

HANDBOOK
for
Diaconal Ministry Candidates
seeking a degree from
Lutheran Theological Seminary at Gettysburg

2009 - 2010 Edition



The Servant Window
Church of the Abiding Presence
Lutheran Theological Seminary at Gettysburg
Gettysburg, PA 17325

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INTRODUCTION

THIS HANDBOOK

The intention of this handbook is to bring together information from various sources so that students preparing at Gettysburg Seminary for consecration as diaconal ministers can have it in one place. It draws on, among other places, the ELCA Candidacy Manual, and the LTSG catalog and student handbook. All of these documents themselves change, sometimes without warning. The handbook should supplement, not replace, conversation with academic advisors, synodical relators, or other primary sources!

WHAT IS DIACONAL MINISTRY?

“Diaconal Ministry is a form of rostered leadership ministry that helps enable the ELCA to effectively fulfill its mission of service in the world. Diaconal Ministers are called by this church to positions that exemplify the servant life and seek to equip and motivate others to live it. Diaconal ministers shall seek in a variety of ways to empower, equip, and support the baptized people of God in the ministry of Jesus Christ and the mission of God in the world.”

(Candidacy Manual, Vocation and Education Unit, Evangelical Lutheran Church in America, November 2005, p. E-1)

Diaconal Ministers are consecrated for service in ministries at the intersection of church and world.

Diaconal Ministers work to seek wholeness in the world and to help the people of God to live out the Gospel. They are committed to alerting the church to the needs of the world.

Diaconal Ministry is a ministry of Word and service, sharing the hope of Christ, helping where there is need, and equipping others for healing and justice in the world. Diaconal Ministers serve through agencies, institutions, and traditional church programs as they build bridges between the church and the world.

(<http://www.elca.org/candidacy/roster.html#diaconal>, accessed May 17, 2007)

THE TERMS “SPECIALIZATION” AND “CONCENTRATION”

In its candidacy material, diaconal ministry candidates are required to declare an area of **specialization** in which they must demonstrate competence, and in which (at least initially) they will seek a call. This specialization may be chaplaincy, education, spiritual direction, administration, youth and family ministries, etc.

Because of its accreditation bodies, LTSG must call diaconal ministry a **specialization**, and these areas of expertise **concentrations**. In this manual, the LTSG nomenclature is used rather than the ELCA’s (except in quotes from the ELCA candidacy manual). In candidacy discussions, candidates must make their own translations!

DEGREE PROGRAMS FOR DIACONAL MINISTRY CANDIDATES

The degree of Masters of Arts for Ministerial Studies with a Specialization in Diaconal Ministry (MAMS-DM) was developed to fulfill the ELCA candidacy requirements for diaconal ministry candidates. Almost all candidates for consecration, therefore, should seek this degree.

In unusual circumstances, it is also possible to fulfill those requirements while receiving other degrees: the Master of Arts for Ministerial Studies with a Specialization Christian Education; the Master of Arts in Religion; or the Master of Divinity. None of these other degrees, however, was constructed to fulfill candidacy requirements. Therefore, the students should be careful to work with advisors and candidacy committees to assure that those requirements are fulfilled.

MAMS(DM) CURRICULUM

An example of how the MAMS (DM) degree might be completed in two years of residency is published in the seminary catalog.

OUTCOMES

Graduates of this degree program will be able to:

- Articulate the Word of God in and for a hurting world, using the fruits of biblical, historical, and theological studies
- Carry out a particular service on behalf of the church with credibility in the world
- Equip the baptized for faithful ministry in the world and in the church
- Participate in the community of Word and Sacrament, and in the diaconal communities of their own denomination and the broader church
- Articulate and act out a vision of *diakonia* that addresses human need

COURSE REQUIREMENTS

I. Biblical Studies (6 credits)

1.103 Introduction to the Old Testament or 1.100 Old Testament Foundation

1.200 New Testament Foundation

II. Historical-Theological Studies (12 credits)

2.301 Introduction to Systematic Theology

2.304 Introduction to Theological Ethics

2.425 Christianity in Ancient and Medieval Worlds or 2.403-01 History of Lutheranism

2.406 Luther and the Lutheran Confessions

III. Practical Theology (3 credits)

3 credits from Church and Society courses numbered 3.8xx, as noted

IV. Interdisciplinary (9 credits)

4.201 a&b Integrative Seminar I (1.5 credits each; total 3 credits)

4.205 Diaconal Ministry Project (8 credits)

V. Electives (28.5 credits)

21 credits in a field of concentration

7.5 credits in electives

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

Diaconal Ministry Formation Event (may be taken for credit as a concentration course)

Teaching parish (usually taken with Integrative Seminar I)

Human Relations workshop

Sexual Abuse Prevention workshop

DIACONAL MINISTRY CONCENTRATIONS

Students elect 21 credits related to preparation in an area of concentration. Since up to 28 credits may be transferred from other accredited graduate schools to apply toward the M.A.M.S. degree, all of the concentration course requirements may be taken at

another accredited graduate school. All transfer credits are subject to review before being accepted.

While there are numerous fields of concentration, two in particular are arranged as follows:

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

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

FIELD EDUCATION REQUIREMENTS FOR CONSECRATION

Field work plays a vital role in the preparation and formation of diaconal ministry candidates. Diaconal ministry takes place at the boundaries where church and society interface. Regardless of the particular ministry setting in which they serve, diaconal ministers will be expected to understand the dynamic relationships within and between congregational and societal systems and to provide leadership in connecting these systems. The placements for field work will reflect the range of diaconal purpose and should be appropriate and specific to its unique characteristics as a ministry of Word and service.

STANDARDS FOR FIELD EXPERIENCE

1. 700 hours of supervised training at the church-societal interface. (Particular areas of concentration may require additional supervised clinical training in accredited programs.) A minimum of 200 of these hours must be a diaconal ministry project in a field experience congregation.
2. Ability to articulate and demonstrate a vision and understanding of a particular ministry of Word and service as rooted in the Word of God and as a witness to the gospel.
3. Demonstrated skills in analyzing systemic relationships within and between congregations, societal structures, and institutions, and developing strategies or providing ministry at the interface of church and world.
4. Demonstrated competence in planning and implementation of a diaconal ministry project designed to engage with a congregation regarding its ministry in the world. This project will demonstrate an understanding of Lutheran theology and Christian vocation.

