The Student Handbook is an official document that is essential and binding for all students. It is based on the current structure and policies of the seminary. This Handbook has been combined with our Catalog to provide information about Gordon-Conwell’s history, faculty, resources, degree programs, admissions procedures, as well as more specifics about the policies and procedures that guide students’ interaction with the faculty and staff.

We have tried to make the Handbook user friendly, and expect that students will take it seriously for use as a reference guide to academic and student life at Gordon-Conwell. It contains information regarding policies and procedures that have a direct influence on students. Each student is held responsible for the information contained in the Student Handbook.

Policy and procedure changes that might be made through the year will be expeditiously conveyed. When changes are made, it is the policy of the seminary to give such notice as will ensure adjustment without undue inconvenience. However, the right to make whatever changes may be deemed necessary at any time is specifically reserved.

As reflected in the Student Handbook, the seminary takes seriously its role in helping students to be prepared as whole persons who are called to various forms of ministry in the world.

We extend a warm welcome to new and returning students who are here from all around the United States and the world. May God grant us all his grace and mercy as we encourage one another to seek first his kingdom and his righteousness, trusting that all that is needed to accomplish his purpose, he will provide!

Registration Office

The policies contained in the Handbook are not comprehensive. Please consult individual offices for complete details on any specific policy.

Gordon-Conwell Theological Seminary does not discriminate on the basis of sex, race, national origin or handicap.
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ACADEMIC CALENDAR 2015-16

Fall Semester 2015

Aug 22, 2015  New Student Orientation and Integrative Seminar

Sep 8 – Dec 19  Fall Semester (15 weeks total)

Module 1:  Sep 11-12, Oct 9-10, Nov 6-7
Module 2:  Sep 18-19, Oct 16-17, Nov 13-14
Module 3:  Sep 25-26, Oct 23-24, Nov 20-21

Make-up Weekend for Weekend Classes:  December 11-12

Window during which weekly, week-intensive, and web-enhanced classes may meet: Tuesday, Sept. 8 – Monday, Nov. 23 (11 weeks)

HOLIDAYS:  Labor Day is September 7; Monday weekday classes will begin on September 14.
            Columbus Day is Monday, October 12; weekday, week-intensive, and web-enhanced courses should avoid meeting on this day.
            Veterans’ Day is Wednesday, November 11; weekday, week-intensive, and web-enhanced courses should avoid meeting on this day.
            Thanksgiving is November 26; no weekend classes will meet on November 27-28.

All assignments will be due no later than Saturday, December 19.

Spring Semester 2016

Jan 16, 2016  New Student Orientation and Integrative Seminar

Jan 19 – May 7  Spring Semester (16 weeks total)

Module 1:  Jan 22-23, Feb 19-20, Mar 18-19
Module 2:  Jan 29-30, Feb 26-27, Apr 1-2
Module 3:  Feb 5-6, Mar 4-5, Apr 8-9
Module 4:  Feb 12-13, Mar 11-12, Apr 15-16
Make-up Weekend for Weekend Classes: April 22-23

Window during which weekly, week-intensive, and web-enhanced classes may meet: Tuesday, Jan. 19 – Monday, April 11 (12 weeks)

HOLIDAYS:  
- **Martin Luther King Day** is Monday, Jan 18; Monday weekday classes will begin on Jan 25.  
- **Presidents’ Day** is Monday, Feb. 15; weekday, week-intensive, and web-enhanced courses should avoid meeting on this day.  
- **Easter** is Sunday, March 27. No weekend classes will meet on March 25-26. Weekday and web-enhanced classes should avoid meeting on **Maundy Thursday** (March 24) or **Good Friday** (March 25).

All assignments will be due no later than Saturday, May 7.

Graduation: Saturday, May 14, 2016

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**Summer Term 2016**

June 1 – Aug 20  
Summer Term (12 weeks total)

- **Module 1:**  
  - Jun 3-4, Jun 24-25, Jul 22-23

- **Module 2:**  
  - Jun 10-11, Jul 8-9, Jul 29-30

- **Module 3:**  
  - Jun 17-18, Jul 15-16, Aug 5-6

Window during which week-intensives may meet: May 30 – July 29 (9 weeks)

HOLIDAYS:  
- **Independence Day** is Monday, July 4; no weekend classes will meet July 1-2. Web-enhanced and week-intensive classes should not meet on July 4, but may meet on July 1 if need be.

All assignments will be due no later than Saturday, August 20.
Gordon-Conwell Theological Seminary has a rich heritage, spanning more than a century. The school’s roots are found in two institutions that have long provided evangelical leadership for the Christian Church in a variety of ministries. The Conwell School of Theology was founded in Philadelphia in 1884 by the Rev. Russell Conwell, a prominent Baptist minister. In 1889, out of a desire to equip “men and women in practical religious work...and to furnish them with a thoroughly biblical training,” the Boston Missionary Training School was founded by another prominent Baptist minister, the Rev. Adoniram J. Gordon. The Conwell School of Theology and Gordon Divinity School merged in 1969 through the efforts of philanthropist J. Howard Pew, Dr. Harold J. Ockenga and Dr. Billy Graham. Their vision was to “establish within a strong evangelical framework, an independent, interdenominational seminary.”

The united schools became known as Gordon-Conwell Theological Seminary, and Dr. Ockenga, the long-time pastor of Boston’s historic Park Street Church, became the institution’s first president and served until 1979. In 1981, Dr. Robert E. Cooley was inaugurated as the second president, and under his leadership, Gordon-Conwell strengthened its on-campus program, expanded seminary housing, and completed the campus learning complex, including the Chapel and a 41,000-square-foot Academic Center. During the 1991-92 academic year, the establishment of two branch campuses was formalized – the Boston campus and the Charlotte, North Carolina, campus. In February 2006, Gordon-Conwell launched its Jacksonville, Florida, extension site. Dr. Cooley currently serves as President Emeritus.

Dr. Walter C. Kaiser, Jr., well-known biblical scholar, author, Bible teacher and preacher, served as the third president of the merged school from 1997-2006. Dr. James Emery White became the fourth president of Gordon-Conwell in July 2006. Dr. Haddon W. Robinson was named president in May 2007. In 2008, Dr. Dennis P. Hollinger was appointed Gordon-Conwell’s sixth president. Dr. Billy Graham continues his relationship with the school as Chairman Emeritus of the Board of Trustees.

Gordon-Conwell operates under a charter of the Board of Higher Education of the Commonwealth of Massachusetts. The seminary is a member of the Association of Theological Schools in the United States and Canada. Gordon-Conwell Theological Seminary is accredited by the New England Association of Schools and Colleges, Inc. The seminary is certified by the United States Government for the training of veterans and the education of chaplains for military service and for the enrolling of foreign students.

Degree programs of study offered by Gordon-Conwell Theological Seminary—Charlotte have been declared exempt from the requirements for licensure under provisions of North Carolina General Statutes (G.S.) 116-15(d) for exemption from licensure with respect to religious education. Exemption from licensure is not based upon any assessment of program quality under established licensing standards.
Greetings from Gordon-Conwell Theological Seminary! Thank you for taking the time to learn about our school. Gordon-Conwell combines a rich tradition with cutting-edge educational innovation. Rooted in the gospel and God’s Word, the seminary seeks to develop Christian leaders who are thoughtful, globally aware, spiritually mature and ready for a broad array of ministries.

What can you expect from Gordon-Conwell? You can anticipate being pushed to think in ways you never imagined, for the Church needs thinking Christians who can address our contexts from a Christian worldview. You will be prodded to deepen your walk with Christ, while looking outward to the needs of the world. You will meet professors and fellow students who may think differently about those parts of our faith that are secondary to the core. They will expand your own theological and spiritual horizons. You will find world-renowned professors who give themselves personally to your needs and concerns. You will be encouraged to have a passion for a world without Christ, while giving attention to the needs of the whole person and the whole of society. You will sometimes be nudged beyond your comfort zone to become prepared to serve Christ wherever He calls you. Whether you sense a leading to pastoral ministry, cross-cultural ministries, teaching ministries, counseling or as a lay person serving Christ in the marketplace, I encourage you to consider Gordon-Conwell, a seminary helping the Church to think and live.

DENNIS HOLLINGER, PH.D.
PRESIDENT & COLMAN M. MOCKLER PROFESSOR OF CHRISTIAN ETHICS
THE GORDON-CONWELL CHARLOTTE VISION

The Charlotte campus desires to train men and women for ministry at home and abroad and to impart to them a biblically rich and culturally sensitive vision of ministry. Foundational to all of this is unswerving fidelity to Gordon-Conwell’s Mission Statement and to its classically evangelical Basis of Faith.

The specific vision for the Charlotte campus is driven by three commitments:

1. The campus is to have a strong thrust toward the theological engagement of modern culture in its North American setting. How biblical truth relates to culture—theologically and practically—is an underlying concern in Charlotte’s education, for those serving Christ need to understand how Christian faith has been influenced by the culture as well as how it should seek to influence the culture.

2. The campus is to embrace fully the partnerships in ministry that helped launch it. This entails a concerted effort to involve the local church and local ministries in the educational experience of its students. An important aspect of the education offered at Gordon-Conwell Theological Seminary—Charlotte is the emphasis placed on mentored ministry and integrative seminars. In both of these ways, students are engaged in theological/practical integration, which is essential for a seminary education.

3. The campus employs the adult model of education and expects students to take significant responsibility in shaping their own educational experiences. The Charlotte program is designed to address the needs of students, many of whom are actively engaged in ministry. They may be full-time pastors, bi-vocational pastors or non-ordained staff with limited theological training. Students within a two-to-three hour radius of Charlotte will have access to quality contextualized theological education and hands-on training for parish ministry without leaving their employment or ministry for the duration of their studies. The Charlotte campus also offers a Master of Arts in Christian Ministries degree program in which 50% of the program can be taken fully online and the remaining 50% completed through a combination of online course work and intensive residency experience.
STATEMENT OF MISSION

Gordon-Conwell Theological Seminary is an educational institution serving the Lord and his Church. Its mission is to prepare men and women for ministry at home and abroad. The seminary undertakes this task as a training partner with the Church so that what is learned on campus may be complemented by the spiritual nurture and the exercise of ministry available through our mentoring programs in the Church. Those who work and study at Gordon-Conwell are united in the common belief that the abiding truth of God’s written Word and the centrality of Christ’s saving work are foundational to the seminary’s mission. These principles structure the seminary’s life and values, inform its curriculum and activities, and determine the evangelical perspective in which it sees its responsibilities in preparing students for ministry in the 21st century.

Gordon-Conwell’s mission arises out of God’s redemptive work in this world effected in Jesus Christ, understood through the biblical Word and mediated by the Holy Spirit. As a theological seminary, it provides learning, resources and training through which men and women may acquire knowledge, gain skills and develop attitudes needed in Christ’s ministry.

THE GORDON-CONWELL CHARLOTTE MISSION

Article 1 To encourage students to become knowledgeable in God’s inerrant Word and competent in its interpretation, proclamation and application in the contemporary world. Because the teaching of God’s Word is indispensable to the well-being and vitality of God’s people, the seminary has a fundamental responsibility to encourage in students a love for Scripture. It is to teach exegetical skills by which students will be enabled to interpret the Word and inculcate understanding by which they will be able to apply it effectively.

Article 2 To maintain academic excellence, in the highest tradition of Christian scholarship, in the teaching of the biblical, historical and theological disciplines. Theological education, which is properly done within and for the Church, ought to function with rigor and academic integrity. The seminary, therefore, must provide an environment within which teaching and learning can best occur and encourage high levels of scholarly competence and research in its faculty.

Article 3 To train and encourage students, in cooperation with the Church, to become skilled in ministry. The Church and the seminary share the goal of seeing knowledge, skills and attitudes integrated in the person who ministers. Both in traditional degree programs and in continuing education, a combination of careful training and supervised experience in ministry are educational practices essential to achieving that goal.

Article 4 To cultivate in partnership with the churches, spiritual maturity in students so that their love for God in Christ is evidenced in Christ-like character, outlook, conduct, relationships and involvement in Church and society. Academic learning that honors God and serves His people must cultivate a growing life of biblical discipleship and intimacy with Christ. Such spirituality is to be expressed cognitively, relationally and socially. It is to be translated into action – God’s people embodying His compassion, declaring His justice and articulating His truth in society.
Article 5 *To provide leadership and educational resources for shaping an effective evangelical presence and Christian worldview in Church and society*. Gordon-Conwell’s academic and institutional resources are to be put in the service of the Christian community to provide careful research on and informed understanding of critical issues, as well as in exercising leadership in learned societies, in movements of renewal and reform, and in a variety of off-campus ministries in order to develop a more informed understanding of what the Lordship of Christ means in our contemporary world.

Article 6 *To develop in students a vision for God’s redemptive work throughout the world and to formulate strategies that will lead to effective missions, evangelism, discipleship and expressions of love for one’s neighbor through ministries of compassion and social justice*. The central mission of the Triune God is the creation of a fellowship of men and women who are mature in Christ and who will love and serve Him forever. This mission is realized evangelistically through the proclamation of the biblical gospel by those who embody the message they proclaim, who seek to make disciples from among all peoples, and who work for a more just and compassionate social order.
COMMUNITY LIFE STATEMENT

We affirm that the scriptures of the Old and New Testaments are the ultimate guide for our values, attitudes and behaviors in all relationships.

We will seek to foster the development of spiritual maturity through maintaining a personal devotional life and through participating in community worship and prayer.

We will seek to keep the unity of the Spirit through the bond of peace, and in gentleness, patience and humility, accept one another in love.

We will seek to encourage one another to mature in Christ-likeness through attempting to speak the truth in love in the classrooms, in business affairs, in social relationships and in all other areas of our common life.

We will seek to encourage unity in families through responsible relationships.

We will seek to respect and encourage our uniqueness in Christ, which includes our diversity of denomination, race, culture, personality, experience, gifts and goals.

We will seek to become involved individually and corporately with the Church in ministering to spiritual and social needs within and beyond our own community.

We renounce attitudes such as greed, jealousy, false pride, lust, bitterness, hostility, an unforgiving spirit, and prejudice such as that based on race, sex and academic or socioeconomic status.

We renounce behaviors such as distortion of God’s Word, deception, falsehood, drunkenness, stealing, and sexual immorality such as premarital intercourse, adultery and homosexual behavior.

We believe where conflict or sin occurs in the Gordon-Conwell community, a biblical process such as stated in Matthew 18:15-20 should be followed to seek correction, forgiveness, restitution and reconciliation.

We will seek to practice an attitude of mutual submission according to the mind of Christ, recognizing that at times our personal rights and preferences must be put aside for the sake of others’ conscience and the good of the community.

We will seek to encourage the cultivation of such spiritual attitudes as love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

Adopted by the Board of Trustees May 24, 1984.
Gordon-Conwell is an institutional school with four campuses. Below is a list of the Charlotte campus’ faculty and staff. A complete listing of our distinguished faculty from all four campuses is available on the institutional website.

- **Charlotte Dean & Professor of Old Testament**
  - *Dr. Timothy Laniak*
  - Office Hours: By Appointment*
  - Ext: 5844   Email: tlanik@gordonconwell.edu
  - *Contact Adele Jordan for questions & appointments

- **Administrative Assistant to the Dean**
  - *Mrs. Adele Jordan*
  - Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
  - Ext: 5830   Email: ajordan@gordonconwell.edu

- **Chief Operations & Advancement Officer / Director of Enrollment Management**
  - *Dr. H. Neely Gaston*
  - Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
  - Ext: 5837   Email: ngaston@gordonconwell.edu

- **Assistant Director of Advancement**
  - *Mrs. Hanna Loftus*
  - Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
  - Ext: 5815   Email: hloftus@gordonconwell.edu

- **Coordinator of International Advancement**
  - *Rev. John Kim*
  - Office Hours: By Appointment
  - Email: johnckim704@gmail.com

- **Campus Manager**
  - *Mr. Watson Gunderson*
  - Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
  - Ext: 5833   Email: wgunderson@gordonconwell.edu

- **Maintenance Staff**
  - *Mr. Jim Carlson*
  - Office Hours: Tues – Sat / 9 a.m. – 5 p.m.
  - Ext. 5803   Email: jcarlson3@gordonconwell.edu
 Coordinator of Institutional Relations  
  **Dr. Alison Littauer**  
  Office Hours: Tuesdays  
  Ext: 5814  Email: alittauer@gordonconwell.edu

 Admissions Representative & Partnership Coordinator  
  **Dr. Octavia Baker**  
  Office Hours: Mon – Fri / 9 a.m. – 5 p.m.  
  Ext: 5801  Email: obaker@gordonconwell.edu

 Assistant Director of Enrollment Management – Admissions  
  **Mr. Donovan Campbell**  
  Office Hours: Mon – Fri / 9 a.m. – 5 p.m.  
  Ext: 5802  Email: dcampbell1@gordonconwell.edu

 Admissions Representative  
  **Ms. Megan Robinson**  
  Office Hours: Mon – Fri / 9 a.m. – 5 p.m.  
  Ext: 5831  Email: mrobinson4@gordonconwell.edu

 Associate Director of Hybrid Programs  
  **Mr. Douglas Price, Jr.**  
  Office Hours: Mon – Fri / 9 a.m. – 5 p.m.  
  Ext: 5818  Email: dprice1@gordonconwell.edu

 Assistant Registrar  
  **Mrs. Trish King**  
  Office Hours: Mon – Fri / 9 a.m. – 5 p.m.  
  Ext: 5811  Email: tking@gordonconwell.edu

 Assistant Director of Enrollment Management – Retention  
  **Ms. Anna Gruntz**  
  Office Hours: Mon – Fri / 9 a.m. – 5 p.m.  
  Ext: 5847  Email: agruntz@gordonconwell.edu

 Registration Services Coordinator  
  **Mrs. Christina Winson**  
  Office Hours: Mon – Fri / 9 a.m. – 2:30 p.m.  
  Ext: 5806  Email: cwinson@gordonconwell.edu
 Media Services Manager
  **Mr. Michael Winson**
  Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
  Ext: 5850   Email: mwinson@gordonconwell.edu

 Media Services Technician
  **Mr. Dawson Burdick**
  Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
  Ext: 5852   Email: dburdick@gordonconwell.edu

 IT Specialist & Project Manager
  **Mrs. Louise Suggs**
  Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
  Ext: 5824   Email: lsuggs@gordonconwell.edu

 IT Help Desk Manager
  **Mr. Cecil Dietz**
  Office Hours: Mon – Fri / 9 a.m. – 5 p.m.*
  Email: mdietz@gordonconwell.edu
  *Contact Help Desk for IT assistance (978-646-4357; helpdesk@gordonconwell.edu)

 Senior Librarian and Assistant Professor for Theological Bibliography
  **Dr. Robert Mayer**
  Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
  Ext: 5821   Email: bmayer@gordonconwell.edu

 Associate Librarian for Information Management
  **Mr. Matt Wasielewski**
  Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
  Ext: 5822   Email: mattwaz@gordonconwell.edu

 Coordinator of Writing Programs
  **Mrs. Mary Reitano**
  Office Hours: By Appointment
  704-574-3113   Email: mreitano@gordonconwell.edu

 Library Assistant for Public Services
  **Mrs. Renee Mayer**
  Office Hours: Tues, Wed, Thurs / 9:30 a.m. – 4 p.m.
  Ext: 5820   Email: rmayer@gordonconwell.edu
- **Bookstore Manager**  
  *Mr. Alvis Yates*  
  Office Hours: By Appointment  
  Ext: 5825  
  Email: ayates@gordonconwell.edu

- **Kenneth and Jean Hansen Professor of Discipleship and Leadership Development & Director of Graduate Programs in Counseling**  
  *Dr. Rodney L. Cooper*  
  Office Hours: By Appointment  
  Ext: 5832  
  Email: rcooper@gordonconwell.edu

- **Assistant Professor of Counseling and Psychology**  
  *Dr. Kelly Breen Boyce*  
  Office Hours: By Appointment  
  Ext: 5845  
  Email: kboyce@gordonconwell.edu

- **Instructor in Counseling**  
  *Mr. Chris Cook*  
  Office Hours: By Appointment  
  Ext: 5835  
  Email: ccook2@gordonconwell.edu

- **Assistant Director of Graduate Programs in Counseling and CACREP Liaison**  
  *Mrs. Linda Hanby*  
  Office Hours: Tues, Wed, Fri / 9 a.m. – 5 p.m.  
  Ext: 5836  
  Email: lhanby@gordonconwell.edu

- **Associate Director of Graduate Programs in Counseling**  
  *Dr. Vickey Maclin*  
  Office Hours: By Appointment  
  Ext: 2358  
  Email: vmaclin@gordonconwell.edu

- **Robert E. Cooley Professor of Early Christianity & Associate Dean of Academics**  
  *Dr. Donald Fairbairn*  
  Office Hours: By Appointment  
  Ext: 5842  
  Email: dfairbairn@gordonconwell.edu

- **Associate Professor of New Testament**  
  *Dr. Rollin Grams*  
  Office Hours: By Appointment  
  Email: rgrams@gordonconwell.edu
- **Assistant Professor of Old Testament**  
  **Dr. Catherine McDowell**  
  Office Hours: By Appointment  
  Email: cmcdowell@gordonconwell.edu

- **Ranked Adjunct Associate Professor of Theology and Missions**  
  **Dr. Alan Myatt**  
  Office Hours: By Appointment  
  Email: amyatt@gordonconwell.edu

- **Assistant Professor of New Testament**  
  **Dr. Gerry Wheaton**  
  Office Hours: By Appointment  
  Email: gwheaton@gordonconwell.edu

- **Director of Ministry Formation**  
  **Dr. Steve Klipowicz**  
  Office Hours: Mon – Fri / 9 a.m. – 5 p.m.  
  Ext: 5841   Email: sklipowicz@gordonconwell.edu

- **Director of the Lutheran Studies Program**  
  **Dr. Mary Havens**  
  Office Hours: By Appointment  
  Email: MHavens@sc.rr.com

- **Coordinator Ministry Formation and Student E-Portfolios**  
  **Ms. Deana Nail**  
  Office Hours: Mon – Fri / 9 a.m. – 5 p.m.  
  Ext: 5810   Email: dnail@gordonconwell.edu

- **Coordinator, Pierce Center for Disciple Building**  
  **Mrs. Shari Adams**  
  Office Hours: By Appointment  
  Ext: 5843   Email: sadams1@gordonconwell.edu

- **Chaplain**  
  **Rev. Percy Burns**  
  Office Hours: By Appointment  
  Email: pburns1@gordonconwell.edu
ADMISSIONS

Gordon-Conwell Theological Seminary seeks students who are committed to Christ and whose lives demonstrate consistency with the teachings of Scripture. It is expected that such students will be emotionally suited for Christian service and intellectually capable of rigorous academic discipline. Decisions regarding admission are made on the basis of an individual’s total application file.

To qualify for admission consideration, the applicant must possess a Baccalaureate (or its academic equivalent) from an accredited institution of higher learning and have demonstrated intellectual capability. Applicants to the Master of Arts in Christian Counseling should have a college GPA of at least 3.0 (on a 4.0 scale), and those applying to all other programs should have at least a 2.5. Prior to a student’s matriculation at Gordon-Conwell, an official copy of the final transcript, issued by the granting institution showing college degree and date issued, must be on file in the Admissions Office.

Action will be taken on each application as soon as all credentials have been received. The applicant will be notified promptly of the decision. Applications for enrollment are accepted and admission decisions are made on a rolling basis throughout the calendar year for all programs except the Master of Arts in Christian Counseling.

Enrollment is open to qualified students who, without distinction of race, sex, handicap, or denomination, desire to undertake serious theological study and who show promise of success in such an endeavor.

Admission to the MACC Program

Phase 1 - Application

Prospective MACC students must submit a full application as described in our application procedures. The full application and all required components must be received before permission to continue with Phase 2 can be granted. Application deadline is March 1.

Once all components of the application are received, the application is reviewed for permission to continue with phase 2 of the admissions process. Permission to continue to Phase 2 does not guarantee admission to the seminary or the MACC degree program.

Phase 2 - Interviews/Psychological Assessments

If approved, applicants to the program are notified in writing to contact the Admissions Office to schedule interviews and psychological assessments. These will be held on Tuesdays in March. On the scheduled day, applicants should plan to be on campus in Charlotte to complete the personal interview, a group interview, and a series of standard psychological assessments. Time is allotted for a lunch break with food provided. As we cannot facilitate more than 10 applicants each Tuesday; applicants are encouraged to plan ahead to ensure their availability for interviews/psychological assessments on one of these days.
Applicants will not be given the results of their psychological assessments. There is a **non-refundable fee of $125** to cover costs of material, scoring and interpretation. This is due the morning of interviews; applicants should plan to bring payment with them. Cash, checks and credit cards are accepted.

The Admissions Committee will meet will review applications after phase 2 has been complete. Final admissions decisions will be sent before May.

**Foreign Nationals**

Gordon-Conwell Theological Seminary takes seriously the task of providing quality education toward preparation for leadership in gospel ministry for international students who have already taken full advantage of the best theological education available in their own countries and desire further training. Applicants are selected on the basis of potential for significant contribution to the Christian Church in their own homelands. International students are expected to return to their native countries to provide leadership in ministry upon completion of their studies at Gordon-Conwell.

As a non-residential campus, the Charlotte branch does not provide on-site room and board often required by most international students. We are able to accommodate those students currently in the country on an F-1 visa or other valid visa. Individuals seeking to enter the country on an F-1 visa are strongly encouraged to apply to our Hamilton, Massachusetts campus, which offers a full range of services for the international student. For more information on international students, click on “Admissions Information” at http://www.gordonconwell.edu/charlotte/.

**Transfer Students**

Students applying for transfer from another seminary or graduate school are requested to attach a “Statement of Explanation and Purpose” for the proposed transfer. In addition, students must include a letter from their current institution indicating that they are a “student in good standing.”

The goal at Gordon-Conwell is to provide the finest education we can at the lowest possible cost. We take our stewardship seriously at Gordon-Conwell, inspecting every proposed expense, making certain it is necessary for our ministry. We ask the Lord daily to bless our efforts and to provide the funds necessary to operate on a balanced budget. We also urge each student to scrutinize his or her own financial assets, to investigate the possibility of financial help from family, friends, church, denomination and local community groups. Students are encouraged to be good stewards of finances in order to meet educational needs.

**TUITION CHARGES**

The following are the tuition rates for the 2015-16 Academic Year.

The Seminary’s net tuition rate is $1,875 per course. However, Gordon-Conwell Charlotte students receive the President’s Scholarship to help offset the cost of tuition. This scholarship is in the amount of $525 per 3-credit course, so in effect, the student pays $1,350 for each 3-credit course.
Regular Tuition per Semester (after scholarship):

<table>
<thead>
<tr>
<th>Courses</th>
<th>Amount</th>
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<tbody>
<tr>
<td>1 course</td>
<td>$1,350.</td>
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<tr>
<td>2 courses</td>
<td>$2,700.</td>
</tr>
<tr>
<td>3 courses</td>
<td>$4,050.</td>
</tr>
<tr>
<td>4 courses</td>
<td>$5,400.</td>
</tr>
<tr>
<td>5 courses</td>
<td>$6,750.</td>
</tr>
</tbody>
</table>

These rates apply to three-credit hour courses only. Mentored ministry rotations (1 credit hour each) are prorated accordingly. Charlotte campus students who take courses at other Gordon-Conwell campuses will be charged tuition and fees at Charlotte campus rates.

**Additional Fees**

In addition to the tuition rates outlined above, the following fees are/may also be assessed:

- **Student Services Fee**: $150 per semester enrolled
- **MACC Administration Fee**: $50 per semester
- **Semlink+ Technology Fee**: $150 per 3-credit course
- **Partnership Program Fee**: $500 per Fall and Spring semester (assessed to all students participating in the Partnership program)


DEGREE PROGRAMS

Curriculum Philosophy

“Curriculum” is here understood both narrowly and broadly. In its narrow sense, curriculum is what is taught in the degree courses, and it includes the reasons for offering those particular courses. In its broader sense, curriculum encompasses the total student experience, as directed by the seminary, and it includes learning and experiences outside the formal class settings. At the center of our understanding of curriculum is the need for integration.

Integration, however, is also being understood in two ways, though they are quite different from each other. First, within their degree programs, wherever possible, students need to integrate what they learn in one academic discipline with what they learn in another, especially what is theoretical with what is practical. Second, regardless of the degree program in which a student is enrolled, every effort must be made to formulate a Christian worldview and to ask what it means to be living by the Word of God in the midst of the 21st century. Both these forms of integration are difficult to achieve - in the first case because fields of study operate independently of each other and, in the second, because post-modern life has substantially disengaged itself from Christian belief. It therefore requires thought, hard work, and good discernment to see how biblical truth intersects with contemporary culture.

Integration is something that students should actively pursue throughout their studies. To assist them in this task, the seminary has designed its programs with an emphasis on integrative seminars and mentored ministry. All students are required to attend a day-long integrative seminar once each fall and spring with mentors and faculty to integrate knowledge with experience, theory with practice, and theological study with praxis. Students are expected to attend these integrative seminars faithfully during their years of study.

