



2023-2024

Academic Catalog

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GORDON  CONWELL
THEOLOGICAL SEMINARY

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ABOUT US

Greetings from Gordon-Conwell Theological Seminary!

Gordon-Conwell Theological Seminary 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.

We are deeply privileged to have a history that includes people of vision in the founding and development of what is now Gordon-Conwell such as A. J. Gordon, Russell Conwell, Harold John Ockenga and Billy Graham. They provide a heritage and paradigm from which we are moving into the future. While being historically orthodox and evangelical, we seek to address the issues of our times with both relevance to the culture and faithfulness to Christ and God's truthful Word.

Gordon-Conwell is unique with its broad array of students from 85 denominations and 50 different countries. We offer multiple sites and delivery systems to meet the varied needs you might have as a prospective student. These include a classical model of residential education at the South Hamilton, MA campus; an urban context offering classes in downtown Boston, MA (CUME); and adult educational models in both our Charlotte, NC campus and our offerings in Jacksonville, FL. Along with these campuses we have fully online offerings to address student needs, despite location and vocational commitments. Cohort offerings, both at master's level and the Doctor of Ministry program, provide predictability and a closed learning community. Some cohorts are available in multiple languages.

If you come to Gordon-Conwell, what can you expect? 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 perspective. 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 than you do about those parts of our faith that are secondary to the core. And, they will expand your own theological and spiritual horizons. You will find professors who are world renowned while giving 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.

God is doing exciting things at and through Gordon-Conwell Theological Seminary. We'd love to have you join this dynamic community. Whether you sense a leading to pastoral ministry, cross-cultural ministries, teaching ministries, counseling or a lay person serving Christ in the marketplace, I encourage you to consider Gordon-Conwell, a seminary helping the Church to think and live.



Blessings,
Scott W. Sunquist, Ph.D.
President & Professor of Missiology

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HISTORY

Gordon-Conwell Theological Seminary has a rich heritage. Its roots are found in two institutions which have long provided evangelical leadership for the Christian church in a variety of ministries. One institution was founded in 1884 by Russell Conwell, a Baptist minister in Philadelphia.

The school later developed into the well-known Temple University. Conwell School of Theology, now a part of Gordon-Conwell, functioned as a unit of Temple University between the years 1960-1969. Gordon Divinity School, on the other hand, grew out of the Boston Missionary Training School, which was established in 1889 by a group of ministers who had a deep concern for missions abroad and in New England urban centers. Upon the death of the Rev. A.J. Gordon, prominent Baptist minister and founding leader, the institution was given his name.

In 1969, Conwell School of Theology and Gordon Divinity School united. Dr. Harold John Ockenga, long-time pastor of Park Street Church in Boston, became the first president of this new institution. He continued to give leadership to the seminary until his retirement in 1979.

In July of 1981, Dr. Robert E. Cooley was appointed the second president of the seminary, became Chancellor of the seminary in 1997, and served as President Emeritus until his death in 2021. Elected Gordon-Conwell's third president in 1997, Dr. Walter C. Kaiser, Jr. retired on June 30, 2006, after nine years of dedicated service, and was followed briefly by Dr. James Emery White. Haddon W. Robinson was appointed interim president in May 2007, and was succeeded by Dr. Dennis P. Hollinger as President in August 2008. Dr. Hollinger retired on June 30, 2019 and was succeeded by Dr. Scott W. Sunquist.

The purpose of the seminary is to equip persons for leadership in a variety of ministries in Christ's name. The times in which we live demand Christian workers who have an unshakable conviction regarding the authority and trustworthiness of Scripture, a sure grasp of the responsibilities of ministry, and a firm sense of calling to be God's servants in the world. Toward these ends, the seminary has structured its degree programs: the Master of Divinity, the Master of Arts in Theological Studies (with concentrations in various theological disciplines), the Master of Arts in Christian Ministries, the Master of Arts in Counseling or Christian Counseling, the Master of Arts in Global Leadership, the Master of Theology, and the Doctor of Ministry. The seminary offers this variety of training programs because contemporary ministry requires specialized studies and skills.

The Lord has prospered this institution with trustees who are firm in their witness and support, faculty members widely recognized for their academic acumen and pastoral emphasis, a skilled group of staff members known among us for their dedication and competence, and a student body whose calling and enthusiasm strongly benefit the school. The alumni now number more than 10,000 persons serving Christ around the world.

With the Apostle John we say, "This is the message we have heard from him and declare to you: God is light; in him there is no darkness at all. If we claim to have fellowship with him yet walk in the darkness, we lie and do not live by the truth. But if we walk in the light, as he is in the light, we have fellowship with one another, and the blood of Jesus, his Son, purifies us from all sin." (I John 1:5-7).



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. (The A.T.S. can be contacted at 10 Summit Park Drive, Pittsburgh, PA 15275-1103; (412) 788-6505). Website: www.ats.edu.



The New England Commission of Higher Education (NECHE) is a voluntary, non-governmental membership association that serves as an institutional accreditor and promotes educational excellence and quality assurance to its member institutions. Its members are degree granting post-secondary educational institutions offering higher education. Accreditation of an institution by the New England Commission of Higher Education indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process.



Gordon-Conwell is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a nationally recognized organization that accredits master's and doctoral degree programs in counseling and its specialty areas. Accreditation by CACREP indicates that a graduate counseling program meets or exceeds criteria for the preparation and training of professional counselors. The following counseling degree programs are approved: Master of Arts in Christian Counseling (Charlotte campus) and Master of Arts in Counseling (Hamilton campus)



VISION STATEMENT

To advance Christ's Kingdom in every sphere of life by equipping Church leaders to think theologically, engage globally and live biblically.

MISSION & PURPOSE

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 the Church. 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. Its mission, accordingly, is to serve the Church in the following ways:

Article 1: To encourage students to become knowledgeable of God's inerrant Word, 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 its students a love for Scripture. The seminary is to teach exegetical skills by which they will be able to apply Scripture 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 work with the churches towards the maturing of students so that their experiential knowledge of God in Christ is evidenced in their character, outlook, conduct, relationships and involvement in society. Academic learning divorced from a life of biblical spirituality neither honors God nor serves His people. 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 in Church and society. Gordon-Conwell's academic and institutional resources are to be put into 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 the strategies that will lead to effective missions, evangelism and discipleship. 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 and who seek to make disciples from all peoples.

STATEMENT OF FAITH

- 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.

THEOLOGY OF DIVERSITY, INCLUSION & EQUITY

As a Christian learning community whose mission is to prepare men and women for ministry, we have a charge to work with churches towards the maturing of students so that their experiential knowledge of God in Christ is evidenced in their character, outlook, conduct, relationships and involvement in society. In this work, we are guided by the following theological understanding of diversity, inclusion and equity. The foundation for our understanding of diversity as an essential element in Divine unity is: creation, the Trinity, the Gospel (Luke 4:16–30), the Church's mission (Matthew 28:16–20) and eschatology (Revelation 7:9–10).

God's creation is tremendously diverse while also unified in bringing glory to the one, triune God. God's creation of humans is described as "very good," and that included the diversity already present (Genesis 1:31). This diversity in image-bearers reflects the Trinity's unity-in-diversity.

Adam and Eve's rebellion and the brokenness of the relationship between humans and God has marred all human relationships, including broken relationship between races and ethnicities. God condemns all injustice and oppression, but especially preying on the weak or marginalized (Isaiah 10:1–4). God's great love brought the incarnation, and its expression on earth culminated in the cross as Jesus died for our sins. Divine love flowed from divine justice toward healing human injustice preeminently through Christ's self-sacrifice. God's holiness, justice and resurrection power is our hope for reconciliation with God and the foundation for our life together as the people of God (Ephesians 2:14–18). God calls us toward a community of love, justice and righteousness. As members of the household of faith, we come together in our differences—we cannot be the family of God without those who are different from us (Romans 12:3–8). This inclusionary posture, characterized by love in our communities, our discipleship and our mission is evidence of life in the Spirit of God (1 Corinthians 12:12–27). Additionally, we must be a just community—one of equity and respect as we serve and honor one another as better than ourselves (Philippians 2:3).

Amid a world that is far from the Garden of Eden, we find easy evidence of evil in the form of corruption, discrimination, abuse, enmity, slander, hatred and more—both in systems and in individual practices. Therefore, we lament and repent from any way which we have participated in this evil, actively or passively, and pursue the manifestation of God's love, seeking forgiveness from each other and from the Lord. God intends for us to live in shalom, and we long for the vision of Revelation in which humanity flourishes together worshipping in the unmediated presence of God in His holy city:

"After this I saw a vast crowd, too great to count, from every nation and tribe and people and language, standing in front of the throne and before the Lamb. They were clothed in white robes and held palm branches in their hands. And they were shouting with a great roar, 'Salvation comes from our God who sits on the throne and from the Lamb!'" (Revelation 7:9–10, NLT)

While we wait, we are called to pray for and work toward a community that reflects the nature of the triune God: one of love, justice and righteousness.

COMMUNITY LIFE STATEMENT

Our community life at Gordon-Conwell is bounded and illumined by Scripture. We recognize the unique calling we have as an institution of theological education and seek to live faithfully to our mission of forming women and men to serve the global church. We seek to be a thoughtful, loving, and Christ-centered community of global discipleship, whether in-person or in-digital spaces. As such, the following are our commitments to each other for the sake of our love for Christ, and for our sanctification and witness as we seek to thrive and flourish in this place.

- I. We affirm that the Scriptures of the Old and New Testaments are the ultimate guide for our values, attitudes, and behaviors in all relationships. Our statement of faith provides our common commitment to Scripture: <https://www.gordonconwell.edu/about/what-we-believe/>.
- II. We will foster the development of spiritual maturity by deepening a personal relationship with Jesus and through participating in corporate worship and prayer and other communal activities.
- III. We will keep the unity of the Spirit through the bond of peace, and in gentleness, patience, and humility; we will accept one another in love.
- IV. We will encourage one another to mature in Christ-likeness by empathetically speaking the truth in love in all areas of our common life.
- V. We will value our families, attending to their emotional, spiritual, and physical health and well-being, as well as our own. We will affirm the full value of singleness alongside marriage, childless alongside children; and we will resist actions that threaten these values, such as unaddressed addictions, domestic abuse, and divorce.
- VI. We will respect and encourage each person's uniqueness in Christ, which includes our diversity of denomination, race, culture, personality, experience, gifts, and goals.
- VII. We will each become involved individually in a local church and ministering to spiritual and social needs within and beyond our own community. We will practice hospitality and regular rhythms of rest and worship.
- VIII. We hold to a biblical standard for human flourishing and thus will leave behind all behaviors and desires Scripture calls sin, such as gossip, falsehood, stealing, drunkenness, racism, violence, an unforgiving spirit, and sexual immorality of all types, such as, by example only, pornography, and any sexual activities outside of the covenant of marriage between one man and one woman, including premarital intercourse and adultery.
- IX. We will seek justice, rooted in an understanding that we, as men and women created in the Imago Dei, will treat each other with respect and love without regard to academic abilities, socio-economic status, race, ethnicity, nationality, age, disability status, or any other God-ordained distinction. Injustice and prejudice have no place at Gordon-Conwell Theological Seminary.
- X. 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 truth and peace in love.
- XI. We will seek to practice a humble attitude of mutual submission according to the mind of Christ, recognizing that at times our personal freedoms must be put aside for the sake of others' conscience and the good of the community. We will do so joyfully.
- XII. We will seek to encourage the exercise of such spiritual attributes as love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Whether we are physically present or in digital spaces, we intend to love our neighbors well.

The Board of Trustees is the final arbiter with respect to determining what is in conformity with the Community Standards. Approved May 2021

STATEMENTS OF COMPLIANCE

Federal Laws and Regulations

General Statement

Gordon-Conwell Theological Seminary does not discriminate on the basis of race, gender, color, national or ethnic origin, age, handicap, or veteran status.

Specific Federal Laws and Regulations

1. **Civil Rights Act of 1964.** Gordon-Conwell Theological Seminary complies, and is required by law to comply, with the Civil Rights Act of 1964 (Title VI, Section 601). The act provides that “no person in the United States shall, on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” We adhere **Civil Rights Act of 1964.** Gordon-Conwell Theological Seminary complies, and is required by law to comply, with the Civil Rights Act of 1964 (Title VI, Section 601). The act provides that “no person in the United States shall, on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” We adhere to the letter and spirit of the law with a policy of non-discrimination on the basis of race, color or national origin. This policy applies to our educational program and activities and extends to employment, to admissions and to recruitment of both students and employees. Inquiries concerning the Seminary’s obligations under this act may be addressed to the Registrar’s Office, Gordon-Conwell Theological Seminary, South Hamilton, MA 01982. Any student, employee or applicant for admission or employment who believes that Gordon-Conwell has failed to comply with this act may file a written complaint with the Office for Civil Rights, 8th Floor, 5 Post Office Square, Boston, MA 02109.
2. **Internal Revenue Service Procedure 75-50.** Gordon-Conwell Theological Seminary admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the Seminary. We do not discriminate on the basis of race, gender, national or ethnic origin, age, handicap, or veteran status in administration of our educational policies, admissions policies, scholarship and loan programs and other Seminary-administered programs. This policy meets the requirements of the Internal Revenue Service’s Revenue Procedure 75-50, dated March 1976.
3. **Title IX of the Higher Education Amendments of 1972.** Gordon-Conwell Theological Seminary complies with Title IX of the Higher Education Amendments of 1972, as amended, and with Part 86 of the Rules and Regulations of the Department of Education to effectuate Title IX. The Seminary is required to comply with Title IX and with part 86. Title IX provides that “no person in the United States shall, on the basis of sex, be excluded from participation in, be subjected to discrimination under any educational program or activity receiving federal financial assistance,” with certain exceptions. We adhere to the letter and spirit of the law with a policy of non-discrimination on the basis of sex. This policy applies to our educational program and activities and extends to employment, to admissions and to recruitment of both students and employees. Inquiries concerning the application of Title IX and the regulations pertaining to it may be referred to the Registrar’s Office, Gordon-Conwell Theological Seminary, South Hamilton, MA 01982. Gordon-Conwell’s Title IX Coordinator is the Dean of Students. She may be reached at 978-468-4060. Any student or employee who believes that Gordon-Conwell has failed to comply with this act may file a written complaint with the Office for Civil Rights, The McCormack Building, Rm. 707, Post Office Square, Boston, MA 02109.
4. **Rehabilitation Act of 1973.** Gordon-Conwell Theological Seminary complies with Section 504 of the Rehabilitation Act of 1973, as amended, and with part 84 of the Rules and Regulations of the Department of Education to effectuate that act. The Seminary is required to comply with Section 504 and with part 84. Section 504 provides that “no otherwise qualified handicapped individual in the United States... shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” We adhere to the letter and the spirit of the law with a policy of non-discrimination on the basis of handicap, whether physical or mental. This policy applies to our educational program and activities and extends to employment, to admissions and to recruitment of both students and employees. Whenever a disabled student wishes to attend or participate in a program or activity which is inaccessible, that program or activity will be relocated to an accessible area. Forty-eight hour notice by the disabled

individual of the need for relocation should be made to the Office of Student Life Services. (This is in compliance with the Americans with Disabilities Act of 1990.) Inquiries concerning the application of Section 504 and the regulations pertaining to it may be referred to the Registrar's Office, Gordon-Conwell Theological Seminary, South Hamilton, MA 01982. Any student or employee who believes that Gordon-Conwell has failed to comply with this act may file a written complaint with the Office for Civil Rights, The McCormack Building, Rm. 707, Post Office Square, Boston, MA 02109.

5. **Family Education Rights and Privacy Act.** Gordon-Conwell Theological Seminary complies with the Family Educational Rights and Privacy Act (Section 438 of the General Education Provisions Act, Title IV of Public Law 90-247), as amended, and with Part 99 of the Rules and Regulations of the Department of Education to effectuate that act. The Seminary is required to comply with the act and with Part 99. The act provides that students attending any postsecondary educational institution which receives federal funds are entitled to have access to their education records kept by the institution in order to inspect and review those records. Students are entitled to request the amendment of any information in their education records which they believe is inaccurate, misleading, or otherwise in violation of their privacy or other rights. Students are also entitled to have some control over the disclosure of information from their education records. Inquiries concerning the application of the Family Education and Privacy Act and the regulations pertaining to it may be addressed to the Registrar's Office, Gordon-Conwell Theological Seminary, South Hamilton, MA 01982. Any student who believes that Gordon-Conwell has failed to comply with the provisions of this act has the right to file a written complaint with the Family Educational Rights and Privacy Office, Room 4511, Switzer Building, 300 C Street, SW, Washington DC 20202.
6. **Student Consumer Information.** Gordon-Conwell Theological Seminary complies with Section 493A of Title IV of the Higher Education Act of 1965, as added to that act by Section 131 (b) of the Education Amendments of 1976, and with Part 178 of the Rules and Regulations of the Department of Education to effectuate Section 493A. The Seminary is required to comply with Section 493A and Part 178. Section 493A requires that student consumer information be provided any student or prospective student who requests such information. The types of information to be provided are: (1) a description of the student financial aid programs available at Gordon-Conwell, including the rights and responsibilities of students receiving assistance through federally funded programs; (2) a description of the Seminary's faculty, academic program, and educational facilities; (3) a description of the Seminary's refund policy; and (4) data regarding the Seminary's student retention rate. In addition to the foregoing information, Gordon-Conwell is required by Part 177 of the Rules and Regulations of the Department of Education to provide recent information concerning placement of students in professional degree programs (i.e., the Master of Divinity and professional Master of Arts programs). As per Section 485 of the Educational Amendments of 1980, Gordon-Conwell must provide information on facilities and services available to handicapped students.
7. **Campus Security Act of 1990.** Gordon-Conwell Theological Seminary complies with Title II of the Student Right-to-Know Campus Security Act of 1990, known as the Crime Awareness and Campus Security Act of 1990. The Act requires the institution to collect, publish and distribute to all current students and employees and to any applicant for enrollment or employment upon request certain information regarding campus policies and procedures with respect to campus security and incidents of criminal offenses on campus. Inquiries concerning compliance with the Campus Security Act of 1990 may be directed to the Director of Public Safety, Gordon-Conwell Theological Seminary, South Hamilton, MA 01982.
8. **Drug Free Schools and Campuses Act.** Gordon-Conwell Theological Seminary is in compliance with the Drug-Free Schools and Campuses Act Amendment of 1989 relating to the illegal use of alcohol and drugs. Following is the policy statement pertaining to this act:
Gordon-Conwell Theological Seminary seeks to provide a safe setting and to protect the public health for all members of the seminary community by securing a drug-free environment in compliance with the Drug-Free Schools and Campuses Act of 1989 (federal law). The law declares that students and employees have the right to study and work in a setting free from the effects of drug or alcohol abuse. In keeping with the principles outlined in our Community Life Statement and our Christian tradition as a theological seminary that prepares men and women for Christian ministry, policies dealing with the illegal and abusive use of alcohol or drugs are adopted in compliance with the law (see Student Handbook).
9. **Department of Veterans Affairs requirements** under 38 CFR 21.4253, 38 US Code 3675, 38 CFR 21.4254, 38 US Code 3676
10. Degree program(s) of study offered by Gordon-Conwell in North Carolina 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.



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[Dr. Mateus de Campos](#), Associate Professor of New Testament; Dean of Residential Education; Director of Formation and Leadership Development

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ACADEMIC CALENDAR 2023-2024

MASTERS LEVEL

Fall Semester 2023 (September 11-December 18)

Aug 25, 2023	Deadline for Student Reactivation requests for Fall semester
Sep 1	Last day to apply for January 2024 graduation
Sep 8	Last day to ADD Fall courses
Sep 11	Fall term begins
Sep 15	Last day to DROP Fall courses (100% tuition/fee refund)
Sep 20	Health Insurance Waiver/Enrollment Deadline (BOS/HAM students)
Sep 29	Last day for 80% tuition refund when withdrawing from Fall courses
Sep 29	Pass/Fail deadline for Fall courses
Oct 6	Pay in Full deadline
Oct 6	October graduation date (for students who walked in May ceremony but finished in summer; no ceremony)
Oct 9	Columbus Day/Indigenous Peoples Day, HOLIDAY
Oct 9-13	Reading Week for courses that meet weekly (including asynchronous)
Oct 13	Last day for 50% tuition refund when withdrawing from Fall courses
Nov 1	Registration for January and Spring terms opens
Nov 6-10	Reading Week for courses that meet weekly (including asynchronous)
Nov 10	Veterans Day observed, HOLIDAY
Nov 23-24	Thanksgiving Break - HOLIDAY
Dec 1	Early registration deadline for all independent study courses for Spring term
Dec 8	Written work due for January graduates & cert completions by 11:59 pm (including Mentored Ministry)
Dec 8	Last day to withdraw from Fall courses (including Mentored Ministry) - no refund
Dec 8	Final Payment Plan deadline (100% due)
Dec 15-16	Makeup Weekend for Fall weekend classes
Dec 18	Grades for January graduates & cert completions due by 8:00 am
Dec 18	Semester ends, all written work and exams due by 11:59 pm
Dec 18	Last day to submit extension requests for Fall term coursework
Jan 8, 2024	Fall semester grades due

January Semester 2024 (January 3-26)

Dec 15, 2023	Deadline for Student Reactivation requests for January term
Jan 3, 2024	Last day to ADD January courses
Jan 3	January term begins
Jan 4	Last day to DROP January courses (100% tuition/fee refund)
Jan 5	Last day for 80% tuition refund when withdrawing from January courses
Jan 10	Last day to submit January term pass/fail petitions
Jan 10	Last day for 50% tuition refund when withdrawing from January courses
Jan 12	January graduation (no ceremony; students walk in May)
Jan 15	Last day to apply for May and October graduation
Jan 15	Martin Luther King, Jr. Day, HOLIDAY
Jan 26	Last day to withdraw from January courses - no refund
Feb 5	January term written work due by 11:59 pm
Feb 5	Last day to submit extension requests for January term coursework
Feb 26	January term grades due

Spring Semester 2024 (January 29-May 6)

Jan 12	Deadline for Student Reactivation requests for Spring semester
Jan 15	Last day to apply for May and October graduation

Jan 26	Last day to ADD Spring courses
Jan 29	Spring term begins
Jan 31	Health Insurance Waiver/Enrollment Deadline (BOS/HAM students)
Feb 2	Last day to DROP Spring courses (100% tuition/fee refund)
Feb 16	Last day for 80% tuition refund when withdrawing from Spring courses
Feb 16	Last day to submit pass/fail petitions for Spring courses
Feb 19	President's Day, HOLIDAY
Feb 19-23	Reading Week for courses that meet weekly (including asynchronous)
Feb 23	Pay in Full deadline
Mar 1	Last day for 50% tuition refund when withdrawing from Spring courses
Mar 1	Last day to revoke application for May or October graduation without being charged graduation postponement fee
Mar 14	Registration for Summer terms opens
Mar 25-29	Reading Week for courses that meet weekly (including asynchronous)
Mar 29	Good Friday, HOLIDAY
Apr 1	Early registration deadline for all independent study courses for Summer & Fall term
Apr 26	Written work due for May and October graduates (& May cert completions) by 11:59 pm
Apr 26	Last day to withdraw from Spring courses (including Mentored Ministry)- no refund
May 3	Final Payment Plan deadline (100% due)
May 3	Grades for May & October graduates (& May cert completions) due by 12:00 pm
May 3-4	Makeup Weekend for Spring weekend classes
May 6	Spring term written work due by 11:59 pm (including Mentored Ministry)
May 6	Last day to submit extension requests for Spring term coursework (including Mentored Ministry)
May 11	Commencement, 10:00 am (Charlotte)
May 17	Baccalaureate, 7:30 pm (Massachusetts)
May 18	Commencement, 10:00 am (Massachusetts)
May 25	Commencement, 11:00 am (Jacksonville)
May 27	Spring semester grades due

Full Summer Term 2024 (May 20-August 26)

May 3	Deadline for Student Reactivation requests for Summer term
May 17	Last day to ADD Full Summer courses
May 20	Full Summer term begins
May 24	Last day to DROP Full Summer courses (100% tuition/fee refund)
May 27	MEMORIAL DAY HOLIDAY
Jun 7	Last day for 80% tuition refund when withdrawing from Full Summer courses
Jun 14	Last day to submit Full-summer course pass/fail petitions
Jun 18	Registration for Fall semester opens
Jun 19	JUNETEENTH DAY HOLIDAY
Jun 21	Last day for 50% tuition refund when withdrawing from Full Summer courses
Jul 4	INDEPENDENCE DAY HOLIDAY Observed
Aug 9-10	Makeup Weekend for Full Summer weekend classes
Aug 26	Last day to withdraw from Full Summer courses (no refund)
Aug 26	Last day to submit written work or request extension for Full Summer courses
Aug 26	Pay in full deadline
Sep 16	Full Summer grades due

Intensive Summer Terms 2024

May 20-June 14	Summer I term dates
June 24-July 19	Summer II term dates
July 29-August 23	Summer III term dates

Courses must be registered no later than the Friday preceding the start of a new term. Courses may be dropped with a full refund within the drop period. The drop deadline is the first Friday for standard semesters or the third day for intensive terms.

ADMISSIONS REQUIREMENTS

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. 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.

To qualify for admission, the applicant must possess a baccalaureate (or its academic equivalent) from an accredited institution of higher learning and have demonstrated intellectual capability. Applicants should generally have at least a 2.5 (on a 4.0 scale) for acceptance. Applicants to the Master of Arts in Counseling or Master of Arts in Christian Counseling programs must have an earned baccalaureate with a GPA of 3.0 or higher (on a 4.0 scale). Applicants to the Master of Theology (Th.M.) and Doctor of Ministry (DMIN) should have previously earned a Master of Divinity or its educational equivalent from an accredited seminary and earned a final GPA of at least 3.0 (on a 4.0 scale). All applicants should complete the [online application form](#) which will also require the following:

1) Two Uploaded Essays

- A 1-2 page personal statement addressing questions about your vocational goals, church involvement, encouragement from others, reasons for applying to Gordon-Conwell, and an assessment of your own strengths and weaknesses
- A 1-2 page autobiographical statement

2) Three Recommendations

- Pastor or Church Official (Master of Divinity applicants must also submit a Church Endorsement. Pastoral references have an opportunity to provide a church endorsement when completing the pastoral recommendation)
- Friend or Associate;
- Former Professor or Professional Colleague (references should be individuals whom the applicant has known for at least one year and is not a relative.)

3) Official Transcripts

- Official transcripts must be sent directly to Gordon-Conwell, or hand-delivered in a sealed envelope. Copies and opened transcripts are not considered official.
- Transcripts may be sent by any means your college(s) uses for transmitting official transcripts; official electronic transcripts are accepted.
- Gordon-Conwell is a partner school of Parchment. If your college uses this service for transmitting electronic transcripts, search for and have the transcripts sent to "Gordon-Conwell Theological Seminary."
- We do need transcripts from all colleges/universities attended, even if the classes were transferred to another school and are reflected on their transcripts.

English Language Requirements: Gordon-Conwell requires a TOEFL score of 90 or better (91 or better for ThM applicants) (IBT). We also accept IELTS scores of 6.5 or higher, or a Duolingo score of 110 (115 for ThM applicants). Students who have completed an undergraduate degree through an English-language university may request a TOEFL waiver. Note: students enrolled in cohort-based programs are exempt.



DEGREE PROGRAMS

Gordon-Conwell offers eight advanced degree programs through residential, online, and hybrid education models.

- Master of Divinity (90 credits) – Boston & Hamilton, MA; Charlotte, NC; Jacksonville, FL; online
- MA in Counseling (81 credits) – Hamilton, MA
- MA in Christian Counseling (66 credits) – Charlotte, NC; online (partial)
- MA in Theological Studies (60 credits) – Hamilton, MA; Charlotte, NC; Jacksonville, FL; online; also available in Spanish and Portuguese
- MA in Christian Ministries (48 credits) – Boston & Hamilton, MA; Charlotte, NC; Jacksonville, FL; online
- MA in Global Leadership (36 credits) – Hamilton, MA; Charlotte, NC; Jacksonville, FL; online also available in Spanish and Portuguese
- Master of Theology (24 credits) – Hamilton, MA; Charlotte, NC; online (with faculty approval)
- Doctor of Ministry (46 credits) – Hamilton, MA; Charlotte, NC

MASTER OF DIVINITY

The Master of Divinity (MDiv) program is intended for people seeking strong academic preparation for ministry. Prospective students should be committed Christians called to ministry who are dedicated to serving the church and the world. The MDiv can be a steppingstone to a Th.M. or a D.Min. Students participating in the Master of Divinity degree must complete 90 credit hours and maintain a grade point average of 2.0 or higher.

Degree Requirements:

Christian Thought Core Requirements (8 courses/24 credits)

- ☐ CH501 The Church to the Reformation
- ☐ CH502 The Church Since the Reformation
- ☐ IS/WM520 Understanding Culture
- ☐ Ethics Elective (ET or SE course)
- ☐ TH501 Theology Survey I
- ☐ TH502 Theology Survey II
- ☐ TH Elective
- ☐ WM601 World Mission of the Church or TH/WM602 Theology of Mission

Biblical Studies Core Requirements (12 courses/36 credits)

- ☐ OT500 Exploring the Old Testament
- ☐ NT501 Exploring the New Testament
- ☐ GL501 Basic Greek I
- ☐ GL502 Basic Greek II
- ☐ NT502 Interpreting the New Testament
- ☐ NT Narrative Book Exegesis (NT611-619)
- ☐ NT Epistle Exegesis (NT620-649)
- ☐ OL501 Hebrew I
- ☐ OL502 Hebrew II
- ☐ OT511 Interpreting the Old Testament
- ☐ OT 600-Level Hebrew Exegesis (OT625-670)
- ☐ OT 700-Level Hebrew Exegesis (OT750, 765, or 770)

Practical Theology Core Requirements (7 courses/21 credits)

- ☐ SF course (MC/SF501 Spiritual Formation for Ministry or CH/SF591 Dynamics of Spiritual Life)
- ☐ PC Course (PC511 Intro. to Pastoral Counseling or MC/PC513 Healthy Relationships in Ministry)
- ☐ PR601 Preaching: Principles & Practices in Preparing Relevant Biblical Sermons
- ☐ Pastoral Communication Course (Select from: MC520 Communication for Ministry and Career, PR602 Preaching for Modern Listeners, or PR717 Cultural Exegesis for Preaching).
- ☐ Pastoral Skills Course (any Leadership (CL) or Evangelism (EV) course)
- ☐ Practical Theology Elective (any CL, CO, EM, EV, MC, PC, PR, or YM Course)
- ☐ Capstone Course (MC701 Pastoral Ministry or MC850 Readiness for Ministry)

Mentored Ministry Requirements (3 courses/3 credits)

- ☐ MM505 Mentored Ministry Rotation 1

- ☐ MM605 Mentored Ministry Rotation 2
- ☐ MM705 Mentored Ministry Rotation 3

General Electives (2 courses/6 credits)

- ☐ Elective 1
- ☐ Elective 2

URBAN MINISTRY TRACK

The Master of Divinity program offered through the Campus for Urban Ministerial Education (CUME) in Boston is a 90-credit hour program that includes the same general core requirements as the standard MDiv degree.

Courses taught through CUME are tailored for contextual urban theological education. Required courses unique to the Urban Ministry track include:

- ☐ MC/SE602 Church & Community: Intro. to the Public Ministry of the Church
- ☐ PC Course (MC/PC608 Pastoral Care in Urban Church or PC521 Pastoral Counseling in Urban Min.)
- ☐ MC621 Living Systems in the Urban Context
- ☐ Ministry course: MC670 or EM/YM683
- ☐ Leadership Course (CL/MC801 or CL654))
- ☐ MM649 Field-Based Mentored Ministry
- ☐ MM650 Field-Based Mentored Ministry
- ☐ SE571 Christian Ethics & Social Issues
- ☐ World Missions course (WM627 or WM661)

Master of Divinity Program Goals:

- Graduates will be spiritually grounded. They will understand who they are as children of God and will be faithful in developing their relationships with Christ and with his people.
- Graduates will be biblically grounded. They will acknowledge the authority of God's inerrant Bible and its centrality in governing Christian life and practice. They will understand the main themes and emphases of the Old and New Testaments and have a grasp of the overall message of the Bible and its implications for all aspects of life.
- Graduates will be exegetically skilled. They will be adept at using the biblical languages, will grasp the basics of interpretive methodology, and will have practice in using tools and techniques to handle the Bible well.
- Graduates will be historically and theologically adept. They will appreciate the historical and doctrinal heritage both of the Christian church as a whole and of the specific group or groups of which they are a part. They will have significant exposure to historical and theological studies.
- Graduates will be culturally and globally aware. They will recognize the importance of understanding the culture in which one ministers and will possess experience in interpreting their particular ministry context in light of Scripture. They will be aware of what the Lord is doing to establish his kingdom throughout the world and will see their own ministries in direct connection to the worldwide mission of his church. Graduates in some concentrations will have detailed exposure to cultural and global studies.
- Graduates will be equipped with ministry skills. They will be adept at public proclamation of God's Word, discipling God's people, and guiding the church's ministries.

MASTER OF ARTS IN COUNSELING

The Master of Arts in Counseling (MACO) is currently offered through the Hamilton, MA campus. Students participating in this degree program must complete 81 credit hours and maintain a grade point average of 3.0. All coursework applied to the Master of Arts in Counseling program must be completed within a seven-year period. The program prepares students for licensure in the state of Massachusetts or elsewhere through the CACREP-accredited program. Students are allowed to complete some or all of the general core requirements digitally and may complete up to five required counseling courses digitally. Students will also be required to successfully complete Psychopharmacology Lectures and the Counselor Preparation Comprehensive Exam (CPCE).

Annual and Summative Student Review

The MACO Program is charged with the task of preparing students to become professional counselors in a variety of settings and to assume leadership in the mental health field and in the church. In order to fulfill these responsibilities, the MACO program has the following Policy and Procedures for student retention, remediation, and dismissal from the Program. Faculty members and the program administrator review MACO students at least annually and before graduation based on (1) academic integrity and performance, (2) ethical practice and clinical skill development needed for delivery of competent clinical services, and (3) professional dispositions, which are defined as students' commitments, characteristics, values, beliefs, and interpersonal behaviors that influence their professional growth and interactions with clients and others. The annual review serves two main purposes:

1. To provide students with information related to their progress that will enable them to take advantage of their strengths and to remediate weakness in academic and professional development
2. To provide counseling program faculty with information about the progress of students that will facilitate decisions being made that are in the best interest of students, the profession they are preparing to enter, and the public.

Degree Requirements:

General Core Requirements (7 courses/21 credits)

- ☐ OT500 Exploring the Old Testament
- ☐ NT501 Exploring the New Testament
- ☐ CH500 Survey of Church History
- ☐ Ethics Course (Any ET or SE course)
- ☐ NT/OT517 Interpreting the Bible
- ☐ TH501 Theology Survey I
- ☐ TH502 Theology Survey II

Counseling Concentration Requirements (15 courses/45 credits)

- ☐ CO500 Introduction to Counseling
- ☐ CO507 Clinical Counseling Skills
- ☐ CO610 Lifespan Development: Implications for Counseling
- ☐ CO699 Research Methods & Design
- ☐ CO710 Psychopathology
- ☐ CO711 Group Process
- ☐ CO/WM712 Multicultural Diversity in Counseling
- ☐ CO735 Assessment in Counseling
- ☐ CO740 Career Counseling and Lifestyle Development

- ☐ CO790 Professional Standards and Ethics
- ☐ CO801 Integrative Seminar
- ☐ *Choice of four from the following Counseling Electives:*

- CO602 Human Sexuality
- CO611 Theories of Personality
- CO614 Family Systems Theory
- CO616 Cognitive Therapy
- CO635 Counseling for Crisis & Trauma
- CO/MC/SF642 Ministering to Women in Pain
- CO/PC671 Suicide Prevention for Professional Caregivers
- CO709 Counseling in Addictive Behaviors
- CO714 Family Counseling/Therapy
- CO716 Couples Counseling
- CO/PC717 Counseling in Abuse and Intimate Partner Violence
- CO724 Child and Adolescent Counseling

Practicum/Internship & Professional Seminars (6 courses/15 credits)

- ☐ CO863 Clinical Practicum
- ☐ CO871 Professional Practicum Seminar
- ☐ CO865A Clinical Internship 1
- ☐ CO 873A Prof. Internship Sem. 1 *(1.5 credits)*
- ☐ CO865B Clinical Internship 2
- ☐ CO873B Prof. Internship Sem. 2 *(1.5 credits)*

Co-curricular Requirements (0 credits)

- ☐ PSYC PHARM – Psychopharmacology Lectures *(0 credits)*
- ☐ CPCE – Counselor Preparation Comprehensive Exam *(0 credits)*

Master of Arts in Counseling Program Goals:

1. Adopt the roles, functions and identity of a competent member of the counseling profession (Professional Counselor Orientation) or the marriage and family therapy profession (Professional Marriage and Family Therapy Orientation).
2. Practice ethical decision-making in matters related to client welfare and interagency collaboration and consultation (Ethical Practice).
3. Provide competent, culturally-relevant counseling and advocate to eliminate social injustices (Social and Cultural Diversity).
4. Implement developmentally relevant and strengths-based approaches in counseling (Human Growth and Development).
5. Equip clients for career decision-making and life planning across the lifespan (Career).
6. Provide evidence-based counseling, informed by theories and best-practice models (Counseling and Helping Relationships).
7. Provide evidence-based group counseling and group process, informed by theories and best-practice models (Group Counseling and Group Work).
8. Conduct assessment of clients' cognitive, affective, behavioral, and social functioning by means of reliable and valid measures and approaches (Assessment and Testing).