Notice that, along with Teaching Parish and the Diaconal Ministry Project, candidates for consecration as diaconal ministers in the ELCA must take another supervised field education experience (this is a candidacy, not a curricular requirement). Many candidates use Clinical Pastoral Education to fulfill this requirement (and arrange to count it as a concentration course). Others take one of the courses which include reflected-upon activity in a congregation, social service agency, or advocacy office, also counting that as a concentration course.

THE DIACONAL MINISTRY PROJECT

The purpose of the project is to provide the candidate an opportunity to develop a vision for engaging the field experience congregation in ministry at the interface of societal need and Christian service. Through the planning, execution, and evaluation of the project, the candidate will demonstrate competency in the areas of:

1. the candidate's concentration;
2. an understanding of Lutheran theology and Christian vocation;
3. the ability to translate these by engaging the field experience congregation in a particular ministry of the baptized in the world.

The project is to take place in consultation with the project director (appointed by the seminary) and a supervisor. Included in the 200 hours will be direct supervision, reflection, meetings with the congregational liaison committee, and planning and execution of the project.

Before a candidate's endorsement interview, she/he should be in touch with Mark Oldenburg at LTSG to begin the process of planning the project. With Mr. Oldenburg, she/he will craft a Proposed Ministry Plan, including beginning and ending dates for the project and possible names for project director and onsite supervisor. This plan should be discussed with the candidacy committee during the endorsement interview, and must be approved by the faculty members of LTSG's MAMS/MAR degree program committee.

Several important roles and functions facilitate the goals for the project:

1. Project Director. The project director, who is assigned by the seminary, will participate in the development of the field work learning agreement and project proposal. The project director will provide guided theological reflection on the candidate's field work experience. The project director will provide a written evaluation for the candidate, which is to be submitted to the seminary field education office and the synod Candidacy Committee.

2. Supervisor at the specialized site/place of employment. The on-site supervisor, who is assigned by the seminary, will provide administrative structure to the overall experience, including a written description of responsibilities, consultation for mutual reflection of supervisory issues, and periodic review and written final evaluation of the candidate's competence in the designated area of concentration. It is the candidate's responsibility to see that a copy of this evaluation is submitted to the seminary field education office and to the synod Candidacy Committee. In some cases, the on-site supervisor may also serve as the project director. At the time of the candidate's approval, the supervisor's evaluation will be incorporated in the Seminary Recommendation Form (**Form D**).

3. Congregational Component. While field experience may take place in a variety of settings, the diaconal ministry project must include a congregational component. A pastor of the congregation designates a congregational liaison committee to assist the candidate in planning and implementing the diaconal ministry project. The committee is composed of three to five persons, including a rostered staff member and lay members with a particular interest in diaconal ministry and in the candidate's area of specialization.

The committee will serve as a resource to the candidate for understanding the congregational system and its societal context. The committee will also provide assistance in identifying an appropriate project and participate with the candidate in reflection on and evaluation of the project. Before beginning a project, the candidate will submit a one-page project proposal to the pastor and congregational liaison committee for consideration and discussion. When the project itself has been carried out and the candidate has written his or her project paper, the liaison committee will review the project paper and prepare an evaluative commentary to be attached to the project director's evaluation.

4. The Project Paper. Upon completion of the project, a written paper is to be prepared, which includes the following:

- a) description/analysis of the assigned congregation context
- b) description/analysis of the project's purpose and goals
- c) reflection on the theological, biblical, historical, and mission underpinnings of the project's goals
- d) detailed description of the project and plans for implementation
- e) description of how the candidate guided the congregation's implementation of the project
- f) evaluation of the project and its implementation, including strengths and weaknesses
- g) reflection on the relationship of the project to the candidate's spiritual development

Following a written evaluation and response to the paper by the project director, two copies of the paper should be submitted to the LTSG Field Education Office.

More information about the project appears in the timeline and evaluation forms, later in this manual.

SPIRITUAL DIRECTION

Candidates for consecration of diaconal ministry in the ELCA are expected to seek to develop, in a relationship of spiritual direction, regular habits and patterns for spiritual nurture, spiritual discipline, and healthy self-care. Candidates must arrange for 40 hours of supervised spiritual direction, of which 10 hours must be contact hours. The candidate submits a report form to the Candidacy Committee when the 40 hours are completed.

This requirement does not lend itself to curricular requirements, so that it is not a part of the curriculum of the MAMS-DM degree. However, Vickie Brown, Coordinator of Spiritual Formation, will be able to assist students in understanding the relationship of spiritual direction and locating a spiritual director

TIMELINE

This is a timeline for a “normal” progression of events. The reality of diaconal ministry preparation is that “normal” progressions rarely happen! It would be good to find your place on the timeline, then go back and make sure everything previously mentioned has in fact taken place. Certainly you can be in touch with Mark Oldenburg for any needed clarification.

During your first semester of classes at LTSG

1. Establish a relationship with a spiritual director and begin to document the 40 hours of activity under direction, including 10 hours of direct contact.
2. By October 15, apply to the ELCA to attend the next Diaconal Ministry Formation Event (DMFE). Note that, until you receive a positive Entrance decision from your candidacy committee, you can only be accepted provisionally; in order to attend this event, you must have received a positive Entrance decision.

During the first January you are enrolled at LTSG

3. Participate in the DMFE

Each semester

4. You are responsible for checking in with your advisor at least once a semester, to report and fine tune your progress in core courses, concentration, and field education.

After you have taken the equivalent of a full semester of courses at LTSG (that is, as you are approaching the Endorsement Process)

5. Be in touch with Mark Oldenburg to begin work on crafting a Proposed Ministry Plan for the Diaconal Ministry Project.
6. After consultation with your relater on the candidacy committee, download the Endorsement Essay information from the ELCA website and write your essay.
7. Typically by September 1, submit your Endorsement Essay to your candidacy committee. That committee will schedule an endorsement interview with you.

