



2026-2027

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, delivery systems, and in some cases, multiple languages, to meet the varied needs you might have as a prospective student. In South Hamilton, MA, students will find a classical model of residential education, centered on the principle of doing "Life Together." For those seeking education despite location and vocational commitments, Gordon-Conwell weaves together a network of learners through fully online programs and digitally accessible, in-person, evening, weekend and intensive course offerings in Charlotte, NC, Jacksonville, FL, and the urban context classes from downtown Boston, MA (CUME). Additionally, there are fully online options for those desiring to study primarily in Spanish or Portuguese.

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 Theology, the Doctor of Ministry and the Doctor of Philosophy. 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).



MISSION 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 (EXPANDED)

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, theological counseling and pastoral 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 including preaching, evangelism, teaching, discipleship, counseling, leadership, and spiritual formation. 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, counseling and discipleship in varied geographical and cultural contexts. 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.

STATEMENT ON UNITY AND DIVERSITY

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 to the **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 Title IX Coordinator’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 Educational 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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ACADEMIC CALENDAR 2026-2027

MASTERS LEVEL

Fall Semester 2026 (September 9-December 14)

Aug 21, 2026	Deadline for Student Reactivation requests for Fall term
Aug 25	Last day to apply for January 2027 graduation
Aug 28	Directed Study registration deadline
Aug 28	Deadline for Cross-Registration (BTI, CTC, Gordon College) requests
Sept 4	Last day to ADD Fall courses
Sept 7	Labor Day, HOLIDAY
Sept 9	Fall term begins
Sept 15	Last day to DROP Fall courses (100% tuition refund/100% audit fee refund)
Sept 15	Deadline for Elevation Petitions and THM Writing Course Designations
Sept 18	Health Insurance Waiver/Enrollment Deadline (BOS/HAM students)
Sept 25	Last day for 80% tuition refund when withdrawing from Fall courses
Sept 25	Last day to submit pass/fail petitions for Fall courses
Oct 2	Pay in Full deadline
Oct 2	October graduation date (for students who walked in May ceremony but finished in summer; no ceremony)
Oct 8	Immunization Compliance Deadline (BOS/HAM students)
Oct 9	Last day for 50% tuition refund when withdrawing from Fall courses
Oct 12	Columbus Day/Indigenous Peoples Day, HOLIDAY
Oct 12-16	Reading Week for courses that meet weekly (including asynchronous)
Oct 28	Registration for January and Spring terms opens
Nov 9-13	Reading Week for courses that meet weekly (including asynchronous)
Nov 11	Veterans Day, HOLIDAY
Nov 26-27	Thanksgiving Break, HOLIDAY
Dec 4	Written work due for January graduates & cert completions by 11:59 pm (including Mentored Ministry)
Dec 4	Last day to withdraw from Fall courses (including Mentored Ministry) - no refund
Dec 4	Final Payment Plan deadline (100% due)
Dec 11-12	Makeup Weekend for Fall weekend classes
Dec 13	Grades for January graduates & cert completions due
Dec 14	Fall term ends; all written work and exams due by 11:59 pm (including Mentored Ministry)
Dec 14	Extension requests for Fall term coursework due by 11:59pm (including Mentored Ministry)
Jan 4, 2027	Fall term grades due

Fall Weekend Module Dates

Module 1	Sept. 11-12, Oct. 9-10, Nov. 6-7
Module 2	Sept. 18-19, Oct. 16-17, Nov. 13-14
Module 3	Sept. 25-26, Oct. 23-24, Nov. 20-21
Module 4	Oct. 2-3, Oct. 30-31, Dec. 4-5

January Term 2027 (January 5-February 2)

Dec 11, 2026	Deadline for Student Reactivation requests for January term
Dec 14	Directed Study registration deadline
Dec 14	Deadline for Cross-Registration (CTC, Gordon College) requests
Jan 4, 2027	Last day to ADD January courses
Jan 4	January term begins
Jan 6	Last day to DROP January courses (100% tuition refund/100% audit fee refund)