Since the Charlotte program is built upon a parish-based, in-service model of theological education, a significant amount of integrative learning takes place in the context of ministry. The mentored ministry model brings each student into a triadic learning relationship between himself/herself, a professor, and a mentor. The process is guided by mentors, faithful persons already engaged in ministry, and is coordinated by the Director of Mentored Ministry. In addition, M.Div. students are required to complete a Readiness for Ministry Exit Seminar during their last year of study. This course entails the student’s reflection on and integration of academic study and practical ministry.

In both forms of integration, however, the same theological principle is at work. It is that biblical truth is fully and decisively authoritative. In the first form of integration, the practice of Christian faith in areas such as counseling, preaching, pastoral care, etc., must be seen as the faithful outworking of biblical truth and not simply as an amalgam between that truth and notions that may be popular or current in these fields. Likewise, in Christian engagement with the contemporary world, all cultural trends and all cultural assumptions have to be examined in the light of Scripture, and that may result in the Church’s need to distance itself from and sometimes to critique what may have become normative in the culture. The
Church lives by the Word of God, and when the Church’s hold upon God’s truth becomes weak, it loses its understanding, direction, and hope.

**The Five Phases of Curriculum**

The courses in the curriculum have been conceived as a whole and not as isolated, independent academic experiences. There are five interconnected elements that are experienced both as a progression from the first to the last and sometimes simultaneously. Students move from what is basic in a field to the end goal, which is that they are able to practice in the academic world, as well as in life, what it means to be directed by the Word of God. This progression occurs in five phases.

The Basic Tools Phase, in any field, is what enables students to begin to work in that field. In biblical studies, for example, Greek and Hebrew are its basic tools. The Foundations Phase of the curriculum is the primary content of that field. In biblical studies, it is knowledge of the biblical text; in theology, it is biblical doctrine; in psychology, it is theories of the person; etc. The Interpretation Phase is one in which the student should be asking questions, from a biblical point of view, as to what it means to have this knowledge. In the Reflection and Integration Phase, the student should be able to place what has been learned in one course in a particular field alongside what has been learned in other courses in that field, so that their understanding of the field begins to grow. Finally, in the Interaction and Application Phase, students are encouraged to think about how the fields of study relate to one another and how what they have learned in each of these fields relates to Christian life and ministry in the contemporary world.

These elements of the learning process are at times experienced simultaneously. As students begin to master the content and literature in a particular subject area, they will find that questions about its connections with other subject areas will automatically arise. They will also find that it is natural to begin reflecting on how this knowledge might impact our post-modern culture, the Church’s life, Christian ministry, and their own lives.

These five elements or phases, then, are linked by two principles. First, the Word of God is completely authoritative, and it is this Word that God has given for the guidance and nourishment of the Church. Second, what has been learned in the various academic disciplines must be brought together into a coherent Christian worldview, and this, in turn, must become the framework for understanding and living in the contemporary world.

**Academic Aims**

The aim of all degree programs at Gordon-Conwell is to equip men and women who, as committed servants of Christ, are disciplined in mind, eager to learn, and sensitive to the needs of the world. The swiftly changing currents of contemporary society and global events increase the demands made on Christians in the exercise of their ministry in the world. The seminary strives to educate students to think biblically and theologically in the face of global needs. Students who are ready to give God not only their hearts, but also their minds and wills, are invited to join with us in pursuing obedience to God.
The Charlotte campus offers courses in three distinct periods: fall and spring semesters and a summer term. Given the Charlotte campus commitment to the adult learner, various delivery models are employed to suit different students’ schedules. A three-credit-hour course typically involves 30 total hours of class time and at least 135 hours of student work (including the class time), but some delivery systems involve less (or no) time in class and proportionally more work outside of class. In every semester or term, learning and assignments begin and end on the starting and ending date for that term, but the actual class meetings vary depending on the delivery system of the course. The standard format involves class meetings on three weekends (Friday evening and all-day Saturday), and other formats include weekday courses (meeting 10 times per semester on the same day or evening of the week), one-week intensive courses (in which the class meetings are compressed into a single week, although the assignments extend over the entire semester or term), web-enhanced courses (in which most learning is online, but there is a three-day residency during the semester or term), and Semlink+ courses (in which all learning is online).

Detailed degree requirements for the academic programs listed below may be found in the Course Descriptions section of this handbook.

**Bible Competency**

Since a good understanding of the content of the Bible is central to all types of Christian ministry, the seminary requires all master-level degree students to demonstrate a substantial knowledge of the English Bible. Bible competency is demonstrated through successful completion of the Old Testament and New Testament survey courses during the student’s first year of study. Students who enter seminary with a Bible major or minor from a Christian undergraduate institution may petition the Registration Office to be allowed to test out of the survey courses and take two other Bible Division courses in place of them. Such a petition normally involves submitting syllabi from the student’s undergraduate Bible courses.
MASTER OF DIVINITY

The M.Div. degree is designed for students who are preparing for professional ministry. Designed primarily for individuals who expect to enter pastoral ministry, this program also prepares those interested in serving in parachurch ministries, as well as those considering doctoral studies. The M.Div. degree prepares students to meet ordination requirements for the major Protestant denominations in America, as well as hospital and military chaplaincy.

The purpose of the degree is to provide leadership for the worldwide church by educating women and men in the classic disciplines of theological training—language competency, biblical exegesis, theological constructs, historical perspective, and ministry skills. The curriculum of the M.Div. degree, therefore, seeks to inculcate into students knowledge and ability to:

- engage in biblical exegesis, competently using the original languages of Greek and Hebrew;
- understand the historical and theological development of the Christian faith;
- expound and proclaim effectively the biblical message of redemption;
- develop skills appropriate for church leadership as a pastor, teacher, counselor, evangelist, chaplain, church planter, missionary, or other role as a leader; and
- appreciate and be committed to the worldwide proclamation of the gospel.

With the foundation of the Bible as the center of our entire instructional program, the M.Div. degree seeks to expose students to the breadth of disciplines necessary for ministry in the world today. The Division of Biblical Studies endeavors to prepare students to interpret the Bible accurately. The Division of Christian Thought endeavors to prepare students to think biblically about the issues of life, aided by historical perspective and theological reflection. The Division of Practical Theology endeavors to train students to apply the Word of God through preaching, counseling, teaching, administering the life of the church, and giving pastoral care.

Students must complete 91 credit hours, including 28 courses (84 credit hrs.), 6 rotations of Mentored Ministry (6 credit hrs.), and CT500 Research & Writing Seminar (1 credit hr.). Students must also complete five non-credit Integrative Seminars and maintain a grade point average of 2.0 or more in order to graduate. Of the 28 courses, 13 must be completed in Biblical Studies (including Greek and Hebrew), 8 in Christian Thought, and 7 in Ministry.
# Gordon-Conwell Theological Seminary – Charlotte

**MASTER OF DIVINITY**

**DEGREE CHECKSHEET – for Students Entering in 2015-16**

<table>
<thead>
<tr>
<th>THEOLOGICAL RESEARCH/Writing Seminar</th>
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<tbody>
<tr>
<td>CT500 – Introduction to Theological Research (1 Credit Hour)</td>
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<thead>
<tr>
<th>BIBLICAL STUDIES</th>
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<tbody>
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<tr>
<td>Ethics Elective (any ET course)</td>
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<tr>
<td>World Missions/Evangelism (any WM or EV course)</td>
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<th>MINISTERIAL STUDIES</th>
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<td>CL 503 – Foundations for Leadership</td>
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<tr>
<td>PC 511 – Intro. to Pastoral Care &amp; Counseling</td>
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<td>MC/SF 501 – Spiritual Formation for Ministry or MC/CH 591 – Dynamics of Spiritual Life</td>
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<td>Ministerial Studies Elective (any EV, MC, CL, or YM course)</td>
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<td>PR 601 – Preaching: Principles and Practices</td>
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<tr>
<td>NT/OT 795 – Biblical Theology Seminar</td>
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<tr>
<td>MC 850 – Readiness for Ministry Exit Seminar</td>
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5 Additional Integrative Seminars (IS501-506)
MASTER OF DIVINITY (IN ANGLICAN/EPISCOPAL STUDIES)

The Master of Divinity in Anglican/Episcopal Studies track is designed to prepare students for pastoral ministry in the Anglican/Episcopal tradition. This track seeks to weave into the existing Master of Divinity degree a recognized concentration in Anglican studies, resulting in a program that both appropriately trains students for Anglican ministry and meets the rigorous academic standards for which Gordon-Conwell is known.

Students must complete 94 credit hours, including 29 courses (87 credit hrs.), 6 rotations of Mentored Ministry (6 credit hrs.), and CT500 Research & Writing Seminar (1 credit hr). Students must also complete five non-credit Integrative Seminars and maintain a grade point average of 2.0 or more in order to graduate. Of the 29 courses, 13 must be completed in Biblical Studies (including Greek and Hebrew), 6 in Christian Thought, 4 in Ministry, and 6 in Anglican Studies.

Gordon-Conwell Theological Seminary – Charlotte

MASTER OF DIVINITY
Anglican Studies Program
DEGREE CHECKSHEET – for Students Entering in 2015-16

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<th>Christian Thought</th>
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<th>Anglican Studies</th>
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<tbody>
<tr>
<td>CH 653 – History of Liturgy</td>
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</table>
MASTER OF DIVINITY (IN LUTHERAN STUDIES)

The Master of Divinity in Lutheran Studies track is designed to prepare students for pastoral ministry in the North American Lutheran Church tradition. This track seeks to weave into the existing Master of Divinity degree a recognized concentration in Lutheran studies, resulting in a program that both appropriately trains students for Lutheran ministry and meets the rigorous academic standards for which Gordon-Conwell is known.

Students must complete 94 credit hours, including 30 courses (90 credit hrs.), 3 rotations of Mentored Ministry (3 credit hrs.), and CT500 Research & Writing Seminar (1 credit hr). Students must also complete five non-credit Integrative Seminars and maintain a grade point average of 2.0 or more in order to graduate. Of the 30 courses, 13 must be completed in Biblical Studies (including Greek and Hebrew), 6 in Christian Thought, 6 in Ministry, and 5 in Lutheran Studies.

Gordon-Conwell Theological Seminary – Charlotte

MASTER OF DIVINITY
Lutheran Studies Program
DEGREE CHECKSHEET – for Students Entering in 2015-16

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5 Additional Integrative Seminars (IS501-506)
The Master of Divinity in Pastoral Care track is designed to prepare students for non-parish based ministry (hospital or military chaplaincy) and/or parish-based ministry with a view toward pastoral care and counseling. This track builds on the strength of the core M.Div., while replacing select electives with counseling and other related ministry courses. This program does not lead toward state licensure in counseling; students seeking to become licensed counselors should consider the MACC or dual MDIV/MACC.

Students must complete 100 credit hours, including 32 courses (96 credit hrs.), three rotations of Mentored Ministry (3 credit hrs.), and CT500 Research & Writing Seminar (1 credit hr.). Students must also complete five non-credit Integrative Seminars and maintain a grade point average of 2.0 or more in order to graduate. Of the 32 courses, 13 must be completed in Biblical Studies (including Greek and Hebrew), 6 in Christian Thought, and 13 in Ministry/Counseling.
## MASTER OF DIVINITY in
## PASTORAL CARE AND COUNSELING
## DEGREE CHECKSHEET – for Students Entering in 2015-16

### THEOREMAL RESEARCH/Writing Seminar
- CT500 – Introduction to Theological Research (1 Credit Hour)

### Biblical Studies
- OT 500 – Old Testament Survey
- OL 501 – Hebrew I
- OL 502 – Hebrew II
- OT 511 – Interpreting the Old Testament
- Hebrew Exegesis in a Historical Narrative: OT 626 - OT 645
- Hebrew Exegesis in Prophets/Poetry: OT 750 or OT 770
- NT 501 – New Testament Survey
- GL 501 – Basic Greek I
- GL 502 – Basic Greek II
- NT 502 – Interpreting the New Testament
- Greek Exegesis in the Gospels or Acts: NT 610 – NT 619
- Greek Exegesis in the Epistles or Revelation: NT 620 – NT 640

### Christian Thought
- CH 501 – The Church to the Reformation
- CH 502 – The Church Since the Reformation
- TH 501 – Theology Survey I
- TH 502 – Theology Survey II
- Christian Thought Electives (any two CT, CH, TH, AP, ET, or WM courses, 600-800 level)

### General Ministerial Studies
- PR 601 – Preaching: Principles and Practices
- PR 602 – Preaching for Modern Listeners
- 3 Rotations in Mentored Ministry (3 credit hours)
- MC/SF501 – Spiritual Formation for Ministry or MC/CH 591 – Dynamics of Spiritual Life

### Counseling
- PC511 – Introduction to Pastoral Counseling
- PC621 – Clinical Pastoral Education
- CO540 – Helping Relationships
- CO614 – Family Systems Theory
- CO710 – Psychopathology
- CO/WM712 – Cross-Cultural Counseling
- CO790 – Professional Standards
- CO716 – Marital Therapy or CO/MC642 – Ministering to Women in Pain or CO709 Counseling Addictive Behaviors
- CO/PC750 – Crisis Counseling or CL640 – Managing Conflict

### Capstone
- NT/OT 795 – Biblical Theology Seminar
- MC 850 – Readiness for Ministry Exit Seminar

### 5 Additional Integrative Seminars (IS501-506)
MASTER OF ARTS IN CHRISTIAN COUNSELING

The Master of Arts in Christian Counseling program is designed for those who wish to prepare for entry-level counseling positions as Licensed Professional Counselors (LPC) and/or Marriage and Family Therapists (MFT), or to prepare for further studies in psychology. Upon completion of the program, graduates can be qualified to sit for the National LPC or MFT licensure exams.

The Counseling program seeks to provide Christian training in biblical, theological, and psychological disciplines. Those who complete this training program in counseling may expect significant growth in their professional development in preparation for Christian and/or secular employment opportunities. A major feature of the program is its commitment to supervised clinical practicum experience. Students will experience a variety of professional practicum sites as well as regular supervision in a clinical setting. Students will often have opportunities to participate in seminars, workshops, staff meetings, group supervision, and other professional development.

Students must complete 67 credit hours, including 22 courses (66 credit hrs.) and CO501 Counseling Research & Writing Seminar (1 credit hour). Students must also complete five non-credit Integrative Seminars and one counseling retreat, and maintain a grade point average of 3.0 or more in order to graduate. Students will also be required to attend 26 individual didactic counseling sessions and successfully complete post-matriculation evaluations. The program consists of three courses in Biblical Studies, two courses in Christian Thought, 11 foundational courses in the field of counseling, three additional counseling courses specific to the selected track, and three practicum/internship rotations. One additional counseling course may be taken for those who wish to pursue both tracks.

Gordon-Conwell Theological Seminary – Charlotte

MASTER OF ARTS IN CHRISTIAN COUNSELING
DEGREE CHECKSHEET – for Students Entering in 2015-16

| Theological Research/Writing Seminar
| CO501 – Counseling Research and Writing Seminar |
| Biblical Studies
| OT500 – Old Testament Survey |
| NT501 – New Testament Survey |
| NT/OT 517 – Interpreting the Bible |
| Christian Thought
| TH501 – Theology Survey I |
| TH502 – Theology Survey II |
| Counseling Courses
| CO500 – Introduction to Counseling |
| CO540 – Helping Relationships |
| CO/SF610 – Development Across the Lifespan: Implications for Counseling |
| CO611 – Theories of Personality |
| CO614 – Family Systems Theory |
| CO699 – Research Methods and Design |
| CO710 – Psychopathology |
| CO/WM712 – Cross-Cultural Counseling |
Select one of the following degree tracks:

**Licensed Professional Track**

<table>
<thead>
<tr>
<th>LPC TRACK REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CO/PC 718 – Group Dynamics</td>
<td></td>
</tr>
<tr>
<td>CO 770 – Career and Lifestyle Development</td>
<td></td>
</tr>
<tr>
<td><strong>LPC ELECTIVES (CHOOSE 1 COURSE)</strong></td>
<td></td>
</tr>
<tr>
<td>CO/MC 642 – Ministering to Women in Pain</td>
<td></td>
</tr>
<tr>
<td>CO 709 – Counseling in Addictive Behaviors</td>
<td></td>
</tr>
<tr>
<td>CO 714 – Family Therapy</td>
<td></td>
</tr>
<tr>
<td>CO 715 – Advanced Psychopathology</td>
<td></td>
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<tr>
<td>CO 716 – Marital Therapy</td>
<td></td>
</tr>
<tr>
<td>CO 719 – Human Sexuality</td>
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</tr>
<tr>
<td>CO 720 – Children in Therapy</td>
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</tr>
<tr>
<td>CO/PC 750 – Counseling for Crisis &amp; Addictions</td>
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</table>

5 Additional Integrative Seminars (IS501-506)

Individual Didactic Counseling (CO 651)

**Marriage and Family Therapist Track**

<table>
<thead>
<tr>
<th>MFT TRACK REQUIREMENTS</th>
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</thead>
<tbody>
<tr>
<td>CO 714 – Family Therapy</td>
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</tr>
<tr>
<td>CO 716 Marital Therapy</td>
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</tr>
<tr>
<td><strong>MFT ELECTIVES (CHOOSE 1 COURSE)</strong></td>
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</tr>
<tr>
<td>CO/MC 642 – Ministering to Women in Pain</td>
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</tr>
<tr>
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<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>CO 719 – Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>CO 720 – Children in Therapy</td>
<td></td>
</tr>
<tr>
<td>CO/PC 750 – Counseling for Crisis &amp; Addictions</td>
<td></td>
</tr>
</tbody>
</table>

Counseling Retreat (RC 500 or 600)

Faculty Supervision
The Master of Arts in Christian Leadership program is designed to expose the student to the various theories of leadership and to assist the student in developing relevant competencies for effective leadership in Christian ministry. The degree is best suited for individuals currently engaged in or pursuing ministry in non-pastoral parish ministry, campus ministry, or other related parachurch ministries. Applicants must have as a goal a vocation requiring the knowledge available in the program.

The MACL degree has a 50% distance allowance. Up to half of the courses in the degree can be taken fully online via Semlink+, if the student desires. The remaining 50% can be fulfilled through weekend, one-week intensive, weeknight, web-enhanced, or any other format that is offered in Charlotte or on other GCTS campuses. By carefully utilizing residential and distance options, a student can complete this program spending as few as four weeks in Charlotte.

Students must complete 61 credit hours, including 19 courses (57 credit hrs.), three rotations of leadership internships (3 credit hrs.), and CT500 Research & Writing Seminar (1 credit hr.). Students must also complete five non-credit Integrative Seminars and maintain a grade point average of 2.0 or more in order to graduate. Of the 19 courses, 4 must be completed in Biblical Studies, 6 in Christian Thought, 7 in Leadership, and 2 general electives.

Gordon-Conwell Theological Seminary – Charlotte

**MASTERS OF ARTS IN CHRISTIAN LEADERSHIP**

**DEGREE CHECKSHEET – for Students Entering in 2015-16**

<table>
<thead>
<tr>
<th>THEOLOGICAL RESEARCH/Writing Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT500 – Introduction to Theological Research (1 Credit Hour)</td>
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</table>

<table>
<thead>
<tr>
<th>BIBLICAL STUDIES</th>
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</thead>
<tbody>
<tr>
<td>OT 500 – Old Testament Survey</td>
</tr>
<tr>
<td>NT 501 – New Testament Survey</td>
</tr>
<tr>
<td>OT/NT 517 – Interpreting the Bible</td>
</tr>
<tr>
<td>NT/OT/CL 574 – Biblical Theology of Leadership</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>CHRISTIAN THOUGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 501 – The Church to the Reformation</td>
</tr>
<tr>
<td>CH 502 – The Church Since the Reformation</td>
</tr>
<tr>
<td>TH 501 – Theology Survey I</td>
</tr>
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<td>TH 502 – Theology Survey II</td>
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<tr>
<td>Ethics Elective (any ET course)</td>
</tr>
<tr>
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</table>

<table>
<thead>
<tr>
<th>LEADERSHIP STUDIES</th>
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<tbody>
<tr>
<td>CL 503 – Foundations for Leadership</td>
</tr>
<tr>
<td>CL 630 – The Person of the Christian Leader</td>
</tr>
<tr>
<td>CL 640 – Managing Conflict</td>
</tr>
<tr>
<td>CL 650 – The Christian Leader as Communicator</td>
</tr>
<tr>
<td>CL 660 – Managing the Non-Profit Organization</td>
</tr>
<tr>
<td>CL 670 – Team and Team Building</td>
</tr>
<tr>
<td>CL 620 – Internship Rotation in Leadership (1 credit hour)</td>
</tr>
<tr>
<td>CL 621 – Internship Rotation in Leadership (1 credit hour)</td>
</tr>
</tbody>
</table>
MASTER OF ARTS IN CHRISTIAN LEADERSHIP (URBAN MINISTRY)

The Master of Arts in Christian Leadership program with an Urban Ministry concentration is designed to expose the student to the various theories of leadership and to assist the student in developing relevant competencies for effective leadership in Urban Ministry.

Students must complete 61 credit hours, including 19 courses (57 credit hrs.), three rotations of leadership internships (3 credit hrs.), and CT500 Research & Writing Seminar (1 credit hr.). Students must also complete five non-credit Integrative Seminars and maintain a grade point average of 2.0 or more in order to graduate. Of the 19 courses, 4 must be completed in Biblical Studies, 6 in Christian Thought, 7 in Leadership, and 2 in Urban Ministry.

Gordon-Conwell Theological Seminary – Charlotte

MASTER OF ARTS IN CHRISTIAN LEADERSHIP
Urban Ministries

DEGREE CHECKSHEET – for Students Entering in 2015-16

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<td>OT/NT 517 – Interpreting the Bible</td>
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<td>NT/OT/CL 574 – Biblical Theology of Leadership</td>
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<td>Ethics Elective (any ET course)</td>
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<tr>
<td>World Missions/Evangelism (any WM or EV course)</td>
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<table>
<thead>
<tr>
<th>LEADERSHIP STUDIES</th>
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<tbody>
<tr>
<td>EV/MC 514 – Practice of Urban Ministry (Theology)</td>
</tr>
<tr>
<td>EV/MC 540 – Foundations of Urban Ministry</td>
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<tr>
<td>CL 503 – Foundations for Leadership</td>
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</table>
CL 660 – Managing the Non-Profit Organization
CL 670 – Team and Team Building
CL 620 – Internship Rotation in Leadership (1 credit hour)
CL 621 – Internship Rotation in Leadership (1 credit hour)
CL 622 – Internship Rotation in Leadership (1 credit hour)

CAPSTONE
CL 720 – Christian Leadership Project in Urban Ministry

5 Additional Integrative Seminars (IS501-506)

MASTER OF ARTS IN CHRISTIAN MINISTRIES

The Master of Arts in Christian Ministries degree is designed for students who are involved in or preparing for a ministry other than pastoral ministry and who desire a program of shorter duration than the M.Div. It may also be suitable for students involved in pastoral ministry in denominations that do not require the M.Div.

The MACM degree has a 50% distance allowance. Up to half of the courses in the degree can be taken fully online via Semlink+, if the student desires. The remaining 50% can be fulfilled through weekend, one-week intensive, weeknight, web-enhanced, or any other format that is offered in Charlotte or on other GCTS campuses. By carefully utilizing residential and distance options, a student can complete this program spending as few as four weeks in Charlotte.

Students must complete 60 credit hours, including 17 courses (51 credit hrs.), three rotations of Mentored Ministry (3 credit hours), CT500 Research & Writing Seminar (1 credit hour), MC507 Reflection and Formation for Ministry (1 credit hour), MC847 Ministry Formation & E-Portfolio Review (1 credit hour) and a final project (3 credit hours). Students must also maintain a grade point average of 2.0 or higher to graduate. Of the 17 courses, 4 are in the area of Biblical Studies, 6 in Christian Thought, 6 in Ministry, and 1 general elective.

Gordon-Conwell Theological Seminary – Charlotte

MASTER OF ARTS IN CHRISTIAN MINISTRIES
DEGREE CHECKSHEET – for Students Entering in 2015-16

<table>
<thead>
<tr>
<th>INTRODUCTORY COURSES</th>
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<tbody>
<tr>
<td>CT500 – Introduction to Theological Research (1 Credit Hour)</td>
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<tr>
<td>MC 507 – Reflection and Formation for Ministry (1 Credit Hour)</td>
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<table>
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<tr>
<th>GENERAL CORE REQUIREMENTS</th>
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<tr>
<td>OT 500 – Old Testament Survey</td>
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<td>NT 501 – New Testament Survey</td>
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<td>TH 501 – Theology Survey I</td>
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<tr>
<td>TH 502 – Theology Survey II</td>
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<tr>
<td>CH 502 – The Church Since the Reformation</td>
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</tbody>
</table>
**MASTER OF ARTS IN RELIGION**

The Master of Arts in Religion degree is designed for people who desire to understand their calling within a more complete theological perspective so that they may serve more effectively as Christians in the world. The degree is not intended for those pursuing pastoral leadership as a profession, nor does it, by itself, equip people for church and professional positions involving specialized skills. The degree is best viewed as a Biblical/theological supplement to other areas of academic or professional expertise.

The degree is the most flexible of all the seminary’s programs and requires students to complete 61 credit hours, including 19 courses (57 credit hrs.), an integrative paper or project (3 credit hrs.), and CT500 Research & Writing Seminar (1 credit hr.). Students must also complete five Integrative Seminars and maintain a grade point average of 2.0 or higher in order to graduate. At least six courses must be taken in one field of study to form a concentration, in addition to 11 general core courses spread throughout the three divisions of Biblical Studies, Christian Thought and Practical Theology. Two general electives round out the program.

The MAR is unique in that each student determines the program outcomes based on his/her educational and ministry goals. Given the customizable nature of the MAR, students in this program must submit a Learning Covenant to be approved by the MAR Director before engaging the program concentration. The learning covenant (LC) is designed to assist the student in framing his/her program. The LC consists of a statement of purpose or other organizing principle, course selection for the concentration and an Integrative Paper/Project proposal. Those admitted to the MAR are issued a program manual by the
Director. This document provides the necessary information students need to navigate through the program.

Because it is necessary to customize one’s course of study very early in the MAR, no student may transfer into this program from another program after he/she has completed more than six credit hours of study.

Gordon-Conwell Theological Seminary – Charlotte

MASTER OF ARTS IN RELIGION
DEGREE CHECKSHEET – for Students Entering in 2015-16

<table>
<thead>
<tr>
<th>Theological Research/Writing Seminar</th>
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<tbody>
<tr>
<td>CT500 – Introduction to Theological Research (1 Credit Hour)</td>
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<table>
<thead>
<tr>
<th>General Core Requirements</th>
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<tbody>
<tr>
<td>OT 500 – Old Testament Survey</td>
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<tr>
<td>NT501 – New Testament Survey</td>
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<td>CH 502 – The Church Since the Reformation</td>
</tr>
<tr>
<td>Ethics Elective (any ET course):</td>
</tr>
<tr>
<td>MC/SF501 – Spiritual Formation for Ministry or MC/CH 591 – Dynamics of Spiritual Life</td>
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<tr>
<td>World Missions/Evangelism (any WM or EV course)</td>
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<thead>
<tr>
<th>Concentration</th>
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<tbody>
<tr>
<td>6 Concentration Courses</td>
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<table>
<thead>
<tr>
<th>Electives</th>
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<tbody>
<tr>
<td>2 General Electives</td>
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<thead>
<tr>
<th>Capstone</th>
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</thead>
<tbody>
<tr>
<td>NT/OT 594 – Biblical Theology</td>
</tr>
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</table>

5 Additional Integrative Seminars (IS501-506)
MASTER OF ARTS (ACADEMIC)

The four academic Master of Arts degrees are intended for students desiring knowledge in a particular field and who are not planning to enter pastoral ministry in the church for which the M.Div.is the appropriate degree. Individuals wishing to pursue university doctoral studies, school teachers, professionals from fields other than ministry, and missionaries who desire to focus on a particular area are typical students in the programs.

Students must complete 61 credit hours, including 20 courses (60 credit hrs.) and CT500 Research & Writing Seminar (1 credit hr.). Students must also complete five non-credit Integrative Seminars and maintain a grade point average of 3.0 or more in order to graduate. Master of Arts students can choose from among four programs of study, and the breakdown of courses by division for each program is as follows:

**MASTER OF ARTS IN OLD TESTAMENT** – 13 courses in Biblical Studies, 6 courses in Christian Thought, and 1 course in Ministry.

**MASTER OF ARTS IN NEW TESTAMENT** – 13 courses in Biblical Studies, 6 courses in Christian Thought, and 1 course in Ministry.

**MASTER OF ARTS IN BIBLICAL STUDIES** – 13 courses in Biblical Studies, 6 courses in Christian Thought, and 1 course in Ministry.

**MASTER OF ARTS IN CHRISTIAN THOUGHT** – 9 courses in Biblical Studies, 10 courses in Christian Thought, and 1 course in Ministry.

