The Gordon-Conwell Theological Seminary Catalog and Student Handbook contain current information regarding our academic calendar, admissions, degree requirements, fees, regulations and course offerings. They are not intended to be, and should not be relied upon as, a statement of the seminary’s contractual undertakings. In view of the scope and significance of this information it is imperative that everyone in the Gordon-Conwell educational process has a comprehensive knowledge of the contents of these two documents. When changes in the particulars of this catalog are introduced, 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. Gordon-Conwell does not discriminate on the basis of race, gender, national or ethnic origin, age, handicap or veteran status.
INTRODUCTION

Gordon-Conwell Theological Seminary has a rich heritage, spanning more than a century. The school’s roots are found in two institutions which 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 1991-1992 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 it’s Jacksonville, FL extension site. of 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 Acting 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.

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.

Degree program(s) 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 & PROFESSOR OF CHRISTIAN ETHICS
INTRODUCTION

THE GORDON-CONWELL CHARLOTTE VISION

The Charlotte and Jacksonville campuses desire 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 southeastern campuses 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 which 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 M.Div. degree at Gordon-Conwell Theological Seminary—Charlotte is the emphasis placed on mentored ministry and integrative seminars. In both occasions, students are engaged in theological/practical integration, which is essential for a seminary education.

3. The campus is to employ the adult model of education and expects students to take significant responsibility in the shaping of their own educational experience. 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, bivocational 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.

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 modern world.

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.
INTRODUCTION

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 they 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.
INTRODUCTION

STATEMENT OF FAITH

We Believe That:

I. The sixty-six canonical books of the Bible as originally written were inspired of God, hence free from error. They constitute the only infallible guide in faith and practice.

II. There is one God, the Creator and Preserver of all things, infinite in being and perfection. He exists eternally in three Persons; the Father, the Son and the Holy Spirit, who are of one substance and equal in power and glory.

III. Man, created in the image of God, through disobedience fell from his sinless state at the suggestion of Satan. This fall plunged man into a state of sin and spiritual death, and brought upon the entire race the sentence of eternal death. From this condition man can be saved only by the grace of God, through faith, on the basis of the work of Christ, and by the agency of the Holy Spirit.

IV. The eternally pre-existent Son became incarnate without human father, by being born of the virgin Mary. Thus in the Lord Jesus Christ divine and human natures were united in one Person, both natures being whole, perfect and distinct. To effect salvation, He lived a sinless life and died on the cross as the sinner’s substitute, shedding His blood for the remission of sins. On the third day, He rose from the dead in the body which had been laid in the tomb. He ascended to the right hand of the Father, where He performs the ministry of intercession. He shall come again, personally and visibly, to complete His saving work and to consummate the eternal plan of God.

V. The Holy Spirit is the third Person of the Triune God. He applies to man the work of Christ. By justification and adoption man is given a right standing before God; by regeneration, sanctification and glorification man’s nature is renewed.

VI. The believer, having turned to God in penitent faith in the Lord Jesus Christ, is accountable to God for living a life separated from sin and characterized by the fruit of the Spirit. It is his responsibility to contribute by word and deed to the universal spread of the Gospel.

VII. At the end of the age the bodies of the dead shall be raised. The righteous shall enter into full possession of eternal bliss in the presence of God, and the wicked shall be condemned to eternal death.
INTRODUCTION
COMMUNITY LIFE STATEMENT

 We affirm that the scriptures of the Old and New Testaments are the ultimate guide or 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.
Faculty
JENNIFER ARTHURS, PH.D., Professor of Preaching and Communication; Dean of the Chapel, 2002. B.A. (Bob Jones University); M.A. (Bob Jones University); M.A. (Western Seminary); Ph.D. (Purdue University). Dr. Arthurs’ personal mission statement is: “To communicate the truth and to equip others to do the same.” With a wide range of ministry and communication experience as teacher, pastor, missionary, actor, director, radio announcer and consultant, his passion is preaching, and he carries on an active ministry of pulpit supply and conference speaking. He is a past-president of the Evangelical Homiletics Society and an active scholar, regularly writing articles for periodicals such as the Journal of Communication and Religion, Preaching, Leadership, and Preaching Today on-line. His current book project is Preaching with Variety.

GWENFAIR WALTERS ADAMS, PH.D., Associate Professor of Church History; Faculty Mentor for Women’s Spirituality and Leadership Development, 1993. B.A. (Wellesley College); M.Div. (Gordon-Conwell Theological Seminary); Ph.D. (Cambridge University, England). Dr. Adams’ specialties in teaching are focused on Medieval and Reformation studies, with additional interests in the history of worship, spirituality, media, communications and the arts in the church. She is the daughter of the late Professor Emeritus of Ministry, Dr. Gwyn Walters, who taught homiletics for 36 years at Gordon-Conwell. As Faculty Mentor for Women’s Spirituality and Leadership Development, she works in conjunction with the Women’s Resource Network to provide opportunities for women to deepen their relationship with Jesus Christ.

MARIA BOCCIA, PH.D., Professor of Pastoral Counseling and Psychology and Director of Graduate Programs in Counseling at the Charlotte campus, 2007. B.A. (State Univ of New York at Geneseo); M.S., Ph.D. (University of Massachusetts); M.A. (Denver Seminary); D.Min. (Gordon-Conwell Theological Seminary) Dr. Boccia joined the faculty at Gordon-Conwell—Charlotte in the 2008 spring semester. She comes to Gordon-Conwell with 22 years of teaching experience, most recently at the University of North Carolina at Chapel Hill, where she served for seven years as the director of the observational methods core and taught workshops and seminars for faculty, postdoctoral and graduate students, and other staff. Dr. Boccia holds a doctorate in zoology from the University of Massachusetts, completed post-doctoral work in developmental psychology at the University of Denver, and holds a D. Min. in marriage and family counseling from Gordon-Conwell.

PATRICIA BATTEN, PH.D., Ranked Adjunct Assistant Professor of Preaching, 2009. M.Div. (Gordon-Conwell Theological Seminary); M.Th. (University of Edinburgh); D.Min. (Gordon-Conwell Theological Seminary) Dr. Batten has been an adjunct professor at Gordon-Conwell since 2007, teaching homiletics and creating preaching electives for students. Dr. Batten studied preaching for a year in Edinburgh, Scotland, as a recipient of the Parish Pulpit Preaching Fellowship from Gordon-Conwell. She has also led a number of workshops on preaching, most recently at the 2008 Preaching Conference at Gordon-Conwell. She is also an ordained minister in the American Baptist Church USA and has been active in pastoral ministry since 2002.
KELLY BREEN BOYCE, PSY.D., Assistant Professor in Counseling, Associate Director of Counseling Program, Charlotte, 2008; B.A. (University of North Carolina at Chapel Hill); M.A. (Gordon-Conwell Theological Seminary); M.A., Psy.D. (Rosemead School of Psychology). Dr. Breen Boyce moved to her current position in 2008 after having worked as Adjunct Professor of Counseling and Assistant Director of Graduate Programs in Counseling at Gordon-Conwell-Charlotte since 2006. She continues to serve the counseling department as the Associate Director. Dr. Breen Boyce is a clinical psychologist and licensed professional counselor. She is a member of the American Psychological Association, the Psi Chi National Honor Society in Psychology and the Phi Alpha Chi Theological Honor Society.

DEAN BORGMAN, MA., Charles E. Culpeper Professor of Youth Ministries, 1976. B.A. (Wheaton College); M.A. (Fairfield University, Columbia University); Certificate of Advanced Graduate Standing (Northeastern University). Having extensive experience in youth ministry, Professor Borgman speaks and consults about youth issues all over the world. His interest in urban ministry dates back to streetwork and then training in New York and other cities. He has taught at Fuller Theological Seminary, Nairobi Evangelical Graduate School, Daystar University College (Kenya), and Holy Cross Greek Orthodox Seminary (Boston), and is the founder and director of the Center for Youth Studies. His text, When Kumbaya Is Not Enough: A Practical Theology for Youth Ministry, is widely used, and his book Hear My Story: Understanding the Cries of Troubled Youth reflects his special concern for youth at risk. Ordained in the Episcopal church, Rev. Borgman has served for many years as an associate pastor at an Episcopal church, and advises students in the denomination.

SIDNEY L. BRADLEY, PH.D., Senior Professor of Counseling, 1997. B.A. (Berkshire Christian College); M.S.W. (University of Georgia); Specialist in Education, Ph.D. (University of Florida). With a broad array of ministerial, clinical, administrative and teaching experience, Dr. Bradley teaches counseling at the Charlotte campus. Before coming to Gordon-Conwell, he was a psychologist and an administrator at the Advent Christian Village and prior to that he held a faculty appointment at the University of Florida Medical School. His ordination is with the Advent Christian General Conference, and he is licensed as a psychologist and a marriage and family therapist in both Florida and North Carolina. In the American Association for Marriage and Family Therapy he is recognized as both a Clinical Member and an Approved Supervisor. Current areas of specialization include evaluation and counseling with pastors and cross-cultural missionaries.

ROY E. CIAMPA, PH.D., Director of the Th.M. program in Biblical Studies; Professor of New Testament, Chair of the Division of Biblical Studies, 2001. B.A. (Gordon College); M.Div. (Denver Seminary); Ph.D. (University of Aberdeen, Scotland). Dr. Ciampa taught and ministered in Portugal before coming to Gordon-Conwell. He continues to collaborate with the Portuguese Bible society in its translation projects. He and his family attend Grace Chapel in Lexington, MA, where he also enjoys an active teaching ministry. Special interests include the exegesis and theology of Paul’s epistles and the use of the Old Testament in the New. Publications include The Presence and Function of Scripture in Galatians 1 and 2, and articles in the New Dictionary of Biblical Theology, The Dictionary of New Testament Background and in Portuguese periodicals.
ROBERT E. COLEMAN, PH.D., Distinguished Professor of Evangelism and Discipleship, 2001. A.B. (Southwestern University); B.D. (Asbury Theological Seminary); M.Th. (Princeton Theological Seminary); Ph.D. (University of Iowa); D.D. (Trinity International University). Dr. Coleman ministers as a teacher and evangelist around the world. For many years he directed the School of World Mission and Evangelism at Trinity Evangelical Divinity School while also serving as Dean of the Billy Graham International Schools of Evangelism and Director of the Billy Graham Institute of Evangelism at Wheaton. He is a founding member of the Lausanne Committee for World Evangelism and a past president of the Academy for Evangelism in Theological Education. His many publications include The Master Plan of Evangelism, The Coming World Revival and Singing With the Angels. Translations of his books are published in more than one hundred languages.

RODNEY L. COOPER, PH.D., Kenneth and Jean Hansen Professor of Discipleship and Leadership Development, 2001. B.A. (Ohio State University); Th.M. (Dallas Theological Seminary); M.A., Ph.D., (George Fox University/Western Conservative Baptist Seminary). In addition to teaching and implementing a discipleship and leadership development program at Gordon-Conwell, Dr. Cooper speaks to a variety of audiences nationally and internationally, including men’s groups, leadership conferences, marriage and family retreats, and Bible conferences. He has served as National Director of Educational Ministries for Promise Keepers and was a chaplain for the Houston Oilers and the Houston Astros. As a psychologist, he specializes in working with men, couples, families, and minorities. He has written Kids in Sports, co-authored with Bill Perkins; We Stand Together; Double Bind: Escaping the Contradictory Demands of Manhood; Shoulder to Shoulder: The Journey from Isolation into Brotherhood; and Commentary on the Book of Mark.

JAMES R. CRITCHLOW, PH.D., Ranked Adjunct Assistant Professor in Old Testament, 2008; B.S. (West Point); M.Div., M.A.B.L. (Gordon-Conwell Theological Seminary); Ph.D. (University of Edinburgh). Dr. Critchlow came to his current position at Gordon-Conwell after having worked as an adjunct professor at Gordon-Conwell and Bethel Seminary of the East since 2005. His other academic experience includes working as a teaching fellow at Gordon-Conwell and assisting in the archaeological dig at Robinson’s Arch at the Western Wall in Jerusalem. Dr. Critchlow’s scholarly interests include the early monarchy of Israel and Judah, prophets and poetry in the 8th to 5th centuries B.C. and the exile of Judah to Babylon. He prefers teaching Greek and Hebrew to students who have struggled with languages in the past.

DAVID E. CURRIE, PH.D., Associate Professor instead of Administrative Faculty; Director of Doctor of Ministry Program; Administrative Faculty, 2005. B.A. (Haverford College); M.Div. (Gordon-Conwell Theological Seminary); Ph.D. (University of St. Andrews). Dr. Currie brings a passion to nurture thinking Christian leaders, growing out of 20 years of ordained ministry in the Presbyterian Church (USA) —the last 14 as pastor of a new church development—and out of teaching church history at the Boston campus since 1998. His research interests and publications range from the history of evangelicalism, particularly in Scotland, to contemporary approaches to preaching and worship.
JOHN JEFFERSON DAVIS, PH.D., Professor of Systematic Theology and Christian Ethics, 1975. B.S. (Duke University); M.Div. (Gordon-Conwell Theological Seminary); Ph.D. (Duke University). Dr. Davis’ main teaching areas are systematic theology and Christian ethics, with special interests in the areas of medical ethics, world religions, and the interface between Christian faith and the natural sciences. He has traveled, studied, and taught in Israel, Mexico, Egypt, England, India, and the Philippines. Dr. Davis has written or edited ten books, including Foundations of Evangelical Theology, Evangelical Ethics, and The Frontiers of Science and Faith. He is an ordained minister in the Presbyterian Church (USA).

QUONEKUIA DAY, Ph.D. (cand.) Instructor of Old Testament, 2009. B.A. (Emmanuel College); MSW (University School of Social Work); M.Div., Th.M. (Gordon-Conwell Theological Seminary); Ph.D. cand. (London School of Theology). Prof. Day joined the Gordon-Conwell faculty full-time in 2009 after having worked for the seminary since 2004 as Coordinator of Student Advisement and Mentored Ministry for the Boston campus and as a teaching assistant and adjunct professor. She has also taught for Vision New England and Greater Love Tabernacle in Roxbury, MA. Prior to teaching at Gordon-Conwell, Prof. Day, a licensed clinical social worker, worked for Brigham and Women’s Hospital in Boston. From 1997-2001, she worked as a case management social worker for Harvard Vanguard Medical Associates in Boston, and in 1996, spent a year as a family treatment specialist/substance abuse counselor at Dimock Community Health Center in Boston. She has also used her social work skills to co-facilitate a substance abuse support group and coordinate an outreach program at Greater Love Tabernacle.

DONALD M. FAIRBAIRN, PH.D., Robert E. Cooley Professor of Early Christianity, 2010. A.B. (Princeton University); M.Div. (Denver Seminary); Ph.D. (University of Cambridge). Dr. Fairbairn is the Robert E. Cooley Professor of Early Christianity. His responsibilities include further developing the Robert C. Cooley Center for the Study of Early Christianity at the Charlotte campus, which explores the historical foundations of the Christian faith. Before coming to Gordon-Conwell, Dr. Fairbairn taught at Erskine Theological Seminary in Due West, SC, for 11 years and received the Leon McDill Allison Award for Excellence in Teaching in 2005. He taught courses in church history, Greek, Latin and historical and patristic theology. He also served as Associate Dean of Theology and directed the Th.M. program there. In the 1990s, Dr. Fairbairn taught for four years at Donetsk Christian University in the Ukraine, and served as the school’s Assistant Academic Dean. He continues to teach occasionally at several North American and European seminaries and Bible schools. His research interests focus on the relationship between the doctrines of the Trinity, Christ, salvation and Christian life in the early church, especially the 4th through 6th centuries.

SCOTT M. GIBSON, D. PHIL., Haddon W. Robinson Professor of Preaching and Ministry, 1992. B.S. (Pennsylvania State University); M.Div. (Gordon-Conwell Theological Seminary); Th.M. (Princeton Theological Seminary); M.Th. (Knox College, University of Toronto); D.Phil. (University of Oxford). Dr. Gibson is a preacher and a teacher of preachers. He has served as pastor of American Baptist churches, the denomination in which he is ordained. His focus of research at Oxford was the life and work of A.J. Gordon. He is a member of the Academy of Homiletics, is President of American Baptist Evangelicals, the renewal fellowship of his denomination, and edits the ABE Journal. He co-founded the Evangelical Homiletics Society, served as its first president and edits The Journal of the Evangelical Homiletics Society. Dr. Gibson serves on editorial boards and is author and editor of several books, such as Preaching to a Shifting Culture and Preaching for Special Services. He directs the seminary’s nationally recognized Center for Preaching.
DAVID W. GILL, PH.D., Mockler-Phillips Professor of Workplace Theology and Business Ethics, 2010 B.A. (University of California, Berkeley); M.A. (San Francisco State University); Ph.D. (University of Southern California). Dr. Gill’s vocational mission has two foci: “understanding and promoting the values and ethics of Jesus Christ in the life and work of the Christian community” and “building ethically healthy organizations in a complex, diverse, global marketplace.” Prior to joining Gordon-Conwell, Dr. Gill taught business ethics to MBA students at St. Mary’s College and Seattle Pacific University. He served as the Carl I. Lindberg Professor of Applied Ethics at North Park University in Chicago and has also been a frequent guest professor of Christian Ethics for Regent College and Fuller Seminary. He was ordained at Allen Temple Baptist Church in Oakland CA. In 1977, he founded New College Berkeley, an innovative graduate school of theology and ethics for laypeople and think-tank for the exploration of connections between personal faith and values and public and professional life. He served New College Berkeley for 14 years in various roles including Project Director, Founding Chair of the Board, Professor of Ethics, Dean and President.

ROLLIN G. GRAMS, PH.D., Associate Professor of New Testament, 2006. B.A. (University of Michigan), M.T.S. (Gordon-Conwell Theological Seminary), Ph.D. (Duke University). Dr. Grams has served in his current position at Gordon-Conwell-Charlotte since 2006. He previously was a New Testament and Greek instructor and the registrar from 1992-1997. Born in South Africa to missionary parents, Dr. Grams has spent much of the past 20 years overseas as a missionary in theological education. He has lived in Croatia, England, Kenya and Ethiopia. He taught full-time at the Nairobi Evangelical Graduate School of Theology in Kenya, the Evangelical Theological College in Addis Ababa, Ethiopia; and the Evangelical Theological Seminary in Osijek, Croatia. He also served as a visiting lecturer at the Asia Theological Centre for Evangelism and Mission in Singapore. From 1999-2005, he lectured and tutored students at the Oxford Centre for Mission Studies in the United Kingdom. He is currently a lecturer in New Testament at the International Baptist Theological Seminary in Prague, where he is also a research tutor and a supervisor in the doctoral program.

JOEL HARLOW, PH.D., Visiting Professor of Biblical Languages, 2010 B.A. (Virginia Commonwealth University); M.T.S. (Gordon-Conwell Theological Seminary); Ph.D. (University of North Carolina at Greensboro). Dr. Harlow has pastored several churches, served in Papua New Guinea as a translator with Wycliffe Bible Translators and taught Greek and Hebrew since the mid 1990s, both in the classroom and online. He has long been associated with the Charlotte campus. He began as a student in 1993 and joined the staff in 1994. He was in the first masters-level graduating class in 1996 and began teaching Greek and Hebrew in Charlotte at that time. Dr. Harlow returned to Gordon-Conwell in 2009 after nine years at Reformed Theological Seminary in Charlotte, where he taught nearly 1,000 students Greek and Hebrew through their virtual campus. With his Ph.D. in Adult Education and his MTS in Biblical Languages, Dr. Harlow’s scholarly interests range from Greek and Hebrew language and linguistics to technology and pedagogy, adult education and motivational theory.

MARK HARDEN, D.PHIL., Dean of Boston Campus; Associate Professor of Community Development and Outreach, 2012. B.A. (Oakland University); M.A. (Northern Baptist Theological Seminary); D.Phil. (Michigan State University). Dr. Harden brings to his current position visionary leadership and more than 20 years of combined leadership experience in community service ministry and graduate theological education, as well as international and cross-cultural experience in Croatia and South Africa. For 10 years, he served with distinction at Bethel Seminary, most recently as Dean of Intercultural Relations, Degree Program Director, and Lead Faculty Instructor for Bethel Seminary’s Community Ministry Leadership program. In addition, he has more than 10 years of teaching experience at Bethel Seminary and other schools and has won a number of academic awards. In addition, Dr. Harden has more than a decade and a half of professional service experience, most recently as Interim Executive Director and Founder of a citywide collaborative ministry of churches and missions agencies in Detroit, MI.
DENNIS P. HOLLINGER, PH.D., President; Colman M. Mockler Professor of Christian Ethics; 2008. B.A. (Elizabethtown College); M.Div. (Trinity Evangelical Divinity School); M.Phil., Ph.D. (Drew University). Prior to assuming the presidency of Gordon-Conwell, Dr. Hollinger had served as President of Evangelical Theological Seminary in Myerstown PA, Vice Provost, College Pastor and Professor of Christian Ethics at Messiah College, Grantham, PA, and as a full-time pastor at several churches. He currently serves on the Board of Directors of the C.S. Lewis Institute, Washington, D.C., and on the Medical Ethics Committee of Holy Spirit Hospital, Camp Hill, PA. He is also a Fellow of the Center for Bioethics and Human Dignity. Dr. Hollinger published numerous books and articles, including Head, Heart, and Hands: Bringing Together Christian Thought, Passion and Action (InterVarsity Press, 2005), Choosing the Good: Christian Ethics in a Complex World (Baker Books, 2002) and Individualism and Social Ethics: An Evangelical Syncretism (University Press of America, 1983).