Jan 6	Deadline for Elevation Petitions and THM Writing Course Designations
Jan 8	Last day for 80% tuition refund when withdrawing from January courses
Jan 8	Last day to submit January term pass/fail petitions
Jan 8	January graduation (no ceremony; students walk in May)
Jan 12	Last day for 50% tuition refund when withdrawing from January courses
Jan 12	Last day to apply for May and October 2027 graduation
Jan 18	Martin Luther King, Jr. Day, HOLIDAY
Jan 22	January class meetings end
Jan 22	Last day to withdraw from January courses - no refund
Feb 1	January term ends; all written work and exams due by 11:59 pm
Feb 1	Extension requests for January term coursework due by 11:59pm
Feb 22	January term grades due

Intensive Weeks

M-F	January 4-8, 2027
M-F	January 11-15, 2027
T-F	January 19-22, 2027

Spring Semester 2027 (January 25-May 3)

Jan 8, 2027	Deadline for Student Reactivation requests for Spring term
Jan 12	Last day to apply for May and October 2027 graduation
Jan 15	Directed Study registration deadline
Jan 15	Deadline for Cross-Registration (BTI, CTC, Gordon College) requests
Jan 22	Last day to ADD Spring courses
Jan 25	Spring term begins
Jan 29	Health Insurance Waiver/Enrollment Deadline (BOS/HAM students)
Jan 29	Last day to DROP Spring courses (100% tuition refund/100% audit fee refund)
Jan 29	Deadline for Elevation Petitions and THM Writing Course Designations
Feb 12	Last day for 80% tuition refund when withdrawing from Spring courses
Feb 12	Last day to submit pass/fail petitions for Spring courses
Feb 15	President's Day, HOLIDAY
Feb 15-19	Reading Week for courses that meet weekly (including asynchronous)
Feb 19	Pay in Full deadline
Feb 23	Immunization Compliance Deadline (BOS/HAM students)
Feb 26	Last day for 50% tuition refund when withdrawing from Spring courses
Feb 26	Last day to revoke application for May or October graduation without being charged graduation postponement fee
Mar 10	Registration for Summer term opens
Mar 22-26	Reading Week for courses that meet weekly (including asynchronous)
Mar 26	Good Friday, HOLIDAY
Apr 23	Written work due for May and October graduates (& May cert completions) by 11:59 pm
Apr 23	Last day to withdraw from Spring courses (including Mentored Ministry)- no refund
Apr 29	Grades for May & October graduates (& May cert completions) due
Apr 30	Final Payment Plan deadline (100% due)
Apr 30-May 1	Makeup Weekend for Spring weekend classes
May 3	Spring term ends; all written work and exams due by 11:59 pm (including Mentored Ministry)
May 3	Extension requests for Spring term coursework due by 11:59pm (including Mentored Ministry)
May 7	Baccalaureate, 7:30 pm (Massachusetts)
May 8	Commencement, 10:00 am (Massachusetts)
May 15	Commencement, 10:00 am (Charlotte)
May 24	Spring term grades due

Spring Weekend Module Dates

Module 1	Jan. 29-30, Feb. 26-27, Apr. 2-3
Module 2	Feb. 5-6, Mar. 5-6, Apr. 9-10
Module 3	Feb. 12-13, Mar. 12-13, Apr. 16-17
Module 4	Feb. 19-20, Mar. 19-20, Apr. 23-24

Summer Term 2027 (May 17-August 23)