Students pursuing degrees in Old or New Testament must have completed at least two semesters (either at the undergraduate or graduate level) of the biblical language within their respective field of study (Hebrew for OT; Greek for NT) prior to admission to the degree program and must be able to demonstrate proficiency by passing the appropriate language exam. Those who elect to pursue the Old or New Testament programs without the requisite language background will be required to take the two introductory language courses, thus bringing the degree to 67 hours total.

Gordon-Conwell Theological Seminary – Charlotte

**MASTER OF ARTS IN OLD TESTAMENT**

DEGREE CHECKSHEET – for Students Entering in 2015-16

You are expected to enter this program having already taken two semesters of Hebrew. You must pass the Hebrew placement test or take the two Hebrew courses in addition to the 61 hours required in the degree.

<table>
<thead>
<tr>
<th>THEOLOGICAL RESEARCH/Writing Seminar</th>
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<tbody>
<tr>
<td>CT500 – Introduction to Theological Research (1 Credit Hour)</td>
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</table>

<table>
<thead>
<tr>
<th>BIBLICAL STUDIES</th>
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</thead>
<tbody>
<tr>
<td>OT 500 – Old Testament Survey</td>
</tr>
<tr>
<td>OT 511 – Interpreting the Old Testament</td>
</tr>
<tr>
<td>Hebrew Exegesis in a Historical Narrative (OT 626 – OT 645)</td>
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<td>Course Code</td>
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<tr>
<td>OT 501</td>
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<tr>
<td>GL 501</td>
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<td>CH 502</td>
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<td>TH 501</td>
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<td>TH 502</td>
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<tr>
<td>Ethics Elective (any ET course):</td>
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<tr>
<td>World Missions/Evangelism (any WM or EV course)</td>
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<tr>
<td>MINISTERIAL STUDIES</td>
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<tr>
<td>MC/SF501</td>
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<tr>
<td>NT/OT 795</td>
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</tbody>
</table>

5 Additional Integrative Seminars (IS501-506)

Gordon-Conwell Theological Seminary – Charlotte

**MASTER OF ARTS IN NEW TESTAMENT**

DEGREE CHECKSHEET – for Students Entering in 2015-16

You are expected to enter this program having already taken two semesters of Greek. You must pass the Greek placement test or take the two Greek courses in addition to the 61 hours required in the degree.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CT500</td>
<td>Introduction to Theological Research (1 Credit Hour)</td>
</tr>
<tr>
<td></td>
<td>Biblical Studies</td>
</tr>
<tr>
<td>OT 500</td>
<td>Old Testament Survey</td>
</tr>
<tr>
<td>OL 501</td>
<td>Hebrew I</td>
</tr>
<tr>
<td>OL 502</td>
<td>Hebrew II</td>
</tr>
<tr>
<td>OT 511</td>
<td>Interpreting the Old Testament</td>
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<td></td>
<td>Hebrew Exegesis in a Historical Narrative (OT 626 – OT 645)</td>
</tr>
<tr>
<td></td>
<td>Hebrew Exegesis in Prophets or Poetry (OT 750 or OT 770)</td>
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<tr>
<td>NT 501</td>
<td>New Testament Survey</td>
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<tr>
<td>NT 502</td>
<td>Interpreting the New Testament</td>
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<tr>
<td></td>
<td>Greek Exegesis in the Gospels or Acts (NT 610 – NT 619)</td>
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<tr>
<td></td>
<td>Greek Exegesis in the Epistles or Revelation (NT 620 – NT 640)</td>
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<td>NT Elective</td>
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<td>NT Elective or NT Research Course or Thesis</td>
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<td></td>
<td>Christian Thought</td>
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<td>CH 501</td>
<td>The Church to the Reformation</td>
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<td>CH 502</td>
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**Ministerial Studies**

<table>
<thead>
<tr>
<th>MC/SF501 – Spiritual Formation for Ministry or MC/CH 591 – Dynamics of Spiritual Life</th>
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</table>

**Capstone**

<table>
<thead>
<tr>
<th>NT/OT 795 – Biblical Theology Seminar</th>
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5 Additional Integrative Seminars (IS501-506)

Gordon-Conwell Theological Seminary – Charlotte

**MASTER OF ARTS IN BIBLICAL STUDIES**

**DEGREE CHECKSHEET** – for Students Entering in 2015-16

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<td>OL 501 – Hebrew I</td>
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<tr>
<td>OL 502 – Hebrew II</td>
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<td>Hebrew Exegesis in Prophets or Poetry (OT 750 or OT 770)</td>
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5 Additional Integrative Seminars (IS501-506)
## Theological Research/Writing Seminar

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<tr>
<th>Course</th>
<th>Description</th>
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<tr>
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## Biblical Studies

<table>
<thead>
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<td>Old Testament Survey</td>
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<tr>
<td>NT501</td>
<td>New Testament Survey</td>
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</table>

## Choose ONE of the following six-course sequences:

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description</th>
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<tbody>
<tr>
<td>GL 501 – Basic Greek I</td>
<td>OL 501 – Hebrew I</td>
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<tr>
<td>GL 502 – Basic Greek II</td>
<td>OL 502 – Hebrew II</td>
</tr>
<tr>
<td>NT 502 – Interpreting the NT</td>
<td>OT 511 – Interpreting the OT</td>
</tr>
<tr>
<td>Exegesis in the Gospels or Acts (NT 610 – NT 619)</td>
<td>Exegesis in a Historical Narrative (OT 626 – OT 645)</td>
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<tr>
<td>Exegesis in the Epistles or Revelation (NT 620 – NT 640)</td>
<td>Exegesis in Prophets or Poetry (OT 750 or OT 770)</td>
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<td>OT Elective (500-level)</td>
<td>NT Elective (500-level)</td>
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## Christian Thought

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<th>Course</th>
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<tr>
<td>CH 501</td>
<td>The Church to the Reformation</td>
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<td>CH 502</td>
<td>The Church Since the Reformation</td>
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<tr>
<td>TH 501</td>
<td>Theology Survey I</td>
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<tr>
<td>TH 502</td>
<td>Theology Survey II</td>
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<tr>
<td>3 Christian Thought Electives (any three AP, CH, CT, ET, TH or WM courses, 600-800 level)</td>
<td>Another CT Elective or CT Research Course or Thesis</td>
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## Ethics Elective (any ET course)

## Ministerial Studies

<table>
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<tr>
<th>Course</th>
<th>Description</th>
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<tr>
<td>MC/SF501</td>
<td>Spiritual Formation for Ministry or MC/CH 591 – Dynamics of Spiritual Life</td>
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## Capstone

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<th>Course</th>
<th>Description</th>
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<tr>
<td>NT/OT 795</td>
<td>Biblical Theology Seminar</td>
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## 5 Additional Integrative Seminars (IS501-506)
DOCTOR OF MINISTRY

The Doctor of Ministry is the highest professional degree for men and women already successfully engaged in ministry. The program is designed to enable leaders in various Christian ministries to increase their effectiveness. The seminary utilizes a cohort model in specialty tracks as the means for accomplishing this purpose. Students meet for intensive two-week residencies over a three-year period and engage in major projects between residencies. A thesis project is required at the end of the program. Major reading and writing assignments must also be completed in advance of each residency. For a list of specialized tracks currently offered, please see our website at http://www.gordonconwell.edu/doctor-ministry/Tracks.cfm.

Students applying for the D.Min. degree must have completed the M.Div. degree or its educational equivalent, followed by at least three years of ministry experience and be currently involved in a ministry. Since advance assignments must be completed prior to the first residency, applicants are encouraged to apply for admission as early as possible, with eight months prior to the first residency considered ideal. A grade point average of 3.0 is required for graduation.

GRADUATE CERTIFICATE PROGRAMS

In addition to fully accredited degree programs, the Charlotte campus also offers two graduate certificate programs designed for lay people who want to be better informed and better prepared to serve in Christian ministry: Ministry among Emerging Generations Certificate Program, and online Christian Studies Certificate Program. Students will be granted full graduate credit for courses taken through a graduate certificate program. Those who begin through this program and wish to continue in any of the master-program degrees should seek admission to that degree prior to the completion of their sixth certificate course; courses successfully passed will be transferred wherever possible into the degree. Since certificate courses carry graduate credit, applicants must meet the entrance requirements of the M.Div. degree. Those who do not have the requisite undergraduate preparation will not be admitted to these programs.

MINISTRY AMONG EMERGING GENERATIONS CERTIFICATE PROGRAM

The Ministry among Emerging Generations Certificate Program is a response to the challenges of ministering to young adults in a variety of settings—urban, university, etc. This program consists of 9 courses (3 courses in Bible, 3 in Christian Thought, and 3 in Ministry), as well as three rotations of mentored ministry.

CHRISTIAN STUDIES CERTIFICATE PROGRAM

The Graduate Certificate in Christian Studies is designed to provide a basic foundation for those who currently serve or plan to serve in some form of ministry, primarily in a lay context. This program is not intended to replace formal training provided through the various degree programs Gordon-Conwell
offers, and those considering vocational ministry are encouraged to pursue an appropriate degree program. The Christian Studies program consists of 10 courses from the various divisions of study: 4 in Biblical Studies; 5 in Christian Thought; 1 in Practical Theology.

**URBAN MINISTRY CERTIFICATE PROGRAM**

The Urban Ministry Graduate Certificate Program is a response to the challenges of the local urban church. Early in the history of the Charlotte campus, a concern and a vision emerged for the needs of the “inner city.” At that time, several urban pastors described theological education for emerging leaders as a fundamental, long-term answer to the needs of their communities. With this strong sense of support from recognized leaders of the city, Gordon-Conwell–Charlotte instituted this special program for students who have a calling to community-based ministry.

This program combines introductory level courses in Bible (Old and New Testament surveys) and Christian Thought (Church History and Theology sequences) with practical classes in ministry with an urban focus (i.e., Evangelism, Cross-Cultural Counseling, Youth Ministry, Christian Education). This program has been designed collaboratively with leaders from across the metro-Charlotte area and it has received widespread support for its combination of practical and academic training. The program is based on a cohort model: students take one course at a time in a specified sequence as a group, meeting weekly with an academic mentor (advanced M.Div. student). A certificate is granted after these eight courses, all of which count for full graduate credit.

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**Gordon-Conwell Theological Seminary – Charlotte**

**CERTIFICATE IN MINISTRY AMONG EMERGING GENERATIONS**

**CHECKSHEET** – for Students Entering in 2015-16

<table>
<thead>
<tr>
<th><strong>BIBLICAL STUDIES</strong></th>
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<tbody>
<tr>
<td>OT 500 – Old Testament Survey</td>
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<tr>
<td>NT/OT 517 – Interpreting the Bible</td>
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<tr>
<td>TH 501 – Theology Survey I</td>
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<tr>
<td>TH 502 – Theology Survey II</td>
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<td>ET 501 – Christian Ethics</td>
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<tr>
<th><strong>PRACTICAL THEOLOGY</strong></th>
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<tr>
<td>CO 500 – Introduction to Counseling</td>
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<tr>
<td>Ministering in the Emerging Culture</td>
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<tr>
<td>Preaching &amp; Teaching in a Shifting University Context</td>
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<tr>
<td>Foundations for Campus Ministry (3 Rotations of Mentored Ministry)</td>
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### ONLINE CERTIFICATE IN CHRISTIAN STUDIES

**CHECKSHEET – for Students Entering in 2015-16**

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<td>NT/OT 517 – Interpreting the Bible</td>
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<tr>
<td>CL/NT/OT 574 - Biblical Theology of Leadership</td>
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<td>CH 501 – The Church to the Reformation</td>
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<td>CH 502 – The Church Since the Reformation</td>
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<td>ET 501 – Christian Ethics</td>
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<tr>
<th>MINISTRY</th>
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<tr>
<td>MC/SF 501 – Spiritual Formation for Ministry or WM 601 – The World Mission of the Church</td>
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### URBAN MINISTRY CERTIFICATE

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<tr>
<th>PRACTICAL THEOLOGY</th>
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<tr>
<td>CL 503 – Foundations for Leadership</td>
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<tr>
<td>3 Ministry Electives in an Urban Context</td>
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COURSE DESCRIPTIONS

Courses offered in the several academic areas are listed in the following order:

<table>
<thead>
<tr>
<th>OL</th>
<th>Hebrew Language</th>
<th>ET</th>
<th>Christian Ethics</th>
<th>PR</th>
<th>Preaching</th>
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<tbody>
<tr>
<td>OT</td>
<td>Old Testament</td>
<td>TH</td>
<td>Theology</td>
<td>EV</td>
<td>Evangelism</td>
</tr>
<tr>
<td>GL</td>
<td>Greek Language</td>
<td>AP</td>
<td>Apologetics</td>
<td>MC</td>
<td>Min. of the Church</td>
</tr>
<tr>
<td>NT</td>
<td>New Testament</td>
<td>WM</td>
<td>World Missions</td>
<td>EM</td>
<td>Educational Ministry</td>
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<tr>
<td>CH</td>
<td>Church History</td>
<td>MM</td>
<td>Mentored Ministry</td>
<td>PC</td>
<td>Pastoral Care</td>
</tr>
<tr>
<td>CT</td>
<td>Christian Thought</td>
<td>CL</td>
<td>Christian Leadership</td>
<td>CO</td>
<td>Clinical Counseling</td>
</tr>
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</table>

Courses are designated by a letter-number sequence which indicates the department(s) and the level at which the course is taught. Unless otherwise noted, all courses are three semester hours of credit.

RESEARCH AND WRITING

CT500 INTRODUCTION TO THEOLOGICAL RESEARCH AND WRITING
Required of all first-year students, this course provides a foundational understanding of academic research including knowledge of research and writing standards, proper citation and use of sources, understanding and avoiding plagiarism, and introduction to theological reflection as part of the research process. One credit hour. Offered every fall, spring, and summer. All non-MACC students must take this course during their first year of study, and preferably in or before their first semester or term.

CO501 INTRODUCTION TO COUNSELING RESEARCH
Students focus on the learning objectives of CT500 with the addition of learning proper citation formats in the Publication Manual of the American Psychological Association. Students also focus on the integration of Psychology and Theology. Required of all counseling students during their first year of academic study at Gordon-Conwell. Offered fall, spring, and summer. All MACC students must take this course during their first year of study and preferably in or before their first semester or term.

DIVISION OF BIBLICAL STUDIES

AREAS: Hebrew Language (OL), Old Testament (OT), New Testament (NT), Greek Language (GL)

GOALS
At Gordon-Conwell, the Bible is at the center of our entire instructional program. The Division of Biblical Studies attempts to prepare students to interpret the Bible accurately and apply it faithfully. The Christian Thought Division attempts to prepare students to think biblically about the issues of life, aided by historical perspective and systematic reflection. The Practical Theology Division attempts to train students to apply the Word of God through counseling, instructing, and preaching.

The Bible has been and will continue to be the central focus of our institution. We do not believe anything will ever be more relevant than the “entire counsel of God” contained in the Holy Scriptures. For this reason, we endeavor to produce lifelong students and ministers of God’s Word and emphasize competence in interpreting the original Hebrew and Greek texts of the Bible.
OLD TESTAMENT

USE OF HEBREW
Old Testament courses at the 500-level (except for OT511) do not require Hebrew. All other OT courses require competence in Hebrew in all aspects of the course for a passing grade. OT511 and all OT exegesis courses begin with a review quiz, which students must pass in order to continue in the course for credit. Students who have taken Hebrew at other institutions or who have taken Hebrew at Gordon-Conwell but have been out of the Hebrew sequence for more than one semester (that is, who have missed a fall or spring semester or more) must take a more extensive Hebrew competency exam prior to the beginning of OT511 or a Hebrew exegesis course.

HEBREW LANGUAGE COURSES

OL 501 HEBREW I
Students experience an introduction to basic grammar and vocabulary of biblical Hebrew, emphasizing the importance of Hebrew language for understanding the Old Testament.

OL 502 HEBREW II
This course is a continuation of OL 501 with sustained emphasis on mastery of grammar and vocabulary. OL 502 will emphasize reading from the Hebrew Old Testament. Prerequisite: OL 501.

OL 710 INDEPENDENT READING IN THE HEBREW BIBLE
The class requires a minimum of 30 chapters of prose or 25 chapters of poetry. Any term by petition.

OLD TESTAMENT COURSES

OT 500-LEVEL COURSES

OT 500 OLD TESTAMENT SURVEY
Students experience an introduction to the history, literature and thought of the Old Testament as reflected in its major divisions and individual books.

Designed and recommended for those who have not had a systematic survey of the Old Testament, enabling them to proceed with seminary-level studies.

OT 501 THEOLOGY OF THE PENTATEUCH
This course is a general introduction to the topic, including: creation as foundational to all further revelation; the image of God and its implications for the nature of God’s kingdom and temple presence; the primacy of covenant in all of God’s dealings.

OT 502 INTRODUCTION TO THE OLD TESTAMENT
Students gain a general introduction to issues in Old Testament study, including: inspiration and canonicity, interpretation (including classical and modern critical approaches) languages and original sources, archaeology, history, cultural contexts, chronology and geography.

OT 511 INTERPRETING THE OLD TESTAMENT
Attention is given to a variety of methods of interpretation (textual, lexical, grammatical, historical, literary) and bibliographic tools. Students prepare exegesis papers on the basis of the Hebrew text. Prerequisites: OL 502, OT 500, NT 501.

OT/NT 517 INTERPRETING THE BIBLE
This introduction to essential bibliographical tools is necessary for study of the English Bible and an orientation to the key issues and methods in the field of hermeneutics. Prerequisites: OT 500 and NT 501.

OT/NT 518 CHRIST IN SCRIPTURE AND TRADITION
This class is an introduction to the Old Testament Scriptures, which prepared believers for the coming of the Messiah, and the New Testament Scriptures, which understand Jesus as that Messiah. This course will enlarge the student’s understanding of God’s plan of redemption from the beginning of time. It is designed to center our faith, evangelism and worship in the incarnation.

OT 521 BIBLICAL ARCHAEOLOGY
This course provides an introduction to archaeology’s contributions to our understanding of the political, cultural and religious history of ancient
Israel. Slides and artifacts will complement the lectures. Emphasis on the use of archaeology and historical geography in church ministry.

**OT 523 STUDY SEMINAR IN ISRAEL, JORDAN, EGYPT AND THE SINAI WILDERNESS**

Two-week travel seminar gives students access to major archaeological sites and geographical regions of Israel, Jordan, Egypt and/or the Sinai. Historical geography and biblical archaeology are primary emphasis though some traditional sites are included in itinerary.

**OT/ET 542 OLD TESTAMENT AND CHRISTIAN ETHICS**

An examination will be made of key ethical passages in the Old Testament with special application to the issues raised in modern life. Focus is given to the interaction between Old Testament studies and Christian Ethics as well as Old Testament theology and Old Testament ethics.

**OT/NT/CL 574 BIBLICAL THEOLOGY OF LEADERSHIP**

This course explores the foundational teachings and primary metaphors of leadership in the Bible. These teachings and metaphors are understood in the context of God’s larger calling on the covenant community in redemptive history. Some attention is also given to contemporary metaphors for ministry. Prerequisites: OT 500, NT 501, NT/OT 517.

**OT/NT 583 WORLD OF THE BIBLE**

This introduction to the cultural world of the Old and New Testaments gives special attention to the geographical, historical, religious, social, economic, political, military and ideological contexts of the Bible.

**OT/NT 594 BIBLICAL THEOLOGY**

This English Bible course explores the unity and diversity of Scripture both methodologically and through various themes (e.g., covenant, kingdom, Christology, pneumatology, ecclesiology, and mission). Prerequisites: OT 500, NT 501, NT/OT 517.

**OT 600-Level Courses**

All 600-level and 700-level courses listed below have OL 502 and OT 500 as prerequisites. OT 511 is also a prerequisite for all students enrolling in or after fall 2012. 600-level courses introduce the student to exegetical skills and emphasize reading in the Hebrew Bible. Competence in Hebrew is required in all aspects of a course. See “Use of Hebrew” above for more information about demonstrating Hebrew language competence.

**OT 626 EXEGESIS IN GENESIS**

Emphasis is upon demonstrating fundamentals of Old Testament exegesis, reading select Hebrew passages of Genesis and studying issues raised in scholarly literature, including Genesis in historical criticism, the structure of Genesis, and the nature of its narrative and theology.

**OT 627 EXEGESIS IN EXODUS**

Students will be introduced to the objectives, methods and tools of Hebrew exegesis and principles of hermeneutics. Emphasis is placed upon the Plague Narratives, Passover, Covenant, Decalogue, Tabernacle and the great moment of redemption in the Old Testament.

**OT 631 EXEGESIS IN JOSHUA**

Emphasis is placed upon translation and study of select portions of Joshua, with regard to such exegetically related matters as: dictionary usage, grammar, textual criticism, word study, historical and literary context study, and sermon preparation. Special emphasis: warfare theology.

**OT 633 EXEGESIS IN DEUTERONOMY**

Emphasis is placed upon translation and study of select portions of Deuteronomy, with regard to such exegetically related matters as: dictionary usage, grammar, textual criticism, word study, historical and literary context study, and sermon preparation. Special emphasis: covenant theology.

**OT 635 EXEGESIS IN JUDGES**

This exegetical study of Judges is designed to introduce the methods of OT exegesis and hermeneutics. Attention will be given to the book’s
literary structure, dominant biblical-theological themes and various legal-ethical issues.

**OT 644 EXEGESIS IN OLD TESTAMENT NARRATIVES**

Preliminary aspects of Hebrew exegesis, including objectives, methods and tools, are taught in connection with selected passages from the historical books for preaching and teaching. Emphasis focuses on introductory issues important to the proper interpretation of various individual books.

**OT 645 EXEGESIS IN SAMUEL**

This exegetical study of selected passages in Samuel is designed to introduce the methods of Old Testament exegesis and hermeneutics with special attention to the book's text-critical and synoptic problems, literary structure and biblical-theological themes.

**OT 655 EXEGESIS OF GREAT DOCTRINAL PASSAGES IN THE OLD TESTAMENT**

Emphasis placed upon exegeting the Hebrew text and preparing that text for proclamation using major Old Testament texts on the great doctrines of the faith to demonstrate exegetical methodology and how to teach and preach from the Old Testament.

**OT 700-Level Courses**

Courses numbered at the 700-level are restricted to those who have had a 600-level OT course as a prerequisite. All OT 700-level courses require a Hebrew exegesis paper. Competence in Hebrew is required in all aspects of a course for a passing grade.

**OT 750 OLD TESTAMENT PROPHETICAL BOOKS**

This study of the institution and contribution of the prophets includes critical backgrounds, a survey of the prophets, and exegesis of selected passages in the prophetic literature. Special interest: eschatological patterns and themes.

**OT 760 READING IN OLD TESTAMENT**

This independent study is available any term by petition. See section on Reading and Research Courses.

**OT 770 OLD TESTAMENT POETICAL BOOKS**

The study of the nature and techniques of Old Testament poetry includes metrics, line and strophic structure, historical-grammatical exegesis and text criticism. It provides special introduction to the various poetical books of the Old Testament and samples of exegesis, emphasizing the Psalms.

**OT/NT 795 BIBLICAL THEOLOGY SEMINAR**

This seminar focuses on the primary themes and fundamental issues shared by both Testaments. Students present papers for formal critique and discussion on relevant topics within the discipline of Biblical Theology. Prerequisites: At least one 600-level NT exegesis course and, for students taking Hebrew, a 600-level OT exegesis course.

**OT 800-Level Courses**

All 800-level courses are restricted to those who have a 600-level OT course as a prerequisite. Competence in Hebrew is required in all aspects of a course for a passing grade.

**OT 860 RESEARCH IN OLD TESTAMENT**

This independent study is available any term by petition. See section on Reading and Research Courses.

**OT 891, 892 OLD TESTAMENT THESIS I & II**

This course is available any term by petition, provided an invitation to write a thesis has been extended by the Biblical Studies division.

**NEW TESTAMENT**

**USE OF GREEK**

New Testament courses at the 500-level (except NT 502) do not require Greek. All NT courses numbered 600-level and above require GL 502 and NT 502 as prerequisites. NT502 and all NT exegesis courses begin with a review quiz which students must pass in order to continue in the course for credit. Students who have taken Greek at other institutions or who have taken Greek at Gordon-Conwell but have been
out of the Greek sequence for more than one semester (that is, who have missed a fall or spring semester or more) must take a more extensive Greek competency exam prior to the beginning of NT502 or a Greek exegesis course.

GREEK LANGUAGE COURSES

GL501 BASIC GREEK I
Students with little or no prior knowledge of Greek study the basic grammar and vocabulary of New Testament Greek. Course comprises plenary lectures, smaller sectional meetings, translation of selected New Testament passages, tutorials, and computer-assisted instruction.

GL502 BASIC GREEK II
This course continues GL 501, expanding grammar and vocabulary. Emphasis is on translation and analysis of basic grammatical structures and functions. Students continue in same format and small sections as GL501. Prerequisite: GL 501.

GL 860 RESEARCH IN GREEK LANGUAGE
This independent study is available any term by petition. See section on Reading and Research Courses.

NEW TESTAMENT COURSES

NT 500-Level Courses
All 500-level courses listed below, except NT502, are open to students with no knowledge of Greek.

NT 501 NEW TESTAMENT SURVEY
This introduction to the field of New Testament studies highlights central New Testament themes, issues, events, and persons.

NT 502 INTERPRETING THE NEW TESTAMENT
Attention is given to a variety of methods of interpretation (textual, lexical, grammatical, historical, literary) and bibliographic tools. Students prepare exegesis papers on the basis of the Greek text. Prerequisite: GL 502; OT 500, NT501.

NT 503 LIFE OF JESUS
This study of the complementary portraits of Jesus in the four Gospels focuses on the events of His life, the content of His message, and His understanding of His own person and mission.

NT 504 PAUL AND HIS LETTERS
Paul’s pastoral and missionary understanding of the Christian faith is examined by assessing the distinctive settings and themes of his letters in the context of the missionary journeys in Acts.

NT 506 THE APOCALYPSE AND APOCALYPTIC LITERATURE
In this course, students read the Apocalypse of John in its context with other Jewish and Christian writings in the apocalyptic genre and in light of OT prophecy with a view towards understanding its content, hermeneutical issues, structure, and theology.

NT/OT 517 INTERPRETING THE BIBLE
This introduction to essential bibliographical tools necessary for Bible study also provides an orientation to the key issues in the field of hermeneutics. Prerequisites: OT 500 and NT 501.

NT/ET 543 NEW TESTAMENT AND CHRISTIAN ETHICS
This course explores significant topics for Christian ethics as they are addressed within the New Testament. Students are provided with an understanding of the interaction between NT studies and Christian ethics and between NT theology and NT ethics.

NT/OT/574 BIBLICAL THEOLOGY OF LEADERSHIP
See description under OT/NT/CL 574

NT 575 NEW TESTAMENT THEOLOGY
Special attention is given to various approaches to New Testament theology, the theological relationship between the testaments, and related themes. The course may focus on the distinctive themes of various New Testament authors or on a specific author or theme. NT 575 does not require knowledge of Greek.

NT/OT 583 WORLD OF THE BIBLE
See description under OT/NT 583
NT 600-Level Courses

All 600-level and 700-level courses listed below have GL 502 and NT 502 as prerequisites. Competence in Greek is required in all aspects of a course for a passing grade. See “Use of Greek” for more information about demonstrating Greek language competence.

NT 610 NEW TESTAMENT EXEGESIS IN THE GOSPELS & ACTS
This introduction and orientation to New Testament exegesis uses the narratives in the Gospels and the Book of Acts as a basis. Preliminary aspects of Greek exegesis, including objectives, methods and tools, are taught in connection with selected passages.

NT 611 EXEGESIS OF MATTHEW
This exegetical study of the Greek text of Matthew focuses on the structure and theology of Matthew’s gospel as a literary unit.

NT 613 EXEGESIS OF MARK
This exegetical study of the structure, theology and probable setting of Mark gives special attention to the person of Jesus and His mission.

NT 615 EXEGESIS OF LUKE
This exegetical study of the Greek text focuses attention on the unique theological themes, structure, historical context, and application of Luke.

NT 617 GOSPEL OF JOHN
This exegesis of the Greek text gives special focus to John’s portrayal of Jesus, the divine family, and the formation of the new family of believers.

NT 619 EXEGESIS OF ACTS
This exegesis of the Greek text in light of the ancient Greek-Roman and Jewish worlds pays special attention to the exegesis of narrative, historical accuracy and context, theological themes, structure, and application.

NT 620 EXEGESIS OF ROMANS
This study provides exegesis of the Greek text with examination of principal theological themes in the context of Paul’s apostolic mission and his relationship to the church in Rome.

NT 622 EXEGESIS OF FIRST CORINTHIANS
This exegetical study of the Greek text of I Corinthians gives special reference to Paul’s self-understanding as an apostle and the major theological themes of his ministry as they are expressed in relationship to the problems of the Corinthian church.