At your Endorsement interview

8. Before endorsement, you must have taken part in a Diaconal Ministry Formation Event.
9. Your interview will normally be with a panel made up of your academic advisor and two members of the synodical Candidacy Committee
10. Among the topics of the conversation will be:
 - Your clarity of vocation to a particular roster
 - Your area of concentration
 - Your preliminary plans for a project, including subject, location, and project director

After your Endorsement interview

11. Taking into account the responses of the candidacy committee, complete work on the Proposed Ministry Plan with Mr. Oldenburg, who will elicit the approval of the plan by the faculty members of the LTSG MAMS/MAR Degree Committee, and their recommendations for project director.
12. Mr. Oldenburg will be in touch with the proposed project director, to see if that person is willing to take on this role.
13. As you put together a timeline for the project's completion, you may need to make its completion fit in with the ELCA's Churchwide assignment process. To participate in the February assignment, the project must be completed by August 15; to participate in the September/October assignment, the project must be completed by April 15.

After a positive Endorsement decision

14. Once assured that you have received a positive endorsement decision, and once your project has received full approval, Mr. Oldenburg will forward the Proposed Ministry Plan to the LTSG dean, who issues a contract to the project director, copying Mr. Oldenburg.
15. You will decide in what semester or semesters you will take the Project as a course. The project should officially begin when the semester does.
16. The project itself may not officially be begun until after a positive endorsement decision. However, you may "bank" hours of work on the project which will count toward the required hours, once the project is approved. If the project is not approved, or if you are not endorsed, these hours are lost.

By a month after the beginning of the project

17. You and your project director flesh the proposed ministry project out into either a ROSA (Rationale, Outcomes, Strategies, Assessment) statement or a Learning Agreement, which you will submit to the LTSG Field Education Office.
18. The pastor of the congregation in which the project is taking place names a congregational committee, including a rostered person called to that congregation. The candidate meets with that committee to introduce the project and seek the wisdom of the committee about connecting the project to the congregation and its members.

Two months before the end of the project

19. You should have copies of the various evaluation forms (in fact, copies are included in this manual). You are responsible for filling out your own form and for distributing the others to the project director, the onsite supervisor, and the congregational liaison committee. The evaluation forms filled out by the candidate, on-site supervisor, and congregational committee each include spaces for summaries which will be incorporated into the candidate's Form D in the approval process.

At the conclusion of the project

20. You complete a project paper of 30-35 pages, printed on one side of each sheet, which includes the following sections:
- a) A title page, bearing the name of the candidate, the title of the project, and the date (month and year) the paper was submitted to the project director for approval;
 - b) A brief abstract;
 - c) A description /analysis of the assigned congregation context;
 - d) A description/analysis of the project's purpose and goals;
 - e) A reflection of the theological, Biblical, historical, and mission underpinnings of the project's goals;
 - f) A detailed description of the project and plans for implementation;
 - g) A description of the project's development of congregational implementation;
 - h) Evaluation and critique of the project and its implementation;
 - i) Reflection on the relationship of the project and the candidate's spiritual development; and
 - j) An annotated 5 - 7 page bibliography of resources that includes tools useable in a first call site. This resource list should include materials used for theological reflection, tools used for congregational analysis, and relevant on-line materials.
21. You further complete a project notebook, which includes the project paper, any appendices that illustrate the work of the project, and all the evaluative forms except for the project director's. You submit this notebook to the project director, and response to your project paper forms a large part of that person's assessment. If the project paper is not acceptable, you must work with the project director to make it so. When it is acceptable to the project director, that person signs the project Approval Page, which is included immediately following the abstract in all further copies of the project paper.
22. Once the director accepts the project paper, you send one copy of it to your candidacy committee and two (2) copies of it on acid-free paper of at least 75% rag content to the LTSG Field Education Office. The latter two copies will be deposited in the A. R. Wentz Library of LTSG. (One copy will be kept in closed stacks the other may circulate.). Once these copies and the project director's evaluation are received, the project is completed.
23. The LTSG Field Education Office will alert your advisor and Richard Carlson, as Director of Post-Internship Candidacy, that the project has been completed. After checking with your advisor that all candidacy requirements have been fulfilled, Mr. Carlson will arrange with you for a Senior Approval Panel, made up of your advisor and another faculty member.
24. Mr. Carlson will also be in touch with you to make sure of the timing of approval and possible assignment.

Approval Process

25. After consultation with your relator from the candidacy committee, you will download the questions for the Approval Essay and write your essay. When you do this depends on which assignment process you wish to be in: for February assignment, you should get your essay by June 15 and submit it both to the LTSG Field Education Office and to your candidacy committee by September 15. For September/October assignment, you should get your essay by February 1 and submit it by April 15.
26. Richard Carlson will schedule your Senior Faculty Panel with you. Members of that panel (your advisor and another LTSG faculty member) receive the evaluation forms from your project and your approval essay. This meeting may happen either face-to-face or as a conference call.
27. The faculty of LTSG will vote on your readiness for consecration, and approve the sections of Form D which the panel members write. Following receipt of the Form D from the LTSG Field Education Office, your candidacy committee will schedule your Approval Interview.
28. Following a positive approval decision you will complete and submit forms A, B, and C for Synodical Relations assignment of candidates.