9. Reflect critically on research to evaluate counseling practices and programs (Research and Program Evaluation).
10. Integrate counseling theory and practice with the historical and theological dimensions of the Christian faith as consistent with the Gordon-Conwell Statement of Faith.

MASTER OF ARTS IN CHRISTIAN COUNSELING

The Master of Arts in Christian Counseling program is offered through the Charlotte, NC campus. The program prepares students for licensure in the state of North Carolina or elsewhere through the CACREP-accredited program. 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 and internship experiences. Students will experience a variety of clinical training sites as well as regular supervision in a clinical setting. Students will often have opportunities to participate in seminars, workshops, town hall meetings, group supervision, and other professional development.

Students must complete 66 credit hours, including 22 courses (66 credit hrs.) and the completion of annual three-day counseling residencies. Students must maintain a grade point average of 3.0 or higher in order to graduate. For all counseling (CO) courses, students must obtain a C- or higher; students will have to retake the course in which a grade below C- was obtained. Students will also be required to attend 12 Personal Counseling sessions, and successfully complete an Exit Evaluation and the Counselor Preparation Comprehensive Exam (CPCE). The program consists of three courses in Biblical Studies, two courses in Christian Thought, 12 foundational courses in the field of counseling, two counseling electives, and three semesters of practicum/internship.

Degree Requirements

General Core Requirements (5 courses/15 credits)

- ☐ OT500 Exploring the Old Testament
- ☐ NT501 Exploring the New Testament
- ☐ NT/OT517 Interpreting the Bible
- ☐ TH501 Theology Survey I
- ☐ TH502 Theology Survey II

Counseling Concentration Requirements (14 courses/42 credits)

- ☐ CO502 Introduction to Counseling & Systems Theory
- ☐ CO540 Helping Relationships
- ☐ CO610 Lifespan Development: Implications for Counseling
- ☐ CO699 Research Methods & Design
- ☐ CO710 Psychopathology
- ☐ CO712 Multicultural Diversity in Counseling
- ☐ CO/PC718 Group Dynamics
- ☐ CO735 Assessment in Counseling
- ☐ CO/PC750 Counseling for Crisis and Addictions
- ☐ CO770 Career Counseling
- ☐ CO790C Professional Standards and Ethics
- ☐ CO850 Advanced Christian Counseling Models and Practice

- ☐ Counseling Elective
- ☐ Counseling Elective

Practicum/Internship & Professional Seminars (3 courses/9 credits)

- ☐ CO867 Clinical Counseling Practicum
- ☐ CO868 Clinical Counseling Practicum
- ☐ CO869 Clinical Counseling Practicum

Co-curricular Requirements (0 credits)

- ☐ CO851 – Exit Evaluation (*0 credits*)
- ☐ CO852 – Personal Counseling (*0 credits*)
- ☐ CPCE – Counselor Preparation Comprehensive Exam (*0 credits*)

MASTER OF ARTS IN THEOLOGICAL STUDIES

The Master of Arts in Theological Studies (MATS) is intended for those seeking strong academic preparation for ministry. Prospective students should be committed Christians called to ministry who see their academics as a central part of their ministries. The program's base curriculum includes eight-to-ten core courses, a six-to-eight-course concentration in an area that may be academic, ministry-related, or a combination, and other requirements such as language study that relate to the area of concentration. Students may pursue an open 6 course concentration in consultation with their advisor or they may follow a prescribed concentration: Biblical Languages, Church History, Intercultural Studies, Old Testament, New Testament, Spiritual Formation, Theology.

Depending on concentration, the MATS can be a steppingstone to a Th.M., or with additional ministry coursework, to a D.Min. Students participating in the MATS degree must complete 60 credit hours and maintain a grade point average of 3.0 or higher.

Degree Requirements – Standard MATS track:

General Core (10 courses/30 credits)

- ☐ OT500 Exploring the Old Testament
- ☐ NT501 Exploring the New Testament
- ☐ NT/OT517 Interpreting the Bible (or NT 502 or OT 511)
- ☐ CH500 Survey of Church History
- ☐ Ethics course (any ET course)
- ☐ TH501 Theology Survey I
- ☐ TH502 Theology Survey II
- ☐ World Missions or Evangelism Course (Any WM or EV course)
- ☐ MC/SF501 Spiritual for Ministry or CH/SF591 Dynamics of Spiritual Life
- ☐ IS/WM520 Understanding Culture

Concentration Courses (6 courses/18 credits)

- ☐ 6 concentration courses (no more than two should be taken at the 500 level)

Language Courses (2 courses/6 credits)

- ☐ Language I (first semester)
- ☐ Language II (second semester)

General Electives (2 courses/6 credits)

- ☐ 2 elective courses

Co-curricular Requirement (0 credits)

- ☐ Summative Evaluation

<u>MATS – BIBLICAL LANGUAGES TRACK</u>	
GENERAL CORE REQUIREMENTS (7 courses)	
OT500 Exploring the Old Testament*	
NT501 Exploring the New Testament*	
CH500 Survey of Church History	
Ethics course (any ET course) or OT595 OT Ethics	
TH501 Theology Survey I	
TH502 Theology Survey II	
SF course (MC/SF501 or CH/SF591) or IS/WM520 Understanding Culture	
LANGUAGE REQUIREMENTS (4 courses)	
OL501 Hebrew I*	
OL502 Hebrew II*	
GL501 Greek I*	
GL502 Greek II*	
CONCENTRATION REQUIREMENTS (9 courses)	
OT511 Interpreting the Old Testament	
OL910 Intermediate Hebrew or OL915 Advanced Hebrew	
OT600 level Hebrew exegesis course	
OT700 level Hebrew exegesis course	
NT502 Interpreting the New Testament	
GL601/901 Intermediate Greek	
NT Narrative Greek exegesis course	
NT Epistle Greek exegesis course	
Advanced Language or Advanced GL or OL (700 level or higher)	
SUMMATIVE EVALUATION (no credit)	

<u>MATS – CHURCH HISTORY TRACK</u>	
GENERAL CORE REQUIREMENTS (9 courses)	
OT500 Exploring the Old Testament	
NT501 Exploring the New Testament	
NT/OT517 Interpreting the Bible (or NT502 or OT511)	
Ethics course (any ET course)	
TH501 Theology Survey I	
TH502 Theology Survey II	
Any World Missions (WM) or Evangelism (EV)	
IS/WM520 Understanding Culture	
MC/SF501 Spiritual Formation or CH/SF591 Dynamics of Spiritual Life	

<i>LANGUAGE REQUIREMENTS (2 courses)</i>
Language I (first semester)
Language II (second semester)
CONCENTRATION REQUIREMENTS (8 courses)
CH501 The Church to the Reformation
CH502 The Church Since the Reformation
CH812 Historiography
CH elective (600 level or higher)
CH elective (600 level or higher)
CH elective (600 level or higher)
CH elective (600 level or higher)
CH860 Research in Church History or CH elective
ELECTIVE (1 course)
Elective course
SUMMATIVE EVALUATION (no credit)

<u>MATS – INTERCULTURAL STUDIES TRACK</u>
GENERAL CORE REQUIREMENTS (9 courses)
OT500 Exploring the Old Testament
NT501 Exploring the New Testament
NT/OT517 Interpreting the Bible (or NT502 or OT511)
Ethics course (any ET course)
CH501 The Church to the Reformation
CH502 The Church Since the Reformation
TH501 Theology Survey I
TH502 Theology Survey II
MC/SF501 Spiritual Formation or CH/SF591 Dynamics of Spiritual Life
<i>LANGUAGE REQUIREMENTS (2 courses)</i>
Language I (first semester)
Language II (second semester)
CONCENTRATION REQUIREMENTS (8 courses)
WM601 The World Mission of the Church
Evangelism (EV) course 600 level or higher
IS/WM520 Understanding Culture
WM or IS elective (600 level or higher)
WM or IS elective (600 level or higher)
WM or IS elective (600 level or higher)
WM or IS elective (600 level or higher)
WM860 Research in World Missions or EV, IS, or WM elective
ELECTIVE (1 course)
Elective course
SUMMATIVE EVALUATION (no credit)

<u>MATS – NEW TESTAMENT TRACK</u>
GENERAL CORE REQUIREMENTS (9 courses)
OT500 Exploring the Old Testament*
NT501 Exploring the New Testament*
CH500 Survey of Church History
Ethics course (any ET course) <u>or</u> OT595 OT Ethics
TH501 Theology Survey I
TH502 Theology Survey II
Any World Missions (WM) or Evangelism (EV) <u>or</u> NT918 NT Missions
IS/WM520 Understanding Culture
Spiritual Formation course (MC/SF501 or CH/SF591)
CONCENTRATION REQUIREMENTS (9 courses)
GL501 Greek I*
GL502 Greek II*
GL601/901 Intermediate Greek or advanced GL course
NT502 Interpreting the New Testament
NT Narrative Greek exegesis course
NT Epistle Greek exegesis course
NT elective (600 level or higher)
NT elective in History/Archaeology or Cultural Backgrounds **
OT Elective (OT511 or other)
BIBLICAL STUDIES ELECTIVES (2 courses)
Any GL, NT, OL, or OT course
Any GL, NT, OL, or OT course
SUMMATIVE EVALUATION (no credit)

<u>MATS – OLD TESTAMENT TRACK</u>
GENERAL CORE REQUIREMENTS (9 courses)
OT500 Exploring the Old Testament*
NT501 Exploring the New Testament*
CH500 Survey of Church History
Ethics course (any ET course) <u>or</u> OT595 OT Ethics
TH501 Theology Survey I
TH502 Theology Survey II
Any World Missions (WM) or Evangelism (EV) <u>or</u> NT918 NT Missions
IS/WM520 Understanding Culture
Spiritual Formation course (MC/SF501 or CH/SF591)
CONCENTRATION REQUIREMENTS (9 courses)
OL501 Hebrew I *
OL502 Hebrew II *
OL course (900 level or higher)
OT511 Interpreting the Old Testament

OT600 level Hebrew exegesis course
OT700 level Hebrew exegesis course
OT elective (600 level or higher)
OT elective in History/Archaeology or Cultural Backgrounds**
NT elective (NT502 or other)
BIBLICAL STUDIES ELECTIVES (2 courses)
Any GL, NT, OL, or OT course
Any GL, NT, OL, or OT course
SUMMATIVE EVALUATION (no credit)

** The faculty strongly recommend that students consider a global education course to meet this requirement whenever possible. Gordon-Conwell offers global education courses to Israel/Jordan and Turkey/Greece in alternating year. Other study abroad options include courses taken through Jerusalem University College.

<u>MATS – SPIRITUAL FORMATION TRACK</u>
GENERAL CORE REQUIREMENTS (11 courses)
OT500 Exploring the Old Testament
NT501 Exploring the New Testament
NT/OT517 Interpreting the Bible (or NT502 or OT511)
Any Biblical Studies course (GL, NT, OL, OT)
Ethics course (any ET course)
CH501 The Church to the Reformation
CH502 The Church Since the Reformation
TH501 Theology Survey I
TH502 Theology Survey II
IS/WM520 Understanding Culture
World Missions (WM) or Evangelism (EV) course
CONCENTRATION REQUIREMENTS (6 courses)
MC/SF501 Spiritual Formation for Ministry
CH/SF591 Dynamics of Spiritual Life
CH/SF elective
Any Counseling elective (CO or CO/SF)
Any SF elective
Any SF elective
ELECTIVE (3 courses)
Elective course
Elective course
Elective course
SUMMATIVE EVALUATION (no credit)

<u>MATS – THEOLOGY TRACK</u>
GENERAL CORE REQUIREMENTS (9 courses)
OT500 Exploring the Old Testament
NT501 Exploring the New Testament

NT/OT517 Interpreting the Bible (or NT502 or OT511)
Ethics course (any ET course)
CH501 The Church to the Reformation
CH502 The Church Since the Reformation
Any World Missions (WM) or Evangelism (EV)
IS/WM520 Understanding Culture
MC/SF501 Spiritual Formation or CH/SF591 Dynamics of Spiritual Life
LANGUAGE REQUIREMENTS (2 courses)
Language I (first semester)
Language II (second semester)
CONCENTRATION REQUIREMENTS (8 courses)
TH501 Theology Survey I
TH502 Theology Survey II
Any Ethics (ET or SE) or Apologetics (AP) course
TH elective (600 level or higher)
TH elective (600 level or higher)
TH elective (600 level or higher)
TH elective (600 level or higher)
TH860 Research in Theology or TH elective
ELECTIVE (1 course)
Elective course
SUMMATIVE EVALUATION (no credit)

MATS students will complete a **summative evaluation** in one of the following ways, dependent on Divisional preference:

- An oral interview before one or two members of the respective division. This interview is based on the content of the courses the student has taken in the major field of study, either at Gordon-Conwell or at other schools, if the student has transferred to Gordon-Conwell and is intended to be integrative in nature.
- An integrative paper which deals with questions concerning integration of curriculum, intellectual development, worldview, spirituality, vocational calling, and a plan for lifelong learning.
- Students writing a one or two part Thesis or completing an 800-level Research course as part of their concentration are not required to complete a summative evaluation.

MA in Theological Studies Program Goals:

- Graduates will be spiritually grounded. They will understand who they are as children of God and will be faithful in developing their relationships with Christ and with his people.
- Graduates will be biblically grounded. They will acknowledge the authority of God's inerrant Bible and its centrality in governing Christian life and practice. They will understand the main themes and emphases of the Old and New Testaments and have a grasp of the overall message of the Bible and its implications for all aspects of life.
- Graduates will be exegetically skilled. They will grasp the basics of interpretive methodology and will have practice in using tools and techniques to handle the Bible well. Graduates in some concentrations will have significant exposure to the biblical languages and their use in exegesis.
- Graduates will be historically and theologically adept. They will appreciate the historical and doctrinal heritage both of the Christian church as a whole and of the specific group or groups of which they are a part. Graduates in some concentrations will have significant exposure to historical and theological studies.

- Graduates will be culturally and globally aware. They will recognize the importance of understanding the culture in which one ministers and will possess experience in interpreting their particular ministry context in light of Scripture. They will be aware of what the Lord is doing to establish his kingdom throughout the world and will see their own ministries in direct connection to the worldwide mission of his church. Graduates in some concentrations will have detailed exposure to cultural and global studies.
- Graduates will be equipped with ministry skills. They will understand the nature of teaching and academic work *as a ministry* to the church and the world.

MASTER OF ARTS IN CHRISTIAN MINISTRIES

The Master of Arts in Christian Ministries (MACM) is intended for those preparing for a variety of Christian ministries. Prospective students should be committed Christians called to ministry, and perhaps already engaging in ministry. The program's base curriculum includes nine core courses, six courses concentrating in an area of ministry, and one elective. Students may consult with their adviser to build their own concentration from among the seminary's practical theology offerings or may take one of three prescribed concentrations in Christian Leadership, Spiritual Formation, or Urban Ministry.

Students participating in the MACM degree must complete 48 credit hours and maintain a grade point average of 2.0 or higher.

Degree Requirements – Standard MACM track:

General Core (9 courses/27 credits)

- ☐ OT500 Exploring the Old Testament
- ☐ NT501 Exploring the New Testament
- ☐ NT/OT517 Interpreting the Bible
- ☐ CH500 Survey of Church History
- ☐ Ethics course (any ET course)
- ☐ TH501 Theology Survey I
- ☐ TH502 Theology Survey II
- ☐ MC/SF501 Spiritual for Ministry or CH/SF591 Dynamics of Spiritual Life
- ☐ IS/WM520 Understanding Culture

Concentration Courses (6 courses/18 credits)

- ☐ 6 concentration courses

General Electives (1 course/3 credits)

- ☐ 1 elective course

<u>MACM – CHRISTIAN LEADERSHIP TRACK</u>	
GENERAL CORE REQUIREMENTS (9 courses)	
OT500 Exploring the Old Testament	
NT501 Exploring the New Testament	
NT/OT517 Interpreting the Bible	
CH500 Survey of Church History	

Ethics course (any ET course)
TH501 Theology Survey I
TH502 Theology Survey II
MC/SF501 Spiritual Formation or CH/SF591 Dynamics of Spiritual Life
IS/WM520 Understanding Culture
CONCENTRATION REQUIREMENTS (6 courses)
CL503 Foundations for Leadership
CL630 The Person of the Christian Leader
CL709 Leading Change in Church Organizations
CL Elective
CL Elective
CL720 Christian Leadership Project Course
ELECTIVE (1 course)
Elective course

<u>MACM – SPIRITUAL FORMATION TRACK</u>
GENERAL CORE REQUIREMENTS (8 courses)
OT500 Exploring the Old Testament
NT501 Exploring the New Testament
NT/OT517 Interpreting the Bible
CH500 Survey of Church History
Ethics course (any ET course)
TH501 Theology Survey I
TH502 Theology Survey II
IS/WM520 Understanding Culture
CONCENTRATION REQUIREMENTS (6 courses)
MC/SF501 Spiritual Formation for Ministry
CH/SF591 Dynamics of Spiritual Life
Any Church History & Spiritual Formation Elective (CH/SF)
Any Counseling elective (CO or CO/SF)
Any Spiritual Formation elective
Any Spiritual Formation elective
ELECTIVE (2 courses)
Elective course
Elective course

<u>MACM – URBAN MINISTRY TRACK</u>
GENERAL CORE REQUIREMENTS (9 courses)
CT500 Introduction to Theological Studies
OT500 Exploring the Old Testament
NT501 Exploring the New Testament
NT/OT517 Interpreting the Bible
CH500 Survey of Church History
SE571 Christian Ethics & Social Issues

TH501 Theology Survey I
TH502 Theology Survey II
WM627 The Gospel, the World, & the City OR WM661 Missions in the Local Church
CONCENTRATION REQUIREMENTS (6 courses)
CL654 Leadership in Urban Ministry OR CL/MC801 Leadership, Management, and Strategy for Urban Ministry
MC/SE602 Church & Community: Intro. to Public Ministry of the Church
MC621 Living Systems in the Urban Context
MC670 Empowering Marginalized Groups & Urban Poor OR MC683 Compassionate & Holistic Ministry
SE632 Christianity & the Problem of Racism OR AP/MC687 Bible & Race
MC/PC608 Pastoral Care in the Urban Church
MENTORED MINISTRY (1 course)
MM649 Field-based Mentored Ministry

MA in Christian Ministries Program Goals:

- Graduates will be spiritually grounded. They will understand who they are as children of God and will be faithful in developing their relationships with Christ and with his people.
- Graduates will be biblically grounded. They will acknowledge the authority of God's inerrant Bible and its centrality in governing Christian life and practice. They will understand the main themes and emphases of the Old and New Testaments and have a grasp of the overall message of the Bible and its implications for all aspects of life.
- Graduates will have a basic competence as biblical interpreters. They will grasp the basics of interpretive methodology and will have practice in using tools and techniques to handle the Bible well.
- Graduates will be historically and theologically adept. They will appreciate the historical and doctrinal heritage both of the Christian church as a whole and of the specific group or groups of which they are a part.
- Graduates will be culturally and globally aware. They will recognize the importance of understanding the culture in which one ministers and will possess experience in interpreting their particular ministry context in light of Scripture. They will be aware of what the Lord is doing to establish his kingdom throughout the world and will see their own ministries in direct connection to the worldwide mission of his church.
- Graduates will be equipped with ministry skills. They will gain experience and skills in the particular ministry to which they are called.

MASTER OF ARTS IN GLOBAL LEADERSHIP

The Master of Arts in Global Leadership (MAGL) is intended for Christian leaders, especially those who are involved in global and multi-national ministries. Prospective students should be committed Christians called to ministry, and perhaps already engaging in ministry. The program's base curriculum includes six core courses and six concentration courses. Students participating in the MAGL degree must complete 36 credit hours and maintain a grade point average of 2.0 or higher.

Degree Requirements

General Core (6 courses/18 credits)

- ☐ OT500 Exploring the Old Testament
- ☐ NT501 Exploring the New Testament
- ☐ NT/OT517 Interpreting the Bible

- ☐ TH501 Theology Survey I
- ☐ TH502 Theology Survey II
- ☐ MC/SF501 Spiritual for Ministry or CH/SF591 Dynamics of Spiritual Life

Concentration Courses (6 courses/18 credits)

- ☐ IS/WM520 Understanding Culture
- ☐ CL/NT/OT574 Biblical Theology of Leadership
- ☐ CL510 Global Leadership or CL/WM615 Cross-Cultural Leadership
- ☐ WM601 World of the Church or TH/WM602 Theology of Mission
- ☐ Elective course
- ☐ Elective course

MA in Global Leadership Program Goals:

- Graduates will be spiritually grounded. They will understand who they are as children of God and will be faithful in developing their relationships with Christ and with his people.
- Graduates will be biblically grounded. They will acknowledge the authority of God's inerrant Bible and its centrality in governing Christian life and practice. They will understand the main themes and emphases of the Old and New Testaments and have a grasp of the overall message of the Bible and its implications for all aspects of life.
- Graduates will have a basic competence as biblical interpreters. They will grasp the basics of interpretive methodology and will have practice in using tools and techniques to handle the Bible well.
- Graduates will be historically and theologically adept. They will appreciate the historical and doctrinal heritage both of the Christian church as a whole and of the specific group or groups of which they are a part.
- Graduates will be culturally and globally aware. They will recognize the importance of understanding the culture in which one ministers and will possess experience in interpreting their particular ministry context in light of Scripture. They will be aware of what the Lord is doing to establish his kingdom throughout the world and will see their own ministries in direct connection to the worldwide mission of his church.
- Graduates will be equipped with ministry skills. They will gain experience and expertise to be leaders in global and majority-world ministry contexts.

MASTER OF THEOLOGY

This program is intended for those seeking in-depth academic study of a given discipline. Prospective students should possess either an M.Div. or a MATS with a GPA of 3.0 in the discipline they wish to pursue. The Th.M. degree can stand on its own as preparation for advanced teaching ministries, or it can serve as a stepping-stone to a Ph.D. and a teaching/research ministry in a college or seminary setting.

Students in the Th.M. program will concentrate in one of the following areas of study: Ancient Languages & Cultures, Old Testament, New Testament, Church History, Missiology, Theology, and Ministry. (*NOTE: students pursuing biblical studies concentrations must show competency in Greek and/or Hebrew language*). Students participating in the Th.M. degree must complete 24 credit hours and maintain a grade point average of 3.0 or higher.

Degree Requirements

General Requirements (8 courses/24 credits)

- ☐ One course in academic research/writing
- ☐ Concentration course
- ☐ Concentration course
- ☐ Concentration course
- ☐ Concentration course
- ☐ Concentration course
- ☐ Elective course outside the student's concentration
- ☐ Thesis course or Elective course designated as writing course

THM – ANCIENT LANGUAGES & CULTURES TRACK**OT975** Methods and Developments in OT Study OR **NT970** Advanced New Testament Research Methods

Th.M. Language or Cultural/Historical Backgrounds Course

Th.M. Language or Cultural/Historical Backgrounds Course

Th.M. Language or Cultural/Historical Backgrounds Course

Th.M. Language or Cultural/Historical Backgrounds Course

Th.M. Language or Cultural/Historical Backgrounds Course

Th.M.-Level elective in GL/NT or OL/OT**

Th.M. Thesis course**

*Up to two of the above courses may be fulfilled through BTI courses.

**Students concentrating in OL/OT courses should take their elective in either GL/NT. Students concentrating in GL/NT should take their elective in OL/OT.

*** Students may petition to complete a 6-credit thesis which counts for two courses rather than one. Students may also request to take a standard course and designate it as a Th.M. Writing Course in lieu of a thesis.

THM – OLD TESTAMENT TRACK**OT975** Methods and Developments in OT Study

Th.M.-Level Old Testament Course:

Th.M.-Level Old Testament Course:

Th.M.-Level Old Testament Course:

Th.M.-Level Old Testament Course:

Th.M.-Level Old Testament Course:

Th.M.-Level elective in GL, NT, or OL

Th.M. Thesis course**

*Up to one of the concentration courses may be fulfilled by a 900 level OL language and up to two can be fulfilled through BTI or CTC courses.

** Students may petition to complete a 6-credit thesis which counts for two courses rather than one. Students may also request to take a standard course and designate it as a Th.M. Writing Course in lieu of a thesis.

THM – NEW TESTAMENT TRACK**NT970** Advanced New Testament Research Methods OR **NT993** Old Testament in the New

Th.M.-Level New Testament Course:
Th.M.-Level New Testament Course:
Th.M.-Level New Testament Course:
Th.M.-Level New Testament Course:
Th.M.-Level New Testament Course:
Th.M.-Level elective in GL, OL, or OT
Th.M. Thesis course**
*Up to one of the concentration courses may be fulfilled by a 900 level GL language and up to two can be fulfilled through BTI or CTC courses.
** Students may petition to complete a 6-credit thesis which counts for two courses rather than one. Students may also request to take a standard course and designate it as a Th.M. Writing Course in lieu of a thesis.

<u>THM – CHURCH HISTORY TRACK</u>
CH/TH/WM901 Th.M. Research Seminar in Christian Thought
Church History Course
Church History Course
Church History Course
Church History Course
Church History Course
Elective course
Th.M. Thesis course*
* Students may complete this requirement by completing a 3-credit thesis course or a Th.M. Writing course. A Th.M. Writing Course is a standard class which the student designates as their writing course and within which the student completes additional research and writing.

<u>THM – MISSIOLOGY TRACK</u>
CH/TH/WM901 Th.M. Research Seminar in Christian Thought
World Missions or Intercultural Studies Course
World Missions or Intercultural Studies Course
World Missions or Intercultural Studies Course
World Missions or Intercultural Studies Course
World Missions or Intercultural Studies Course
Elective course
Th.M. Thesis course*
* Students may complete this requirement by completing a 3-credit thesis course or a Th.M. Writing course. A Th.M. Writing Course is a standard class which the student designates as their writing course and within which the student completes additional research and writing.

<u>THM – THEOLOGY TRACK</u>
CH/TH/WM901 Th.M. Research Seminar in Christian Thought
Theology Course

Theology Course
Theology Course
Theology Course
Theology Course
Elective course
Th.M. Thesis course*
* Students may complete this requirement by completing a 3-credit thesis course or a Th.M. Writing course. A Th.M. Writing Course is a standard class which the student designates as their writing course and within which the student completes additional research and writing.

<u>THM – MINISTRY TRACK</u>
Preaching (PR) course
Preaching (PR) course
Christian Leadership course (CL)
Christian Leadership course (CL)
Practical Theology elective course**
Practical Theology elective course**
Elective course
Elective course
** Practical Theology electives include courses in the following teaching areas: Leadership (CL), Counseling (CO), Educational Ministries (EM), Evangelism (EV), Ministry of the Church (MC), Pastoral Counseling (PC), Preaching (PR), and Youth Ministry (YM). Students must take one “Writing Course.” This is a course which the student designates in consultation with the program director. The course should require a significant piece of writing that requires research. Students may also petition to complete a 3 or 6 credit thesis that serves as the writing course.

Master of Theology Program Goals:

- To gain greater competence in an academic discipline by employing the most valuable research methods and resources for that area of concentration.
- To sharpen skills in interpretation and understanding of God’s inerrant Word, as it applies to the area of concentration.
- To carry out the specialized studies within the highest tradition of Christian scholarship with rigor and excellence.
- To engage with contemporary issues in the area of concentration from the framework of a biblical worldview.
- To formulate productive questions for further investigation in an academic discipline, so as to prepare for Ph.D. studies.

CERTIFICATE PROGRAMS

All Graduate Certificates through Gordon-Conwell are six courses (18 credit hours). Each Graduate Certificate is focused and modular, providing non-degree seeking students a simplified path to specific areas of study.

Certificate courses can also be applied toward a master's degree. Students must maintain a grade point average of 2.0 or higher.

CERTIFICATE IN CHRISTIAN STUDIES (Hamilton, Charlotte, Jacksonville, online; also available in Spanish and Portuguese)

- ☐ OT500 Exploring the Old Testament
 - ☐ NT501 Exploring the New Testament
 - ☐ NT/OT517 Interpreting the Bible
 - ☐ TH501 Theology Survey I
 - ☐ TH502 Theology Survey II
 - ☐ MC/SF501 Spiritual for Ministry or CH/SF591 Dynamics of Spiritual Life
- CT500 is a requirement in the Certificate in Christian Studies for Mature Admission students.*

CERTIFICATE IN CHURCH PLANTING (Charlotte, online)

- ☐ CL503 Foundations for Leadership
- ☐ EV/WM665 Church Planting in a Post-Christian Context
- ☐ EM/MC616 Ministry among Emerging Generations
- ☐ PR539 Preaching to Emerging Generations
- ☐ CL660 Church and Non-Profit Management
- ☐ MC701 Pastoral Ministry or MC 850 Readiness for Ministry

CERTIFICATE IN GLOBAL LEADERSHIP (Hamilton, online)

- ☐ IS/WM520 Understanding Culture
- ☐ CL510 Introduction to Global Leadership or CL/WM615 Cross Cultural Leadership
- ☐ CL/NT/OT574 Biblical Theology of Leadership
- ☐ MC/SF501 Spiritual for Ministry or CH/SF591 Dynamics of Spiritual Life
- ☐ WM601 World Mission of the Church or TH/WM602 Theology of Mission
- ☐ Elective Course

CERTIFICATE IN LAY COUNSELING (Charlotte, online)

- ☐ MC/PC513 Healthy Relationships for Ministry
- ☐ PC511 Intro. to Pastoral Counseling
- ☐ CO614 Family Systems Theory
- ☐ CO712 Multicultural Diversity in Counseling
- ☐ Two Counseling electives (CO 540, 610, 671, 718, 725, or 750)

CERTIFICATE IN LUTHERAN STUDIES (Charlotte, online)

- ☐ Ethics elective
- ☐ General Elective
- ☐ CT631 Lutheran Confessions
- ☐ CH695 Lutheranism in North America

- ☐ CH645 Martin Luther and the Reformation
- ☐ MC/PR744 Lutheran Liturgics and Homiletics

CERTIFICATE IN SPIRITUAL FORMATION (Hamilton, online with faculty approval)

- ☐ MC/SF501 Spiritual for Ministry
- ☐ CH/SF591 Dynamics of Spiritual Life
- ☐ CH/SF course
- ☐ Counseling elective (any CO or PC course)
- ☐ Two Spiritual Formation electives

CERTIFICATE IN URBAN MINISTRY (Boston, online)

- ☐ CT500 Introduction to Theological Studies
- ☐ OT500 Exploring the Old Testament
- ☐ NT501 Exploring the New Testament
- ☐ MC670 Working with the Marginalized Poor
- ☐ MC/SE602 Church & Community
- ☐ World Missions course (WM627 or WM661)

CERTIFICATE IN WORKPLACE THEOLOGY & ETHICAL LEADERSHIP (Hamilton)

- ☐ ET642 Workplace Ethics
- ☐ ET/TH648 Workplace Theology
- ☐ SE630 Redeeming Capitalism
- ☐ CL503 Foundations for Leadership
- ☐ AP/MC612 Practical Apologetics
- ☐ ET860 Research in Ethics course

DOCTOR OF MINISTRY

The Doctor of Ministry (D.Min.) is the highest professional degree for men and women already successfully engaged in ministry. This program enables leaders in Christian ministry to increase their effectiveness in the church, parachurch organization or mission in which they minister. Graduates of this program will have improved their skills and understandings in a specialized area of ministry to such an extent that they can impact their congregation or community more powerfully for God.

Students participating in the Doctor of Ministry degree must complete 9 courses (46 credits), maintain a grade point average of 3.0 or higher and be present for graduation exercises. The program must be completed within a ten-year period. The program is cohort-based, specialized, and designed to be taken in an uninterrupted sequence over three years. It generally includes two continuous weeks of intensive course residency each year and one major on-site project between the first and second residency and the between the second and third residency.

About six months before each residency, extensive reading and preparation are assigned by the track mentor(s). Participants should plan to devote twelve hours per week in preparation for the residency.

General Requirements:

Year One – Admission

Reading and preparation for first residency (refer to syllabus)

Year One – First Residency

Coursework with Mentors

Completion of Learning Covenant

Preparation of first Project Proposal

Year One – Up to Second Residency

Finish reading and written work from first residency

Write first Project Report

Prepare Learning Covenant in final form

Complete reading and preparation for second residency (refer to syllabus)

Year Two – Second Residency

Coursework with Mentors

Qualifying Exam

Preparation of second Project Proposal

Year Two – Up to Third Residency

Finish reading and written work from second residency

Write second Project Report

Begin work on Thesis-Project Proposal

Complete reading and preparation for third residency (refer to syllabus)

Year Three – Third Residency

Coursework with Mentors

Final form of Thesis-Project Proposal

Year Three – Up to Graduation

Finish reading and written work from third residency

Write Thesis-Project (submit chapter by chapter)

Defend Thesis-Project and submit final Thesis-Project

Doctor of Ministry Goals

1. To resource students through a biblically-grounded educational program taught by faculty who are committed to God's Word and the application of principles of Scripture to the issues of contemporary culture.
2. To form in students a sound foundation of theological and biblical inquiry in their professional doctoral program's specialized track that they are able to integrate into the life of Christian ministry.
3. To provide students with the skill set and understandings in a specialized area of ministry to such an extent that they can impact their congregation or community more powerfully for God.
4. To create through the cohort model of the program a dimension of Christian community and spiritual nurturing so that students form strong friendships with one another and enter long-term mentoring relationships with the scholars who guide the learning experience.
5. To develop in students a deeper understanding of Christ's lordship in all areas of life for the common good of the contemporary world.
6. To cultivate within students through critical reflection and careful research through the residencies and projects an enriched Christian witness in the places of society they are called to serve.

7. To instill in students a refreshed view of their ministry as it relates to the proclamation of the Gospel among all peoples.

Credits	Degree Component	Hours (on Campus & Additional)
5	Residency I: Intro 1	30 Hrs (1 wk) + 170 Hrs
5	Residency I: Intro 2	+ 30 Hrs (1 wk) + 170 Hrs
—	Personal Learning Covenant	—
5	Project 1	— + 200 Hrs
5	Residency II: Intermediate 1	30 Hrs (1 wk) + 170 Hrs
5	Residency I: Intermediate 2	30 Hrs (1 wk) + 170 Hrs
—	Candidacy Oral Exam	—
5	Project 2	— + 200 Hrs
5	Residency III: Advanced 1	30 Hrs (1 wk) + 170 Hrs
5	Residency III: Advanced 2	30 Hrs (1 wk) + 170 Hrs
6	Thesis – Project	— + 240 Hrs
Total: 46	Hours Credit	



TUITION AND FEES

EDUCATIONAL COSTS

A comprehensive outline of total student costs for the academic year, which includes tuition and living costs, as well as seminary charges, can be obtained from the Financial Aid Office.