Apr 30	Deadline for Student Reactivation requests for Summer term
May 7	Directed Study registration deadline
May 7	Deadline for Cross-Registration (CTC, Gordon College) requests
May 14	Last day to ADD Summer courses
May 17	Summer term begins
May 21	Last day to DROP Summer courses (100% tuition refund/100% audit fee refund)
May 21	Deadline for Elevation Petitions and THM Writing Course Designations
May 31	Memorial Day, HOLIDAY
Jun 4	Last day for 80% tuition refund when withdrawing from Summer courses
Jun 4	Last day to submit Summer course pass/fail petitions
Jun 11	Pay in Full deadline
Jun 18	Juneteenth, HOLIDAY (observed)
Jun 18	Last day for 50% tuition refund when withdrawing from Summer courses
Jun 23	Registration for Fall term opens
Jul 5	Independence Day, HOLIDAY (observed)
Aug 6-7	Makeup Weekend for Summer weekend classes
Aug 13	Last day to withdraw from Summer courses (no refund)
Aug 23	Summer term ends; all written work and exams due by 11:59pm (including Mentored Ministry)
Aug 23	Extension requests for Summer term coursework due by 11:59pm (including Mentored Ministry)
Aug 23	Final Payment Plan deadline (100% due)
Sep 13	Summer term grades due

Summer Weekend Module Dates

Module 1	May 28-29, June 18-19, July 16-17
Module 2	June 4-5, June 25-26, July 23-24
Module 3	June 11-12, July 9-10, July 30-31

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 fifth business day of the term (typically the first Friday) for standard semesters or the third business day for the January intensive term.

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, Master of Arts in Christian Counseling or Master of Arts in Theological Studies 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.) Ministry concentration and Doctor of Ministry (D.Min.) 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). Applicants to the Master of Theology (Th.M.) Biblical Studies and Christian Thought concentrations must have an MDiv or an academic MA of 60 credits or more, with qualifying preparatory coursework. All applicants should complete the [online application form](#) which will also require the following:

1) Application Essay

- A written essay of no more than two pages (single-spaced, with double spacing between paragraphs, 12-point font). Include your name on each page. In this essay, thoughtfully address the following areas as part of a cohesive narrative:
 - Personal and Spiritual Journey: Share a brief autobiography, including key life experiences, relationships, and influences that have shaped your identity. Describe your conversion and commitment to Christ, as well as the significant factors that have contributed to your spiritual growth.
 - Theological Development: Identify two or three theological issues that have been central to your personal development and ministry, and explain their importance in your life.
 - Calling and Objectives: Discuss your current personal and ministry goals, and explain how this degree program will help you fulfill those objectives.
 - Community and Support: Reflect on the encouragement you have received from family, friends, and your church community in pursuing this program.
 - Strengths and Areas for Growth: Based on your life and ministry experience, describe the key strengths and weaknesses you bring to this program.

2) Two 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.)
- 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

- Applicants must submit official transcripts from all colleges, universities, or post-secondary institutions at which 12 or more credit hours were completed. Transcripts are not required from applicants who took college courses for credit in high school.
- 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."

4) Application Fee: \$75

English Language Requirements: Gordon-Conwell requires a TOEFL iBT score of 92 or higher (100 or higher for Th.M./Ph.D. applicants). We also accept IELTS scores of 7.0 or higher (7.5 or higher for Th.M./Ph.D. applicants), or a Duolingo score of 115 or higher (not accepted for Th.M./Ph.D.). Students who have completed an undergraduate degree through an English-language university may request a TOEFL waiver. Note: students enrolled in D.Min. are exempt.

DOCTOR OF MINISTRY ADMISSION DEFERRAL POLICY

Admitted and matriculated Doctor of Ministry (DMin) students who have not attended their first residency may request a deferral before the start of their first residency. Deferral requests must be submitted no later than one week before the start of the residency, are reviewed on a case-by-case basis and are not automatically approved. Students are ordinarily permitted one deferral, and placement in a future cohort is subject to track availability and approval.

Students who do not register for their first residency and do not have an approved deferral may be administratively withdrawn from the program. Matriculation fees are nonrefundable, and scholarship awards may be affected by a deferral. Students approved for a deferral will be assigned to a future cohort as determined by the DMin Program.

Students who remain inactive beyond two years from their original admission date without an approved exception may be administratively withdrawn.

For complete information regarding eligibility, deadlines, cohort assignment, fees, scholarship implications, inactive status, and administrative withdrawal, see the Doctor of Ministry Program Handbook.