TIMELINES BASED ON CHURCHWIDE ASSIGNMENT TRACK

TRACK ONE

TRACK ONE is designed for students who are to go through the February Churchwide Assignment of approved candidates for ordination or consecration or commissioning. The steps for **TRACK ONE** include:

1. Senior Approval Essay will be distributed to the student by June 15. Students will then be given most of the summer to complete their Essay. Completed essays are to be sent to the student's Synodical Candidacy Committee via the synod office and the seminary's Field Education office no later than September 1.
2. Final evaluations for internship or diaconal ministry projects or specialized field education must be submitted to the Field Education Office by August 15.
3. A faculty panel will normally conduct a face to face meeting with the student after the start of the fall semester. The panel will normally consist of the student's advisor and one or two other faculty members. A Form D will be completed by the panel as a result of this interview.
4. The Form D will be brought before the faculty at its October or November meeting for a vote on the issue of recommendation for ordination or consecration or commissioning.
5. Form Ds and the faculty recommendation will be sent to the student's synodical candidacy committee via the synod office immediately following the faculty meeting and to the Department for Synodical Relations prior to November 15.
6. The student will receive the Candidate Resume booklet in order to complete and submit Forms A, B, C by the deadline established by the Department for Synodical Relations.
7. The student will meet with his/her Synodical Candidacy Committee in December or January for a final approval decision.
8. A student approved for ordination or consecration or commissioning will be part of the February Churchwide Assignment process.

TRACK TWO

TRACK TWO is designed for students who are to go through the **September/October Churchwide Assignment** of approved candidates for ordination or consecration or commissioning. The steps for **TRACK TWO** include:

1. Senior Approval Essay will be distributed to the student by February 1. Completed essays are to be sent to the student's Synodical Candidacy Committee via the synod office and the seminary's Field Education office no later than April 15.
2. Final evaluations for internship or diaconal ministry projects or specialized field education must be submitted to the Field Education Office by April 15.
3. A faculty panel will normally conduct a face to face meeting with the student in May. The panel will normally consist of the student's advisor and one or two other faculty members. A Form D will be completed by the panel as a result of this interview.
4. The Form D will be brought before the faculty at its May or June meeting for a vote on the issue of recommendation for ordination or consecration or commissioning.
5. Form Ds and the faculty recommendation will be sent to the student's synodical candidacy committee via the synod office immediately following the faculty meeting and to the Department for Synodical Relations prior to June 15.
6. The student will complete and submit Forms A, B, C [R] by the deadline established by the Department for Synodical Relations.
7. The student will meet with his/her Synodical Candidacy Committee between May and August for a final approval decision.
8. A student approved for ordination or consecration or commissioning will be part of the September/October Churchwide Assignment process.

FEES

DIACONAL MINISTRY FORMATION EVENT FEE \$ 1750

Including community meals.

LTSG students will be charged as for any other 3 credit hour course in January.

Project Advisement Fee: \$500

FORMS FROM THE ELCA WEBSITE

As of August 2009, the following important forms are available on the ELCA website (<http://www.elca.org/Growing-In-Faith/Vocation/Become-a-Leader/Candidacy/Forms.aspx>)

Forms for Applicants and Candidates:

- Application for Entrance to Candidacy
- Entrance Information
- Diaconal Ministry Spiritual Direction Report Form

Candidate Checklists

- Diaconal Minister

Forms for Seminary Use

- Candidate's Report/Internship and Faculty Form (Form D)

Forms for the Churchwide Assignment Process

- Roster Information (Form A)
- Roster Preferences (Form B)
- Candidate info (Diaconal Minister) for Call / Search Committees (Form C)
- Restriction Request (Form R)

FORMS FROM LTSG

Some useful forms are available on line:

Admissions Page (<http://www.ltsg.edu/admissions/application.htm>)

- Online Application
- Downloadable Application Form

NOTE: *In either case, you will be applying as an **Affiliate for Consecration***

Registrar's Page (<http://www.ltsg.edu/depts/registrar.htm>)

- For courses you might take through LTSG:
 - Registration Materials
 - Course Grids (layout of days of week with courses)
 - Registration Forms (Excel and PDF)
 - Course Descriptions
 - Preliminary Course Listings for future semesters
 - Standardized Registration Forms
 - Independent Study Proposal
 - Registration changes form (drop/add)
- For other situations:
 - Petition for Course Extension (in case the project goes longer than you expected)
 - Request for Leave of Absence

Campus Gateway (<http://www.ltsg.edu/campus/index.htm>)

- Academic Catalog
- Student Handbook

FORMS RELATED TO THE PROJECT

Proposed Ministry Plan

Sometime before your Entrance Interview, you should begin working with Mark Oldenburg to craft this proposal for your diaconal ministry project. Please be in touch with him before drafting your answers for this form.

| |
|------------------------------|
| Student's Name |
| Concentration |
| Title of Project |
| Suggested Project Director |
| Suggested On-Site Supervisor |

| |
|--|
| Summary of Project (description in 1 or 2 sentences) |
|--|

| |
|---|
| Draft Outcomes (Actual outcomes will be crafted by the student and project director as part of the project itself) For yourself (What will you be able to do, articulate, or demonstrate by the end of the project?) |
| For others (What will other participants or participating institutions be able to do, articulate, or demonstrate by the end of the project?) |

How is this project diaconal (fill in either or both of these):
Serving at the margin of church and world

Equipping the baptized to serve at the margin of church and world

What is the congregational component of this project?

What theological issues do you expect to investigate and explore in the project paper? Because it is mentioned in the Candidacy Manual, "vocation" should always be one of these, but what are two or three others?

Given your projected timeline ...

a. When do you anticipate all evaluations will be in the Office of Field Education?

b. When do you anticipate having your final candidacy approval interview with the synod? (This is essential information as the faculty plans your Senior Approval Panel which is required component of the approval process.)

11-07-08

ROSA STATEMENT FOR DIACONAL MINISTRY PROJECT

| |
|--------------------|
| Student's Name |
| Specialization |
| Title of Project |
| Project Director |
| On-Site Supervisor |

RATIONALE (Why is the project being done? This section should explain:

- Why is the project important for the student, personally, professionally, and in terms of candidacy?
- Why is the project important for other participants and involved institutions or communities?

OUTCOMES:
For the student (What will the student be able to do, articulate, or demonstrate by the end of the project?)

For others (What will other participants or participating institutions be able to do, articulate, or demonstrate by the end of the project?)

STRATEGY (How will the project prepare the student and other participants to meet the objectives? Remember that ELCA candidacy requirements for Diaconal Ministers require that there be a congregational component to the project and that the student invest at least 200 hours in the project)

ASSESSMENT (How will the student and other participants demonstrate fulfillment of each objective?)