NT 635 EXEGESIS OF THE PASTORAL EPistles
A study of the Greek text, this course focuses attention on the unique themes, structure, historical context, and application of Paul’s letters to Timothy and Titus. In-depth interpretation may be limited to one of the three letters.

NT 638 EXEGESIS OF HEBREWS
In this study of the Greek text of the “Letter to the Hebrews,” special attention is given to the occasion, purpose, structure and theological content of the letter and to the author’s use of the Old Testament.

NT 639 EXEGESIS OF JAMES
An exegetical study of the Greek text, this course focuses attention on the unique theological themes, images, structure, historical context of James and application to today.

NT 640 EXEGESIS OF FIRST PETER
In this exegetical study of the Greek text, attention is given to the unique theological themes, structure, historical context of I Peter, and its application to today. The ancient Roman background and literary devices are studied.

NT 680 PAULINE THEOLOGY
This is an introduction to both the primary and secondary literature related to Paul’s theology. Special attention is given to questions of methodology and the quest for the “center” of Paul’s thought.

NT 693 THE OLD TESTAMENT IN THE NEW
This integrative course focuses on the distinctive uses and applications of Old Testament themes and texts in the New Testament.
NT 700-Level Courses

All 700-level courses listed below have GL 502 and NT 502 as prerequisites and are taught via a seminar format, at least in part. Competence in Greek is required in all aspects of a course for a passing grade. See “Use of Greek” for more information about demonstrating Greek language competence.

NT 760 READING IN NEW TESTAMENT
This independent study is available any term by petition. See section on Reading and Research Courses.

NT/OT 795 BIBLICAL THEOLOGY SEMINAR
See description under OT/NT 795.

NT 800-Level Courses

All 800-level courses listed have GL 502 and NT 502 as prerequisites and are taught in a directed-study format, at least in part.

NT 860 RESEARCH IN NEW TESTAMENT
This independent study is available any term by petition. See section on Reading and Research Courses.

NT 891, 892 NEW TESTAMENT THESIS I & II
This course is available any term by petition, provided an invitation to write a thesis has been extended by the Biblical Studies division.

DIVISION OF CHRISTIAN THOUGHT

AREAS: Church History (CH), Christian Thought (CT), Christian Ethics (ET), Theology (TH), Apologetics (AP), World Missions (WM)

GOALS
The study of church history supports and illuminates all other disciplines within the seminary curriculum. It alerts the student to the historical process through which doctrines and institutions have evolved into their present shapes. It also illustrates the outworking of biblical and theological norms in the laboratory of the Church’s experience, broadens the student’s grasp of the scope of mission and ministry in the post-modern Church and fosters a sense of identity with the student’s ecclesiastical background.

Since Gordon-Conwell Theological Seminary is rooted in a tradition that is reformational and evangelical, the church history curriculum is focused on the unitive stream of Protestant renewal extending from the Reformation to the present era but also offers courses related to the larger life of the Church. Candidates for the pastoral ministry should have a general overview of the course of church history from the Apostolic Fathers to the present, including an examination of the American religious context within which most of them will labor.

CHURCH HISTORY

CH 501 THE CHURCH TO THE REFORMATION
This is a general survey of the history of the Christian Church from its founding at Pentecost to the Protestant Reformation of the Sixteenth Century. It is designed to fulfill one of the two Church History requirements for the Master of Divinity degree program.

CH 502 THE CHURCH SINCE THE REFORMATION
This is a general survey of the history of the Christian Church from the beginnings of the Protestant Reformation in the Sixteenth Century to the present time. It is designed to fulfill one of the two Church History requirements for the Master of Divinity degree program.

CH/MC 591 DYNAMICS OF SPIRITUAL LIFE
This study focuses on the theology of the Christian life. Readings include major works by Calvin, Luther, John of the Cross, Owen, Edwards, Forsyth, Bonhoeffer and others.

CH 611 AMERICAN CHRISTIANITY
This course presents an analysis of the major themes in American religious history from colonial times to the present. Special attention will be given to the relation between the church and the social.
economic and political context within which it seeks to minister.

CH/TH 614 THE THEOLOGY OF JONATHAN EDWARDS
This study surveys the work of America’s greatest theologian, exploring the biblical and philosophical roots of his thinking and evaluating his contributions to theology, history, aesthetics and spiritual renewal. Readings include The Freedom of the Will, Original Sin, The Religious Affections and many shorter works.

CH 626 POPULAR RELIGION IN 19th CENTURY AMERICA
One of the central themes in American Christianity has been its democratic or populist orientation. Understanding popular religion will give insight into the American Church scene of today.

CH/TH 643 MARTIN LUTHER
This seminar details the life, work, and times of Luther, pioneer of the Reformation. Attention will be given to his spiritual pilgrimage and to his development and influence as a leader, particularly through his debates and writings.

CH 645 LUTHER AND THE REFORMATION
This introduction to the life, theology, ministry, and spirituality of Martin Luther focuses upon the thematic reading, discussion, and evaluation of selected writings of Luther. This is a required course for those in the M.Div Lutheran Studies Track.

CH 646 AMERICAN LUTHERAN CHURCH HISTORY
This is a required course for those in the M.Div Lutheran Studies Track.

CH 647 ANGLICAN CHURCH HISTORY
This is a required course for those in the M.Div Anglican/Episcopal Studies Track.

CH 650 THE PROTESTANT REFORMATION
This course explores the impact of key figures such as Luther, Calvin, Zwingli, Bucer, Munzer, Simons, and Cranmer on both the Continental and English Reformations.

CH 653 HISTORY OF LITURGY
This is a required course for those in the M.Div Anglican/Episcopal Studies Track.

CH 654 MODELS OF CHRISTIAN SPIRITUALITY
This course studies a variety of approaches to the dynamics of Christian spirituality.

CH/TH 655 GREAT CONFESSIONS OF THE FAITH
This seminar is designed to read and analyze the major creeds and confessions of the Christian Church.

CH/TH 669 SOTERIOLOGY IN CHRISTIAN HISTORY
This examination of the Christian Church of the last 20 centuries focuses on the various ways salvation has been expressed. Students are encouraged to learn from past expressions of soteriology in order to formulate a theology of salvation that is comprehensive, consistent, and powerful for preaching and ministry today.

CH/TH 681 CHRISTIAN THOUGHT & CLASSICAL PHILOSOPHY
This course examines the changing relationship between Christian thought and Western philosophy up to the time of Kant in the late 1700s in order to help students understand Christian thought more fully and express it more cogently in our world today.

CH 760 READING IN CHURCH HISTORY
At the Charlotte campus, CH760 is typically offered on the following subjects on a scheduled basis: American Church History, Great Awakenings. Other subjects are available by independent study, any term by petition. See section on Reading and Research Courses.

CH 860 RESEARCH IN CHURCH HISTORY
This independent study is available any term by petition. See section on Reading and Research Courses.

CH 891, 892 CHURCH HISTORY THESIS I & II
This course is offered any term by petition.
CHRISTIAN THOUGHT

CT 630 CONFESSIONS I
This course is an historical and theological examination of the Apostles, Nicene, and Athanasian Creeds as normative expressions of the rule of faith, including both an overview of the content of the creeds and consideration of their origin and multiple functions within the life of the Church. It is a required course for those in the M.Div Lutheran Studies Track.

CT 631 CONFESSIONS II
This study is a continuation of CT630 Confessions I. It is a required course for those in the M.Div Lutheran Studies Track.

CT 760 READING IN CHRISTIAN THOUGHT
At the Charlotte campus, CT760 is typically offered on the following subjects on a scheduled basis: Patristic Theology, Augustine of Hippo. Other subjects are available by independent study, any term by petition. See section on Reading and Research Courses.

CT 860 RESEARCH IN CHRISTIAN THOUGHT
This independent study is available any term by petition. See section on Reading and Research Courses.

PERSONAL AND CHRISTIAN ETHICS

GOALS
The implications of the gospel for the development of Christian character, for ethical issues in pastoral ministry, and for the Church in society are explored in this section of the curriculum. This area also includes social ministry and the sociology of religion.

ET 501 CHRISTIAN ETHICS
This study focuses on methodology in Christian ethics, marriage and divorce, birth control, abortion, treatment of the terminally ill, homosexuality, capital punishment, civil disobedience, environmental issues, and just war.

ET 503 ANGLICAN ETHICS & MORAL THEOLOGY
This is a required course for those in the M.Div Anglican/Episcopal Studies Track.

ET 510 CHRISTIAN ETHICS TODAY
Various topics in Christian personal and social ethics are addressed, particularly those that will enhance pastoral leadership in Christian community.

ET/OT 542 OLD TESTAMENT AND CHRISTIAN ETHICS
See description under OT/ET 542.

ET/NT 543 NEW TESTAMENT AND CHRISTIAN ETHICS
See description under NT/ET 543.

ET 650 INTERPRETATION IN CHRISTIAN ETHICS
Facility in critical interpretation in Christian ethics is gained through readings in classical works of Christian ethics. Prominent writings throughout the history of Christian ethics are chosen for reading and analysis in this interpretation course.

ET/TH 653 THEOLOGICAL ETHICS
Central themes of theological ethics are approached by examining key scriptural texts from Paul on the Christian life as viewed through the eyes of the early history of exegesis.

ET 760 READING IN ETHICS
This independent study is available any term by petition. See section on Reading and Research Courses.

ET 860 RESEARCH IN ETHICS
This independent study is available any term by petition. See section on Reading and Research Courses.

THEOLOGY AND APOLOGETICS

GOALS
One of the major aims of this curriculum area is to assist the student in achieving integration in theological studies so that he or she may be better prepared to serve in Christian ministry.

Christian theology is a study of the truth of God revealed in Scripture with special emphasis upon the structural relationships between the various parts of
the organisms of Christian doctrine. Each tenet is considered in terms of its biblical foundations and in the light of the centuries of experience of the Christian Church. In contemporary theology, special emphasis is placed on recent theologians and trends. Other courses deal with particular doctrines and movements, with the philosophical presuppositions, implications and vindication of the Christian faith, and with Christian theological ethics - personal and social.

THEOLOGY COURSES

TH 501 THEOLOGY SURVEY I
This study focuses on the theological method, revelation, inspiration, and canon of scripture; existence and attributes of God; Trinity; creation and providence; human nature, and original and actual sin.

TH 502 THEOLOGY SURVEY II
In this study, attention is given to the person and work of Christ, predestination, conversion, justification, sanctification, and the work of the Holy Spirit; perseverance; the nature and mission of the Church; sacraments, and eschatology. Prerequisite: TH 501; Co-requisite: OT 500, NT 501.

TH 603 CONTEMPORARY THEOLOGY AND THEOLOGIANS
This course examines contemporary theology through the work of several contemporary practitioners of theology. Of particular interest is the discipline of theology in the last 30 years.

TH 604 MODERN THEOLOGY: AMERICAN EVANGELICALISM
This course examines the history of modern American evangelical theology from its emergence in the eighteenth century to the recent neo-evangelical resurgence.

TH 606 MODERN THEOLOGY
From the time of the Enlightenment, representative figures are studied in order to grasp current hermeneutical methodologies and the development of biblical criticism. This course surveys the spectrum of Protestant and Catholic thought, including evangelicalism, liberalism, neo-orthodoxy and existentialist, process and liberation theology.

TH/CH 614 THE THEOLOGY OF JONATHAN EDWARDS
See description under CH/TH 614.

TH/CH 643 MARTIN LUTHER
See description under CH/TH 643.

TH/CH 645 CLASSICS OF CHRISTIAN THOUGHT
Works such as the following are read and discussed: Athanasius’ On the Incarnation of the Word; Augustine’s Confessions; Aquinas’ On Spiritual Creatures; Luther’s The Freedom of a Christian; Calvin’s Institutes of the Christian Religion; et al.

TH/ET 653 THEOLOGICAL ETHICS
See description under ET/TH 653.

TH/CH 655 GREAT CONFESSIONS OF THE FAITH
See description under CH/TH 655.

TH 760 READING IN THEOLOGY
At the Charlotte campus, TH760 is typically offered on the following subjects on a scheduled basis: Postmodernism, Issues in Salvation, Issues in Trinitarian Theology, Contemporary Theology. Other subjects are available by independent study, any term by petition. See section on Reading and Research Courses.

TH 860 RESEARCH IN THEOLOGY
This independent study is available any term by petition. See section on Reading and Research Courses.

TH 891, 892 Theology Thesis I & II
This course is offered any term by invitation.

APoloGETICS COURSES

AP 601 INTRODUCTION TO CHRISTIAN APOLOGETICS
The course examines models of apologetics found in Scripture and throughout church history in order to make application to contemporary challenges to the Christian faith.

AP 602 CULTURAL APOLOGETICS
This biblical examination of unbelief focuses
attention on the anatomy and dynamics of idolatry as expressed in contemporary culture. The basic purpose is to equip students to effectively present the gospel to unbelievers in their own cultural setting.

AP 625 CRITIQUES OF CHRISTIANITY
The course examines several major critical assaults on the Christian faith in the 19th and then the 20th centuries with a particular eye to discovering the patterns of the critiques in our own time.

AP 760 READING IN APologetics
This independent study is available any term by petition. See section on Reading and Research Courses.

AP 860 RESEARCH IN APologetics
This independent study is available any term by petition. See section on Reading and Research Courses.

WORLD MISSIONS

GOALS
Courses in world missions fulfill two purposes. First, they introduce the student to contemporary efforts in completing Christ’s commission to take the gospel to every national, ethnic, racial and linguistic group in the world. Second, courses equip students with the knowledge, skills and attitudes required for effective inter-cultural mission service. Various courses consider the history, current developments and future strategy of the world mission of the Church. Attention is given as well to the greatest evangelistic and missions movement in history, which occurs in our day, along with the responsibilities that this unprecedented opportunity affords.

WM 510 WORLD MISSIONS: PARADIGMS AND PRACTICE
This course offers an historical overview of paradigms for Christian missions, critiquing them from biblical, theological, and practical perspectives. Each student will form his or her own theology and strategy for the world missions of the Church.

WM 601 WORLD MISSION OF THE CHURCH
Recognizing the responsibility of all Christians to complete Christ’s commission, this course gives an overview of the strategic and historical progress of worldwide missions today. The ways in which a local congregation can fulfill its worldwide Biblical mandate are also considered.

WM 603 HISTORY OF MISSIONS
This history of the Christian Church is from the perspective of the global expansion of the Church. Case studies in historic patterns of church growth as well as ethnographic studies of particular mission settings will be explored.

WM/EV 665 CHURCH PLANTING AND GROWTH
This practical and biblical-theological perspective on the planting and development of churches concentrates on sharpening skills in planning, establishing and nurturing churches that will equip members for ministry to their communities and for continued planting of new churches.

WM/CO 712 CROSS-CULTURAL COUNSELING
This course gives an overview of considerations in conducting therapy with those of different cultural backgrounds. Emphasis is given to family roles, structures and functions and to the context in which individuals develop and relate.

WM 733 REACHING UNREACHED PEOPLES FOR CHRIST
This course considers strategies for reaching the more than one-third of the world’s population where there are no Christians as yet. Anthropological, sociological and linguistic approaches for successful trans-cultural communication will be studied.

WM 760 READING IN WORLD MISSIONS
This independent study is available any term by petition. See section on Reading and Research Courses.

WM 860 RESEARCH IN WORLD MISSIONS
This independent study is available any term by petition. See section on Reading and Research Courses.
DIVISION OF PRACTICAL THEOLOGY

AREAS: Mentored Ministry (MM), Christian Leadership (CL), Preaching (PR), Evangelism (EV), Ministry of the Church (MC), Educational Ministry (EM), Pastoral Care and Psychology (PC), Clinical Counseling (CO) and Spiritual Formation (SF)

GOALS
The Division of Practical Theology seeks to integrate and apply the total content of the Seminary curriculum in such a way as to equip students for their private and public leadership in Christian service, particularly in pastoral ministry. The division provides resources and perspectives for the normal, denominational, pastoral and parish duties of the pastor with a lively recognition of the widening demands made upon the clergy. Special attention is given to the contemporary emphasis on intra-personal and inter-personal relationships, and professional clinical pastoral training is therefore provided. Teaching the student to explore and express the rigorous demands of worship and preaching is an important function of the division. The Division of Practical Theology is constantly concerned with the student’s sense of call to the world mission of the Church.

MENTORED MINISTRY
Mentored Ministry is the clinical side of preparation for ministry. The primary objective is to provide a context for integration of theory with practical field experience. By means of the mentoring relationship with the approved pastor (or qualified staff member) and the various experiences provided within the church, students will be able to test their vocational commitments, broaden their empirical and experiential knowledge, develop ministry skills, nurture personal identity, enhance self-directed learning, and engage in spiritual formation. Each student enrolled in the M.Div. program is expected to complete 6 rotations of Mentored Ministry. Each student in the MA in Christian Leadership and the MA in Christian Ministries programs are expected to complete 3 rotations of Mentored Ministry. There are a variety of opportunities by which this requirement may be fulfilled. Mentored Ministry experience is an academic requirement. Each student’s 3 or 6-unit participation in the program will be graded and recorded on the official transcript of the Seminary. Mentored Ministry rotations require planning significant ministry experiences, the writing and interpreting of case studies, and assessing the rotation and one’s (intended) ministry in light of the rotation. Rotations may be designed specifically by the student, or the Director of Mentored Ministry and mentors/ rotation supervisors may design them. Rotations in Mentored Ministry are numbered MM 620-639 as follows:

MM 620 Minister as Church Planter
MM 621 Minister a Missionary
MM 622 Minister as Proclaimer of the Scriptures and Prophet of God
MM 623 Minister as Scholar and Teacher
MM 624 Minister as Healer
MM 625 Minister as Helper, Counselor, and Comforter
MM 626 Minister as Administrator
MM 627 Minister as Worship Prompter
MM 628 Minister as Example of the Godly Life
MM 629 Student Defined Rotation for Ministers
MM 630 Church Planting, Growth, and Nurture
MM 631 Church and Cross-Cultural Ministry/Missions
MM 632 Church and Culture
MM 633 Church and Discipleship/Nurture
MM 634 Church and Healing
MM 635 Church & Min. of Help, Counseling, Comforting
MM 636 Church and Governance
MM 637 Church as Worshipping Community
MM 638 Church as Community of Christian Character
MM 639 Student Defined Rotation for Church Ministry

CL 620 Defined Rotation in Christian Leadership
CL 621 Defined Rotation in Christian Leadership
CL 622 Defined Rotation in Christian Leadership
CHRISTIAN LEADERSHIP

CL 503 FOUNDATIONS FOR LEADERSHIP
This course is designed to equip individuals to serve effectively as leaders, as agents of change, as facilitators of mission and as administrators in the parish or in other related vocational settings. Systems theory is utilized as the major theoretical/theological approach to the foundation of leadership.

CL/NT/OT 574 BIBLICAL THEOLOGY OF LEADERSHIP
See description under OT/NT/CL 574.

CL 630 THE PERSON OF THE CHRISTIAN LEADER
This course helps the student examine the integrity and spiritual vitality necessary to be a godly leader. Various areas such as family, marriage and the “dark” side of leadership will be discussed.

CL 640 MANAGING CONFLICT
This course trains leaders to facilitate change in an organization and resolve the conflict associated with that change in a healthy manner. Key skills and strategies will be discussed and developed for healthy conflict resolution.

CL 650 THE CHRISTIAN LEADER AS COMMUNICATOR
The purpose of the course is to address the essential elements of leadership communication. Key principles and models will be presented for leadership communication.

CL 660 MANAGING THE NON-PROFIT ORGANIZATION
This course is designed to help leaders develop and manage healthy organizational structures. Creative problem solving, systems thinking, managing human resources, administrative effectiveness, staff development and other key issues will be addressed.

CL 670 TEAM AND TEAM BUILDING
The purpose of this course is to help students develop the theological and managerial rationale for the use of teams in ministry. In addition, the student will acquire and develop the skills needed to build and sustain an effective team ministry.

CL 720 CHRISTIAN LEADERSHIP PROJECT
This course is designed to help the student integrate all of his/her previous studies through a leadership action research project. The course should be taken in the student’s last semester.

CL 740 LEADERSHIP SEMINAR
Inspired by the findings from the Center of the Development of Evangelical Leadership, this course examines, in a dialog-discussion format, the character, calling and competence of Christian Leadership. Pre-requisite: CL 503

PREACHING

PR 601 PREACHING: PRINCIPLES AND PRACTICES IN PREPARING RELEVANT BIBLICAL SERMONS
This course provides an introduction to the principles of preparing relevant biblical sermons. Lectures and exercises cover a stage-by-stage explanation of how preachers think as they prepare to preach. Recitation sessions provide opportunity for students to preach with critique by the professor. Prerequisite: NT/OT517 or both OT511 and NT502.

PR 602 PREACHING FOR MODERN LISTENERS
Building on PR 601, students will interact with the biblical material to prepare sermons that relate to a modern audience. Students will preach with critique by the professor. Prerequisite: PR 601.

EVANGELISM

The Christian Church is charged with the task of telling forth the gospel message. The aim of evangelism courses is to equip students both to do this work of evangelism and to train others to be successful witnesses. An in-depth consideration of the unchanging gospel message is coupled with an examination of the variety of methods through which the gospel of Christ can be presented. EV 510 is the basic course in evangelism recommended for those going into pastoral ministry.

EV 510 EVANGELISM: THEORIES AND PRACTICE
This study focuses on the theoretical foundations of evangelism. Topics include the nature and
transmission of the gospel message, persuasion theory and evangelism, liturgical evangelism, kingdom evangelism, and evangelism and social responsibility.

**EV/PC 572 THE PSYCHOLOGY OF RELIGIOUS EXPERIENCE**
This course explores spiritual experience from a practical psychological perspective and gives special attention to conversion, religious expression and religious development and lifestyles. Special emphasis is placed on implications for pastoral ministry and guided discovery through a variety of assignments.

**EV/WM 665 CHURCH PLANTING & GROWTH**
This practical and biblical-theological perspective on planting and development of churches concentrates on sharpening skills in planning, establishing and nurturing churches that will equip members for ministry to their communities and for continued planting of new churches.

**EV 670 URBAN EVANGELISM**
This course addresses the personal preparation needed to evangelize as well as the development of specific strategies for urban evangelism.

**EV 672 ETHNIC COMMUNITIES AND CROSS-CULTURAL MINISTRY**
This study explores the multicultural fabric of society and the impacts of racism, urbanization, and various forms of deprivation as they pertain to Christian ministry in urban settings.

**EV 760 READING IN EVANGELISM**
This independent study is available any term by petition. See section on Reading and Research Courses.

**EV 860 RESEARCH IN EVANGELISM**
This independent study is available any term by petition. See section on Reading and Research Courses.

**MINISTRY OF THE CHURCH**

**MC/SF 501 SPIRITUAL FORMATION FOR MINISTRY**
This course seeks to develop a working knowledge of spiritual formation leading to a lifetime of continuing education. Special emphasis is given to spiritual exercise and small group practice for personal application and for leadership in ministry.

**MC 506 ASCETICAL THEOLOGY**
This is a required course for those in the M.Div Anglican/Episcopal Studies Track.

**MC 507 REFLECTION AND FORMATION FOR MINISTRY**
This is a one credit hour, fully online course that gives an orientation to the practice of reflection. Students will reflect upon and evaluate their learning throughout their seminary studies by completing the *My Journey Matrix* as well as a personal e-portfolio. As students take courses in theology, church history, missions and biblical studies, they will reflect on the real-life application of course content; these reflections will comprise their e-portfolio. Required for MACM students who matriculated in Spring 2015 or after; must be completed in first year. Pre-requisite: CT500.

**MC 540 URBAN MINISTRY**
The course’s primary objectives are to identify and analyze the challenges with which urban dwellers are faced and the effectiveness of governmental programming and ministry offerings targeted at urban dwellers. This course also strives to foster racial and cultural awareness, facilitate sensitivity to the peculiar needs of urban dwellers, and strategize effective models of ministry for the urban center.

**MC585 THE CHRISTIAN COMMUNICATOR**
The Christian Communicator is a survey course designed to equip persons to serve as effective and authentic communicators in the contemporary Church, related Christian ministries and in daily secular life. The course includes a comprehensive and holistic overview of factors inherent to the communications process on the interpersonal and congregational levels. Researched-based theories
and models of communications will be presented, discussed and evaluated from biblical-theological and cultural perspectives. MC585 includes a significant developmental and practical component to enable participants to enhance their abilities to communicate through personal conversations, oral presentations, and public communications.

MC 601C PC (U.S.A.) DENOMINATIONAL STANDARDS
This course provides students preparing for ordination with an understanding of Presbyterian polity and standards, as described in the Constitution of the Presbyterian Church in the U.S.A., the Book of Confessions, and the Book of Order; this course will only satisfy a general elective.

MC 601L ADVENT CHRISTIAN DENOMINATIONAL STANDARDS
In order to prepare students for ordination, this study focuses on the organizational structure, standards and ministry procedures of the Advent Christian denomination as reflected in the Advent Christian Manual, Minister’s Service Book and Resource and Guide to Uniform Standards of Ordination; this course will only satisfy a general elective.

MC 704 PASTORAL LITURGY/PRIESTLY FORMATION
This is a required course for those in the M.Div Anglican/Episcopal Studies Track.

MC 705 ANGLICAN ETHOS AND IDENTITY
This is a required course for those in the M.Div Anglican/Episcopal Studies Track.

MC 720 PROJECT COURSE IN MINISTRY
This course is available any semester, by petition only. See description under Project Courses.

MC 730 CHRISTIAN FORMATION: PARADIGMS FOR FORMING COMMUNITIES OF CHRISTIAN CHARACTER
Paradigms for accomplishing formation as indicated in the history of the Church and in contemporary theories form the theoretical basis for designing an approach to the formation of communities of Christian character in pastoral ministry.

MC 740 CHRISTIAN MINISTRY SEMINAR
This course is designed to provide students the opportunity to examine various ministry issues in a dialog-discussion format.

MC 750 CHRISTIAN WORSHIP
This course focuses on the theology and psychology of worship, on forms of worship, on the language of space and the language of time, on etiquette in worship, on expressions of worship, on patterns of worship, and on the sacraments. Representatives from various denominations will present a worship service that is congruent with denominational guidelines for worship.

MC 760 READING IN MINISTRY OF THE CHURCH
This independent study is available any term by petition. See section on Reading and Research Courses.

MC 847 MINISTRY FORMATION & E-PORTFOLIO REVIEW
This is a one credit hour course, required for MACM students who matriculated in Spring 2015 or after, that, along with MC507, provides a comprehensive framework for promoting and monitoring student self-development and progress throughout the seminary program. This should be taken the semester prior to the Capstone Project.

MC 850 READINESS FOR MINISTRY EXIT SEMINAR
This course focuses on integrating key aspects of seminary education with Christian ministry to prepare graduating students for vocational ministry. The course goals are to exegite the concept of pastoral ministry and integrate these findings into a personal statement of ministerial practice.

MC 860 RESEARCH IN MINISTRY OF THE CHURCH
This independent study is available any term by petition. See section on Reading and Research Courses.

MC 880 INTEGRATIVE PAPER
This course is available any term by petition.

MC 881 INTEGRATIVE PROJECT
This course is available any term by petition.
EDUCATIONAL MINISTRY

EM502 EDUCATIONAL MINISTRY OF THE CHURCH
The course provides a comprehensive and practical introduction to Christian formation within the Church. It is designed to prepare pastors, church leaders and Christian educators in fostering the educational development and formation of the church congregation into a vibrant, productive community of faith. The course focuses on the nature of congregational life as a dynamic spiritual eco-system whose component practices and activities synergistically work together to promote Christian identity, character, and maturity while engaging the broader context in mission. Specific attention will be on the role of the family, small groups, liturgy, Christian education, digital media, practices and developmental relationships in supporting and sustaining individual and congregational formation into the image of Christ.

EM604 THE TEACHER AND THE TEACHING TASK
This course is designed to prepare pastors and Christian educators for the ministry of teaching within the Church and formal academic contexts. The course focuses on the nature of educational ministry to adults and the important role the teacher plays in the process of teaching/learning. The course provides a comprehensive and practical introduction to teaching/learning including the effective development and delivery of instruction in class situations and other formats. The course utilizes a practical theology framework that sees teaching/learning as a dynamic process involving interaction of theological, personal, educative, and contextual dimensions.

PASTORAL CARE, PSYCHOLOGY AND CLINICAL COUNSELING

PC 511 INTRODUCTION TO PASTORAL COUNSELING
This course provides basic preparation for the complex task of pastoral care and counseling. The focus is upon the pastor in the congregational setting.

PC/EV 572 THE PSYCHOLOGY OF RELIGIOUS EXPERIENCE
See description under EV/PC 572.

PC 621, 622 CLINICAL PASTORAL EDUCATION (CPE)
This course involves an intensive pastoral clinical experience in a hospital setting under the supervision of an approved ACPE supervisor. Lectures by hospital staff are supplemented by group dynamics and interpersonal relationships, seminar discussion and verbatim reports on visits with patients. Individuals desiring to earn three credit hours through CPE should register for PC 621 (satisfies either three rotations of Mentored Ministry, CO 867 or one Ministry Elective), and those seeking to earn six credit hours should register for PC 621 and PC 622 (satisfies three rotations of Mentored Ministry and one Ministry Elective).