DAVID G. HORN, TH.D., Director of the Harold John Ockenga Institute; Director of Semlink; Administrative Faculty, 2003. B.A. (Bethel College); M.A. in English Literature (Baylor University); M.Div. (Gordon-Conwell Theological Seminary); Th.D. (Boston University School of Theology). David Horn has ministered in a variety of settings: camping, campus ministry, and as a pastor in the local church. For nine years he worked in two Christian colleges in student development, as an instructor in the English and General Studies departments, and as Dean of the Chapel. For eight years he served as pastor of an historic church that underwent an exciting period of spiritual and institutional renewal. He is ordained in the Conservative Congregational Christian Conference (CCCC), and is active in the leadership of the First Congregational Church of Hamilton, MA.

GORDON P. HUGGENBERGER, PH.D., Ranked Adjunct Professor of Old Testament, 1974. B.A. (Harvard University); M.Div. (Gordon-Conwell Theological Seminary); Ph.D. (C.N.A.A., College of St. Paul & Mary/The Oxford Centre for Post-Graduate Hebrew Study). Dr. Hugenberger has taught Hebrew, Akkadian, and a variety of Old Testament exegesis courses at Gordon-Conwell since 1974. During the same period he has also served as a senior minister, first at Lanesville Congregational Church in Gloucester, Massachusetts, and since 1997, at historic Park Street Church in downtown Boston. Dr. Hugenberger’s research interests are in biblical theology, Old Testament law and ethics, and Hebrew grammar. He has published more than twenty articles, a brief commentary on Malachi, and a book on the laws and ethics governing marriage in the Old Testament entitled, Marriage as a Covenant.

GORDON I. ISAAC, PH.D., Berkshire Assistant Professor of Advent Christian Studies; Director of the Advent Christian Studies Program; Director of Th.M. Program in Church History and Theology and M.A. and M.A.R. Programs, 1997 (Jan.). B.A. (Seattle Pacific University); M.Div. (Western Evangelical Theological Seminary); M.Th. (Luther Theological Seminary); Ph.D. (Marquette University). As well as teaching in the area of Church History, Dr. Isaac is responsible for directing the Center for Advent Christian Studies, which serves the Advent Christian Denomination. Dr. Isaac’s expertise is in Reformation Studies, with special emphasis in the theology of Martin Luther. Other areas of interest include the history of exegesis, Trinitarian theology, and the Early Church Fathers. Dr. Isaac holds membership in the Sixteenth Century Society, the American Society of Church History, and is an associate editor of Luther Digest. As an ordained minister, he has served a number of Advent Christian Churches as senior and interim pastor, and continues his speaking ministry while serving at Gordon-Conwell Theological Seminary.
FRANK A. JAMES, PH.D., D.PHIL., Professor of Historical Theology, 2009; B.A. (Texas Tech); M.A., Ph.D. (Wesminster Theological Seminary); D.Phil.(Oxford University). Frank A. James III is Provost and Professor of Historical Theology at Gordon-Conwell Theological Seminary in Massachusetts. Most recently he served as the third President of Reformed Theological Seminary/Orlando (2004-2009). He has two doctorates, a D.Phil. in History from Oxford University and a Ph.D. in Theology from Westminster Theological Seminary/ Pennsylvania. He has written or edited 8 books and published over 50 articles in popular and academic journals. He has given lectures at distinguished universities and research institutes around the globe including: Oxford University, University of Zurich, University of Padua, Italy. He was awarded a Lilly Research Grant in 1999 and the Randall Academic Award in 2008. In 2006, he gave the Reformation Heritage Lectures at Beeson Divinity School at Samford University.

WALTER C. KAISER, JR, PH.D., President Emeritus; Colman M. Mockler Distinguished Professor of Old Testament; 1993. B.A. (Wheaton College); B.D. (Wheaton Graduate School of Theology); M.A., Ph.D. (Brandeis University). Dr. Kaiser is an internationally known scholar and preacher, and since July of 1997 has served as the third President of Gordon-Conwell. He has authored more than thirty books, including Toward an Old Testament Theology, A History of Israel, Revive Us Again, An Introduction to Biblical Hermeneutics, The Old Testament Documents: Are They Reliable and Relevant? and Preaching and Teaching From the Old Testament. He served as National President of the Evangelical Theological Society, and for 25 years served on the faculty at Trinity Evangelical Divinity School (Deerfield, IL), where he was also Chairman of the Old Testament Department, Academic Dean, and Sr. Vice President of Distance Education. His ecclesial standing is with the Evangelical Free Church in America.

TODD JOHNSON, PH.D., Director of the Center for the Study of Global Christianity at Gordon-Conwell Theological Seminary, Research Fellow in Global Christianity. B.A.; M.A.; Ph.D. (William Carey International University). Dr. Johnson began serving with Youth With A Mission (YWAM) in 1978 and continues to serve on the International Leadership Team for YWAM frontier missions. He is co-founder of the Christian Futurists Network and is a professional member of the World Future Society. Dr. Johnson is the author of Countdown to 1900: World Evangelization at the End of the Nineteenth Century, and co-author with David Barrett of Our Globe and How to Reach It, AD 2000 Global Monitor, World Christian Encyclopedia, 2nd edition, and World Christian Trends. He is a regular contributor to Encyclopaedia Britannica Book of the Year and the International Bulletin of Missionary Research.

CAROL M. KAMINSKI, PH.D., Associate Professor of Old Testament; Acting Dean of Hamilton Campus, 2002. Dip. Miss., B.A. (Bible College of Victoria, Australia); M.A. (Gordon-Conwell Theological Seminary); M.A.R. (Gordon-Conwell Theological Seminary); Ph.D. (University of Cambridge). Dr. Kaminski, who is a native of Australia, was actively involved in ministry to homeless young women prior to her studies abroad. She served in her local church and taught at the Bible College of Victoria, Australia. Dr. Kaminski teaches Old Testament at the school’s Boston campus Her dissertation on Genesis entitled From Noah to Israel: Realization of the Primaeval Blessing After the Flood, has been published in the JSOT Supplement Series. Memberships include the Evangelical Theological Society, the Society of Biblical Literature and the Cambridge Commonwealth Society.
SOO-CHANG STEVE KANG, PH.D., Professor of Educational Ministries, 2004. B.A. (Cornell University); M.Div., MRE (Trinity Evangelical Divinity School); Ph.D. (Northwestern University/Garrett Evangelical Theological Seminary). Dr. Kang was Assistant Professor of Christian Education at Wheaton College, Wheaton, IL, from 1997 to 2004. Prior to that, Dr. Kang served as adjunct faculty in field and Christian education at Garrett-Evangelical Theological Seminary. He also was a visiting scholar at Trinity Evangelical Divinity School, and served there as an associate in supervised ministry and as a specialist in Asian-American ministry. From 1986 to 1996, Dr. Kang held various ministry positions, including Director of Christian Education at Hanme Presbyterian Church in Itasca and co-pastor at Parkwood Community Church in Lombard, IL. He is a member of Catalyst, the Association of Professors and Researchers in Religious Education (APRRE), and the Association for Asian-American Studies (AAAS).

EDWARD M. KEAZIRIAN, TH.D., Assistant Professor of Greek; Director of the Greek Language Program, 1995. A.B. (Bowdoin College); M.Div., Th.M. (Gordon-Conwell Theological Seminary); Th.D. candidate (Boston University). With more than two decades of experience at Gordon-Conwell as student, staff, and faculty, Mr. Keazirian brings a strong sense of the school’s heritage and ethos to the Greek language program, undergirding the seminary’s emphasis on biblical languages. In addition to traditional classroom teaching of Greek, he is developing materials for computer-assisted and web-based handling of assignments and course materials. His scholarly pursuits include the background of the Graeco-Roman world, Pauline studies, biblical theology, rhetorical criticism, and the history and archeology of New Testament cities. He is active in a local Baptist church, and engages in various ministries among small New England churches.

STEVEN KLIPOWICZ, ED.D., Director of Mentored Ministry Program at Charlotte; Administrative Faculty; Lecturer in the area of Ministry, 1997. B.A. (University of Illinois); M.Div. (Trinity Evangelical Divinity School); Ed.D. (University of Illinois). Dr. Klipowicz brings a rich background of pastoral ministry, administrative expertise, and adult education to his work on the Charlotte campus. After fifteen years of pastoral ministry, he completed his doctoral studies at the University of Illinois in Education, Organization, and Leadership. Dr. Klipowicz is a nationally recognized expert in domestic violence, church risk management, and congregational administration. He is the author of Reducing the Risk of Child Sexual Abuse in Your Church, and is the editor of the nationally syndicated media devotional, The Daily Uplink.

PETER KUZMIC, DR. THEOL., Eva B. and Paul E. Toms Distinguished Professor of World Missions and European Studies, 1993. B.A. (Southern California College); M.A. (Wheaton College Graduate School); M.Th., Dr. theol. (University of Zagreb). A native of Slovenia and a citizen of Croatia, Dr. Kuzmic is the foremost evangelical scholar in Eastern Europe and an internationally recognized authority on Christian ministry in post-Communist contexts. He has ministered in more than 80 nations on every continent, and has authored several award-winning books and articles. His global platform has included plenary addresses at Lausanne II in Manila (1989), Urbana (1990), and the European Leadership Consultation (1992). He has spent the past decade working for reconciliation among the people of the war-torn former Yugoslavia, including founding his own humanitarian organization, Agape. His work in peacemaking has earned him several national and international awards.
TIMOTHY S. LANIAK, TH.D., Dean - Charlotte, Professor of Old Testament; Coordinator of Urban Ministry Certificate Program, Charlotte; Mentor, Christian Leadership D.Min. Program, 1997. B.A. (Wheaton College); M.Div. (Gordon-Conwell Theological Seminary); doctoral studies (Brandeis University); Th.D. (Harvard Divinity School). Dr. Laniak teaches Biblical Studies at the Charlotte campus. Prior to coming to Gordon-Conwell, he and his wife worked with international students and immigrants in the Boston area, lived in Israel, and served as short-term missionaries in Europe and Asia. Since moving to North Carolina, they have begun a public charter school. Dr. Laniak's research interests are in the areas of anthropology and Bible, hermeneutics and biblical theology. He has authored *Shame and Honor in the Book of Esther* and *Esther* in the Ezra-Nehemiah NIBC series. A book on the biblical theology of pastoral leadership is forthcoming from Inter-Varsity Press-UK. Memberships include the Institute of Biblical Research, the Society of Biblical Literature, and The Biblical Archaeology Society.

RICHARD LINTS, PH.D., Andrew Mutch Distinguished Professor of Historical and Systematic Theology, 1986. B.A. (Westminster College); M.A., Ph.D. (University of Notre Dame); A.M. (University of Chicago). Dr. Lints teaches in the areas of systematic and philosophical theology and apologetics. His research interests include the overlap between methodological concerns and theological issues. He has written in the area of theological prolegomena and the cultural impact upon theology. His first book was entitled *The Fabric of Theology*. He is currently working on a book on theological wisdom, on theological anthropology as well as a philosophical dictionary for theology. He is an ordained Presbyterian (PCA) pastor, and has served churches in Chicago, Illinois and Ipswich, Massachusetts, and planted a church in Concord, Massachusetts.

KAREN MASON, PH.D. Associate Professor of Counseling, 2006. B.A. (Wheaton College); M.A. (Denver Seminary); M.A., Ph.D. (University of Denver). Dr. Mason has both taught and practiced Psychology for over a decade. In addition to teaching at a number of schools in Colorado, Dr. Mason has also practiced at the Adams Community Medical Center, the Mental Health Center of Denver and the Colorado State Department of Public Health and Environment. She is a member of the American Psychological Association and the American Association of Suicidology.

ROBERT J. MAYER, D.MIN., Senior Librarian and Director of Gordon-Conwell Libraries, 1997. B.S. (University of San Francisco), M.A. (Fuller Theological Seminary), D.Min. (Gordon-Conwell Theological Seminary), M.L.I.S. (University of North Carolina at Greensboro). Dr. Mayer, who joined Gordon-Conwell in 1997, brings extensive experience in writing, publishing and research to his roles as Senior Librarian and Director of the Gordon-Conwell libraries, and Director of the Harold Lindsell Library at the Charlotte campus. From 1982-1997, he served as the editor of the Advent Christian Witness magazine and as the director of publications for the Advent Christian General Conference in Charlotte. He also chaired the 1992 Evangelical Press Association Committee. In addition to his writing and publishing work, Dr. Mayer has taught in a variety of academic and church settings, including high school, Young Life and an Advent Christian church. Most recently, he has served as a Bible teacher at weeklong camps and conferences throughout California, North Carolina and New Hampshire and as a local church small group leader (1999-2004). He is ordained by the Evangelical Church Alliance.

CATHARINE MCDOWELL, PH.D., Assistant Professor of Old Testament, 2011. B.A. (University of North Carolina at Chapel Hill); M.A., M.A.R. (Gordon-Conwell Theological Seminary); M.A., Ph.D. (Harvard University). Dr. McDowell focused her dissertation on Genesis 2-3 and her research interests include Image of God, Idolatry and Divine Presence. As a graduate teaching fellow at Harvard, she has taught classical Hebrew as well as ancient near eastern history and archeology. She also taught adult education courses in Old Testament and Bible study methodology for Vision New England as well as at Park Street Church in Boston, where she was an active member. Dr. McDowell has served on the faculty of Gordon-Conwell and most recently Wheaton College in Illinois. Publications include articles in Basics of Biblical Hebrew, the NIV Archaeological Study Bible and Bulletin of the American School of Oriental Research.

ALLEN MYATT, PH.D., Guest Professor of Theology, 2007. B.A. (Vanderbilt University); M.Div. (Denver Seminary); Ph.D. (Denver University/Iliff School of Theology). Dr. Myatt came to Gordon-Conwell following 12 years of service as a missionary in Brazil with the International Mission Board of the Southern Baptist Convention. While a missionary in Brazil, Dr. Myatt taught at a variety of theological schools. Most recently, he taught theology and apologetics at the Baptist Theological College of São Paulo. Before that, he chaired the Theology and Philosophy of Religion area of the South Brazil Baptist Theological Seminary. Dr. Myatt’s book, *Teologia Sistemática*, was awarded two Arete prizes, for best book in theology by national authors and best national authors of 2007. The awards are given by the Associação de Editores Cristãos (Association of Christian Publishers) in Brazil.

JEFFREY J. NIEHAUS, PH.D., Professor of Old Testament, 1982. B.A. (Yale University); A.M., M.Div. (Gordon-Conwell Theological Seminary); Ph.D. (Harvard University). Dr. Niehaus brings a background in literary and ancient Near Eastern studies to the study of the Old Testament. His publications include articles in the *Journal of Biblical Literature*, *Vetus Testamentum*, the *Tyndale Bulletin*, and the *Journal of the Evangelical Theological Society*, as well as commentaries on Amos and Obadiah, and the book, *God at Sinai*, a study in biblical theology. He also ministers and lectures in various churches on such topics as spiritual warfare and gifts of the Holy Spirit.
ALVIN PADILLA, PH.D., Dean - Boston; Associate Professor of New Testament, 1997. B.S. (Villanova University); M.Div. (Gordon-Conwell Theological Seminary); Ph.D. (Drew University Graduate School). In addition to administering the seminary’s Boston programs, Dr. Padilla teaches New Testament courses, and also urban ministry to doctoral students. Prior teaching experience includes Nyack College and the Spanish Eastern School of Theology in Swan Lake, New York, a school he founded. Dr. Padilla is an ordained minister in the Presbyterian Church (USA), and served as a pastor to a Spanish-speaking congregation in New York City. His professional memberships include the Asociacion para la Educacion Teologica Hispana.

GARY A. PARRETT, ED.D., Professor of Educational Ministries and Worship; Director of Educational Ministries Programs, 1998. Undergraduate studies (Multnomah School of the Bible, Portland); B.A. (Faith Evangelical Lutheran Seminary); M.Div. (Regent College); Ed.D. (Columbia University). Dr. Parrett brings more than 20 years of pastoral experience to the classroom. Before beginning his full-time teaching ministry at Gordon College in 1996, he ministered to youth, collegians and adults in Korean-American congregations in New York, New Jersey, Washington state, and Massachusetts, as well as serving a church in Seoul, Korea. Currently, he is actively involved at Highrock Church in Somerville, MA. His focus in classroom teaching is education, youth and cross-cultural ministries, and worship. A major interest is catechesis in the church. Dr. Parrett is a member and past officer of the North American Professors of Christian Education. He is active in the church and speaks regularly at retreats and conferences both in the United States and abroad.

RAYMOND F. PENDLETON, PH.D., Professor of Pastoral Psychology; Director of Mentored Ministry; 1975. B.A., M.A. (Auburn University); Ph.D. (Boston University). A New England native, Dr. Pendleton is widely known throughout the region not only as a teacher but also as a speaker and counselor, especially in the areas of family life and marriage. He co-founded and helps direct the counseling program at the seminary, and he is passionate about helping students integrate their faith and knowledge with the life of the church. In addition to teaching, he is active in his church in worship and pastoral work. As a clinical psychologist, he has worked in mental health centers and counseling offices throughout the greater Boston area, serving both as practitioner, supervisor, and advisor. Additionally, he has served as interim pastor in many churches around New England.

DONNA PETTER, PH.D., Assistant Professor of Old Testament, B.A. (University of the Nations); M.A.R., M.A. (Gordon-Conwell Theological Seminary); M.A., Ph.D. (University of Toronto, Near and Middle Eastern Civilizations). Professor Petter brings to Gordon-Conwell over 20 years of extensive classroom experience, having taught biblical studies over four different continents. She has also contributed to various Old Testament publications including Vetus Testamentum and the Dictionary of the Old Testament Historical Books (IVP). Her research interests include Biblical Hebrew Grammar and Syntax, Hebrew Exegesis, Women in the Bible, and Ancient Near Eastern Religions. Professor Petter’s doctoral dissertation compares the book of Ezekiel with ancient Mesopotamian lament literature.
THOMAS D. PETTER, PH.D.  Assistant Professor of Old Testament, B.A. (University of the Nations);  M.A.R., M.A. (Gordon-Conwell Theological Seminary); M.A., Ph.D. (Department of Near and Middle Eastern Civilizations, University of Toronto). Dr. Petter’s primary areas of expertise are Biblical Hebrew grammar and exegesis, Old Testament history and Near Eastern archaeology. Since 1987, he has taught on the mission field, in church settings and at several academic institutions in the US and Canada. A contributor to the Archaeological Study Bible (Zondervan) and the Dictionary of the Old Testament: Historical Books (IVP), Dr. Petter is preparing his dissertation on the emergence of Israel in Transjordan for publication. He is also actively involved in the publication project of Tell Dothan’s Western Cemetery (www.gcts.edu/dothan). Born and raised in French-speaking Switzerland, Dr. Petter first came to the US in 1986. His passion is for the expository preaching of the biblical text and the promotion of theological education in sub-Saharan Africa. His ministerial affiliation is with the Conservative Congregational Christian Conference. Professors Petter have one son, Marcus, and they live in Hamilton, Massachusetts.

PABLO POLISCHUK, PH.D., Professor of Pastoral Counseling and Psychology, 1980. B.A. (University of California, Berkeley); M.A. (San Francisco State University); M.A., Ph.D. (Fuller Theological Seminary). Dr. Polischuk is a clinical psychologist who co-founded the counseling program at Gordon-Conwell. In addition to classroom teaching, he has been active as a church pastor and evangelist, serving in his native Argentina, California and Massachusetts. He has taught at Southern California College, Fuller Theological Seminary, Massachusetts General Hospital, and Harvard Medical School. In addition to his active ministry among Hispanics, he has published numerous articles and chapters in books, and has authored three books in Spanish, Depression and its Treatment, Therapeutic Counseling, and Dotting the I’s, a book which deals with leadership issues among Hispanic ministers.

GARY D. PRATICO, TH.D., Senior Professor of Old Testament; 1982. B.A. (Berkshire Christian College); M.Div. (Gordon-Conwell Theological Seminary); Th.D. (Harvard Divinity School). Dr. Pratico’s primary responsibilities involve directing the Hebrew Language Program and teaching in areas of Old Testament history and exegesis, Syro-Palestinian archaeology and ancient Near Eastern history and culture. Until 1994, he served for twenty years as Curator of Archaeological Collections at the Semitic Museum of Harvard University. He has directed and participated in many archaeological research projects and field excavations in Africa and the eastern Mediterranean, including Tunisia, Cyprus, Israel, Egypt and Jordan, and has led many study group tours to these regions. Most recently, he has co-authored a two-volume Hebrew grammar and workbook entitled Basics of Biblical Hebrew.