TUITION RATES – MASTERS LEVEL

The tuition rates for 2023-2024 (subject to change) are as follows:

- \$800 per credit hour
- \$2,400 per 3-credit course

This does not take into account scholarships that may be applied or students enrolled in cohort-based education programs. See website for up-to-date cohort tuition pricing.

SPECIAL FEES

Student Services Fee

Fall, Spring.....	\$200 each
Summer (any term)	\$200 each
January	\$0
Technology Fee (each semester)	\$60
Audits (official, degree seeking students)	\$150
Audits (official, non-degree students)	\$350
Partnership Program (scholarship) Fee	\$500 (one time)
External Partnership fee	\$200/term

Bookkeeping fee	\$35
CO 863A.....	half reg. tuition/each
CO 865A/CO865B.....	half reg. tuition/each
CO 871A.....	\$75 each
CO 873A/CO873B.....	\$75 each
CPE	\$75 per credit hour
.....	(In addition to hospital fees if any)
CO 735/CO 740	\$100 (lab fee in addition to tuition)
DMIN Continuation Fee.....	\$1,980 per year (billed \$990 twice a year)
Payment Plan Fee	\$50
Nonpayment Fee	\$100
Graduation fee (masters)	\$75 (additional \$25 for dual degrees)
Graduation fee (LGM).....	\$150
Graduation fee (doctoral)	\$525
Delay of graduation date fee	\$25
Late/Improper registration fee ..	\$50
MACO Fee (Hamilton only).....	\$100 per semester
MACC Fee (Charlotte only).....	\$100 per semester
Mentored Ministry Fee*	\$150 (MM502, 601, 602, 701, 702 for Hamilton MDiv
... ..	students under 2020 catalog or prior)
Transcripts (standard processing)	\$7 each
Transcripts (rush processing).....	\$10 each

**Beginning Fall 2021, Mentored Ministry units MM505, MM605, MM705, are billed per credit hour.*

TUITION RATES – DOCTOR OF MINISTRY

The tuition rates for DMIN cohorts starting between July 2023 and June 2024 are as follows:

- Tuition: \$7,840 per year
- Student Services Fee: \$250 per year
- Total cost of program over 3 years: \$24,270

This does not take into account scholarships that may be applied.

NOTE: travel and accommodation expenses to attend residencies, whether domestic or international, are not billed but are the sole responsibility of the student.

HAMILTON APARTMENT RATES (MONTHLY)

The apartment rent rates for 2023-2024 (subject to change) are as follows:

Studio Apartments	\$930
One Bedroom	\$1,170
Two Bedroom	\$1,450
<u>Three Bedroom</u>	
C Building	\$1,680
D Building	\$1,760
Four Bedroom	\$2,040

HAMILTON DORMITORY RATES (PER SEMESTER)

The room rates per semester for 2023-2024 (subject to change) are:

Main dorm Single (large).....	\$2,140
Lamont Hall Single (large)	\$2,500
Lamont Hall Single (small)	\$2,295
Lamont Hall Double	\$2,040
Gray/Phippen Hall Single	\$2,550
Gray/Phippen Hall Double	\$2,245

COST OF ATTENDANCE

Cost of attendance includes direct costs (expenses paid directly to the seminary, such as tuition and fees), and indirect costs (estimated expenses incurred as a result of attendance that the student may pay to a third party (landlord, etc.) other than the seminary.

Boston/CUME and Hamilton

Cost of Attendance (Estimated)		
	Fall & Spring	Fall, Spring & Summer
Books, course materials, supplies and equipment	\$900	\$1,200
Living Expenses	\$14,924	\$19,898
Transportation	\$3,098	\$4,130
Miscellaneous Personal Expenses	\$10,136	\$13,515
Health Insurance	\$9,137	\$9,137
Total Indirect Costs	\$38,195	\$47,880
*The COA provided is for full-time enrollment and will be adjusted for less-than-full-time enrollment or single-term enrollment		

Charlotte and Jacksonville

Cost of Attendance (Estimated)		
	Fall & Spring	Fall, Spring & Summer
Books, course materials, supplies and equipment	\$900	\$1,200
Living Expenses	\$13,458	\$17,944
Transportation	\$2,794	\$3,725
Miscellaneous Personal Expenses	\$9,140	\$12,187
Total Indirect Costs	\$26,292	\$35,056
*The COA provided is for full-time enrollment and will be adjusted for less-than-full-time enrollment or single-term enrollment		

STUDENT HEALTH INSURANCE

All students taking 6.0 or more credit hours per semester in the Commonwealth of Massachusetts are required by the Commonwealth to have medical insurance that meets state-mandated requirements.

The Seminary provides access to a group plan that meets these requirements. Students, however, may elect to purchase other insurance coverage on their own, but the plan must be “reasonably comprehensive and

reasonably accessible” in comparison to Massachusetts requirements. The student must then certify this coverage through an online waiver form to opt out of the Seminary plan. Students who are required to have medical insurance, but do not waive the insurance are automatically enrolled in the Gordon-Conwell Student Health Insurance Plan. The Health Insurance Waiver/Enrollment Deadline (BOS/HAM students) for Fall 2023 is September 20, 2023, and for Spring 2024 is January 31, 2024. For information on the Seminary insurance plan, see the [Student Health Insurance](#) page in the Registration Hub.

The following are the 2023-2024 costs for the Seminary health insurance.

Student: \$9,137 for the entire year; charged in two installments: \$3,049 fall semester, \$6,088 spring semester

Fall Semester includes coverage for September 1-December 31, 2023, Spring Semester includes coverage for January 1-August 31, 2024.

PAYMENT OF BILLS

There are various payment deadlines for the Fall, Spring, and Summer semesters. Please be aware that there are fees and/or account holds associated with these deadlines. There is a pay in full deadline at the beginning of Fall and Spring. Any student not paid in full by the deadline will be assessed a payment plan fee and subject to in-semester payment plan deadlines. Any missed payment plan deadline can result in a late payment fee. If they are not paid in full by the end of the semester, students will receive a non-payment fee, risk deregistration for future coursework, are ineligible for future registration, may be restricted in access to transcripts and diplomas, and are at risk of being sent to collections (this includes remaining balances on withdrawn courses). To avoid collections, a student must set up an official payment plan with the Seminary. If your account is sent to collections, you will be responsible to reimburse Gordon-Conwell the fees of any collection agency, which may be based on a percentage at a maximum of 33 1/3% of the debt, and all cost and expenses, including reasonable attorney's fees we incur in such collection efforts. Please view the *Payment Deadlines* on the student accounts website for specific dates and details and refer to the *Student Accounts* section of the handbook for payment options.

PAYMENT PLAN

Gordon-Conwell Theological Seminary offers an in-semester payment plan option for all students. Students will be automatically enrolled in this option if they do not pay in full by the first payment deadline of the semester. At this time, the student will be charged a \$50 payment plan fee to be on the payment plan and make regular payments throughout the semester. The students then need to be paid in full by the end of the semester in order to register for the next semester. If they do not pay in full by the end of the semester, the student will be charged a \$100 late/non-payment fee.

TUITION REFUND POLICIES

Not attending classes does not guarantee a refund. Formal application for drop/withdrawal must be made to and approved by the Registration Office. A student who withdraws totally from the Seminary after registration without advice and consent of the Registration Office, or who is dismissed, will receive no refund of tuition. Tuition refunds will be given for dropping individual courses according to the *Academic Calendar*. The Registration Office must approve dropping/withdrawing the course(s) before any refund will be given. Doctor of Ministry students are enrolled in 15-16 credits each year which is billed on a quarterly basis. Students withdrawing from the DMIN will not be refunded past charges but will not be charged for future quarters in which they are not enrolled.

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

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

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

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

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

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

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

Institutional—Under the institutional refund calculation, only tuition charges are considered. Refunds for room and board will be pro-rated on a weekly basis if the withdrawn student’s tuition refund is determined to be institutional. Please refer to the Seminary’s *Academic Calendar* on the registration website for specific dates and details.

FINANCIAL AID

Gordon-Conwell Theological Seminary aims to provide financial assistance and counseling to all students who demonstrate need. We believe it is important to make informed financial decisions when funding your education as it sets a precedent to your experience in seminary and life in ministry. Here at Gordon-Conwell, we recognize the financial challenges students and families may face when pursuing higher education. We offer multiple

categories of scholarships and grants to qualified master level students and we encourage you to explore the available options and resources for each respective campus.

Please contact the financial aid team at 978-646-4018 or by email at finaidinfo@gordonconwell.edu with any financial aid or returning scholarship questions. Questions pertaining to scholarships for new incoming students should be directed to the [Admissions Office](#).

SCHOLARSHIPS

Gordon-Conwell offers multiple categories of scholarship and grant moneys to qualified master's-level students. Some scholarships are awarded to students only at the beginning of their program of studies at Gordon-Conwell, meaning that if a student enrolls without a scholarship, he/she may not be eligible to apply for that scholarship at a later date. To learn more, select a category of scholarship/grant offerings below.

- [Partnership Program](#)
- [Fellowships & Research Scholarships](#)
- [Merit-Based Scholarships – Domestic Students](#)
- [Merit-Based Scholarships – International Students](#)
- [Ministry Scholarships](#)
- [Ministry Partnership Scholarships](#)
- [Team Ministry Grant](#)
- Christopher Brown Scholarship
- Robert E. Cooley Scholarship
- Eileen Hilda Cooley Scholarship for Women
- Trish King Honorary Scholarship

STUDENT LOANS

Gordon-Conwell participates in the William D. Ford Federal Direct Loan Program. Through this program we are able to offer the Direct Unsubsidized loan and the Graduate Direct PLUS Loan to help provide funding options to eligible candidates. For more information regarding these loan options, please review the following:

To receive a federal student loan, aid recipients must 1) be a U.S. citizen or eligible non-citizen (such as a Permanent Resident), 2) have a Bachelor's degree **OR** have completed at least 3 years of full-time study at the undergraduate or graduate level, 3) be accepted into a masters-level degree program and be registered for at least 4 credits per semester in both the fall and spring semesters, 4) complete at least 67% of the credits attempted, and 5) maintain the minimum required degree GPA.

Comprehensive student loan information and instructions can be found online at

<https://www.gordonconwell.edu/financial-aid/sources/student-loans/>.



COURSE DESCRIPTIONS

Courses are designated by a letter-number sequence which indicates the department(s) and the level at which the course is taught. Except where indicated, 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.

Apologetics (Division of Christian Thought)

AP601 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.

AP602 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 students to effectively present the gospel to unbelievers in their own cultural setting.

AP/MC612 Practical Apologetics The purpose of this course is to help students hone their apologetic skills, and build their confidence, by combining theory and praxis in a variety of secular settings (i.e. workplace, educational settings, the public square, etc.). Students will increase their awareness of various arguments for and against the existence of God, develop an appreciation for the art of rhetoric and build confidence in the efficacy of the Gospel in the "marketplace of ideas".

AP/WM629 Radical Islam and Christian Responses This course will study the genesis of Radical Islam from the early years of the Islamic community to the present. We will study the historical, theological and political contexts within which Radical Islamic movements have arisen. The role of the state, Islamic law, political ideology, and methods of interpretation will be investigated. This course will ask the question whether Radical Islam can function peacefully in modern, global, civil society. To give us a view from other Muslim perspectives we will also study contemporary hermeneutic theories of liberal Muslim scholars. This should help us to understand how Radical Islamic movements have constructed their interpretations of Islam. Developing an accurate understanding of Radical Islam's theology and political ideology will be essential for developing an effective, thoughtful and biblical response to Muslims in the coming years.

AP/WM647 Introduction to Islam An introduction to the Islamic faith with a special emphasis on communicating the gospel to Muslims who comprise over 1 billion adherents and is the second largest world religion. The whole of the Qu'ran is read in English.

AP/WM649 Introduction to Hinduism & Buddhism An overview of the Hindu and Buddhist traditions. We will examine their histories, beliefs, rites, and impacts upon various cultures and societies in Asia and other parts of the world. Efforts will be made to develop a Christian response to the traditions and appropriate missiological thinking and strategies. *Not for students who have taken AP/WM645 or AP/WM646.*

AP/MC687 The Bible and Race The course is designed to lead students to a comprehensive theological understanding of the diversity of the human race and the accompanying ministry implications through a Biblical worldview.

AP/WM747 Critical Issues in the Christian Mission to Muslims This course explores some of the major contemporary issues confronting those in ministry to Muslims as well as the church in the West. Some of the topics covered in this course are apocalyptic views of history in Islam and Christianity, the theological nature of Islam, Islam in the West, the relationship between Islam and the State, the influence of Radical Islam, Contextualization and Insider Movements, the status and role of women in contemporary Islamic societies, movements within Islam, theological misunderstandings, approaches to Muslims, dialogue between civilizations, and how modern Islamic societies are responding to secularization and pluralism.

Church History (Division of Christian Thought)

CH500 Survey of Church History A general survey of the history of the Christian church from its founding at Pentecost to the present day.

CH501 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.

CH502 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.

CH503 American Evangelicalism A study of the development of Protestant Evangelicalism in America, with background material from other European and American streams, comparing movements of evangelical awakening with other responses to Western secularization.

CH/SF591 Dynamics of Spiritual Life Drawing on the Creation-Redemption narrative and the riches of the history of Christian Spirituality, the course presents a comprehensive model of spirituality that can be used in personal renewal, spiritual formation, direction, discipleship, and counseling. Combining theory and praxis, it explores key spiritual dynamics, equipping for ministry to those seeking a deeper life with Christ.

CH/TH601 History and Theology of the African-American Church This course will explore the history of the African American Church, how we have known God through our social, political, economic, and religious context, review major themes in African American theological reflection, and suggest areas for further reflection and praxis.

CH/WM603 History of Missions This course provides an overview of the historical progress of the Christian missions from its inception to the present. It seeks to explore Christian missions from historical and missiological perspectives and identify the different mission patterns or paradigms characteristic of different eras and regions.

CH/WM610 The Churches in the Global South: Past and Present The conventional approach to the global spread of Christianity is quite Euro-centric. In this course, after surveying the global outreach and existence of churches in the ancient and medieval times, we will focus on modern worldwide missionary movement since the 19th Century and rise of the churches in the global south and east in the 20th Century. We will examine the characteristics of the rising churches in Asia, Africa and Latin America, evaluate their profound implications and impacts on the global Christian community, and reflect on how we in the West respond and relate to these churches in the non-western world.

CH611 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/TH614 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/SF616 Spiritual Autobiographies of Women This course will explore the writings of women about their own spiritual lives. We will do close readings of the autobiographies, diaries, journals, letters, blogs, and poetry of women throughout the 2000 years of the history of the Church.

CH/SF618 Medieval Spirituality Medieval approaches to knowing God through mysticism, monasticism, popular piety, sacraments, worship, art, music, architecture, symbolism; exploring relevance to spirituality today.

CH/SF/TH619 Reformation Era Spirituality Spirituality represents the interface between ideas and life, between Christian theology and human existence. The new evangelical spirituality as developed in Luther's Wittenberg Reformation is at once Christological, eschatological and experiential. This course on Reformation Era Spirituality will highlight the distinctive contributions of the Reformers over against the background of the dominating medieval spirituality to which it is an answer and the context of ongoing competing spiritualities of the time. To do so, the student will read widely in primary resources from Luther, Calvin, the Anabaptists and St. Ignatius of Loyola.

CH/TH621 World Religions on the Silk Road *Course description not available. Please contact Division Chair.*

CH/EM/TH635 Catechesis: History, Theology, and Practice This course explores the ministry of instructing people in the essentials of Christian faith and practice. Attention is given to the biblical bases for, and historic practice of, catechesis, with

the aim of encouraging contemporary applications of this ministry.

CH/TH638 Early Eastern Christianity beyond Byzantium This course considers the theology and practice of the Eastern Christian churches outside the Greek-speaking world prior to the rise of Western colonialism and the Western missionary activity that accompanied it. Students give attention to the early Syrian, Persian, and East African churches, and to Eastern missions work in Asia and the Slavic world.

CH/TH639 Early Latin North African Christianity This course considers the theology and practice of the Christian Church in Latin-speaking North Africa up to the Arab conquest in the late seventh century. Students focus in particular on the central role of African writers in the development of Latin theology. Readings include selected writings by Tertullian, Cyprian of Carthage, Augustine of Hippo, and Fulgentius of Ruspe.

CH/TH642 John Calvin and the Swiss Reformation Life, work, and times of the consolidator of the Reformation: Geneva, Institutes, letters, theology, polity, pastoral issues.

CH/TH643 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.

CH651 Protestant to Evangelical: Christianity in New World This course covers the changes and continuities between Old World Protestantism of the first centuries after the Reformation as they came to the New World. Protestantism evolved in many ways in a 'melting pot' so familiar to many aspects of life in North America. Old fault lines became new partnerships between, for example, Puritanism and Pietism. Many of these changes were sped up by the democratic spirit of America, the rise of revivalism, and the breakdown of older establishment models of church government. What arose was a new brand of Evangelicalism, that still retained the essential qualities of Protestantism. Issues looked at include: slavery, revival, the rise of new denominations (e.g., Methodists, Baptists), and the theological struggles to define this new evangelical faith.

CH/WM653 Islamic-Christian Relations through the Ages *Course description not available. Please contact Division Chair.*

CH654 Models of Christian Spirituality This course studies a variety of approaches to the dynamics of Christian spirituality.

CH/TH655 Great Confessions of the Faith A seminar designed to read and analyze the major creeds and confessions of the Christian church.

CH/TH656 The Life and Theology of Dietrich Bonhoeffer As a pastor and member of the German resistance to Hitler, Bonhoeffer distinguished himself as one of the twentieth century's most important theologians. This course presents his life, writings, and theology through lecture and class presentations.

CH/TH657 Life and Theology of Karl Barth This course presents Barth's life and theology through lectures, readings and discussions in order to gain a critical understanding of the main themes in his theology and their relevance for our own understanding of Christian faith and ministry.

CH/WM658 History of Christianity in Asia *Course description not available. Please contact Division Chair.*

CH/MC/TH664 The History and Theology of Worship This course explores worship (individual and/or collective engagement with God) using biblical analysis and theological reflection.

CH/SF667 C.S. Lewis' Life, Works, and Spirituality Explores the writings and spiritual pilgrimage of one of the most influential figures of the twentieth century. From County Down to Cambridge University, through two World Wars and a wardrobe, to Narnia and Perelandra, the course follows the life and work of the myth-loving medieval professor, apologist, children's author, and Inkling.

CH/TH668 The Trinitarian and Christological Controversies A detailed look at the two greatest doctrinal controversies of the patristic period. This course focuses on reading and discussion of primary sources from the Trinitarian and Christological controversies, in an effort to discern both the depth of the Church's consensus on these crucial doctrines and the soteriology that lay beneath this consensus.

CH/TH669 Soteriology in Christian History This examination of the Christian Church of the last 20 centuries focuses on the various ways salvation has been expressed. Students are encouraged to learn from past expressions of soteriology in order to formulate a theology of salvation that is comprehensive, consistent, and powerful for preaching and ministry today.

CH/WM672 Women in World Christianity This course introduces students to a global history of women's involvement in the church and makes the case for the centrality of women's contributions to global Christianity, both past and present.

CH/TH681 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/TH682 The Black Christian Experience: From Africa to the Americas This course explores the rich and often neglected historical and theological contributions of the Black Christian Experience to global Christianity. Merging biblical analysis, historical narratives and theological reflection, this course will challenge students to define/ describe characteristics of Christianity found within the global African Diaspora that may establish shared distinctives of a global Black Christian Experience.

CH695 Lutheranism in North America *Course description not available. Please contact Division Chair.*

CH760 Reading in Church History Independent study, any session by petition. See section on reading and research courses for information.

CH/TH765 Readings in Augustine A study of the life and work of the most influential theologian of the early Western 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/TH766 Readings in Orthodoxy and Gnosticism The interaction between orthodox Christianity and Gnosticism in the second and third centuries is of vital importance for at least two reasons. First, because various Gnostic ideas have continued to plague the Christian Church throughout its history and must still be addressed today. Second, because contemporary scholarship radically re-constructs the relation between Gnosticism and orthodoxy in the early centuries, in a way that casts doubt on the validity of orthodox Christianity. This course explores the orthodox/Gnostic interaction from both of these vantage points.

CH/TH767 Readings in Greek Patristic Theology The patristic period (from the end of the New Testament until about A.D. 800) was the formative period in the articulation of Christian doctrine. This reading course gives students both a general familiarity with patristic theology and the opportunity to explore the thought of several influential patristic theologians in some detail.

CH860 Research in Church History Independent study, any session by petition. See section on reading and research courses for information.

CH891 Church History Thesis - Part I Any session by petition. Intensive research into a topic leading to the production of a thesis under the guidance of a thesis director. By invitation of the Christian Thought Division. *Prerequisite: Invitation from division.*

CH892 Church History Thesis - Part II A continuation of CH891. *Prerequisite: CH891.*

CH/TH/WM901 Th.M. Research Seminar in Christian Thought The seminar is designed to instruct students in the area of research skills for Christian thought. The course will consist of lectures, reading, writing, and discussion. *Required of all Th.M. students with a concentration in the Christian Thought Division (CH, TH, WM). Th.M. students only.*

CH960 Research in Church History Th.M.-level independent study, any session by petition. See section on reading and research courses for information.

CH991 ThM Thesis - Part I Any session by petition. Intensive research into a topic leading to the production of a thesis under the guidance of a thesis director. By invitation of the Christian Thought Division. *Prerequisites: CH/TH/WM901 and invitation from division.*

CH992 ThM Thesis - Part II A continuation of CH 991. *Prerequisite: CH991.*

Christian Leadership (Division of Practical Theology)

CL/MC503 Foundations for Leadership/Ministry 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.

CL503 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.

CL510 Global Leadership The course is an overview of global leadership and will address the dynamics that led to the rise of this movement around the world. The lenses through which this course will be examined include the theology of leadership, history of leadership, the sociology of leadership, and the globalization of leadership. Students in the course will be challenged to undertake original research projects on the persons, organizations and issues that contributed to these movements worldwide.

CL/NT/OT574 Biblical Theology of Leadership This course explores the foundational teachings and primary metaphors of leadership in the Bible. These teachings and metaphors are understood in the context of God's larger calling on the covenant community in redemptive history. Some attention is also given to contemporary metaphors for ministry. *Prerequisites: OT 500, NT 501, NT/OT517.*

CL/WM615 Cross-Cultural Leadership Different leaders have different skill sets and competencies. This individual-level variance is coupled with external factors: cultural & social environments present different demands, limits, rights, and processes. Though all leaders have unique gifts, they must be able to work within the boundaries of such variants. The focus of this course is the study of leadership, specifically learning how to lead in cross cultural contexts. The course is designed to help students reflect deeply on their cultural values, evaluate one's leadership focus, and analyze (with peers) their own leadership failures.

CL/EM622 Administration for Ministry This course provides an overview of theory and practical tools of administration in the context of church, religious public benefit organizations, and para church. Students will work toward the goal of being healthy, effective, and fruitful in their approach to administration. Administration requires skills and capacities to lead change, navigate conflict, and to faithfully steward the people and programs and resources which are part of our responsibility. In this course, students will explore tools and mindsets while building the planning and leadership skills necessary for administration. Students will also reflect on administration with a theological and biblically-informed perspective in pursuit of faithful ministry.

CL630 The Person of the Christian Leader This course helps the student examine the integrity and spiritual vitality necessary to be a godly leader. Various areas such as family, marriage and the "dark" side of leadership will be discussed.

CL640 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.

CL654 Leadership in Urban Ministry Emphasis is given to equipping, leading, and supporting urban Christians in and for their various callings in home, community, church, and workplace through the educational ministry of the local congregation. Helps students to identify their own leadership opportunities, to consider their own leadership assets, and to develop others.

CL670 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/MC707 Transforming Leadership in the Local Church The elements of leadership in a Christian context will be examined from a biblical and historical basis. Particular focus will be upon self-understanding and what parts of leadership will be natural and which ones will need to be acquired.

CL/MC801 Leadership, Management and Strategy for Ministry A triple workshop: Creative Life Planning, Management Theory and Plan for Future Ministry. Provides powerful small group experience and application of dynamic theory to future practice.

Counseling (Division of Practical Theology)

CO500 Introduction to Counseling An introduction to the basic skills necessary for effective counseling. A review of some of the basic counseling models. *Open to M.A. in Counseling students only.*

CO501 Introduction to Counseling Studies Students focus on the learning objectives of CT500 with the addition of learning proper citation formats in the Publication Manual of the American Psychological Association. Students also focus on the integration of Psychology and Theology. CO501 is one credit hour.

CO502 Introduction to Counseling and Systems Theory This course is an introduction to the fields of counseling and marriage and family therapy. Basic skills required for ethical and effective treatment of individuals, couples, and families will be presented. Models of intervention related to the major clinical orientations will be covered, highlighting key emphases, techniques, and distinctions between individually oriented therapy and systems-oriented therapy. Course objectives will be met through a combination of lecture, videotapes, experiential exercises regarding course content, and classroom discussions.

CO507 Clinical Counseling Skills *Course description not available. Please contact Division Chair.*

CO540 Helping Relationships This course covers the theological ground for helping relationships, counseling theories and application for helping relationships, including skills in listening, attending, and empathy needed in consultation and bringing about change.

CO575 MACC Counseling Residency Three day required residency every Fall semester for students in the MACC program.

CO602 Human Sexuality This course provides students with an overview of biological, psychological, behavioral, and theological material concerning human sexuality. Topics will cover the basics of theology of sexuality, human anatomy, sexual cycles/phases, sexual problems, dysfunctions, and treatments. Special topics may include sexual abuse, disability, aging, pornography, commercial sex, homosexuality, transgender, contraception, and pregnancy, abortion, sexually transmitted infections, sex and the media, the connection between sexuality and spirituality, with considerations of theological perspectives on the preceding topics.

CO/SF610 Lifespan Development: Implications for Counseling This survey of major models of human development and life-span includes integration and critique of related theories from a biblical and theological perspective.

CO610 Lifespan Development: Implications for Counseling This survey of major models of human development and life-span includes integration and critique of related theories from a biblical and theological perspective.

CO611 Theories of Personality An understanding and critique of the historical and contemporary theories of personality development. *Open to M.A. in Counseling students only.*

CO614 Family Systems Theory A review of the major theories of family systems development with emphasis on a critical analysis of these theories from an orthodox Christian perspective.

CO635 Crisis and Trauma Counseling This course addresses the impact of powerlessness experienced in crises, disasters, sexual assault and other trauma-causing events on individuals and communities, as well as the treatment of trauma related disorders. Emphasis will be placed on providing clinical interventions in disaster, crisis, and traumatic situations. Special attention will be given to counselor self-care as a prevention measure against vicarious traumatization; emphasis on wellness; suicide prevention, stress management and psychological first aid. *Open to M.A. in Counseling students only.*

CO/MC/SF642 Ministering to Women in Pain Students explore the broad range of stressful issues with which many contemporary women deal. The course focuses on helping students refine their pastoral care to such women.

CO/PC671 Suicide Prevention for Professional Caregivers The goal of this course is to introduce the student to all relevant and basic aspects of suicide prevention for professional caregivers including counselors, chaplains and pastors. The emphasis is on helping the student develop understanding and skills needed to help suicidal individuals, individuals who have attempted suicide and their family members, and the family members and a faith community following a suicide death. Special emphasis will also be on the importance of self-care for the professional caregiver. Specific aspects of suicide prevention that will be emphasized will include the unique role of pastoral caregivers in suicide prevention and the development of a theology of suicide.

CO699 Research Methods and Design An overview of the basic approaches to research methods and design. Particular attention is given to the application of research in the counseling setting. *Open to M.A. in Counseling students only.*

CO709 Counseling in Addictive Behaviors This course will cover prevention and intervention with addictions, both neurobiological and behavioral. The course will address etiology, assessment and models of treatment, with an emphasis on Stages of Change and Motivational Interviewing. *Open to M.A. in Counseling students only.*

CO710 or CO710C Psychopathology This course provides an overview of the basic theories, concepts and structures that form an understanding of psychopathology. Special emphasis is given to the development of skills in diagnosis and treatment planning, using the DSM-5 and ICD.

CO711 Group Process Application in theory and practice of the use of groups and group process. Class members become part of an active group for the purpose of an effective learning process.

CO/WM712 Multicultural Diversity in 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.

CO712 Multicultural Diversity in 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. *Prerequisite: CO502.*

CO713 Foundations of Play Therapy This course provides an overview of the essential elements and principles of play therapy, including history, theories, modalities, techniques, applications, and skills. A theological foundation for engaging children through play will be emphasized along with an experiential component focused on basic play therapy skill development within the context of ethical and diversity-sensitive practice. *Prerequisites: One of the following CO500/CO502, CO507/540, CO610, or CO/SF610.*

CO714 Family Counseling/Therapy A clinical course to develop basic skills in counseling families. Evaluation of the most applicable methods for counseling interventions with families. *Open to M.A. in Counseling students only. Prerequisite: CO614.*

CO715 Advanced Psychopathology This advanced course in the theories, concepts and structures that form an understanding of psychopathology focuses on the development of skills in using DSM-5 and understanding of psychopharmacology. *Prerequisite: CO710. Open to M.A. in Counseling students only.*

CO716 Couples Counseling 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.

CO/PC717 Counseling in Abuse and Intimate Partner Violence The purpose of this course is to provide an introduction to the issues associated with abuse and intimate partner violence (IPV). Students will be introduced to the broad scope of abuse and intimate partner violence and the inevitable consequences for the individuals and the systems involved. Students will examine the issues around abuse and violence from a biblical and theological perspective in order to form a substantial Christian response to this growing problem. Students will develop evidence-based models for treatment and prevention.

CO/PC718 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.

CO719 Human Sexuality An overview of biological, psychological, behavioral, and theological material concerning human sexuality. Include DSM diagnostic categories and treatment options. *Prerequisite: TH501. Open to M.A. in Counseling students only.*

CO724 Child and Adolescent Counseling This course presents theories, techniques, and strategies for working with children, adolescents, and their families. Emphasis is placed on a multidimensional view of counseling interventions, giving attention to developmental, cognitive, behavioral, affective, cultural, educational, social, and environmental issues. Ethical and legal concerns are also considered. The course is designed to help students become more knowledgeable about current research and approaches for working with this population. Course assignments are adaptable to ministry settings and to focused attention on either child or adolescent populations if desired.

CO725 Counseling Adolescents This course gives special attention to understanding the role of preadolescents and adolescents as the focus for family counseling and learning to develop appropriate intervention strategies in working with preadolescents and adolescents in the context of the family.

CO726 Advanced Trauma Counseling: Diagnosis and Treatment This course is an in-depth examination of trauma counseling. The course provides an overview of trauma and trauma-related mental health concerns, with an emphasis on diagnosis and treatment planning of PTSD and other trauma-related disorders. Therapeutic theory and methodology for the treatment of trauma will be emphasized. *Prerequisite: CO710 or CO710c.*

CO735 Assessment in Counseling This study explores a broad understanding of group and individual educational and psychometric theories as well as approaches to personal appraisal. Emphases are placed the collection and analysis of data,

factors that influence validity and reliability, and the specific skills associated with administering and interpreting tests for personal characteristics. *Prerequisites: CO 500/502 and CO 710. Open to M.A. in Counseling students only.*

CO740 Career Counseling and Lifestyle Development An overview of the process of evaluation and counseling persons in choosing a career path. A variety of evaluation instruments will be studied and utilized as the application component of this course. *Open to M.A. in Counseling students only.*

CO/EM/PC741 Counseling the Aged: Introduction to Gerontology The significant growth of the population of older citizens necessitates a clearer understanding of the unique issues and needs of this population. This course is designed to take a holistic approach to counseling older persons. Specifically we will study the ways in which biological, psychological, sociological, economic, and spiritual interact in the lives of this population.

CO/PC750 Counseling for Crisis and Addictions This course focuses on counseling methods of prevention and intervention with addictions, both neurobiological and behavioral, and in crisis scenarios. Biblical and theological perspectives are integrated with social science focusing on healing processes. Various crises will be studied, and etiology, assessment, and models of treatment in crisis counseling will be addressed.

CO770 Career Counseling The student will explore studies that provide a broad understanding of career development theories, occupational and educational information sources and systems, career and leisure counseling, educational guidance, and lifestyle and career decision-making. *Open to M.A. in Counseling students only.*

CO790 or CO790C Professional Standards and Ethics A comprehensive review of the process of professional specialization in the counseling field. Topics include: professional organizations, ethical standards, legal responsibilities, etc. *Open to M.A. in Counseling students only.*

CO801 Integrative Seminar This seminar addresses the important issues of the relationship between biblical, theological and psychological perspectives on a wide variety of topics. Led by faculty from all three divisions of the seminary.

CO850 Advanced Christian Counseling Models and Practice Taken in the final semester/year, this seminar-format course focuses on integration and consolidation of students' model of therapy, integrating theory, practice and theology. *Corequisite: CO 869 or instructor permission. Open to M.A. in Counseling students only.*

CO851 MACC Exit Evaluation Completed concurrently with Internship II, students undergo a rigorous and comprehensive evaluation of their clinical, personal, and professional development in preparation for entry into the field of professional counseling. *Co/pre-requisite: CO 869.*

CO863 Clinical Practicum A specific clinical experience under individual supervision in a variety of settings throughout the community. Approximately 10 hours per week is spent in these clinical settings to provide beginning level counseling experience. *Must be taken with CO871.*

CO865A Clinical Counseling Internship 1 A continuation of clinical experience at a more advanced level under individual supervision. Approximately 20 hours per week in a variety of clinical settings. *Must be taken with CO873A.*

CO867 Clinical Counseling Practicum The Clinical Practicum is designed to provide the student with an introduction to the practice of counseling in a variety of agencies in the local area. Individual and group supervision will be an integral part of this learning experience.

CO868 Clinical Counseling Internship I This internship follows the clinical practicum experience. Individual and group supervision will be an integral part of this learning experience. *Prerequisite: CO867. Corequisite: CO875.*

CO869 Clinical Counseling Internship II This internship is a continuation of the clinical experience at a more advanced level. Individual and group supervision will be an integral part of this learning experience. *Corequisite: CO875.*

CO870 Clinical Counseling Internship III This internship is a continuation of the clinical experience at a more advanced level, or in special situations requiring students to obtain additional hours. Individual and group supervision will be an integral part of this learning experience. Assignments and requirements are determined with the clinical training coordinator and/or program director. *Prerequisite: CO869. Corequisite: CO875.*

CO871 Professional Practicum Seminar For all counseling students. An opportunity to work in small groups with the clinical faculty to evaluate, integrate and develop insight into the professional aspects of counseling. *Must be taken with CO863B.*

CO873 Professional Internship Seminar For all Mental Health Counseling Track students. A small group experience with the clinical faculty to clarify issues and develop advanced understanding of the role of the Mental Health Counselor. *Must be taken with CO865.*

CO875 Clinical Counseling Group Supervision This course provides is a group supervision experience with a faculty supervisor. Students are required to meet an average of 1.5 hours per week in a group setting with a faculty supervisor during each clinical counseling placement (CO 867, 868, 869, 870).

Christian Thought (Division of Christian Thought)

CT500 Introduction to Theological Studies This course provides a foundational understanding of academic research including knowledge of research and writing standards, proper citation and use of sources, understanding and avoiding plagiarism, and introduction to theological reflection as part of the research process. Offered every fall, spring, and summer.

CT/MC614 Theology, Art, and Christian Formation This course elucidates biblical and theological foundations for the arts and provides a holistic framework for how the arts can impact Christian theology and spiritual formation. Using a variety of examples from many artistic genres, students will consider the practical implications of this framework for personal discipleship, corporate worship, pastoral leadership, global mission, cultural engagement, and creative fidelity in everyday life.

CT620 Christianity, Politics, and Culture *Course description not available. Please contact Division Chair.*

CT760 Readings in Christian Thought Independent study, any session by petition. See section on reading and research courses for information.

Educational Ministries (Division of Practical Theology)

EM502 Educational Ministry of the Church This course provides a broad overview of the critical issues concerning the teaching ministry of the church. Students will be challenged to develop a philosophy of educational ministry with a focus on Christian formation.

EM/EV/YM591 Theology and Principles of Dynamic Youth Ministry Beginning with a look at the ministry of Jesus and your own life, this course presents an overview of youth ministries today and then works through necessary ministry support bases, community research and networking, contacting youth and families, activities, counseling, Gospel-preaching, discipleship formation, recruiting volunteers and sustaining ministries.