APPENDIX: TIMELINE (Include in this timeline not only deadlines and other important dates from the Strategy and Evaluation sections, but also the dates on which all evaluation forms should be submitted to the Office of Field Education, and when the student anticipates final candidacy approval interview)

LEARNING AGREEMENT FOR DIACONAL MINISTRY PROJECT

LUTHERAN THEOLOGICAL SEMINARY at GETTYSBURG

61 Seminary Ridge
Gettysburg, PA 17325

Name of Candidate _____

Project Director _____

(to be returned to the Seminary one month after field experience begins)

GOALS OF THE FIELD EXPERIENCE:

1. The candidate will develop a vision and understanding of his or her particular ministry of Word and service as rooted in the Word of God and witness to the Gospel;
2. The candidate will develop skills for understanding systemic relationships within and between congregations and societal agencies;
3. Based on the understandings of goals described in #1 and #2 the candidate will develop strategies that provide ministry at particular interfaces of church and society;
4. The candidate will be able to demonstrate competence in the previously stated goals in the planning and execution of a diaconal project designed to engage the congregation's attention more keenly with respect to its ministry of the baptized in the world. Such a project will evidence the candidate's grasp of Lutheran theology and its derivative understanding of Christian vocation.

The field experience requirements should be planned to give the candidate supervised experience in three areas of preparation for diaconal ministry:

- understanding and working with the congregation in relationship to the larger community;
- gaining expertise in his or her area of specialization;
- engaging in theological and spiritual reflection about the relationship between these two arenas.

The field experience requirement will be met by completing a total of 700 hours of on-site contact time at the church-societal interface, including supervised, guided reflection.

Various work and field experiences may be arranged sequentially and cumulatively to make up the required 700 hours. A minimum 200 of those hours will be devoted to the diaconal ministry project.

A ROSE statement which is signed by both the Project Director and the Candidate may be submitted in lieu of this form.

I. State how this field experience will provide the opportunity for the candidate to **gain expertise in the candidate's area of specialization.**

II. State how the field experience will provide the opportunity for the candidate to **understand and work with the congregation in relationship to the larger community.**

III. State how the candidate will **engage in theological and spiritual reflection between I and II.**

IV. As a result of this field experience how will the candidate exhibit the necessary skills to **provide ministry at particular interfaces of church and society?**

V. What work and field experiences will comprise the required 700 hours of the diaconal ministry field experience (i.e. Teaching Parish -200, CPE-300, Project-200)?

Candidate's signature and date _____

Project Director's signature and date _____

The Seminary's Office of Field Education will provide copies of this Learning Agreement to the candidate's Senior Faculty Panel and Candidacy Committee.

CANDIDATE'S EVALUATION FORM
LUTHERAN THEOLOGICAL SEMINARY at GETTYSBURG
61 Seminary Ridge
Gettysburg, PA 17325

Name of Diaconal Student (print or type) _____

Name of Supervisor (print or type) _____

Name of Congregation (print or type) _____

Location/address (print or type) _____

Dates of Field Experience (print or type) _____

Part I: Summary Recommendation

The Evangelical Lutheran Church in America requests a single summary paragraph of ***no more than 55-60 words*** that can be shared with the appropriate synodical/church-wide personnel as part of the Candidacy approval and assignment process. Within the limited space below, provide as much substantive detail as possible, noting strengths, weaknesses, and growth edges. A statement only affirming strengths is not as helpful as is needed. Speak to such issues as specialization competence, personal faith and commitment to ministry, and personal characteristics and interpersonal skills. (You may wish to complete the balance of this page after completing the following pages.)

Summary paragraph of no more than 55-60 words:

Please check one of the following which summarizes your recommendation to the seminary.

- Unconditional recommendation for diaconal ministry in the ELCA.
- Conditional recommendation for diaconal ministry. Please specify reservations.
- Not recommended for diaconal ministry in the ELCA. Please specify reservations.

Candidate's Evaluative Commentary

Part II: Diaconal Student's Evaluation Form (taken from the candidate's project paper)

Candidate's name: _____

I. Describe the goals and purposes of this project.

II. Evaluate and critique the project and its implementation.

III. Reflect on the relationship of the project and your spiritual development.

Candidate's signature and date _____

The Seminary's Office of Field Education will provide copies of this evaluative commentary to the candidate's Senior Faculty Panel and Candidacy Committee.

R07/18/97; RO 6/3/2002

PROJECT DIRECTOR'S EVALUATIVE COMMENTARY

LUTHERAN THEOLOGICAL SEMINARY at GETTYSBURG
61 Seminary Ridge
Gettysburg, PA 17325

Name of Candidate: _____

Project director: _____

Dates of the experience: _____

(to be incorporated into the FORM D)

I. Describe the skill the candidate exhibits in engaging the field experience congregation in ministry at the interface of societal need and Christian service.

II. Describe the candidate's ability to articulate competently an understanding of Lutheran theology and Christian vocation.

III. How did the candidate translate his/her area of specialization and understandings of Lutheran theology and Christian vocation to the field experience congregation in a particular "ministry of the baptized in the world"?

Project Director's Evaluative Commentary

IV. Reflect on the candidate's understanding of the relationship between her/his spiritual direction and the diaconal ministry field experience.

V. Quality of the diaconal ministry project notebook, including paper (include the assigned Pass/Fail grade).

Candidate's signature and date _____

Project director's signature and date _____

The Seminary's Office of Field Education will provide copies of this evaluative commentary to the candidate's Senior Faculty Panel and Candidacy Committee.

02/28/97; RO 6/3/2002. 5/6/05

ON-SITE SUPERVISOR'S EVALUATION FORM

LUTHERAN THEOLOGICAL SEMINARY at GETTYSBURG
61 Seminary Ridge
Gettysburg, PA 17325

Name of Diaconal Student (print or type) _____

Name of Supervisor (print or type) _____

Name of Institution (print or type) _____

Location/address (print or type) _____

Dates of Field Experience (print or type) _____

Part I: Summary Recommendation

The Evangelical Lutheran Church in America requests a single summary paragraph of ***no more than 55-60 words*** that can be shared with the appropriate synodical/church-wide personnel as part of the Candidacy approval and assignment process. Within the limited space below, provide as much substantive detail as possible, noting strengths, weaknesses, and growth edges. A statement only affirming strengths is not as helpful as is needed. Speak to such issues as specialization competence, personal faith and commitment to ministry, and personal characteristics and interpersonal skills. (You may wish to complete the balance of this page after completing the following pages.)