RYAN M. REEVES, Ph.D., Assistant Dean of the Jacksonville Campus, Instructor of Historical Theology, 2010. B.A. (Samford University); M.A. and M.Div. (Reformed Theological Seminary); Ph.D. (University of Cambridge). Dr. Reeves joined Gordon-Conwell in 2010, bringing with him both teaching and administrative experience. In 2010, Dr. Reeves completed a Ph.D. in Church History from the University of Cambridge on Tudor evangelicalism. In 2009, he received the Archbishop Cranmer Prize, awarded by the Cambridge History Faculty for an essay on the relationship between Zurich and the theology of William Tyndale. Dr. Reeves has been a guest lecturer at Cambridge University and Reformed Theological Seminary. For three years at Cambridge, he also served as the graduate representative to the Church History Subject Committee. He is also the author of several book reviews and is beginning a detailed study of early English evangelicalism.
HADDON W. ROBINSON, PH.D., Harold John Ockenga Distinguished Professor of Preaching; Senior Director of the Doctor of Ministry Program, 1991. Th.M. (Dallas Theological Seminary); M.A. (Southern Methodist University); Ph.D. (University of Illinois). Haddon W. Robinson is widely regarded as an expert in the area of biblical communication. He is the lead teacher on Discover the Word, a daily radio program that airs 400 times a day on stations around the world. He also writes for the publication, Our Daily Bread. Author of seven books, his book, Biblical Preaching, is currently being used as a text for preaching in numerous seminaries and Bible colleges in North America and abroad. In addition to teaching and preaching, he has a keen interest in helping God’s people integrate their faith with their daily work. In great demand as a speaker and preacher, he has spoken at conferences, institutes, retreats, and schools in many countries.

GARTH M. ROSELL, PH.D., Professor of Church History; 1978. B.A. (Wheaton College); M.Div., Th.M. (Princeton Theological Seminary); Ph.D. (University of Minnesota). Dr. Rosell is well-known as a church historian and leader of theological education. Ordained in the Presbyterian Church (USA), he has ministered in local congregations and served on national boards and agencies. He has been active in a wide variety of professional societies; has chaired accreditation teams for the Association of Theological Schools; has served on a number of educational, editorial and missionary boards; has chaired the Boston Theological Institute; has served as a national consultant for Globalization in Theological Education; and has lectured on a variety of university and seminary campuses. He also served as Vice President for Academic Affairs and Dean of the seminary from 1978-1987.

SAMUEL R. SCHUTZ, PH.D., Professor of Evangelism and Ministry. 1990. B.A. (California State University at Long Beach); M.Div. (Andover Newton Theological School); Ph.D. (University of California at Los Angeles); postdoctoral studies (Gordon-Conwell Theological Seminary, North Park Theological Seminary, and Fuller Theological Seminary). Dr. Schutz has been involved in evangelism from childhood. Led to conversion by his mother at age seven, soon after he led his next door neighbor to saving faith in Christ. His ministry experience ranges from summer camp leadership, to associate pastor, senior pastor, and church planting pastor for five new congregations. A licensed psychologist and professional counselor, Dr. Schutz taught at Westmont and Gordon Colleges. He currently serves as a consultant both within and outside the church. He came to Gordon-Conwell from Bethel Seminary, where he was Acting Executive Vice President and Academic Dean, and Professor of Evangelism.

PATRICK SMITH, PH.D., (candidate), Assistant Professor of Theology, Spring 2009. B.S. (Auburn University); M.Div. (Trinity Evangelical Divinity School); M.A., Ph.D. (Wayne State University) Professor Smith first began his association with Gordon-Conwell as a visiting adjunct faculty member at the Boston campus. He brings to Gordon-Conwell extensive academic, administrative and ministry experience, having taught at Michigan Theological Seminary, where he was also Assistant Academic Dean, as well as William Tyndale College and Wayne State University. Prof. Smith also works for Angela Hospice Care Center in Livonia, MI as the ethics coordinator, and is an adjunct apologist for Ravi Zacharias International Ministries. In January of 2008, he became a board member of the Angel House multicultural immigrant ministry. Prof. Smith belongs to the Society of Christian Philosophers, the Evangelical Philosophical Society, the Evangelical Theological Society, the Center for Practical Bioethics and the Center for Bioethics and Human Dignity.
KENNETH L. SWETLAND, D.MIN., Senior Professor of Ministry, 1972. B.A., M.A. (Wheaton College); M.Div. (Gordon Divinity School); graduate studies (Pittsburgh Pastoral Institute); D.Min. (Andover Newton Theological School). Having served as Academic Dean at the Hamilton campus from 1992-2002, Dr. Swetland now serves as Campus Pastor Counselor providing pastoral care for students and graduates and teaches courses in ministry and pastoral counseling. He continues his interest in writing and using case studies for ministerial development. He wrote The Hidden World of the Pastor: Case Studies on Personal Issues of Real Pastors and a case book on issues pastors face among their parishioners. An experienced Baptist pastor, his ordination is now with the Conservative Congregational Christian Conference. He has taught in eastern Europe, and has an interest in helping European seminaries in their development.

AIDA BESANÇON SPENCER, PH.D., Professor of New Testament, 1982. B.A. (Douglass College, Rutgers—The State University); M.Div., Th.M. (Princeton Theological Seminary), Ph.D. (Southern Baptist Seminary). Dr. Spencer’s emphases include interpretation, literary and historical background, and the role of women and men in ministry. She has served as a social worker, campus and prison minister, and educator. A Dominican by birth, she has been a community organizer for Latin Americans, a teacher of English as a second language, and an organizer of a college level seminary. She has published a number of books, including Beyond the Curse: Women Called to Ministry, Paul’s Literary Style, 2 Corinthians, Prayer Life of Jesus, and The Global God. Ordained in 1973 as a minister of the Presbyterian Church (USA), she helped found the Pilgrim Church of Beverly, Massachusetts, for which she serves as Pastor of Organization.

WILLIAM DAVID SPENCER, TH.D., Ranked Adjunct Associate Professor of Theology and the Arts, 2000. B.A. (Rutgers University), Conwell School of Theology (Philadelphia), M.Div., Th.M. (Princeton Theological Seminary), Th.D. (Boston University School of Theology). Author of nine books, including definitive works in their fields, Mysterium and Mystery, and Chanting Down Babylon, as well as more than 100 published articles, stories, reviews, and poems, Dr. Spencer is recipient of several prizes for writing, including the Earl Bargainer Award of the Popular Culture Association of America and the Nancy Higginson Dore Prize for education. An ordained minister in the Presbyterian Church (USA), since 1966 he has done urban, college, music, literacy, and prison ministries. Since 1974 he has taught at several seminaries. A founder of Pilgrim Church of Beverly, Massachusetts, he serves as its Pastor of Encouragement.

DOUGLAS K. STUART, PH.D., Professor of Old Testament, 1971. B.A. (Harvard University); M.A. (Yale Divinity School); Ph.D. (Harvard University). The author of eleven books and dozens of scholarly articles, Dr. Stuart is especially known for his publications on exegetical methods, including How to Read the Bible for All Its Worth, How to Read the Bible Book by Book, and Old Testament Exegesis, as well as commentaries on the Old Testament prophetic books, including his extensive Word Biblical Commentary volume, Hosea-Jonah. In addition to teaching and writing, Dr. Stuart has pastored churches in Massachusetts and New Hampshire, and also serves as Chair of the Board of Boxford Academy, a private Christian school.
ADONIS VIDU, PH.D., Associate Professor in Theology, 2008. Dip. (University of Ora-dea); B.A. (Emmanuel Bible Institute), M.Phil. (Babes-Bolyai University), Ph.D. (University of Nottingham). Dr. Vidu came to Gordon-Conwell from his home country of Romania, where he had spent the past 10 years teaching, first at Emmanuel College and then at the University of Bucharest. He also spent two years as an adjunct professor at Liberty University. He brings to Gordon-Conwell not only teaching experience but also administrative experience, having served as the Director of Research in the Faculty of Theology and as Credit Officer at Emmanuel University. In 2004, Dr. Vidu organized the “Christianity and Postmodernism” International Conference at Emmanuel University. He is a member of the Society for the Study of Theology, the Seminar for Interdisciplinary Research of Religions and Ideologies, the Society for Continental Philosophy and Theology and the Evangelical Theological Society, and is a founding member of the Romanian Association of Religious Studies. Dr. Vidu’s scholarly interests include systematic theology, philosophical theology, the philosophy of religion and philosophical hermeneutics.

ELDIN VILLAFANE, PH.D., Professor of Christian Social Ethics, 1976. (Hartwick College); B.A. (Central Bible College); M.A. (Wheaton Graduate School of Theology); Ph.D. (Boston University). Dr. Villafane is well known as a leader/scholar in urban and Hispanic ministry. He is the founding Director (1976-1990) of Gordon-Conwell’s Center for Urban Ministerial Education (CUME). Dr. Villafane served as the first national President of La Comunidad of Hispanic American Scholars of Theology and Religion, Past President of the Society for Pentecostal Studies (SPS), Visiting Professor at Harvard Divinity School (fall 1998), and PastPresident of Asociacion para la Educacion Teologica Hispana, USA, Canada and Puerto Rico. He was named one of the nation’s 10 most influential Hispanic religious leaders and scholars by the National Catholic Reporter. His books include The Liberating Spirit: Toward an Hispanic American Pentecostal Social Ethics; Seek the Peace of the City: Reflections on Urban Ministry; A Prayer for the City; and (co-author) Transforming the City: Reframing Education for Urban Ministry. He is an ordained Assemblies of God minister.

DAVID F. WELLS, PH.D., Distinguished Senior Research Professor, 1979. B.D. (University of London); Th.M. (Trinity Evangelical Divinity School); Ph.D. (Manchester University, England); post-doctoral Research Fellow (Yale Divinity School). An architect before turning to theology and emigrating, first from Zimbabwe to England, and then to America in 1969, Dr. Wells’ ministry has been both national and international through his many speaking engagements. He has written or edited 16 books as well as numerous articles. He served on the Lausanne Committee, and helped to organize several international meetings focusing on evangelism. In recent years, he has helped in providing theological education for Third World pastors and is currently involved in building orphanages for AIDS babies in Africa. From 1998-2000 he served as Dean at Gordon-Conwell—Charlotte. He is an ordained Congregational minister and is active in ministry in his local church.

XIYI (KEVIN) YAO, TH.D., Associate Professor of World Christianity and Asian Studies, 2011. B.A. (Nankai University, Tianjin, P.R. China); M.A. (Nankai University, Tianjin, P.R. China); M.T.S. (Associate Mennonite Biblical seminaries); Th.D. (Boston University School of Theology). Dr. Yao came to Gordon-Conwell with 10 years experience ministering in Hong Kong and mainland China. His career as a theological educator officially started in 2003, when he became an assistant (most recently associate) professor at the Department of Theological Studies, China Graduate School of Theology (CGST), located in Hong Kong. In addition to serving as a church history and Chinese culture professor, he has held a variety of other positions, including students’ spiritual formation mentor, and coordinator of the Mandarin program.
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ALAN CELLAMARE (D.MIN., GORDON-CONWELL THEO. SEM.)  DAVID VERHAAGEN (PH.D., UNIVERSITY OF NORTH CAROLINA)
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Admissions

CATALOG 2012/13

ADMISSIONS
INTERNATIONAL STUDENT ADMISSIONS
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EDUCATION COSTS
TUITION CHARGES
SCHOLARSHIPS
ADMISSIONS AT GORDON-CONWELL THEOLOGICAL SEMINARY

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, after which time 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.

In addition to the standard application, MACC candidates must also take a series of psychological exams and interview with a member of the Counseling Dept. To accommodate these requirements, the seminary has established two possible application deadlines for the Master of Arts in Christian Counseling program. The first deadline is February 1 and the second is July 1. The Admissions Office must receive all application materials and the applicant must complete the psychological testing and interview with the director by the stated deadlines in order to be considered for admission. Candidates are strongly encouraged to apply early; testing and interviews slots are limited during the last deadline.

The Master of Arts in Christian Counseling program is designed for a summer/fall entry point, and therefore we do not consider applications for spring matriculation. Applications received with an intended spring start date will be amended for the next fall entrance date and processed accordingly.

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.

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 taken full advantage of the best theological education available in their own
countries. 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

A student applying for transfer from another seminary or graduate school is requested to attach a “Statement of Explanation and Purpose” for the proposed transfer. In addition, the student must include a letter from their current institution indicating that s/he is 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 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 2012/2013 academic year.

<table>
<thead>
<tr>
<th>REGULAR TUITION PER SEMESTER (after scholarship)</th>
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<tbody>
<tr>
<td>1 course</td>
<td>$1257</td>
</tr>
<tr>
<td>2 courses</td>
<td>2259</td>
</tr>
<tr>
<td>3 courses</td>
<td>3261</td>
</tr>
<tr>
<td>4 courses</td>
<td>4263</td>
</tr>
<tr>
<td>5 courses</td>
<td>5265</td>
</tr>
</tbody>
</table>

The Seminary’s net tuition rate is $1710 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 $453 for the first course and $708 for each additional course taken in the same semester. In effect, the student pays $1257 for the first full course and $1002 per additional course (or $334 per credit hour).

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.

Payments

The school year is divided into three sessions: a fall semester, a spring semester, and a summer session. Students will be billed after the drop/add period. A deferred tuition payment program is available for students who wish to make payments throughout a semester.

All student bills are to be paid to Gordon-Conwell by the announced due date for each semester. Students who fail to maintain current status in any account will be placed on “hold.” A hold action
ADMISSIONS

prevents registration, the release of transcripts and may result in de-registration from courses. 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. A student whose account is turned over to the collections agency will be ineligible for deferred tuition payment option. In such cases, the student must prepay his/her entire tuition/fees at the time of registration.

REFUND POLICIES
To be in compliance with federal regulations, as they apply to the federal student loan programs, a school must establish a fair and equitable refund policy. When a student who has received federal loan funds withdraws from school, Gordon-Conwell bases the amount of unearned tuition that must be refunded on a comparison of the applicable calculations, using the one that yields the largest refund. Students withdrawing from the seminary for justifiable cause may be granted a refund of tuition.

FINANCIAL ASSISTANCE
Two principal forms of aid are available at Gordon-Conwell—Charlotte. One form is the grant and/or scholarship awarded to students in financial need and carries no repayment obligation. Qualified full-time students are eligible for this assistance. The second is the educational loan, with repayment of principal and interest beginning after the student leaves school or drops to less than half-time status.

GENERAL INFORMATION
The primary purpose of the student financial aid program at Gordon-Conwell is to provide financial assistance to those students who, without such assistance, would be unable to benefit from the educational preparation offered by Gordon-Conwell. However, the seminary emphasizes the responsibility of the student and/or the student’s family to provide the primary source of funds. The Admissions Office will make every effort to help the student identify other sources of assistance.

Loan eligibility is stated in the financial aid award letter and is considered an estimate and may be subject to review if significant changes occur in the enrollment status, personal or family finances or the receipt of additional funds not initially reported. Students have a legal responsibility to inform the financial aid office of any changes in their financial circumstances of more than $1000.

The student information supplied on the financial aid application and analysis is kept in confidence. No personally identifiable information about any student will be released to any person or agency without the prior written consent of the student. An application for scholarship or loan assistance from another organization received in the Financial Aid Office, which has been signed by the student, is deemed written consent by the student to release all information requested by the organization. This consent includes the providing of information to any organization for collection of any loan made upon recommendation of the Financial Aid Office. Personnel other than the Financial Aid Office staff are not granted access to any student’s file. Financial Aid Office files are also open to auditors acting at the direction of the seminary.

APPLICATION AND AWARD PROCEDURES
All applicants for student loans and select need-based funds, including those funds from programs where the Financial Aid Office makes recommendations, must submit: (1) the “Free Application for Federal Student Aid” (FAFSA); and (2) the Gordon-Conwell Financial Aid Application. The Title IV school code for Gordon-Conwell is E00722. The materials for all students requesting financial aid will be available in the Admissions Office in January and will be sent if the student
has requested financial assistance on the admission application. A summary of the information on the FAFSA form will be received at Gordon-Conwell four to six weeks after the student submits the form. Final action and award notification is made after the prospective student has been accepted for admission.

ELIGIBILITY
Aid recipients must be degree seeking (Certificate and Special students are not eligible) U.S. citizens or permanent residents, enrolled in at least four semester hours per semester and making satisfactory academic progress. Financial aid funds will only cover the courses required in the specific degree program. Courses taken beyond the degree requirements or as a special student cannot be considered for financial aid, including federal student loan funds.

CONDITIONS
If a grant, scholarship or loan recipient becomes ineligible for the award (second semester of academic probation or less than the minimum enrollment requirement for an award), the financial aid offer will be adjusted or withdrawn according to the refund policy. The student will be notified if a portion of a loan must be returned to the bank. All requests for student account credit balance refunds are routinely reviewed by the Financial Aid Office so that any necessary adjustments can be made.

DEFERMENTS
The seminary participates in the National Clearinghouse, which means all enrollment information is submitted electronically. Most Stafford Loan lenders verify enrollment through the clearinghouse, which reduces the need for paper submission. Each student should check with his/her lender to determine whether or not the lender participates in the clearinghouse. Those lenders who don’t will need you to submit a deferment form each semester that you are registered.

FEDERAL LOANS
Gordon-Conwell–Charlotte participates in the Federal Stafford Loan program. A complete financial aid application is required in order to receive assistance from this loan program. To receive federal student loan funds, a student must be enrolled as a candidate in a Gordon-Conwell degree program (the Certificate programs are not eligible for federal loans). A student is eligible for federal student loan funds and deferment of prior loans only for the number of courses required to complete the degree program—30 for the Master of Divinity, 20 for the various Master of Arts/Master of Theological Studies degree programs. The seminary sets a limit of $40,000 for individual student educational indebtedness, including any debt incurred at previous schools you have attended. The Financial Aid Committee will evaluate all loan requests which would take an individual above this $40,000 limit.

FEDERAL STAFFORD LOAN
The Stafford Loan is a federally subsidized loan available through banks and other private lenders, with a variable interest rate never to exceed 8% for first-time borrowers. If an individual does not qualify for the maximum Stafford eligibility, she or he may borrow the remaining loan funds in an unsubsidized loan—the borrower is responsible for the interest. Graduate students may be eligible to borrow up to $8,500 in a subsidized loan and up to $20,500 in an unsubsidized loan in one academic year. Refer to “The Student Guide” published by the Department of Education for more information about the loan programs. Repayment of the principal and interest begins six months after the student ceases to be enrolled at least half-time and may be scheduled for up to 10 years with a minimum monthly payment of $50.

An unsubsidized Stafford Loan is available to students who don’t qualify for all or a portion of the subsidized Stafford Loan amount. Interest rates are the same but, unlike the subsidized program, interest begins to accrue immediately. Refer to the brochure titled “Federal Student Loan Programs” for more detailed information.
In addition to the scholarship-based tuition reduction available to all students (see Education Costs), Gordon-Conwell—Charlotte also offers a number of institutional grants/scholarships, as well as financial incentives to help defray the cost of education.

**The Billy Graham Evangelistic Association Scholarship** Available to current full-time staff working a minimum of 35 hours/week (and/or their spouses) who have been serving at the association full-time for a minimum of four years. The scholarship covers 100% tuition; academic, testing and other related fees are at the expense of the student. The staff member must be formally admitted to the seminary and remain in good standing to receive the scholarship. The scholarship will be awarded to two new students in a Masters program and one D.Min. student per academic year. This scholarship is not available to students in the Master of Arts in Christian Counseling program, or those who begin their studies through the Semlink (distance education) program.

**The Herschel And Cornelia Everett Foundation Scholarship** The Herschel and Cornelia Everett Foundation Scholarship is a merit based scholarship awarded annually to new and returning students. Each year the seminary will award 14 scholarships to new students in the amount of $500, and 18 scholarships to returning students in the amount of $1000. The returning student scholarship is renewable provided the student maintains satisfactory academic progress. To be eligible for award consideration, one must be at the time of application: (1) a resident of North or South Carolina; (2) a fully admitted degree student; and (3) have maintained a minimum cumulative undergraduate GPA of 3.0 on a 4.0 scale. Application materials can be found on our website at www.gordonconwell.edu by clicking on the Financial Information link.

**InterVarsity Staff Scholarship** Available to those currently serving on staff with InterVarsity Christian Fellowship and admitted to a degree program through the Gordon-Conwell/InterVarsity partnership, this scholarship reduces the cost of tuition to $1002 per three-hour course. The student must produce a letter to the Admissions Office stating that s/he is on staff (at least 30 hours) with IVCF in order to access scholarship funds. A verification letter is required each year.

**Partnership Program** Available to degree-seeking students who intend to utilize their degree in a ministry-based, not-for-profit context. This program assists the student in learning critical fundraising skills that will be used throughout ministry. In addition, it provides the opportunity for others to share the privilege (prayerfully and financially) of sending you to seminary and staying connected with you throughout seminary career. Participants in this program can receive up to full tuition scholarship for the duration of their program.

**SIM Scholarship** Available to those currently serving on staff with SIM International (Serving in Missions), this scholarship reduces the cost of tuition to $1002 per three-hour course. The student must produce a letter to the Admissions office stating that s/he is on staff with SIM in order to access scholarship funds. A verification letter is required each year.