EM603 Educational Ministry with Adults The nature of educational ministry with adults is set forth with a focus on the

local church. The special needs, developmental issues and potentialities of adults are considered, with a view to helping them toward genuine Christian maturity.

EM/CL622 Administration for Ministry This course provides an overview of theory and practical tools of administration in the context of church, religious public benefit organizations, and para church. Students will work toward the goal of being healthy, effective, and fruitful in their approach to administration. Administration requires skills and capacities to lead change, navigate conflict, and to faithfully steward the people and programs and resources which are part of our responsibility. In this course, students will explore tools and mindsets while building the planning and leadership skills necessary for administration. Students will also reflect on administration with a theological and biblically-informed perspective in pursuit of faithful ministry.

EM/CH/TH635 Catechesis: History, Theology, and Practice This course explores the ministry of instructing people in the essentials of Christian faith and practice. Attention is given to the biblical bases for, and historic practice of, catechesis, with the aim of encouraging contemporary applications of this ministry.

EM654 Leadership in Ministry Emphasis is given to equipping, leading, and supporting urban Christians in and for their various callings in home, community, church, and workplace through the educational ministry of the local congregation. Helps students to identify their own leadership opportunities, to consider their own leadership assets, and to develop others.

EM656 Leadership Development The course will help church leadership understand leaders in the church by analyzing church leader-ship roles, responsibilities and strategies for developing leaders in the church. Special attention will be given to leadership styles, group dynamics, listening skills and decision-making.

EM/MC668 The Practice of Worship: Adv Studies in Worship Planning Designed to challenge students to envision, plan, staff and lead a variety of worship experiences with special attention focused on congregational formation. Students will explore worship through biblical analysis and theological reflection while also engaging in conversations on the role and function of the church and culture relative to worship.

EM687 Educational Ministry in Urban Settings Participants explore the impacts of urbanization, economic deprivation and racism on the theory and practice of Educational Ministry in urban settings. Consideration is given to the development of educational strategies for the local urban church. Typically taught in Boston.

EM/WM/YM689 Theological Issues and Models of Urban Youth Ministry: U.S. This overview stresses the inner-city context, how poverty and racism produce street culture and a code of the streets. Emphasis on topical and community research, a relevant and holistic collaborative approach.

EM720 Project Course in Educational Ministries Independent study, any session by petition. See section on reading and research courses for information. *Prerequisite: EM502 or EM603 or equivalent ministry experience.*

EM/CO/PC741 Counseling the Aged: Introduction to Gerontology The significant growth of the population of older citizens necessitates a clearer understanding of the unique issues and needs of this population. This course is designed to take a holistic approach to counseling older persons. Specifically we will study the ways in which biological, psychological, sociological, economic, and spiritual interact in the lives of this population.

EM760 Reading in Educational Ministries Independent study, any session by petition. See section on reading and research courses for information.

EM/MC801 Leadership, Management and Strategy for Ministry A triple workshop: Creative Life Planning, Management

Theory and Plan for Future Ministry. Provides powerful small group experience and application of dynamic theory to future practice.

EM860 Research in Educational Ministries Independent study, any session by petition. See section on reading and research courses for information.

Christian Ethics (Division of Christian Thought)

ET501 Christian Ethics An exploration of how Christians can make and enact good, wise, and faithful ethical choices and develop moral character and community in the midst of a complex world. The course will examine: (1) the foundations of Christian Ethics, especially in Holy Scripture; (2) the contexts of contemporary ethical issues; (3) the methods of moral discernment and decision-making; and (4) the relationship of Christian ethics to that of the surrounding culture and society. Lectures, case studies, and discussion will be employed in an attempt to gain wisdom, understanding, character, and a prophetic voice relative to the moral issues in church and society.

ET/OT542 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.

ET/SE635 Social and Political Ethics *Course description not available. Please contact Division Chair.*

ET642 Workplace Ethics Building good individual character and organizational culture . . . discerning and doing the right thing in personal and organizational contexts . . . how does a robustly biblical ethics (method and content) guide us in this domain? It is partly about faithfully, effectively responding to ethical problems that arise in the workplace; it is mostly about proactively building mission-driven, value-embedded, principle-guided ethically healthier individuals and organizations.

ET/NT647 Biblical Ethics This English based course explores significant topics for Christian Ethics as they are addressed within the NT. Students are provided an understanding of the interaction between NT Studies and Christian Ethics and NT Theology and NT Ethics.

ET/TH648 Workplace Theology We map out the workplace, its challenges, opportunities, arenas, topics, and trends. Then we build a biblical theology of work in the perspective of Creation, Fall, Providence, Incarnation, Redemption, and Fulfillment. We identify the starting points, backgrounds, perceived callings, and desired goals of each member of our cohort.

ET650 Interpretation of 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/TH653 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.

ET681 Issues in Sexual Ethics and Bioethics The complexities of our contemporary world raise ethical questions that the Church and Christians are often not equipped to tackle. This course will explore some of those issues in the areas of sexual ethics and bioethics, in light of God's Word and a Christian world view. Among the issues to be addressed are: a theology of sexuality, premarital sex, homosexuality, reproductive technologies, abortion, stem cell research, genetic engineering, treatment termination, and euthanasia. Attention is given to how the Church and Christians can address these issues in

secular, pluralistic contexts.

ET760 Reading in Ethics Independent study, any session by petition. See section on reading and research courses for information.

ET860 Research in Ethics Independent study, any session by petition. See section on reading and research courses for information.

ET891 Ethics Thesis - Part I Any session by petition. Intensive research into a topic leading to the production of a thesis under the guidance of a thesis director. By invitation of the Christian Thought Division. *Prerequisite: Invitation from division.*

ET892 Ethics Thesis - Part II A continuation of ET891. *Prerequisite: ET891.*

ET960 Research in Ethics Th.M.-level independent study, any session by petition. See section on reading and research courses for information.

Evangelism (Division of Practical Theology)

EV510 Evangelism: Theories and Practice This study focuses on the theoretical foundations of evangelism. Topics include the nature and transmission of the gospel message, persuasion theory and evangelism, liturgical evangelism, kingdom evangelism, and evangelism and social responsibility.

EV/EM/YM591 Theology and Principles of Dynamic Youth Ministry Beginning with a look at the ministry of Jesus and your own life, this course presents an overview of youth ministries today and then works through necessary ministry support bases, community research and networking, contacting youth and families, activities, counseling, Gospel-preaching, discipleship formation, recruiting volunteers and sustaining **ministries**.

EV665 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.

EV701 Evangelism & Discipleship Through the Local Church Practical theological foundation for the practice of evangelism and for evangelistic leadership in the church. Includes content and communication of the gospel within cultural context at home and abroad. Preparation in class, followed by community experience. Prayer is primary throughout.

EV705 Church Revitalization Congregations go through predictable stages in their history. While the birth stage and growth stages review lots of attention, it is common for most congregations to go through a plateau, and then into a decline. At those points the congregation need special leadership to be helped back toward vitality. This course examines both the reasons for decline and malaise in congregations, and poses solutions to get those congregations back on track. This course is an intersection of ecclesiology, evangelism, leadership, preaching, sociology, and pastoral ministry.

EV720 Project Course in Evangelism Independent study, any session by petition. See section on project courses for information.

EV760 Reading in Evangelism Independent study, any session by petition. See section on reading and research courses for information.

EV860 Research in Evangelism Independent study, any session by petition. See section on reading and research courses for information.

Greek Language (Division of Biblical Studies)

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 Continues GL501 expanding grammar and vocabulary. Emphasis on translation and analysis of basic grammatical structures and functions. Students continue in same format and small sections as GL501. *Prerequisite: GL501.*

GL601 Intermediate Greek Systematic study of Greek beyond GL 502, combined with close reading and detailed grammatical analysis of several complex passages in the New Testament. Emphasis on grammatical analysis, not full exegesis, of passages. *Prerequisite: GL502.*

GL710 Advanced Reading in Greek Reading course in differing genres of extra-biblical literature, with special attention to grammatical, syntactical, and lexical forms not ordinarily found in the New Testament. Intermediate Greek strongly recommended. Independent study, any session by petition. *Prerequisite: GL502 with permission of the professor.*

GL711 Independent Reading in a New Testament Language A minimum number of passages appropriate to full course credit will be required, with appropriate examination at the conclusion. Language reading may be undertaken at either the beginning or the advanced level. Independent study, any session by petition. *Prerequisite: GL502.*

GL860 Research in Greek Language Independent study, any session by petition. See section on reading and research courses for information. *Prerequisite: GL502.*

GL901 Intermediate Greek (ThM Level) *Course description not available. Please contact Division Chair.*

GL914 Biblical Greek: Advanced Concepts Advanced language students examine the place of Koine Greek within the history of the language, and selected problems in Greek lexicography and grammar. Special emphasis on Septuagint studies and Semitic background of New Testament. Offered at the ThM level. *Prerequisite: GL502, NT502 and either GL601 or at least one course in NT exegesis or Greek readings.*

Ministry of the Church (Division of Practical Theology)

MC/SF501 Spiritual Formation for Ministry The foundational course in the Division of Practical Theology and an introduction to theological seminary. A beginning 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 the church.

MC/CL503 Foundations for Leadership/Ministry 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.

MC520 Communication for Ministry and Career Effective communication in professional and ministry settings—public speaking, seminars, small groups, meetings, blogging, and podcasting. Application of communication theory to praxis.

MC585 The Christian Communicator A survey course designed to equip persons to serve as effective and authentic

communicators in the contemporary Church, related Christian ministries and in daily secular life. Includes a comprehensive and holistic overview of factors inherent in the communications process on the interpersonal and congregational levels. Research-based theories and models of communications will be presented, discussed and evaluated from biblical-theological and cultural perspectives. Includes a significant developmental and practical component to enable participants to enhance their abilities to communicate through personal conversations, oral presentations and public communications. *Prerequisite: CT500.*

MC601 Conservative Congregational Christian Conference Denom Stds Polity and standards of the C.C.C.C. Graded pass/fail.

MC601D United Church of Christ Denominational Standards Policy and standards for the U.C.C. Available as independent study, any session by petition. Graded pass/fail.

MC601E American Baptist Denominational Standards Polity and standards of the American Baptist churches in the USA. Available as independent study, any session by petition. Graded pass/fail.

MC601F Conservative Baptist Denominational Standards Polity and standards of the Conservative Baptist Association. Available as independent study, any session by petition. Graded pass/fail.

MC601G Baptist General Conference Denominational Standards Polity and standards of the Baptist General Conference. Available as independent study, any session by petition. Graded pass/fail.

MC601I Christian and Missionary Alliance Denominational Standards Polity and standards of the C.M.A. Available as independent study, any session by petition. Graded pass/fail.

MC601K Reformed Ecclesiology and Polity “The Word was made flesh, and dwelled among us; to that flesh is joined the church, and there is made Total Christ, head and body.” – St. Augustine. This course seeks to construct an ecclesial and pastoral theology in conversation with the historic reformed tradition together with its practical relevance to contemporary issues and ministry. The various topics are studied as an investigation in ascension Christology applied, or Augustine’s Totus Christus thesis through the reformed trajectory and qualifications. More than a source of missions, the temple-church is considered as a locus of mission, or Christ vis-à-vis history, in in our search for a missional ecclesiology and polity. Graded pass/fail.

MC601L Advent Christian Denominational Standards A study of the organizational structure, standards and ministry procedures of the Advent Christian denomination. Available as independent study, any session by petition. Graded pass/fail.

MC601M Church of God of Prophecy History Polity and standards for the COGOP. Graded pass/fail.

MC601N Evangelical Presbyterian Church Denominational Standards Polity and standards for the Evangelical Presbyterian Church. Available as independent study, any session by petition. Graded pass/fail.

MC/SE602 Church & Community: Introduction to the Public Ministry of t... This course introduces students to important strategies for social ministry, such as, congregation-based community organizing, community development, and others, designed to facilitate a holistic social ministry and prophetic role in the community and exploring as avenues towards gospel faith-fulness and shalom in the city. The biblical/theological bases for social responsibility are explored.

MC/PC606 Pastoral Care in Crisis Situations How does one effectively minister in crisis situations? Course interactions will include case studies, discussions, and role playing.

MC/PC608 Pastoral Care in the Urban Church This seminar will seek to help the urban pastor to discern some of the chronic problems and conflicts confronted by youth, adults, and senior citizens as they struggle for survival amid tension, frustration, and change in the daily, inner-city experience of living and how to deal creatively and constructively with such problems.

MC609 Book of Common Prayer/Liturgics The purpose of this course is to equip students with knowledge of the theology, history and practices of Christian liturgy, with a particular focus on the Anglican tradition, and to assist in their formation as liturgical leaders who are both knowledgeable and capable. The course begins with the emergence of the Book of Common Prayer and covers the basics of liturgics and liturgical theology of Anglicanism in history and present practice. Participants will increase their vocabulary in Anglican worship and understand the theology of the Book of Common Prayer.

MC/AP612 Practical Apologetics The purpose of this course is to help students hone their apologetic skills, and build their confidence, by combining theory and praxis in a variety of secular settings (i.e. workplace, educational settings, the public square, etc.). Students will increase their awareness of various arguments for and against the existence of God; develop an appreciation for the art of rhetoric and build confidence in the efficacy of the Gospel in the “marketplace of ideas”.

MC/CT614 Christianity and the Arts *Course description not available. Please contact Division Chair.*

MC621 Living Systems in the Urban Context Treats problems of communication in the city, using models of cross-culturalism from cultural anthropology. The city is discussed as a complex system, and significant urban social problems are highlighted. Specialists in various areas of the urban environment will address the class. Courses meet in Boston.

MC634 Conflict Management in Life and The Church This course focuses on the dynamics of interpersonal conflict management, with principles broadened to the larger context of the church. Reflection on a biblical survey of conflict scenarios will be provided as well as discussion of a variety of effective (biblical) and ineffective (unbiblical) conflict styles. An interdisciplinary approach will include an introduction to systems theory, identifying various patterns of relating and formulating strategies for conflict management and/or resolution. Students will craft their own strategies for creating a culture of peace in their contexts, acquiring skills in conflict prevention and management, with the goal of interpersonal and group reconciliation.

MC/WM638 Spiritual Power in Mission and Ministry Course topics will include: ministry in the Kingdom of God, western worldviews and spiritual power, power encounters, deliverance, spiritual warfare, inner healing, the relationship between power, allegiance and truth encounters, and the beliefs and practices of Folk Religionists.

MC/CO/SF642 Ministering to Women in Pain Students explore the broad range of stressful issues with which many contemporary women deal. The course focuses on helping students refine their pastoral care to such women.

MC/SE/TH651 Proj. of Reconciliation: Intersectionality, Church & Culture Considers the intersectional areas that demand individual, institutional, and congregational reconciliation. Studies the historical, theological, cultural and sociological necessity for reconciliation.

MC660 Innovative Strategies for Ministry This course helps students understand the trends of innovation in the Church and develops a framework for discerning the right strategies to best serve their ministry context. Students will delve into the role big data plays in informing and equipping the Church and will have opportunities to explore ministries on the leading edge of strategic innovation.

MC/CH/TH664 The History and Theology of Worship This course explores worship (individual and/or collective engagement with God) using biblical analysis and theological reflection.

MC/EM668 The Practice of Worship: Adv Studies in Worship Planning... Designed to challenge students to envision, plan, staff and lead a variety of worship experiences with special attention focused on congregational formation. Students will explore worship through biblical analysis and theological reflection while also engaging in conversations on the role and function of the church and culture relative to worship.

MC670 Empowering Marginalized Church Groups & the Urban Poor *Course description not available. Please contact Division Chair.*

MC683 Compassionate and Holistic Ministry *Course description not available. Please contact Division Chair.*

MC686 Race, Gender, and the American Church *Course description not available. Please contact Division Chair.*

MC/AP687 The Bible and Race The course is designed to lead students to a comprehensive theological understanding of the diversity of the human race and the accompanying ministry implications through a Biblical worldview.

MC/TH692 Violence, Sexual Abuse, and the Gospel *Course description not available. Please contact Division Chair.*

MC701 Pastoral Ministry Examines the roles and functions of pastoral work as designated in Scripture and various traditions. Ministerial identity and foundational pastoral tasks are discussed. Emphasizes practical aspects of pastoral ministry.

MC/CL707 Transforming Leadership in the Local Church The elements of leadership in a Christian context will be examined from a biblical and historical basis. Particular focus will be upon self-understanding and what parts of leadership will be natural and which ones will need to be acquired.

MC/NT/TH710 Biblical-Theological Ministry Employs lectures, case studies, readings, interaction among participating professors, and class discussion to acquaint students with the challenges and opportunities associated with biblically-based ministry in the coming decades. *No prerequisites, but familiarity with exegetical method and systematic theology are presumed.*

MC720 Project Course in Ministry Independent study, any session by petition. See section on project courses for information.

MC750 Christian Worship: Paradigms and Practice This course focuses on the theology and psychology of worship, on forms of worship, on the language of space and the language of time, on etiquette in worship, on expressions of worship, on patterns of worship, and on the sacraments. Representatives from various denominations will present a worship service that is congruent with denominational guidelines for worship.

MC760 Reading in Ministry of the Church Independent study, any session by petition. See section on reading and research courses for information.

MC/EM801 Leadership, Management and Strategy for Ministry A triple workshop: Creative Life Planning, Management Theory and Plan for Future Ministry. Provides powerful small group experience and application of dynamic theory to future practice.

MC850 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 exegete the concept of pastoral ministry and integrate these findings into a personal statement of ministerial practice.

MC860 Research in Ministry of the Church Independent study, any session by petition. See section on reading and research courses for information.

MC881 Integrative Project Capstone course for MACM and MAR-Hybrid, available any term by petition.

Mentored Ministry (Division of Practical Theology)

MM: General Focus of Mentored Ministry Mentored Ministry includes the field education portion 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.

MM505 Mentored Ministry – Rotation 1 is the first field unit of Mentored Ministry (1 credit hour).

MM605 Mentored Ministry – Rotation 2 is the second field unit of Mentored Ministry (1 credit hour).

MM705 Mentored Ministry – Rotation 3 is the third field unit of Mentored Ministry (1 credit hour).

MM649 Field-Based Mentored Ministry A capstone practical theology course required for MDiv and MA students on the Boston campus. Students learn broad based urban ministry leadership skills. The semester is divided into a series of thematic workshops followed by a field-based ministry project that will be addressed by a small group and an assigned mentor. Students practice leadership skills, strategic planning, collaboration and community development principles along with pastoral discernment. Spiritual formation goals are integrated into all aspects of the course. MM649 is 3 semester hours.

MM650 Field-Based Mentored Ministry A capstone practical theology course required for MDiv students on the Boston campus. Students learn broad based urban ministry leadership skills. The semester is divided into a series of thematic workshops followed by a field-based ministry project that will be addressed by a small group and an assigned mentor. Students practice leadership skills, strategic planning, collaboration and community development principles along with pastoral discernment. Spiritual formation goals are integrated into all aspects of the course. MM650 is 3 semester hours.

New Testament (Division of Biblical Studies)

NT501 Exploring the New Testament Introduction to the field of New Testament studies, highlighting central New Testament themes, issues, events, and persons.

NT502 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.
Prerequisites: GL502, NT501, and OT500.

NT503 Life of Jesus An in-depth study of the complementary portraits of Jesus in the four gospels, focusing on the events of His life, the content of His message, and His understanding of His own person and mission.

NT504 Paul and His Letters An in-depth study of Paul's pastoral and missionary understanding of the Christian faith.

Students assess the distinctive settings and themes of his letters in the context of the missionary journeys in Acts.

NT/OT517 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. *Prerequisites: NT501 and OT500.*

NT562 Ephesians in Depth Provides the student with sufficient knowledge of Greek and Hebrew to use research tools and do Greek and Hebrew word studies. An exegetical method is explained and then applied in a careful study of the epistle to the Ephesians. Addresses questions of both Paul's original meaning and contemporary application.

NT569 Revelation in Depth *Course description not available. Please contact Division Chair.*

NT571 The Hellenistic World of the New Testament Reading and analysis of primary documents in Graeco-Roman religious and philosophical thought germane to New Testament literature and theology.

NT572 The Jewish World of the New Testament In order better to interpret the New Testament, the course will survey the history, literature and practices of Judaism from the Maccabean revolt (175 BC) to the great revolt under Hadrian (AD 135).

NT/CL/OT574 Biblical Theology of Leadership This course explores the foundational teachings and primary metaphors of leadership in the Bible. These teachings and metaphors are understood in the context of God's larger calling on the covenant community in redemptive history. Some attention is also given to contemporary metaphors for ministry. *Prerequisites: OT 500, NT 501, NT/OT517.*

NT577 Biblical Theology: New Testament Focus *Course description not available. Please contact Division Chair.*

NT582 Suffering and Joy in the New Testament Why do people suffer? The New Testament (with some attention to the Old Testament) gives reasons and responses to suffering which relate to God's nature. A practical foundation for dealing with people in difficult circumstances.

NT586 New Testament Basis for Women in Ministry A study of crucial New Testament passages will assist in developing an understanding of the role of women and men in ministry and in marriage. Exemplary women and couples in the New Testament will be studied.

NT591 Tolkien's Apocalyptic Imagination An in-depth exploration of the works of J.R.R. Tolkien from a biblical and theological perspective. Special attention will be given to the relationship between Tolkien's imaginative world and apocalyptic literature in the Bible.

NT611 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. *Prerequisites: GL502 and NT502.*

NT613 Exegesis of Mark This exegetical study of the structure, theology and probable setting of Mark gives special attention to the person of Jesus and his mission. *Prerequisites: GL502 and NT502.*

NT615 Exegesis of Luke An exegetical study of the Greek text, with attention to the unique theological themes, structure, historical context, and application of Luke. *Prerequisites: GL502 and NT502.*

NT617 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. *Prerequisites: GL502 and NT502.*

NT619 Exegesis of Acts An exegesis of the Greek text in light of the ancient Greco-Roman and Jewish world with

attention to the exegesis of narrative, historical accuracy and context, theological themes, structure, and application.

Prerequisites: GL502 and NT502.

NT620 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. *Prerequisites: GL502 and NT502.*

NT621 Exegesis in the New Testament Epistles *Course description not available. Please contact Division Chair.*

Prerequisites: GL502 and NT502.

NT622 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 relationship to the problems of the Corinthian church. *Prerequisites: GL502 and NT502.*

NT626 Exegesis of Galatians A detailed analysis of the Greek text of Galatians, with special attention given to Paul's apostleship, his relationship with the Jerusalem church, his understanding of the law, justification and the role of the Spirit. *Prerequisites: GL502 and NT502.*

NT628 Exegesis of Ephesians An exegetical study of the epistle to the Ephesians in the historical and theological context of Paul's apostolic ministry. Special attention is given to the occasion and purpose, structure and theological content of the letter. *Prerequisites: GL502 and NT502.*

NT630 Exegesis of Philippians Paul's unique relationship and message to the Philippians will be discovered. The course also examines the historical context of the letter. Major emphases are the translation, exegesis and application of the Greek text. *Prerequisites: GL502 and NT502.*

NT631 Exegesis of Colossians and Philemon *Course description not available. Please contact Division Chair. Prerequisites: GL502 and NT502.*

NT632 Exegesis of the Thessalonian Epistles A detailed analysis of the Greek text of the Thessalonian epistles. Special attention is given to the life setting at Thessalonica as well as to the theological motifs of the letters. *Prerequisites: GL502 and NT502.*

NT635 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. *Prerequisites: GL502 and NT502.*

NT639 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. *Prerequisites: GL502 and NT502.*

NT642 Exegesis of the Johannine Epistles An exegetical study of the three Johannine epistles in their relationship to each other and to the gospel of John. Emphasis will be placed on I John. *Prerequisites: GL502 and NT502.*

NT/ET647 Biblical Ethics This English based course explores significant topics for Christian Ethics as they are addressed within the NT. Students are provided an understanding of the interaction between NT Studies and Christian Ethics and NT Theology and NT Ethics.

NT649 Exegesis of Revelation Exegesis of the Apocalypse in its historical setting and Old Testament context, interpreting its meaning in both the first century and today. Special attention is given to the occasion and purpose, structure and theological content of the letter. *Prerequisites: GL502 and NT502.*

NT/PR655 From Text to Sermon Integration of exegesis and homiletics. Presents a realistic, workable method for doing exegesis and homiletics in the busy world of active ministry. Prepare biblical, clear, edifying, and even creative sermons in 10-12 hours. Learning experiences include reading, discussion, lecture, exegesis, practice preaching, watching sermons, and self-critique. *Prerequisites: NT502 and PR601.*

NT675 New Testament Theology Special attention given to various approaches to New Testament theology, the theological relationship between the testaments, inaugurated eschatology and related themes. May focus on the distinctive themes of various New Testament authors or on a specific author or theme. *Prerequisites: GL502 and NT502.*

NT/OT795 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.

NT860 Research in New Testament Independent study, any session by petition. See section on reading and research courses for information.

NT891 New Testament Thesis – Part I Intensive research into a topic leading to the production of a thesis under the guidance of a thesis director. By invitation of the Biblical Studies Division. *Prerequisite: Invitation from division.*

NT892 New Testament Thesis – Part II A continuation of NT891. *Prerequisite: NT891.*

NT/OT/TH910 Theological Hermeneutics A discussion of main theories and concepts of hermeneutics, with particular attention being paid to the relationship between exegesis and systematic theology; contextual and missional issues. *Offered at the Th.M. level.*

NT913 Exegesis of Mark This exegetical study of the structure, theology and probable setting of Mark gives special attention to the person of Jesus and his mission. *Prerequisites: GL502 and NT502.*

NT914 New Testament History *Course description not available. Please contact Division Chair.*

NT915 Exegesis of Luke (ThM Level) (ThM Students Only) An exegetical study of the Greek text, with attention to the unique theological themes, structure, historical context, and application of Luke.

NT917 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.

NT919 Exegesis of Acts *Course description not available. Please contact Division Chair.*

NT920 Exegesis of Romans (ThM Level) (ThM Students Only) 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.

NT922 Exegesis in 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 relationship to the problems of the Corinthian church.

NT928 Exegesis of Ephesians (ThM Level) *Course description not available. Please contact Division Chair.*

NT930 Exegesis of Philippians (ThM Level) Paul's unique relationship and message to the Philippians will be discovered.

The course also examines the historical context of the letter. Major emphases are the translation, exegesis and application of the Greek text.

NT939 Exegesis of James *Course description not available. Please contact Division Chair.*

NT949 Exegesis of Revelation (ThM Only) Exegesis of the Apocalypse in its historical setting and Old Testament context, interpreting its meaning in both the first century and today. Special attention is given to the occasion and purpose, structure and theological content of the letter.

NT960 Research in New Testament Th.M.-level independent study, any session by petition. See section on reading and research courses for information.

NT970 Advanced New Testament Research: Sources and Methods Introduction to the primary sources, the secondary literature, and the major issues related to advanced New Testament studies, including scholarly editions of Hebrew, Aramaic, Latin, and Greek texts (Old and New Testament, Jewish literature, Greco-Roman literature, inscriptions, papyri), the lexicons, dictionaries, encyclopedias, and commentaries which scholars use to interpret these texts, and the major issues and methods of New Testament research. *Designed for Th.M level and third year M.Div students.*

NT975 New Testament Theology Special attention given to various approaches to New Testament theology, the theological relationship between the testaments, inaugurated eschatology and related themes. May focus on the distinctive themes of various New Testament authors or on a specific author or theme.

NT991 ThM Thesis – Part I Intensive research into a topic leading to the production of a thesis under the guidance of a thesis director. By invitation of the Biblical Studies Division. *Prerequisites: NT/OT901 and an invitation from the division.*

NT992 ThM Thesis – Part II A continuation of NT991. *Prerequisite: NT991.*

NT993 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. *Offered at the Th.M. level. Prerequisites: GL502 and NT502.*

Oriental Languages (Division of Biblical Studies)

OL501 Hebrew I Introduces basic grammar and vocabulary of biblical Hebrew, emphasizing the importance of Hebrew language for understanding the Old Testament.

OL502 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: OL501.*

OL503 Forgotten Hebrew: An Accelerated Review of Basic Hebrew *Course description not available. Please contact Division Chair. Not for students whose degrees require OL501 and OL502. Prerequisites: Prior transcribed study of Hebrew and professor approval.*

OL710 Independent Reading in the Hebrew Bible A minimum of 30 chapters of prose or 25 chapters of poetry is normally required. Independent study, any session by petition. *Prerequisite: OL502.*

OL711 Independent Reading in a Near Eastern Language A minimum number of passages appropriate to full course credit will be required, with appropriate examination at the conclusion. Language reading may be undertaken at either the

beginning or the advanced level. Independent study, any session by petition. *Prerequisite: OL502.*

OL860 Research in Oriental Languages Independent study, any session by petition. See section on reading and research courses for information. *Prerequisite: OL502.*

OL910 Intermediate Hebrew Grammar An intensive study of Hebrew grammatical issues through a direct study of the Hebrew Bible and interaction with the secondary literature.

OL912 Aramaic A study of the grammar of biblical Aramaic, followed by a reading of the Aramaic portions of Ezra and Daniel, as well as short extra-biblical Aramaic texts. *Recommended Prerequisite: OL502.*

OL913 Targumic Aramaic A study of the grammar of Targum Onqelos, followed by reading from a variety of biblical passages in the major Targums. Independent study, any session by petition. *Prerequisite: OL912.*

OL914 Syriac A study of the grammar of Syriac, followed by a reading of selected Syriac texts from the Bible and early Christian history. Independent study, any session by petition. *Prerequisite: OL912.*

OL915 Advanced Hebrew Grammar In addition to solidifying components of grammar learned at the introductory level and at the 600-level exegesis, the course introduces students to advanced principles of grammar and to some of the current debates in the field. By the end of the course, students should have developed competence in addressing complex grammatical issues in the text. Throughout the course emphasis is placed on building skills to assess the import of a particular grammatical inquiry in the exegetical process. *Prerequisite: OL610, OL710, or any 600-level OT course.*

OL941 Ugaritic Study of Ugaritic grammar with reading of selected materials that are important for Old Testament interpretation. *Prerequisite: OL502.*

OL943 Akkadian Introduces the Akkadian language, using readings from the Code of Hammurabi. Students will master a basic list of Neo-Assyrian signs and the elements of Old Babylonian vocabulary and grammar. Emphasis upon benefits of this study for interpretation of Old Testament. *Prerequisite: OL502.*

Old Testament (Division of Biblical Studies)

OT500 Exploring the Old Testament Introduces history, literature and thought of 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.

OT501 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.

OT505 Christ in the Old Testament A survey of selected Old Testament messianic prophecies, as well as messianic types which are identified in the New Testament as fulfilled in Christ. The emphasis will be on the interpretation of these texts within their Old Testament context.

OT511 Interpreting the Old Testament The primary objective of this course is to introduce students to the methods and principles of interpreting the Old Testament, so that they might become effective preachers and teachers of God's word. *Prerequisites: OL502, OT500 and NT501.*

OT/NT517 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. *Prerequisites: OT500 and NT501.*

OT523 Study Seminar in Israel and Jordan Two-week travel seminar to major archaeological sites and geographical regions of Israel and Jordan. Historical geography and biblical archaeology are primary emphases, though some traditional sites are included in itinerary.

OT525 Urban Archaeology of Ancient Israel *Course description not available. Please contact Division Chair.*

OT535 Judges in Depth *Course description not available. Please contact Division Chair.*

OT/ET542 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.

OT552 Exodus in Depth *Course description not available. Please contact Division Chair.*

OT558 I & II Samuel in Depth *Course description not available. Please contact Division Chair.*

OT/CL/NT574 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: OT500, NT501, NT/OT517.*

OT577 Biblical Theology: Old Testament Focus The primary objective of this course is to introduce students to biblical theology with a focus on the Old Testament. This will be achieved by tracing important biblical themes each week in class, and by assigning readings that enable students to pursue research on key biblical themes.

OT595 Old Testament Ethics Beginning with the theory and practice of how moral decisions are made, the heart of the course focuses on key ethical passages in the Old Testament and how these give direction in today's complex world of contemporary ethical choices.

OT626 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. *Prerequisite: OT511.*

OT627 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. *Prerequisite: OT511.*

OT633 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. *Prerequisite: OT511.*

OT635 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. *Prerequisite: OT511.*

OT637 Exegesis in Conquest Narratives *Course description not available. Please contact Division Chair. Prerequisite:*

OT511.

OT644 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. *Prerequisite: OT511.*

OT645 Exegesis in I & II Samuel This exegetical study of selected passages in Samuel is designed to introduce the methods of Old Testament exegesis and hermeneutics with special attention to the book's text-critical and synoptic problems, literary structure and biblical-theological themes. *Prerequisite: OT511.*

OT646 Exegesis in the Historical Books The basics of Hebrew exegesis, including its objectives, methods and tools, are taught in connection with selected passages from the historical books. Students are exposed both to the general characteristics and applicability of interpretation of various individual books. *Prerequisite: OT511.*

OT647 Exegesis in Elijah-Elisha Narratives Translation and study of the narratives, 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: signs and wonders. *Prerequisite: OT511.*

OT750 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. *Prerequisite: OT511.*

OT/PR755 From Text to Sermon Integration of exegesis and homiletics. Presents a realistic, workable method for doing exegesis and homiletics in the busy world of active ministry. Prepare biblical, clear, edifying, and even creative sermons in 10-12 hours. Learning experiences include reading, discussion, lecture, exegesis, practice preaching, watching sermons, and self-critique.

OT760 Reading in Old Testament Independent study, any session by petition. See section on reading and research courses for information.

OT765 OT Exegesis: The Promise of Zion The course focuses on the development of exegetical skills to interpret Hebrew poetry from select texts in prophecy (major and minor prophets) and poetry (Psalms and Wisdom Literature). In addition to building upon methodology learned in OT 511 and 600-level exegesis, the course emphasizes a particular theme in biblical theology (e.g. "the promise of Zion") and/or other topics deemed appropriate by the instructor. *Prerequisite: OT 511.*

OT770 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. *Prerequisite: OT 511.*

OT/NT795 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: OT511, NT502.*

OT860 Research in Old Testament Independent study, any session by petition. See section on reading and research courses for information.

OT891 Old Testament Thesis – Part I Intensive research into a topic leading to the production of a thesis under the guidance of a thesis director. By invitation of the Biblical Studies Division. *Prerequisite: Invitation from division.*

OT892 Old Testament Thesis – Part II A continuation of OT891. *Prerequisite: OT891.*

OT/NT/TH910 Theological Hermeneutics A discussion of main theories and concepts of hermeneutics, with particular attention being paid to the relationship between exegesis and systematic theology; contextual and missional issues. *Offered at the Th.M. level.*

OT926 Exegesis of Genesis *Course description not available. Please contact Division Chair.*

OT927 Exegesis in Exodus (ThM Level) 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.

OT935 Exegesis in Judges (ThM Level) 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.

OT937 Exegesis in Conquest Narratives (ThM Level) *Course description not available. Please contact Division Chair.*

OT946 Exegesis in the Historical Books *Course description not available. Please contact Division Chair.*

OT947 Exegesis of Elijah-Elisha Narratives Translation and study of the narratives, 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: signs and wonders.

OT950 Old Testament Prophetic Books *Course description not available. Please contact Division Chair.*

OT965 OT Exegesis: The Promise of Zion (ThM Level) The course focuses on the development of exegetical skills to interpret Hebrew poetry from select texts in prophecy (major and minor prophets) and poetry (Psalms and Wisdom Literature). In addition to building upon methodology learned in OT 511 and 600-level exegesis, the course emphasizes a particular theme in biblical theology (e.g. "the promise of Zion") and/or other topics deemed appropriate by the instructor.

OT970 Old Testament Poetical Books (ThM Level) 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.