Summary paragraph of no more than 55-60 words:

Please check one of the following which summarizes your recommendation to the seminary.

- _____ Unconditional recommendation for diaconal ministry in the ELCA.
- _____ Conditional recommendation for diaconal ministry. Please specify reservations.
- _____ Not recommended for diaconal ministry in the ELCA. Please specify reservations.

Supervisor's Evaluation Form

Part II: Supervisor at Specialized Site Evaluation

Name of Candidate _____

Name of Institution _____

Name of Supervisor _____

Dates of the experience _____ Area of specialization _____

I. Attach a written description of the candidate's responsibilities. This may be a job description.

II. When did the on-site supervisor provide the opportunity for mutual reflection of supervisory issues? List dates and times.

III. Provide a written final evaluation of the candidate's competence in the area of specialization. This may be a copy of the candidate's performance review, annual evaluation, or another standard form of evaluation (e.g. CPE evaluation).

Should no such evaluative tool be available please complete the following:

A. **Describe** the areas of specialization in which the candidate has shown the greatest competence. Provide examples of the candidate's demonstrated skill.

B. **Evaluate** the candidate's work habits, e.g. planning, time management, organization, participation, follow through, etc.

C. **Describe** the areas of specialization in which the candidate can continue to grow in skill.

Candidate's signature and date _____

On-site Supervisor's signature and date _____

The Seminary's Office of Field Education will provide copies of this evaluative commentary to the candidate's Senior Faculty Panel and Candidacy Committee.

02/28/97; RO 6/3/2002

CONGREGATIONAL COMMITTEE'S EVALUATION FORM

LUTHERAN THEOLOGICAL SEMINARY at GETTYSBURG
61 Seminary Ridge
Gettysburg, PA 17325

Name of Diaconal Student (print or type) _____

Name of Supervisor (print or type) _____

Name of Congregation (print or type) _____

Location/address (print or type) _____

Dates of Field Experience (print or type) _____

Part I: Summary Recommendation

The Evangelical Lutheran Church in America requests a single summary paragraph of **no more than 55-60 words** that can be shared with the appropriate synodical/church-wide personnel as part of the Candidacy approval and assignment process. Within the limited space below, provide as much substantive detail as possible, noting strengths, weaknesses, and growth edges. A statement only affirming strengths is not as helpful as is needed. Speak to such issues as specialization competence, personal faith and commitment to ministry, and personal characteristics and interpersonal skills. (You may wish to complete the balance of this page after completing the following pages.)

Summary paragraph of no more than 55-60 words:

Please check one of the following which summarizes your recommendation to the seminary.

_____ Unconditional recommendation for diaconal ministry in the ELCA.

_____ Conditional recommendation for diaconal ministry. Please specify reservations.

_____ Not recommended for diaconal ministry in the ELCA. Please specify reservations.

Congregational Committee's Evaluation Form

Part II: Congregational Component Evaluative Commentary

Name of Candidate _____

Name of Congregation _____

I. List the candidate's goals for the diaconal ministry field experience project.

II. Comment on the candidate's ability to plan, implement, and work to attain these goals.

III. In a few sentences reflect on the candidate's ability to attain these goals.

IV. Observations and/or evaluations about the way this project was carried out.

Congregational Committee's Evaluation Form

V. Growing edges for the candidate's service as a diaconal minister in the ELCA.

Candidate's signature and date_____

Signatures of Congregational Liaison Committee members and date.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

The Seminary's Office of Field Education will provide copies of this evaluative commentary to the candidate's Senior Faculty Panel and Candidacy Committee.

02/28/97; RO 6/3/2002

PROJECT PAPER AND NOTEBOOK

Upon completion of the project, the student prepares a 30-35 page paper. This paper shall include the following:

1. A description /analysis of the assigned congregation context.
2. A description/analysis of the project's purpose and goals.
3. A reflection of the theological, Biblical, historical, and mission underpinnings of the project's goals.
4. A detailed description of the project and plans for implementation.
5. A description of the project's development of congregational implementation.
6. Evaluation and critique of the project and its implementation.
7. Reflection on the relationship of the project and the candidate's spiritual development.
8. An annotated 5 - 7 page bibliography of resources that includes tools useable in first call site. This resource list should include materials used for theological reflection, tools used for congregational analysis, and relevant on-line materials.

The student submits a **project notebook** to the Project Director for evaluation. This project notebook includes the project paper, any appendices that illustrate the work of the project and all evaluative commentaries.

The Project Paper guidelines are as follows:

- The approved style manual for the submission of diaconal ministry project paper shall be: Turabian, Kate L., *A Manual for Writers of Term Papers, Theses, and Dissertations* 6th ed. (Chicago: University of Chicago Press, 1996). Other style manuals may be used with the approval of the student's Project Director or committee.
- All project papers shall be submitted on **acid-free paper** of at least 75% rag content. Two (2) copies of all project reports shall be deposited in the A.R. Wentz Library of the Lutheran Theological Seminary at Gettysburg after the report has been approved. One copy shall be kept in closed stacks and the other shall circulate. A student's work shall not be considered complete until the papers have been received by the library.
- All project papers shall include a title page, bearing the name of the diaconal ministry candidate, the title of the project, and the date (month and year) the project was submitted for approval.
- All project papers shall include a brief abstract, to be inserted immediately following the title page.
- A project Approval Page bearing the signature of the Project Director shall follow the abstract page. A sample Approval Page is attached to this policy.
- Students wishing to submit the entire Project Notebook to the A.R. Wentz Library shall prepare two copies of the Notebook.