**Team Ministry Grant** Available to qualified married couples who will be enrolling as full-time degree students (7 credit hours or more) and who are called to pursue seminary studies together. In a semester in which both are enrolled full time, the Team Ministry Grant will cover 50% of the tuition for one student. Applicants will be ranked based on need with the available funds awarded to those demonstrating the greatest need. The scholarship is only awarded to incoming students who are married at the time of matriculation. Additional information including how to apply can be found on our website at www.gordonconwell.edu by clicking on the Financial Information link.
Urban Ministry Certificate Scholarship A guaranteed scholarship for those formally admitted to the Urban Ministry Certificate Program. This scholarship reduces the cost of tuition to $1002 per three-hour course. The scholarship only applies to those courses required in the program; scholarship funds will be applied to the first eight courses for those students pursuing the UM Certificate in conjunction with another Masters program. Contact the Director of the Urban Ministry Certificate Program for more details.

Young Life Staff Scholarship Available to those currently serving on staff with Young Life and admitted to a degree program through the Gordon-Conwell/Young Life partnership, this scholarship reduces the cost of tuition to $1002 per three-hour course. The student must produce a letter to the Admissions Office stating that s/he is on staff (at least 30 hours) with Young Life in order to access scholarship funds. A verification letter is required each year.

FUNDING—OTHER SOURCES

Gordon-Conwell students receive scholarships and grants from a number of foundations and organizations. Awards can depend on denomination, undergraduate school affiliation, scholastic ability, previous vocation, etc. The Admissions Office at the Gordon-Conwell—Charlotte branch maintains a file of resources to assist you.

Please consult the “Financial Information” link on the Charlotte web page for a list of supplemental funding resources, including scholarship descriptions and application procedures.
OTHER CAMPUSES

Students at the Charlotte campus are encouraged to cross-register at the South Hamilton, Boston and Jacksonville campuses in order to enrich their seminary experience.

South Hamilton, Massachusetts (main campus)
The Conwell School of Theology merged with Gordon Divinity School in 1969 and the united schools became known as Gordon-Conwell Theological Seminary. The South Hamilton campus is the only fully residential campus of Gordon-Conwell and is located on 118 acres of rolling hills and winding lanes in South Hamilton, Massachusetts, Boston’s historic North Shore. There are 13 buildings, including a modern academic center, chapel, library, full-line bookstore and apartment buildings. The Goddard Library houses a collection of approximately 200,000 catalogued items. The President’s residence is within Retreat House, formerly the centerpiece of the original sprawling estate. The Wilson House, totally renovated in 2000, is the current residence of the Director of the J. Christy Wilson, Jr. Center for World Missions. It is a meeting place for students and faculty for prayer and mission discussions.

Charlotte students have access to the resources and courses offered at the South Hamilton campus. Smart classroom technology enables courses from both the Hamilton and Boston campuses to be available to Charlotte students.

The degree programs offered at the main campus can be found online at www.gordonconwell.edu/hamilton.
Boston, Massachusetts (Center for Urban Ministerial Education)

In keeping with the seminary’s heritage, purpose, objectives and concerns and in the spirit of the Gordon Divinity School and Conwell School of Theology merger of 1969, Gordon-Conwell seeks to serve the diverse ethnic communities of Boston and surrounding cities. After many years of prayer, dialogue and consultation with pastors and church leaders of the urban community of Boston, Gordon-Conwell Theological Seminary’s Center for Urban Ministerial Education (CUME) opened in September 1976.

Gordon-Conwell Theological Seminary has committed itself to a carefully planned program for pastors and church leaders. Courses in biblical studies, Christian theology and ministry are offered in Spanish, English, French Creole, Portuguese and in Khmer (projected this Fall for the Cambodian population in the Boston area).

The curriculum has been organized to provide the students with access, on the one hand, to the very best biblical, theological and ministerial training that the seminary has to offer; and on the other hand, to courses and instructors that reflect a commitment to contextual urban theological education.

The degree programs offered in Boston are the Master of Arts in Youth Ministries, Master of Arts in Urban Ministry, Master of Divinity and Doctor of Ministry.
JACKSONVILLE CAMPUS

In January 2005, the Board of Trustees approved the development of a site in Jacksonville, Florida, as an extension of the Charlotte, NC campus, and in February 2006 Gordon-Conwell launched its first two classes. The Jacksonville site functions much like the Charlotte campus: an adult education model, a weekend course format and an emphasis on the mentoring process through partnerships with local churches and ministries. The administrative office, classrooms and library for the Jacksonville extension site are housed at First Presbyterian Church in downtown Jacksonville; 118 Monroe St., Jacksonville FL 32202.

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. The degree programs offered in Jacksonville are the Master of Divinity and Master of Arts in Christian Leadership.

For more information about applying to any of our degree programs, please go to our website at www.gordonconwell.edu/jacksonville and select admissions. To speak with a representative in Jacksonville, contact:

David Hilburn
Tel: 904-354-4800
Fax: 904-358-0474
Email: jaxinfo@gcts.edu
Degree Programs

MASTER OF DIVINITY
MASTER OF DIVINITY (ANGLICAN/EPISCOPAL STUDIES)
MASTER OF DIVINITY (PASTORAL CARE)
MASTER OF DIVINITY/MASTER OF ARTS IN CHRISTIAN COUNSELING
MASTER OF ARTS (PROFESSIONAL)
MASTER OF ARTS (ACADEMIC)
MASTER OF ARTS IN RELIGION
DOCTOR OF MINISTRY
GRADUATE CERTIFICATES
ONLINE PROGRAMS

CATALOG 2012/13
CURRICULUM PHILOSOPHY

“Curriculum” is here understood both narrowly and broadly. In its narrow sense it is what is taught in the degree courses and it includes the reasons for offering those particular courses. In its broader sense, it encompasses the total student experience, as directed by the seminary, and it includes learning and experience 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 modern world. 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 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 modern 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 the Christian engagement with the modern 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 its 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 Basis 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
DEGREE PROGRAMS

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 modern 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 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 which 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 modern 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 seminary uses a semester system (fall and spring), which includes a full “semester-like” summer school program. Given the Charlotte campus’ commitment to the adult learner, various delivery models are employed. All courses are offered in a weekend format (Friday evenings and all-day Saturday), but evening, one-week intensive, and distance education (Semlink) courses are also provided. Courses offered in a one-week format are generally offered in January, May and July.

Gordon-Conwell operates on a credit-hour system. In the Fall, Spring and Summer terms, one semester hour typically represents one hour of classroom or directed faculty instruction and a minimum of three hours of out-of-class student work each week for approximately twelve weeks. Intensives courses, directed studies, and Semlinks will meet on different schedules but will comprise an equivalent amount of work.

Detailed degree requirements for the academic programs listed below may be found in the Course Descriptions section of this catalog and in the Student Handbook, both available online.

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’s level degree students to demonstrate proficiency in Bible competency. Bible competency is measured either through satisfactorily passing the Old and New Testament competency exams
DEGREE PROGRAMS

or through taking the Old and New Testament survey courses. These courses are regular seminary offerings and receive full degree credit as general electives.

MASTER OF DIVINITY
The M.Div. degree is the school’s central degree, enrolling the majority of students who are preparing for professional ministry. 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 in 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 the Ministry of the Church endeavors to train students to apply the Word of God through preaching, counseling, teaching, administering the life of the church, and giving pastoral care.

Designed primarily for individuals who expect to enter some form of ministry in the church, especially 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.

Students must complete 30 courses (90 credit hours), six Integrative Seminars and maintain a grade point average of 2.0 or more in order to graduate. Of the 30 courses, eleven must be completed in Biblical Studies (including Greek and Hebrew), five in Christian Thought, five in Ministry, and two as general electives. Options exist within each division for satisfying requirements. Some denominations also require a course in denominational standards that can be taken towards the completion of the program. Denominational courses count as General Elective credit only. Students who need to take a denominational course should plan accordingly.

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 30 courses (90 credit hours), six Integrative Seminars and maintain a grade point average of 2.0 or more in order to graduate. Of the 30 courses, eleven must be completed in Biblical Studies (including Greek and Hebrew), seven in Christian Thought, ten in Ministry, and two as general electives. Options exist within each division for satisfying requirements. Some denominations also require a course in denominational standards that can be taken towards the completion of the program. Denominational courses count as General Elective credit only. Students who need to take a denominational course should plan accordingly.

MASTER OF DIVINITY (IN PASTORAL CARE & COUNSELING)
The Master of Divinity in Pastoral Care track is designed to prepare students for non-parrish 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 a licensed counselor should consider the MACC or dual MDIV/MACC.

Students must complete 30 courses (93 credit hours), six Integrative Seminars and maintain a grade point average of 2.0 or more in order to graduate. Of the 31 courses, eleven must be completed in Biblical Studies (including Greek and Hebrew), six in Christian Thought, four in general Ministry, and eight in Counseling. In addition, students must complete three rotations (equivalent to one three-hour courses) of Mentored Ministry and one course in Clinical Pastoral Education (CPE) at an approved site.

MASTER OF DIVINITY/MASTER OF ARTS IN CHRISTIAN COUNSELING

The Master of Divinity and Master of Arts in Christian Counseling dual degree offered by Gordon-Conwell Theological Seminary–Charlotte is a master's level program intended to prepare students for pastoral ministry, as well as counseling ministry in a variety of pastoral and clinical settings. In effect, the Master of Arts in Christian Counseling courses emphasize the pastoral care component of pastoral ministry, and the Master of Divinity courses expand the biblical and theological foundation for Christian counseling.

The degree is 120 credit hours or 40 courses comprised of both pastoral and counseling courses. A distinction of the dual degree is the emphasis on both parish based field experience (three one-hour rotations of mentored ministry) and supervised counseling practica (two practica and one internship constituting 9 credit hours). In addition, the ministry and the general elective requirements for the Master of Divinity specialize in counseling. The nature of this combined program is such that certain requirements for the individual programs overlap in the dual program. Students in the dual program must satisfy the non-curricular requirements (i.e. Integrative Seminars, Counseling Retreats, etc.) for both degrees.

Students who successfully complete this program will be awarded two separate degrees: The Master of Divinity and the Master of Arts in Christian Counseling. Due to the thirty hours of shared credits between the two programs, the 153 hours required to earn both degrees is reduced to 123 hours. Those interested in this program should contact the Admissions Office for details.

MASTER OF ARTS IN CHRISTIAN COUNSELING

The Master of Arts in Christian Counseling program is designed for those who wish to prepare themselves for entry level counseling positions as a Licensed Professional Counselor (LPC) and/or a 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 and/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 participating in this program must complete 21 courses (63 credit hours), two counseling retreats, six Integrative Seminars, and maintain a grade point average of 3.0 or higher 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 two courses in Biblical Studies, two courses in Christian Thought, eleven 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.

MASTER OF ARTS IN CHRISTIAN LEADERSHIP
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 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.

Students participating in the Master of Arts in Christian Leadership program must complete 20 courses (60 credit hours) with a grade point average of 2.0 or higher to graduate. Of the 20 courses, four are in the area of Biblical Studies, seven in Christian Thought, six in Christian Leadership and two general electives. In addition, three rotations (equivalent to one three-hour course) of mentored ministry in the context of leadership are required.

MASTER OF ARTS IN CHRISTIAN LEADERSHIP INTENSIVE COHORT PROGRAM
The MACL Intensive Cohort program is our standard Master of Arts in Christian Leadership degree offered in a one-week intensive format to provide students from a distance the opportunity to pursue theological training without having to leave their ministry setting. In it, the student:

• has the opportunity to complete the program in three years; one only needs to attend three one-week residencies each year.
• can satisfy his/her non-residency requirements through a combination of distance education (Semlink) offerings, reading based courses and field experience.
• will learn to develop an integrative approach to education that seeks to understand the Biblical, theological/historical and ministerial foundations of Christian leadership.
• will benefit from instructors who are academically trained and experientially proven in the field of leadership, and also will profit from the relationship that is developed with a personal mentor.
• will have the opportunity not only to participate in learning about team and community, but also to be a part of a collaborative team/community as s/he progresses through the program as a cohort.

MASTER OF ARTS (ACADEMIC)
The 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 of students in the programs.

Master of Arts students can choose from among four programs of study. Students participating in these degree programs must complete 20 courses (60 credit hours) with a grade point average of 3.0 or higher in order to graduate.

MASTER OF ARTS IN OLD TESTAMENT - 12 courses in Biblical Studies, five courses in Christian Thought, two courses in Ministry and one general elective.
MASTER OF ARTS IN NEW TESTAMENT - 12 courses in Biblical Studies, five courses in Christian Thought, two courses in Ministry and one general elective.
MASTER OF ARTS IN BIBLICAL STUDIES - 12 courses in Biblical Studies, five courses in Christian Thought, two courses in Ministry and one general elective.
MASTER OF ARTS IN CHRISTIAN THOUGHT - Six courses in Biblical Studies, nine courses in Christian Thought, two courses in Ministry and three general electives.

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/OT; Greek/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 respective language background will be required to take two additional language courses toward the completion of their program.

A summative evaluation is required of all M.A. students. This evaluation may take the form of a thesis or another approved means of assessment (a research paper or oral exam) depending on the area of concentration. The writing of a thesis is done only upon invitation by a faculty member in the respective field. Invitations are normally based on the student’s GPA, career goals and topic of interest.

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 20 courses with 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, plus 11 general core courses spread throughout the three divisions of Biblical Studies, Christian Thought and Ministry. An integrative paper or project equivalent to one course credit must also be completed. Electives round out the program.

The concentration one chooses will slightly alter the general core requirements. For example, if a student concentrates in Christian Thought, then the respective core requirements are reduced by three courses. This in effect would increase the student’s available electives from two to five.

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: Christian Studies Certificate Program and Urban Ministry Certificate Program. Students will be granted full graduate credit for courses taken through the graduate certificate program. Those who begin through this program and wish to continue in any of the masters 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 this program.

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; those considering vocational ministry are encouraged to pursue an appropriate degree program. The Christian Studies program consists of eight courses from the various divisions of study: two in Biblical Studies; two in Christian Thought; two in Ministry of the Church; and two general electives.

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.
DEGREE PROGRAMS

ONLINE DEGREE PROGRAMS

MASTER OF ARTS IN RELIGION
The swiftly changing currents of contemporary society and global events increase the demands on Christians in the practice of ministry in the world. The online Master Arts in Religion (MAR) equips men and women to think biblically and theologically in the face of local and global needs. Designed with the working professional in mind, the part-time online MAR blends engaging online courses with intensive campus residency experiences that encourage and challenge students to reflect, integrate, and apply knowledge in contextualized ministry settings.

Students have the option to concentrate in focus areas of Christian Ministry, Christian Care and Counseling, and Christian Education. Students choose this degree because it offers a solid foundation in theological education, Bible-focused Christian education without required Greek and Hebrew language coursework, and an opportunity to develop expertise in an area of practical ministry. This program is ideal for the individual who wants to engage in ministry but does not plan to seek ordination or need a profound understanding of biblical languages. Graduates will have proficiency in any area of ministry they choose as a concentration.

The format of the Online MAR is unique among Gordon-Conwell’s programs. It contains the following distinctives.
• Courses are 8 weeks long; students may take two courses per semester
• Intensive one-week residencies occur mid-term with three days devoted to the first course and three days devoted to the second course
• Students must complete all core courses before advancing into a concentration
• Students may start in any term (fall, spring, and summer) and can complete the program in 10 terms
• All new students must complete two self-paced courses at the beginning of the program: Student Orientation and Academic Research and Writing
• Throughout the program, students will complete an e-portfolio under faculty supervision that integrates their learning and formation across six dimensions
• Students will complete an integrative project or paper during their final term

RESIDENCY REQUIREMENT
Students enrolled in the Online MAR program must complete 10 courses that have a residency component. In one visit to campus students can satisfy the residency requirement for two courses. Students may choose when to complete their residencies, but must complete 10 hybrid courses (5 one-week intensive residencies) in three years.
DEGREE REQUIREMENTS (MAR Hybrid)

GENERAL CORE REQUIREMENTS (30 Credit Hours)

- OT 500: Old Testament Survey (Foundational Course)
- NT 501: New Testament Survey (Foundational Course)
- CH 501: The Church to the Reformation
- CH 502: The Church Since the Reformation
- TH 501: Theology Survey I
- TH 502: Theology Survey II
- OT/NT 517: Interpreting the Bible
- OT/NT/CL 574: Biblical Theology of Leadership
- ET 501: Christian Ethics
- WM 510: World Missions: Paradigms and Practice

CONCENTRATION COURSES (18 Credit Hours) Concentration courses are subject to change

CHRISTIAN CARE AND COUNSELING

- CO 500: Introduction to Counseling (Foundational Course)
- CO 614: Family Systems Theory (Foundational Course)
- CO 710: Psychopathology
- CO 540: Helping Relationships
- CO 790: Professional Standards
- CO 709: Counseling Addictive Behavior (Elective)
- CL 640: Managing Conflict (Elective)
- CO 716: Marital Therapy (Elective)

CHRISTIAN MINISTRY

- CL 503 Foundations for Leadership
- MC 501 Spiritual Formation for Ministry
- EM 715 Worship and Christian Formation
- CL 650 The Christian Leader as Communicator
- EV/EM 610 The Use of Media and the Arts in Teaching, Evangelism, and Worship
- EV/WM 665 Church Planting & Growth (Elective)
- MC 540 Urban Ministry (Elective)
- YM/EM 706 Adolescent Spirituality: Faith Development in the Postmodern World (Elective)

CHRISTIAN EDUCATION

- EM 502 The Educational Ministry of the Church
- MC 730 Christian Formation: Paradigms for Forming Comm. of Christian Character
- EM 604 The Teacher and the Teaching Task
- EM 605 Understanding Learners
- EM 710 Curriculum for Educational Ministry: Content and Construction
- EV/EM 610 The Use of Media and the Arts in Teaching, Evangelism, and Worship

ELECTIVE COURSES

- (9 Credit Hours) Can be selected from concentration courses

CAPSTONE COURSE (3 Credit Hours)

- IS 800/881 Integrative Project/Paper
Gordon-Conwell Theological Seminary – Charlotte offers two English as Second Language (ESL) options for those whose primary language is other than English: The Summer Immersion Program and the Year-Long Intensive program. Unlike most ESL programs, Gordon-Conwell’s ESL courses are theologically focused so as to better prepare those students intending to pursue seminary training. All courses offered through the ESL program are considered non-graduate credit.

Theological ESL Summer Immersion Program
The GCTS Summer Immersion Program is an intensive, four-week theological ESL program combining accelerated English language learning, educational travel, and American culture. Students will increase their proficiency in the English language and their knowledge of American culture through an accelerated study of the English language, four educational field trips, and a variety of cultural activities.

Theological ESL Year-Long Intensive Program
The GCTS Theological ESL Program is an intensive one-year course of study designed specifically to prepare international students for the rigors of seminary education. Study centers on three areas of English language learning: speaking/listening, reading/vocabulary, and writing/grammar, all with a focus on the development of the specific communication skills necessary for seminary success. In addition to attending classes, students will travel on four educational field trips and participate in many other local activities designed to immerse them in American culture. Students who complete the program will receive a certificate of completion and advance credit for IS 502, Seminar in Research and Writing, an integrative seminar required in all GCTS degree programs. Below is Course Curriculum for the Year-Long program.