PC 760 READING IN PASTORAL PSYCHOLOGY
This independent study is available any term by petition. See section on Reading and Research Courses.

PC 860 RESEARCH IN PASTORAL PSYCHOLOGY
This independent study is available any term by petition. See section on Reading and Research Courses.

CLINICAL COUNSELING COURSES

Most courses with a “CO” designation are restricted to MACC students only. Students in the MAR with a concentration in counseling are eligible to enroll for clinical counseling courses. Students in other ministry-based degrees may petition to enroll in certain counseling courses. Cross-referenced courses (i.e. CO/WM) are available to all students. However, priority will be given to MACC students with regard to space availability.

CO 500 INTRODUCTION TO COUNSELING
This course provides an introduction to the counseling profession with a survey of the basic theoretical approaches to counseling and an introduction to theological integration in counseling. This course also aids students in beginning the
process of professional identity development as a counselor.

CO 540 HELPING RELATIONSHIPS
This course covers the theological ground for helping relationships, counseling theories and application for helping relationships, including skills in listening, attending, and empathy needed in consultation and bringing about change.

CO/SF 610 LIFESPAN DEVELOPMENT: IMPLICATIONS FOR COUNSELING
This survey several of the major models of human development and life-span includes integration and critique of related theories from a biblical and theological perspective. Counseling strategies related to major developmental milestones are covered.

CO 611 THEORIES OF PERSONALITY
This course gives an overview and critique of the historical and contemporary theories of personality development.

CO 614 FAMILY SYSTEMS THEORY
This review of the major theories of family systems development places emphasis on a critical analysis of these theories from an orthodox Christian perspective. Prerequisite: TH 501.

CO 699 RESEARCH METHODS AND DESIGN
This overview of the basic approaches to research methods and design gives particular attention to the application of research in the counseling setting and prepares the student for program design and assessment.

CO 710 PSYCHOPATHOLOGY
This course provides an overview of the basic theories, concepts and structures that form an understanding of psychopathology. Special emphasis is given to the development of skills in using the DSM-5.

CO/WM 712 CROSS-CULTURAL COUNSELING
This course gives an overview of considerations in conducting therapy with those of different cultural backgrounds. Emphasis is given to family roles, structures and functions, and to the context in which individuals develop and relate.

CO 714 FAMILY COUNSELING/ThERAPY
This clinical course helps students to develop basic skills in counseling families and to evaluate the most applicable methods for counseling interventions with families. Prerequisite: CO 614.

CO 715 ADVANCED PSYCHOPATHOLOGY
This advanced course in the theories, concepts and structures that form an understanding of psychopathology focuses on enhancing usage of the DSM-5 and understanding of psychopharmacology. Prerequisite: CO 710.

CO 716 MARITAL THERAPY
This course focuses on basic theories of marital therapy with particular attention to biblical and theological issues. The process of marital therapy is introduced by carefully constructed role-play/feedback sessions. Prerequisite: CO 614.

CO/PC 718 GROUP DYNAMICS
This course is designed to provide a theoretical and practical understanding of the use of groups and group process. Each member will also become part of an active group to provide an experiential instruction to the nature of group process.

CO 719 HUMAN SEXUALITY
This study provides an overview of biological, psychological, behavioral, and theological material concerning human sexuality; it also includes DSM diagnostic categories and treatment options. Prerequisite: TH 501.

CO 720 CHILDREN IN THERAPY
This course gives special attention to understanding the role and function of children as the focus for family therapy and learning to develop appropriate intervention strategies in working with children in the context of the family. Pre-requisite: CO 610.

CO 735 INDIVIDUAL APPRAISAL
This course explores a broad understanding of group and individual educational and psychometric theories as well as approaches to personal appraisal.
Emphases are placed on the collection and analysis of data, factors that influence validity and reliability, and the specific skills associated with administering and interpreting tests for personal characteristics. Prerequisites: CO 500 and CO 710.

CO/PC 750 COUNSELING FOR CRISIS AND ADDICTIONS
This course focuses on counseling methods of prevention and intervention with addictions, both neurobiological and behavioral, and in crisis scenarios. Biblical and theological perspectives are integrated with social studies focusing on healing processes. Various crises will be studied and etiology, assessment and models of treatment will be addressed.

CO 770 LIFESTYLE AND CAREER DEVELOPMENT
The student will explore theoretical approaches that provide a broad understanding of career development theories, occupational and educational information sources and systems, career and leisure counseling, educational guidance, and lifestyle and career decision-making.

CO 790 PROFESSIONAL STANDARDS AND CHRISTIAN ETHICS FOR COUNSELORS
This course offers a comprehensive review of the process of professional specialization in the counseling field. Topics include professional organizations, ethical standards, legal responsibilities, etc. Co-requisite: CO 867.

CO 795 FUNDAMENTALS OF SUPERVISION
This course is an overview of the theory, research and practice of clinical supervision. Attention is given to pertinent models of supervision that are compatible with each professional’s theoretical orientation. The goal is to develop culturally sensitive, theologically competent, and ethically astute supervisory skills.

CO 850 ADVANCED CHRISTIAN COUNSELING MODELS & PRACTICE
Taken in the final semester/year, this seminar-format course focuses on integration and consolidation of students’ model of therapy, integrating theory, practice and theology. This course is taken in the final Spring semester before graduation.

CO 867 CLINICAL COUNSELING PRACTICUM
The clinical practicum is designed to provide the student with an introduction to the practice of counseling in a variety of agencies in the local area. Individual and group supervision will be an integral part of this learning experience. Prerequisites: CO 500, CO540, CO 710, one additional counseling course and having satisfied the GRE Requirement. Co-requisite: CO 790; students must concurrently enroll for CO 867 & CO 790.

CO 868 CLINICAL COUNSELING INTERNSHIP I
The clinical practicum is a continuation of the first year’s clinical experience. Students are expected to function in a clinical setting and carry a client load appropriate for the number of clinical hours involved. Individual and group supervision will be an integral part of this learning experience. Prerequisite: CO 867.

CO 869 CLINICAL COUNSELING INTERNSHIP II
This internship is a continuation of the clinical experience at a more advanced level. Individual and group supervision will be an integral part of this learning experience. Prerequisite: CO 868.
COURSE FORMATS

Gordon-Conwell—Charlotte offers courses in the following formats. Courses in all formats involve fixed starting and ending dates, with work spread out over the entire semester/term, regardless of when the course meets.

**Weekend Module Courses**

Class meets on three weekends per semester/term. These courses may also involve on-line interaction with other students and the professor before, between, and after the weekend meetings.

Weekend schedule: Friday evening, 6:30-9:30 p.m.; Saturday, 8:30 a.m.-4:30 p.m., with a break for lunch from noon-1:15 p.m.

**Weekend Reading Courses**

Class meets on three Saturday evenings (5:00-7:00 p.m.), after the conclusion of a weekend module class. These courses usually include on-line interaction with other students and the professor before, between, and after the class weekends.

**Weekday Courses**

Class meets once a week for ten weeks (three hours per week). These courses may also involve on-line interaction between class meetings.

Weekday schedule: Morning classes, 9:00 a.m. – 12:00 p.m.; Afternoon classes, 1:00-4:00 p.m.; Evening classes, 6:30-9:30 p.m.

**Week-Intensive Courses**

Class meets for five consecutive days (9:00 a.m.-4:00 p.m., with a one-hour break for lunch). These courses may also involve online interaction with students and the professor.

**Web-Enhanced Courses**

Classes meet for a three-day residency, with significant on-line interaction before and after the residency. (See section on Web-Enhanced Courses for more information.)

**Charlotte On-line Courses**

On-line courses produced for Charlotte students, with all learning and interaction fully on-line; no class meetings. (See section on Online Courses for more information.)
Semlink+ Courses

Fully on-line courses offered to students from all four campuses. These courses follow the institutional Semlink+ schedule, and thus, they do not always take place completely within the boundaries of Charlotte’s semesters/terms, but all involve fixed starting and ending dates for course learning. Please note that classic Semlink courses, with open beginning and ending dates, are no longer available. (See section on Semlink+ for more information.)

Directed Study Courses

Student works individually with a professor to complete course requirements. (See section on Directed Study/Out-of-Sequence courses for more information.)
COMMUNITY LIFE AT GORDON-CONWELL

Gordon-Conwell is a school where community life is taken seriously. It is acknowledged that development is an integral part of preparation for ministry and this development involves the many dimensions of human personality. Furthermore, this time of preparation is best understood as a period when relationships are emphasized and the sharing of life’s moments, insights and substance is encouraged. All of the aspects of community life are drawn from the basic conviction that God created us to live together; that Christ died and rose again so that we could live together; that our Lord will return again to receive all of the ‘household of faith’ to live together forever; and that Scripture has been given to the human as the ultimate authority and guide for all of our living. The Community Life Statement serves as the guide for our life together.

SPIRITUAL LIFE

The common life in Jesus Christ shared by students, faculty, administrators and staff provides a base for special spiritual fellowship. The varying ecclesiological and personal backgrounds of the Gordon-Conwell community enrich this sharing, not only in the classroom, but also outside as students engage in theological reflection through events like the Integrative Seminar.

Our assumption is that students have come in response to God’s bidding. Furthermore, they have come to study. The school provides a vigorous academic program designed to challenge and enhance their understanding of God’s Word and the world. This challenge to the intellect is complemented by a corresponding challenge to the soul.

It is our conviction that the development of mind and soul are necessary dimensions of theological education. Hence, prayer, worship, meditation and reading of God’s Word are as essential to the community of faith as are books, pens, papers and computers. Since demands upon students’ time will be great, the importance of maintaining a rich devotional life while in seminary cannot be overlooked.

Gordon-Conwell Theological Seminary—Charlotte recognizes the importance of participation in a local church as essential information for ministry. The seminary seeks to complement student spiritual life in the local congregation through regular times of prayer and devotion in classes. In addition, chapel services are held twice annually at the Integrative Seminars. Community and spiritual life are significant ingredients in these multi-denominational worship experiences.

New students are assigned a faculty advisor who is available for advising on spiritual as well as academic matters. Students may also develop relationships with other faculty or staff personnel who can help in spiritual matters.
WOMEN AT GORDON-CONWELL THEOLOGICAL SEMINARY

God has called and gifted both women and men for Christian service. Historically, both parent institutions of Gordon-Conwell had women faculty and welcomed women students to all their educational programs. A.J. Gordon, in his day, was a well-known advocate of the preaching ministry of women. Gordon-Conwell continues to welcome women to all of its degree programs, seeking to build a community in which all of Christ’s people, regardless of gender, find warm acceptance.

Gordon-Conwell, as an educational institution, does not ordain anyone. As a multi-denominational seminary, it recognizes that the churches which it serves decide which ministries should be formalized by ordination, but it seeks and welcomes women who are preparing themselves for any form of service in the church, including the ordained ministry. Since the seminary accepts women who are training for this purpose, the responsibility of students, faculty, staff, and administration is so to relate to one another that Christ’s call can be pursued freely without the impediment of exclusive or insensitive words and actions. Women preparing for ministry, therefore, should receive personal encouragement from all members of the community.

To that end, the seminary is committed to the full inclusion of women, their contributions and concerns, in recruitment and admission of students, for teaching, for administering and planning curriculum, chapels, and convocations, and for filling faculty, administrative, and other appointments.

Adopted by the Board of Trustees, June 30, 1986.

STUDENT ORGANIZATIONS

Alumni Relations

The Gordon-Conwell Alumni Association consists of all graduates of the seminary and those students who withdraw in good standing, having completed at least four courses. There are over 5,000 alumni serving in over 60 countries of the world. Faculty, students, and staff pray regularly for alumni and their ministries.

The Ockenga Institute offers continuing education and enrichment to alumni through the Mini-Sabbatical for Pastors, the Wilderness Programs, the Semlink+ Program, and the Pastors’ Forum seminar series. The Ockenga Connections is published four times each year to promote communication with alumni. The seminary also sponsors events for alumni at selected denominational meetings.

Phi Alpha Chi Society

The Society of Phi Alpha Chi was founded in 1928 at Gordon College of Theology and Missions in Boston. The purposes of Phi Alpha Chi (Lovers of the Truth of Christ) are to recognize scholarship and creative abilities among the students of the seminary and to encourage the integration of scholarship with Christian ministry. Students are nominated for membership in the seminary’s chapter by the faculty and are elected by the chapter’s executive committee. A grade point average of 3.75 or better through the fall
semester of the senior year is prerequisite for membership. In order to qualify for membership, at least 15 courses within a degree program must be completed at Gordon-Conwell.

Student Council

The Student Council at Gordon-Conwell Theological Seminary—Charlotte provides an official voice for the expression of student concerns and serves as an official channel for the handling of student affairs before the faculty, staff, administration, Board of Advisors and Board of Trustees. In addition, the Student Council shall serve by participating in various efforts to enhance the social and spiritual life of the seminary community. Members of the Student Council are recommended by faculty and appointed by the Dean.

Student Special Interest Groups

Occasionally there is a desire on the part of students to form an ad hoc committee or group regarding a special interest that may not be reflected by one of the Student Council standing committees. Individuals wishing to start such a group on campus must obtain permission from the Charlotte Dean by submitting a statement of purpose, outlining details and other pertinent issues.

The Robert C. Cooley Center for the Study of Early Christianity

The Robert C. Cooley Center, which was developed through a generous gift from a donor committed to the study of early Christianity, will ultimately serve as a base for research, study and scholarship. The Center presents an annual lecture series and is home to the Robert C. Cooley Collection of Biblical Archaeology and Early Christianity that is housed in the Harold Lindsell Library of Gordon-Conwell—Charlotte. Volumes and periodicals in the collection deal with archaeological endeavors in the Middle East during the biblical periods of world history, including works on Biblical Archaeology, Early Church History and Anthropology. Students and researchers will find in the collection numerous specialized resources not available elsewhere. This collection is available to master’s level students in advanced stages of their academic program, doctoral students and researchers in the areas of Biblical Archaeology, Early Church History and Anthropology. Since it is a closed collection, it is only available by appointment. The catalog for the holdings of The Cooley Collection is available through on-line access at www.youseemore.com/gordonconwell.
SERVICES AND RESOURCES

BOOKSTORE

Required textbooks for on campus and Semlink+ courses may be purchased through the Charlotte campus Bookstore. The Bookstore also features Gordon-Conwell—Charlotte clothing items and basic supplies (pens, binders, notepads). Regular Bookstore hours are Monday-Friday, 9:00 a.m. - 8:00 p.m. and Saturday, 9:00 a.m. - 2:00 p.m.

If you need to use the Bookstore outside of those hours, please contact the Bookstore Manager in advance to make arrangements. The Bookstore staff is always happy to help you with special orders and can in many cases have your special order processed within one to two weeks. You may pay for Bookstore items with cash, check, MasterCard or Visa. We do not accept Discover or American Express.

All sales are final, with the following exceptions. First, if a course is dropped, books may be returned if unused, unmarked, and in saleable condition. The return should be made within thirty days and accompanied with the drop form. Second, damaged/defective books may be returned for replacement.

BULLETIN BOARD

Students have been provided a bulletin board in the student lounge for posting information (i.e., items for sale, need for roommate, upcoming events, etc.). Items posted must be dated, signed by the student and submitted to the campus manager for approval before posting. The seminary reserves the right to remove anything it deems questionable in nature.

There are other bulletin boards located on campus to inform students of pertinent information and current opportunities. These boards are for faculty and administrative use only. The list below describes an example of those items that may apply to students:

- Alumni/Alumnae Updates
- Counseling Program
- Campus Organizations
- Denominational News
- Employment (Student-On/Off Campus)
- Ministry Opportunities
- Registration Office
- General and Department information

CLASSROOMS

Classrooms are for the sole purpose of instruction. Students are not permitted in classrooms when classes are not in session; the library and student lounge provide ample space for study and lounging. Those who
wish to use a classroom for special meetings must petition in writing (see Facility Use and Reservations). Food and open-drink containers are not permitted in the classrooms at any time. However, beverages in twist-top plastic bottles and those in containers with leak-proof, sealable lids are permitted. As always, we ask that you help keep the classrooms tidy by disposing of trash in the receptacles.

**COMPUTER LAB**

The seminary maintains a computer lab, located in the library, for student use. The computer lab provides students with word processing capability, internet access, Hebrew and Greek tutors, access to the research databases of OCLC-First Search, and several CD-ROM based research tools. Students can schedule usage with the Library Director and are encouraged to consult with the Library Director or the Student Assistant for Library Technology for assistance with CD-ROM or Internet use. Students are limited to one-hour of usage if there are others waiting to use the workstations. Do not change computer settings, install software, or disconnect cables to the computers or printers. Do not connect personal laptop computers to the computers or printers.

By using the seminary’s computing and internet resources, students agree as a condition of use to accept personal responsibility for considerate, ethical, and responsible behavior in their use of the available resources.

**Statement of Computer Lab User Responsibilities**

Students are responsible to use the resources in compliance with applicable laws and seminary standards, policies and procedures. It is each student’s responsibility to determine what restrictions apply and to review the seminary’s on-line Policy on Responsible Use of Computers.

Students are responsible for using the resources with sensitivity to the rights of others. It is the student’s responsibility to avoid intrusions into the privacy of others and/or to avoid creating an atmosphere of discomfort or harassment for others.

Students are responsible for making any back-ups of electronically-stored data that they have created or maintained. The seminary assumes no responsibility for lost or corrupted data.

Students are responsible for reporting any weakness they might discover in the security of the computing resources to the Computer Center. Students are not to explore a weakness on their own as this may be interpreted as intentionally tampering with the seminary’s computing resources and may thus be treated as a violation of criminal law.

Students are responsible for clearly and accurately identifying themselves in any on-line communication. If students are acting as the authorized agent of a seminary group, the communication must be identified as coming from the group.
Students are responsible for taking steps to avoid being a victim or an unwitting distributor of computer viruses or other destructive computer programs. The seminary assumes no responsibility for avoidance of or for the impact of computer viruses or other such destructive programs.

The seminary reserves the right to monitor and record user activities without notice upon learning of possible unacceptable use and/or violation of the user’s responsibilities. The seminary may provide the results of such monitoring to appropriate civil authorities. The seminary reserves all rights to suspend accounts, use and/or access to the resources pending evaluation of a use and/or remedial action.

Students should be aware that electronic files are not necessarily secure and that e-mail is extremely vulnerable to unauthorized access and modification. Therefore, the seminary does not assume responsibility for the confidentiality of a user’s files.

EMERGENCY STUDENT NOTIFICATION

In the case of a death, serious illness, or accident in a student’s family, a staff member from the Registrar’s Office attempts to locate the student in class. Students are notified by email and text/voice messages of on-campus emergencies via Send Word Now. This service communicates directly to your GCTS web mail and current phone numbers we have on file. That is why it is important to keep your contact information up-to-date and to check your GCTS email account regularly.

EMAIL

Charlotte students are issued an e-mail address at the time of matriculation. This account will be the primary form of communication between the seminary and its student body. Students will be required to check their accounts on a regular basis or set-up their account so that it forwards to their personal accounts. Questions concerning e-mail accounts should be directed to the Help Desk (helpdesk@gordonconwell.edu).

EMPLOYMENT

Student Employment

Student employment positions are varied and are typically part-time in nature. Student Worker job openings are posted on the bulletin board and circulated through campus-wide email.

Staff Positions

Students and student spouses may apply for any open, full or part-time staff position. Full-time staff positions come with an excellent benefit package, including tuition discounts.

FACILITY USE AND RESERVATIONS

Students who desire to use seminary space for meetings or other educational-related purposes must receive prior approval from the seminary. The use of designated seminary rooms by individuals or campus
groups must be approved by the Campus Manager in conjunction with the Registration Office. Those wishing to reserve space for seminary-related events, as well as for personal reasons, should contact the Campus Manager at least two weeks in advance of the requested date.

Outside groups are allowed access to campus facilities when space is available. Fees will be charged to cover maintenance costs and custodial services for use of campus facilities by outside organizations. Depending on student facility needs, fees may apply.

Permission to exhibit and/or sell materials anywhere on campus must be obtained from the Campus Manager. This regulation governs any business projects undertaken on campus by students, faculty or staff, as well as outside organizations. The exhibiting and selling of books other than through the Gordon-Conwell Bookstore is expressly prohibited.

In light of the diversity of church traditions represented by the student body, organized dancing on campus is not permitted. The policy is made without condemning or approving the practice of dancing.

In keeping with the IRS regulations for non-profit organizations, Gordon-Conwell Theological Seminary will not make available its facilities for any politically affiliated activities/events that may be beneficial or detrimental to any candidate.

**FAXES**

Seminary forms and petitions may be faxed; the original signed document must be mailed to the appropriate office/individual for official record keeping. Before sending course assignments to the seminary by fax, please check with the professor. Most do not accept faxes. Students may not use the fax machine for sending or receiving documents.

**FINANCIAL SERVICES**

The Student Accounts Office for Gordon-Conwell is located at the Hamilton campus. Students can access up-to-date account information and make payments through their CAMS Student Portal. Students can also mail in their payments to either the Charlotte or Hamilton campus. Charlotte Reception Desk personnel are equipped to accept credit card payments at the first-floor front desk or by phone (704-527-9909). Questions regarding a student’s account should be directed to the Student Accounts Office at the Hamilton campus (978-646-4049).

**HOUSING OFF-CAMPUS**

Although Gordon-Conwell does not provide student housing for those who commute from a distance, we have, however, made arrangements with local hotels to make rooms/suites available to our students at a discounted rate. For an updated listing, please contact Reception Desk personnel. Students may also post their lodging needs on the student bulletin board for other GCTS students to see and respond.
**INCLEMENT WEATHER POLICY**

In order to ensure the safety of our students and employees, we may occasionally deem it necessary to cancel classes and close offices due to weather conditions. Since many of our students and employees live in other communities, travel on area roads may be hazardous even though the immediate area near campus may be clear. Once a decision is made to cancel classes and close offices or have a delayed opening, the Charlotte Administrative Offices will arrange for the notice to be communicated in various media:

- aired on Charlotte television Channels 3 (WBTV) and 9 (WSOC),
- message on the GCTS telephone answering service by 8:00 a.m., (704-527-9909),
- message posted at the front reception entrance (if cancellation is made midday).

If the decision is made to cancel classes during a weekday/night, students will be notified of a make-up date by the course professor. The seminary establishes an “inclement weather make-up weekend” each semester for weekend module courses (see Academic Calendar). Students should not plan activities during the make-up weekend in the event a course needs to be rescheduled.

**INFORMATION TECHNOLOGY**

The Information Technology Technician ensures the efficient and effective operation of seminary-owned or seminar-sponsored computers. The IT Technician is available to students on a limited basis, primarily for help with issues concerning wireless networking and support for Computer Lab use. For further information regarding information technology services, please contact the IT technician.

**LIBRARY POLICIES AND PROCEDURES**

The Harold Lindsell Library contains approximately 65,000 volumes focusing on biblical studies, theology, church history, counseling and psychology, and Christian ministry. Gordon-Conwell—Charlotte students may also access the collection at Goddard Library on the main Gordon-Conwell campus in South Hamilton, MA. The library also features an extensive collection of electronic journals and periodicals that students can access with their GCTS student IDs. Students should review the library module in the online New Student Orientation presentation for instructions on how to access electronic resources.

**Regular hours:**

Monday-Friday: 9:00 a.m. to 10:00 p.m.

Saturday: 9:00 a.m. to 6:00 p.m.

Hours for January, summer session, holidays, and other exceptions will be posted at the library office and on the Charlotte library page at the Gordon-Conwell Theological Seminary website (www.gordonconwell.edu/library/Charlotte-Lindsell.cfm). The library is normally closed on holiday weekends.
Reference books, materials from special collections, print journals and periodicals, videocassettes, and printed dissertations must be used in the library and may not be checked out for any reason. Books on reserve for specific classes are not available for borrowing. Books in the stacks are available for borrowing.

Library cards and borrowing privileges: Gordon-Conwell—Charlotte student identification cards function as library cards. Students currently enrolled in Gordon-Conwell—Charlotte may borrow books and are responsible for returning them according to the library policies. All current students are required to read and review the library borrowing policy. If another student needs a book that you have checked out, we reserve the right to ask you to return the book before the semester due date.

The library does not charge fines for overdue books, but books more than four weeks overdue are declared lost and students are charged a $100 fee per book for replacement and processing costs. Students may not borrow books unless they review and sign the overdue/lost book policy.

Students from other institutions in the Carolinas Theological Library Consortium (CTLC) may check out up to five books for up to three weeks with one renewal. CTLC students may not borrow books placed on reserve for Gordon-Conwell—Charlotte courses. CTLC students must see the Library Director or an assistant to check out books.

Currently enrolled Gordon-Conwell—Charlotte students have borrowing privileges at member institutions of the Carolinas Theological Library Consortium. Students are responsible for abiding by the policies of member libraries they choose to use. Please consult the library director for information about CTLC member libraries.

Requesting books from Goddard Library: Students enrolled in a Gordon-Conwell—Charlotte degree program may request up to six library books from Goddard Library, the main Gordon-Conwell library located in South Hamilton, Massachusetts, through the following e-mail address: glibrary@gcts.edu. Students must provide the following information: name, address, phone, Charlotte student ID number. In addition, students must provide the author, title, and call number for each book requested. Goddard Library will fill requests based on availability of books and policies regarding borrowing. Students are responsible for returning books by mail by the due date listed on the inside front cover. Gordon-Conwell—Charlotte students using Goddard Library services are subject to Goddard Library policies, including fines.

The Senior Librarian is normally available Monday through Friday. The library staff is available to help you with a variety of research needs. If you need to see any of the library staff, please call ahead to make sure that we will be available when you arrive.

For information on library policies and procedures see the library information sheet published annually by the library. It is available at the circulation desk.
LOST AND FOUND

The Reception Desk operates the “Lost and Found” service for the seminary. Items turned in to “Lost and Found” will be held for 30 days. After 30 days, unclaimed items are considered to be abandoned property and are disposed of in an appropriate manner by the seminary.

OFFICE EQUIPMENT

Limited use of office equipment such as hole punchers, staplers and the like are made available to students. Please see the receptionist on the main floor for assistance.

OFFICE HOURS, ADMINISTRATIVE

The administrative offices are open from 9:00 a.m.-5:00 p.m. Monday through Friday. Occasionally, the hours of operation for an office, a department, or the seminary as a whole will vary. In such cases, the hours will be posted on the door of the office. Normally, seminary offices (including the library) are closed on major holidays and the Mondays following graduation and integrative seminars.

PARKING

For security purposes, students taking courses in the evenings are encouraged to park as close as possible to the building and buddy-up leaving the building. In addition, students are encouraged to secure their vehicles while on campus; the seminary is not responsible for any loss of property or damage to vehicles while on the premises. Overnight parking is permitted provided permission has been granted by the Campus Manager; long-term parking is prohibited.

PHOTO COPIERS

Self-service copiers are available to students in the library. Due to the high cost of service and maintenance on the copier machines, the seminary requests that only faculty and staff members perform such operations as changing cartridges, clearing jams, and the like.

PLACEMENT SERVICES

The Placement Office exists to serve graduating students and alumni in their search for ministry positions. The office oversees and maintains the placement website MinistryList.com. This website disseminates information on available positions in churches and organizations around the world. In addition, MinistryList.com highlights students and alumni who are searching for ministry positions. The Placement Office also seeks to be a resource during the job hunting process in areas such as resume writing, interviewing and denominational information. Seminary placement services are intended to supplement those offered by denominations.
**STUDENT LOUNGE**

The student lounge is located on the first floor of the academic center next to the kitchen. Students may purchase coffee, soft drinks, and snacks from vending machines located in the lounge. Those who wish may bring and store perishable food in the student refrigerator located in the adjoining kitchen. If you use the refrigerator, be sure to put your name on all items and take it with you when you leave; unclaimed food and containers are disposed of weekly. Given the high use of this area, individuals are asked to be considerate of others; cleaning up after oneself, disposing of garbage, washing dishes after usage, etc. Students will have limited access to the kitchen (microwave and refrigerator only).

**TELEPHONE**

Students are requested to use their own personal phones. However, those who don't have a cell phone and need to place a local call may do so at the receptionist desk on the main level. A calling card is required for long distance calls. Phone calls from faculty/staff offices are not permitted.
POLICIES AND PROCEDURES

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Gordon-Conwell Theological Seminary complies with The Family Educational Rights and Privacy Act (FERPA), which affords students certain rights with respect to their educational records. For a full listing of student rights under this law and the process for accessing one's records, please see the FERPA Annual Notice available online.

TITLE IX COMPLIANCE

Gordon-Conwell is in compliance with the legal citation of Title IX of the Education Amendments of 1972, and its implementing regulation 34 C.F.R. Part 106 (Title IX). Title IX prohibits discrimination on the basis of gender. Please see a fuller discussion of this topic under Statements of Compliance on our website.

