative; works with Lutheran theological distinctions (Law-Gospel; Two Kinds of Righteousness; Two Kingdoms, Theology of the Cross, Vocation); uses the church's theological resources competently; evaluates his self-understanding of the Gospel narrative; interprets and evaluates the practices of the Christian life; interprets and evaluates the wider culture and historical situation.

4. The student speaks for the Lord and his purposes

Performance Indicators: The student exhibits appropriate humility for the calling to the office of the pastoral ministry; understands the difference between his speaking and the Lord's speaking; distinguishes between his goals and the Spirit's guidance;

5. The student exhibits a zeal for proclaiming the Gospel to all people

Performance Indicators: The student readily engages others in conversations about the Gospel; willingly speaks about the impact and place of the Gospel in his own life; sees opportunities within current events for the church to speak the Gospel;

6. The student respects and accepts the creaturely diversities that exist among people

Performance Indicators: The student understands and respects the created differences of women and men; understands the impact of the increasing ethnic/cultural/linguistic diversity in America and in his specific context; acknowledges the impact that his specific ethnic/cultural/linguistic heritage has on both his world view and approach to ministry; approaches differing cultural contexts with humility and an openness to learn; effectively proclaims the Gospel to people of differing ethnic/cultural/linguistic backgrounds.

7. The student aspires to life-long growth in theological understanding, spiritual formation, and vocational skills.

Performance Indicators: The student exhibits a passion for the ongoing study of theology because it serves the Gospel; commits himself to continued spiritual growth through the devotional study of the Word, prayer, and the mutual consolation of the brothers; establishes personal and professional growth goals to address his weaknesses and build on his strengths.

A Pastor's Fundamental Responsibilities

8. The student preaches the Word of God faithfully

Performance Indicators: The student prepares and preaches sermons centered in Christ; is able to prepare and preach sermons based on Scripture; is able to prepare and preach sermons that confess the faith; applies the Word of God to the lives of God's people; prepares and preaches sermons within the context of the pastoral ministry.

9. The student teaches the faith of the church capably

Performance Indicators: The student appreciates the role of teaching within the pastoral ministry; appreciates the various historical approaches to catechesis and teaching in the church; utilizes various pedagogical skills appropriate to the different learning styles of people within the congregation; is able to discern the usefulness of various educational materials and guide congregational teaching staff in their use.

10. The student serves the assembled gathering in worship with Word and sacrament and supports the assembly's response of prayer and praise

Performance Indicators: The student articulates a biblical theology of worship; relies on ministry of the Word in all its forms as the center of the assembly's life of faith before God; employs forms that are respectful of historical patterns, are consistent with their theological intentions, and are contextually relevant; serves in the assembly by proclaiming the Word and celebrating the sacraments toward the creation and strengthening of faith.

11. The student demonstrates faithful pastoral care

Performance Indicators: The student attends to the sick and ailing; looks after the shut-ins; properly exercises the office of the keys; dedicates himself to providing pastoral counseling to those in need; provides opportunity for private confession and absolution.

12. The student provides appropriate pastoral leadership

Performance Indicators: The student sees the mission of God as the driving force behind congregational ministry; aligns the congregation toward the advancement of the mission of God; leads in a way that brings people to hear the voice of Jesus and follow Him without cultivating a cult of personality; applies principles of parish administration appropriate to the pastoral office and the needs of the congregation; practices principles of team ministry within the congregational staff.

13. The student speaks the Word of God to those outside the faith

Performance Indicators: The student

actively listens to others in order to discern their spiritual needs;
demonstrates the ability to witness to the Gospel in one-on-one situations;
demonstrates the ability to catechize those who have little acquaintance with the Christian faith;
demonstrates the ability to deal with objections to Christian claims.

14. The student equips the priesthood of the baptized within their walks of life for works of service

Performance Indicators: The student

conducts ministry in a way that acknowledges the importance of both the priesthood of the baptized
and the office of the public ministry;
motivates and forms others for service to family, church and community;
dedicates himself to assisting others in sharing their faith in contextually and doctrinally appropriate
ways.