Fall Semester
ESL 410 Writing/Grammar I (2 hrs)
ESL 411 Speaking/Listening I (2 hrs)
ESL 412 Reading/Vocabulary I (2 hrs)
ESL 413 American Culture I (1 hr)

Spring Semester
ESL 420 Writing/Grammar II (2 hrs)
ESL 421 Speaking/Listening II (2 hrs)
ESL 422 Reading/Vocabulary II (2 hrs)
ESL 423 American Culture II (1 hr)

Summer Session
ESL 430 Writing/Grammar III (2 hrs)
ESL 431 Speaking/Listening III (2 hrs)
ESL 432 Reading/Vocabulary III (2 hrs)
ESL 433 American Culture III (1 hr)
MASTER OF DIVINITY  2012-2013

Biblical Studies

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<tr>
<td>OL 501</td>
<td>Hebrew I</td>
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<td>Hebrew II</td>
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<tr>
<td>OT 511</td>
<td>Interpreting the Old Testament</td>
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<tr>
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<td>GL 501</td>
<td>Basic Greek I</td>
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<td>OT/NT 795</td>
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Christian Thought

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<td>Preaching for Modern Listeners</td>
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<td>MM 620-639</td>
<td>6 Rotations in Mentored Ministry (6 credit hours)</td>
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<td>WM 510 or EV 510</td>
<td>World Missions or Evangelism</td>
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<tr>
<td>PC 511</td>
<td>Intro. to Pastoral Counseling</td>
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<tr>
<td>EV, MC, CL, YM</td>
<td>One Elective Course in Ministerial Studies</td>
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<tr>
<td>MC/SF 501</td>
<td>Spiritual Formation For Ministry</td>
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<td>MC 850</td>
<td>Readiness for Ministry Exit Seminar</td>
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General Electives

Elective:
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# MASTER OF DIVINITY (ANGLICAN/EPISCOPAL STUDIES PROGRAM) 2012-2013

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<td>CH 647</td>
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<td>ET 503</td>
<td>Anglican Ethics and Moral Theology</td>
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<td>MC 506</td>
<td>Ascetical Theology</td>
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<tr>
<td>MC 704</td>
<td>Pastoral Liturgy/Priestly Formation</td>
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<td>MC 705</td>
<td>Anglican Ethos and Identity</td>
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## General Elective

<table>
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# MASTER OF DIVINITY (PASTORAL CARE) 2012-2013

## Biblical Studies

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
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<td>Hebrew I</td>
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<tr>
<td>OL 502</td>
<td>Hebrew II</td>
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<tr>
<td>OT 511</td>
<td>Interpreting the Old Testament</td>
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<tr>
<td>OT 626–OT 645</td>
<td>Hebrew Exegesis in a Historical Narrative</td>
</tr>
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## Christian Thought

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## Practical Theology

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PR 601</td>
<td>Preaching: Principles and Practices</td>
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<td>PR 602</td>
<td>Preaching for Modern Listeners</td>
</tr>
<tr>
<td>MM 620-639</td>
<td>3 Rotations in Mentored Ministry (3 credit hours)</td>
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<tr>
<td>MC/SF 501</td>
<td>Spiritual Formation For Ministry</td>
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<td>Intro. to Pastoral Counseling</td>
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<td>Clinical Pastoral Education</td>
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<td>Helping Relationships</td>
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<td>CO 614</td>
<td>Family Systems Theory</td>
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<td>Psychopathology</td>
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<tr>
<td>CO/WM 712</td>
<td>Cross-Cultural Counseling</td>
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<tr>
<td>CO 790</td>
<td>Professional Standards</td>
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<td>CO 716</td>
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<td>or CO/WM 642</td>
<td>Ministering to Women in Pain</td>
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<td>or CO 709</td>
<td>Counseling Addictive Behaviors</td>
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<tr>
<td>or CL 640</td>
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# DEGREE PROGRAMS

## MASTER OF DIVINITY & MA IN CHRISTIAN COUNSELING  2012-2013

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<td>Spiritual Formation For Ministry</td>
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<td>Theories of Personality</td>
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<td>Research Methods &amp; Design</td>
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<tr>
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<td>Psychopathology</td>
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<td>CO 712</td>
<td>Cross-Cultural Counseling</td>
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<td>CO 735</td>
<td>Individual Appraisal</td>
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<tr>
<td>CO 790</td>
<td>Professional Standards &amp; Christ. Ethics for Counselors</td>
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<tr>
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<td>Advanced Christian Counseling Models &amp; Practice</td>
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### Practica/Internship

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<td>Clinical Counseling Practicum I</td>
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<td>Clinical Counseling Practicum II</td>
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<tr>
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Continued on next page →
Select one of the following degree tracks:

**Licensed Professional Counselor Track**

**LPC Track Requirements**
- CO/PC 718  Group Dynamics
- CO 770  Career and Lifestyle Development

**LPC Elective (Choose 1 from the following)**
- CO/MC 642  Ministering to Women in Pain
- CO 709  Counseling Addictive Behaviors
- CO 715  Advanced Psychopathology
- CO 716  Marital Therapy
- CO 719  Human Sexuality
- CO 720  Children in Therapy
- CO/PC 750  Crisis Counseling

**Marriage and Family Therapist Track**

**MFT Track Requirements**
- CO 714  Family Therapy
- CO 716  Marital Therapy

**MFT Elective (Choose 1 from the following)**
- CO/MC 642  Ministering to Women in Pain
- CO 709  Counseling Addictive Behaviors
- CO/PC 718  Group Dynamics
- CO 719  Human Sexuality
- CO 720  Children in Therapy
- CO/PC 750  Crisis Counseling
MASTER OF ARTS IN CHRISTIAN COUNSELING  2012-2013

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**Licensed Professional Counselor Track**

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**Marriage and Family Therapist Track**

**MFT Track Requirements**

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<tr>
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**NOTE:** A student wishing to pursue both tracks (LPC & MFT) must complete the two “Track Requirements” for each track. These four courses are required for those pursuing the dual track option.
MASTER OF ARTS IN CHRISTIAN LEADERSHIP  2012-2013

**Biblical Studies**

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**Christian Thought**

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<tr>
<td>Ethics Elective</td>
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<tr>
<td>WM 510</td>
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**Leadership Studies**

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<td>CL 630</td>
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<td>CL 650</td>
<td>The Christian Leader as Communicator</td>
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<td>CL 660</td>
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<td>CL 670</td>
<td>Team and Team Building</td>
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* The Bible survey course is required for those who do not pass the respective Bible Competency Exam. Passing either exam frees up one general elective; passing both frees up both general electives.
### MASTER OF ARTS IN OLD TESTAMENT  2012-2013

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**NOTE:** The Master of Arts in Old Testament is designed for students with prior training in Biblical Hebrew either at the undergraduate or graduate level. Students may be admitted to the MAOT without Hebrew proficiency, but they will be required to complete Hebrew I & II in order to progress through the program. For those students with prior language training, passing the Hebrew proficiency exam is required before any courses with Hebrew as its pre-requisite can be taken.
MASTER OF ARTS IN NEW TESTAMENT  2012-2013

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<tr>
<td>CH 502</td>
<td>The Church Since the Reformation</td>
</tr>
<tr>
<td>TH 501</td>
<td>Theology Survey I</td>
</tr>
<tr>
<td>TH 502</td>
<td>Theology Survey II</td>
</tr>
<tr>
<td>Ethics Elective</td>
<td>ET 501, ET 510, ET/NT 543, or Approved Substitute</td>
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**Practical Theology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>WM 510 or EV 510</td>
<td>World Missions/Evangelism (select one)</td>
</tr>
<tr>
<td>MC/SF 501</td>
<td>Spiritual Formation For Ministry</td>
</tr>
</tbody>
</table>

**Elective**

| General Elective: |

**Summative**

| Thesis or Approved Substitute: |

**NOTE**: The Master of Arts in New Testament is designed for students with prior training in Biblical Greek either at the undergraduate or graduate level. Students may be admitted to the MANT without Greek proficiency, but they will be required to complete Greek I & II in order to progress through the program. For those students with prior language training, passing the Greek proficiency exam is required before any courses with Greek as its pre-requisite can be taken.
MASTER OF ARTS IN BIBLICAL STUDIES 2012-2013

Biblical Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>OL 501</td>
<td>Hebrew I</td>
</tr>
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<td>OL 502</td>
<td>Hebrew II</td>
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<tr>
<td>OT 511</td>
<td>Interpreting the Old Testament</td>
</tr>
<tr>
<td>OT 626–OT 645</td>
<td>Hebrew Exegesis in a Historical Narrative</td>
</tr>
<tr>
<td>OT 750 or OT 770</td>
<td>Hebrew Exegesis in Prophets or Poetry</td>
</tr>
<tr>
<td>GL 501</td>
<td>Basic Greek I</td>
</tr>
<tr>
<td>GL 502</td>
<td>Basic Greek II</td>
</tr>
<tr>
<td>NT 502</td>
<td>Interpreting the New Testament</td>
</tr>
<tr>
<td>NT 610–NT 619</td>
<td>Greek Exegesis in the Synoptic Gospels &amp; Acts</td>
</tr>
<tr>
<td>NT 620–NT 640</td>
<td>Greek Exegesis in the Epistles</td>
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<tr>
<td>OT/NT 795</td>
<td>Biblical Theology Seminar</td>
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Christian Thought

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CH 501</td>
<td>The Church to the Reformation</td>
</tr>
<tr>
<td>CH 502</td>
<td>The Church Since the Reformation</td>
</tr>
<tr>
<td>TH 501</td>
<td>Theology Survey I</td>
</tr>
<tr>
<td>TH 502</td>
<td>Theology Survey II</td>
</tr>
<tr>
<td>Theology Elect.</td>
<td>TH 603, TH 645, TH 674, or AP 601</td>
</tr>
<tr>
<td>Christian Thought Elec.</td>
<td>CH 611, CH 628, CH 650, or CH/TH655</td>
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Practical Theology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>WM 510 or EV 510</td>
<td>World Missions/Evangelism (select one)</td>
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<tr>
<td>MC/SF 501</td>
<td>Spiritual Formation For Ministry</td>
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Elective

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
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Summative

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>Thesis or Approved Substitute:</td>
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</table>
# MASTER OF ARTS IN CHRISTIAN THOUGHT 2012-2013

## Biblical Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>OT 501</td>
<td>Theo. of the Pentateuch or OT 502 – Intro. to the OT</td>
</tr>
<tr>
<td>GL 501</td>
<td>Basic Greek I</td>
</tr>
<tr>
<td>GL 502</td>
<td>Basic Greek II</td>
</tr>
<tr>
<td>NT 502</td>
<td>Interpreting the New Testament</td>
</tr>
<tr>
<td>NT 610 – NT 619</td>
<td>Greek Exegesis in the Synoptics &amp; Acts</td>
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<tr>
<td>NT 620 – NT 640</td>
<td>Greek Exegesis in the Epistles</td>
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## Christian Thought

<table>
<thead>
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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CH 501</td>
<td>The Church to the Reformation</td>
</tr>
<tr>
<td>CH 502</td>
<td>The Church Since the Reformation</td>
</tr>
<tr>
<td>TH 501</td>
<td>Theology Survey I</td>
</tr>
<tr>
<td>TH 502</td>
<td>Theology Survey II</td>
</tr>
<tr>
<td>TH or CH</td>
<td>Christ. Thought Elective Courses (select three)</td>
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<tr>
<td></td>
<td>CH611, CH628 CH 650, CH/TH 655, CH 760,</td>
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<tr>
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<td>CH860, AP601, TH 603, TH/CH 645, TH650,</td>
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<td></td>
<td>TH 860 or Approved Substitute</td>
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<td>ET 501, ET 510, ET/NT 543, or Approved Substitute</td>
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## Practical Theology

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>WM 510 or EV 510</td>
<td>World Missions/Evangelism (select one)</td>
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<tr>
<td>MC/SF 501</td>
<td>Spiritual Formation For Ministry</td>
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## Elective

- General Elective:
- General Elective:
- General Elective:

## Summative

- Thesis or Approved Substitute:
MASTER OF ARTS IN RELIGION  2012-2013

General Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tr>
<td>NT Bible Course</td>
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<tr>
<td>OT or NT Bible</td>
<td>OT 501 Theology Survey I</td>
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<tr>
<td>OT Studies</td>
<td>OT 502 Theology Survey II</td>
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<tr>
<td>NT/OT 517</td>
<td>Interpreting the Bible</td>
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<td>TH 501</td>
<td>Theology Survey I</td>
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<td>TH 502</td>
<td>Theology Survey II</td>
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<tr>
<td>CH 501</td>
<td>Church History to the Reformation</td>
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<tr>
<td>CH 502</td>
<td>Church History Since the Reformation</td>
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<td>Ethics Elective</td>
<td>ET 501, ET 510, ET/NT 543, or Approved Substitute</td>
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<td>MC/SF 501</td>
<td>Spiritual Formation For Ministry</td>
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<tr>
<td>WM 510 or EV 510</td>
<td>World Missions or Evangelism</td>
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</table>

Concentration

6 courses in the area of concentration to be determined by the student in consultation with the Director of the MAR program. Students should not enroll in these courses until a Learning Covenant has been submitted by the student and approved by the Director.

Elective

General Elective:

General Elective:

Research

Integrative Paper/Project:
GRADUATE CERTIFICATE PROGRAMS  2012-2013

URBAN MINISTRY CERTIFICATE

Biblical Studies

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>NT/OT 517</td>
<td>Interpreting the Bible</td>
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Christian Thought

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<tbody>
<tr>
<td>CH 501</td>
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<tr>
<td>or</td>
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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MC 503</td>
<td>Foundations for Ministry</td>
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<tr>
<td></td>
<td>Ministry Elective in an Urban Context:</td>
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<tr>
<td></td>
<td>Ministry Elective in an Urban Context:</td>
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CHRISTIAN STUDIES CERTIFICATE

Biblical Studies

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<td>English Bible Course</td>
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<tr>
<td>NT/OT 517</td>
<td>Interpreting the Bible</td>
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Christian Thought

<table>
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<tbody>
<tr>
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<tr>
<td>or</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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<td>TH 502</td>
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<td>Ministry Elective in an Urban Context:</td>
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<tr>
<td></td>
<td>Ministry Elective in an Urban Context:</td>
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Elective

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Elective:</td>
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</table>
Seminary Resources

CONTINUING EDUCATION–THE HAROLD JOHN OCKENGA INSTITUTE
SEMLINK
THE ROBERT C. COOLEY CENTER FOR THE STUDY OF EARLY
CHRISTIANITY
THE SHOEMAKER CENTER FOR CHURCH RENEWAL
THE MOCKLER CENTER FOR FAITH AND ETHICS IN THE WORKPLACE
THE J. CHRISTY WILSON, JR. CENTER FOR WORLD MISSIONS
THE CENTER FOR THE STUDY OF GLOBAL CHRISTIANITY
THE CENTER FOR PREACHING
THE MINISTRY CENTER FOR CHRISTIAN YOUTH
THE OCKENGA MINISTRY RESOURCE CENTER
BARACA PHILATHIA
CAMPUS ETHOS AND RESOURCES
THE HAROLD JOHN OCKENGA INSTITUTE

The Harold John Ockenga Institute was established in 1985 by the Gordon-Conwell Theological Seminary Board of Trustees. It is named in honor of the joint seminary’s first President, Dr. Harold John Ockenga.


SEMLINK

Semlink is Gordon-Conwell’s online distance learning program. Each course is structured around an interactive web-based environment that is supplemented by CD-ROM and/or audiotape/print notebook formats, textbooks, reference materials and an interactive web-based community (for format availability for individual courses, please contact the Semlink office). Each Semlink course carries three semester-hour credits—the equivalent of one Gordon-Conwell course—and is an accredited graduate school course. Students may begin a Semlink course at any time, and have exactly six (6) months to complete the course from the assigned start date. Residential and non-residential students are encouraged to take advantage of the Semlink program.

Residential students may fulfill some of their degree requirements with Semlink courses while in residence; up to a total of ten (10) approved courses toward an M.Div. degree and six (6) toward an M.A. degree may be taken through distance learning.

Non-residential students who wish to take Semlink courses for credit must first be formally admitted to the seminary. Students enrolled in the M.Div. Semlink program may take up to 10 selected courses through Semlink. M.A. students and special students (non-degree) may take up to six courses. Upon admission, students may begin courses at any time during the year. By taking courses through the Semlink program prior to matriculation as a residential student, you reduce your tuition costs by approximately 30% per course. Many students realize significant benefits by maintaining their current income without incurring the costs associated with moving to campus. This gives you the advantage of not having to take out student loans which could restrict your future ministry and missions opportunities.

Non-credit courses may be purchased from the Semlink office for the purpose of personal enrichment or as a resource for ministry. In this situation, admission to Gordon-Conwell is not necessary. Courses taken for personal enrichment may not be converted to credit-bearing courses later. As a central focus of seminary training, Semlink students have the opportunity to experience two of their six semesters of Mentored Ministry prior to their residency on campus. This enables students already involved in church ministry to enrich their experience by entering into an official mentoring relationship with their pastor/supervisor while earning seminary credit. Further academic information and policies regarding Semlink may be found in the Student Handbook, available from the Admissions Office, or on the Semlink website (http://www.gordonconwell.edu/semlink).
SEMINARY RESOURCES

SEMLINK COURSES
Although it is possible to enroll in up to five courses at one time, it is recommended that students begin with one or two courses and then register for further courses as time allows. Three to five courses per year, is the recommended course load unless one is working only part-time and has considerable time available for study.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>GL501-I</td>
<td>Basic Greek I</td>
<td>Scott Hafemann</td>
</tr>
<tr>
<td>GL502-I</td>
<td>Basic Greek II</td>
<td>Scott Hafemann</td>
</tr>
<tr>
<td>OL 501-I</td>
<td>Hebrew I</td>
<td>Gart D. Pratico</td>
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<tr>
<td>OL 502-I</td>
<td>Hebrew II</td>
<td>Gary D. Pratico</td>
</tr>
<tr>
<td>OT 500-I</td>
<td>Old Testament Survey</td>
<td>Douglas K. Stuart</td>
</tr>
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<td>OT 501-I</td>
<td>Theology of the Pentateuch</td>
<td>Gordon Hugenberger</td>
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<tr>
<td>OT 551-I</td>
<td>Genesis in Depth</td>
<td>Carol Kaminski</td>
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<td>OT 595-I</td>
<td>Old Testament Ethics</td>
<td>Walter C. Kaiser, Jr.</td>
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<td>NT 501-I</td>
<td>New Testament Survey</td>
<td>Sean M. McDonough</td>
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<td>NT 503-I</td>
<td>Life of Jesus</td>
<td>Sean M. McDonough</td>
</tr>
<tr>
<td>NT 504-I</td>
<td>Paul and His Letters</td>
<td>Ray Ciampa</td>
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<tr>
<td>NT 575-I</td>
<td>New Testament Theology</td>
<td>Gregory K. Beale</td>
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<td>CH 501-I</td>
<td>The Church to the Reformation</td>
<td>Garth M. Rosell</td>
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<td>CH 502-I</td>
<td>The Church Since the Reformation</td>
<td>Garth M. Rosell</td>
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<td>CH/TH 614-I</td>
<td>Theology of Jonathan Edwards</td>
<td>John H. Gerstner</td>
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<tr>
<td>ET 501-I</td>
<td>Christian Ethics</td>
<td>John Jefferson Davis</td>
</tr>
<tr>
<td>TH 501-I</td>
<td>Theology Survey I</td>
<td>John Jefferson Davis</td>
</tr>
<tr>
<td>TH 502-I</td>
<td>Theology Survey II</td>
<td>John Jefferson Davis</td>
</tr>
<tr>
<td>TH 603-I</td>
<td>Contemporary Theology &amp; Theologians</td>
<td>Richard Lints</td>
</tr>
<tr>
<td>AP 601-I</td>
<td>Introduction to Christian Apologetics</td>
<td>Richard Lints</td>
</tr>
<tr>
<td>AP/WM 647-I</td>
<td>Introduction to Islam</td>
<td>Timothy C. Tennent</td>
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<tr>
<td>WM 601-I</td>
<td>World Mission of the Church</td>
<td>Timothy C. Tennent</td>
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<tr>
<td>WM 603-I</td>
<td>History of Missions</td>
<td>Timothy C. Tennent</td>
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<td>EM 502-I</td>
<td>Educational Ministry of the Church</td>
<td>Gary A. Parrett</td>
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<td>MC/SF 501-I</td>
<td>Spiritual Formation for Ministry</td>
<td>Samuel R. Schutz</td>
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<tr>
<td>PC 511-I</td>
<td>Pastoral Counseling</td>
<td>Raymond F. Pendleton</td>
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<tr>
<td>PC 542-I</td>
<td>Marriage Counseling</td>
<td>Raymond F. Pendleton</td>
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<tr>
<td>PR 601-I</td>
<td>Preaching: Principles &amp; Practice</td>
<td>Scott M. Gibson</td>
</tr>
<tr>
<td>PR 602-I</td>
<td>Preaching for Modern Listeners</td>
<td>Jeffrey D. Arthurs</td>
</tr>
</tbody>
</table>
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 endeavours 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.

THE SHOEMAKER CENTER FOR CHURCH RENEWAL

The mission of the Shoemaker Center for Church Renewal is to make available the educational resources of the larger evangelical community and Gordon-Conwell Theological Seminary to the constituencies of non-traditional students within local churches and the seminary community for the purpose of encouraging personal and corporate renewal. Undergirded by a generous endowment established by Mr. and Mrs. G. Albert Shoemaker of Pittsburgh, the Shoemaker Center offers the following programs:

For Pastors And Alumni/Ae

Brown Bag Sabbatical: A “lightly programmed” event where pastors can bring their own projects and take advantage of the resources of the seminary for a 5-day sabbatical from their churches.

Marriage and Family Programs: Designed as a resource for pastors and in partnership with Home Improvement Ministries, these events focus on strengthening marriages and families within the church.

Pastors in Conversation Program: This program, in a roundtable format, provides a group of pastors the opportunity to explore in-depth issues related to renewal of the church. Conversations are held once a month throughout the year.

Pastors’ Forum Seminars: One-day events focused on a specific issue of concern for pastors. These are offered in an atmosphere designed to encourage interaction with colleagues in ministry. The Kenneth Swetland Lectureship in Pastoral Ministry and the Harold J. Ockenga Preaching Series are offered each year as part of the Pastors’ Forum events.

Spurgeon Sabbatical: An intensive ten-day program of study, worship and fellowship focused on an in-depth exploration (in the original languages) of a book of the Bible.

Timothy Project: A three-day retreat for recent alumni pastors who have been in ministry one through ten years. It is a time of assessment, encouragement and fellowship with peers and faculty.

Wilderness Program: For one-week during the summer, pastors have the opportunity to reflect with colleagues on issues of ministry in a beautiful setting along the coast of Maine.

For All Believers

The Builders Series: The Ockenga Ministry Resource Center provides educational and inspirational audio recordings from past seminars of the Ockenga Institute.