OT975 Methods and Developments in Old Testament Study Introduction to the primary sources and secondary literature in Old Testament studies, and to the major developments and methodologies in the modern scholarly study of the Old Testament. Appropriate for students planning to pursue a PhD in Old Testament but also for those in pastoral ministry who want to deepen their understanding of the Old Testament, its historical context, and its interpretive methods. *Prerequisite: at least one 700 level Hebrew exegesis course or its equivalent. For Th.M students; for advanced MDiv or MA students by petition only.*

OT981 The Old Testament in its Ancient Near Eastern Context This course is an introduction to the civilizations of Mesopotamia, Anatolia, Egypt and the Levant from the rise of cities (ca. 3000 B.C.) to the Achaemenids (ca. 330 B.C.). Relevant points of connection with biblical events and peoples will be highlighted with a view to situate the biblical text within its larger socio-historical and theological framework for the period under consideration.

OT991 ThM Thesis – Part I Intensive research into a topic leading to the production of a thesis under the guidance of a

thesis director. By invitation of the Biblical Studies Division. *Prerequisite: OT/NT901 and invitation from division.*

OT992 ThM Thesis – Part II A continuation of OT991. *Prerequisite: OT991.*

Pastoral Care/Psychology (Division of Practical Theology)

PC511 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.

PC521 Pastoral Counseling in Urban Ministry Application of the unique task of pastoral care and counseling in the context of the urban church.

PC542 Marriage Counseling Basic preparation for assessing and counseling married couples in the context of the congregation. Emphasis is upon marriage as a covenant relationship.

PC/MC606 Pastoral Care in Crisis Situations How does one effectively minister in crisis situations? Course interactions will include case studies, discussions, and role playing.

PC/MC608 Pastoral Care in the Urban Church This seminar will seek to help the urban pastor to discern some of the chronic problems and conflicts confronted by youth, adults, and senior citizens as they struggle for survival amid tension, frustration, and change in the daily, inner-city experience of living and how to deal creatively and constructively with such problems.

PC621 Clinical Pastoral Education Contact the Mentored Ministry Office for detailed instructions. PC621 is 3 semester hours.

PC622 Clinical Pastoral Education Contact the Mentored Ministry Office for detailed instructions. PC622 is 6 semester hours.

PC623 Clinical Pastoral Education Same as PC 621/622 except that it is a five day per week commitment for 12 weeks. Contact the Mentored Ministry Office for detailed instructions. PC623 is 9 semester hours.

PC/CO671 Suicide Prevention for Professional Caregivers The goal of this course is to introduce the student to all relevant and basic aspects of suicide prevention for professional caregivers including counselors, chaplains and pastors. The emphasis is on helping the student develop understanding and skills needed to help suicidal individuals, individuals who have attempted suicide and their family members, and the family members and a faith community following a suicide death. Special emphasis will also be on the importance of self-care for the professional caregiver. Specific aspects of suicide prevention that will be emphasized will include the unique role of pastoral caregivers in suicide prevention and the development of a theology of suicide.

PC/CO717 Counseling in Abuse and Intimate Partner Violence The purpose of this course is to provide an introduction to the issues associated with abuse and intimate partner violence (IPV). Students will be introduced to the broad scope of abuse and intimate partner violence and the inevitable consequences for the individuals and the systems involved. Students will examine the issues around abuse and violence from a biblical and theological perspective in order to form a substantial Christian response to this growing problem. Students will develop evidence-based models for treatment and prevention.

PC/CO718 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.

PC720 Project Course in Pastoral Care and Psychology Independent study, any session by petition. See section on project courses for information.

PC/CO/YM725 Counseling the Adolescent A review of the basic issues in adolescent development with a particular focus on understanding the adolescent in the family context. Development of introductory skills in the counseling of adolescents and their families.

PC/CO/EM741 Counseling the Aged: Introduction to Gerontology The significant growth of the population of older citizens necessitates a clearer understanding of the unique issues and needs of this population. This course is designed to take a holistic approach to counseling older persons. Specifically we will study the ways in which biological, psychological, sociological, economic, and spiritual interact in the lives of this population.

PC/CO750 Counseling for Crisis and Addictions This course focuses on counseling methods of prevention and intervention with addictions, both neurobiological and behavioral, and in crisis scenarios. Biblical and theological perspectives are integrated with social science focusing on healing processes. Various crises will be studied, and etiology, assessment, and models of treatment in crisis counseling will be addressed.

PC760 Readings in Pastoral Psychology Independent study, any session by petition. See section on reading and research courses for information.

PC860 Research in Pastoral Psychology Independent study, any session by petition. See section on reading and research courses for information.

Preaching (Division of Practical Theology)

PR517 Cultural Exegesis for Preaching *Course description not available. Please contact Division Chair.*

PR601 Preaching: Princ. & Pract. In Prep. 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: NT502 or OT511.*

PR602 Preaching for Modern Listeners Building on PR601, 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: PR601.*

PR/NT655 From Text to Sermon Integration of exegesis and homiletics. Presents a realistic, workable method for doing exegesis and homiletics in the busy world of active ministry. Prepare biblical, clear, edifying, and even creative sermons in 10-12 hours. Learning experiences include reading, discussion, lecture, exegesis, practice preaching, watching sermons, and self-critique. *Prerequisites: NT502 and PR601.*

PR701 Preaching for Special Occasions Students will construct and practice expository sermons for special occasions, in addition to introductions of speakers and after-dinner speeches. Not a substitute for PR601 or PR602 for M.Div. students. *Prerequisite: PR601. PR602 is advisable, but not required.*

PR704 Preaching and Community *Course description not available. Please contact Division Chair.*

PR712 SAMS Visiting Professor: The Burnett H. and Dorothy F. Sams Visiting Professor of Preaching course is taught by a renowned homiletician recognized for contributing to the field and to the life of the local church. The holder changes from year to year. See announcements from the Registration Office. This course is not a substitute for PR601 or PR602 for

M.Div. students. *Prerequisite: PR601. PR602 is advisable, but not required.*

PR717 Cultural Exegesis for Preaching This course is designed to train students to exegete various types of listeners in today's culturally-changing church context for the purpose of effective sermon construction and delivery. Students will obtain theoretical and practical methods to begin exploring a number of sub-cultures that exist within congregations (e.g., faith development, worldviews, gender, age groups, socioeconomic and educational backgrounds, race and ethnicity, among others) and to learn how to preach biblically and culturally-informed sermons to listeners who come from diverse cultural backgrounds and life situations. *Prerequisite: PR601.*

PR720 Project Course in Preaching Independent study, any session by petition. See section on project courses for information. *Prerequisite: PR601.*

PR721 Narrative Preaching Expository preachers pay attention to what the text says and how it says it. This course takes content and form seriously. Using a literary/rhetorical approach to the interpretation of biblical narrative, this course unlocks the dynamics of the text and shows how to incorporate those dynamics into our own preaching. *Prerequisite: PR601.*

PR722 Preaching, Persuasion, and Leadership Examines the nature and place of persuasion in communication and homiletics. Appreciation of rhetorical theory as a tool for analyzing and improving preaching. Students assess their own ethos and preach persuasive messages. Consideration of the ethics of persuasive preaching. Lectures, reading, discussion, and exercises. *Prerequisite: PR601.*

PR724 Evangelistic Preaching This course will instruct students in the art of planning, preparing, and preaching evangelistic sermons. Lectures, reading, and exercises will comprise the course. *Prerequisite: PR 601. PR 602 is advised but not required.*

PR734 Reclaiming Evangelistic Preaching *Course description not available. Please contact Division Chair.*

PR735 Great Preachers Seminar In seminar format, this course humbly critiques strengths and weaknesses of famous contemporary preachers. The goal is to better understand the theory and practice of homiletics and to improve our own preaching. *Prerequisite: PR601.*

PR738 Apologetic Preaching This course is designed to enable students to communicate the Christian faith in our cultural mindset, particularly that of postmodernism and skepticism. The student will learn how to think, reason and deliver unapologetically without compromising the substance and show the relevance of God's truth. *Prerequisite: PR601.*

PR740 Christ-Centered Preaching This course addresses sermon preparation and delivery principles for pastors with an emphasis on textual exposition, sermon structures and delivery styles that are consistent with an understanding of the infallible truth and divine inspiration of all Scripture. A particular emphasis will be the way in which the grace that pervades Scripture and culminates in Christ affects textual interpretation and sermonic application. *Prerequisite: PR601.*

PR741 Preaching Christ in a Multi-Faith World This course is intended for preachers to intentionally explore the multi-faith contexts in which we minister and preach. Students will be given relevant tools to communicate God's Word to listeners who come from various religious and non-religious backgrounds.

PR742 Preaching on Controversial Topics This course is designed as an advanced seminar and practicum on preaching on controversial topics. Students will explore the biblical/exegetical, theological, hermeneutical, cultural, and homiletical opportunities and challenges in communicating God's Word on various topics that typically divide the church.

PR743 Preaching Reconciliation This course is designed to help aspiring leaders construct multiethnic churches, through preaching that is aware and sensitive to the ways various ethnic groups hear and receive the Bible. *Prerequisite: PR601.*

PR744 Preaching Difficult Topics and Texts Gives students exposure to and practice in the interpretation and exposition of

biblical texts, controversial topics, and painful life situations that are especially challenging to both preachers and listeners. *Prerequisite: PR601.*

PR/OT755 From Text to Sermon Integration of exegesis and homiletics. Presents a realistic, workable method for doing exegesis and homiletics in the busy world of active ministry. Prepare biblical, clear, edifying, and even creative sermons in 10-12 hours. Learning experiences include reading, discussion, lecture, exegesis, practice preaching, watching sermons, and self-critique.

PR912 Sams Visiting Professor: The Burnett H. and Dorothy F. Sams Visiting Professor of Preaching course is taught by a renowned homiletician recognized for contributing to the field and to the life of the local church. The holder changes from year to year. See announcements from the Registration Office. This course is not a substitute for PR601 or PR602 for M.Div. students. *Prerequisite: PR601.*

PR917 Cultural Exegesis for Preaching This course is designed to train students to exegete various types of listeners in today's culturally-changing church context for the purpose of effective sermon construction and delivery. Students will obtain theoretical and practical methods to begin exploring a number of sub-cultures that exist within congregations (e.g., faith development, worldviews, gender, age groups, socioeconomic and educational backgrounds, race and ethnicity, among others) and to learn how to preach biblically and culturally-informed sermons to listeners who come from diverse cultural backgrounds and life situations. *Prerequisite: PR601.*

PR924 Evangelistic Preaching Evangelistic Preaching helps the person preparing for ministry know how to effectively speak to a lost audience whenever the opportunity presents itself whether as a pastor, professor, Bible study leader, or itinerant speaker.

PR942 Preaching on Controversial Topics This course is designed as an advanced seminar and practicum on preaching on controversial topics. Students will explore the biblical/exegetical, theological, hermeneutical, cultural, and homiletical opportunities and challenges in communicating God's Word on various topics that typically divide the church.

Social Ethics (Division of Christian Thought)

SE571 Christian Ethics & Social Issues Seeks to develop the student's theological-ethical reflections, social analysis, and types of action for ministering to crucial social issues. Our three-step approach will be: 1) clarification, 2) conceptualization, and 3) confrontation. Issues include: urbanization, economic justice, and environmental ethics.

SE/MC602 Church & Community: Introduction to the Public Ministry of the Church This course introduces students to important strategies for social ministry, such as, congregation-based community organizing, community development, and others, designed to facilitate a holistic social ministry and prophetic role in the community and exploring as avenues towards gospel faith-fulness and shalom in the city. The biblical/theological bases for social responsibility are explored.

SE630 Redeeming Capitalism To help students understand the relationship between theology and economics and to apply what they have learned to their ministries and/or Christian discipleship.

SE632 Ethnic Identities and Reconciliation Multiethnic and interactive class examines racism in terms of a black and white paradigm. A multidisciplinary analysis of this major social problem. Course includes graphic presentations, biblical, psycho-social and ethical principles leading to challenging discussions.

SE/ET635 Social and Political Ethics *Course description not available. Please contact Division Chair.*

SE/MC/TH651 Proj. of Reconciliation: Intersectionality, Church & Culture Considers the intersectional areas that demand individual, institutional, and congregational reconciliation. Studies the historical, theological, cultural and sociological

necessity for reconciliation.

SE735 Biblical Global Justice A survey of pre-biblical and biblical sources explores the innate desire for justice as well as the mire of dysfunction among human beings. While working through various definitions and theories of justice, additional engagement with relevant media supports an intentional consideration of the dynamics of forgiveness and reconciliation.

SE860 Research in Social Ethics Independent study, any session by petition. See section on reading and research courses for information.

Spiritual Formation (Division of Practical Theology)

SF/MC501 Spiritual Formation for Ministry The foundational course in the Division of Practical Theology and an introduction to theological seminary. A beginning 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 the church.

SF/CH591 Dynamics of Spiritual Life Drawing on the Creation-Redemption narrative and the riches of the history of Christian Spirituality, the course presents a comprehensive model of spirituality that can be used in personal renewal, spiritual formation, direction, discipleship, and counseling. Combining theory and praxis, it explores key spiritual dynamics, equipping for ministry to those seeking a deeper life with Christ.

SF/CO610 Lifespan Development: Implications for Counseling This survey of major models of human development and life-span includes integration and critique of related theories from a biblical and theological perspective.

SF611 Spiritual Direction: Theory and Practice For students in the Spiritual Direction track who successfully fulfill all the requirements of the Selah Certificate of Completion of Spiritual Direction Training and who wish to receive course credit for the training. May be done during or after the final semester of the Selah program. Student meets for 4 sessions with a GCTS professor and does supplementary reading and paper assignments. *Available only to MASF students as a direct study any term upon petition.*

SF/CH616 Spiritual Autobiographies of Women This course will explore the writings of women about their own spiritual lives. We will do close readings of the autobiographies, diaries, journals, letters, blogs, and poetry of women throughout the 2000 years of the history of the Church.

SF/CH618 Medieval Spirituality Medieval approaches to knowing God through mysticism, monasticism, popular piety, sacraments, worship, art, music, architecture, symbolism; exploring relevance to spirituality today.

SF/CH/TH619 Reformation Era Spirituality Spirituality represents the interface between ideas and life, between Christian theology and human existence. The new evangelical spirituality as developed in Luther's Wittenberg Reformation is at once Christological, eschatological and experiential. This course on Reformation Era Spirituality will highlight the distinctive contributions of the Reformers over against the background of the dominating medieval spirituality to which it is an answer and the context of ongoing competing spiritualities of the time. To do so, the student will read widely in primary resources from Luther, Calvin, the Anabaptists and St. Ignatius of Loyola.

SF/CO/MC642 Ministering to Women in Pain Students explore the broad range of stressful issues with which many contemporary women deal. The course focuses on helping students refine their pastoral care to such women.

SF/CH667 C.S. Lewis' Life, Works, and Spirituality Explores the writings and spiritual pilgrimage of one of the most influential figures of the twentieth century. From County Down to Cambridge University, through two World Wars and a

wardrobe, to Narnia and Perelandra, the course follows the life and work of the myth-loving medieval professor, apologist, children's author, and Inkling.

Theology (Division of Christian Thought)

TH501 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.

TH502 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: TH501. Also must complete OT500 and NT501 before or during this course.*

TH/CH601 History and Theology of the African-American Church This course will explore the history of the African American Church, how we have known God through our social, political, economic, and religious context, review major themes in African American theological reflection, and suggest areas for further reflection and praxis. Typically taught in Boston.

TH/WM602 Theology of Mission A biblical-theological introduction to missions. Topics include: the biblical basis for missions, the relationship of social action to evangelism, mission and development, and the relation of Christianity to other religions.

TH603 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.

TH606 Modern Theology From the end of the Reformation period, representative figures and movements are studied in order to better understand current orientations to theology and to the theological task. Focus is on the development of Protestant theology in the context of modern European thought and culture; including Protestant Orthodoxy, Deism, Protestant Liberalism, and Neo-Orthodoxy.

TH611 Recent Theories of the Atonement The various interpretations of the work of Christ are assessed in light of their historical context. While some attention is given to traditional models (ransom, satisfaction/substitution, moral example), the class focuses on recent proposals (nonviolent atonement, feminist critiques, Eastern Orthodox approaches, scape-goat theories etc.).

TH613 Christology: Biblical/ Theological Perspectives This course examines the person and work of Jesus Christ across the breadth of the biblical canon as well as key episodes in the church historical development of Christological doctrine.

TH/CH/SF619 Reformation Era Spirituality Spirituality represents the interface between ideas and life, between Christian theology and human existence. The new evangelical spirituality as developed in Luther's Wittenberg Reformation is at once Christological, eschatological and experiential. This course on Reformation Era Spirituality will highlight the distinctive contributions of the Reformers over against the background of the dominating medieval spirituality to which it is an answer and the context of ongoing competing spiritualities of the time. To do so, the student will read widely in primary resources from Luther, Calvin, the Anabaptists and St. Ignatius of Loyola.

TH/CH621 World Religions on the Silk Road *Course description not available. Please contact Division Chair.*

TH624 Theological Anthropology This course seeks to consider 1) What it means to be made in the image of God reviewing Scripture, theology, and church history. 2) The impact of the Fall-and Christ's redemption-upon God-intended

human functioning. How does sin affect human thought and behavior? What difference does-or should-the Holy Spirit have upon the same? 3) A Scriptural understanding of what our theological identity ought to be as followers of Christ-and to determine ways we can solidify, encourage, and further develop that understanding. 4) Scientific and philosophical challenges-and contributions-to human identity and the constitution of the human person (dualistic vs. monistic positions) and weigh these against historic biblical views.

TH/WM626 Evangelical Perspectives on Roman Catholicism & E. Orthodoxy Analyzes essential theological distinctives, ecclesiastical structures, developments, and principal expressions of spirituality of Roman Catholic and Eastern Orthodox churches. Issues of church-state relations, ecumenical concerns, biblical and liturgical renewal, and missions and evangelism will be given special attention.

TH632 The Problem of Evil *Course description not available. Please contact Division Chair.*

TH/CH/EM635 Catechesis: History, Theology, and Practice This course explores the ministry of instructing people in the essentials of Christian faith and practice. Attention is given to the biblical bases for, and historic practice of, catechesis, with the aim of encouraging contemporary applications of this ministry.

TH637 Doctrine of Sin This course aims to introduce students to the historical development of the doctrine of sin and its contemporary variations in order to evaluate the biblical, theological, and pastoral ramifications of various perspectives on the doctrine.

TH/CH638 Early Eastern Christianity beyond Byzantium This course considers the theology and practice of the Eastern Christian churches outside the Greek-speaking world prior to the rise of Western colonialism and the Western missionary activity that accompanied it. Students give attention to the early Syrian, Persian, and East African churches, and to Eastern missions work in Asia and the Slavic world.

TH/CH639 Early Latin North African Christianity This course considers the theology and practice of the Christian Church in Latin-speaking North Africa up to the Arab conquest in the late seventh century. Students focus in particular on the central role of African writers in the development of Latin theology. Readings include selected writings by Tertullian, Cyprian of Carthage, Augustine of Hippo, and Fulgentius of Ruspe.

TH/CH641-I Theology of Luther and Calvin The writings of Luther and Calvin shaped the earliest years of the Protestant Reformation and continue to inform and influence Protestantism to this day. Their writings continue to be sources of inspiration and deep thinking and a number of denominations draw direct influence from one or both of these men. The purpose of this course is to engage the writings and thinking in the writings of Martin Luther and John Calvin to gain a better understanding of their theology. The course will focus on the primary readings of both authors and will train the students in how to compare and contrast competing ideas between two thinkers who seem to have similar ideas.

TH/CH642 John Calvin and the Swiss Reformation Life, work, and times of the consolidator of the Reformation: Geneva, Institutes, letters, theology, polity, pastoral issues.

TH/CH643 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.

TH644 Readings in Thomas Aquinas The aim of this course is to guide students through a reading of sections from the Summa Theologiae and the Summa contra Gentiles of Thomas Aquinas. The focus is going to be on Aquinas' contributions to topics in philosophical theology such as the knowledge of God, the existence of God, metaphysical attributes, divine action in the world, natural law and providence, and Christology. The bulk of the class will be dedicated to guided

discussions of select readings.

TH/ET648 Workplace Theology We map out the workplace, its challenges, opportunities, arenas, topics, and trends. Then we build a biblical theology of work in the perspective of Creation, Fall, Providence, Incarnation, Redemption, and Fulfillment. We identify the starting points, backgrounds, perceived callings, and desired goals of each member of our cohort.

TH/MC/SE651 Proj. of Reconciliation: Intersectionality, Church & Culture Considers the intersectional areas that demand individual, institutional, and congregational reconciliation. Studies the historical, theological, cultural and sociological necessity for reconciliation.

TH652 Anglican Doctrine and Practice An overview of the Anglican Articles of Religion and how the Anglican Church uses Scripture, Tradition, and Reason to understand what it means to be a follower of Jesus Christ. The course will also explore how the Anglican understanding of theology continues to shape its polity and practice as it relates to governance, worship, and discipleship.

TH/ET653 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.

TH654 The Theology of Black Music: from Spirituals to Hip Hop Black Music is a complex system of musical expressions that flows from the African continent through the channels of an ever-increasing Diaspora. Within the United States, Black Music has spanned from the moans, groans, cries and guttural utterances of the first displaced Africans to expressions of justice, liberty and equality rich with social commentary, political critique, economic commentary and cultural expressions in all subsequent formulations. Often missing from the discussion and analysis is the revelation of a theology of Black Music. This course will explore the expressions of Black Music through a theological and biblical lens.

TH/CH655 Great Confessions of the Faith A seminar designed to read and analyze the major creeds and confessions of the Christian church.

TH/CH656 The Life and Theology of Dietrich Bonhoeffer As a pastor and member of the German resistance to Hitler, Bonhoeffer distinguished himself as one of the twentieth century's most important theologians. This course presents his life, writings, and theology through lecture and class presentations.

TH/CH657 Life and Theology of Karl Barth This course presents Barth's life and theology through lectures, readings and discussions in order to gain a critical understanding of the main themes in his theology and their relevance for our own understanding of Christian faith and ministry.

TH658 Women and the Church This course examines the biblical, theological and cultural factors that contribute to questions of gender and theology. Analyzes important texts from the theological tradition that have sought to address the question of women in the church.

TH/WM659 Evangelical Theology and World Religions A study of five of the world's major religious traditions: Judaism, Islam, Hinduism, Buddhism, and Chinese religions. Instructional methods will include readings, lecture, discussion, and audiovisual media.

TH/CH/MC664 The History and Theology of Worship This course explores worship (individual and/or collective engagement with God) using biblical analysis and theological reflection.

TH/CH668 The Trinitarian and Christological Controversies A detailed look at the two greatest doctrinal controversies of

the patristic period. This course focuses on reading and discussion of primary sources from the Trinitarian and Christological controversies, in an effort to discern both the depth of the Church's consensus on these crucial doctrines and the soteriology that lay beneath this consensus.

TH/CH669 Soteriology in Christian History This examination of the Christian Church of the last 20 centuries focuses on the various ways salvation has been expressed. Students are encouraged to learn from past expressions of soteriology in order to formulate a theology of salvation that is comprehensive, consistent, and powerful for preaching and ministry today.

TH673 Christianity and the Postmodern World The course will examine the relationship between Christianity and the "Postmodern" world across a wide swath of contemporary concerns, from the impact of globalization upon the missional identity of the church to the clash of religious cultures, from the abandonment of religious institutions to the revival of ancient liturgies.

TH/CH681 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.

TH/CH682 The Black Christian Experience: From Africa to the Americas This course explores the rich and often neglected historical and theological contributions of the Black Christian Experience to global Christianity. Merging biblical analysis, historical narratives and theological reflection, this course will challenge students to define/ describe characteristics of Christianity found within the global African Diaspora that may establish shared distinctives of a global Black Christian Experience.

TH/MC692 Violence, Sexual Abuse, and the Gospel *Course description not available. Please contact Division Chair.*

TH724 Attributes of the Trinitarian God Discussion of the doctrine of divine attributes reconceived as an interpretation of Trinitarian action.

TH731 Sem in Pneumatology: Person & Work of the Holy Spirit This course will be an in-depth examination of the biblical, patristic, and modern understandings of the person and work of the Holy Spirit, with special focus on developments since the modern Pentecostal revival, and current attempts in constructive pneumatology. Attention will be given to the relationship between the doctrines of the Holy Spirit and Trinitarian theology, and to the implications of this study for ministry in the church and personal spirituality.

TH/CH765 Readings in Augustine A study of the life and work of the most influential theologian of the early Western 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.

TH/CH766 Readings in Orthodoxy and Gnosticism The interaction between orthodox Christianity and Gnosticism in the second and third centuries is of vital importance for at least two reasons. First, because various Gnostic ideas have continued to plague the Christian Church throughout its history and must still be addressed today. Second, because contemporary scholarship radically re-construes the relation between Gnosticism and orthodoxy in the early centuries, in a way that casts doubt on the validity of orthodox Christianity. This course explores the orthodox/Gnostic interaction from both of these vantage points.

TH/CH767 Readings in Greek Patristic Theology The patristic period (from the end of the New Testament until about A.D. 800) was the formative period in the articulation of Christian doctrine. This reading course gives students both a general familiarity with patristic theology and the opportunity to explore the thought of several influential patristic theologians in some detail.

TH860 Research in Theology Independent study, any session by petition. See section on reading and research courses for information.

TH891 Theology Thesis - Part I Any session by petition. Intensive research into a topic leading to the production of a thesis under the guidance of a thesis director. By invitation of the Christian Thought Division. *Prerequisite: Invitation from division.*

TH892 Theology Thesis - Part II A continuation of TH891. *Prerequisite: TH891.*

TH/CH/WM901 Th.M. Research Seminar in Christian Thought The seminar is designed to instruct students in the area of research skills for Christian thought. The course will consist of lectures, reading, writing, and discussion. *Required of all Th.M. students with a concentration in the Christian Thought Division (CH, TH, WM). Th.M. students only.*

TH/NT/OT910 Theological Hermeneutics A discussion of main theories and concepts of hermeneutics, with particular attention being paid to the relationship between exegesis and systematic theology; contextual and missional issues. Offered at the Th.M. level.

TH991 ThM Thesis - Part I Any session by petition. Intensive research into a topic leading to the production of a thesis under the guidance of a thesis director. By invitation of the Christian Thought Division. *Prerequisites: CH/TH/WM901 and invitation from division.*

TH992 ThM Thesis - Part II A continuation of TH991. *Prerequisite: TH991.*

World Missions (Division of Christian Thought)

WM601 The World Mission of the Church Recognizing the responsibility of all Christians to complete Christ's commission, this course gives an overview of the strategic and historical progress of worldwide missions today. The ways in which a local congregation can fulfill its worldwide biblical mandate are also considered.

WM/TH602 Theology of Mission A biblical-theological introduction to missions. Topics include: the biblical basis for missions, the relationship of social action to evangelism, mission and development, and the relation of Christianity to other religions.

WM/CH603 History of Missions This course provides an overview of the historical progress of the Christian missions from its inception to the present. It seeks to explore Christian missions from historical and missiological perspectives, and identify the different mission patterns or paradigms characteristic of different eras and regions.

WM/CH610 The Churches in the Global South: Past and Present The conventional approach to the global spread of Christianity is quite Euro-centric. In this course, after surveying the global outreach and existence of churches in the ancient and medieval times, we will focus on modern worldwide missionary movement since the 19th Century and rise of the churches in the global south and east in the 20th Century. We will examine the characteristics of the rising churches in Asia, Africa and Latin America, and evaluate their profound implications and impacts on the global Christian community, and reflect on how we in the West respond and relate to these churches in the non-western world.

WM/CL615 Cross-Cultural Leadership Different leaders have different skill sets and competencies. This individual-level variance is coupled with external factors: cultural & social environments present different demands, limits, rights, and processes. Though all leaders have unique gifts, they must be able to work within the boundaries of such variants. The focus of this course is the study of leadership, specifically learning how to lead in cross cultural contexts. The course is

designed to help students reflect deeply on their cultural values, evaluate one's leadership focus, and analyze (with peers) their own leadership failures.

WM619 Global Pentecostalism The course is an overview of global Pentecostalism and will address the dynamics that led to the rise of the Pentecostal movement around the world. The lenses through which this course will be examined include the history, sociology, theology, and globalization of Pentecostalism.

WM624 Christian Faith in the World of Violence & Clashing Civs This interdisciplinary course will examine the role of Christian missions in situations of conflict and violence, with particular attention paid to the recent unexpected renaissance of religion(s) and their increasing influence on geo-political developments and international relations. Models of holistic missionary practice, transformative engagement of the church(es), faith-based diplomacy and the ministry of reconciliation will be proposed and examined.

WM/TH626 Evangelical Perspectives on Roman Catholicism & E. Orthodoxy Analyzes essential theological distinctives, ecclesiastical structures, developments, and principal expressions of spirituality of Roman Catholic and Eastern Orthodox churches. Issues of church-state relations, ecumenical concerns, biblical and liturgical renewal, and missions and evangelism will be given special attention.

WM628 Christian Approaches to Islam The goal of this course is the development of biblical strategies for communicating the Gospel with Muslims, both in light of historical contexts and contemporary strategies. Major topics include contextualization, church-planting, Islamic theology, various methods and strategies of approaches to Muslims, apologetics, and principles of witness.

WM/AP629 Radical Islam and Christian Responses This course will study the genesis of Radical Islam from the early years of the Islamic community to the present. We will study the historical, theological and political contexts within which Radical Islamic movements have arisen. The role of the state, Islamic law, political ideology, and methods of interpretation will be investigated. This course will ask the question whether Radical Islam can function peacefully in modern, global, civil society. To give us a view from other Muslim perspectives we will also study contemporary hermeneutic theories of liberal Muslim scholars. This should help us to understand how Radical Islamic movements have constructed their interpretations of Islam. Developing an accurate understanding of Radical Islam's theology and political ideology will be essential for developing an effective, thoughtful and biblical response to Muslims in the coming years.

WM/MC638 Spiritual Power in Mission and Ministry Course topics will include: ministry in the Kingdom of God, western worldviews and spiritual power, power encounters, deliverance, spiritual warfare, inner healing, the relationship between power, allegiance and truth encounters, and the beliefs and practices of Folk Religionists.

WM/AP647 Introduction to Islam An introduction to the Islamic faith with a special emphasis on communicating the gospel to Muslims who comprise over 1 billion adherents and is the second largest world religion. The whole of the Qu'ran is read in English.

WM648 Cross-Cultural Church Planting This course presents a comprehensive foundation for starting new churches among people of other cultures. Roughly 2 billion people in our world today live in 5,235 people groups where the church is not yet established. Pioneer church planting among these unreached people groups remains an urgent task and formidable challenge. The task of planting churches in cross-cultural settings involves a wide array of topics, skills, and challenges. This course will examine and evaluate contemporary models of church and CP methodologies in order to identify biblical and missiological principles and practices.

WM/AP649 Introduction to Hinduism & Buddhism An overview of the Hindu and Buddhist traditions. We will examine their histories, beliefs, rites, and impacts upon various cultures and societies in Asia and other parts of the world. Efforts

will be made to develop a Christian response to the traditions and appropriate missiological thinking and strategies. *Not for students who have taken AP/WM645 or AP/WM646.*

WM/CH653 Islamic-Christian Relations through the Ages *Course description not available. Please contact Division Chair.*

WM/EM657 Educational Ministry in Cultural Perspective This course explores Educational Ministry in light of the cultural dimensions of life. Students will be challenged to consider how the cultural realities of both the teacher and the learner affect the various aspects of teaching decisions and strategies.

WM/CH658 History of Christianity in Asia *Course description not available. Please contact Division Chair.*

WM/TH659 Evangelical Theology and World Religions A study of five of the world's major religious traditions: Judaism, Islam, Hinduism, Buddhism, and Chinese religions. Instructional methods will include readings, lecture, discussion, and audiovisual media.

WM661 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.

WM662 NGOs and Development in Mission The course is an overview of the role of non-governmental agencies (NGOs) and development in Christian mission. It covers biblical, theological, historical, and current perspectives on the global trend toward integration of development and mission. The course also looks at the role of globalization in the spread of the gospel. It examines plans made by Christians to alleviate social problems.

WM671 Holistic Mission *Course description not available. Please contact Division Chair.*

WM/CH672 Women in World Christianity This course introduces students to a global history of women's involvement in the church and makes the case for the centrality of women's contributions to global Christianity, both past and present.

WM684 Trends in Global Christianity The course is an overview of trends in global Christianity and Christian mission over the past 120 years. The recent history of world Christianity is viewed through multiple methodological lenses including biblical studies, theology, history, and social science. It takes a comprehensive view of world Christianity in that it covers each continent (Asia, Africa, Latin America, North America, Europe, Oceania) with lectures comparing the global context of 1900 and 2020, including each of the major Christian traditions (Catholics, Protestants, Orthodox, Independents), plus trends in world religions.

WM/EM/YM689 Theological Issues and Models of Urban Youth Ministry: U.S. This overview stresses the inner-city context, how poverty and racism produce street culture and a code of the streets. Emphasis on topical and community research, a relevant and holistic collaborative approach.

WM721 Overseas Missions Practicum Students travel to an area of evangelistic need and engage in at least six weeks of evangelistic ministry and service. Mentored Ministry credit also available through OMP and course can apply as both WM course credit and Mentored Ministry credit.

WM722 Applied Anthropology for Missions In this course students consider the implications of cultural anthropology for practical problems in missions. Students read case studies, participate in discussions which emphasize the application of insights from anthropology to missions contexts.

WM725 The Theology of Islam & Implications for Ministry to Muslims This course is a comprehensive introduction to the

theology of Islam. Focus will be on both the theological worldview of Muslims in their own context as well as what that context tells them about Christianity, with a view to construct a biblical strategy for Christian ministry to Muslims.

WM740 Contemporary Missiology Using primarily a seminar format, this course deals with major issues in missiological discussions during late 20th Century and early 21st Century. Topics include: Missio Dei, missional church, contextualization, the rise of world Christianity, religious pluralism, the new challenges of evangelism (immigration, urbanization, unreached people groups, and “insider movement”). *Must complete WM601, TH/WM602, or CH/WM603 before or during this course.*

WM/AP747 Critical Issues in the Christian Mission to Muslims This course explores some of the major contemporary issues confronting those in ministry to Muslims as well as the church in the West. Some of the topics covered in this course are apocalyptic views of history in Islam and Christianity, the theological nature of Islam, Islam in the West, the relationship between Islam and the State, the influence of Radical Islam, Contextualization and Insider Movements, the status and role of women in contemporary Islamic societies, movements within Islam, theological misunderstandings, approaches to Muslims, dialogue between civilizations, and how modern Islamic societies are responding to secularization and pluralism.

WM760 Reading in World Missions Independent study, any session by petition. See section on reading and research courses for information.

WM860 Research in World Missions Independent study, any session by petition. See section on reading and research courses for information.

WM/CH/TH901 Th.M. Research Seminar in Christian Thought The seminar is designed to instruct students in the area of research skills for Christian thought. The course will consist of lectures, reading, writing, and discussion. *Required of all Th.M. students with a concentration in the Christian Thought Division (CH, TH, WM). Th.M. students only.*

WM960 Research in World Missions Th.M.-level Independent study, any session by petition. See section on reading and research courses for information.

WM991 ThM Thesis - Part I Any session by petition. Intensive research into a topic leading to the production of a thesis under the guidance of a thesis director. By invitation of the Christian Thought Division. *Prerequisites: CH/TH/WM901 and invitation from division.*

WM992 ThM Thesis - Part II A continuation of WM991. *Prerequisite: WM991.*

Youth Ministry (Division of Practical Theology)

YM/EM/EV591 Theology and Principles of Dynamic Youth Ministry Beginning with a look at the ministry of Jesus and your own life, this course presents an overview of youth ministries today and then works through necessary ministry support bases, community research and networking, contacting youth and families, activities, counseling, Gospel-preaching, discipleship formation, recruiting volunteers and sustaining ministries.

YM/EM/WM689 Theological Issues and Models of Urban Youth Ministry: U.S. This overview stresses the inner-city context, how poverty and racism produce street culture and a code of the streets. Emphasis on topical and community research, a relevant and holistic collaborative approach.

YM695 Effective Relationships, Healing and Growth in Youth Ministry *Course description not available. Please contact*

YM720 Project Course in Youth Ministry Independent study, any session by petition. See section on project courses for information.

YM/CO/PC725 Counseling the Adolescent A review of the basic issues in adolescent development with a particular focus on understanding the adolescent in the family context. Development of introductory skills in the counseling of adolescents and their families.