CAMPUS SECURITY ACT OF 1990 (CLERY ACT)

Gordon-Conwell Theological Seminary complies with Title II of the Student Right-to-Know Campus Security Act of 1990, known as the Crime Awareness and Campus Security Act of 1990. Please see a fuller discussion of this topic under Statements of Compliance on our website.

POLICY ON DRUG AND ALCOHOL ABUSE

Gordon-Conwell Theological Seminary—Charlotte campus is in compliance with the Drug-Free School and Campuses Act Amendment of 1989 (Drug-Free Schools and Campuses [DFSC] Regulations, also known as "Part 86," is taken from the Federal Register [Vol. 55, No. 159, Thursday, August 16, 1990, pp. 33580-33601]) relating to the illegal use of alcohol and drugs. Please see a fuller discussion of this topic under Statements of Compliance on our website.

POLICY ON HARASSMENT

Gordon-Conwell strongly affirms that all members of the seminary community (students and their families, administration, faculty, and staff) have a right to be free from discrimination in the form of harassment because of their status in the community, gender, race, denominational preference, age, national origin, economic status, or physically challenging condition. This also applies to sexual harassment in the workplace. For a fuller discussion on this topic, please consult our "Compliance Statement" on our website.
Grievance Procedure on Harassment

The grievance procedure is available to any Gordon-Conwell Theological Seminary community resident, student, staff or faculty member who thinks she/he has been subjected to or affected by discrimination in the form of harassment within the seminary community as defined in the policy statement.

Informal Procedure. The informal procedure consists of an unwritten request for advice or counsel to evaluate perceptions or clarify issues. Students might seek out their advisor, the Registrar, or the Academic Dean. If resolution is not achieved by the informal procedure and the person wishes to pursue the matter, formal recourse shall follow.

Formal Procedure. The formal appeal followed shall be appropriate to the role of the person(s) involved.

Students: The student shall present in writing a description of the problem to the Administrative Assistant to the Dean and make an appointment to see the Dean or designated person. Written complaints shall be submitted as near in time to the actual incident(s) as possible. This individual will initiate an investigation including discussion with all parties involved. An ad hoc committee may be appointed to investigate the case and make recommendation for action. A decision shall be made and communicated to all parties involved within 10 working days of the date the complaint was submitted; exceptions to this procedure will be due only to legitimate unavailability of pertinent persons and will be communicated to the person making the complaint. Complaints shall be handled quickly, fairly, and thoroughly.

Appeals: In the event of a response, decision, or action being unacceptable to any party, formal complaints can be appealed to successively higher positions up to the President’s Office. Exceptions can apply in the event the seminary determines that other action be taken by necessity of law.

Confidentiality: In all cases of harassment complaints, confidentiality will be observed as far as possible by processing complaints discreetly. In that discussions and investigations may involve several people, however, absolute confidentiality cannot be guaranteed. Discretion and respect shall be observed.

PROCEDURES FOR DISCIPLINARY ACTION

Statement of Standard for Disciplinary Action

The seminary reaffirms the biblical principles set forth in its Community Life Statement as it seeks to support its students in their theological endeavors. The seminary’s commitment to its mission statement requires that all students be guaranteed an environment which promotes intellectual and spiritual growth. To this end, the seminary reserves the right to discipline a student who is found in violation of any aspect of the Community Life Statement or any other institutional standard of conduct which would make it difficult for him/her and others in the community to fulfill their academic goals. The standard of disciplinary action applies to any student behavior on all seminary premises and at all seminary activities/events, whether on or off-campus and unconnected to a seminary activity, as well as to remote study locations, such as international locations.
Procedures for Conducting a Hearing

1. The Judicial Committee will conduct an investigation of the allegations brought against a student. The investigation will include the following steps:
   a. Confirm the name of the student in question.
   b. Gather all material facts.
   c. Determine alleged infraction as stated in the Community Life Statement or other published institutional standard of conduct.
   d. If necessary, take any appropriate actions including government and/or law enforcement agencies.
   e. Seek legal counsel as deemed appropriate.
   f. Keep thorough and complete documentation of investigative process.

2. The Chair of the Judicial Committee will notify the student in writing of the following:
   a. A statement of alleged charges against him/her
   b. The specific seminary policy or standard of conduct which allegedly has been violated
   c. The purported evidence supporting the allegation
   d. The establishment of an informal hearing

3. The Judicial Committee may conduct an interview with the student using the following guidelines:
   a. The student will be informed of the date, time, and location of the hearing in writing, either by phone or email, at least five business days in advance. This information will also be provided to the person(s) who brought forth the alleged charges in case he/she would desire to be present in the hearing, be required or invited to be present in the hearing.
   b. The entire case file and the names of any prospective witnesses will be available for inspection by the student during normal business hours in the Registrar’s Office where non-academic student files are maintained.
   c. The student may choose to be assisted by a family member or other individual. Those assisting the student will be given reasonable time to ask relevant questions of any individual appearing at the hearing, as well as to present relevant information. The student may also be accompanied by legal counsel, although the role of counsel will be limited to providing legal advice to the respective student. It will be done in a quiet manner that is not disruptive to the proceedings. A reasonable effort will be made to accommodate the schedule of any representative or advisor allowed to assist the student.
   d. The hearing may be conducted in the absence of the student who fails to appear following proper notice of the hearing date, time and location.
   e. The hearing shall be transcribed by the Committee. The tape(s) and/or transcription shall be kept with the pertinent case file for as long as the case file is maintained by the seminary.

4. Following the hearing, the Committee will meet for deliberations and render a written decision to the student within five business days after completing the hearing. Confidential copies of the letter will be sent to the Campus Dean and Registrar.
   a. The Judicial Committee has the authority to issue any of the following decisions:
      i. Further investigation culminating in another hearing.
ii. Admonition. A formal admonition that an institutional standard has been violated and which does not become part of a student’s permanent record, but that may be taken into account in judging the seriousness of any future violation.

iii. Disciplinary Probation. A more serious admonition assigned for a definite amount of time. It implies that any future violation during that time, of whatever kind, may be grounds for suspension, or in especially serious cases, for dismissal from the seminary.

iv. Suspension for a Definite Period. Removal from membership in the seminary community including all student privileges for a specified period of time. A suspension is noted on a student’s official record only for the duration of the suspension.

v. Indefinite Suspension. Removal from membership in the seminary community by suspension, with the suspension to continue until certain conditions stipulated by the Committee have been fulfilled. A suspension is noted on a student’s official record only for the duration of the suspension. After conditions stipulated by the Committee have been met, the Committee will reconvene to render a final decision.

vi. Dismissal. Permanent removal from membership in the seminary community including all student and alumni privileges without possibility of readmission. A dismissal is noted on student’s official record.

b. If the student is suspended or dismissed, the written decision shall be mailed or personally delivered to the student within five business days after the completion of the hearing. It shall contain a statement of reasons for any determination leading to the suspension/dismissal. The student should also be advised as to when a petition for reinstatement would be considered, in cases of suspension, along with any conditions for reinstatement.

c. The student shall be asked to sign a form, for the record, indicating his/her understanding of the disciplinary action against him/her.

d. Within five business days of receipt of the statement of understanding, the Chair of the Judicial Committee will notify the appropriate offices of the sanction.

5. The Committee shall inform the person (accuser), if any, that the investigation has been completed and that the appropriate action has been taken.

Procedures for Appeal

1. If the student so desires, he/she may appeal the Judicial Committee’s decision in writing within five business days to the Charlotte Dean.

2. The Dean will present his/her decision within five business days to the student, unless he/she appoints a review committee of his/her choosing, in which case he/she will have 10 business days.

3. The Dean's decision will be final.
Procedures for Student Departing the Seminary

1. If suspension or dismissal occurs during the course of the semester, tuition may be refunded to the student according to federal policy.
2. Appropriate notation shall be entered on the student’s transcript and placed in his/her permanent file. The Registration Office will follow normal procedure to notify the appropriate offices of the student’s leave from the seminary.
3. In the case of an international student (F-1 visa), he/she will need to leave the country immediately per SEVIS regulations, which does not allow for a visa “grace period.” As of the official dismissal date, the student would be considered out of status.

Deviations from Established Procedures

Reasonable deviations from these procedures will not invalidate a decision or proceeding unless significant prejudice to the student may result.

POLICIES AND PROCEDURES ON INFORMATION TECHNOLOGY

Overview

Though there are a number of reasons to provide a user network access, by far the most common is granting access to trustees, employees, students, guests, alumni, faculty, adjunct faculty, student workers, contractors and volunteers for performance of their job functions and students for use while on one of the four campuses or working remotely. This access carries certain responsibilities and obligations as to what constitutes acceptable use of GCTS systems. This policy explains how GCTS information technology resources are to be used and specifies what actions are prohibited. While this Acceptable Use Policy (AUP) is as complete as possible, no policy can cover every situation, and thus the user is asked additionally to use common sense when using company resources. Questions on what constitutes acceptable use should be directed to the user’s supervisor or the IT Help Desk. Each user is required to read and certify that he or she understands this policy relating to acceptable use of GCTS computer resources.

Purpose

The purpose of this policy is to detail the acceptable use of GCTS information technology resources for the protection of all parties involved. The Acceptable Use Policy is a top-level policy that describes appropriate and general use for Gordon-Conwell Theological Seminary information technology resources. It is meant to describe the appropriate general behavior the Seminary expects when using technology and encompasses all Seminary technology resources. The purpose of GCTS IT resources is to support the school’s goal of theological education. The following policy applies to all users of GCTS IT resources regardless of their affiliation with the school.

Scope
All Gordon-Conwell Theological Seminary employees, faculty, guests, students, temporary workers, volunteers, and contractors are required to review and accept this policy before access to the network is allowed or other Seminary technology resources is granted. This policy applies to all equipment the Seminary owns or leases (this includes non-seminary owned machines that connect through our network). This policy applies to any and all use of GCTS IT resources including, but not limited to, computer systems, personal mobile devices, email, network, internet access, online resources and the GCTS Internet connection.

**Applicability of Other Policies**

The policies contained here are not meant overrule other pertinent GCTS policies or any federal, state or local laws. Other policies may apply to the topics covered in this document and as such the applicable policies should be reviewed as needed. The user should reference related policies including but not limited to the GCTS Social Media Policy & Guidelines and the GCTS Identity Theft Prevention Program Red Flags Rules Policy.

**Compliance**

This policy is intended to be compliant with applicable federal, state and local laws and regulations including but not limited to the Family Educational Rights and Privacy Act (FERPA). Additionally, this policy is designed to support compliance.

**Personally Identifiable Information**

Per the GCTS Identity Theft Prevention Program Red Flag Rules Policy, Personally Identifiable Information (PII) is defined as “Information which alone, or in combination with other information, can be used to identify a specific individual. Identifying information includes names (first name and last name or first initial and last name), social security number, date of birth, driver’s license number, identification card number, employer or taxpayer identification number, financial account number, or credit or debit card number (with or without required security code, access code, personal identification number or password that would permit access to a person’s financial account), unique electronic identification numbers, address or routing code, or certain electronic account identifiers associated with telephonic communications.”

**E-mail Use**

Personal usage of GCTS email systems is permitted as long as A) such usage does not negatively impact the GCTS computer network, and B) such usage does not negatively impact the user’s job performance.

* GCTS email distribution lists are for business and academic use, and not for personal use.

* The following is never permitted: spamming, harassment, communicating threats, solicitations, chain letters, or pyramid schemes. This list is not exhaustive, but is included to provide a frame of reference for types of activities that are prohibited and in some cases may also be in violation of the GCTS Community Life Statement (contractors are exempt from compliance with the GCTS Community Life Statement).
* The user is prohibited from forging email header information or attempting to impersonate another person.

* Email is an insecure method of communication, and thus information that is considered PII may not be sent via email, regardless of the recipient, without proper encryption.

* It is GCTS policy not to open email attachments from unknown senders, or when such attachments are unexpected.

* Email systems were not designed to transfer large files and as such emails should not contain attachments of excessive file size.

**Confidentiality**

Access to PII, health, financial, & academic data is limited to those with legitimate business or academic need or having legal right to access. Such private data should not be stored on laptops or other portable devices unless absolutely necessary. Exceptions must be approved by the IT department. The data and the device should be encrypted and password protected.

PII must not be A) shared or disclosed in any manner to non-employees of GCTS unless a non-disclosure agreement is in place, B) posted on the Internet or any publicly accessible systems, or C) transferred in any insecure manner. Please note that this is only a brief overview of how to handle confidential information, and that other policies may refer to the proper use of this information in more detail.

**Recreational Use**

Games and music are allowed on the network so long as they do not interfere with the network's business and academic purposes. Network-intensive entertainment during office hours is discouraged and will be throttled. Users should be aware that certain games, videoconferencing (Skype, Google Hangout), and streaming media (such as Netflix, Hulu) can use excessive bandwidth and potentially degrade network performance for all users.

**Network Access**

The user should take reasonable efforts to avoid accessing network data, files, and information that are not directly related to his or her job function. File access is monitored on a regular basis. If a user finds that he or she does not have the appropriate access for his or her job role, then notify the GCTS IT office by emailing helpdesk@gordonconwell.edu.

**Unacceptable Use**

The following actions shall constitute unacceptable use of the GCTS network. This list is not exhaustive, but is included to provide a frame of reference for types of activities that are deemed unacceptable. The user may not use the GCTS network and/or systems to:

* Pornography and torrents are not permitted on the GCTS network.
* Engage in activity that is illegal under local, state, federal, international, or other applicable laws.

* Engage in any activities that may cause embarrassment, loss of reputation, or other harm to GCTS.

* Disseminate defamatory, discriminatory, vilifying, sexist, racist, abusive, rude, annoying, insulting, threatening, obscene or otherwise inappropriate messages or media.

* Engage in activities that cause an invasion of privacy.

* Engage in activities that cause disruption to the workplace environment or create a hostile workplace.

* Make fraudulent offers for products or services.

* Perform any of the following: port scanning, security scanning, network sniffing, keystroke logging, hacking, or other IT information gathering techniques when not part of the employee’s job function.

* Install or distribute unlicensed or “pirated” software.

* Reveal personal or network passwords to others, including family, friends, or other members of the household when working from home or remote locations. Passwords are private and should be protected with the same diligence as social security numbers. All users must use their own logins when accessing seminary resources. Users are responsible for all activities done from their account.

* Setup of personal WIFI in buildings where GCTS provides WIFI access. This includes the Boston, Charlotte and Jacksonville campus buildings as well as the following buildings on the Hamilton Campus: Kerr, Goddard, Academic Center and Retreat House. Personal WIFI systems interfere with GCTS network performance for the entire community.

**Malware & Antivirus Protection**

GCTS IT owned machines will be provided with malware protection. Others are expected to provide their own malware protection and keep it up to date and functional. This includes students, volunteers, contractors, and any other user who is using his or her personal machine on the GCTS network. Users are responsible for any damage caused by malware on their computer.

**Blogging, Microblogging & Social Media**

Any blogging activities that are not otherwise covered by other statements in this policy are subject to the appropriate governing departments such as GCTS Human Resources, appropriate Dean’s Office, Student Life and Marketing and Communications. Any blogging, microblogging and social media done on GCTS IT systems is subject to the terms of this policy, whether performed from the GCTS network or from personal systems accessing GCTS IT systems. The user assumes all risks associated with blogging, microblogging and social media.

**Instant Messaging**
The user should recognize that Instant Messaging may be an insecure medium and should take any necessary steps to follow guidelines on disclosure of confidential data.

Web Browsing

The Internet is a network of interconnected computers over which the GCTS has very little control. The user should recognize this when using the Internet, and understand that it is a public domain and he or she can come into contact with information, even inadvertently, that he or she may find offensive, sexually explicit, or inappropriate. The user must use the Internet at his or her own risk. GCTS is specifically not responsible for any information that the user views, reads, or downloads from the Internet. GCTS recognizes that the Internet can be a tool that is useful for both personal and professional purposes. Personal usage of GCTS systems to access the Internet is permitted as long as such usage follows pertinent guidelines elsewhere in this document and does not have a detrimental effect on GCTS or on the user’s job performance.

Copyright Infringement

GCTS systems and networks must not be used to download, upload, or otherwise handle illegal and/or unauthorized copyrighted content. Any of the following activities constitute violations of acceptable use policy, if done without authorization by law or permission of the copyright owner: A) copying and sharing images, music, movies, or other copyrighted material using P2P file sharing or unlicensed CDs and DVDs; B) posting or plagiarizing copyrighted material; and C) downloading copyrighted files which the user has not already legally procured. This list is not meant to be exhaustive; copyright law applies to a wide variety of works and applies to much more than is listed above.

Expectation of Privacy

Users should expect no privacy when using the GCTS network. Such use may include but is not limited to: transmission and storage of files, data, and messages. GCTS reserves the right to monitor any and all use of the computer network and all systems. To ensure compliance with company policies this may include the interception and review of all data that traverses the network, inspection of data stored on files and folders on any GCTS systems, hard disks, and removable media.

Bandwidth Usage

Excessive use of GCTS bandwidth or other computer resources is not permitted. Large file downloads or other bandwidth-intensive tasks that may degrade network capacity or performance must be performed during times of low GCTS-wide usage.

Personal Usage

Personal usage of GCTS computer systems is permitted as long as such usage follows pertinent guidelines elsewhere in this document and does not have a detrimental effect on GCTS or on the user’s job performance. Circumvention of Security Using GCTS-owned computer systems to circumvent any security
systems, authentication systems, user-based systems, or escalating privileges is expressly prohibited. Knowingly taking any actions to bypass or circumvent security is expressly prohibited.

**Software Installation**

Employees are prohibited from installing software on GCTS systems and computers without IT approval. While we cannot restrict users from installing software on their personal devices, extreme caution should be taken when installing any non-GCTS-supplied program. Numerous security threats can masquerade as innocuous software – malware, spyware, and Trojans can all be installed inadvertently through games or other programs. Alternatively, software can cause conflicts or have a negative impact on system performance. Therefore, employees should use caution when installing new software on their mobile devices and be vigilant of malicious intent.

**Audits**

GCTS must conduct periodic reviews to ensure policy compliance. A sampling of users may be taken and audited against this policy on a yearly basis.

**Enforcement**

The GCTS Administrative Offices, Student Life, Human Resources and/or Information Technology Team will enforce this policy. Violations may result in disciplinary action, which may include suspension, restriction of access, or more severe penalties up to and including termination of employment. Where illegal activities or theft of company property (physical or intellectual) are suspected, GCTS may report such activities to the applicable authorities. IT reserves the right to disconnect any device from the network that it considers disruptive.

**Version Control and Distribution**

Updates to this policy will be noted in this section with a summary statement and date. When this policy is revised, the new version will replace the prior version in the Staff Handbook, Student Handbook, Faculty Handbook, the GCTS website and other systems that display the policy.
ACADEMIC POLICIES

The seminary expects students to give themselves seriously to conscientious study, research and evaluation. This same academic diligence must also extend beyond the classroom environment to the policies and procedures that support learning at Gordon-Conwell. In the section that follows, policies and procedures are outlined and special situations have been anticipated. Most of these matters are administered in the Registration Office and questions regarding them can generally be answered there.

Registration Office
Gordon-Conwell Theological Seminary
14542 Choate Circle
Charlotte, NC 28273
Email: cha-registration@gordonconwell.edu
(704) 527-9909 Fax: (704) 940-5858

ACADEMIC COMMUNICATIONS

Student e-mails will be used as the primary address for seminary communications with students. Students are expected to check their e-mail on a regular basis and are responsible for all communications sent via email. Such communications include scholarship/financial notifications, changes in course offerings and class assignments, etc. Therefore, it is imperative that students check their seminary-issued email accounts on a regular basis.

Though email will be our primary means of communicating with students, we may on occasion need to send information via the postal service. Therefore it is vital that the seminary have your current mailing address and phone number. If, during your seminary career, you move and/or change your phone number, you are obligated to notify the Registration Office as soon as possible.

ACCREDITATION

Gordon-Conwell operates under a charter of the Board of Higher Education of the Commonwealth of Massachusetts. The seminary is a member of The Association of Theological Schools in the United States and Canada. Gordon-Conwell Theological Seminary is accredited by the New England Association of Schools and Colleges, Inc. The seminary is certified by the United States Government for the training of veterans and the education of chaplains for military service and for the enrolling of foreign students.

Student Concerns Regarding Accrediting Standards

Students who have concerns regarding the school’s compliance with accrediting standards should submit a written record of their concerns to the Vice President for Academic Affairs. Without written details, no action will be taken. The Vice President for Academic Affairs will then take appropriate action to respond to the issue. A written response addressing the concern and any actions that have or may be taken will
be issued to the student. Gordon-Conwell will maintain a record of such formal student concerns for review by the Board of Trustees.

ADVISORS

A faculty advisor is assigned to all degree and certificate students at the beginning of their program. Individuals admitted as a Special Student are not normally assigned an advisor, but may petition the Registrar to have an advisor assigned. Special Students who intend to eventually pursue a degree or certificate are encouraged to request an advisor.

The advisor is available for counsel in academic, vocational and spiritual matters. However each student is responsible for his/her own program of study as it pertains to course registration and satisfying degree requirements. Depending on the nature of advisement, the student may need to consult with the Office of the Registrar.

APPLICATION OF POLICIES, PROCEDURES AND DEGREE PROGRAM REQUIREMENTS

The policies stated herein are not necessarily comprehensive. Please consult the Registration Office for further details on any policy. The policies and procedures stated in this handbook apply to all students regardless of the beginning date of their degree program at Gordon-Conwell. However, a student is bound by the degree program requirements listed in the catalog/handbook in effect when the student begins coursework.

When a student changes degree programs after matriculation, the Catalog that is in effect at the time the student is admitted into the new program will govern his/her degree program requirements. When a new Catalog reveals a change in degree program requirements, students may petition the Registration Office during that academic year to be governed by the new degree requirements. Students may not petition to be governed by degree program requirements of a previous Catalog.

ATTENDANCE POLICIES

The highly concentrated periods of instruction require faithful class attendance. A student who knows prior to the beginning of a given semester that s/he will need to miss a full weekend of class should not register for that course; a passing grade will not ordinarily be issued to students who miss a full weekend of class.

Students who during the course of the semester are unable to attend either part or the whole weekend (i.e. illness, death of loved one, etc.) of a given module must receive permission from the professor of record prior to the start of the scheduled class. Each professor may announce specific attendance policies for his/her course in the syllabus. The professor reserves the right to require additional assignments to make up for loss class time.
AUDITING COURSES

The seminar offers two different types of audit: Courtesy/Unofficial Audit (non-transcripted) and Official Audit (transcripted). All auditors are restricted to non-participating member status in classes. In other words, auditors may not participate in class discussion (except as authorized by the instructor according to the terms included in the course syllabus), nor submit written work, nor sit for exams for the purpose of receiving an evaluation. Courses with limited enrollment and those that require significant interaction (Methodology courses) are not open to auditors except by written permission from the professor and the Registration Office.

Courtesy Audit

The seminary extends to each current student, staff, faculty and their respective spouse, one courtesy audit per semester at no charge. In addition, alumni and local, full-time pastors are eligible to register as courtesy auditors. All interested parties must submit paperwork through the Registration Office prior to attending class. Courtesy auditing privileges are only available to students during the semester in which the student enrolls for credit. Courtesy audits will not be recorded on a transcript.

Unofficial Audit

Unofficial Audits are available to non-degree students and to friends of the seminary. This audit will not be recorded on a transcript. Unofficial auditors must register for the course through the Registration Office. There is a $110 fee for unofficial audits which must be paid at the time of registration.

Official Audit

Regularly admitted students may officially audit courses by paying the appropriate fee ($150) and receiving approval from the Registration Office. Individuals not currently enrolled at Gordon-Conwell but who wish to enroll as official auditors must complete an application and be formally admitted by the seminary. Applications can be obtained through the Admissions Office (see back of application for instructions).

BIBLICAL LANGUAGES

The seminary is deeply concerned with educating students who can preach and teach confidently from the Scriptures. We consider knowledge of the original biblical languages to be invaluable for this task. The student who is limited in exegetical study to the English text is deprived of the full benefit of a wealth of critical aids. It is our judgment that competence in biblical study will be markedly enhanced by an acquaintance with Hebrew and Greek.

MDIV students are expected to perform exegetical work from the original languages, and the biblical languages are studied to that end. Students are encouraged to study as much of either Greek or Hebrew as they can prior to enrolling at Gordon-Conwell. A knowledge of these languages is not necessary for
admission to the seminary, but such knowledge will increase both the range of course selection and depth of study available to a first-year student.

Students who have successfully completed the required year of Hebrew and Greek may still need to demonstrate that they have maintained proficiency for courses in which the languages are pre-requisite. Thus, Interpreting the OT, Interpreting the NT, and all exegesis courses begin with a review quiz which the student must pass in order to continue in the course for credit. In cases where a student has allowed a semester or more to pass before engaging courses with the respective language pre-requisite, the student will be required to take and pass a language competency exam. (Students who miss a summer take only the review quiz with the rest of the students.) Students who are unable to pass the exam will not be permitted to register for or continue in classes that have language as their pre-requisite. Please contact the Registration Office for details about this requirement and how to sign-up for the competency exams.

For those who have already begun their study of either of these languages, the language competency exam can be taken in order to verify students’ knowledge. Students who wish to be waived from Greek and Hebrew or receive transfer credit for these languages are required to take these exams. (See Language Competency Exams)

CANCELLATION OF CLASSES AND THE MAKE-UP WEEKEND

In the event that classes are cancelled (e.g., due to inclement weather or a national emergency), information will be made available through the following means:

- aired on Charlotte television Channels 3 (WBTV) and 9 (WSOC),
- message on the Gordon-Conwell telephone answering service by 8:00am, (704-527-9909),
- message posted at the front reception entrance (if cancellation is made midday).

Students, especially those traveling from a distance, are always encouraged to call ahead of time if there is question as to whether or not a class will be cancelled. In most cases, the Registration Office will send out an email (via the GCTS email account) to all registered students announcing the cancellation of a particular class.

If a weekend class is cancelled due to weather, professor emergency or the like, the class will be made up during the scheduled Make-Up Weekend (see the Academic Calendar for the designated dates). The seminary assigns a make-up weekend for each semester and reserves the right to reschedule a cancelled class during this time. Students should note the assigned make-up weekend and plan accordingly. In other words, you should keep this weekend free in the event a weekend class is rescheduled; approved absences will not be considered if conflict arises with your personal schedule.

THE CAROLINA THEOLOGICAL CONSORTIUM

The consortium consists of four member schools in the Carolinas: Gordon-Conwell-Charlotte, Reformed Theological Seminary-Charlotte, the Seminary & School of Missions of Columbia International University, and Erskine Theological Seminary. The consortium allows for cross-registration and library privileges
amongst the member schools. Gordon-Conwell students who cross-register and take courses at any of the three member institutions are billed at the current Gordon-Conwell tuition rate.

Courses taken through this agreement will be transcripted as Gordon-Conwell courses; cross-registered courses do not affect the allowable number of transfer courses. Interested students need to seek pre-approval by completing the Cross-Registration form available in the Registration Office. Semlink+, counseling (CO designation) and D.Min. courses are excluded in this agreement. Students in the MDIV program are limited to a maximum of eight courses that can be completed through the consortium; all other programs are limited to six. Students who take advantage of this resource are bound by the academic policies and deadlines of the hosting school.

**CHEATING AND PLAGIARISM**

Cheating and plagiarism are considered serious breaches of personal and academic integrity. As such, the seminary has a zero tolerance for such behaviors.

Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. (See Duplication of Course Requirements) Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. A full discussion on plagiarism is dealt with in the Research & Writing Seminar offered each semester.

Those who violate the seminary’s policy on cheating and plagiarism are subject to one or more of the following penalties: a failing grade on the assignment in question; a failing grade for the course; suspension from the seminary; dismissal from the seminary; or revocation of degree. Individual professors may assign a failing grade to an assignment or course. Other penalties, if any, may be assigned only according to the process described below.

All these and other cases of alleged breaches of academic integrity are to be referred to the Judicial Committee. The relevant faculty member will make a recommendation to the Committee. After studying the facts of the case, the Judicial Committee will make a final decision on a penalty or course of action. The student retains the right of appeal to the Academic Dean, who has authority to uphold or change the committee’s decision. Further appeal may be made to the President if the student disagrees with the decision of the Academic Dean. Matters may also be referred to the Guidance Committee at the discretion of the Judicial Committee.

**CHECKSHEETS**

The Admissions Office provides each student with a degree checksheet indicating the requirements for his/her intended program of study. It is the student's responsibility to see that all degree requirements (courses, seminars, etc.) are met. Students should update their checksheet as they progress to make sure they are on track to graduate and to prevent taking courses for a requirement which they may have already satisfied. An official updated copy may be requested from the Registration Office.
COMPUTER USE DURING EXAMS

Computers are not allowed while taking course examinations (unless otherwise specified by the professor in the course syllabus). This policy applies to take-home/proctored exams as well as those administered in the classroom. This decision was adopted for reasons of fairness to all students and to ensure the security of the examination process.