Dimensions of the Faith: Located at www.gordonconwell.edu/dimensions, this curriculum introduces learners to the basics of biblical, theological and historical study. This resource is offered free of charge and can be used by churches as a leadership training tool.

The Diploma Program: This non-degree program is open to anyone who is accepted by the Ockenga Institute.
Unlike admission to the seminary’s degree programs, admission to the diploma program does not require a bachelor’s degree.

Marshall Hudson Summer Conference: This two-day conference offers a series of plenary sessions and workshops on an important issue, covered by leading Christian speakers of the day.

Spiritual Heritage Tour: A walking tour of historically and spiritually significant sites in New England, focusing on themes of revival, missions, Puritanism and colonial parish life.

Writers’ Publishing Workshop: A 5-day writers’ retreat where participants can interact with nationally recognized editors in the context of a writing community.

THE MOCKLER CENTER FOR FAITH AND ETHICS IN THE WORKPLACE

The Mockler Center equips the church and its members to bring the work of Christ into the activities of daily life, especially life in the business workplace. The center engages in education, direct ministry and research to bring the resources of biblical interpretation, Christian theology and ethics, and practical ministry into the working world.

The Mockler Center was initiated in 1994 with the help of Mrs. Joanna Mockler, a Trustee of the seminary, in memory of her late husband, Colman M. Mockler, former Chairman of the Board of the Gillette Company.

THE J CHRISTY WILSON, JR. CENTER FOR WORLD MISSIONS

The J Christy Wilson, Jr. Center for World Missions serves as a bridge from the seminary to the world. As such, it provides opportunities for members of the seminary community to be engaged in the world mission of the church in four distinct ways:

Opportunities for students: Students are encouraged to have mentored, cross-cultural internships—internationally, as well as among major ethnic communities in North America.

Opportunities for faculty: Faculty are involved in training emerging, high-caliber leaders around the world, by teaching at strategically selected seminaries and training centers on a global scale.

Opportunities for mission leaders: Mission and church leaders of international stature are invited to the seminary on a regular basis for special lectures and also to serve as mission scholars-in-residence at Gordon-Conwell.

Opportunities for alumni: Alumni and leaders in local churches across the country are provided resources, research and training to help strengthen and revitalize mission initiatives in the local church.
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THE CENTER FOR THE STUDY OF GLOBAL CHRISTIANITY
The purpose of The Center for the Study of Global Christianity is to collate, analyze and publish original research related to the massive amount of data on church membership and evangelistic activities collected by 37,000 Christian denominations in 238 countries. This research is put in context of the status of other world religions and secular demographic data to provide an authoritative view of global Christianity. The Center produces many publications, including comprehensive works such as the *World Christian Encyclopedia* and the online *World Christian Database*.

The Center is:
- interdisciplinary in nature, integrating religion, history, sociology, anthropology, linguistics, missiology, demography and other disciplines in the study of global Christianity;
- one of the world’s most definitive sources of empirical information on Christianity, joining an existing consortium of seminaries, universities and centers in New England;
- attractive to visiting religion scholars, graduate students, church leaders, missiologists and journalists seeking information and analysis on the global Christian movement.

THE CENTER FOR PREACHING
The purpose of The Center for Preaching is to assist the church by training scholars, students, pastors and laypersons in the theory and practice of biblical preaching.

The Center for Preaching produces the quarterly audio-journal, PulpitTalk, which is a training tool for pastors, teachers and students of homiletics. The audio-journal has a wide circulation. The Sermon Doctor Rx, another initiative offered by the center, is a service that helps preachers become better communicators of God’s Word by allowing them to submit sermons for evaluation and critique. Other initiatives of the Center for Preaching include a biennial preaching conference, training events, student discussion groups and the production of publications for the purpose of enhancing the cause of biblical preaching.

THE MINISTRY CENTER FOR CHRISTIAN YOUTH
Originally funded by a grant from the Lilly Endowment, the Ministry Center for Christian Youth has launched the Compass Program. The Compass Program partners with local church pastors as they identify young people for ministry, equip them for service and mentor them to maturity. Each year, up to 40 high school juniors are selected nationally from across the geographic and ethnic spectrum to participate in the program.
Scholars selected for the Compass program participate in a Real Ministry Immersion (RMI) experience in the summer between their junior and senior years in high school. Based at the Gordon-Conwell campus and staffed by seminary faculty and students, RMI is a month-long experience of intentional community spent in three unique settings: the wilderness, the mission field and the seminary. The RMI is followed by a five-year mentoring relationship between pastors and their program protégés. The Compass program provides resources, support and enrichment to mentors as they invest in the lives and training of future leaders for the church.

THE OCKENGA MINISTRY RESOURCE CENTER

The Harold John Ockenga Institute offers a variety of resources for pastors and lay leaders. These include:

Pastor Builders: An audio resource for pastors and other church leaders who are looking for ways to keep themselves sharp in the midst of busy schedules. Series speakers include the likes of Haddon Robinson, Gordon Fee and N.T. Wright. Faith Builders: An audio resource aimed at a more general audience of Christian leaders and anyone desiring to grow in the faith. Series speakers include the likes of Elisabeth Elliot, Dallas Willard and Jerry Bridges. Pulpit Talk: A quarterly audio-journal for pastors, teachers and students of homiletics dedicated to the subject of preaching. Dimensions of the Faith: An eleven-course series for Christians who desire foundational knowledge in the areas of Old and New Testament, Biblical Interpretation, Church History, Theology, and Missions and Evangelism, Dimensions of the Faith can be used for personal growth or in a Bible-study setting. The series is available free online (www.gordonconwell.edu/ockenga/dimensions) or in an audiotape/print format for a nominal fee.

BARACA PHILATHEA

As a means of advancing the vision and ministry of both institutions, The Harold John Ockenga Institute has partnered with the Baraca Philathea Union through the hosting of its annual Marshall A. Hudson Summer Conference, by providing a permanent place for the archives of Baraca Philathea, and by publishing two books related to the history of Baraca Philathea.

CAMPUS ETHOS AND RESOURCES

Spiritual Dimensions

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 in formation 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.

The Pierce Center for Disciple-Building
The mission of the Pierce Center For Disciple-Building is to help develop personal intimacy with God and Christlike character and conduct in seminary students, faculty, scholars, pastors and lay leaders, and to equip them to help others grow in their intimacy and maturity in Christ. To achieve this goal, the center has established a three-phase plan: transformation through the practice spiritual disciplines (e.g. community, rule of life, retreat, prayer); information dissemination through teaching and resources; and investigation through scholarly research and dialogue.

Women at Gordon-Conwell Theological Seminary
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. Paramount to our understanding of Christian community is our belief that God has called and gifted both women and men for Christian service. 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 Gordon-Conwell seeks and welcomes women who are preparing themselves for any form of service in the church, including the ordained ministry.

Adult Learning
The Charlotte campus is committed to providing a classical theological education in nontraditional format. Our programs are designed to address the needs of students who are actively engaged in ministry or are working in another profession. They may be full-time pastors, bivocational pastors or non-ordained staff with limited theological training, as well as those with no ministerial experience but who wish to train for some form of ministry. Students within a five-hour radius of Charlotte will have access to quality contextualized theological education and hands-on training for parish ministry, and may not need to leave their employment or ministry for the duration of their studies.

Given the nature of the typical Charlotte student, most complete their programs over an extended period of time: on average five to six years for the Master of Divinity program and three to four years for the various MA degrees. However, students who opt to take a full load each session (fall, spring and summer), may be able to graduate after two (MA) or three (M.Div.) years. The Doctor of Ministry degree can be completed in three years.

Academic Honor Societies
The Society of Phi Alpha Chi was founded in 1928 at Gordon College of Theology and Missions in Boston. The purpose of Phi Alpha Chi (Lovers of the Truth of Christ) is to encourage and recognize high scholarship and creative ability, together with the promise of distinctive achievement in Christian service. Students in the M.Div. or MACL, who have achieved a GPA of 3.75 or higher through the fall semester of their senior year are eligible for membership. Students are nominated for membership by Mentored Ministry administration and are elected by faculty. The society presents awards to one student from each campus who has demonstrated excellence in ministry during their seminary years.
Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purpose of promoting excellence in scholarship and advancing the science of psychology. The first and foremost benefit of Psi Chi membership has always been the honor and recognition of academic excellence. The Psi Chi Chapter at Gordon-Conwell is governed by four officers who are responsible for the organization and implementation of both academic and social opportunities within the Counseling Department.

Alumni Association and Placement
The Gordon-Conwell Alumni Association consists of all graduates of the seminary and those students who withdrew in good standing, having completed at least four courses. There are approximately 6,000 alumni serving in more than 60 countries of the world. The Alumni Association hosts alumni events around the country, a “Welcome Home” weekend each year, and other programs which provide for fellowship, encouragement and continuing education.

Placement services are offered through MinistryList.com (www.ministrylist.com), a website which features available ministry positions, as well as ministry candidates (Gordon-Conwell seniors & alumni). Alumni may post their resumes at no charge. The site also provides a comprehensive collection of resources to help candidates in their ministry searches.

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, the 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.
Student Handbook
Policies and procedures pertaining to student life and academic related issues are contained in the Student Handbook. The handbook is published each year and made available to all students via the web. The Student Handbook is an official document that is essential and binding for all students. Whereas the handbook represents the official policy for a given academic year, the seminary reserves the right to make whatever changes may be deemed necessary. In such cases, the student will be properly notified.

Publics
Gordon-Conwell Theological Seminary prepares men and women for ministry in partnership with the Church. In this task, it benefits from involvement by trustees who are firm in their support, faculty members who are widely recognized for their academic acumen and pastoral emphasis, a skilled group of staff members known for their dedication and competence, and a student body whose calling and enthusiasm are evident to all. The seminary is committed to the full inclusion of all persons regardless of gender, race or denomination in all areas of seminary life. The seminary has been approved to train persons in the Presbyterian, United Methodist, Baptist, Advent Christian, and Moravian denominations, among other groups and judicatories.

Campus Facilities
On Friday, January 9, 2004 the seminary dedicated its new campus, which is located on Choate Circle in southwest Charlotte, next door to S.I.M. (Serving In Missions). Named in honor of the parents of Rev. Billy Graham, Catherine Graham McElroy, Melvin Graham and Jean Graham Ford, the 31,000 square foot Frank and Morrow Graham Center situated on 19 acres, houses the seminary library, and educational technology center, a 260-seat chapel, classrooms with a combined seating capacity for 600 students, bookstore, lounges, counseling facilities, and administrative and faculty offices.

The seminary chapel named in honor of Gordon-Conwell’s second president and his wife, Dr. Robert E. and Mrs. Eileen H. Cooley, is home to The Sower, a fresco based on the parable of the sower from Matthew 13. The fresco artist was North Carolina resident Gerald Steinmeyer, who learned his craft while studying the art of fresco in Italy.

Campus 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, and note pads). Payment may be made by cash, check, Mastercard, or Visa.

Computer Lab
The Charlotte library maintains a computer lab 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. 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.

Library Resources

The Burton L. Goddard Library in Hamilton was built in 1971 and houses the seminary’s main collection. The collection is named after Emeritus Professor Roger Nicole, and presently numbers approximately 208,000 catalogued items, of which 38,000 are periodicals. The core strength of the collection is in the classic disciplines of theological studies, with particular emphasis on biblical studies and on evangelicalism, its predecessors, and its concerns, such as missiology, pastoral ministry, and Christian social ethics.

The Charlotte campus library is a growing collection containing over 60,000 volumes oriented toward general theological, ministerial, and counseling studies. In addition, the library maintains a microform collection of over sixty journals and periodicals with each title containing issues from 1987 to the present as well as the 3,500 volumes in the special missionary collection at S.I.M. housed and catalogued in our library.

Students of the seminary have full borrowing privileges at the Charlotte campus and through the Goddard Library at the Hamilton campus. For information on borrowing books from Goddard Library, please consult with the Charlotte library director. Students can access the online card catalog at www.gcts.edu/library.

The Charlotte campus library maintains membership in the Charlotte Theological Library Consortium (CTLC), a coalition of seven theological libraries located in the Piedmont region of central North Carolina. Gordon-Conwell–Charlotte students have library privileges at each CTLC member institution and may check out materials from member institutions. Students are responsible for abiding by the policies established by each CTLC member when using their library.

The library is also in the process of formulating cooperative relationships with other libraries in the region. For information about the member libraries of CTLC or about cooperative arrangements with other libraries, please consult with the library director. Students are also encouraged to take advantage of services offered by their local public library. Public libraries in North Carolina offer NC-Live, an online source of databases that are especially helpful for research.

Information concerning library policies of the Charlotte campus are contained within the Gordon-Conwell—Charlotte Student Handbook.

ASSOCIATED STUDY OPPORTUNITIES

In addition to the wide variety of educational opportunities available on the South Hamilton campus, the seminary participates in a number of other unique learning experiences in various locations. The programs described below allow students to focus on special interests.

In addition to the wide variety of educational opportunities available on the Charlotte campus, the seminary participates in a number of other unique learning experiences in various locations. The programs described below not only enhance our current offerings, but also allow students to focus on special interests.

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 a Gordon-Conwell course; 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.

Center for Advent Christian Studies
Students preparing for ministry in the Advent Christian denomination may enroll in a special program designed by the denomination and supported by the Board of Regents of Berkshire Christian College. Within the normal framework of the seminary’s degree requirements and curriculum design, students focus on Advent Christian history, theological distinctives and denominational standards. Partial tuition scholarships are available to qualifying students. Contact Dr. Gordon Isaac, Director of the Advent Christian Studies Center, for information.

International Education
The seminary is supportive of students’ studying at recognized schools in other countries as a way of enhancing a global perspective on theology and ministry. Faculty from Gordon-Conwell frequently teach abroad in helping to fulfill the school’s mission to enrich Christ’s global church. Students who desire to take classes abroad for transfer credit to Gordon-Conwell must receive approval from the Registration Office before enrolling at the distant school.

Intervarsity Christian Fellowship (IVCF)
Through a cooperative program with InterVarsity Christian Fellowship, staff with IVCF may take a limited number of courses for degree credit through the seminary at InterVarsity’s National Institute for Staff Education and Training. In addition, InterVarsity staff receive a considerable tuition scholarship for courses taken on campus. Contact the Charlotte Admissions Office for more details.

Jerusalem University College (JUC)
Gordon-Conwell students may take courses at JUC (formerly the Institute of Holy Land Studies) in Jerusalem, Israel, through the seminary’s cooperative program with JUC. Special courses in biblical languages, archaeology, the history and geography of Israel, and rabbinic and Islamic studies are available to students. Registration for courses at JUC is done through Gordon-Conwell upon verification that a student has been accepted at JUC. Contact Gordon-Conwell’s Registration Office for more information.

London Institute for Contemporary Christianity
The focus of the London Institute (founded by Dr. John R.W. Stott) is “the formation of a Christian mind and its application to the contemporary world.” Because of a historic relationship with the Institute, Gordon-Conwell students may take up to two courses there for transfer credit to the seminary. Courses must be equivalent to the workload for a three-hour credit course at the seminary and must be approved, prior to attendance in London, by the Charlotte Dean.

National Capital Semester for Seminarians (NCSS)
Sponsored by Wesley Theological Seminary (WTS) in Washington, DC, NCSS provides an opportunity for seminary students to explore the intersections of faith and public policy. The program takes place in the spring semester, and provides up to a full semester of course credit for transfer back to Gordon-Conwell. Completion of ten courses (30 hours) at Gordon-Conwell is prerequisite for application to the NCSS. Students pay tuition to Gordon-Conwell at the current rate (and are eligible for the usual financial aid programs). Housing and meal costs are paid directly to WTS. Contact the Academic Dean’s Office for information.
Rural Ministry Program
The seminary is a charter participating member of the Rural Ministry Program of Dubuque Theological Seminary and Wartburg Theological Seminary in Dubuque, Iowa. A special course in rural ministry is offered each January in Dubuque, and focuses on understanding and ministering in the rural culture. Contact the Academic Dean’s Office for information.

Salvation Army
Gordon-Conwell strives to integrate theory and practice. We believe that effective preparation for ministry must blend theology and action. To that end, we have designed a student-centered model for theological education geared to the needs of those serving in The Salvation Army. With the “advanced standing” and distance education options afforded through this partnership, officers are able to reduce the required residency by more than fifty percent. What’s more, the one-week intensive courses enable the student to continue his/her calling without neglecting the theological education so vital to its fulfillment.

Wycliffe Summer Institute of Linguistics (WSIL)
Courses taken at various locations sponsored by WSIL may be transferred to the seminary if done at the graduate level and approved in advance by the Registration Office. Such courses count as electives or as courses for concentration in world missions and evangelism, but do not meet the M.Div. requirements in either missions or evangelism. Contact the Registration Office for information.

Young Life
Through a cooperative program with Young Life and the seminary’s Charlotte campus, it is possible for Young Life interns/staff to begin courses towards a degree at Gordon-Conwell while engaged in ministry with Young Life. In addition, Young Life staff receive a considerable tuition scholarship for courses taken on campus. Contact the Charlotte Admissions office for more details.
Course Descriptions

CATALOG 2012/13

DIVISION OF BIBLICAL STUDIES
DIVISION OF CHRISTIAN THOUGHT
DIVISION OF PRACTICAL THEOLOGY
Courses given by the several academic areas are listed in the following order:

| OL | Oriental Languages |
| OT | Old Testament |
| GL | Greek Language |
| NT | New Testament |
| CH | Church History |
| ET | Christian Ethics |
| TH | Theology |
| AP | Apologetics |
| WM | World Missions |
| MM | Mentored Ministry |
| CL | Christian Leadership |
| PR | Preaching |
| EV | Evangelism |
| MC | Ministry of the Church |
| PC | Pastoral Care |
| CO | Clinical Counseling |
| YM | Youth Ministry |

Courses are designated by a letter-number-sequence which indicates the department(s) and the level at which the course is taught. All courses at any level are open to all qualified students, subject to prerequisites, course limits and seniority provisions. Unless otherwise noted, all courses are three semester hours of credit.

**COURSE DESCRIPTIONS**

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

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 Bible accurately.

Students in all degree programs are required to demonstrate competency in the Old Testament, which can be done in one of two ways: (1) successfully complete OT 500 (OT Survey); or (2) sit for and pass the OT Bible competency exam. The student who elects to test-out of the OT Survey course must pass the competency exam within the first calendar year following his/her matriculation. Students who pass are excused from taking OT 500, but those who do not pass the exam must take the survey course as a General Elective.

**M.Div Requirements**

- OL 501 Hebrew I
- OL 502 Hebrew II
- GL 501 Basic Greek I
- GL 502 Basic Greek II
- OT 511 Interpreting the Old Testament
  A methods based course that explores the various tools of interpretation of the Hebrew text.
- OT 626-645 Exegesis in a Narrative
  The 600-level Hebrew exegesis courses are designed to teach the rudiments of exegesis in connection with the content of an OT book or books.
- OT 750 OT Prophetic Books
  or
- OT 770 OT Poetical Books
  The purpose of the 700-level Hebrew exegesis course is to further develop exegetical skills in connection with a major division of the OT canon.
- NT 502 Interpreting the New Testament
  A methods based course that explores the various tools of interpretation of the Greek text.
- OT/NT 795 Biblical Theology Seminar
  The final requirement which explores the primary themes and fundamental issues shared by both testaments.

**M.A. Requirements**

- MACC
  English Bible Elective (OT500 and NT501 excluded)
- NT/OT517 Interpreting the Bible
- MACL
  2 English Bible Electives (OT500 and NT501 excluded)
- CL/NT/OT 574 Biblical Theology of Leadership
- NT/OT517 Interpreting the Bible

**MAR**

- NT English Bible Elective (NT501 excluded)
- NT or OT Eng. Bible Elect. (OT500 and NT501 excluded)
- OT 501 Pentateuch or OT 502 Intro. to the OT
- NT/OT517 Interpreting the Bible
MABS
Same as the requirements for the M.Div.
Summative Evaluation (See below for details)

MAOT
It is expected that students in this program have already achieved proficiency in Hebrew from a prior degree.
GL 501 Basic Greek I
GL 502 Basic Greek II
OT 511 Interpreting the Old Testament
OT 626-645 Exegesis in a Narrative
OT 750 OT Prophets or OT 770 OT Poetical Books
NT 502 Interpreting the New Testament
NT 610-619
NT 620-640
OT 760 Reading in OT
OT 860 Research in OT
OT/NT 795 Biblical Theology Seminar
Summative Evaluation (See below for details)

MANT
It is expected that students in this program have already achieved proficiency in Greek from a prior degree.
OL 501 Hebrew I
OL 502 Hebrew II
OT 511 Interpreting the Old Testament
OT 626-645 Exegesis in a Narrative
OT 750 OT Prophets or OT 770 OT Poetical Books
NT 502 Interpreting the New Testament
NT 610-619
NT 620-640
NT 760 Reading in NT
NT 860 Research in NT
OT/NT 795 Biblical Theology Seminar
Summative Evaluation (See below for details)

MACT
GL 501 Basic Greek I
GL 502 Basic Greek II
OT 501 Pentateuch or OT 502 Intro. to the OT
NT 502 Interpreting the New Testament
NT 610-619
NT 620-640

Summative Evaluation
All students in the Academic MA’s in the division of Biblical Studies (MABS, MAOT & MANT) must pass a summative evaluation as a component of their degree requirements. Students can satisfy this requirement by either writing a thesis or a research paper within their area of concentration.