GRADUATE CERTIFICATE ADMISSIONS REQUIREMENTS

To qualify for admission to a Graduate Certificate, 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 should complete the [online application form](#) which will also require the following:

1) Abridged Application Essay

- One-page abridged application essay statement, including 1–3 paragraphs explaining your vocational goals and how you hope to apply this graduate certificate towards those goals.

2) One Recommendation

- Pastoral or Professional (references should be individuals whom the applicant has known for at least one year and is not a relative.)

3) Official Transcripts

- Applicants must submit official transcripts from all colleges, universities, or post-secondary institutions at which 12 or more credit hours were completed. Transcripts are not required from applicants who took college courses for credit in high school.
- 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.”

4) Application Fee: \$75

5) TOEFL (if necessary)

MATURE ADMISSION REQUIREMENTS

To qualify for admission to either the Certificate in Christian Studies or the Certificate in Urban Ministry under our Mature Admission policy, the applicant without a baccalaureate (or its academic equivalent) from an accredited institution of higher learning must fulfill the Ministry requirement of 5 years full-time ministry experience, post high school OR 10 years part-time ministry experience, post high school. Applicants should complete the [online application form](#) which will also require the following:

1) Application Essay

- A written essay of no more than two pages (single-spaced, with double spacing between paragraphs, 12-point font). Include your name on each page. In this essay, thoughtfully address the following areas as part of a cohesive narrative:
 - Personal and Spiritual Journey: Share a brief autobiography, including key life experiences, relationships, and influences that have shaped your identity. Describe your conversion and commitment to Christ, as well as the significant factors that have contributed to your spiritual growth.
 - Theological Development: Identify two or three theological issues that have been central to your personal development and ministry, and explain their importance in your life.
 - Calling and Objectives: Discuss your current personal and ministry goals, and explain how this degree program will help you fulfill those objectives.
 - Community and Support: Reflect on the encouragement you have received from family, friends, and your church community in pursuing this program.
- Strengths and Areas for Growth: Based on your life and ministry experience, describe the key strengths and weaknesses you bring to this program.

2) Two Recommendations

- Pastor or Church Official (Pastoral references have an opportunity to provide a church endorsement when completing the pastoral recommendation.)
- 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 (if applicable)

- Applicants must submit official transcripts from all colleges, universities, or post-secondary institutions at which 12 or more credit hours were completed. Transcripts are not required from applicants who took college courses for credit in high school.
- 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."

4) Application Fee: \$75

5) TOEFL (if necessary)

6) Resume

DOCTOR OF PHILOSOPHY IN THEOLOGICAL STUDIES (Ph.D.)

ADMISSIONS REQUIREMENTS

Applicants to the Doctor of Philosophy in Theological Studies (Ph.D.) should have previously earned a Master of Theology (Th.M.), Master of Divinity or its educational equivalent from an accredited seminary (M.Div. equivalency to be determined by the Ph.D. Committee on a student-by-student basis) and earned a final GPA of at least 3.7 (on a 4.0 U.S. scale). All applicants should complete the online application form which will also require the following:

1) Research Proposal

- 2-3 page research proposal detailing the area of study, an argument about the need for research on the specific topic, and a reflection of the suitability of Gordon-Conwell's doctoral faculty to offer supervision in this.

2) Sample of Academic Writing

- Th.M. thesis or a sample research paper of 25-30 pages (or 8,000 words).

3) Autobiography

4) Three Recommendations

- Two academic references from individuals whom you have known for at least one year, and who are not a relative.
- One recommendation from a pastor or church official.

5) Official Transcripts

- The seminary must receive all **master's level or higher transcripts** from all colleges/universities where the degree(s) were earned and all colleges/universities attended, even if the classes were transferred to another school and are reflected on their 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 institution(s) uses for transmitting official transcripts; official electronic transcripts are accepted.
- Gordon-Conwell is a partner school of Parchment. If your institution uses this service for transmitting electronic transcripts, search for and have the transcripts sent to "Gordon-Conwell Theological Seminary."

6) Application Interview with Ph.D. committee

- Preferably in person, possibly online if travel costs would be prohibitive.