COURSE CHANGES—ADD/DROP AND WITHDRAWAL

Currently enrolled students, who decide to add/drop a course (before the course begins) or withdraw from a course (after the course begins), must make the necessary adjustments via the Student Portal in CAMS.

Adding Courses

Courses may be added only up to the official close of registration (about a week before the beginning date for the semester or term). The only exceptions are mentored ministry, leadership and counseling rotations, which may be added after the semester begins once the details of the rotation have been worked out. In the rare instance in which a student is added to a course by the Registration Office (past deadline for online registration), a $50 improper registration fee will be applied. Students are encouraged to plan accordingly.

Dropping Courses

When a student cancels his/her registration for a particular course before the end of the first business day following the first class meeting, this constitutes a “course drop.” The course is not recorded on the student's transcript, nor are tuition/fees applied. If the drop occurs after the initial billing, adjustments will be made to the student’s account and a new statement issued.

Withdrawing from a Course

When a student cancels his/her registration for a particular course after the drop deadline (the end of the first business day following the first class meeting), this constitutes a “withdrawal.” The course remains on the student's transcript, a grade designation of “W” is assigned and a refund (if any) is determined by the date in which withdrawal occurred.

Cessation of class attendance or notifying your professor of your intention to withdraw does not constitute formal withdrawal from a course, nor does it guarantee a refund. All course changes made at any time for any reason must be initiated by the student through the CAMS Student Portal. There are deadlines for receiving refunds for dropped/withdrawn courses. Tuition refunds will be determined by the date on which the course was dropped/withdrawn in CAMS. Refunds are not determined by the time invested or level of engagement by the student, but rather the published refund deadlines.

In cases where a student has stopped attending a course and never formally withdrawn (or registered but never dropped), full tuition will be charged and a failing grade (F) will be recorded on the permanent
record. If a student attends a course in which s/he never formally enrolled, completes all assignments and receives a passing grade, the student will not be permitted to back-register and receive credit for the course.

**COURSE CREDITS**

The majority of courses at Gordon-Conwell carry three semester hours of credit. The only exceptions to this are Mentored Ministry (MM) rotations, Christian Leadership (CL620-22) rotations, Research & Writing Seminar (CT500/CO501), and Reflection & Formation for Ministry (MC507), which count for one credit hour.

**COURSE REPEATS**

The only circumstance which justifies the repeat of a course is failure the first time. Aside from failing grades, courses may not be retaken in order to improve students’ GPAs. A student may repeat a failed course or replace it with another course that meets the degree requirement. For instance, if a student attempts, but fails NT611 (Exegesis of Matthew) which satisfies the MDIV gospel exegesis requirement, the student could retake the same course or another such as NT613 (Exegesis of Mark) which satisfies the same requirement.

The original grade of “F” is superseded in the student’s grade point average (GPA) by the grade earned in the repeated course although the student’s transcript will show both grades. If a course has been attempted twice with resulting failing grades both times, special permission will be required from the Registration Office before the student registers for the same course a third time. When students have received permission to register a third time for the same course, and that course is completed with a passing grade, the final passing grade will replace only one of the previous failed attempts in the GPA and credit hour calculations, and all grades will remain on the transcript.

**DENOMINATIONAL STANDARDS**

The seminary does not require denominational standards courses as part of its degree requirements. However, a student may take a standards course, on campus or through transfer, and have it count towards his/her program provided a general elective is available. Denominational standards courses can only be taken to satisfy general elective credit. Students should be aware of denominational requirements and plan their programs accordingly. Some denominations require their students to study for a portion of their degree at a denominational school (See Residency Requirements).

**DIRECTED STUDY COURSES (OUT-OF-SEQUENCE COURSES)**

Directed Study (also known as out-of-sequence) courses are offerings that appear in the Handbook, have established titles and course numbers, but are taken independently, outside of the classroom during a term in which the course is not scheduled. Whenever possible, students should take required courses
within the classroom setting. Methodological courses (i.e., exegesis courses and counseling practice courses), as opposed to pure theory courses, are rarely if ever approved to be taken out of sequence.

Permission to register for a course out-of-sequence may be granted only when a student can show adequate reason why the course cannot be taken during its regularly scheduled time. The seminary will take into consideration the frequency the course is offered and whether the student had ample opportunity to take the course as scheduled. A Directed Study will not be allowed during a semester in which the course is being offered in residence.

Directed Study courses are subject to all the policies, deadlines and procedures governing standard course offerings. They require approval of the directing professor and the Registrar before permission to register is granted. Petitions should be submitted in advance of the regular registration deadline before the start of the semester/term. It is the student’s responsibility to initiate the first meeting with the professor, which must take place early in the semester/term. These courses are registered as Module 4 courses in fall/spring and follow the Registration Calendar with regard to withdrawal and refund dates (that is, the final date to drop a Directed Study is the end of the first business day after the first meeting of module 4 courses).

**DISABILITY ACCOMMODATION POLICY**

The seminary is in compliance with the provisions of the Americans with Disabilities Act. The following policy statement describes the procedures the seminary will follow in accommodating persons with disabilities.

1. A student having a disability requiring accommodation must provide the seminary with documentation from a specialist certified to diagnose the particular disability.
2. The documentation must indicate the type of disability and recommended accommodation.
3. The diagnosis must not be more than three years old.
4. It is the student’s responsibility, after being informed of admission, to inform the institution through the Registration Office of his or her disability and of the need for accommodation. Such disclosure of need should be done as soon as possible so that the seminary can make necessary plans, with at least five days notification, as a minimum, requested.
5. Documentation must be submitted to the Registration Office prior to the first class for which the student is requesting accommodation. The Registration Office will keep a copy of the documentation in the student’s permanent file and send the original paperwork to the Academic Dean.
6. On the first day of any given class, the student must also notify his or her professor that a disability exists which will require accommodation.
7. The Academic Dean, upon notification from the Registration Office of the need for accommodation, and in consultation with the relevant faculty member and student, will determine reasonable accommodation in each particular case and for each class.
8. The Academic Dean will communicate to the relevant faculty member, the registrar, and the student the elements of accommodation for each particular class.
9. The faculty member may request the registrar to provide a copy of documentation describing the
disability.

DISMISSAL

The seminary reserves the right to dismiss students whose academic progress is unsatisfactory, public or
private behavior violates the standards described in the Community Life Statement, or development of
professional skills is unsatisfactory. (See also Probation, Student Discipline, and Cheating and Plagiarism.)
Questions regarding academic probation, violations of the Community Life Statement or professional
development may be addressed to the Registrar.

DUPLICATION OF COURSE REQUIREMENTS

Papers or other written work prepared to meet requirements in one course may not be submitted to meet
requirements in another course, except by permission of the instructor. Similarly, reading done to satisfy
requirements in one course may not be counted to satisfy reading requirements in another course, except
by permission of the instructor. (See Cheating and Plagiarism)

EXAMINATIONS (FINALS)

Final examinations must be taken at the time announced in the course syllabus. Take-home final
examinations may be distributed at any point by a course professor and are due no later than the final
day of the semester or term. Rescheduling may be granted only for substantial reasons and only with the
concurrency of the course professor. Rescheduling exams after the last day of the semester/term must
be done via formal extension petition to the Registration Office. (See Extensions for Late Coursework)

EXTENSIONS FOR LATE COURSE WORK

Arrangements for submission of late work at a date on or before the stated final day of the semester or
term (see Academic Calendar) are made between the student and professor. Formal petition to the
registrar is not required in these cases. This includes arrangements for the rescheduling of final exams.
Such late work may be reduced in grade or refused by the professor.

However, course work to be submitted after the stated final day of the semester/term must be approved
by the Registrar upon formal petition. Extension forms, available from the Registration Office and on the
website, must be submitted to the Registrar at least two weeks prior to the stated final day of the
semester/term. Requests received after this date will either be denied or incur additional penalty. The
student will be charged a $20 extension fee for each extension petition.

The intention of the extension policy is not to allow students an opportunity to achieve higher grades nor
to make allowances for mismanaged time. It is to grant additional time to those students who face some
unforeseen circumstance, such as illness or other extenuating event, within the course of the semester.
Extensions without penalty will be granted only in cases of unavoidable or unexpected situations, such as emergency or illness, either involving the student or the student’s immediate family. Job or church related responsibilities are not considered “unavoidable” in most cases.

In situations where extension requests are granted for circumstances not considered “unavoidable”, penalties will be assessed on late work at the discretion of the Registrar. Petitions will not be approved in cases where the student cannot show adequate justification for an extension or the amount of time actually lost. In the event a student cannot meet the deadline specified in the first extension, s/he may apply for a second extension provided the student has just cause. In such a case, a petition for re-extension must be filed with the registrar no later than the due date of the original petition. Re-extension petitions received after this date will either be denied or incur additional penalty. Moreover, re-extensions will only be approved for time lost during the initial extension period.

When a student files for and receives an extension, s/he enters into an agreement with the Registrar. For that reason, all outstanding work for which an extension has been granted must be submitted to the Registrar by the due date. Students should not submit final coursework to the professor or the Semlink+ office; work not submitted to the Registrar will be penalized by one full letter grade.

The last date to withdraw from a course and receive a “W” designation is typically one week before the stated final day of the semester/term (see Registration Calendar). When a student contracts for an extension, withdrawing from the course is no longer an option. A student may not have more than three extensions at any given time. Under no circumstances will an extension be granted beyond one year of original due date. The work of students who did not request an extension will be penalized at one-third letter grade per week.

**GRADE PENALTY FOR LATE WORK**

Students are required to complete all assignments by the stated due dates in the course syllabus. If a student fails to turn in his/her work by the due date, the professor has the right to either refuse the work or accept it with applicable penalties. The penalty for late work is one full letter grade per week unless otherwise stated in the course syllabus; the professor has the right to establish his/her own grade penalty criteria. Penalties do not apply to course work with approved extensions unless imposed by the Registrar. However, those with extensions who submit work after the approved due date will receive the same “one full letter grade per week” penalty.

**GRADE POINT AVERAGE (GPA)**

Each degree program has a minimum GPA requirement. A student must meet the minimum stated cumulative GPA for his or her declared degree program in order to maintain good academic standing with the seminary and to graduate. The cumulative grade point average requirement to graduate with the Master of Divinity, Master of Arts in Christian Leadership, Master of Arts in Christian Ministries or the Master of Arts in Religion degree is 2.0.
The cumulative grade point average required to graduate with the remaining Master of Arts degrees (MACC, MAOT, MANT and MABS) is 3.0. Students enrolled in a dual program (i.e., MDIV/MACC) with different GPA requirements are bound by the respective requirement for each degree. In this case, the student would need to maintain a 2.0 minimum for all courses recorded for the MDIV and a 3.0 minimum for all courses recorded for the MACC. A student not meeting this minimum will be placed on academic probation. (See Probation)

GRADE REPORTS AND APPEALS

Grades are posted online within 24 hours of receipt from the professor. Students are expected to check their CAMS portal for posted grade. Individuals granted an “approved extension” will be notified of his/her final grade within three months following the submission date. Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

If a student wishes to contest a grade, s/he has six months from the date the grade was issued to do so. The student must first seek to resolve the matter directly with the professor who issued the grade. If the student is unsatisfied with the professor’s final decision, s/he has the right to appeal to the Judicial Committee; written appeals should be directed to the Registrar. The decision of the Judicial Committee may be appealed to the Charlotte Dean, whose decision is final. Requests for an appeal after the six month period are normally not considered.

GRADING SCALE

Grade A is given for meeting with conspicuous excellence the demands which can fairly be made in relation to the requirements of the course. These demands would normally include unusual accuracy in fact, completeness in detail, perfection in form of work, independence of method, grasp of the subject as a whole and constructive imagination.

Grade B is given for exceeding the minimum of satisfactory attainment and for meeting certain aspects of the course with excellence.

Grade C is given for attaining satisfactory familiarity with the course and for demonstrating at least some ability to use this knowledge in a satisfactory manner.

Grade D is a passing mark but indicates unsatisfactory control over the material.

Grade F declares that the course has been failed. See Course Repeats for details.

The following numerical values are assigned to the letter grade evaluations for purposes of determining grade point average: A+=4.0; A=4.0; A-=3.7; B+=3.3; B=3.0; B-=2.7; C+=2.3; C=2.0; C-=1.7; D+=1.3; D=1.0; D-=0.7; F=0.0. Grade point averages are never rounded off. No exceptions are granted to this method of computing a student’s grade point average.
GRADUATION

Gordon-Conwell has one commencement ceremony each year in May. This ceremony is for students who complete their work the previous December (January Graduate), the spring semester (May Graduate), or in the summer following commencement (October Graduate). Participation in the baccalaureate and commencement ceremonies is required of all graduating students except those living more than 250 miles from the seminary. Graduating seniors must request permission, in writing, from the Registration Office to graduate in absentia.

Application for Graduation

It is the student’s responsibility to apply for graduation by submitting a Graduation Application (available for download on our website). January, May and October candidates are presented to the faculty for approval in December and April respectively. Graduation applications are due at the beginning of the semester in which work will be completed (the Fall semester for January grads, and the Spring semester for May/October grads). Students should consult the current Graduation Application Form for specific application deadlines.

A graduation fee will be charged to all graduates at the beginning of the semester of the year in which they are graduating. (See Special Fees) The graduation fee is non-refundable once it has been billed. Students who do not satisfy graduation requirements by the date of graduation will not be permitted to walk in the ceremony. Such students must reapply for graduation the following year and will be charged a change of graduation fee. (See Special Fees)

Eligibility for January Graduation

Students who have completed all of their coursework in December, and whose grades have been received by the Registration Office by date stipulated by the Registrar, are eligible for January graduation. January graduates will be confirmed at the January meeting of Gordon-Conwell trustees. January graduates will have a January graduation date listed on their final transcripts and diplomas. Diplomas will be issued at the May commencement ceremony.

Eligibility for May Graduation

To be eligible for May graduation, students must have met all academic and financial requirements by the Monday prior to commencement exercises. The early submission of coursework is sometimes required for May graduates so that grades are received by the Registration Office no later than the date stipulated by the Registrar. Pending May graduates who do not complete all requirements by this deadline but who have six or less credit hours outstanding (which can be completed in the summer immediately following), will have the option to switch to October graduation (with a change of graduation fee) and still be permitted to participate in the May graduation exercises.
Eligibility for October Graduation

To be eligible for October graduation, students must 1) have maintained at least the minimum cumulative GPA required for graduation within their programs by the conclusion of the Fall semester preceding graduation, 2) have no more than two courses (or six credit hours) outstanding (including extensions, transfers, CTC courses, etc.) by the conclusion of the Spring semester preceding graduation, and 3) be registered for their final courses in the summer by the Monday prior to the May commencement ceremony. If during the student's final spring term his/her GPA drops below the required minimum to graduate, the student is no longer eligible to walk in May and graduate in October. S/he would default to a January grad for the following year.

By “outstanding,” we mean any course or credit hour for which a final grade has not been issued. For instance, if a student is enrolled for six credit hours in the spring and plans to complete his/her six remaining hours in the summer, to be eligible for October graduation the six hours from the spring would need to be completed and a grade issued by the Monday prior to Commencement. However, if the student only has one course (3 credit hours) remaining to complete in the summer, only one course from the spring would need to be completed by the Monday prior to Commencement; the remaining spring course would be completed and a grade issued by the deadline stated in the course syllabus.

All remaining academic and financial requirements must be completed and submitted by the date stipulated by the Registrar. October graduates who fail to complete their requirements during the summer must therefore delay their official graduation and will pay an additional full graduation fee at the conclusion of their program. Graduation honors (e.g., Cum Laude) will not be awarded until all course work is complete and final grades have been received. October graduates will have an October graduation date listed on their final transcripts and diplomas. Diplomas will be mailed in October.

HONORS

The following standards for honors are maintained:
3.700 - 3.849 = Cum Laude
3.850 - 3.924 = Magna cum Laude
3.925 - 4.000 = Summa cum Laude

In addition, students seeking honors who are admitted to or are beginning degree programs in Summer 2007 or later must adhere to certain limitations with how they use their pass/fail grading options. If a student uses more than two pass/fail grading options, he/she will be disqualified from consideration for the above graduation honors. Please note that this limit does not include those courses (Mentored Ministry rotations, Counseling Retreats and Integrative Seminars) which are mandatorily graded on a pass/fail basis. Students admitted to their current degree programs prior to Summer 2007 may still use their normal allotment of pass/fail grading options without impacting their eligibility for graduation honors.
INCOMPLETES

Gordon-Conwell does not issue “Incompletes.” Faculty are instructed to issue final grades for all students, including those with outstanding work for which a formal extension has not been approved. In such cases, the professor will issue a grade based on work submitted to date and based on the weight of each assignment. Failure to turn in work on time can result in a lower or failing grade. Students who are unable to meet the stated deadlines for final coursework submission may be eligible for an extension (see Extensions for Late Course Work).

INTEGRATIVE SEMINARS

Twice a year, at the beginning of the fall and spring semesters, Gordon-Conwell Theological Seminary—Charlotte hosts the Integrative Seminar. These day-long seminars are required academic events for all students. The Integrative seminar is held to cultivate the practice of community-based theological and vocational reflection and inquiry on core aspects of our seminary mission as an institution promoting a “habitus” of life-long learning and competency in Christian thought and ministry. As a curricular event tied to the heart of the Seminary’s mission, the Integrative Seminar seeks to model to our students, faculty, and others an academic engagement that is integrative, inquiring, reflective, and collaborative.

Students must complete five Integrative Seminars, one corresponding to each of the following five aspects of the Seminary’s mission statement:

- IS501: Scriptural Fluency
- IS503: Vocational Proficiency
- IS504: Christian Formation
- IS505: Cultural Engagement
- IS506: Global Commitment

All students attending an Integrative Seminar must register online for the seminar. This registration must be completed no later than one week before the event using the appropriate registration number (see above). Students who fail to register and still attend will be required to register at the event and pay a $25 late fee. Students who pre-register but do not attend without adequate excuse (illness, death, etc.) must fill out a drop form and pay a $25 fee.

Students will have one week to complete and submit the assignments required for credit. Afterwards, no late work will be accepted and the student forfeits the opportunity to obtain credit for this event. Grading will be on a pass/fail scale, based upon student preparation and performance during the Seminar.

In the past, students were allowed to make-up seminars by checking out the appropriate material from the library, paying the make-up fee and completing all required assignments. Effective Fall 2011, all students, returning and new, will be limited to no more than two integrative seminar make-ups. Students will be required to attend at least three seminars, but should plan to attend all five. The make-up material is designed for those who are forced to miss the event due to an unexpected emergency. Students should plan accordingly.
LANGUAGE COMPETENCY EXAMS

Students with prior knowledge of Greek and/or Hebrew may be allowed to waive the language requirement(s) or be granted transfer credit toward their degree programs by successfully passing the language competency exam(s). Language competency exams are offered upon request and should be coordinated through the Registration Office. Each test consists of translation and parsing and can be prepared for by reviewing an introductory grammar (i.e. Basics of Biblical Hebrew by Gary Pratico or Basics of Biblical Greek by William Mounce). Students who have taken Greek and/or Hebrew for credit at an accredited graduate institution and have received grades of “C” or better can receive transfer credit toward their programs upon passing the language competency exam(s).

Since a firm knowledge of the biblical language(s) is foundational for performing competent exegesis required in many upper-level courses, students must verify proficiency by passing the exam(s) before transfer credit will be granted. Students who are either self-taught or have taken the language(s) at an undergraduate institution can waive the required language(s) by passing the appropriate competency exam(s). Credit hours are not earned for waivers. However, students may substitute elective courses of their choice (within the Division of Biblical Studies) to meet the total number of hours required for graduation.

Students wishing to audit language courses with the intention of refreshing their skills before attempting the exams may do so with the permission of the instructor and Registrar, assuming enrollment space is available. The same applies for any student wishing to audit a language course with the intention of waiving the language requirement via the competency exam in order to take additional elective courses (see Auditing Courses). In all cases, students must successfully pass the competency exam before they enroll in or are given credit for courses with the language prerequisite.

LEAVE OF ABSENCE

(See Withdrawn Student/Leave of Absence)

LOAN DEFERMENTS AND VERIFICATIONS

Students seeking the deferment of a Perkins Loan must submit the appropriate form to the Registration Office. Individuals needing Stafford Loan deferment are not required to submit verification. The seminary reports enrollment data to The National Clearing House, which tracks Stafford Loan holders. Questions regarding deferment eligibility of loans or Gordon-Conwell’s policies governing student status should be directed to the Registration Office. To be eligible for loan deferment, you must be registered at least half-time (4 hours minimum) in any given semester. When determining your status, please keep in mind that Mentored Ministry and Counseling Rotations will only count during the semester in which they are registered.
OVERLOAD

Sixteen semester hours is the maximum a student may take in any major semester without formal approval by the Academic Dean. Generally, students who have maintained a cumulative grade point average of 3.0 or better will be granted permission to enroll for an additional three semester hours.

PASS/FAIL POLICY

Students may elect pass/fail grading in courses according to the guidelines published below. A total of four such courses are allowed in the MDIV program, and two in all other Gordon-Conwell degree programs. For those in the dual MDIV/MACC, a total of five (four towards the MDIV and one towards the MACC) is available; those pursuing dual MA programs are allowed a total of three (two towards the first degree and one towards the second).

The allowed number of pass/fails does not include mentored ministry rotations, integrative seminars or counseling retreats, all of which are evaluated on a mandatory P/F basis. Students are advised to plan ahead as this limit, including such courses, cannot be exceeded. Furthermore, a student who elects to use more than two pass/fail options within a degree program (applies only to the MDIV) will not be eligible for graduation honors (e.g. Cum Laude, etc.).

The maximum number of pass/fails allowed will be reduced for students who have received more than fifteen hours of transfer, shared and/or advanced standing credits. Students receiving sixteen to thirty-three hours of credit will lose one pass/fail, while those receiving thirty-four hours or more will lose two. Furthermore, students who transfer in courses that were graded on a pass/fail basis will lose one pass/fail for each of these courses.

Students must request pass/fail grading in writing at the Registration Office before the second weekend of a weekend course or before the third meeting of a weekly course. The election of pass/fail grading is irrevocable after the stated deadlines. Faculty members will submit the grade earned (A+ through F), and the Registration Office will convert grades of “D-” or better to “pass”; an “F” will be recorded as such. A passing (P) grade will not be computed in determining the cumulative grade point average; a failing grade (F) will compute into the final GPA. When more than one course is required in a given teaching area, no more than half of the course requirements (excluding GL 501/502 and OL 501/502) may be taken on a pass/fail basis.

PETITIONS

Petitions for directed courses, extensions, academic adjustments or other such matters are adjudicated by the Registration Office. Petitions are available online on the "Academic Forms" page under Charlotte Registration, and should be completed and returned as promptly as possible. Certain petitions may be governed by a stated deadline, so it is important to consult the Registration Calendar (also available on our website) before submitting your petition. Petitions for certain non-scheduled courses (Directed Study,
PROBATION

Each degree program has a minimum GPA requirement (see [Grade Point Average](#)). The student whose cumulative grade point average falls below the required GPA for his/her program is automatically placed on academic probation when the determining grade is recorded. Students are responsible for knowing their program's GPA requirement, as well as monitoring their cumulative score. The Registration Office will periodically monitor student records and send out reminders to those who were placed on probation when their score dropped below the minimum. The student is placed on probation when their score drops below the stated minimum, not when the Registration Office reminds them.

A student admitted to the seminary on academic probation will be considered as being enrolled in their first semester of academic probation. First semester academic probation normally requires a reduction in the number of courses from the maximum allowed to two courses (or six credit hours) until the student is removed from academic probation. A student placed on second semester academic probation, in addition to being limited in the number of courses, will not be permitted to access financial aid including Federal Loans. (See [Satisfactory Academic Progress](#))

A student is automatically removed from academic probation when his/her cumulative grade point average reaches the minimum level required for graduation from the respective degree program. If a student removed from academic probation is again placed on academic probation in a subsequent semester, the student will automatically be placed on second semester probation.

If a student is on academic probation for two consecutive semesters, she or he is normally required to withdraw from the seminary for a period of one year. After such time, the student may petition the Registrar, in writing, to be reinstated. Students withdrawn for more than two years must reapply through the Admissions Office. If a reinstated student is dismissed a second time for academic probation, the student will not be permitted to return to the seminary.

PROCTORED EXAMS

Certain courses assign quizzes, mid-terms and/or final exams in a take-home format that require proctoring. Students are responsible for securing their own proctor in accordance with the stated guidelines. Students should seek out ministerial or educational professionals to serve as their proctor; family members, roommates and Starbucks baristas are not eligible. Exams should be taken in a controlled area under the supervision of an approved proctor; one's home, a friend's home/business, or Starbucks is not an appropriate venue for proctored exams.

If you are unable to secure a proctor/site, you may sign up to have your examination proctored in the library, but this should be your last resort. Appointments for proctoring are arranged and scheduled by the Registration Office. Since no more than three proctored examinations or quizzes can take place in the library at any one time, it is important that students schedule their exams as soon as possible. The library
is unable to proctor walk-in exams; students must have signed up at least one business day (24 hours)
beforehand provided space is available.

All proctored examinations in the library will take place on the first floor of the library. Students will be
expected to leave their books and other materials behind the circulation desk before beginning the exam
and may only have at their desk or table materials permitted by the examination instructions.

Please note that the first floor of the library is not a designated quiet area. The first floor is an area where
library staff interacts with each other and with students about their library and reference needs and
conversation is necessary for those tasks. We will endeavor to keep conversation to a minimum, but we
cannot guarantee silence while students are taking exams. Students who find noise a distraction should
make other arrangements offsite.

All proctored exams must be completed by 9:00 p.m. Monday through Friday and 4:30 p.m. on Saturday
to allow the staff adequate time to process exams and handle their normal closing duties. After exams are
completed, students should check with the library proctor to make sure that all paperwork is filled out
properly. Once that is accomplished, the proctor will take the completed exam, seal it, sign across the
back, and arrange for delivery of the exam to the Registration Office.

**PROJECT COURSES**

The Division of Ministry makes available, as part of its offerings, project-based courses which are directed
by a member of the faculty. For example, EV 720: Project in Evangelism, or CL 720: Project in Leadership.
The student plans and executes, under the professor’s guidance, a project which he or she designs and
which is approved by the directing professor.

The courses are open to qualified students by petition to the Division of Ministry. Prior agreement must
be secured from the professor who is to direct the project. A clear description of the project is required
including a rationale for the project, a description of the work to be undertaken, and the outcome
anticipated. At the directing professor’s discretion, a prerequisite course or courses may be required.

Project courses are subject to all the policies, deadlines and procedures governing standard course
offerings. They require approval of the directing professor and the Registrar before permission to register
is granted. Petitions should be submitted early. Requests are normally not approved once the semester
begins.

**READING AND RESEARCH COURSES**

The divisions may make available as part of their offerings courses of independent reading or research to
be directed by a member of the faculty, e.g., OT 760: Reading in Old Testament or OT 860: Research in
Old Testament. A course of this type is treated in accord with the usual academic, institutional and
divisional criteria. A precise course description, outline of study, and bibliography are to be drawn up by
the directing instructor and student in the form of a mini-syllabus.
Ordinarily, first year students are ineligible to register for reading and research courses. Special students, visiting students and auditors are also ineligible. The Registrar grants approval on the basis of reasonable petition and the formal permission of the faculty member involved. The work will be evaluated by examination, a final paper or a series of reports submitted within normal semester deadlines.

Students should initiate paperwork early and must submit everything required by the stated registration deadline. Petitions submitted late or without proper documentation may be rejected even when divisional and professorial permission has been obtained. Extensions are granted for reading and research courses according to the standard extension policy for all courses. (See Extensions for Late Coursework)

Petitions must include a complete course outline, paper (or other requirement) outline, and a detailed bibliography. Reading courses require between 2,500-3,000 pages of reading and research courses require a paper no less than 20 pages in length. Students must meet a minimum of four hours with their directing professor as part of their course framework. Requests to have an instructor other than a Gordon-Conwell faculty member must be made in writing to the academic dean and can accompany or precede the course petition.

REGISTRATION

All registration functions (course registration, add/drops and withdrawals) for scheduled courses are available to students online through their CAMS Student Portal. However, non-scheduled courses (i.e., Mentored Ministry/Counseling Practica, Research/Reading courses, Directed Studies, etc.) are not available for online registration. For these courses, students will need to submit the proper forms that are available online. In most instances, these courses require faculty approval in the form of a signature. Once a student has submitted the proper paperwork with the appropriate signatures, the Registration Office will complete the registration process. In the event a student needs to drop or withdraw from a non-scheduled course, s/he may do so online via the CAMS Student Portal. In other words, you cannot add non-scheduled courses through online registration, but you do have the ability to drop/withdraw online.