According to policy, thesis writing is only by invitation from the Division of Biblical Studies. The selection of M.A. students to write a thesis in the area of Biblical Studies will be determined each fall semester by the Old and New Testament faculty. Please address any questions regarding this policy to the chair of the division.

All M.A. students in the area of Biblical Studies not invited to write a thesis must enroll for and pass a research course (NT 860, OT 860 or NT/OT 860) as a graduation requirement for the program. This course normally will be taken during the last semester of a student’s program. It is the student’s responsibility to secure a faculty member in the respective field to supervise the research.

OLD TESTAMENT

Use of Hebrew
Old Testament courses at the 500-level do not require Hebrew. All other OT courses require competence in Hebrew in all aspects of the course for a passing grade. A Hebrew competency exam will be given during the first two weeks of each course with OL 502 as its prerequisite. Students unable to pass this exam will be required to withdraw from the course.

ORIENTAL LANGUAGE COURSES

OL/GL 500 TOOLS FOR BIBLICAL LANGUAGES AND EXEGESIS
Provides the student with enough Greek and Hebrew grammar to be able to understand the translations and commentaries and do Greek and Hebrew word studies using the most appropriate tools. Also introduces a basic method for doing exegesis.

OL 501 HEBREW I
Introduces basic grammar and vocabulary of biblical Hebrew, emphasizing the importance of Hebrew language for understanding the Old Testament.

OL 502 HEBREW II
Continuation of OL 501 with sustained emphasis on mastery of grammar and vocabulary. OL 502 will emphasize reading from the Hebrew Old Testament with introduction of some rudiments of exegetical method. Prerequisite: OL 501.

OL 710 INDEPENDENT READING IN THE HEBREW BIBLE
A minimum of 30 chapters of prose or 25 chapters of poetry is normally required. Any term by petition.

OL 860 RESEARCH IN ORIENTAL LANGUAGES
Any term by petition.

OLD TESTAMENT COURSES

All courses listed below at the 500-level are open to students with no knowledge of Hebrew. Courses at the 600-level and beyond have OL 502 as a prerequisite and OT 500 & NT 501 (or having passed the Bible Comp exams) as a corequisite. Courses listed at the 700-level and beyond have OL 502 or its equivalent and a 600-level Hebrew exegesis course as their prerequisites. Exceptions to the prerequisite standards are made only by permission of the department.

All courses at the 600-level and beyond require demonstrated competence in Hebrew in their component assignments in order for a passing grade to be obtained in the course.

OT 500-Level Courses

OT 500 OLD TESTAMENT SURVEY
Introduces 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
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
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 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. Prerequisite: OL 502; Corequisite: OT 500 & NT 501 (or having passed the Bible Comp exams).

OT/NT 517 INTERPRETING THE BIBLE
An introduction to essential bibliographical tools 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 or successful completion of Bible competency exams.

OT/NT 518 CHRIST IN SCRIPTURE AND TRADITION
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
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 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 and NT 501 or successful completion of Bible competency exams, and NT/OT517.

OT/NT 583 WORLD OF THE BIBLE
An introduction to the cultural world of the Old and New Testaments. Special attention will be given to the geographical, historical, religious, social, economic, political, military and ideological contexts of the Bible.

OT 600-Level Courses
All courses listed below from the 600-level on have OL 502 and OT 501 or OT 502 as prerequisites. 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. Courses numbered from OT 655 and higher are electives in the M.Div. program.

At both the OT 600 and OT 700 levels, competence in Hebrew must be demonstrated by the student in all aspects of the course in order for a passing grade to be assigned, regardless of how the course grade is otherwise computed.

OT 626 EXEGESIS IN GENESIS
Emphasis upon the fundamentals of Old Testament exegesis, reading select Hebrew passages of Genesis and the study of 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 upon the Plague Narratives, Passover, Covenant, Decalogue, Tabernacle and the great moment of redemption in the Old Testament.

OT 631 EXEGESIS IN JOSHUA
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
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
An exegetical study of Judges 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 upon introductory issues important to the proper interpretation of various individual books.
OT 645 EXEGESIS IN SAMUEL
Exegetical study of selected passages in Samuel 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 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 a 600-level OT course as a prerequisite. All OT 700-level courses require a Hebrew exegesis paper except when the course is the student’s second 700-level OT course. Competence in Hebrew is required in all aspects of a course for a passing grade in the course.

For graduation all M.Div. students must write a full Hebrew exegesis paper in an OT 700-level course and receive a passing grade. Failure to submit a passing paper necessitates repeating the course.

OT 750 OLD TESTAMENT PROPHETICAL BOOKS
A study of the institution and contribution of the prophets, including: 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
Any term by petition. (This course will meet elective credit only within the M.Div. program.)

OT 770 OLD TESTAMENT POETICAL BOOKS
A study of the nature and techniques of Old Testament poetry, including: metrics, line and strophic structure, historical-grammatical exegesis and text criticism. Special introduction to the various poetical books of the Old Testament and samples of exegesis, emphasizing the Psalms.

OT/NT 795 BIBLICAL THEOLOGY SEMINAR
A seminar 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: 600 level OT exegesis course and NT 502.

NEW TESTAMENT
All courses numbered 600-level and above require GL 502 and NT 502 as prerequisites. Methodology and survey courses at any level are numbered 01-09. Narrative exegesis courses are numbered 10-49. Thematic and topical courses are numbered 50-99. 700-level courses involve a seminar format.

Use of Greek
New Testament courses at the 500-level (except NT 502) do not require Greek. NT 502 may be taken with the permission of the instructor by non-M.Div. students in certain circumstances without concurrent or previous enrollment in the second term of Basic Greek. All other NT courses require competence in Greek in all aspects of the course for a passing grade. A Greek competency exam will be given during the first two weeks of each course with an NT 502 prerequisite. Students unable to pass this exam will be required to withdraw from the 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

NEW TESTAMENT COURSES

NT 500-Level Courses

NT 501 NEW TESTAMENT SURVEY

NT 502 INTERPRETING THE NEW TESTAMENT
Attention 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; Corequisite: OT 500 & NT 501 (or having passed the Bible Comp exams).

NT 503 LIFE OF JESUS
A study of the complementary portraits of Jesus in the four Gospels to determine 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
An introduction to essential bibliographical tools necessary for Bible study and an orientation to the key issues in the field of hermeneutics. Prerequisite: OT 500 and NT 500 or successful completion of Bible competency exams.

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

NT 575 NEW TESTAMENT THEOLOGY
Special attention given to various approaches to New Testament theology, the theological relationship between the testaments, and related themes. 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 courses listed below from the 600-level on have GL 502 and NT 502 as prerequisites. Competence in Greek is required in all aspects of a course for a passing grade.

NT 610 NEW TEST. EXEGESIS IN THE GOSPELS & ACTS
An introduction and orientation to New Testament exegesis using 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
An exegetical study of the Greek text of Matthew, focusing on the structure and theology of Matthew’s gospel as a literary unit.

NT 613 EXEGESIS OF MARK
An exegetical study of the structure, theology and probable setting of Mark, with special attention given to the person of Jesus and his mission.

NT 615 EXEGESIS OF LUKE
An exegetical study of the Greek text, with attention to the unique theological themes, structure, historical context, and application of Luke.

NT 617 GOSPEL OF JOHN
Exegesis of the Greek text, with special focus on John’s portrayal of Jesus, the divine family, and the formation of the new family of believers.

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

NT 620 EXEGESIS OF ROMANS
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
An exegetical study of the Greek text of I Corinthians with special reference to Paul’s self-understanding as an apostle and the major theological themes of his ministry as they are expressed in relation to the problems of the Corinthian church.

NT 635 EXEGESIS OF THE PASTORAL EPISTLES
A study of the Greek text, with attention to 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
A study of the Greek text of the “Letter to the Hebrews” with special attention 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, with attention to the unique theological themes, images, structure, historical context of James, and application to today.

NT 640 EXEGESIS OF FIRST PETER
An exegetical study of the Greek text, with attention 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
An introduction to both the primary and secondary literature related to Paul’s theology. Special attention given to questions of methodology and the quest for the “center” of Paul’s thought.

NT 693 THE OLD TESTAMENT IN THE NEW
An integrative course with a focus on the distinctive uses and applications of Old Testament themes and texts in the New Testament.

NT 700-Level Courses
All courses listed below from the 700-level on 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.
COURSE DESCRIPTIONS

NT 760 READING IN NEW TESTAMENT
Any term by petition.

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

NT 800-Level Courses
All courses listed below from the 800-level on 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
Any term by petition.

NT 891, 892 NEW TESTAMENT THESIS I & II
Any term by petition.

M.Div. Requirements
CH 501 Church to the Reformation
CH 502 Church Since the Reformation
Christian Thought elective: CH 611, CH 628, CH 650
CH/TH 655 or an approved substitute
TH 501 Theology Survey I
TH 502 Theology Survey II
Theology Elective: TH 603, CH/TH 645, TH 760, AP 601 or an approved substitute
ET 501, ET 510, ET/NT 543 or an approved substitute

M.Div. (Ang./Epis. Studies Track) Requirements
CH 501 Church to the Reformation
CH 502 Church Since the Reformation
CH 653 History of Liturgy
CH 647 Anglican Church History
TH 501 Theology Survey I
TH 502 Theology Survey II
Theology Elective: TH 603, CH/TH 645, TH 760, AP 601 or an approved substitute
ET 503 Anglican Ethics and Moral Theology

MA Requirements
MACC
TH 501 Theology Survey I
TH 502 Theology Survey II

MACL
CH 501 Church to the Reformation
CH 502 Church Since the Reformation
TH 501 Theology Survey I
TH 502 Theology Survey II
ET 501, ET 510, ET/NT 543 or an approved substitute
World Missions: WM 510 or an approved substitute

MAR, MABS, MANT & MAOT
CH 501 Church to the Reformation
CH 502 Church Since the Reformation
TH 501 Theology Survey I

TH 502 Theology Survey II
ET 501, ET 510, ET/NT 543 or an approved substitute

M.ACT
CH 501 Church to the Reformation
CH 502 Church Since the Reformation
TH 501 Theology Survey I
TH 502 Theology Survey II
ET 501 or ET 510 or an approved substitute
Three Christian Thought Electives: (Courses with a CH, ET, TH or WM designation)
Summative Evaluation (See below for details)

Summative Evaluation
All students in the MACT program must pass a summative evaluation in fulfillment of their degree requirements. Students can satisfy this requirement by either writing a thesis or sitting for and passing an oral exam within their area of concentration.

According to policy, thesis writing is only by invitation from the Division of Christian Thought. The selection of MACT students to write a thesis will be determined each fall semester by the Christian Thought faculty. Please address any questions regarding this policy to the chair of the division.

MACT students not invited to write a thesis will need to pursue the oral exam option. Since the oral exam carries no credit hours, the student will need to take an additional course within the area or Christian Thought to satisfy the graduation hour requirement (60 hrs.) for the MACT program. It is the student’s responsibility to request the oral exam in writing to the Chair of the Division of Christian Thought.

CHURCH HISTORY

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, 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 modern church and fosters a sense of identity with the student’s ecclesiastical background. Since Gordon-Conwell Theological Seminary is rooted in a tradition which 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 Courses
CH 501 THE CHURCH TO THE REFORMATION
A general survey of the history of the Christian Church from its founding at Pentecost to the Protestant Reformation of the Sixteenth Century. Designed to fulfill one of the two Church History requirements for the Master of Divinity degree program.
COURSE DESCRIPTIONS

CH 502 THE CHURCH SINCE THE REFORMATION
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. Designed to fulfill one of the two Church History requirements for the Master of Divinity degree program.

CH/MC 591 DYNAMICS OF SPIRITUAL LIFE
A study of 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
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
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 628 THE EARLY CHURCH
This course will focus on the interpretation of key texts from the Patristic period. Various issues, movements, and topics will be covered, including the question of unity and diversity, the Trinity, Christology, creeds, experience of persecution, etc.

CH/TH 631 UNITED METHODIST THEOLOGY AND HISTORY
This course fulfills the requirement for United Methodist theology and one-half the requirement for United Methodist history (American Methodism). British Methodism accompanies the study of United Methodist Polity (MC 601B); counts as general elective only.

CH 632 AUGUSTINE OF HIPPO
A study of the life and work of the greatest theologian of the early church. Attention is focused on Augustine’s historical context, including the philosophical and religious factors that shaped his early response to Christianity and colored his mature work.

CH/TH 643 MARTIN LUTHER
A seminar on 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 647 ANGLICAN CHURCH HISTORY
Required course for those in the M.Div Anglican/Episcopal Studies Track.

CH 650 THE PROTESTANT REFORMATION
will explore 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
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
A seminar designed to read and analyze the major creeds and confessions of the Christian Church.

CH/TH 669 SOTERIOLOGY IN CHRISTIAN HISTORY
An examination of the various ways the Christian Church of the last 20 centuries has expressed the salvation believers have in Christ. 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 672 CHRISTIAN THOUGHT & CLASSICAL PHILOSOPHY
This course examines the changing relations 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
Any term by petition.

CH 860 RESEARCH IN CHURCH HISTORY
Any term by petition.

CH 891, 892 CHURCH HISTORY THESIS I & II
Any term by petition.

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.

Ethics Courses

ET 501 CHRISTIAN ETHICS
A study of 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
Required course for those in the M.Div Anglican/Episcopal Studies Track.

ET 503 ANGLICAN ETHICS & MORAL THEOLOGY
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 which will enhance pastoral leadership in Christian community.

ET/OT 542 OLD TESTAMENT AND CHRISTIAN ETHICS
See description under OT/ET 543.

ET/NT 543 NEW TESTAMENT AND CHRISTIAN ETHICS
See description under NT/ET 542.

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.

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
A study of theological method, revelation, inspiration, and canon of scripture; existence and attributes of God; Trinity; creation and providence; human nature; original and actual sin.

TH 502 THEOLOGY SURVEY II
A study of 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; eschatology. Prerequisite: TH 501; Corequisite: OT 500 & NT 501 (or having passed the Bible Comp exams).

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 THEO.: AMERICAN EVANGELICAL-ISM
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. 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 631 UNITED METHODIST THEOLOGY AND HISTORY
See description under CH/TH 631.

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' 'The Incarnation of the Word of God; 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. 3 sem. hrs.

TH/CH 655 GREAT CONFESSIONS OF THE FAITH
See description under CH/TH 655. 3 sem. hrs.

TH 760 READING IN THEOLOGY
Any semester, by petition only. 3 sem. hrs.

TH 860 RESEARCH IN THEOLOGY
Any semester, by petition only. 3 sem. hrs.

TH 891, 892 Theology Thesis I & II
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 of them to contemporary challenges to the Christian faith.

AP 602 CULTURAL APOLOGETICS
A biblical examination of unbelief with attention to the anatomy and dynamics of idolatry as expressed in contemporary culture. Basic purpose is to equip student 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.
World Missions Courses

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 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 603 HISTORY OF MISSIONS
A history of the Christian church, 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 661 MISSIONS AND THE LOCAL CHURCH
Covers the position, roles, and responsibilities of the local church with respect to the fulfillment of the Great Commission. Special attention given to the concept of the local church as the primary, God-ordained organism for the recruitment, training and sending of missionaries. Fulfills the WM requirement for the M.Div. and all M.A. programs.

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

WM/CO 712 CROSS-CULTURAL COUNSELING
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
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
Any term by petition.

WM 860 RESEARCH IN WORLD MISSIONS
Any term by petition.

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.

World Missions Courses

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.

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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
Any term by petition.

WM 860 RESEARCH IN WORLD MISSIONS
Any term by petition.
which this requirement may be ful-
to complete 3 rotations of Mentored Ministry in Christian
in the MA in Christian Leadership program is expected
to complete 6 rotations of Mentored Ministry. Each student
Each student enrolled in the M.Div. program is expected
in spiritual formation.
ences 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.

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 program is expected to complete 3 rotations of Mentored Ministry in Christian Leadership (CL). 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, 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 630 THE PERSON OF THE CHRISTIAN LEADER
This course will help 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
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 502 or a 600 level OT exegesis course.

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 the 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
A study of 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
Spiritual experience from a practical psychological perspective, including: conversion, religious expression, religious development and lifestyles. Emphasis on implications for pastoral ministry. Guided discovery through a variety of assignments.

EV/WM 665 CHURCH PLANTING & GROWTH
A practical and biblically-theological perspective on planting and development of churches. Research projects concentrate on sharpening skills in planning, establishing and nurturing churches which will equip members for ministry to their communities, and for continued planting of new churches.

EV 670 URBAN EVANGELISM
This course will address 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
An exploration of 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
Any semester, by petition only.

EV 860 RESEARCH IN EVANGELISM
Any semester, by petition only.

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. Spiritual exercise and small group practice for personal application and for leadership in ministry.

MC 503 FOUNDATIONS FOR MINISTRY
This course is designed to equip ministers 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 ministry.

MC 506 ASCETICAL THEOLOGY
Required course for those in the M.Div Anglican/Episcopal Studies Track.

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

MC 560 THE CHURCH IN APPALACHIA TRAVEL SEMINAR
Travel seminar offered in January through Appalachian Ministries Educational Resource Center. Participants are introduced to a variety of church and church-related endeavors in the Appalachian region. Information available in the office of the academic dean.

MC 601B UNITED METHODIST POLITY AND HISTORY
This course fulfills the requirement for United Methodist polity and one-half the requirement for United Methodist history (British Methodism). American Methodism accompanies the study of United Methodist polity (CH/TH 631); this course will only satisfy a general elective.

MC 601C PC (U.S.A.) DENOMINATIONAL STANDARDS
This course provides students 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 in preparation for ordination; this course will only satisfy a general elective.

MC 601L ADVENT CHRISTIAN DENOMINATIONAL STANDARDS
A study of 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
Required course for those in the M.Div Anglican/Episcopal Studies Track.

MC 705 ANGLICAN ETHOS AND IDENTITY
Required course for those in the M.Div Anglican/Episcopal Studies Track.
MC 720 PROJECT COURSE IN MINISTRY
Any semester, by petition only. See description under Project Courses in the Student Handbook.

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 will focus 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 which is congruent with denominational guidelines for worship.

MC 760 READING IN MINISTRY OF THE CHURCH
Any semester, by petition only.

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 execute the concept of pastoral ministry and integrate these findings into a personal statement of ministerial practice.

MC 860 RESEARCH IN MINISTRY OF THE CHURCH
Any semester, by petition only.

PASTORAL CARE, PSYCHOLOGY AND CLINICAL COUNSELING

PC 511 INTRODUCTION TO PASTORAL COUNSELING
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)
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

PC 860 RESEARCH IN PASTORAL PSYCHOLOGY
Any term by petition.
CO/WM 712 CROSS-CULTURAL COUNSELING  
See description under WM/CO 712.

CO 714 FAMILY COUNSELING/TherAPY  
A clinical course to develop basic skills in counseling families. Evaluation of the most applicable methods for counseling interventions with families. Prerequisite: CO 614.

CO 715 ADVANCED PSYCHOPATHOLOGY  
An advanced course in the theories, concepts and structures which form an understanding of psychopathology. Development of skills in using DSM IV and understanding of psychopharmacology. Prerequisite: CO 710

CO 716 MARRITAL THERAPY  
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 understand by experience the nature of group process.

CO 719 HUMAN SEXUALITY  
An overview of biological, psychological, behavioral, and theological material concerning human sexuality. Include DSM diagnostic categories and treatment options. Prerequisite: TH501

CO 720 CHILDREN IN THERAPY  
Understanding the role and function of children as the focus for family therapy. Learning to develop appropriate intervention strategies in working with children in the context of the family. Pre-requisite: CO 610

CO 735 INDIVIDUAL APPRAISAL  
Studies will explore a broad understanding of group and individual educational and psychometric theories as well as approaches to personal appraisal. Emphases will be upon gathering and analyzing 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 CRISIS COUNSELING  
Crisis counseling will be viewed from the perspective of the Christian pastor and the Christian counselor. Biblical and theological perspectives are integrated with social studies having to do with healing processes. Various crises will be studied.

CO 770 LIFESTYLE AND CAREER DEVELOPMENT  
The student will explore studies which 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  
A comprehensive review of the process of professional specialization in the counseling field. Topics include: professional organizations, ethical standards, legal responsibilities, etc. Pre-requisite: CO 500 and 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 which 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, seminar format course focused on integration and consolidation of the students’ model of therapy, integrating theory, practice and theology. Co-requisite CO 867

CO 867 CLINICAL COUNSELING PRACTICUM I  
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. Pre-requisites: CO 500, CO 540, CO 710 and one additional counseling course.