The completed "REQUIRED DIACONAL MINISTRY PROJECT APPROVAL PAGE" must be included with each copy of the paper.

DIACONAL PROJECT APPROVAL PAGE
To be included with each copy of the Project Paper

GOALS OF THE FIELD EXPERIENCE:

1. The candidate will develop a vision and understanding of his or her particular ministry of Word and service as rooted in the Word of God and witness to the Gospel;
2. The candidate will develop skills for understanding systemic relationships within and between congregations and societal agencies;
3. Based on the understandings of goals described in #1 and #2 the candidate will develop strategies that provide ministry at particular interfaces of church and society;
4. The candidate will be able to demonstrate competence in the previously stated goals in the planning and execution of a diaconal project designed to engage the congregation's attention more keenly with respect to its ministry of the baptized in the world. Such a project will evidence the candidate's grasp of Lutheran theology and its derivative understanding of Christian vocation.

The field experience requirements should be planned to give the candidate supervised experience in three areas of preparation for diaconal ministry:

- understanding and working with the congregation in relationship to the larger community;
- gaining expertise in his or her area of specialization; and
- theological and spiritual reflection about the relationship between these two arenas.

The field experience requirement will be met by completing a total of 700 hours of on-site, contact time at the church-societal interface, including supervised, guided reflection.

Various work and field experiences may be arranged sequentially and cumulatively to make-up the required 700 hours. A minimum 200 of those hours will be devoted to the diaconal ministry project.

I hereby affirm that the candidate's work on the project fulfills these goals and standards.

Approved _____ Date _____
Project Director's Signature

I hereby affirm that all work done for this project is my own, and that this work has not been previously presented for credit towards any other academic degree or for any other academic course, except as allowed and affirmed by the Lutheran Theological Seminary at Gettysburg.

Candidate's Name _____ Date _____

Candidate's Signature _____

EXAMPLES OF COMPLETED FORMS

PROPOSED MINISTRY PLAN

| | |
|-------------------------------------|---|
| Student's Name | <i>Diaconal Ministry Candidate</i> |
| Specialization | Congregational Faith Formation and Ministry in Daily Life |
| Title of Project | 'Chosen and Beloved' A Spiritual Foster Family Retreat |
| Suggested Project Director | <i>Thesis Advisor, Degree Granting Institution</i> |
| Suggested On-Site Supervisor | <i>Pastor, Congregation</i> |

Summary of Project (description in 1 or 2 sentences)

Offer a retreat to Lutheran Family Services foster families using the Christian theme of 'baptized chosen and beloved children of God,' including community building activities, Bible study, worship, recreation, and fellowship around this theme, planned, sponsored and taught by members of King of Glory Lutheran Church.

Draft Objectives (Actual objectives will be crafted by the student and project director as part of the ROSE statement)

For yourself (What will you be able to do, articulate, or demonstrate by the end of the project?)

By the end of the project I will be able to:

- demonstrate my administrative ability to connect the mission, needs, and organization of the congregation with the social ministry needs outside the congregation, specifically with the foster families within Lutheran Family Services;
- articulate and allow others to articulate how faith formation and ministry in the world are mutually dependent, focusing specifically on ministry in and with families.

For others (What will other participants or participating institutions be able to do, articulate, or demonstrate by the end of the project?)

By the end of the project, participating members of King of Glory will be able to:

- listen to and understand the situation of foster children and their families, to talk about their wants and needs, hopes and dreams, recognizing how the children's needs resemble all of our needs, and helping them better understand God's love for all of us.
- talk about their faith, and to practice it by teaching and working in the world outside of their community, with a relatively powerless and often ignored group of children, and their foster parents.
- offer love and support for these children and families after the retreat, with a new understanding of them as children of God.

By the end of the project, all participants will be able:

to express the fact that we are all foster children through our baptism, belonging first as the chosen, beloved children of God.

How is this project diaconal (fill in either or both of these):

Serving at the margin of church and world

By offering faith formation outside of King of Glory's walls to an often ignored, overlooked, at risk and relatively powerless group of children, and their care-givers and foster families.

Equipping the baptized to serve at the margin of church and world

By sharing congregational/individual gifts outside of the church walls with this very special group, and allowing them to practice their faith, and in that practice being formed again.

What theological issues to you expect to investigate and explore in the project paper? Because it is mentioned in the Candidacy Manual, "vocation" should always be one of these, but what are two or three others?

Along with vocation, issues to be addressed will include the image of baptism as adoption, the *imago dei*, the theology of the cross and stewardship of time and resources.

What is the congregational component of this project?

King of Glory members who agree to participate in this adventure will raise funds to pay for the retreat weekend, prepare meals, participate in worship, recreate and lead the spiritual teaching at this retreat.

Given your projected timeline ...

- a. When do you anticipate all evaluations will be in the Office of Field Education?**

April 15, 2007

- b. When do you anticipate having your final candidacy approval interview with the synod? (This is essential information as the faculty plans your Senior Approval Panel which is required component of the approval process.)**

August 2007

ROSA STATEMENT FOR DIACONAL MINISTRY PROJECT

| | |
|--------------------|---|
| Student's Name | <i>Diaconal Ministry Candidate</i> |
| Specialization | Congregational Faith Formation and Ministry in Daily Life |
| Title of Project | 'Chosen and Beloved' A Spiritual Foster Family Retreat |
| Project Director | <i>Thesis Advisor, Degree Granting Institution</i> |
| On-Site Supervisor | <i>Pastor, Congregation</i> |

RATIONALE

Foster children are an invisible population in the church and in the world. Parents who open their homes and their hearts to this special ministry are often as invisible as the children they care for. I think their ministry should be lifted up and honored, and this project is one way to do that with members of a congregation.

Professionally, I want to demonstrate to the Candidacy Committee, my supervising pastor, project director and congregation, that faith is deeply reinforced in the world outside of the church walls, and that I am capable and called to do this kind of congregational ministry. My discernment has led me here, and I find the possibilities endless and exciting. My ministry feeds me personally in surprising and wonderful ways, challenging me to enter the fray and get my hands, along with those of the congregation I'm serving, dirty.