RESEARCH AND WRITING SEMINAR

In order to better prepare students for the demands of theological study, the seminary has developed a Research and Writing Seminar that all students are required to complete during their first year of study, and preferably in their first semester. Two versions exist: CT500 Introduction to Theological Research, and CO501 Introduction to Counseling Research, the latter for M.A.C.C. students only. This seminar is designed to introduce seminary students to graduate-level research and writing skills with specific attention to academic writing, theological research, proper use and citation of sources, avoiding plagiarism, and usage of style manuals. The seminar also explores the nature of theological reflection and introduces students to the idea of “thinking theologically” about the various topics and issues they encounter both in academic study and in the practice of ministry.
RESIDENCY REQUIREMENTS

A student is considered “in residence” when s/he first enrolls in an on-campus Gordon-Conwell course. For any degree program, a student must complete at least half of his/her coursework in residence at Gordon-Conwell (Semlink+ and online courses do not qualify as “in residence” courses). However, courses taken through The Carolina Theological Consortium are transcripted by Gordon-Conwell and therefore counted as part of your residency requirement.

SEMLINK+

The Semlink+ program offers Charlotte students the opportunity and flexibility to register for courses outside of the typical classroom setting.

Semlink+ courses are taught online via Sakai and include audio and video presentations from professor(s), as well as online interactions with the professor and fellow students via online discussion forums, blog posts and responses, etc. Semlink+ classes will involve weekly assignments, and are offered over a fourteen-week period with preset start/end dates each term. Moreover, Semlink+ courses are available for online registration via the CAMS Student Portal.

Up to ten (10) Semlink+ courses may be taken in the MDIV (30% distance limit), MACM and MACL (50% distance limits); and up to six (6) in all other M.A. programs (30% distance limit). To receive credit toward the degree, however, the courses taken must fall within the degree requirements.

Due to heavy use of internet development and instruction, these courses carry a $150 Technology Fee. (See Additional Fees)

SPECIAL STUDENTS

Qualified students not wishing to enter a specific degree program may be permitted to enroll for classes. Application for permission to enroll as a Special Student should be made to the Admissions Office. Credit is earned and standard tuition costs prevail (see Auditing Courses). Special students are not eligible to enroll in non-scheduled courses, such as Mentored Ministry, directed studies, reading/research courses and projects without written permission from the Registration Office. Semlink+ courses are open to Special Students. The number of applicable credit hours earned as a Special Student shall not exceed one-third of any given degree program. In other words, no more than 30 credit hours as a Special Student can be applied to the MDIV program, and no more than 18 credit hours towards any of the M.A. programs. Special Students may later apply for degree candidate status through the Admissions Office.

STUDENT DISCIPLINE

The seminary takes seriously its responsibility to the church and to society to review and evaluate both the academic progress of its students as well as their personal and professional development. The institution, therefore, reserves the right to require a student to withdraw from school for a period of time
to address particular concerns, with readmission possible upon satisfactory resolution, or to dismiss a student if the circumstances warrant dismissal with no readmission possible.

Grounds for disciplinary action include a breach of academic integrity (such as cheating on examinations or plagiarism in written work), a violation of the standards of the Community Life Statement, or inadequate development of professional skills. Disciplinary action shall include either an admonition (an oral or written statement that an institutional standard has been violated), a warning (an oral or written notice that continued action of a specific nature will result in required withdrawal or dismissal), required withdrawal, or dismissal.

In cases involving alleged breach of academic integrity, notice shall be made to the Judicial Committee, which shall determine the facts of the case and make a final decision on a penalty or course of action. The Registrar shall notify the student of the decision of the committee. The student retains the right of appeal to the Academic Dean, who has authority to uphold or change the committee’s decision. Further appeal may be made to the President if the student disagrees with the decision of the Academic Dean. (See Cheating and Plagiarism)

**STUDENT GRIEVANCE AGAINST A FACULTY MEMBER**

For information regarding the contesting of a course grade, students should refer to Grade Appeals above. For situations involving a student’s personal grievance against a faculty member, the student should first seek to resolve the matter in private discussion with the relevant faculty member. If resolution fails, the matter should be referred in writing to the Charlotte Dean. The student should be specific with regard to his/her description of events; no action will be taken on petitions submitted without detailed information.

If need be, the Dean may request a meeting with the student to gather more information or to clarify issues raised. The respective faculty member will also be given an opportunity to respond to all charges raised before a final decision is reached. In extreme cases, the Dean reserves the right to enlist the work of an ad hoc committee to investigate the particulars and recommend action.

The Dean shall act on the grievance, with written conclusion given to both the faculty member and the student. If either of the principal parties is dissatisfied with the Dean's ruling, s/he may appeal the decision, in writing, to the Vice President for Academic Affairs who chairs the Faculty Personnel Policies Committee. The judgment of the Vice President shall be final.

**STUDENT IDENTIFICATION NUMBER/CARD**

Each student is assigned a Gordon-Conwell student identification number when s/he applies. An ID card imprinted with the student’s name, photo and identification number is issued to students upon matriculation. This ID number should be included on all correspondence, forms and work handed into the seminary. Your ID card entitles you to the use of library facilities within the Charlotte Theological Library Consortium.
The campus is locked down evenings after 5 p.m. and on weekends. In addition to verifying your identity, the card also allows you access into the building by unlocking the magnetic doors. If your card is lost or stolen, you must notify the seminary as soon as possible (preferably within 24 hours). Those needing replacement cards will be charged a fee.

**STUDENTS' RIGHTS OF PRIVACY AND ACCESS TO RECORDS**

Comprehensive student records are maintained for all current students. Upon graduation, formal withdrawal, or a cessation of enrollment, students’ physical records may be purged of non-essential items and the remaining files will be held in archive for five years. At that time, most physical records are normally destroyed. Essential electronic records (e.g., transcripts) are held indefinitely.

Gordon-Conwell accords to all students the rights outlined under the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended.

General information, which the seminary may give out at its discretion, includes the student’s name, spouse’s name, address, telephone number, program, dates of attendance, citizenship and church affiliation. If the student wishes any of this information withheld, he or she may write to the Registration Office and the request will be honored within the academic year the letter is received.

Other information from the student’s educational record is considered confidential and available only for appropriate review in the event of an emergency to protect the health or safety of the student or others. In these cases, information may be reviewed by personnel within the Office of the President, Registration, Admissions, Financial Aid, and Student Life Offices. (See also Family Education Rights and Privacy Act)

**STUDENT STATUS**

**Current Student**

To be a current student at the seminary, an individual must have been accepted through the regular admissions process and be enrolled in at least one course during a current semester or session.

**Full-Time Status**

A student must take at least seven semester hours (2 three-hour courses and 1 rotation of mentored ministry) per semester to qualify as a full-time student. Students in programs that don't require mentored ministry must be registered for at least nine hours to be considered full-time.

**Part-Time Student**

In order to be considered “half-time,” a student must take at least four semester hours (1 three-hour courses and 1 rotation of mentored ministry) per semester to qualify as a full-time student. Students in programs that don't require mentored ministry must be registered for at least six hours.
Non-Current Student

A student who does not register for classes in a given semester and does not officially withdraw will be considered a non-current student. This includes a student who is on a “Leave of Absence” or completing coursework (extensions) from a previous semester and does not register for the current term. A non-current student has two years from his/her last enrollment to register for courses. An enrolled term is one in which a student is registered for at least one credit hour; as Integrative Seminars and Counseling Retreats carry no credit hour value, they are not counted for purposes of enrollment. Students who fail to meet this requirement will be formally dismissed by the seminary, and will need to reapply in order to resume studies. Readmitted students will be bound by the degree requirements as stated in the catalog in which they reenter.

STYLE GUIDELINES FOR PAPERS AND THESES

Gordon-Conwell Thesis Guidelines are attached to the thesis course petition available through the Registration Office. These guidelines are required of every student who writes a thesis, except as noted below. The approved style manuals for Gordon-Conwell papers and theses are the latest edition of “A Manual for Writers of Term Papers, Theses and Dissertations” by Kate L. Turabian, the latest edition of the “MLA Handbook for Writers of Research Papers, and Form and Style: Theses, Reports, Term Papers” by William Giles Campbell, Stephen Vaughan Ballou, and Carole Slade. One should be chosen by the student and followed consistently.

Turabian or MLA may be supplemented by the latest edition of “The Chicago Manual of Style.” “The SBL Handbook of Style for Ancient, Near Eastern, Biblical, and Early Christian Studies” shall be the required guide for all theses in the areas of Bible and theology, and is the recommended guide for papers in Bible and theology classes.

For papers and theses in the field of counseling and psychology, an approved alternative to Turabian and MLA is the latest edition of the “Publication Manual of the American Psychological Association” (APA).

When a different style manual is more appropriate to the discipline of a thesis, the thesis committee may authorize an exception. The format of a thesis is expected to follow the Gordon-Conwell Thesis Guidelines which may have slight variations from the format recommended in an approved style manual. These guidelines are attached to the thesis course petition available from the Registration Office or the M.A. Program Director.

THESIS (ACADEMIC M.A.s)

M.A. (NT/OT/CT/BS) students have the option to write a thesis upon invitation by the respective academic division. Students who are interested in writing a thesis should see their respective program director for deadlines and instructions on preparing a thesis proposal for consideration. The following sections outline particular requirements for those who have been invited to write.
M.A. students who are invited by faculty to do so may choose to write a one or two semester thesis. A one-semester thesis is limited to 40 to 50 pages, receiving one course credit. The two-semester thesis is limited to 80 to 100 pages, receiving two courses of credit. Page limits may only be exceeded by special exemption. Those who are invited to write a thesis must officially register for the course by submitting an MA Thesis Petition with the appropriate supporting documentation and signatures.

Failure to sustain a passing grade on the thesis, including the required oral defense, will result in a rewriting of the thesis, or a portion thereof, for re-submission as specified by the first and second readers, and may also include a re-scheduled oral thesis defense.

Once the thesis is completed, students are required to deposit two unbound finished copies (see Style Guidelines) with the Registration Office, which will pass them on to the Program Director for final approval before binding. In addition, they must sign Gordon-Conwell’s Copyright Release Form for Deposited Student Works, copyright release forms for selected vendors, and pay the appropriate $70 binding fee (this fee will be charged to your account once you register for the course). Guidelines for thesis preparation are attached to the Thesis Course Petition which is available online under the “Current Student” link.

Students intending to graduate in May must submit their completed thesis to the advisor and reader by November 1 or April 1 of the semester of expected graduation.

TIME LIMITS

A limit of ten years from date of initial entry into a degree program is placed on the time for securing the MDIV degree. A limit of seven years from date of initial entry is in effect for all other Master’s programs. Please see Satisfactory Academic Progress for time limits on completion of degree programs to maintain eligibility for federal financial aid.

A student who is unable to finish his/her program in the required time may petition to extend the time limit. Such request must be made in writing and submitted to the Registrar for approval. However, the student must provide an adequate reason for the extension and a reasonable completion date. In most cases, the Registrar will contract with the student to complete the program based on when the outstanding courses are available.

TRANSCRIPTS

Transcript Records

An official transcript is a certified statement of your academic record at Gordon-Conwell Theological Seminary. Official transcripts are printed on security sensitive paper containing the seal of Gordon-Conwell and the signature of the Registrar or are sent electronically through Scrip-Safe, a secure online delivery network. Coursework completed for different degrees at Gordon-Conwell will appear on separate sections of the transcript. When a transcript is released, it contains a complete record of all academic work attempted at Gordon-Conwell.
In keeping with the accepted standards and practices of institutions of higher education in the United States, it is the policy of Gordon-Conwell Theological Seminary not to alter the recording of any course on a transcript once the course has been completed. Further, the seminary will not alter a grade recorded on a transcript unless requested to do so by the relevant faculty member or Academic Dean upon approval of an appeal of the grade by the student.

**Transcript Requests**

GCTS now offers the Transcripts on Demand electronic transcript request and delivery system in place of written transcript requests. Using this system, you can now choose either to send paper transcripts or have transcripts sent electronically through E-Scrip-Safe. You can also pay transcript fees online with a credit card, and you will have the choice of additional mailing options (Priority mail, Overnight Express Mail, etc.). For more information on the request process and delivery rates, see “Transcript Information” on the Charlotte Registration webpage.

Gordon-Conwell will not under any circumstances release a transcript from another institution or any copies of that transcript. To receive a transcript issued by another institution a student must request it directly from that institution.

**Unofficial Transcripts**

Unofficial transcripts can be obtained through the Charlotte Registration Office. Submit your request in writing to the Registration Office and include your student ID number. Unofficial transcripts can be mailed, faxed or emailed as designated by the student.

Transcripts (Official or Unofficial) will not be released to currently enrolled or former students who have outstanding account balances with the seminary.

**TRANSFER BETWEEN CAMPUSES**

Students desiring to transfer between Gordon-Conwell campuses should contact the Admissions Office of the campus to which they intend to transfer. Forms for campus transfer are available online. Students are encouraged to notify their home campus of the intended transfer. In order to be considered a student of the new campus in a given term, the transfer must be entirely complete and the student must be formally accepted no later than the add/drop deadline for that term (see Registration Calendar on our website for deadlines).

**TRANSFER BETWEEN DEGREE PROGRAMS**

Students wishing to transfer between degree programs must do so through the Registration Office. The “Application for Change of Status” is available online under “Academic Forms”. Only those students currently enrolled in a degree program may apply for change of status. Special and Certificate students must reapply formally through the Admissions Office. In addition, any degree-seeking student wishing to switch to the Master of Arts in Christian Counseling will also need to formally apply through the
Admissions Office. However, a current MACC student can use the “Application for Change of Status” to switch to another degree program. Students who are granted a change of degree status will then fall under the requirements as stipulated by the catalog in effect at the time of program change.

TRANSFER CREDIT

A student can receive credit toward graduation by transfer of academic work taken at other ATS (Association of Theological Schools) accredited graduate schools within the last ten years. No more than 50% of a student’s Gordon-Conwell program can be fulfilled by transfer credit and/or online courses. If a degree was completed at another school accredited by the Association of Theological Schools, up to half of the credits of the completed degree or Gordon-Conwell degree (whichever is smaller) may be applied to a Gordon-Conwell degree as transfer credit. Unaccredited graduate work is normally not considered for transfer, and in the rare cases that we might consider such courses, they would only satisfy our elective requirements.

Transfer evaluations are completed by the Registration Office upon receipt of written request by the student. To be considered for either transfer credit or advanced standing, a grade of “C” or better is required. Courses approved for transfer will not be recorded on the student’s official record until the seminary has received the official transcript(s) from the institution(s) where the courses were completed. Transferred grades will not be used in the computation of the GPA. Normally, transfer credit is not granted for work completed more than ten years prior to matriculation at Gordon-Conwell. Students are required to provide all supporting documentation (syllabi/course description) with their petition.

VETERANS AFFAIRS EDUCATION BENEFIT

Gordon-Conwell cooperates with the federal government in supporting veterans (active duty and selected reserve) and their dependents eligible for education benefits under the Montgomery GI Bill. Applications and information regarding enrollment for benefits may be found at www.gibill.va.gov. For further information regarding enrollment certification, see the Registration Office.

WAIVER

Waivers allow a student, with prior substantial study, to substitute a different and more advanced course within the curriculum for one specifically required in the student’s program. In most cases, waivers will only be considered for survey or introductory courses at the 500 level. The student should be prepared to demonstrate prior training as well as show adequate reason why the “substitute” course would be more appropriate for the student’s intended vocational goals.

The substituted course must normally be within the same department/discipline as the original requirement. (For example, waiver of the required course WM510 would allow the student to take another course within the area of “World Missions”, but not one in the area of “Pastoral Counseling.”)

Waivers will not be granted for reasons such as convenience to a student’s schedule, lack of proper planning on the part of the student, change of degree program late in the student’s academic career, or
because of previous experience gained outside of a classroom setting. Waiver petitions are available through the Registration Office and downloadable from the website. Waiver requests require approval of the appropriate division and/or professor as well as the Registrar.

WEB-ENHANCED/CHARLOTTE ONLINE COURSES

Gordon-Conwell—Charlotte offers Sakai-based courses that are delivered solely online with all learning and interaction fully online, or as a web-enhanced course combining online instruction and a three-day residency component. Even though these courses are designed for the Master of Arts in Christian Ministries (MACM) and Master of Arts in Christian Leadership (MACL) programs, the seminary is pleased to make these same offerings available to Charlotte residential students with the following stipulations and requirements. Space is limited in Charlotte online and web-enhanced courses as first priority is given to our MACM and MACL students.

WITHDRAWN STUDENT/LEAVE OF ABSENCE

A student who does not intend to enroll at the seminary for more than one term must officially request a “Leave of Absence.” A student on leave of absence is still responsible for completing all outstanding work for a previous course by the stated due date. In other words, a leave of absence does not stop the clock or alter due dates for previous courses, including approved extensions. The seminary will dismiss a student on leave of absence who fails to take a course in a two-year period since his/her last course. Those who wish to resume studies must reapply through the Admissions Office. Readmitted students will be bound by the degree requirements as outlined in the catalog year to which they are readmitted.

A student withdrawing from the seminary must secure the proper withdrawal form from the Registration Office and complete the instructions therein. If an officially withdrawn student desires to return within two years of his/her last course, reinstatement may be requested by sending a letter to the Registration Office. Upon reinstatement, the student will be permitted to register for courses, retaining the seniority they had upon official withdrawal. A student remaining withdrawn for a period extending beyond two years from his/her last class must seek re-admission through the Admissions Office. Readmitted students will be bound by the degree requirements as outlined in the catalog year to which they are readmitted. Students in the MACC program who withdraw from the seminary are not eligible for reinstatement; former MACC students must reapply through the Admissions Office.
FINANCIAL INFORMATION

EDUCATIONAL COSTS

See Tuition Charges for current tuition rates and scholarships available to Gordon-Conwell Charlotte students.

PAYMENT OF BILLS

All bills are to be paid by the announced due date for each semester. This date is normally indicated on the tuition statement issued to students. A deferred payment fee of $25 will be applied to a student’s account if s/he elects to defer payments or fails to pay off his/her account by the stated due date. A non-payment fee of $50 will be applied at the end of the semester to a student’s tuition account whose balance is not zero.

Those students who are receiving funding from outside sources (i.e., Federal Loans, employee educational programs, VA Benefits, Church/Denominational support, etc.) should make every effort to ensure that funds will be readily available by the stated deadlines for paying off one’s account. To avoid deferment/late payment fees, students should settle their accounts out-of-pocket and reimburse themselves when the funds arrive. Accounting fees will not be waived for delinquent funds from outside sources; the student is responsible for his/her tuition debts and not the third party providing funding.

Students who fail to maintain current status in any account will be placed on “hold.” Hold action prevents registration, the release of transcripts or diplomas, and may result in de-registration from courses or exclusion from graduation ceremonies. In the event that the seminary incurs any expense in collecting student financial obligations, the student will be responsible for reimbursing the seminary for such expenses and costs of collection.

The Student Accounts Office makes every attempt to contact (via phone, e-mail and correspondence) students of delinquent accounts in an attempt to work out a payment plan and avoid collections. Unresponsive students are eventually handed over to a collections agency that in turn adds on an additional 33% of the outstanding balance to cover their own processing costs, which the student is obligated to pay.

Students who are sent to collections are no longer eligible to take advantage of our deferred payment option nor are they able to charge textbooks and other purchases to their student account. Such students must pre-pay their entire tuition/fees at the point of registration; the Registration Office will not process the registration form without the full payment included. Therefore, students are strongly encouraged to avoid collections at all costs.
SATISFACTORY ACADEMIC PROGRESS

The Code of Federal Regulations, title 34, section 668.34 requires that an institution establish, publish, and apply reasonable standards for measuring whether a student is maintaining satisfactory progress in his/her course of study in order for the student to receive financial aid under a Title IV program of the Higher Education Act.

All federal financial aid recipients must progress at a reasonable rate (make satisfactory progress) toward achieving a degree. This requirement applies to all terms regardless of whether or not the student received federal financial aid.

EVALUATING FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS

The financial aid satisfactory academic progress evaluation will take place once a year and will begin 5 weeks after the end of the spring semester. This evaluation process will use three benchmarks: Qualitative Measure, Pace, and Maximum Timeframe.

Qualitative Measure. Gordon-Conwell Theological Seminary publishes the cumulative Grade Point Average (GPA) that is required for graduation for each degree program. Each student must maintain the respective GPA for his/her degree program each semester. Failure to maintain this required GPA will mean loss of eligibility for federal financial aid.

Pace of completion. Students must progress through their educational program at a pace that ensures they will complete the program within the maximum timeframe. The pace is calculated by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours the student has attempted. Students must successfully complete a minimum of 67% of their cumulative attempted credits (including any failed, transfer or withdrawn credits).

Maximum timeframe. Students are expected to complete their program within the normal time for completion. However, there may be special circumstances such as program change or an illness that would prevent students from completing their program of study within the normal time frame.

To accommodate these special circumstances, students may continue receiving aid until they either (a) complete graduation requirements for their program of study, or (b) attempt 150% of the number of credits (including any failed, transfer or withdrawn credits) required for their program of study, or (c) reach the point where they cannot earn the number of credits necessary to complete their program of study within 150% of required credits for the degree, whichever comes first.

Students become ineligible for financial aid at the time when it is determined that they are unable to complete their degree within the maximum timeframe. Transfer students should request that only those credits that apply to their program of study be accepted by Gordon-Conwell to ensure they do not exceed the maximum timeframe prior to completing their program of study, and therefore become ineligible for financial aid.
TREATMENT OF SPECIAL ACADEMIC COURSE SITUATIONS

Audited courses and zero credit requirements. Courses that are audited (official or unofficial) and zero-credit requirements, such as Counseling Retreats and Integrative Seminars, are excluded from satisfactory academic progress calculations as they are not used to determine federal financial aid eligibility.

Partnership (IV, YL) and Consortium (CTC) courses. Courses taken through partnership programs (InterVarsity and Young Life) and consortium programs (Carolina Theological Consortium) are registered as Gordon-Conwell courses and are therefore included in satisfactory academic progress calculations.

Change of degrees. If a student changes degrees, the credits that are earned under all degrees will be included in the calculation of attempted, earned, and maximum timeframe credits.

Dual degrees. Students who are pursuing two degree programs simultaneously will be reviewed for satisfactory academic progress by degree. It is possible to be meeting satisfactory academic progress in one degree and failing in the second degree.

Earned credits. For the purposes of this policy, credits in which the student earns a grade of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- or P are considered “earned” credits, and are counted as both “attempted” and “earned” in the pace of completion calculation.

Extensions. Courses that have been granted official extensions through the Registration Office will not be included in the cumulative credits attempted and nor in the maximum timeframe. These credits will not be counted as attempted or earned credits until a final grade is assigned.

Pass/Fail courses. Courses that have been registered as Pass/Fail will be assigned either a “P” or “F” upon completion of the course. A grade of “P” will not be included in the GPA calculation, however, a grade of “F” will be. These courses will be counted as “attempted” credits and courses assigned a “P” will be considered “earned” credits while an “F” will be considered not “earned” credits.

Repeated courses. Repeated course are always included in the cumulative credits attempted and maximum timeframe calculation. The original course will be included in the GPA until the course is successfully completed. Once successfully completed, only the passing grade will be included in the GPA calculation. Both the original and repeated course will be considered in the cumulative “attempted” calculations, but only the repeated course will be considered in the cumulative “earned” calculations.

Second degree. For a second degree that starts after the completion of the first, all of the same policies apply as the first degree. If a second degree is being added prior to the completion of the first, then please refer to dual degrees.

Transfer credits. Transfer credits are included as both “attempted” and “completed” credits when measuring Pace, and are included in the maximum timeframe calculation. All transfer credits accepted by Gordon-Conwell will be used in determining when the “maximum timeframe” requirement has been reached.
Withdrawn courses. Courses from which the student withdraws after the 100 percent refund period will be assigned a “W” and will be included in the cumulative credits attempted and the maximum timeframe.

FAILURE TO MEET MINIMUM SATISFACTORY ACADEMIC PROGRESS STANDARDS

Students who are not meeting the minimum satisfactory academic progress standards will become ineligible for federal financial aid and will have their financial aid eligibility terminated. Students whose financial aid eligibility has been terminated may appeal the termination.

APPEAL OF FINANCIAL AID TERMINATION

Students who fail to meet financial aid satisfactory academic progress standards and lose financial aid eligibility can appeal this decision. The appeal must be made in writing and submitted to the Financial Aid Office for review with the appropriate supporting documentation. The Financial Aid Office may consult with other departments during the review process.

Appeals must address (1) the reason why the student failed to make satisfactory academic progress, (2) a description of any special circumstances to be considered that relate to this failure and if there have been any changes in these circumstances that would assist in making satisfactory academic progress and (3) the plan of action to make and maintain satisfactory academic progress. Students who have successfully appealed the termination will be placed on financial aid probation. This status will allow the student to receive financial aid for one additional term.

If, during the appeal process, it is determined that it is impossible for the student to meet the minimum satisfactory academic progress standards after one term, the institution and the student may agree upon an academic plan to monitor the student’s academic progress for more than one term. The academic plan will outline the necessary steps for successful completion of the student’s degree requirement. The institution will use the academic plan as the benchmark for satisfactory academic progress for the length of time specified in the academic plan. Students who fail to fulfill the requirements of the academic plan become ineligible for financial aid.

STUDENT NOTIFICATION

Students who are not meeting the minimum financial aid satisfactory academic progress standards will be notified by the Financial Aid Office of termination status. Students who submit an appeal will be notified by the Financial Aid Office of their financial aid probation, financial aid academic plan probation, or financial aid termination status. Students whose financial aid status had been probation or terminated status, but are now meeting minimum financial aid satisfactory academic progress standards, will be notified of the change in their status.
Students who graduated during the term that is being reviewed for satisfactory academic progress and are not registered for the subsequent term will not be notified of changes in satisfactory academic progress status.

REGAINING ELIGIBILITY

Students whose financial aid was terminated due to the lack of satisfactory academic progress may choose to enroll without benefit of financial aid. If the standards are met, financial aid eligibility is restored for subsequent terms of enrollment. Students should consult with the Financial Aid Office if they have any questions about this policy, the appeal process or reinstatement of financial aid eligibility.

INTERPRETATION & ENFORCEMENT

The Director of Student Financial Services will have primary responsibility for the interpretation and enforcement of this policy.

SPECIAL FEES

Certain courses and certain changes in registration status require the payment of extra fees. A complete list of the extra fees is on the website. Registration forms also indicate any applicable fees for the changes to which those forms pertain.

TUITION REFUND POLICIES

Not attending classes does not guarantee a refund. Formal application for drop/withdrawal must be made to and approved by the Registrar. A student who withdraws totally from the seminary after registration without advice and consent of the Registration Office or who is dismissed will receive no refund of tuition. Tuition refunds will be given for dropping individual courses according to the Registration Calendar.

Gordon-Conwell utilizes two refund calculations: Federal and Institutional.

Federal — The 1998 Reauthorization of the Higher Education Act has changed the way Gordon-Conwell calculates student refunds when a student withdraws or otherwise fails to complete the period of enrollment for which he or she was charged. The new law requires that, when you withdraw during a payment period or period of enrollment, the amount of Title IV assistance that you have earned up to that point is determined by a specific formula. If the student withdraws or stops attending classes before completing 60% of the semester or session, a portion of the total federal aid received, excluding Federal Work-Study earnings, may need to be repaid.

The amount of assistance that you have earned is determined on a pro-rata basis. That is, if you completed 30% of the payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all of your assistance.
The withdrawal date or last day of attendance for implementing this refund policy is the date the student formally submits an application for withdrawal to the Registration Office. If the student fails to notify the Registration Office of the intent to withdraw, the midpoint of the payment period or period of enrollment will be used in the refund calculation.

The amount of federal aid that the student must repay is determined via the “Federal Formula for Return of Title IV Funds.” The refund policy applicable to Gordon-Conwell refers to the return of student loan funds from subsidized and unsubsidized Federal Stafford loans and Federal Perkins loan funds. The law specifies the order that the funds will be returned beginning with the unsubsidized loan funds first.

The student may be required to make a repayment when cash has been disbursed from financial aid funds in excess of the amount of aid that was earned based on the date of the total withdrawal. The amount of Title IV aid earned is determined by multiplying the total Title IV aid (other than Federal Work-Study) for which the student qualified by the percentage of time during the term that the student was enrolled.

- If less aid was disbursed than was earned, you may receive a late disbursement for the difference.
- If more aid was disbursed than was earned, the amount of Title IV aid that you must return (i.e. not earned) is determined by subtracting the earned amount from the amount actually disbursed.

The responsibility for returning the unearned Title IV aid is shared between the seminary and the student. It is allocated according to the portion of disbursed aid that could have been used to cover seminary charges, and the portion that could have been disbursed directly to the student once those charges were covered. Gordon-Conwell will distribute the unearned aid back to the Title IV programs, as specified by law. The student will be responsible for returning any funds that were disbursed directly to the student and which the student was determined to be ineligible for based on the “Federal Formula for Return of Title IV Funds.”

**Institutional** — Under the Institutional refund calculation, only tuition charges are considered; academic and student services fees are non-refundable. Please refer to the Registration Calendar on the website for refund deadlines.