CO 868 CLINICAL COUNSELING PRACTICUM II  
The clinical practicum is a continuation of the first year’s 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  
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.
2012 FALL SEMESTER (August 25-December 1)

S Aug. 18  Orientation for new students
S Aug. 25  Integrative Seminar
M Sept. 3  Labor Day, HOLIDAY
F Sept. 14  Last day to submit application for December completion (Jan. Graduate)
F Sept. 14  Last day to change from December completion to May/Oct. graduation
F Sept. 28  Last day to add non-scheduled courses (ie. Mentored Ministry Rotation, Counseling Practicum, Directed Study, Semlink, etc.) for FA12 Semester.
M Oct. 1  Date Federal Loan Checks will be dispersed for the FA12 semester
M Oct. 8  Columbus Day, HOLIDAY
F Oct. 26  Last day to pay off your Student Account and avoid the $25 deferred payment fee; unpaid balances will be placed on hold.
F Nov. 11  Veteran’s Day, HOLIDAY
Th-F Nov. 22-23 Thanksgiving HOLIDAY
F Dec. 7  Last day to pay off your Student Account and avoid the $50 non-payment fee.
F-S Dec. 7-8  Inclement weather make-up weekend
M Dec. 10  Grades due for December completion students

FALL SEMESTER WEEKEND MODULES

MODULE 1 (SEPTEMBER 7 - NOVEMBER 3):
F Sept. 7  First day of class
F Sept. 7  Last day to drop and receive 100% tuition refund with no grade designation
F Oct. 5  Last day to withdraw and receive 80% tuition refund
F Oct. 5  Last day for filing pass/fail petitions
F Nov. 2  Last day to withdraw and receive 30% tuition refund
S Nov. 3  Last day to withdraw from Module 1 course
S Nov. 3  Module 1 courses end
M Dec. 3  Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).

MODULE 2 (SEPTEMBER 14 – NOVEMBER 10):
F Sept. 14  First day of class
F Sept. 14  Last day to drop and receive 100% tuition refund with no grade designation
F Oct. 12  Last day to withdraw and receive 80% tuition refund
F Oct. 12  Last day for filing pass/fail petitions
F Nov. 9  Last day to withdraw and receive 30% tuition refund
S Nov. 10  Last day to withdraw from Module 2 course
S Nov. 10  Module 2 courses end
M Dec. 10  Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).

MODULE 3 (SEPTEMBER 21 – NOVEMBER 17):
F Sept. 21  First day of class
F Sept. 21  Last day to drop and receive 100% tuition refund with no grade designation
F Oct. 19  Last day to withdraw and receive 80% tuition refund
F Oct. 19  Last day for filing pass/fail petitions
F Nov. 16  Last day to withdraw and receive 30% tuition refund
S Nov. 17  Last day to withdraw from Module 3 course
S Nov. 17  Module 3 courses end
M Dec. 17  Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).

MODULE 4 (SEPTEMBER 28 – DECEMBER 1):
F Sept. 28  First day of class
F Sept. 28  Last day to drop and receive 100% tuition refund with no grade designation
F Oct. 26  Last day to withdraw and receive 80% tuition refund
F Oct. 26  Last day for filing pass/fail petitions
F Nov. 30  Last day to withdraw and receive 30% tuition refund
S Dec. 1  Last day to withdraw from Module 4 course
S Dec. 1  Module 4 courses end
M Dec. 31  Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).
# FALL SEMESTER WEEKDAY COURSES

## MONDAY COURSES (SEPTEMBER 10 – NOVEMBER 19):

<table>
<thead>
<tr>
<th>Day</th>
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<th>Event</th>
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<tr>
<td>M</td>
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<tr>
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<td>Oct. 1</td>
<td>Last day for filing pass/fail petitions</td>
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<td>M</td>
<td>Oct. 29</td>
<td>Last day to withdraw and receive 30% tuition refund</td>
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<tr>
<td>M</td>
<td>Nov. 19</td>
<td>Last day to withdraw from Monday course</td>
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<tr>
<td>M</td>
<td>Nov. 19</td>
<td>Monday courses end</td>
</tr>
<tr>
<td>M</td>
<td>Dec. 17</td>
<td>Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).</td>
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## TUESDAY COURSES (SEPTEMBER 4 – NOVEMBER 20):

<table>
<thead>
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<th>Day</th>
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<tbody>
<tr>
<td>T</td>
<td>Sept. 4</td>
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<tr>
<td>T</td>
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<td>Last day to drop and receive 100% tuition refund with no grade designation</td>
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<td>T</td>
<td>Sept. 25</td>
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<tr>
<td>T</td>
<td>Sept. 25</td>
<td>Last day for filing pass/fail petitions</td>
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<tr>
<td>T</td>
<td>Oct. 23</td>
<td>Last day to withdraw and receive 30% tuition refund</td>
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<tr>
<td>T</td>
<td>Nov. 20</td>
<td>Last day to withdraw from Tuesday course</td>
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<tr>
<td>T</td>
<td>Nov. 20</td>
<td>Tuesday courses end</td>
</tr>
<tr>
<td>T</td>
<td>Dec. 18</td>
<td>Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).</td>
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## WEDNESDAY COURSES (SEPTEMBER 5 – NOVEMBER 28):

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<tbody>
<tr>
<td>W</td>
<td>Sept. 5</td>
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</tr>
<tr>
<td>W</td>
<td>Sept. 5</td>
<td>Last day to drop and receive 100% tuition refund with no grade designation</td>
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<tr>
<td>W</td>
<td>Sept. 26</td>
<td>Last day to withdraw and receive 80% tuition refund</td>
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<tr>
<td>W</td>
<td>Sept. 26</td>
<td>Last day for filing pass/fail petitions</td>
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<tr>
<td>W</td>
<td>Oct. 24</td>
<td>Last day to withdraw and receive 30% tuition refund</td>
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<tr>
<td>W</td>
<td>Nov. 28</td>
<td>Last day to withdraw from Wednesday course</td>
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<tr>
<td>W</td>
<td>Nov. 28</td>
<td>Wednesday courses end</td>
</tr>
<tr>
<td>W</td>
<td>Dec. 26</td>
<td>Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).</td>
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## THURSDAY COURSES (SEPTEMBER 6 – DECEMBER 29):

<table>
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<th>Day</th>
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<td>Th</td>
<td>Sept. 6</td>
<td>First day of class</td>
</tr>
<tr>
<td>Th</td>
<td>Sept. 6</td>
<td>Last day to drop and receive 100% tuition refund with no grade designation</td>
</tr>
<tr>
<td>Th</td>
<td>Sept. 27</td>
<td>Last day to withdraw and receive 80% tuition refund</td>
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<td>Th</td>
<td>Sept. 27</td>
<td>Last day for filing pass/fail petitions</td>
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<td>Th</td>
<td>Oct. 25</td>
<td>Last day to withdraw and receive 30% tuition refund</td>
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<tr>
<td>Th</td>
<td>Nov. 29</td>
<td>Last day to withdraw from Thursday course</td>
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<tr>
<td>Th</td>
<td>Nov. 29</td>
<td>Thursday courses end</td>
</tr>
<tr>
<td>Th</td>
<td>Dec. 27</td>
<td>Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).</td>
</tr>
</tbody>
</table>

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2013 SPRING SEMESTER (JANUARY 7 – APR. 27)

Dec. 24-Jan. 2  Semester break
F-Sun.  Jan. 4-6  Retreat for Counselors (Open to Counseling students only.)
S  Jan. 19  Orientation for new students
M  Jan. 21  Martin Luther King, Jr. Day; HOLIDAY
F  Jan. 25  Last day to apply for May/Oct. 2013 graduation
S  Jan. 26  Integrative Seminar
F  Feb. 8  Last day to revoke May 2013 graduation appl. and avoid the $150 graduation fee
M  Feb. 18  President’s Day, HOLIDAY
F  Feb. 22  Last day to add non-scheduled courses (ie. Mentored Ministry Rotation, Counseling Practicum, Directed Study, Semlink, etc.) for SP13 Semester
M  Feb. 25  Date Federal Loan Checks will be dispersed for the SP13 semester
F  Mar. 15  Last day to pay off your Student Account and avoid the $25 deferred payment fee; unpaid balances will be placed on hold.
F  Mar. 29  Good Friday, HOLIDAY
F  Apr. 26  Last day to pay off your Student Account and avoid the $50 non-payment fee; last day for payment of all charges and fees to participate in commencement.
F  May 3  Semlink course due date for May/Oct. 2013 graduates
F-S  May 3-4  Inclement weather make-up weekend
M  May 6  Final work due for May/Oct. graduates, unless an earlier date has been assigned by the professor (see course syllabus for details)
M  May 13  Final grades due for all May graduates. Students taking courses through the Carolina Theo. Consortium or transferring in credits from another ATS accredited school, need to have transcript with final grades posted by this date.
F  May 17  Baccalaureate, 7:00 p.m.
Sat.  May 18  Commencement, 10:00 a.m

JANUARY MODULES 2013 (JANUARY 4 – 25)

CONSECUTIVE WEEKEND COURSES (JAN. 4-5 11-12, 18-19)
F  Jan. 4  Last day to drop and receive 100% tuition refund with no grade designation
F  Jan. 4  First day of class
F  Jan. 11  Last day to withdraw and receive 80% tuition refund
F  Jan. 11  Last day for filing pass/fail petitions
F  Jan. 18  Last day to withdraw and receive 30% tuition refund
F  Jan. 19  Last day to withdraw (no tuition refund)
F  Jan. 19  Last day of class
M  Mar. 18  Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).

JAN. 7-11 INTENSIVE
Sn.  Jan. 6  Last day to drop and receive 100% tuition refund with no grade designation
M  Jan. 7  First day of class
M  Jan. 7  Last day to withdraw and receive 80% tuition refund
T  Jan. 8  Last day for filing pass/fail petitions
W  Jan. 9  Last day to withdraw and receive 30% tuition refund
F  Jan. 11  Last day to withdraw (no tuition refund)
F  Jan. 11  Last day of class
M  Mar. 11  Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).

JAN. 14-18 INTENSIVE
Sn.  Jan. 13  Last day to drop and receive 100% tuition refund with no grade designation
M  Jan. 14  First day of class
M  Jan. 14  Last day to withdraw and receive 80% tuition refund
T  Jan. 15  Last day for filing pass/fail petitions
W  Jan. 16  Last day to withdraw and receive 30% tuition refund
F  Jan. 18  Last day to withdraw (no tuition refund)
F  Jan. 18  Last day of class
M  Mar. 18  Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).
JAN. 21-25 INTENSIVE
Sn. Jan. 20  Last day to drop and receive 100% tuition refund with no grade designation
M  Jan. 21  First day of class
M  Jan. 21  Last day to withdraw and receive 80% tuition refund
T  Jan. 22  Last day for filing pass/fail petitions
W  Jan. 23  Last day to withdraw and receive 30% tuition refund
F  Jan. 25  Last day to withdraw (no tuition refund)
F  Jan. 25  Last day of class
M  Mar. 25  Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).

SPRING SEMESTER WEEKEND MODULES

MODULE 1 (FEBRUARY 1 – April 6):
F  Feb. 1  First day of class
F  Feb. 1  Last day to drop and receive 100% tuition refund with no grade designation
F  March 1  Last day to withdraw and receive 80% tuition refund
F  March 1  Last day for filing pass/fail petitions
F  Apr. 5  Last day to withdraw and receive 30% tuition refund
S  Apr. 6  Last day to withdraw (no tuition refund)
S  Apr. 6  Module 1 courses end
M  May 6  Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).

MODULE 2 (FEBRUARY 8 – APRIL 13):
F  Feb. 8  First day of class
F  Feb. 8  Last day to drop and receive 100% tuition refund with no grade designation
F  Mar. 8  Last day to withdraw and receive 80% tuition refund
F  Mar. 8  Last day for filing pass/fail petitions
F  Apr. 12  Last day to withdraw and receive 30% tuition refund
S  Apr. 13  Last day to withdraw (no tuition refund)
S  Apr. 13  Module 2 courses end
M  May 13  Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).

MODULE 3 (FEBRUARY 15 – APRIL 20):
F  Feb. 15  First day of class
F  Feb. 15  Last day to drop and receive 100% tuition refund with no grade designation
F  Mar. 15  Last day to withdraw and receive 80% tuition refund
F  Mar. 15  Last day for filing pass/fail petitions
F  Apr. 19  Last day to withdraw and receive 30% tuition refund
S  Apr. 20  Last day to withdraw (no tuition refund)
S  Apr. 20  Module 3 courses end
M  May 20  Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).

MODULE 4 (FEBRUARY 22 – APRIL 27):
F  Feb. 22  First day of class
F  Feb. 22  Last day to drop and receive 100% tuition refund with no grade designation
F  Mar. 22  Last day to withdraw and receive 80% tuition refund
F  Mar. 22  Last day for filing pass/fail petitions
F  Apr. 26  Last day to withdraw and receive 30% tuition refund
S  Apr. 27  Last day to withdraw (no tuition refund)
S  Apr. 27  Module 4 courses end
T  May 28  Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).
### SPRING SEMESTER WEEKDAY COURSES

#### MONDAY COURSES (JANUARY 28 – APRIL 15):

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<tbody>
<tr>
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<td>Mar. 18</td>
<td>Last day to withdraw and receive 30% tuition refund</td>
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<tr>
<td>Apr. 15</td>
<td>Last day to withdraw from Monday course (no tuition refund)</td>
</tr>
<tr>
<td>May 13</td>
<td>Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).</td>
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#### TUESDAY COURSES (JAN. 29 – APRIL 16):

<table>
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<tbody>
<tr>
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<td>Feb. 19</td>
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<td>Mar. 19</td>
<td>Last day to withdraw and receive 30% tuition refund</td>
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<tr>
<td>Apr. 16</td>
<td>Last day to withdraw from Tuesday course (no tuition refund)</td>
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<tr>
<td>Apr. 16</td>
<td>Tuesday courses end</td>
</tr>
<tr>
<td>May 14</td>
<td>Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).</td>
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#### WEDNESDAY COURSES (JANUARY 30 – APRIL 17):

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<td>Jan. 30</td>
<td>Last day to drop and receive 100% tuition refund with no grade designation</td>
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<tr>
<td>Feb. 20</td>
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<tr>
<td>Feb. 20</td>
<td>Last day for filing pass/fail petitions</td>
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<tr>
<td>Mar. 20</td>
<td>Last day to withdraw and receive 30% tuition refund</td>
</tr>
<tr>
<td>Apr. 17</td>
<td>Last day to withdraw from Wednesday course (no tuition refund)</td>
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<tr>
<td>Apr. 17</td>
<td>Wednesday courses end</td>
</tr>
<tr>
<td>May 15</td>
<td>Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).</td>
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#### THURSDAY COURSES (JANUARY 31 – APRIL 18):

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Jan. 31</td>
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<td>Feb. 21</td>
<td>Last day to withdraw and receive 80% tuition refund</td>
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<td>Last day for filing pass/fail petitions</td>
</tr>
<tr>
<td>Mar. 21</td>
<td>Last day to withdraw and receive 30% tuition refund</td>
</tr>
<tr>
<td>Apr. 18</td>
<td>Last day to withdraw from Thursday course (no tuition refund)</td>
</tr>
<tr>
<td>Apr. 18</td>
<td>Thursday courses end</td>
</tr>
<tr>
<td>May 16</td>
<td>Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).</td>
</tr>
</tbody>
</table>
2013 SUMMER SESSIONS (MAY 6 - AUGUST 3)

M May 27 Memorial Day (Offices Closed)
F June 7 Last day to add non-scheduled courses for the summer session
      (Mentored Min, Counseling Practicum, Semlink, etc.)
R July 4 Independence Day (Offices Closed)

SUMMER SESSION I: MAY INTENSIVES (MAY 6 – MAY 24)

MAY INTENSIVE 1 (MAY 6-10):
Sn. May 5 Last day to drop and receive 100% tuition refund with no grade designation
M May 6 First day of class
M May 6 Last day to withdraw and receive 80% tuition refund
T May 7 Last day for filing pass/fail petitions
W May 8 Last day to withdraw and receive 30% tuition refund
F May 10 Last day to withdraw (no tuition refund)
F May 10 Last day of class
M July 8 Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).

MAY INTENSIVE 2 (MAY 13-17):
Sn. May 12 Last day to drop and receive 100% tuition refund with no grade designation
M May 13 First day of class
M May 13 Last day to withdraw and receive 80% tuition refund
T May 14 Last day for filing pass/fail petitions
W May 15 Last day to withdraw and receive 30% tuition refund
F May 17 Last day to withdraw (no tuition refund)
F May 17 Last day of class
M July 15 Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).

MAY INTENSIVE 3 (MAY 20-24):
Sn. May 19 Last day to drop and receive 100% tuition refund with no grade designation
M May 20 First day of class
M May 20 Last day to withdraw and receive 80% tuition refund
T May 21 Last day for filing pass/fail petitions
W May 22 Last day to withdraw and receive 30% tuition refund
F May 24 Last day to withdraw (no tuition refund)
F May 24 Last day of class
M July 22 Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).

SUMMER SESSION II: SUMMER MODULES (JULY 15-26)

JULY INTENSIVE 1 (JULY 15-19):
Sn. July 14 Last day to drop and receive 100% tuition refund with no grade designation
M July 15 First day of class
M July 15 Last day to withdraw and receive 80% tuition refund
T July 16 Last day for filing pass/fail petitions
W July 17 Last day to withdraw and receive 30% tuition refund
F July 19 Last day to withdraw (no tuition refund)
F July 19 Last day of class
M Sept. 16 Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).
JULY INTENSIVE 2 (JULY 22-26):

Sn. July 21  Last day to drop and receive 100% tuition refund with no grade designation
M July 22  First day of class
M July 22  Last day to withdraw and receive 80% tuition refund
T July 23  Last day for filing pass/fail petitions
W July 24  Last day to withdraw and receive 30% tuition refund
F July 26  Last day to withdraw (no tuition refund)
F July 26  Last day of class
M Sept. 23  Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).

SUMMER SESSION III: SUMMER MODULES (MAY 31 - AUGUST 17)

MODULE 1 (MAY 31 – AUGUST 3)
F May 31  First day of class
F May 31  Last day to drop and receive 100% tuition refund with no grade designation
F June 28  Last day to withdraw and receive 80% tuition refund
F June 28  Last day for filing pass/fail petitions
F Aug. 2  Last day to withdraw and receive 30% tuition refund
S Aug. 3  Last day to withdraw (no tuition refund)
S Aug. 3  Module 1 courses end
T Sept. 3  Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).

MODULE 2 (JUNE 7 – AUGUST 10):
F June 7  First day of class
F June 7  Last day to drop and receive 100% tuition refund with no grade designation
F July 12  Last day to withdraw and receive 80% tuition refund
F July 12  Last day for filing pass/fail petitions
F Aug. 9  Last day to withdraw and receive 30% tuition refund
S Aug. 10  Last day to withdraw (no tuition refund)
S Aug. 10  Module 2 courses end
T Sept. 9  Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).

MODULE 3 (JUNE 14 – AUGUST 17):
F June 14  First day of class
F June 14  Last day to drop and receive 100% tuition refund with no grade designation
F July 19  Last day to withdraw and receive 80% tuition refund
F July 19  Last day for filing pass/fail petitions
F Aug. 16  Last day to withdraw and receive 30% tuition refund
S Aug. 17  Last day to withdraw (no tuition refund)
S Aug. 17  Module 3 courses end
M Sept. 16  Written work due unless an earlier date has been established by the professor (see course syllabus for exact due dates).
ONLINE COURSE CALENDAR

FALL 2012 SEMESTER

F    July 20  Registration Deadline for “on-campus” students.
F    Aug. 24  Online Orientation Deadline: First time students taking a Hybrid course must complete an online orientation of the Sakai system before they can begin the online component of the course. Access to the online environment will not available until the orientation requirement has been satisfied.

TERM I COURSES (Aug. 29 - Oct. 24)
W    Aug. 29  Term I course begins; last day to drop and receive 100% tuition refund
W    Sept. 12  Last day to withdraw and receive 80% tuition refund
M    Sept. 24  Last day for filing pass/fail petition
W    Oct. 3  Last day to withdraw and receive 30% tuition refund
M    Oct. 22  First day of residency
W    Oct. 24  Last day of residency
W    Oct. 24  Term I course ends; last day to withdraw (no refund)

TERM II COURSES (Oct. 25 - Dec. 19)
R    Oct. 25  Term II residency begins; last day to drop and receive 100% tuition refund
S    Oct. 27  Last day of residency
R    Nov. 8  Last day to withdraw and receive 80% tuition refund
M    Nov. 19  Last day for filing pass/fail petition
R    Nov. 29  Last day to withdraw and receive 30% tuition refund
W    Dec. 19  Term II course ends; last day to withdraw (no refund)

SPRING 2013 SEMESTER

TERM I COURSES (JAN. 7 - Apr. 12)
M    Jan. 7  Term I course begins; last day to drop and receive 100% tuition refund
M    Feb. 4  Last day to withdraw and receive 80% tuition refund
M    Feb. 11  Last day for filing pass/fail petition
M    Mar. 11  Last day to withdraw and receive 30% tuition refund
F    Apr. 12  Term I course ends; last day to withdraw (no refund)

SUMMER 2013 SESSION

TERM I COURSES (MAY 6 - AUG. 9)
M    May 6  Term I course begins; last day to drop and receive 100% tuition refund
M    June 3  Last day to withdraw and receive 80% tuition refund
M    June 10  Last day for filing pass/fail petition
M    July 8  Last day to withdraw and receive 30% tuition refund
F    Aug. 9  Term I course ends; last day to withdraw (no refund)