15. The student fosters healthy relationships with family, laity, colleagues, and community members.

Performance Indicators: The student

dedicates himself to being genuine and authentic;
manages and cares for his family in a way that models Christian love to others;
recognizes the congregation as the body of Christ whose members bear each other's burdens;
addresses challenging situations with openness, Christian integrity, prayer and reliance on God's
support and direction;
commits himself to working with and being accountable to his colleagues in the ministry;
demonstrates the ability and desire to establish relationships across barriers of race, language, culture,
and religion;
respects the relational, intellectual, physical, and spiritual level of others and engages them
appropriately;
understands the role and boundaries of pastoral ministry in counseling.

APPENDIX D: Forms**MINISTERIAL FORMATION - STUDENT LEAVE OF ABSENCE (LOA)**

I, _____ request a leave of absence from Concordia Seminary's
(print name)

MDiv, **R**AR, **D**CS, **C**HS, **E**IIT, **S**MP program for the **F**all, or **S**pring semester of the
(circle appropriate program) (circle)

_____ academic year. Anticipated date to return to class _____.

Contact Information (where you will be while on LOA):

Street _____

City, State, Zip _____

Phone _____ Email _____

Leave of Absence Policy:

A student requesting a leave of absence (LOA) from enrollment at Concordia Seminary, St. Louis, must consult with the director of the program in which the student is enrolled. In turn, the Director will be in consultation with the Dean of Ministerial Formation. A decision to grant the LOA rests with the Dean of Ministerial Formation. To take a leave of absence as a student in good standing, the student must have a satisfactory record of conduct and must have satisfied all obligations to the institution (e.g. return all library books, clear accounts with Accounting and Financial Aid).

Based on federal regulations, the following provisions apply to all Leaves of Absence.

- The student must apply in advance for an LOA if possible.
- A student is not permitted to be on LOA status more than 180 days in any 12 month period.
- A student on LOA status is not permitted to continue to attend any classes or fulfill any assignments for any courses.
- No additional charges can be applied to the student's account while he or she is on LOA status.
- When the student returns from an LOA, the student must resume his or her program at the point where he or she was before the LOA.
- LOA status has implications for financial aid and loans.

Prior to being granted the LOA and its announcement, the student is responsible for contacting the following offices for help in negotiating the particulars of his/her situation. The form should be returned to Ministerial Formation within 10 days of the effective LOA date.

Registrar _____	Accounting _____	Financial Aid ____ (not applicable for SMP) _____
Library ____ (not applicable for SMP) _____	Residential Services ____ (not applicable for SMP) _____	

I have read the above Leave of Absence Policy and herewith request a leave of absence from Concordia Seminary.

Signature

Date

Please attach to this form a letter explaining the nature and cause of your request for a leave of absence from Concordia Seminary. **Please be sure to date and sign the letter.**

Program Director approval: _____
Date Signature

Leave of absence granted: _____
Date Dean of Ministerial Formation

Update the Ministerial Formation Office of contact information changes.

MINISTERIAL FORMATION STUDENT WITHDRAWAL FORM

A student who wishes to withdraw from Concordia Seminary must consult their program director before withdrawing.

I, _____ wish to withdraw from Concordia Seminary's
(print name)

MDiv, RAR, DCS, CHS, EIIT, SMP program effective _____ for
(circle appropriate program) (date)

personal / academic reasons.
(circle)

To withdraw as a student in good standing, the student must have a satisfactory conduct record and must have satisfied all obligations to the school. **Prior to being granted a withdrawal, the student is responsible for contacting the following offices for help in negotiating the particulars of his/her situation. The completed form should be returned to Ministerial Formation within 10 days of the effective withdrawal date.**

Registrar _____	Residential Services ___(not applicable for
Accounting _____	SMP) _____
Financial Aid (not applicable for SMP) _____	Library ___(not applicable for SMP) _____

Effective Dates for Withdrawing:

1. A student withdrawing during the semester — the date should be the actual date of withdrawal.
2. A student withdrawing between semesters — the date should be the first Monday after the previous semester.

My forwarding address will be:

Street: _____

City, State, Zip: _____

Phone: _____ Email: _____

_____ Signature	_____ Date
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Please attach to this form a letter explaining the nature and cause of your request to withdrawal from Concordia Seminary. Please be sure to date and sign the letter.

Program Director Approval: _____
Signature Date

Dean of Min. Form. Approval: _____
Signature Date