YM760 Reading in Youth Ministry Independent study, any session by petition. See section on reading and research courses for information.

Doctor of Ministry Courses

BT1011: Developments in Biblical Studies and Hermeneutics I Consideration of the original socio-cultural and historical contexts of biblical texts and the issues they raise for the interpretation and translation of those texts. Consideration of developments in hermeneutics, ethics, and methods of the interpretation of Scripture and their implications for Bible translation

BT1012: Developments in Biblical Studies and Hermeneutics II Consideration of the global contexts of the Church and the implications for the interpretation and translation of the biblical texts.

BT1020: Project 1 The biblical-theological foundations for Bible translation in general or a particular aspect of Bible translation that may become the focus of your final thesis-project. This could inform chapter 2 of the final thesis-project.

BT1023: Developments in Translation Studies Consideration of a broad range of issues raised by Translation Studies and theories of Bible translation. We will arrive in Misano, Italy, by end of day on the Monday of the week before the Nida School of Bible Translation and will meet Tuesday-Friday of that week to discuss the readings and prepare for the Nida School

BT1024: Developments in Bible Translation Theory and Practice On the second week we will attend the Nida School of Bible Translation from Monday to Friday and then spend most of Saturday debriefing the experience in the Nida School before departing.

BT1030: Project 2 A literature review on a topic (or topics) central to the anticipated focus of your final thesis project. While dedicated to the topic or topics of your primary concern or interest, the literature review should also include any of the assigned readings that would be relevant to the topic (if there are any). This may have the potential to be adapted for the second chapter of your final thesis-project.

BT1035: Translation, Team Building, and Conflict Resolution Consideration of leadership skills necessary for developing, maintaining and restoring healthy, functioning teams, including team building and conflict resolution. Consideration of the role of Ethics in Bible translation programs.

BT1036: Translation, Small Group Training and Integration Consideration of the integration of disciplines required for effective translation consulting work including the integration of biblical studies, linguistics, translation studies and leadership skills. Presentations of thesis project topics

EG1011: Biblical/Theological Foundations for Ministry to the Emerging Generations The two-week residency will focus on foundational issues related to ministry to the full scope of the emerging generations, including children, youth, and college students/young adults. Week one will focus on the biblical/theological foundations.

EG1012: Understanding Developmental Dynamics of the Emerging Generations The two-week residency will focus on foundational issues related to ministry to the full scope of the emerging generations, including children, youth, and college students/young adults. Week two will focus on the developmental factors that must be considered as they relate to the ministry of the church in the spiritual formation of the emerging generations.

EG1023: Understanding and Developing a Christian Theology of Culture The two-week residency will focus on the cultural context of ministry to the emerging generations including children, youth, and college students/young adults. Week one will focus on developing a Christian theology of culture, including examination of the definitions of culture and the functions of culture. Cross-cultural mission principle and theory, contextualization, and multicultural issues will be explored.

EG1024: Principles and Praxis of Cultural Exegesis The two-week residency will focus on the cultural context of ministry to the emerging generations including children, youth, and college students/young adults. Week two will focus on the role culture plays in shaping the worldviews, experiences and lives of the emerging generations. In addition you will learn principles of cultural exegesis and analysis.

EG1035: Principles and Praxis of Evangelism with Emerging Generations The two-week residency will focus on the theory, theology, and practice of evangelism and discipleship in ministry to the emerging generations including children, youth, and college students/young adults. Week one will focus on developing a practical theology of evangelism and conversion, including examination of conversion.

EG1036: Principles and Praxis of Discipleship with Emerging Generations The two-week residency will focus on the theory, theology, and practice of evangelism and discipleship in ministry to the emerging generations including children, youth, and college students/young adults. Week two will focus on the theory, theology, and practice of discipleship in ministry to the emerging generations including children, youth, and college students/young adults. Students will work to develop practical approaches to discipleship and Christian nurture with an emphasis on the integration/application of faith to current cultural issues.

GC1011: Biblical & Theological Foundations of Mission and Development Consideration of the basic flow of the primary themes of the Bible –Creation, Fall, Redemption, Restoration, & Consummation—as they inform the nature of mission, development, and leadership. Consideration of the ministry of Jesus as a model of an unfolding lifestyle culminating in the Great Commission. Consideration of Pentecost, which overflows in the rapidly expanding apostolic church as missionary models. Consideration of perspectives of different cultures on biblical exegesis as Christianity continues its demographic move to the Global South.

GC1012: History of Mission and Development Consideration of models in the early & medieval church (e.g. monasticism, Celtic evangelism). Consideration of early modern models (e.g. Jesuit accommodation, Moravian missions). Consideration of Latourette's Great Century & missionary outreach. Consideration of Lausanne Movement & *Atlas of Global Christianity*. Consideration of the shift in the center of gravity of global Christianity. Student presentations on key figures based on readings. Introduction to research & project methodology.

GC1023: Global Needs & Development Strategies Consideration of the status of Global Development & World Christian Trends. Student-led presentations & evaluations of particular issues based upon their research using the World Christian Data Base & the *Atlas of Global Christianity* & related case studies. Consideration of a variety of small group approaches to human need & development (e.g. NGOs, orphanages, microfinance). Student-led presentations & evaluations of particular approaches & related case studies.

GC1024: Non-Governmental Organizations in Transnational Contexts Consideration of multiple evangelistic and development opportunities within & in partnership with congregations & NGOs according to generation, interests, level of participation, etc. Consideration of the church growth & social justice movements & their critics. Consideration of a variety of approaches to mission and development. Student-led presentations & evaluations of particular approaches & related case studies. Site visits to NGOs & mission agencies in the Chiang Mai area.

GC1035: Global Leadership Consideration of a variety of approaches to global leadership in mission. Student-led presentation & evaluations of particular approaches & related case studies. Consideration of a variety of approaches to global leadership in NGOs. Student-led presentations & evaluations of particular approaches & related case studies.

GC1036: Regional & National Outreach/International & Cross-Cultural Outreach Consideration of a variety of approaches to broader-scope outreach. Student-led presentations & evaluations of particular approaches & related case studies. Consideration of a variety of approaches to cross-cultural evangelism & church planting and to connecting vision & action related to world evangelization to outreach strategies. Student-led presentations & evaluations of particular approaches & related case studies. Consideration of thesis-project methodologies and student presentations of rough drafts of thesis-project proposals.

LC1011: Theology and Practice of Leadership – I Consideration of the basic flow of the primary themes of the Bible – Creation, Fall, Redemption, Restoration, & Consummation—as they inform the idea of a congregational leader. Multiple reflections upon how God has shaped you as leader for ministry. Review of the way congregation and culture interact around the idea of leadership.

LC1012: The Nature of the Changing Church Context –I Study of the changing shape of congregations – Christendom, Attractional, Missional. Review of how leadership has functioned in each paradigm. Reflection upon Family Systems as it relates to congregations. Analysis of the Life Cycle of a congregation and leadership at each point.

LC1020: Project 1 This project paper should address your understanding of the biblical norms about the nature of the leadership, especially in dialogue with various aspects of the ministry that may require leadership with your ministry. Usually some kind of project in leadership is performed in the congregation to a group which you are studying to see if they understand what you were teaching or doing in leadership. The paper could inform chapters 1 & 2 of the thesis-project and can take any form, but somehow it must answer questions about the aim and focus of congregational leadership.

LC1030: Project 2 This project paper should address your understanding of the biblical norms about the nature of the leadership, especially in dialogue with various aspects of the ministry that may require leadership with your ministry. Usually some kind of project in leadership is performed in the congregation to a group which you are studying to see if they understand what you were teaching or doing in leadership. The paper could inform chapters 1 & 2 of the thesis-project and can take any form, but somehow it must answer questions about the aim and focus of congregational leadership.

NE1023: Ministry in the New England Social and Congregational Context Introduction to Sociology of Religion, Ministry in Historical Context: New England Religious History; Ministry in Religious Context: Religious and Denominational Landscapes; Ministry in Geographical Context: Urban, Suburban, and Rural; Ministry in Demographic Context: Age, Gender, Race, Class, and Education; Ministry in Political Context: The Liberal/Conservative Spectrum; Ministry in Economic Context: Wealth, Poverty, and Employment; Ministry in Temporal Context: Modernity and Postmodernity; Conducting a Demographic Study and Social Analysis.

NE1024: Ministry in the New England Congregational Context Gain a general understanding of systems theory with particular emphasis on family and congregational systems. Complete a personal genogram that explores the pastor's family relationships and emotional history. The genogram will identify hereditary patterns and psychological factors that form and disrupt relationships. Increase the pastor's self-awareness and emotional health for leading congregations. Develop a reflective practice of pastoral ministry. Reflect on congregational systems, governance structures, and organizational flows. Gain an understanding of leadership theory, styles of leadership, and best practices for leading change in a congregational system.

NE1035: Communicating the Gospel Effectively in New England: Past and Present To gain a broader and deeper understanding of pastoral theology as it applies to ministry in a New England context. To gain a clearer understanding of the roles, responsibilities, and functions of a pastor in a New England context. To sharpen pastoral ministry skills, including preaching, strategic leadership, relationship building, evangelism, apologetics, counseling, peacemaking, and mentoring.

NE1036: The Future of Evangelism, Discipleship and Church Renewal in New England To develop a reflective practice of pastoral ministry and form a pastoral growth plan. To communicate the gospel more effectively in New England.

OD1011: Biblical & Theological Foundations of Evangelism, Discipleship, & Revival Consideration of the basic flow of the primary themes of the Bible –Creation, Fall, Redemption, Restoration, & Consummation—as they inform the nature of evangelism, discipleship, & revival. Consideration of the ministry of Jesus as a model of an unfolding lifestyle culminating in the Great Commission. Consideration of Pentecost, which overflows in the rapidly expanding apostolic church as personal & congregational models. Consideration of key doctrines such as regeneration, conversion, justification, sanctification, and the Holy Spirit.

OD1012: History of Evangelism, Discipleship, & Revival Consideration of models in the early & medieval church (e.g. catechesis, monasticism, Celtic evangelism). Consideration of Reformation & Puritan models (e.g. Luther & crisis of faith, Bunyan & growth in faith: *Pilgrim's Progress*). Consideration of Great Awakenings & later revivals. Student presentations on key figures based on readings in *Billy Graham Center Collection of Classics*, e.g. Jonathan Edwards, John Wesley, Charles G. Finney. Introduction to research & project methodology

OD1023: Personal & Small Group Evangelism Consideration of a variety of individual approaches to faith sharing (e.g. testimony, booklets, 1-on-1 Bible study): personal appropriation and training of others. Consideration of a variety of small group approaches to faith sharing (e.g. Bible studies, support groups, video discussions): personal appropriation and training of others.

OD1024: Congregational Outreach Consideration of multiple evangelistic opportunities within a congregation according to generation, interests, level of participation, new visitors welcome & follow up, new members' classes, etc. Consideration of the church growth & mega-church movements & their critics. Consideration of a variety of approaches to congregational outreach (e.g. *Alpha*, *Evangelism Explosion*, *Purpose Driven*, social ministries, "seeker-sensitive" worship).

OD1035: Congregational Discipleship & Revival Consideration of a variety of approaches to congregational discipleship. Consideration of a variety of approaches to congregational prayer for revival (e.g. *Lighthouse of Prayer*, concerts of prayer, prayer walks, prayer mountains).

OD1036: Regional & National Outreach International & Cross-Cultural Outreach Consideration of a variety of approaches to broader-scope outreach (e.g. city-wide/regional "crusade," media events, saturation strategies [*African Enterprise*], church planting strategies). Consideration of a variety of approaches to cross-cultural evangelism & church planting and to

connecting vision & action related to world evangelization to personal & congregational outreach strategies. Consideration of thesis-project methodologies and student presentations of rough drafts of thesis-project proposals.

PR10xx: Preaching Cohort Courses *Course descriptions not available. Please contact DMIN Office.*

PS1011: Deepening the Call I This two-week residency will focus on the person of the pastor with a special focus on “deepening the call,” which relates to all the work of being a pastor in fulfilling one’s call to ministry. Issues such as call to ministry, pastoral identity, family, collegiality, accountability, and boundary setting will be discussed. How conflict is handled in ministry, and how stress is managed in one’s life will also be explored along with how pastors understand and control their sexual behavior in ministry. Heavy emphasis will be on the pastor’s development and nurture of his/her spiritual life. The course is intended to help pastors grow as persons who lead others in Christian and spiritual maturity. A theologically informed understanding of oneself, a renewed sense of calling, knowledge of Biblical teaching about spiritual maturity, and commitment to integrity in ministry are envisioned as outcomes of the residency.

PS1012: Deepening the Call II Heavy emphasis will be on the pastor’s development and nurture of his/her spiritual life. The course is intended to help pastors grow as persons who lead others in Christian and spiritual maturity. A theologically informed understanding of oneself, a renewed sense of calling, knowledge of Biblical teaching about spiritual maturity, and commitment to integrity in ministry are envisioned as outcomes of the residency.

PS1023: The Pastor as Caregiver The course deals with the primary tasks of extending pastoral care to individuals in need in the church. The focus will be on selected issues commonly encountered in pastoral care and counseling. Practical skills in pastoral counseling will be considered and integrated with biblical and theological considerations. A case study approach to pastoral counseling will be utilized throughout the residency.

PS1024: The Pastor as Counselor Practical skills in pastoral counseling will be considered and integrated with biblical and theological considerations. A case study approach to pastoral counseling will be utilized throughout the residency.

PS1035: The Pastor as Preacher: The Formation of the Biblical Sermon The course will focus on enhancing preaching skills by rigorous hermeneutic examination of various Biblical texts and genres in group discussions and by looking at a specific preaching style that gets at the “big idea” of a particular text and how one can preach without use of notes.

PS1036: The Pastor as Preacher: Biblical Genres & the Preaching Task A variety of preaching styles (e.g., first person narrative) will be explored. Each student will be assigned a specific text from those listed below to preach from during the residency and be evaluated in a supportive context by students in the class and the instructors.

RL1011: The Development of the Redemptive Leader This two-week residency will concentrate on the nature of the Christian leader as well as uncovering the theological, sociological and developmental foundations in becoming a redemptive leader. Special attention will be given to the developmental processes that work in forming of a redemptive leader as well the barriers and obstacles that can inhibit such development. The person and character of the leader are paramount and foundational to developing a team and establishing a redemptive climate in which growth is facilitated. It is expected that students will develop both intellectually and affectively as they are exposed to information that will hopefully buttress their recognition of Jesus working in them before he can work through them and the processes which facilitate such growth.

RL1012: Strategies for Effective Self-Care and Organizational Health Some of the key topics covered will be: the biblical basis of servant leadership and its implications; the Call to ministry; the spiritual formation and personality and character formation of the leader; leadership and conflict management styles; personal and developmental barriers to growth; self-

care in the midst of conflicting demands in ministry as well as the development of a care team for sustained growth and encouragement in ministry. Other topics will be covered in relationship to these pertinent topics.

A well-defined understanding of becoming a redemptive leader based on a solid self- understanding and knowledge of theological, developmental and sociological principles pertaining to redemptive leadership will hopefully result in hope, encouragement and renewal of vision in regard to being an effective leader in the Kingdom.

SF1011: Word I Introduction and overview of three major topics of spiritual formation: Scripture, Prayer and Reflection. Maintaining a spiritual journal and crafting a spiritual autobiography. Contemplative Bible Reading: use of Scripture for spiritual nourishment and renewal (introduction of Lectio Divina and other methods of reflection on Scripture). Understanding and defining a Theology of the Word. Submission and Obedience to the Word: juxtaposition of God-centeredness vs. self-absorption (narcissism).

SF1012: Word II The Word: Received (preached, taught, studied), Reflected upon prayerfully and serving as catalyst for Renewal. Theology, history, and practice of small groups (for biblical reflection and spiritual transformation). Spiritual theology: combining heart and mind in an ever-deepening understanding of the praxis of theology in spiritual formation. Word and Sacrament: how corporate worship and personal worship come together in holistic spiritual formation within the community/congregation. Role of Sacred Readings to supplement/illuminate the Word; Introduction of Spiritual Classics.

SF1020: Project 1 Focus on a particular problem/issue/question/topic related to spiritual formation that you may want to write your thesis-project about. Write a 20–30-page paper (double-spaced, using appropriate Turabian academic style – footnotes, bibliography, etc.) exploring a theology and philosophy of spiritual formation (a “spiritual theology”) for leaders, teams and individuals within local church or parachurch ministry settings that could provide a Biblical/theological foundation and framework related to your focus.

SF1023: Prayer I Focus upon the life and ministry of Benedict. Understanding and experiencing the value of listening prayer (silence, solitude, submission, and surrender). Developing a theology of prayer and its place in our lives. Studying what the mystics taught on prayer. Importance of sacred space and time set apart for prayer. Toward a practical lifestyle of Sabbath rest. Significant role of confession, forgiveness and release as catalyst for revival.

SF1024: Prayer II Focus upon the life and ministry of Francis. Theology of Triune God: Father, Son and Spirit and its impact on how we pray and to Whom. Study of Richard Foster’s book on prayer (covering 21 types of prayers). Establishing ministries of prayer in local church and parachurch settings. Prioritizing prayer as a central activity of congregational life. Learning how to identify and overcome barriers/obstacles to prayer. Place of confession in modern evangelical church (worship and relationships: conflict, forgiveness and reconciliation).

SF1030: Project 2 Focus on a particular problem/issue/question/topic related to spiritual formation that you may want to write your thesis-project about. Complete a systematic analysis (20-30 pp.) to note and to reflect upon particular themes related to problems, challenges, opportunities, or possibilities for growing in spiritual formation individually and in your ministry community, which could inform chapter 1 of the final thesis-project. You may want to review your spiritual journal to notice sustained issues and compare your reflections with classic historical spiritual journals. Special attention should be given to the spiritual and social dynamics of your overall setting and to developing an individual and corporate prayer/action plan.

SF1035: Reflection I Writing, refining and fulfilling a Rule of Life; The art and practice of reflective journaling; Identifying one’s “Dark Night of the Soul”; Godly self-examination, self-awareness/understanding and self-esteem; The reflective disciplines of detachment and attachment; Learning how to listen for God’s voice in the context of soul care

SF1036: Reflection II The power of the story in enhancing worship and relationships; strategic plan for developing spiritual formation in a local church; Importance of a group discernment process; Developing spiritual friendships within the community of faith; Developing healthy ministry teams; Training in the art and practice of spiritual direction.

MK1011 & MK1012: Explore the intersections of faith, work, and economics with an emphasis on: Biblical and theological reflections on work, worth and wealth; Biblical and theological reflections on leadership; Biblical and theological reflections on ethics and economics (including a critique of global capitalism); In depth examination of recent research into workplace health and well-being; In depth examination of research into “meaning and purpose” at work; Exploration of the anthropological, economic and spiritual impact of new technologies, including: information technology, artificial intelligence and robotics; Unpack case studies on the ethical implications of technological advancement (on both a micro and macro level); Exploration of the anthropological, economic and spiritual impact of globalization (including the challenge of ethics and pluralism); Learn how to use the tools of business prescience (i.e. Scenario Planning, Dynamic Forecasting, etc.) for the purpose of ministry development; Assist students in the development of their initial Projects.^[1]_{SEP}

MK1023 & MK1024: Explore the intersections of faith, work, and economics with an emphasis on the technical, theological, biblical and pastoral implications of: Economic monetization; Fractional banking; Monetary policy; Impact investing; Gender stereotyping; Social entrepreneurship; Debt, usury and stewardship; Access to capital in the majority world; Taxation and the role of government in economic affairs; Public and private debt; Ethical investing; We will also assist students in the development of their research projects and look forward to our third residence on economic activity and the environment.

MK1035 & MK1036: Explore the intersections of faith, work, and economics with an emphasis on the technical, theological, biblical and pastoral implications of: Globalization (with an emphasis on the impact of China’s emergence as a superpower); Cross-cultural interactions; Environmentalism / creation care; Leadership; Mental health and well-being; Additional consideration of A.I. and Faith at Work issues; We will also assist students in the development of their thesis projects.



BOSTON THEOLOGICAL INTERRELIGIOUS CONSORTIUM

Students enrolled at Gordon-Conwell have the unique opportunity to take classes through the [Boston Theological Interreligious Consortium](#) (BTI), a consortium of nine seminaries and theological schools in the Boston area. In addition to Gordon-Conwell, schools in the consortium include:

- Boston College - Department of Theology
- Boston College - School of Theology and Ministry
- Boston University Graduate Program in Religion
- Boston University School of Theology
- Hartford Seminary
- Harvard Divinity School
- Hebrew College
- Holy Cross Greek Orthodox Seminary
- Saint John's Seminary

Cross-registration is only for students enrolled in graduate programs at one of the BTI Consortium member schools. Gordon-Conwell students may take selected courses (no more than 8 for MAs and 2 for Th.M.) at any of these member schools. Cross-registration is arranged through the Gordon-Conwell Registration Office and such courses must be completed within the time limits as stated for each course. In any given semester a student must register for at least half of his or her coursework at Gordon-Conwell. BTI cross registration procedures are not followed during the summer. At that time of year, students must register directly at the BTI school involved.

Gordon-Conwell students have access to the library facilities as well as major lectureships and interdisciplinary conferences of all member institutions.

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

ACADEMIC POLICIES

INFORMATION & POLICIES

The seminary expects students to give themselves seriously to conscientious study, research, and evaluation. This same academic diligence must also extend beyond the classroom environment to the policies and procedures that support learning at Gordon-Conwell. In the Academic Life handbook, we outline seminary-wide policies and some procedures. Consult individual offices and/or campuses for complete details of a specific policy. The Registration Office administers most policies, and questions regarding them can generally be answered there.

ACADEMIC COMMUNICATIONS

The seminary's primary means of academic communication with students is via student Gordon-Conwell email accounts and the SONIS Student Portal website. Students are responsible for checking their Gordon-Conwell email accounts regularly. Furthermore, students must log into their student portals to see important academic information (e.g., schedules, grades, etc.).

Students are obligated to provide the Registration Office with their most current mailing address(es) in the event the seminary sends paper communication. This can be updated directly in the SONIS Student Portal.

ACCREDITATION

Gordon-Conwell is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS) in the United States and Canada, the New England Commission of Higher Education (NECHE), and the Council for Accreditation of Counseling & Related Educational Programs (CACREP).

Students with concerns regarding the school's compliance with accrediting standards must submit the concern in writing to the campus/community dean. The dean will make appropriate response to the student in writing outlining actions taken. Gordon-Conwell will maintain a record of formal student concerns for review by the Board of Trustees. A student who believes a concern was not resolved appropriately may contact the appropriate accrediting agency or government office below:

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
Phone: 781-425-7700

Council for Accreditation of Counseling & Related Educational Programs
500 Montgomery Street, Suite 350
Alexandria, VA 22314
Phone: 703-535-5990

For students in North Carolina who are unable to resolve a complaint through the institution's grievance procedures, they may review the Student Complaint Policy, complete the Student Complaint Form (PDF) located on the State Authorization webpage at <https://www.northcarolina.edu/offices-and-services/academic-affairs/licensure-department/>, and submit the complaint to <https://studentcomplaints.northcarolina.edu/form> or to the following mailing address:

North Carolina Post-Secondary Education Complaints
c/o Student Complaints
University of North Carolina System Office
910 Raleigh Road, Chapel Hill, NC 27515-2688

Phone: 919-962-4550

<https://www.northcarolina.edu/complaints>

ADVANCED STANDING

The seminary may grant students advanced standing credit for specific courses based on proven competence in a particular subject area. In particular, the seminary offers students an opportunity to display competency in Biblical Studies through bible and language competency exams. In some cases, the seminary may offer advanced standing in the areas of Biblical Studies, Christian Thought, and Practical Theology for students with significant prior coursework in these areas from approved schools. An assessment is required for each student and any credit granted is assessed on a case-by-case basis. No more than one-fourth of the total required credits in a degree may be earned through advanced standing. In addition, certificate programs and the Master of Theology (Th.M.) degree are not eligible to receive advanced standing.

ADVISORS

The Registration Office provides academic advising for any student and has ultimate responsibility in confirming that students have completed their degree program requirements. Appointments for advising will be scheduled upon student request. Faculty advisors are also assigned to all students, with many programs having a specific director. The directors of those programs must be consulted concerning program structure and approval as necessary. All students are encouraged to seek out faculty in their area of study for additional educational, vocational, and spiritual counsel.

APPLICATION OF POLICIES, PROCEDURES, AND DEGREE PROGRAM REQUIREMENTS

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

When a student changes degree programs, the catalog in effect at the time the student is admitted into the new program will govern the degree program requirements. Students whose enrollment lapses more than two years are required to request reactivation to the seminary and will be governed by the degree program requirements in effect at that time. When a new catalog reveals a change in degree program requirements, current students may petition the Registration Office during that academic year in order to be governed by the new requirements. Students may not petition to be governed by degree program requirements of a previous catalog.

ATTENDANCE POLICIES

Students are expected to attend all class meetings. All professors require attendance and participation, but each sets class attendance policies noting how attendance is graded and whether excused absences are allowed. Professors will announce these requirements at the beginning of the course or in the course syllabus.

Hamilton Student In-Person Attendance Policy

Although Hamilton Digital Live courses are offered in person and online simultaneously, students registered in Hamilton are expected to attend the classes in person, unless stated otherwise by the professor. The Digital Live modality for Hamilton courses is designed for distance students only. Please speak to the professor about any exceptions.

AUDITING COURSES

The seminary offers two different types of audits: courtesy audit and official audit. All auditors are restricted to non-participating member status in classes. In other words, auditors may not participate in class discussion (except as authorized by the instructor according to the terms included in the course syllabus), nor submit written work, nor sit for exams. Limited courses are not available to auditors except by written permission from the professor and the Registration Office. Some courses, such as online courses, may only be available as official audits. All audits must be registered by the registration deadline for the term. See audit form for details.

Courtesy Audit

The seminary extends to each current student, staff, faculty and their respective spouse, one courtesy audit per semester at no charge. In addition, alumni and local, full-time pastors are eligible to register as courtesy auditors. A limited number of local residents may courtesy audit selected courses. All interested parties must submit an audit request form through the Registration Office prior to attending class. Courtesy auditing privileges are only available to students during the semester in which the student enrolls for credit. Courtesy audits are not recorded on a transcript. Since courtesy auditors will not have access to the student portal for the audited course, courtesy audits may only be used for in-person attendance (i.e. no online or digital access to Zoom or Canvas is provided; documents and resources posted there will be unavailable to them). As a result, online courses are not eligible for courtesy audit.

Official Audit

Current students may officially audit courses either by registering for the course in SONIS as an Audit or submitting the audit request form, and paying the audit fee. Individuals not enrolled in a degree program and wishing to enroll as official auditors must complete an application with the Admissions Office. Official audits are recorded on transcripts. Students must attend at least 75% of the class meetings to receive a grade of 'AU' on their transcripts, indicating they satisfactorily audited the course. Auditors are responsible for verifying their attendance by submitting a written statement to the

professor affirming that they attended at least 75% of the class meetings. It is solely the auditor's responsibility to submit this verification, and it must be submitted no later than the last day for written work for that semester. Official auditors who do not submit attendance verifications on or before the deadline for written work, or who do not attend at least 75% of the classes, or who withdraw from the course after the deadline listed in the Academic Calendar will receive a grade of 'W' (Withdrawn) for the course in question.

BIBLE COMPETENCY EXAMS

Since proper use of the Bible is central to all types of Christian ministry, Gordon-Conwell requires every student to become proficient in the knowledge and use of the Bible. The seminary offers survey courses (OT500 Exploring the Old Testament and NT501 Exploring the New Testament) for the purpose of providing a systematic and integrative overview of the content of the Bible.

All candidates for the M.A. and M.Div. degrees are required to demonstrate their Bible competency by 1) satisfactorily completing the Old and New Testament survey courses or 2) demonstrating competence through the appropriate examination(s). The seminary invites new incoming students to sit for these exams prior to their first semester as a student (non-degree seeking and official auditors are not eligible). The exams are generally given 1 month prior to each major term. Students are allowed to sit for the exams only once. A passing score is 75%. Degree-seeking students who pass the exam(s) does not need to enroll for the respective survey course(s); rather they will receive advanced standing for the course(s) OT500 and NT501. Certificate students may take the Bible competency exams but are not eligible to receive Advanced Standing; they may replace OT500 and NT501 with open electives. Since these survey courses are corequisites for many courses, they must be taken early in a student's program in order to ensure that the student will not be hindered in his or her progress toward degree completion.

BIBLICAL LANGUAGES

The seminary is deeply concerned with educating students who can preach and teach confidently from the Scriptures. We consider knowledge of the original biblical languages to be invaluable for this task. It is our judgment that competence in biblical study will be markedly enhanced by an acquaintance with Hebrew and Greek.

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

CONSORTIUM SCHOOLS

Gordon-Conwell students may register for selected courses at designated consortium schools (Boston Theological Interreligious Consortium and Carolina Theological Consortium). Cross-registration is arranged through the Gordon-Conwell Registration Office on the home campus. Such courses must be completed within the time limits as stated for each course (earlier deadlines must be established for graduating seniors.) Students must carefully observe all registration rules at both schools. By default, consortium courses fulfill elective credits only. To fulfill degree core requirements and concentration requirements, permission for waiver must be granted (see Waivers).

The seminary has an agreement with Gordon College in Wenham, Massachusetts that allows Gordon-Conwell students limited access to some Gordon College undergraduate courses. A Gordon-Conwell Theological Seminary student may take up to two courses (audit or credit) at the college. The student must be enrolled at the seminary during the same term as the course(s) taken. There is no cost to the student. Course selection must be approved by the Gordon College registrar prior to attendance. The courses will be transcribed by the college but not the seminary. Interested students must complete a special cross-registration form supplied by the seminary Registration Office, obtain the signatures of both registrars, and submit the form to the Gordon College Registration Office. A maximum of ten students per year may participate in the program.

CAMPUS TRANSFERS

Students desiring to transfer between Gordon-Conwell campuses should contact the Registration Office in writing with

their request. Transfer requests can be made at any time but any changes to a student's financial aid (based on campus scholarship options) will take place at the next point in the billing cycle. Therefore, students transferring mid-semester will not have any adjustments made to billing or financial aid already applied for that term.

CANCELLATION OF CLASSES

In the event that classes are cancelled (e.g., due to inclement weather or a national emergency), information will be made available through the seminary website and email. In some cases of severe weather emergency on campus, students may be notified via the campus emergency alert notification system (Send Word Now). When the seminary chooses not to cancel classes due to weather conditions, students must use their own judgment regarding travel safety. If a student decides it would be unsafe to travel to the seminary, the student remains responsible for deadlines, coursework, and missed lectures.

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

CHEATING & PLAGIARISM

(See Violations of Academic Integrity)

COURSES CHANGES: ADD, DROP, WITHDRAWAL

All course changes made at any time for any reason must be initiated through the Registration Office either through online registration (SONIS Student Portal) or on the proper form. Deadlines noted on the Academic Calendar (and in the Registration Hub) determine tuition refunds (if any) for dropped/withdrawn courses. Note that the refund schedule applies to tuition refunds. Fees are not refunded for withdrawn courses.

No course may be added after the announced deadlines. Courses dropped before the deadline will not be recorded on transcripts. Courses dropped after the announced deadline are considered withdrawn and will be recorded on transcripts with a grade of "W" (Withdrawn: carries no negative academic connotation). Courses "dropped" without the official notice to and approval of the Registration Office (e.g., a student ceasing to attend class or simply telling the professor they plan to drop the course) within the announced deadlines will result in a grade of "F" on the permanent record. Failure to make course changes within the allotted deadlines will result in a fee for improper registration (if the changes are allowed).

COURSE CREDITS

The majority of courses at Gordon-Conwell are equivalent to three semester hours of credit. In certain programs, there may be exceptions to this general policy (see Credit Hours and Degree Programs section).

COURSE ELEVATIONS

Some programs require that standard master's courses be elevated to a higher level. Students desiring to elevate a master's-level course must meet with the directing professor in order to negotiate additional reading and writing requirements that the professor deems appropriate. These assignments must also be approved by the appropriate Program Director. Elevated courses are subject to all the policies, deadlines and procedures governing other "standard" courses. Course elevations will be noted on the transcript.

COURSE DELIVERY MODES & FORMATS

Gordon-Conwell courses are offered in a variety of teaching modalities: in-class, fully online, or a combination of these methods, depending on specific degree program requirements.

- Live courses are synchronous (everyone meets at the same time). Attendance is in person at a Gordon-Conwell campus or site in the classroom only (no online option).
- Digital Live courses are synchronous (everyone meets at the same time). Students may attend remotely (via Zoom) or, in some classes, in person in the classroom with real-time participation (see also Digital Live section).
- Digital courses are asynchronous (no requirement to meet at the same time) delivered fully online with all learning and interaction occurring through an online learning platform.

Gordon-Conwell courses are also offered in a variety of meeting formats including weekly meetings, weekend modules, and shorter intensive formats ranging from one to four weeks.

COURSE REPEATS

The only circumstance that justifies the repeat of a course is failure the first time. Aside from failing grades, courses may not be retaken in order to improve students' GPAs. A student may repeat a failed course or, in special circumstances, replace it with another similar course approved by the Registration Office. Normally, substitution is only allowed for exegesis courses.

The original grade of 'F' is superseded in the student's cumulative grade point average by the grade earned in the repeated course, although the student's transcript will show both grades.

If a course has been attempted twice with resulting failing grades, special permission will be required from the Registration Office before the student registers for the same course a third time. When students have received permission to register a third time for the same course, and that course is completed with a passing grade, the final passing grade will replace both failed attempts in the cumulative GPA and credit hour calculations, although all grades will remain on the transcript.

CREDIT HOURS

Gordon-Conwell operates on a semester-hour system. For most courses, 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. Mentored Ministry rotations (and some introductory courses) represent one credit hour. Depending on the campus schedules, the following apply:

- In the fall and spring semesters, 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 fourteen weeks. This includes two reading weeks each fall and spring semester (see Reading Weeks), which are special times dedicated to intense out-of-class student work (i.e., reading, research, writing, etc.).
- In a weekly format: three credit hours typically represent one three-hour class per week for fifteen weeks.
- Intensive courses: Three credit hours typically represent a full week of classroom time.
- Directed studies will meet on different schedules but will comprise an equivalent amount of work and academic engagement.
- In the weekend format courses generally meet for the equivalent of three weeks within one weekend. Language courses may add a fourth weekend while remaining three credit hours.

DEGREE AUDITS

The Registration Office provides each student with a degree audit (checksheet) indicating courses required and courses completed. The Registration Office retains an official copy for consultation upon request. Students will typically receive an updated copy of their degree audit each year. The student is responsible to make sure all graduation requirements are met. Graduating students are issued a special graduation audit upon submission of a graduation application.

DIGITAL LIVE COURSES

Digital Live courses allow students to participate in a real-time seminary class anywhere in the world with a high-speed internet connection (via Zoom video conferencing). Students are able to engage live with their professor and classmates, receiving the same teaching through live feeds from the professor and participating in class discussion. Digital Live does not mean students can complete the course online at their own convenience. It means that students can participate virtually from a distance at the time the course is being taught. The expectation is that students will be present at every meeting of the entire course.

DIRECTED STUDY COURSES

(See Out-Of-Sequence Courses, Project Courses, and Reading and Research Courses)

DISABILITY ACCOMMODATION POLICY

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

1. It is the student's responsibility, after being informed of admission, to inform the institution through the following offices of his or her disability and of the need for accommodation:
 - CUME students: [Dean of Students \(Institutional\)](#)

- Hamilton students: [Dean of Students \(Institutional\)](#)
- LGM students: [Dean of Students \(Institutional\)](#)
- Networked Education students: [Dean of Students \(Networked Education\)](#)

Such disclosure of need should be done as soon as possible so that the Seminary can make necessary plans, preferably with at least four weeks notification, as a minimum, requested. For CUME and Hamilton students, please complete the Request for Accommodations (RAF) form found [online](#). For other students, please contact those listed as the appropriate contact.