This project is important for a congregation whose social ministries are basically the same today as they have been for more than twenty years. My call is to awaken the congregants that will support and participate in this project, to a unique and invisible ministry, by getting in a ministry outside of the parish halls. Once their eyes are opened by education to foster children and the ministry of foster parents, relationships will be formed and opportunities to serve will become evident. Faith is formed and reinforced in these kinds of settings, and here new social ministries are allowed to grow.

This project is also important for foster families who are often ignored by both the church membership and by society as a whole. This project will give them a voice, a chance to be heard; that is one way that we can honor adults who have taken on this as their ministry. A side effect of retreat will be a respite weekend, a break from their daily life, a chance for worship and community.

OBJECTIVES

For the student: By the end of the project I will be able to:

- Demonstrate my abilities to organize and to lead, to offer pastoral care to both my congregation and to the world outside the church, to understand and implement the Holy Scriptures, creeds, and Lutheran Confessions as they apply in relationship with connecting the mission, needs, and organization of the congregation with the social ministry needs outside the congregation, specifically with foster families;
- Articulate and allow others to articulate how faith formation and ministry in the world are mutually interdependent, focusing specifically on ministry in and with families

For others:

By the end of the project, participating members of the congregation will be able to:

- listen to and understand the situation of foster children and their families, to talk about their wants and needs, hopes and dreams, recognizing how the children's needs resemble all of our needs, and helping them better understand God's love for all of us;
- talk about their faith, and to practice it by teaching and working in the world outside of their community, with a relatively powerless and often ignored group of children, and their foster parents;
- offer love and support for these children and families after the retreat, with a new understanding of all of us as children of God;
- find new ways of lifting up and supporting the ministry of foster parents in this congregation, the RMSELCA, and the wider community.

By the end of the project, participating foster families will have:

- gained greater understanding of how their faith resources can undergird their foster relationships and responsibilities.

By the end of the project, all participants will be able:

- to express the fact that we are all foster children through our baptism, belonging first as the chosen, beloved children of God.

STRATEGY

Ministries already in place at the congregation have offered some financial support for this project. In addition to that, Thrivent Financial for Lutherans, a fraternal organization of Lutherans, local chapter, may also contribute funds, as well as monies from foundations within the Rocky Mountain Synod. The tentative budget for two nights in cabins at Camp Idrahaje, including five meals and use of the craft cabin, chapel, and outdoor recreation for 30 participants including foster families and members of the congregation, is \$2700.

Congregational education is a vital part of achieving the project objectives. Part of this training will include information from the following websites:

- Colorado State Foster Parent Association, about foster care in general;
- National Foster Care Parent Association, about the history of foster care in the United States;
- Help One Child, a California model of foster care; and
- Straight Ahead Ministries, a non-denominational foster care organization with case studies.

We will also be talking about material from two books:

- *A Child's Journey Through Placement*, by Vera I. Fahlberg, MD, and
- *An Unlit Path*, by Deborah Hannah, a local foster care parent.

I will be using the Adult Education hour the first two Sundays and Mondays in February to begin this process, first by describing Diaconal Ministry in the ELCA, using parts of an ELCA powerpoint presentation, followed by a more specific presentation of faith formation in the world

and my diaconal project. The second Sunday I will bring in a social worker to talk specifically about foster care and foster families juxtaposed with a Bible study around Baptism and adoption as children of God.

After that, volunteers will be organized to host and participate in the retreat weekend. The weekend will include large and small discussion groups made up of both congregants and foster parents. By connecting these groups with each other around both Scripture and the children, more personal education will take place, culminating (I hope) in relationships.

Participants will pray, worship, study, eat, recreate, and live together for a weekend retreat filled with life and Bible stories.

The retreat will be followed by a celebratory gathering for participants that will include evaluation and discussion of further exploration. Through this gathering I hope to strengthen and continue the relationships formed over the weekend, and to further educate the remaining congregation with information gleaned over the weekend retreat, specifically looking for ways that we can continue to support and lift up foster parenting as a special ministry. I will recruit participants to write personal articles for both congregational and synodical newsletters.

ASSESSMENT

The fulfillment of the student's objectives will be evidenced by successful completion of the retreat. This will entail attention to planning, pre-meetings, congregational education, finances, and post-retreat follow-up. Effectiveness of the student's efforts will be assessed through participant evaluation and reflection, through Congregational Committee evaluation, and through feedback from the site supervisor and project director.

The fulfillment of objectives for participating parishioners will be demonstrated when they are able to speak knowledgeably about how children become part of the foster system, the components of foster family life, and ways in which the congregation can support this ministry. This will include assessment by a written evaluation, a group discussion during the celebratory gathering, and by personal interviews.

Assessment of how well objectives are fulfilled by foster families will occur through written evaluation that will inquire how well they understand foster parenting as a ministry, whether the retreat has uncovered new church resources and support for these parents and their families, whether the retreat in general was helpful, and if they would be willing to participate again.

APPENDIX: TIMELINE

| | |
|--------------|---|
| Jan. 17 | Letters of invitation mailed to metro Denver congregation foster parents |
| Jan. 23 | Notice in RMS e-connections and leadership communications |
| Jan. 24 | \$200 deposit due to Camp Idrahaje |
| Jan. 31 | Finalize funding |
| Feb. 4 & 5 | Adult Education (Explanation of Diaconal Ministry and project) |
| Feb. 11 & 12 | Adult Education (Education about foster care and Bible study) |
| Feb. 25 | Finalize both foster family participants and congregational volunteers |
| Mar. 1 | Survey foster parents about expectations and desired level of participation |
| Mar. 5 | Finalize weekend plans with Camp Idrahaje and all participants |
| Mar. 11 | Meet with congregational volunteers to review weekend plans and assignments Gather supplies and review contingency plans |
| Mar. 16 | Weekend retreat begins at 6 PM |
| Mar. 18 | Weekend retreat ends at 9:30 AM with time for written evaluations |
| Mar. 29 | Celebration and evaluation gathering |
| April 15 | Evaluations and paper due to LTSG Office of Field Education |