2. A student having a disability requiring accommodation must provide the Seminary with current and relevant documentation from a specialist certified to diagnose the particular disability.
3. Acceptable sources of documentation for substantiating a student's disability and request for particular accommodations can take a variety of forms. Please visit our [website](#) for specifics.
4. Documentation requirements vary by situation. The Disability Services Coordinator (DSC) designated for the campus/program will talk to the student about documentation during the initial conversation. No student should delay meeting with the DSC out of concern for not having appropriate paperwork.
5. Documentation must be submitted prior to the first class for which the student is requesting accommodation. The designated office will keep the documentation in the student's permanent file.
6. A meeting must be scheduled between the student seeking accommodations and the DSC to explore collaboratively previous educational experiences, past use of accommodations, and what has been effective and ineffective in providing access.
7. The DSC, in consultation with faculty members and student, will determine reasonable accommodation in each particular case and for each class. A formal Disability Accommodation Plan will be drafted and disseminated to all necessary parties.
8. Prior to the start of each following semester, the student must contact the DSC in writing to ensure the DAP is shared with the relevant faculty member(s) for each particular class.
9. By the first day of any given class, the student also must notify his or her professor that a disability exists that will require accommodation.

DISMISSAL

The seminary reserves the right to dismiss students whose academic progress is unsatisfactory, whose public or private behavior violates the standards described in the Community Life Statement, or whose development of professional skills is unsatisfactory (see also Probation, Student Discipline and Violations of Academic Integrity). Questions regarding academic probation may be addressed to the Registration Office. Questions regarding violations of the Community Life Statement or professional development may be addressed to the Dean of Students.

DUPLICATION OF COURSE REQUIREMENTS

Papers or other written work prepared to meet requirements in one course may not be submitted to meet requirements in another course, except by written permission from the instructor. Similarly, reading done to satisfy requirements in one course may not be counted to satisfy reading requirements in another course, except by permission from the instructor. See Violations of Academic Integrity for the full process for allegations and appeals.

EXAMINATIONS

Final examinations must be taken no later than the final week of the term. Take-home final exams may be distributed at any point by a course professor and are due no later than the last day for written work as designated in the Academic Calendar. Rescheduling exams before the last day for written work will be granted only for substantial reasons and only with the concurrence of the course professor. Rescheduling exams after the last day for written work must be done via formal Extension Petition (see Extensions for Late Coursework).

EXTENSIONS FOR LATE COURSEWORK

Under what circumstances will an extension be granted?

The extension policy grants additional time to students facing an unforeseen circumstance, emergency, or extenuating event within the semester (for Service members and reservists, this includes temporary absences or interruptions due to service requirements). It is not the intention of the extension policy to provide students an opportunity to achieve higher grades, nor to make allowances for mismanaged time. Requests for time lost due to ministry, job, wedding, trips, or course overload will not be considered. Pre-existing medical conditions are foreseeable and therefore may be subject to qualification. Students who require ongoing extensions for medical or physical reasons should review the Disability Accommodations Policy and contact the appropriate home campus office. Courses on extension do not contribute toward a

student's enrollment status (e.g., full-time, part-time). Extensions will not be granted for more than one year.

When must the student file for an extension?

Arrangements for submission of regular in-semester late work on or before the last day for written work are made between the student and professor. This includes arrangements for the re-scheduling of final exams. Such late work may be reduced in grade or refused by the professor.

Students who wish to submit coursework after the last day for written work must receive prior approval by formal petition, regardless of where the course is offered (e.g., another GCTS campus or consortium school). Petitions must be filed with the Student Life Office no later than 8 AM on the last day for written work as specified in the Academic Calendar.

Requests turned in after this time may be denied. Students are urged to submit petitions the week prior to the deadline. Time requested should equal the time lost by the emergency. Once the petition has been decided, email notification will be given to the student and faculty by the Student Life Services office.

When and where must coursework be submitted?

Students who are granted an extension must submit the final coursework (or sit for the exam) by the deadline approved. Coursework submitted after the deadline will not be accepted. All coursework for which an extension is granted must be submitted to the faculty member. If the professor requires a hard copy and offices are closed, the student should email a copy to the professor, letting him/her know that a hard copy is forthcoming.

What if the extension deadline cannot be met?

In the event that a student cannot meet the deadline specified in the first extension, a petition for re-extension may be filed no later than the expiration date of the original petition. Re-extensions without penalty will be granted only when a student can document a second unavoidable event. The last date to withdraw from a course is the last day of classes as noted in the catalog. When a student contracts for an extension, withdrawing from the course is no longer an option except in cases where completion of the work has been made impossible due to chronic illness or disability. The Registrar must approve such exceptions. Re-extensions into subsequent terms are not allowed unless unusual circumstances apply and will require a reduced course load for that term.

Is there an exception to the extension policy for thesis courses?

Yes. A thesis course can always be extended for up to one year maximum without extenuating circumstances. Please note, no re-extension will be granted once the one-year deadline has been reached. There are no exceptions to the thesis extension policy.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. The rights of students are as follows:

1. The right to inspect and review the student's education records within 45 days of the day the Seminary receives a written request for access.
 - Students should submit to the Registrar, Academic Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The Seminary official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Seminary official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
 - Students may ask the Seminary to amend a record that they believe is inaccurate or misleading. They should write the Seminary official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the Seminary decides not to amend the record as requested by the student, the Seminary will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

- One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Seminary in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the Seminary has contracted (such as an attorney, auditor, collection agent, pastor, or mentor, and the National Student Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the Seminary may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The Seminary may disclose personally identifiable information from education records to appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
 5. The Seminary reserves the right to release, without consent, personally identifiable information (PII) that is designated as Directory Information. If the student does not wish to have all or part of this information released without consent, he or she must notify the Registration Office, in writing, and the request will be honored within the academic year the letter is received. Students must re-petition at the start of each academic year.

The Seminary has designated the following personally identifiable information as Directory Information:

- | | |
|------------------------|--|
| • Student's Name | • Spouse's Name |
| • Mailing Address | • Child's Name(s) |
| • Campus Address | • Degree Program and Dates of Attendance |
| • Email Address | • Graduation Date |
| • Home Phone Number | • Honors & Awards Received |
| • Student's Photograph | |
6. As of January 3, 2012, the U.S. Department of Education's FERPA regulations expanded the circumstances under which a student's education records and personally identifiable information (PII) contained in such records; including the student's Social Security Number, grades, or other private information, may be accessed without the student's consent.
 - First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to a student's records and PII without the student's consent to any third party designated by a Federal or State Authority to evaluate a Federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to a student's education records and PII without the student's consent to researchers performing certain types of studies, in certain cases even when Gordon-Conwell objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive the student's PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without a student's consent PII from the student's education records, and they may track the student's participation in education and other programs by linking such PII to other personal information about the student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.
 7. The student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Gordon-Conwell Theological Seminary to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605
 8. Written request for review and/or amendment of record(s) should be made to the director of the office, which

contains the record being sought. Education records are located in the following offices:

Type of Education Record	Custodian of Records	Office & Location
Academic Records & Judicial Committee Records	Registrar	Registration
Mentored Ministry Records	Director of Mentored Ministry	Mentored Ministry
Counseling Program Records	Coordinator of Counseling Program	Counseling Department
Financial Accounts	Director of Student Financial Services	Student Accounts
Financial Aid Transcripts & Scholarship Records	Director of Student Financial Services	Financial Aid
Student Employment Records	Director of Human Resources	Human Resources
Judicial Appeals & Byington Applications	Academic Dean	Academic Dean
Guidance Committee Records & Community Life Reports	Dean of Students	Student Life Services
Incident Reports	Campus Safety	Campus Safety
Housing Leases, Dormitory Contracts & Rent Records	Housing Manager	Housing Office

FULFILLMENT OF RESPONSIBILITIES

The seminary recognizes the right of students and employees (administration, faculty, and staff) to engage in off-campus activities as a matter of conscience. Those engaging in these activities must recognize that personal freedom must be balanced with responsibility to the seminary, and that the seminary requires the fulfillment of normal academic tasks and work responsibilities. If engaging in off-campus activities results in poor academic performance or missing deadlines for academic work by students, or in absence from work or poor work performance by employees, the seminary's standard policies will apply with respect to academic regulations and employment procedures.

GRADE APPEALS

A student wishing to contest a grade has six months from the day the grade is issued to do so. The student must first seek to resolve the matter by contacting the professor who issued the grade. If the student is not satisfied with the professor's response, the student has the right to appeal to the Judicial Committee for further consideration. The Judicial Committee is a subcommittee of the Academic Affairs Committee with representatives from the faculty of all three academic divisions. The Judicial Committee is chaired by the Dean of Students of the seminary. Requests for appeals after six months are normally not considered.

Appeal Process:

1. After attempting to resolve the issue directly with the professor who issued the grade, the student will submit a written petition to the Dean of Students concerning the grade in question.
2. Within three business days, the Dean of Students will give written notification to the professor that the grade has been appealed to the Judicial Committee.
3. The professor will have no more than 10 business days to respond in writing with his/her comments. This response must be directed to the Dean of Students.
4. The Dean of Students will gather all appropriate information and present it to the Judicial Committee for action.
 - a. The Judicial Committee will have 10 business days to review the case and render a decision.
 - b. The student has the right to appear before the Judicial Committee to defend his/her case and may do so by making a written request to the chair of the Judicial Committee prior to the meeting.
 - c. The Committee may decide to uphold the original grade or change the grade.
5. Within three business days of receiving the Judicial Committee's decision, the Dean of Students will send written

notification of the decision to the professor, the student, and all appropriate offices.

6. If the student so desires, he/she may appeal the Judicial Committee's decision by submitting a written petition to the Academic Dean within 10 business days.
7. Within 10 business days, the Academic Dean will send written notification to the student and all appropriate parties of his/her decision to uphold or change the Judicial Committee's original decision. The Academic Dean's decision is final. (In cases where the Academic Dean is the faculty member who issued the grade, the Provost will decide.)
8. If a student is scheduled to graduate while an appeal is in process, and the grade in question could impact a student's eligibility for graduation, the above process will be accelerated if reasonably possible. If the appeal is not fully resolved at the time of graduation, the student will be permitted to participate in the graduation exercises, but he/she will not receive a diploma until the issue has been resolved.

The above durations are typically extended during the January and summer sessions depending on the availability of the faculty members involved. If a pending decision will affect future enrollment (e.g., prerequisites), the student should contact the Dean of Students for guidance. Reasonable deviations from these procedures will not invalidate a decision or proceeding unless significant prejudice to the student may result.

GRADING SCALE

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

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

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

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

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

The seminary does not assign grades of "incomplete." Once grades are due for a course, each student must be graded or an official extension. Any student for whom a grade is not received will be assigned an F.

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

Degrees requiring a minimum 3.0 GPA for graduation: MACC, MACO, MATS, THM, DMIN

Degrees requiring a minimum 2.0 GPA for graduation: MDIV, MACM, MAGL

GRADUATION

Gordon-Conwell has a commencement ceremony each year in May. This ceremony is for students who completed their work by the previous December (January graduates) or in April (May graduates), as well as those who have no more than two degree requirements outstanding which will be completed during the summer (October graduates). Participation in the baccalaureate and commencement ceremonies is required of all graduating students except those living more than 250 miles from the seminary. Graduating students must request permission, in writing, from the Registration Office to graduate in absentia.

Application for Graduation

It is the student's responsibility to apply for graduation. January, May, and October candidates are presented to the faculty for approval in December and April, respectively. Graduation applications are due prior to the semester in which work will be completed. (October graduates must apply prior to the spring semester.) Students should consult the current Academic Calendar for specific application deadlines.

A graduation fee will be charged to all graduates at the beginning of the spring semester of the year in which they are graduating (see Special Fees). Students who do not satisfy all necessary graduation requirements by the special deadline for graduates will not graduate. They must reapply for graduation and will be charged a change of graduation fee (see Special Fees).

Eligibility for January Graduation

Students who have completed all of their coursework by December, and whose grades have been received by the Registration Office by the posted deadline, are eligible for January graduation (see the Academic Calendar). January graduates will have a January graduation date listed on their final transcripts and diplomas.

Eligibility for May Graduation

To be eligible for May graduation, students must have met all academic and financial requirements by the week prior to commencement exercises. The early submission of coursework is required for May graduates so that grades are received by the Registration Office no later than the deadline stated above (see the Academic Calendar). Pending May graduates who do not complete all requirements by this deadline but who have two or fewer degree requirements outstanding which can be completed in the summer immediately following will be changed to October graduation (with a change of graduation fee) but will still be permitted to participate in the graduation exercises.

Eligibility for October Graduation

To be eligible to participate in commencement exercises as a pending October graduate, students must have maintained at least the minimum cumulative GPA required for graduation within their programs by the week prior to commencement exercises. In addition, by the week prior to commencement exercises, pending October graduates must have met all financial requirements, have no more than two degree requirements outstanding and be registered for their final courses in the summer. The early submission of spring term coursework is required for October graduates so that the necessary grades are received by the Registration Office no later than the deadline stated above (see the Academic Calendar). All remaining academic and financial requirements must be completed by the last day of the full-summer session. October graduates who fail to complete their requirements during the summer must delay their official graduation and will pay an additional graduation fee at the conclusion of their program. Graduation honors (e.g., Cum Laude) will not be awarded until all coursework is complete and final grades have been received. October graduates will have an October graduation date listed on their final transcripts and diplomas. Diplomas will be issued in October. NOTE: Students in cohort-based programs such as the Doctor of Ministry, are not eligible for October graduation term (January and May only).

HONORS

The following standards for honors are maintained:

3.700 - 3.849 = Cum Laude

3.850 - 3.924 = Magna Cum Laude

3.925 - 4.000 = Summa Cum Laude

If an M.Div. student uses more than two pass/fail grading options, he/she will be disqualified for consideration for the above graduation honors. Please note that this limit does not include courses which are graded on a mandatory pass/fail basis (e.g. denominational standards courses or some Mentored Ministry).

IMMUNIZATIONS

Gordon-Conwell students must comply with state immunization laws (if applicable). Students taking courses for credit in the Commonwealth of Massachusetts must present written documentation from a medical professional confirming appropriate immunizations. Failure to provide proper immunization documentation will prohibit students from registering for courses. Gordon-Conwell students studying in North Carolina, Florida, or online are exempt from immunization requirements.

INCOMPLETES

The seminary does not issue grades of "I" meaning Incomplete. Students unable to complete a course should withdraw by the final withdrawal deadline (see Academic Calendar) or petition for an extension to complete coursework. (See Extensions for Late Coursework and Grading Scale)

LANGUAGE COMPETENCY EXAMS

Students with prior knowledge of Greek and/or Hebrew may be allowed to waive the language requirement(s) by successfully passing the language competency exam(s). Language competency exams are offered three times annually at the start of fall, spring, and summer semesters. Each test consists of translation and parsing and can be prepared for by

reviewing an introductory grammar (e.g., Basics of Biblical Hebrew by Gary Pratico or Basics of Biblical Greek by William Mounce). Students who pass the exams will be granted advanced standing for the respective courses (e.g. GL501/502 Greek I and II and/or OL501/502 Hebrew I and II), reducing the number of required courses for their program where applicable (certificate students may take the language competency exams but are not eligible to receive advanced standing). Alternatively, students who test out of Greek and/or Hebrew may wish to take additional elective courses of their choice from within the Division of Biblical Studies. Students may request not to receive advanced standing and take Biblical Studies electives instead.

Since a firm knowledge of the biblical language(s) is foundational for performing competent exegesis required in many upper-level courses, students must verify proficiency by passing the exam(s) before any credit (transfer credit or advanced standing) will be granted.

Students wishing to audit language courses with the intention of refreshing their skills before attempting the exams may do so with the permission of the instructor and Registration Office, assuming enrollment space is available. The same applies for any student wishing to audit a language course with the intention of waiving the language requirement via the competency exam in order to take additional Biblical Studies elective courses (see Auditing Courses).

In all cases, students must successfully pass the competency exam before they enroll in courses with the language prerequisite.

LEAVE OF ABSENCE

(See Withdrawal/Leave of Absence)

LOAN DEFERMENTS & VERIFICATIONS

Individuals needing Perkins or Stafford Loan deferment are not normally required to submit a verification form. The seminary reports enrollment data to a clearing house that tracks loan holders. Questions regarding deferment eligibility of loans or Gordon-Conwell's policies governing student status should be directed to Registration and/or the Financial Aid Office.

MENTORED MINISTRY

Mentored Ministry is the "clinical" side of preparation for ministry and is an academic requirement for M.Div. and some M.A. students. Its primary objective is to provide a context for integration of theory with practical field experience. By means of the mentoring relationship with an approved pastor (or qualified staff member of a parachurch ministry) 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.

All Mentored Ministry requirements must be officially registered and are subject to the same academic policies governing all courses. See Academic Calendar for dates. Each student's participation in the program will be graded and recorded on the official transcript of the seminary.

OUT-OF-SEQUENCE COURSES

Out-of-sequence courses (Directed Study) are offerings that appear in the catalog of courses, have established titles and course numbers, but are taken independently, outside the classroom. Whenever possible, students should take standard courses within the classroom setting. Permission to register for a course out-of-sequence will be granted only when a student can show adequate reason why the course cannot be taken during its regularly scheduled time. Special students, visiting students and auditors are ineligible for out-of-sequence courses.

Out-of-sequence courses are subject to all the policies, deadlines and procedures governing standard course offerings. They require approval of the directing professor and the Registration Office before permission to register is granted. Petitions should be submitted early (forms available in the Canvas Registration Hub). Requests most likely will not be approved once the semester begins. It is the student's responsibility to initiate the first meeting with their professor, which must take place within ten days of the first day of classes for that semester.

OVERLOAD

Sixteen and a half semester hours is the maximum a student may take in any fall, spring, or full-summer semester without formal approval by the Registration Office. Generally, students who have maintained a cumulative grade point average of

3.0 or better will be granted permission to enroll for an additional three semester hours. In intensive sessions (J-term and smaller summer sessions), students are typically limited to one course per session. However, in unusual cases, students may register for a maximum of two courses in such a session without formal petition to the Registration Office.

OVERSEAS MISSIONS PRACTICUM

The Overseas Missions Practicum (OMP) seeks to challenge students in the areas of servanthood, team and cross-cultural ministry, spiritual formation and global vision applied to the local church. The field experience gives the theoretical its needed practical application. Here the student learns from the team, local Christians, the wider society and by serving others, which often results in lifelong lessons that are applicable to future ministries at home or abroad.

OMP is largely non-academic summer mission trips, not a credit bearing class. With certain parameters, OMP (NA) trips can still be taken as an independent study course (WM721 Overseas Missions Practicum) to meet a world missions (WM) requirement and may still qualify for one Mentored Ministry unit (subject to approval).

PASS/FAIL POLICY

Students may elect pass/fail grading in courses according to the guidelines published below. A total of four such courses are allowed in the M.Div. program, three in the DMIN, and two in all other Gordon-Conwell degree programs (with the exception of the Th.M. which allows for no pass/fails). Non-degree students are allowed no pass/fail options. These limits include courses such as certain consortium courses, and other offerings that are graded on a pass/fail (or satisfactory/unsatisfactory) basis. These limits do not include denominational standards courses or mentored ministry courses. Students are advised to plan ahead, as these limits, including such courses, cannot be exceeded. Furthermore, students who elect to use more than two pass/fail options within a degree program (excluding denominational standards courses) will not be eligible for graduation honors (e.g., Cum Laude, etc.). MACC students are not permitted to take any of the Counseling (CO) courses required for their degree as Pass/Fail. MACO students are not permitted to take any of the core Counseling courses as Pass/Fail, with the exception of CO801.

The maximum number of pass/fails allowed will be reduced for students who have received more than 15 hours of transfer credit, shared credit, and/or advanced standing credit. Students receiving 16 to 33 hours of credit will lose one pass/fail, while those receiving 34 hours or more will lose two. Furthermore, students who transfer in courses that were graded on a pass/fail or satisfactory/unsatisfactory basis will lose one pass/fail for each of these courses.

Dual degree students completing two degrees are allowed the full number of pass/fails on their first degree. The second degree is limited to one pass/fail option.

Students must request pass/fail grading by petition through the Registration Office by the dates announced in the Academic Calendar. The election of pass/fail grading is irrevocable after the stated deadlines. Faculty members will calculate the grade earned (A+ through F), and then convert grades of "D-" or better to "P" (pass). Pass/fail courses will not be considered in determining the cumulative grade point average except when failed. When more than one course is required in a given teaching area, no more than half of the course requirements may be taken on a pass/fail basis (excluding GL501 and 502 and OL501 and 502).

PROBATION

The Registration Office routinely reviews academic records at the close of each fall and spring semester and at the end of the summer sessions upon request. The student whose cumulative grade point average falls below the cumulative grade point average required to graduate from the student's degree program is automatically placed on academic probation. A student admitted to the seminary on academic probation will be considered as being enrolled in his/her first semester of academic probation. A student placed on first-semester academic probation will be limited to enrolling in no more than nine credit hours (sometimes less) until the student is removed from academic probation. A student placed on second-semester academic probation, in addition to being limited in the number of credits, will not be permitted to access financial aid (see Satisfactory Academic Progress).

A student is automatically removed from academic probation when his or her cumulative grade point average reaches the level required for graduation from the respective degree program. If a student removed from academic probation is again placed on academic probation in a subsequent semester, the student will automatically be considered to be on his/her second (or third, fourth, etc.) semester probation. Students may receive federal and institutional funds for only one

semester while on academic probation.

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

PROJECT COURSES

The Division of Practical Theology makes available, as part of its offerings, project-based courses which are directed by a member of the faculty. For example, EV720: Project in Evangelism or EM720: Project in Educational Ministries. The student plans and executes, under the professor's guidance, a project which he or she designs, and which is approved by the directing professor.

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

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

READING AND RESEARCH COURSES

The divisions may make available as part of their offerings courses of independent reading or research to be directed by a member of the faculty. For example, TH760 Reading in Theology or TH860 Research in Theology. Such a course is treated in accord with usual academic, institutional, and divisional criteria.

A precise course description, outline of study, and bibliography are to be drawn up by the directing instructor and student in the form of a mini-syllabus and submitted to the Registration Office for approval. Reading courses require 2,500-3,000 pages of reading, and research courses require a paper no fewer than 20 pages long. Students must meet a minimum of four hours with their directing professor as part of their course framework. Requests to have an instructor other than a full-time Gordon-Conwell faculty member must be made in writing to the Academic Dean and can accompany or precede the course petition.

Special students, visiting students and auditors are ineligible to enroll in directed study courses. The Registration Office grants approval on the basis of reasonable petition, the formal permission of the divisional chair, and agreement by the faculty member involved. The work will be evaluated by examination, a final paper or a series of reports submitted within normal semester deadlines (see the Academic Calendar).

Students should initiate paperwork no later than April 1 for a fall course and December 1 for a spring course. Petitions submitted late or without proper documentation may be rejected, even when divisional and professorial permission has been obtained. Extensions are granted for reading and research courses according to the standard extension policy for all courses (see Extensions for Late Coursework).

READING WEEKS

There are two Reading Weeks scheduled each fall and spring semester for those classes that meet weekly. Full-summer classes may either take two Reading Weeks that align with the one-week breaks between the summer sessions or, if they do not take breaks, end two weeks early (to total 12 weeks).

While classes do not meet during Reading Weeks, these are not breaks from student instruction and academic engagement. Rather, Reading Weeks are special times dedicated to intense, out-of-class student work (i.e., reading, research, writing, etc.). It is expected that students will engage in significantly more out-of-class work during Reading Weeks than during normal weeks when classes are in session.

RECORD RETENTION

Comprehensive student records are maintained for all current students. Upon graduation, formal withdrawal, or a cessation

of enrollment, students' physical records may be purged of non-essential items, and the remaining files will be held in archive for five years. At that time, most physical records are normally destroyed. Essential electronic records (e.g., transcripts) are held indefinitely.

REGISTRATION

Most registration functions (course add/drops, official audits) are available to students online through their SONIS Student Portal. Some courses (e.g. Directed Study, Reading/Research courses, etc.) are not available for online registration. For these courses, students should submit the proper petitions available in the Canvas Registration Hub. In most instances, these courses require faculty approval by signature. Once a student has submitted the proper paperwork with the appropriate signatures, the Registration Office will complete the registration process. Once these courses are registered, students will be able to drop the course online via the SONIS Student Portal.

The Academic Calendar includes beginning registration dates. After registration, students can make schedule changes using the Course Add Request and Course Drop/Withdrawal forms located in the SONIS Student Portal. Students who submit forms after the last day to register will be charged an improper registration fee if the requests are accepted (see the Academic Calendar). Students are not allowed to register retroactively for work completed in a previous semester.

SATISFACTORY ACADEMIC PROGRESS

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

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

SAP: Evaluating Financial Aid Satisfactory Academic Progress

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

Qualitative measure. Gordon-Conwell Theological Seminary publishes the cumulative grade point average (GPA) that is required for graduation for each degree program. Each student must maintain the respective GPA for their degree program each semester. Failure to maintain this required GPA will mean loss of eligibility for federal financial aid. (See also Probation.)

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

Maximum timeframe. Students are expected to complete their program within the normal time for completion (90 credits M.Div. and 60 credits M.A.). However, there may be special circumstances like program change or an illness that would prevent the students from completing their program of study within the normal time frame.

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

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

SAP: Treatment of Special Academic Course Situations

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

Boston Theological Interreligious Consortium (BTI) courses. These courses are registered as Gordon-Conwell courses and are included in satisfactory academic progress calculations.

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

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

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

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

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

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

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

Transfer credits. Transfer credits are included as both “attempted” and “completed” credits when measuring Pace and are included in the maximum timeframe calculation. All transfer credits accepted by Gordon-Conwell will be used in determining when the “maximum timeframe” requirement has been reached.

Withdrawn courses. Courses that the student withdraws from after the 100 percent refund period will be assigned a “W” and will be included in the cumulative credits attempted and the maximum timeframe.

SAP: Failure to Meet Minimum Satisfactory Academic Progress Standards

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

SAP: Appeal of Financial Aid Termination

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

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

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

SAP: Student Notification

Students who are not meeting the minimum financial aid satisfactory academic progress standards will be notified by the Financial Aid Office of termination status. Students who submit an appeal will be notified by the Financial Aid Office of their financial aid probation, financial aid academic plan probation, or financial aid termination status. Students whose financial aid status had been probation or terminated status, but who are now meeting minimum financial aid satisfactory academic progress standards, will be notified of the change in their status.

Students who graduated during the term that is being reviewed for satisfactory academic progress and are not registered for the subsequent term will not be notified of changes in satisfactory academic progress status.

SAP: Regaining Eligibility

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

SAP: Interpretation and Enforcement

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

SECOND DEGREE/PROGRAM

Students who have already completed one Gordon-Conwell degree and are admitted to a degree program may be eligible for shared credit between the two degrees/certificate programs. Shared credit between Gordon-Conwell degrees/programs of up to 50% of the student's shorter Gordon-Conwell program is treated similar to transfer credit (see Transfer Credit). Students wishing to add a second degree may request this through the Registration with a Degree Change Request form. Some programs, such as the MA in Christian Counseling or MA in Counseling, require an application and interview through the Admissions Office; please contact the Admissions Office for details. Degree-seeking students are not eligible to add the Certificate in Christian Studies as a second program, and students enrolled in the MATS(SF) or MACM(SF) are also not permitted to add the Certificate in Spiritual Formation as a second program.

SPECIAL STUDENTS

Qualified students not wishing to enter a specific degree program may be permitted to enroll for classes. Application for permission to enroll as a special student should be made to the Admissions Office. Credit is earned, and standard tuition costs prevail. Special students are not eligible to enroll in specialized courses such as Mentored Ministry, directed studies, and project courses without written permission from the Registration Office. The number of applicable credit hours earned as a special student shall not exceed one-third of any given degree program. In other words, no more than 30 credit hours as a special student can be applied to the M.Div. program, and no more than 18 credit hours towards any of the M.A. programs. Special students may later apply for degree candidate status through the Admissions Office.

STUDENT DISCIPLINE & TITLE IX PROCEDURES

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

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

In cases involving an alleged breach of academic integrity, notice shall be made to the Judicial Committee, which shall determine the facts of the case and make a final decision on a penalty or course of action. The Dean of Students shall notify the student of the decision of the committee. The student retains the right of appeal to the Academic Dean, who has authority to uphold or change the committee's decision. Further appeal may be made to the Provost and Vice President of Graduate Programs if the student disagrees with the decision of the Academic Dean (see Violations of Academic Integrity). The Guidance Committee and the Dean of Students process matters other than those of academic integrity and take action deemed appropriate. The student retains the right to appeal the decision to the Provost and Vice President of Graduate Programs.

STATEMENT OF STANDARD FOR DISCIPLINARY ACTION

The Seminary reaffirms the biblical principles set forth in its *Community Life Statement* as it seeks to support students in their theological endeavors. The Seminary's commitment to its mission statement requires that all students be afforded an environment, which promotes intellectual and spiritual growth. To this end, the Seminary may engage in investigations, which could result in a process designed to bring about restoration for the student to the community, should he or she be found in violation of any aspect of the *Community Life Statement* or any other institutional code of conduct that interferes with or limits the student's, as well as the community's, ability to fulfill their academic goals.

The purpose of a student disciplinary process is to determine if a student has engaged in misconduct, and in those cases in which it is determined that the student has engaged in misconduct, to impose appropriate sanctions because the goal is always restoration. Romans 2:4 states that it is God's kindness that leads us to repentance and the Seminary seeks to follow the patterns for discipline described in Scripture through campus-specific guidance committees. The following procedures are employed in fulfilling this purpose. Please note that situations that fall under the umbrella of Title IX or VAWA will follow a different procedure.

PROCEDURE FOR CONDUCTING A MISCONDUCT REVIEW

1. The campus-specific guidance committee will conduct an investigation of the allegations brought against a student. The investigation includes the following steps:
 - a. Confirm the name/identity of the student in question.
 - b. Gather all material facts.
 - c. Determine alleged infraction as stated in the *Community Life Statement* or other published institutional code of conduct.
 - d. If necessary, take any appropriate actions, including government and/or law enforcement agencies.
 - e. Seek legal counsel as deemed appropriate.
 - f. Keep thorough and complete documentation of investigative process.
2. The Chair of the Guidance Committee will notify the student in writing of the following:
 - a. A statement of alleged charges against him or her
 - b. The specific Seminary policy or code of conduct, which allegedly has been violated
 - c. The purported facts/information supporting the allegation
 - d. The establishment of a committee interview with student in question.
3. The Guidance Committee will conduct an informal interview with the student, using the following guidelines:
 - a. The student will be informed of the date, time, and location of the interview, in writing, either by personal delivery or email, at least three business days in advance. This information also will be provided to the person(s) who brought forth the alleged charges in case he or she desires, is required or is invited to be present in the interview.

- b. The entire case file and the names of any prospective witnesses will be available for inspection by the respondent student during normal business hours in the Student life Services/Dean of Students' office where non-academic student files are maintained (unless protected from disclosure by FERPA).
 - c. The respondent student may choose to be assisted by a family member or other individual. Those assisting the respondent student will be given reasonable time to ask relevant questions of any individual appearing at the interview, as well as to present relevant information. The student also may be accompanied by legal counsel, although the role of counsel will be limited to providing legal advice to the respective student. It will be done in a quiet manner that is not disruptive to the proceedings. A reasonable effort will be made to accommodate the schedule of any representative or advisor allowed to assist the student.
 - d. The complainant student, if present in the interview, also may be assisted by an advisor of his or her choosing.
 - e. The respondent student will be expected to respond to questions asked by the Committee. Students who refuse to answer on grounds of the Fifth Amendment privilege may be informed that the Committee could draw a negative inference from his or her refusal, which might result in his or her dismissal from the Seminary, in accordance with these standards and procedures.
 - f. The informal interview may be conducted in the absence of the respondent student if he or she fails to appear, following proper notification of the interview date, time, and location.
 - g. The interview shall be recorded by the Committee. The recording shall be kept with the pertinent case file for as long as the case file is maintained by the Seminary. (A copy hearing will be made and kept in the Dean of Students' office.)
4. Following the informal interview, the Committee will meet for deliberations and render a written decision to the student within five business days after the completion of the informal interview.
 5. The Committee has the authority to render any one of the following decisions/sanctions:
 - a. Further investigation possibly culminating in another follow up interview.
 - b. Admonition. A formal admonition that an institutional standard has been violated and which does not become part of a student's permanent record, but that may be taken into account in judging the seriousness of any future violation.
 - c. Disciplinary Probation. A more serious admonition assigned for a definite amount of time, with the probation to continue until certain conditions stipulated by the Committee have been fulfilled. It implies that any future violation during that time, of whatever kind, may be grounds for suspension, or in especially serious cases, for dismissal from the Seminary.
 - d. Suspension for a Definite Period. Removal from membership in the Seminary community, including all student privileges for a specified period of time, with the suspension to continue until certain conditions stipulated by the Committee have been fulfilled. A suspension is noted on a student's official record only for the duration of the suspension. (Required to move out of Seminary housing.)
 - e. Indefinite Suspension. Removal from membership in the Seminary community including all student privileges for at least the period of time specified by suspension, with the suspension to continue until certain conditions stipulated by the Committee have been met, after which the Committee will reconvene to render a final decision. A suspension is noted on a student's official record only for the duration of the suspension. (Required to move out of Seminary housing.)
 - f. Dismissal. Permanent removal from membership in the Seminary community, including all student and alumni privileges without possibility of readmission. (Required to move out of Seminary housing.) A dismissal is noted on student's official record.
 6. If the student is suspended or dismissed, the written decision shall be mailed or emailed to the student within five business days after the completion of the interview. It shall contain a statement of reason resulting in the sanction. The respondent student shall be asked to sign a form, for the record, indicating his or her understanding of the disciplinary action taken by the Committee. The respondent, as well as the complainant, also shall be advised of the appeal process.
 7. A confidential copy of the letter to the student(s) will be filed in the Dean of Students Office, and the Registrar's Office will be notified of the decision.

8. The Committee shall inform the complainant, if any, that the investigation has been completed and that a sanction has been imposed but may not be permitted to divulge details.

PROCEDURES FOR APPEAL

In the event that the response, decision, or action is unacceptable to either party (the respondent or the complainant) due to procedural inconsistencies or new information, which was not available to the committee, formal complaints can be appealed to the Dean of the Campus. Exceptions can apply where the Campus Safety Department advises other action be taken, as required by law.

1. If either student or accuser so desires, he or she may appeal the investigating committee's decision in writing within seven business days, following the notification of sanction, to the Dean of the Campus.
2. The Dean of the Campus will present his or her decision within seven business days to the student (or complainant), unless he or she appoints a review committee of his or her choosing, in which case, he or she will have 10 business days in which to respond.
3. In the event that following this appeal there is further evidence of procedural inconsistencies or new information, which was not available to the Dean of the Campus, either student may appeal to the President of the Seminary in writing within seven business days, following the notification of sanction.
4. The President will present his or her decision within seven business days to the student (or complainant).
5. The President's decision will be final.

PROCEDURES FOR STUDENT DEPARTING THE SEMINARY

If suspension or dismissal occurs during the course of the semester, tuition may be refunded to the student according to Federal policy.

1. Appropriate notation shall be entered on the student's transcript and placed in his or her permanent file. The Registration office will follow normal procedure to notify the appropriate offices of the student's leave from the Seminary.
2. If the student resides on campus, he or she may be given up to a 30-day notice to vacate the apartment and no more than seven days to move from the dormitory (date of dismissal will take into account the appeal process).
3. In the case of an international student (F-1 visa), as per SEVIS (Student Exchange and Visitor Information System) regulations, he or she must vacate immediately (i.e., no visa "grace period"), following the date of dismissal (date of dismissal will take into account the appeal process).

DEVIATIONS FROM ESTABLISHED PROCEDURES

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

POLICY & PROCEDURES ON SEXUAL MISCONDUCT AND TITLE IX

As a Christian institution committed to preparing men and women for ministry, we take our commitment to shaping moral and ethical character seriously. Gordon-Conwell's Community Life Statement maintains that "*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.*" The Community Life Statement provides us with a set of guiding norms that shape the way we interact with one another. We understand that we live in a fallen world and that sin exists. For this reason, Gordon-Conwell recognizes its legal obligations in regards to Title IX, the Campus Sexual Violence Elimination (SaVE) Act, and the Clery Act ([for more information](#)) on the specifics of these Federal laws. For the purposes of this policy and the Seminary's handling of such matters, Title IX includes the concerns of the Campus SaVE Act (specifically intimate partner violence & stalking). The purpose of this policy is to:

- Affirm the Seminary's commitment to preventing sexual misconduct.
- Define sexual misconduct involving students, which includes sexual harassment, domestic violence, intimate partner violence, stalking, and sexual assault.
- Outline the Seminary's process of responding appropriately to incidents of sexual misconduct.
- Identify resources and support for students reporting an incident of sexual misconduct.

Pursuant to Title IX of the Education Amendments of 1972, Gordon-Conwell Theological Seminary prohibits discrimination on the basis of sex or gender in its programs and activities. The Seminary will respond to and make reasonable efforts to investigate and address complaints or reports of prohibited conduct in accordance with the procedures outlined below. Any questions regarding Title IX should be addressed with the Title IX Coordinator identified below.

Gordon-Conwell Theological Seminary seeks to provide students with a safe living-learning environment free from the negative effects of sexual misconduct, which includes sexual harassment, sexual assault, and other forms of sexual violence. All forms of sexual misconduct are prohibited. The Seminary strives to educate students, staff, and faculty on these issues and to provide recourse for students believing they have experienced sexual misconduct. This policy applies to all members of the Gordon-Conwell Theological Seminary community, and includes, but is not limited to, faculty, staff, students, Seminary visitors, volunteers, and vendors. It also applies to alleged acts of sexual assault, prohibited sexual contact, dating, and domestic violence that occur: on campus; in connection with any program or activity sponsored by the Seminary; and/or off campus if the conduct creates a hostile environment on campus.

The Seminary considers sexual misconduct in any form to be a serious violation of the Christ-like conduct expected from all members of its community. Appropriate disciplinary actions following the process outlined in the student, faculty, or staff handbooks may be taken against any persons or groups engaging in these acts to prevent recurrence of any harassment and to correct its effects on the complainant and others. Such disciplinary action includes, but is not limited to, suspension or expulsion from the Seminary, termination of Seminary employment, and termination of contracts/agreements with that person(s) or group(s). The Seminary also may impose other sanctions, including restricting students from certain activities or areas of the campus, requiring that students complete counseling or other programs as a condition of continued enrollment, or any other appropriate sanctions as determined by the Seminary in its sole discretion. In addition, the Seminary may terminate or suspend its relationship and associated privileges with any perpetrator of interpersonal or intimate partner violence covered by this policy, including, but not limited to, visitors, volunteers, vendors, and other such guests of the Seminary. To this end, Gordon-Conwell Theological Seminary expressly reserves its rights to revoke the privilege, right, and/or permission to anyone to be physically present on-campus, participate in Seminary activities, and use Seminary facilities or resources in order to carry out the intent and purposes of this policy.

The Seminary may refer any alleged perpetrator of interpersonal or intimate partner violence to law enforcement.

DEFINITIONS

Sexual Misconduct

Sexual misconduct is a broad term that encompasses any unwelcome behavior of a sexual nature that is committed without consent or by force, intimidation, coercion, or manipulation. Sexual misconduct can occur between persons of the same or different genders.

Sexual Harassment

Sexual harassment means conduct on the basis of sex if someone's aid, benefit, or service of the institution on an individual's participation in unwelcome sexual conduct (*quid pro quo*). Unwelcome conduct is determined by what a reasonable person to be so severe, pervasive, and objectively offensive that effectually denies a person equal access to the institution's education program or activity (hostile environment). Actions, such as these, are prohibited and may be unlawful.

Sexual Violence

Sexual violence is defined as sexual intercourse or other forcible and/or non-consensual sexual contact with another person without consent. This includes rape, sexual assault, battery, and sexual coercion. Sexual violence can be imposed by the intentional use of physical force or power, coercion, or incapacitation. Sexual assault is a criminal act, punishable by civil and criminal legal action, as well as disciplinary action by the Seminary.

Sexual Assault

Sexual assault is any unwanted, coerced, or forced sexual contact or intercourse or sexual contact or intercourse with someone who is not able to give consent (e.g., incapacitated by alcohol, drugs, or asleep). Sexual assault can involve the sexual penetration of any body orifice, but also includes other unwanted sexual contact including Statutory Rape (minor under 16 in Massachusetts, under 18 in North Carolina, and under 18 in Florida). Victims can be either women or men.

Most victims/survivors know the perpetrators who may be the victim's/survivor's best friend, lover, partner, date, family member, neighbor, teacher, employer, doctor, or classmate. The perpetrator can be a husband, wife, boyfriend, or girlfriend. Sexual assault can occur between members of the opposite sex or same sex. Alcohol, date rape drugs, or other substances may be involved.

Non-Consensual Sexual Contact

Non-consensual sexual contact means having or attempting to have sexual contact with another person without consent (other than non-consensual sexual penetration, which is addressed below). Examples of non-consensual sexual contact may include: the intentional touching of the intimate parts of another, or causing the other to touch one's intimate parts, including over clothing, removing of clothing of another person, or kissing.

Non-Consensual Sexual Intercourse

Non-consensual sexual intercourse, commonly referred to as rape, is the non-consensual penetration, however slight, of another person's anal or genital opening by any part of the body or with any object, or oral sex with penetration.

Sexual Exploitation

Sexual exploitation occurs when one person takes non-consensual or abusive sexual advantage of another for his or her own personal advantage or benefit, (and that behavior does not otherwise constitute one of the other sexual misconduct offenses). Examples include but are not limited to: invasion of sexual privacy; streaming of images, photography, video or audio recording of sexual activity or nudity, or distribution of such without the knowledge and consent of all parties; voyeurism; including incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.

Consent

Willingly giving permission or agreement to a sexual act, without threat of harm. Consent is an informed agreement to participate in an act, communicated verbally or through physical participation that is not achieved through manipulation, intimidation, or coercion of any kind or given by one who is incapable of giving clear and knowing consent, by reason of the individual's age, being under the influence of alcohol or drugs, or otherwise. The manner of dress of the victim at the time of the offense does not constitute consent. Consent cannot be assumed and is never implied, even in a current or previous dating or sexual relationship. Consent can be withdrawn at any time. Absence of protest, passivity, or silence is not consent. Consent is hearing the word "yes." It is not the absence of hearing "no."

Incapacitation

Incapacitation also constitutes lack of consent. Incapacitation is a state in which someone cannot make rational, reasonable decisions because the person lacks the capacity to give knowing consent. Intercourse is generally considered to be committed by force and against a person's will if: the person is unconscious; the person is asleep; the person is drugged or intoxicated; the person is frightened or intimidated; or the person is mentally impaired or deficient so that he or she cannot agree to the act. Engaging in any form of sexual activity with someone who is incapacitated constitutes sexual misconduct. Domestic, dating, intimate partner, or family violence is the abuse of power and control. It is a pattern of behavior used by one person to control another through force or threats.

Domestic Violence (from 42 USC ss 13925):

The term "domestic violence" includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Dating Violence (from 42 USC ss 13925):

The term "dating violence" means violence committed by a person:

- (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and

- (B) where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - (i) The length of the relationship.
 - (ii) The type of relationship.
 - (iii) The frequency of interaction between the persons involved in the relationship.

Stalking (from 42 USC ss 13925):

The term “stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- (A) fear for his or her safety or the safety of others; or
- (B) suffer substantial emotional distress.

In Massachusetts and Florida such conduct are felonies. M.G.L. c. 265 § 43 (Stalking) Aggravated stalking is a felony in North Carolina ([G.S. 14-277.3A](#)). Stalking includes a willful and malicious knowing pattern of conduct or acts over a period of time directed at a specific person, which seriously alarms or annoys the person and which causes a reasonable person to suffer substantial emotional distress and makes a threat with the intent to place the person in imminent fear of death or bodily injury. Stalking can be accomplished by mail, telephone, electronic mail, internet communications, and facsimile. Conduct, which does not include a threat of death or bodily injury, also is illegal and considered harassment by the Seminary and Massachusetts, Florida, and North Carolina law. M.G.L. c. 265 § 43A (Criminal Harassment).

Guidance on Reporting

Gordon-Conwell Theological Seminary encourages those who have experienced any form of sex discrimination/misconduct to immediately find a safe place, report the incident promptly, seek all available assistance, and to pursue Seminary conduct violation charges and criminal prosecution of the offender. GCTS takes complaints seriously and will work with complainants to ensure that they are well cared for, physically, emotionally, and spiritually. The Seminary will cooperate fully with the police in any related investigation and reserves the right to commence its internal complaint resolution procedures prior to the completion of any police investigation. Reports of sexual discrimination/misconduct can be made anonymously by completing the [Confidential Sexual Assault form](#).

Reports can be made to the Hamilton Dean of Students, who is the Title IX Coordinator, any Campus Safety Officer, the HR Director, and any Seminary employee identified as a mandatory reporter. All sexual misconduct complaints made to mandatory reporters will be reported to the Title IX Coordinator. Mandatory reporters are all supervisors, administrators/managers, and administrative faculty. Students have a right to file a criminal complaint and a Title IX complaint simultaneously.

If an individual wishes to seek confidential assistance in dealing with a Title IX violation, he or she can speak with their local pastor and/or a Licensed Professional Counselor. The individual also may make a confidential report to the Title IX coordinator or campus safety officer and request that their name not be used in the investigation.

Initial Assessment and Interim Measures

The first concern in a report of sexual misconduct is for the physical safety and emotional wellbeing of the reporting individual. The purpose of the initial assessment is to end the sexual misconduct, eliminate a hostile environment, prevent its recurrence, and remedy its effects. The Title IX Coordinator will review this policy and the options for suitable resolution. If the Title IX Coordinator concludes that the alleged conduct falls outside the scope of this policy, the complainant may be referred to another campus office or a different process for resolution. Should the alleged conduct be a Title IX matter, the process outlined by Federal government will be followed.

When a complaint is received, the Seminary will provide appropriate interim measures to prevent further acts of misconduct, or safeguard the wellbeing of the complainant, the respondent, or the broader campus community while the investigation is in process, and to ensure equal access to Seminary’s education programs. The Seminary will determine the necessity and scope of any interim measure. Such measures may include: ensuring access to counseling and medical services; providing alternative work arrangements, such as adjusting work schedules or supervisors; providing access to appropriate academic support, such as tutoring or permission to withdraw from or retake a class; or provide alternate living arrangements; or any other remedy that can be used to achieve the goals of this policy.

Even when the Seminary has determined that because of the reporting student's request for confidentiality there can be no formal consequence, immediate action can be taken to protect the reporting student. Such actions include: providing counseling support and academic support services; and increased monitoring, supervision, or security.

The reporting student may choose to follow a formal or informal complaint procedure. An informal complaint does not require that the complainant identify himself or herself, will include an investigation, and may or may not result in a hearing. Sanctions are possible in an informal procedure. A formal complaint requires that the respondent know who filed the complaint and is a more rigid process; including a written complaint, investigation, report of investigation, a hearing, and decision with possible sanctions. The results of the investigation and/or hearing may not be different between the two types of complaints. If both parties agree, a formal process may become informal; one party may request that an informal process become formal. Parties also may seek protective measures from outside law enforcement agencies.

Investigation/Procedures for Reports of Sexual Misconduct

For matters in which a formal process is followed (Title IX and VAWA):

1. The investigation of a sexual misconduct allegation may proceed whether or not a related criminal matter is pending.
2. In accordance with Federal guidance, GCTS will complete investigations and this process within the allowable time.
3. Both parties will be provided written updates during the complaint resolution process.
4. Both parties will be advised in writing of the outcome of a complaint, at the same time, once a decision has been reached.
5. Allegations of sexual assault will not be resolved by meditation.
6. The standard used to determine whether a violation has occurred is **whether it is more likely than not** that the respondent did so. This is referred to as a "Preponderance of Evidence" standard. Evidence must be submitted during the investigation and will be available for examination by both parties.
7. Both parties must have an advisor of their choice present during a hearing. GCTS will provide one if the student is not able to find someone.
8. Hearings are live, although complainant and respondent may not be in the same room, and cannot ask questions of each other. Relevant questions will be asked by advisors.
9. Appeals must be based on procedural irregularity that affected the outcome of the matter, new evidence not available at the time of determination, conflict of interest, or another base that is offered to both parties.

Retaliation

Retaliation or attempts to seek retribution against a student, an employee, or any other individual involved in filing a complaint or participating in the investigation of an allegation of sexual misconduct is prohibited by this policy and may constitute separate grounds for disciplinary action. Retaliation can include threats, intimidation, and abuse. Such retaliation is unlawful and will not be tolerated by the Seminary. Individuals who believe they have experienced retaliation should contact the Title IX Coordinator and the Seminary will investigate the complaint. If the Seminary determines that retaliation occurred, an appropriate action will be taken regardless of the outcome of the underlying sexual misconduct complaint.

Resources and Support for Students

If you or someone you know has been the victim of any of the above-mentioned violations, you should **FIRST** get to safety. Dialing 911 will alert the Hamilton Police Department and GCTS Campus Safety. The Student Life Services staff is available to assist in these matters as well. [Click here](#) for a list of other available resources.

LEAD TITLE IX COORDINATOR

Jana Holiday

Dean of Students

Kerr Building, Room 318

130 Essex Street, South Hamilton, MA 01982

Phone: 978-646-4060

Email: jholiday@gordonconwell.edu or titleixcoordinator@gordonconwell.edu

Questions about Title IX can be directed to the Title IX Coordinator or to the Office of Civil Rights ([OCR](#)) of the U.S. Department of Education.

STUDENT GRIEVANCE AGAINST A FACULTY MEMBER

While conflict may be inevitable, our hope is that any differences can be resolved in such a way that growth occurs. We are a learning community, and as such, our posture ought to be in readiness to experience the formation that God intends. We will live according to biblical principles, seeking to exhibit the fruit of the Spirit as we walk with each other. The following process is meant to guide us toward resolution and growth.

Regarding a Personal Grievance:

- Seek to resolve the matter in private discussion with the relevant faculty member.
- In such cases where this is not possible, appropriate, or wise, students are encouraged to bring another student or the Dean of Students of the specific campus/community. (If the grievance is regarding sexual harassment or assault, the student should speak with the Title IX Coordinator.)
 - Note: Gordon-Conwell encourages students to dialogue with faculty members directly about grievances, but should that prove to be unadvisable, the student may bring his or her concerns to the Dean of Students without first going directly to the faculty member.
- After taking this step, if resolution is not reached, the matter should be referred in writing to the Campus Dean and Dean of Students of the specific campus/community (or equivalent person). Without written details, no action will be taken.
- The Dean will then refer the matter either to the Faculty Personnel Policies Committee (FPPC) or the Academic Affairs Committee (AAC) or both, depending on the nature of the grievance. In principle, academic matters are referred to the AAC and personnel matters to the FPPC. Either committee may enlist the work of a subcommittee to investigate the particulars and recommend action. When a subcommittee is used, the full committee shall act on the grievance, with written conclusions given both to the faculty member and the student (with a copy to the Campus Dean and Dean of Students). The decision of the committee shall be final; however, in the case of procedural inconsistency or new information, the matter can be appealed to the Campus Dean and, if necessary, the President.

Regarding Grades or Academic Performance: As stated above, the matter first shall be addressed by the student to the relevant faculty member. If resolution is not reached at that level, the student may appeal in writing to the Campus Dean, who will refer the matter to the Judicial Committee, a subcommittee of the Academic Affairs Committee. If the student is dissatisfied with the decision of the AAC, he or she may appeal in writing to the Campus Dean, whose decision shall be final.

For students in North Carolina unable to resolve a complaint through the institution's grievance procedures, they may review the Student Complaint Policy, complete the Student Complaint Form (PDF) located on the State Authorization webpage at <https://www.northcarolina.edu/offices-and-services/academic-affairs/licensure-department/>, and submit the complaint to <https://studentcomplaints.northcarolina.edu/form> or to the following mailing address:

North Carolina Post-Secondary Education Complaints
c/o Student Complaints
University of North Carolina System Office
910 Raleigh Road, Chapel Hill, NC 27515-2688
Phone: 919-962-4550
<https://studentcomplaints.northcarolina.edu/>

STUDENT'S RIGHTS OF PRIVACY AND ACCESS TO RECORDS

Gordon-Conwell accords to all students the rights outlined under the Family Educational Rights and Privacy Act of 1974 as amended. General information, which the seminary may give out at its discretion, is listed under the Directory Information portion of the Family Educational Rights and Privacy Act section. If the student wishes any of this information withheld, he or she may write to the Registration Office, and the request will be honored within the academic year the letter is received. Students must re-petition at the start of each academic year.

Other information from the student's educational record is considered confidential and available only for appropriate review or in the event of an emergency to protect the health or safety of the student or others (see also Family Education Rights and Privacy Act).

STUDENT STATUS

Current Student

To be a current student at the seminary, an individual must have been accepted through the regular admissions process and be enrolled in at least one course during a current semester or session. A student who is completing an extension (or extensions) from a semester or session that has ended is not considered a current student unless she or he also meets the above criteria.

Full-Time Status

A master's student must take at least seven semester hours in a fall or spring term or six hours in the full-summer semester to qualify as a full-time student in that term. Three credit hours constitutes full-time status in the January, Summer 1, Summer 2, and Summer 3 intensive sessions. Neither summer nor January session courses are included in calculating full-time status for the fall and spring semesters. Students enrolled in programs not requiring 1 credit hour courses must register for at least nine semester hours to be considered full-time. Doctor of Ministry students who are enrolled in 15 credits per year and are considered full time.

Part-Time Students

In order to be considered half-time in the fall, spring, or full-summer semesters a student must be registered for at least four semester hours. Students enrolled in less than four hours are part-time. Students enrolled in programs not requiring 1 credit hour courses must register for at least six semester hours to be considered half-time.

Non-Current Student

A student who does not register for classes in a given semester and does not officially withdraw will be considered a non-current student. This includes a student who is completing coursework from a previous semester or session and does not register for the current semester. A non-current student will be permitted to register during the stated priority registration periods. Non-current status will not continue beyond two years.

STYLE GUIDELINES FOR PAPERS AND THESES

Gordon-Conwell Thesis Guidelines are attached to the thesis course petition available online and in the Registration Office. These guidelines are required of every student who writes a thesis, except as noted below. The approved style manuals for Gordon-Conwell papers and theses are the latest edition of *A Manual for Writers of Term Papers, Theses and Dissertations*, by Kate L. Turabian; the latest edition of the *MLA Handbook for Writers of Research Papers*; and *Form and Style: Theses, Reports, Term Papers* by William Giles Campbell, Stephen Vaughan Ballou, and Carole Slade. One should be chosen by the student and followed consistently. Turabian or MLA may be supplemented by the latest edition of *The Chicago Manual of Style*. The *SBL Handbook of Style for Ancient, Near Eastern, Biblical, and Early Christian Studies* shall be the required guide for all theses in the areas of Bible and theology and is the recommended guide for papers in Bible and theology classes. For papers and theses in the field of counseling and psychology, an approved alternative to Turabian and MLA is the latest edition of the *Publication Manual of the American Psychological Association*.

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

SUMMATIVE EVALUATION

For students in the MA in Theological Studies program a summative evaluation is required and may take one of the following forms:

1. An oral examination before a faculty member of the respective division. This examination is based on the content of the courses the student has taken in the major field of study, either at Gordon-Conwell or at other schools if the student has transferred to Gordon-Conwell, and it is intended to be integrative in

- nature.
2. A summative reflection paper reviewing questions concerning integration of curriculum, intellectual development, worldview, spirituality, vocational calling, and a plan for lifelong learning.
 3. An 800- or 900-level Research course (see Reading and Research Courses), NT/OT795, or a Thesis on a topic approved by the division where the degree is located (see Thesis Courses).

With the exception of pending October graduates, students will not be able to graduate or participate in graduation ceremonies until all Summative Evaluation requirements have been completed. Upon division approval, October graduates may complete their Summative Evaluations in the summer.

THESIS COURSES

Thesis (M.A.)

M.A. theses are permitted only upon invitation by the respective academic division. Interested students should check with their respective program director for deadlines and instructions on preparing a thesis proposal for consideration. Students may choose to write a one or two semester thesis. Students writing two-semester theses must register for the two parts of their theses concurrently or back-to-back. A one-semester thesis is limited to 40 to 50 pages, receiving one course (three hours) worth of credit. The two-semester thesis is limited to 80 to 100 pages, receiving two courses (six hours) worth of credit. Page limits may only be exceeded by special exemption.

Thesis (Th.M.)

The Th.M. thesis fulfills one (3 credits) or two (6 credits) courses in the student's concentration. Students writing two-semester Th.M. theses must register for the two parts concurrently or back-to-back. A one-course thesis must be 12,000 to 15,000 words (approximately 40-50 pages) in length. A two-course thesis must be 24,000 to 30,000 words (approximately 80-100 pages) in length. Page limits may only be exceeded by special exemption.

Completed M.A. or Th.M. theses (including title page, introduction, conclusion, and bibliography) must be submitted to the thesis advisor by the appropriate deadline. Upon approval by the thesis advisor, the student will submit the thesis to his/her assigned second reader. The thesis must be submitted to the second reader at least two weeks before the thesis defense. Failure to sustain a passing grade on the thesis, including the required oral defense, will result in a rewriting of the thesis, or a portion thereof, for re-submission as specified by the first and second readers, and may also include a rescheduled oral thesis defense.

Once the thesis is completed, students are required to submit an electronic copy to the Registration Office. In addition, students must sign and submit Gordon-Conwell's Copyright Release Form for Deposited Student Works and copyright release forms for selected vendors (e.g., TREN). Guidelines for thesis preparation are on the M.A. Thesis Course Petition found online and in the Registration Office. A student intending to graduate in January or May must submit a completed thesis to the advisor and reader four weeks from the end of the semester of expected completion. A final, fully corrected copy must be emailed to the Registration Office by the date specified in the Academic Calendar. The Registration Office will note completion and forward to the Library for uploading to TREN/Archive.org.

TIME LIMITS FOR DEGREES

See Satisfactory Academic Progress for time limits on completion of degree programs to maintain eligibility for federal financial aid. A limit of 10 years from date of initial entry into a degree program is placed on the time for securing the M.Div. degree. A limit of seven years from date of initial entry is in effect for all other master's programs, excepting the Th.M., which has a limit of four years.

TRANSCRIPTS

Transcript Requests

All requests for academic transcripts must be made to the Registration Office through Gordon-Conwell's online ordering system. Both paper and secure electronic transcripts may be requested. Transcripts will never be emailed directly to a recipient, but PDF copies can be delivered to email via secure electronic delivery. Details about the request process, requirements, options, and fees are on the Gordon-Conwell's website at

<https://www.gordonconwell.edu/registration/transcripts/>. Transcripts will not be released to/for currently enrolled or

former students who have outstanding account balances with the seminary.

Transcript Records

In accordance with the accepted standards and practices of institutions of higher education in the United States, Gordon-Conwell Theological Seminary will not alter the recording of any course on a transcript once the course has been completed. Further, the seminary will not alter a grade recorded on a transcript unless requested to do so by the relevant faculty member, Judicial Committee or Academic Dean upon approval of an appeal of the grade by the student. Students concerned about their academic progress in a given course should consider withdrawing from that course. If a student withdraws from a course after the drop deadline occurs, the course will appear on the transcript as a withdrawal (W). Courses withdrawn after the drop deadline are subject to the usual refund policy stated in the Financial Information section of the Student Handbook (see the Academic Calendar).

TRANSFER BETWEEN DEGREE PROGRAMS

Students wishing to transfer between degree programs may request a change through the Registration with a Degree Change Request form. Some programs such as the MA in Christian Counseling or MA in Counseling require an application and interview through the Admissions Office; please contact the Admissions Office for details. Students granted a change of degree status will then fall under the requirements stipulated by the catalog in effect at the time of program change.

TRANSFER CREDIT

A student may receive credit toward graduation by transfer of academic work taken at other accredited graduate schools. No transfer credit is permitted in the Master of Theology or Doctor of Ministry programs. For all other degrees no more than 50% of a student's Gordon-Conwell program can be fulfilled through transfer credit, shared credit, or advanced standing.

If a degree was completed at another school accredited by the Association of Theological Schools, up to half of the credits of the completed degree or the Gordon-Conwell degree (whichever is smaller) may be applied to a Gordon-Conwell degree as transfer credit. Unaccredited graduate work is occasionally accepted at partial value, although the general rule is that no more than nine elective hours will be given for such work. Exegesis courses are never transferred.

Transfer evaluations are performed by the Registration Office upon receipt of a request by accepted students and typically take four weeks to process. To be considered for transfer credit, a grade of "C" or better is required. Transfer courses graded on a pass/fail or satisfactory/unsatisfactory basis may be accepted as long as the student still has some pass/fails remaining in his/her Gordon-Conwell degree program. Such transfer courses will reduce the number of pass/fails the student has available at Gordon-Conwell and may limit eligibility for graduation honors (see Pass/Fail Policy). Transferred grades will not be displayed on the transcript nor be used in the computation of the GPA. Transfer credit is not granted for work completed more than ten years prior to matriculation at Gordon-Conwell.

Transfer Credit into Counseling Degrees

A maximum of 18 counseling credits may be transferred to the MACC or MACO program, including a maximum of 12 core counseling credits and 6 counseling elective credits. Only counseling courses taken from a CACREP accredited institution will be considered for transfer. In accordance with CACREP guidelines, clinical classes where counseling skills and clinical competencies are taught and evaluated must be completed at GCTS and cannot be transferred from another institution. Counseling courses taken more than 6 years prior to the date of the transfer request will not be considered for transfer, even if taken at a CACREP accredited institution or if previously taken at GCTS.

TUBERCULOSIS SCREENING

Students attending the Hamilton campus are required by the Town of Hamilton to undergo mandatory tuberculosis (TB) screening. In order to enroll in courses, every student must review the state's [Tuberculosis Fact Sheet](#) and must submit a completed [Adult TB Risk Assessment & Screening Form](#) (available from the school's website or in the Registration Office). Failure to provide a completed TB screening form will prohibit a student from registering for courses.

VETERANS AFFAIRS EDUCATION BENEFIT

Gordon-Conwell cooperates with the federal and state governments in supporting veterans (active duty and reserve) and their dependents eligible for education benefits. These include Department of Defense federal tuition assistance, state tuition assistance, and Department of Veterans Affairs benefits under the Montgomery GI Bill® and the Post-9/11 GI Bill®.

Gordon-Conwell is a Yellow Ribbon-approved school. Applications and information regarding eligibility for benefits may be found at www.gibill.va.gov. For further information regarding enrollment certification, contact the Veterans Services Office.

Gordon-Conwell complies with the requirements of 38 USC 3679(e) Veterans Benefits and Transition Act of 2018 with respect to covered individuals entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits as follows:

- Any covered individual may attend or participate in the course of education during the period beginning on the date on which the individual provides to the seminary a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (or a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website—eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:
 - the date on which payment from VA is made to the seminary;
 - 90 days after the date the seminary certifies tuition and fees following receipt of the certificate of eligibility.
- The seminary will not impose any penalty or late fees or deny access to classes, libraries, or other institutional facilities, nor will the seminary require a covered individual to borrow additional funds due to an inability to meet financial obligations to the seminary due to delayed disbursement funding from VA under chapter 31 or 33.

The seminary may require covered individuals to take the following additional actions:

- Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education.
- Submit a written request to use such entitlement.
- Provide additional information necessary to the proper certification of enrollment by the educational institution.
- Make additional payment for the amount that is the difference between the amount of the student’s financial obligation and the amount of the VA education benefit disbursement.

Gordon-Conwell complies with the Veterans Access, Choice, and Accountability Act of 2014 in that it is a private educational institution and does not charge different tuition rates for in-and out-of-state students.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

VIOLATIONS OF ACADEMIC INTEGRITY

The seminary considers all breaches of personal and academic integrity to be serious offenses. As such, the seminary has zero tolerance for such behaviors.

Cheating involves, but is not limited to, the use of unauthorized sources of information during an examination. Duplication of course requirements involves the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructor (see Duplication of Course Requirements). Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source.

Generative Artificial Intelligence (AI) is a developing field of information technology that is a growing resource in our world. Our mission as an institution of theological education is to prepare men and women for ministry. This means acquiring a base of knowledge, skills, and attitudes needed for Christ’s ministry in and through the Church. Since AI does impact academics and Christian ministry, we expect faculty to elucidate what appropriate usage of AI means for their particular courses. However, beyond any explicit allowance by professors, using AI to generate or complete academic work (including but not limited to research papers, course discussions, digital posts, presentations or exams) is a form of cheating. Leveraging generative AI in this manner will be considered a violation of academic integrity. As a community of learners committed to upholding scholarly standards, we value originality, creativity, deep learning through reflection, as well as the continuous development of critical thinking and writing skills. *Note: for those who need it, we encourage the*

use of Grammarly Premium (but not Grammarly GO, which is text generating) or another grammar/spelling software for our students to assist in their writing skill development.

All allegations of cheating and plagiarism are referred to the Judicial Committee. The Judicial Committee is a sub-committee of the Academic Affairs Committee with representatives from the faculty of all three academic divisions. The Judicial Committee is chaired by the institutional Dean of Students of the seminary.

Allegations and Appeals Process:

1. A faculty member will identify and substantiate a suspected violation of academic integrity. The faculty member has the prerogative to meet with the student for clarification concerning the suspected violation of academic integrity.
2. As soon as is reasonably possible, the faculty member will present the allegation to the Dean of Students.
3. Within three business days, the Dean of Students will give written notification of the allegation and due process to the accused student.
4. The student will have the option to respond in writing to the allegations within no more than ten business days of the Dean of Students' notification. This response must be directed to the Dean of Students.
5. The Dean of Students will gather all appropriate information and present it to the Judicial Committee for action. The Judicial Committee will have ten business days to meet, review the case and render a decision. The student has the right to appear before the Judicial Committee to defend his/her case and may do so by making a request to the chair of the Judicial Committee prior to the meeting.
 - A. Those who violate the seminary's policy on cheating and plagiarism will be subject to one or more of the following penalties: a failing grade on the assignment in question, a failing grade for the course, suspension from the seminary, dismissal from the seminary, or revocation of degree. Other penalties, if any, may be assigned at the committee's discretion.
 - B. Matters may also be referred to the Guidance Committee and/or the Dean of Students at the discretion of the Judicial Committee.
6. Within three business days of receiving the Judicial Committee's decision, the Dean of Students will send written notification of the decision to the student and all appropriate parties.
7. If the student so desires, he/she may appeal the Judicial Committee's decision by submitting a written petition to the Academic Dean within ten business days.
8. Within ten business days, the Academic Dean will send written notification to the student and all appropriate parties of his/her decision to uphold or change the Judicial Committee's original decision.
9. If the student so desires, he/she may appeal the Academic Dean's decision by submitting a written petition to the Provost within ten business days.
10. Within ten business days, the Provost will send written notification to the student and all appropriate parties of his/her decision to uphold or change the Academic Dean's original decision. The Provost's decision will be final.
11. If a student is scheduled to graduate while an allegation is in process or under appeal, the above process will be accelerated if reasonably possible. If the allegation is not fully resolved at the time of graduation, the student will be permitted to participate in the graduation exercises, but he/she will not receive a diploma until the issue has been resolved.

The above durations are typically extended during the January and summer sessions, depending on the availability of the faculty member(s) involved. If a pending decision will affect future enrollment (i.e., prerequisites, etc.), the student should contact the Dean of Students for guidance. Reasonable deviations from these procedures will not invalidate a decision or proceeding unless significant prejudice to the student may result.

VISITING STUDENTS

Students planning to attend the seminary for the sole purpose of transferring credits to another school may be admitted as visiting students. Visiting students are classified as non-degree-seeking students and are ineligible to register for reading and research courses, out-of-sequence courses, and other types of directed studies. It is entirely the responsibility of the student to check with his/her home school to ensure the school will accept the course(s) taken at Gordon-Conwell as transfer credit.

VOTER REGISTRATION

Some state laws require educational institutions to make available mail-in affidavits for student voter registration. Students

should contact their home Registration Office for details or the appropriate state election official to receive the appropriate state form. For out-of-state students wishing to vote in a state other than their home campus state, the federal mail-in affidavit of voter registration or a mail-in registration form supplied by that state may be used.

WAIVERS FOR COURSE REQUIREMENTS

Waivers allow a student to substitute a different course within the curriculum for one specifically required in the student's program. The substituted course must normally be within the same department as the original requirement. Typically, waivers are granted to students who have done similar work at other institutions, either at the graduate or undergraduate level. When meeting with the appropriate professor, the student should be prepared to discuss content that was covered in the previous coursework, either by producing syllabi, course descriptions or transcripts showing completed work.

Occasionally, a student will be granted permission to waive a requirement with another course similar in design but varying in focus without having completed previous coursework at another school. In such cases, approval will be granted only when the student can show adequate reason why the substitute course would be more appropriate for the student's intended vocational goals.

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

WITHDRAWAL/LEAVE OF ABSENCE

Students requesting a leave of absence for a limited time should submit the official notification of leave of absence form (found in the Registration Hub in Canvas) to their Registration Office. Students intentionally withdrawing from the school should submit the official notification form (found in the Registration Hub in Canvas) to their Registration Office. A student remaining inactive for a period extending beyond two years from the date of last enrollment will be officially withdrawn for inactivity.

If an officially withdrawn student desires to return within five years from the date of last enrollment, reinstatement may be requested by submitting a Student Reactivation Request form to the Registration Office. In some instances, the Registration Office may request a reference and/or church endorsement (required for MDIV). Upon reinstatement, the student will be permitted to register for courses. Withdrawn students who desire to return after five years from the date of last enrollment, or resume a Counseling degree regardless of last enrollment date, must reapply through the Admissions Office.

Service members and reservists who suspend their studies due to service requirements may request a leave of absence for these reasons and may return to complete their programs without restriction.

GORDON  CONWELL
THEOLOGICAL SEMINARY

2023-24 ACADEMIC CATALOG ADDENDUM

This addendum is made on October 24, 2023, to the section, Student Grievance Against a Faculty Member, to be recognized in the 2023-24 Academic Catalog (p. 129) as follows:

The State Authorization Unit of the University of North Carolina System Office serves as the official state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina. If students are unable to resolve a complaint through the institution's grievance procedures, they can review the [Student Complaint Policy \(PDF\)](#) and submit their complaint using the online complaint form at <https://studentcomplaints.northcarolina.edu/form>.

For more information contact:

North Carolina Post-Secondary Education Complaints
223 S. West Street, Suite 1800
Raleigh, NC 27603
(919) 962-4550

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit The State Attorney General's web page at: <http://www.ncdoj.gov/complaint>. North Carolina residents may call (877) 566-7226. Outside of North Carolina, please call (919) 716-6000. En Espanol (919) 716-0058. If you choose to mail a complaint, please use the following address:

Consumer Protection Division
Attorney General's Office
Mail Service Center 9001
Raleigh, NC 27699-9001

This addendum is made on October 25, 2023, to the section, Violations of Academic Integrity, to be recognized in the 2023-24 Academic Catalog (p. 128-129) as follows:

GCTS Policy on AI Usage in Academic Work

Our mission as an institution of theological education is to prepare men and women for ministry. Generative Artificial Intelligence (AI) is a developing field of machine learning capable of generating texts, images, code and other types of content that is a growing resource in our world. Human learning means acquiring a base of knowledge, skills, and attitudes needed for Christ's ministry in and through the Church. Since AI does impact academics and Christian ministry, we expect faculty to elucidate what appropriate usage of AI means for their particular courses. However, beyond any explicit allowance by professors, using AI to replace one's own thinking and engagement with assignments (including but not limited to research papers, course discussions, digital posts, presentations or exams) is a form of cheating. Leveraging generative AI in this manner will be considered a violation of academic integrity. As a community of learners committed to upholding scholarly standards, we value engagement with primary and scholarly sources, originality,

creativity, deep learning through reflection, as well as the continuous development of critical thinking and writing skills. Violations of academic integrity will be brought to the GCTS Judicial Committee.

This addendum is made on December 19, 2023, to the section, Degree Programs, to be recognized in the 2023-24 Academic Catalog (p. 22, 36-37) as follows:

MA in Global Leadership (36 credits) – Hamilton, MA; Jacksonville, FL; online also available in Spanish and Portuguese

Students residing in North Carolina are not eligible to enroll in the Master of Arts in Global Leadership.