7) Application Fee: \$75

English Language Requirements: Applicants who are non-native English speakers must submit official TOEFL exam results, with a minimum internet-based total score of 100 or higher (IBT) or 600 (paper-based), with a score of 23 in the writing section. We also accept an IELTS score of 7.0 or higher, with results dated within two years of the applied to term. The Duolingo exam is not accepted for the Ph.D. program. Applicants who have completed an undergraduate or graduate degree in English from a university in the USA, UK, Ireland, Australia, New Zealand, or Anglophone Canada are exempt. However, Gordon-Conwell reserves the right to ask for a TOEFL or IELTS exam as needed.

Biblical and Research Language Requirements: Facility in research languages, including biblical languages, will be determined by the Ph.D. committee on the basis of the proposed area of research. The student will need to obtain independent certification in time for admission to candidacy.



DEGREE PROGRAMS

Gordon-Conwell offers seven advanced degree programs through residential, online, and hybrid education models. Courses are offered in four locations: Boston & Hamilton, MA; Charlotte, NC; and Jacksonville, FL.

- Master of Divinity (90 credits) –Hamilton, MA; Charlotte, NC; online
- MA in Counseling (72 credits) – Hamilton, MA; online (with residencies)
- MA in Christian Counseling (66 credits) – Charlotte, NC; online (with residencies)
- MA in Theological Studies (60 credits) –Hamilton, MA; Charlotte, NC; online; also available in Spanish and Portuguese
- MA in Christian Ministries (48 credits) – Hamilton, MA; Charlotte, NC; 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
- Doctor of Philosophy (63 credits) – Hamilton, MA

MASTER OF DIVINITY

The Master of Divinity (M.Div.) 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 M.Div. 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. Students may take a prescribed concentration in Urban Ministry.

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
- ☐ Theology Elective (TH course)
- ☐ 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 (OT750-773)

Practical Theology Core Requirements (7 courses/21 credits)

- ☐ Spiritual Formation Course (MC/SF501 Spiritual Formation for Ministry or CH/SF591 Dynamics of Spiritual Life)
- ☐ Pastoral Counseling 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, SF or YM Course)
- ☐ Capstone Course (MC701 Pastoral Ministry or MC850 Readiness for Ministry)

Mentored Ministry Requirements (3 courses/3 credits)

- ☐ MM505 Mentored Ministry Course 1
- ☐ MM605 Mentored Ministry Course 2
- ☐ MM705 Mentored Ministry Course 3

General Electives (2 courses/6 credits)

- ☐ Elective 1
- ☐ Elective 2

<u>MDIV – URBAN MINISTRY TRACK</u>
CHRISTIAN THOUGHT CORE REQUIREMENTS (8 courses)
CH501 The Church to the Reformation
CH502 The Church Since the Reformation
IS/WM520 Understanding Culture
Ethics elective (SE571 Christian Ethics & Social Issues, SE632 Christianity and the Problem of Racism, or MC/SE602 Church & Community: Introduction to the Public Ministry of the Church)
TH501 Theology Survey I
TH502 Theology Survey II
Theology Elective (any TH course)
World Missions course (WM627 The Gospel, the World and Cities or WM661 Missions and the Local Church)
BIBLICAL STUDIES CORE REQUIREMENTS (12 courses)
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)
Spiritual Formation Course (MC/SF501 Spiritual Formation or CH/SF591 Dynamics of Spiritual Life)
Pastoral Counseling 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 (MC520 Communication for Ministry and Career, PR602 Preaching for Modern Listeners, or PR717 Cultural Exegesis for Preaching)
Pastoral Skills course (Leadership course CL/MC801 Leadership, Management, & Strategy for Urban Ministry or CL654 Leadership in Urban Ministry)
Practical Theology course (MC/PC608 Pastoral Care in the Urban Church, MC670, MC683 Compassionate and Holistic Youth and Family Ministry, or MC621 Living Systems in the Urban Context)
Capstone Course (MC701 Pastoral Ministry or MC850 Readiness for Ministry)
FIELD EDUCATION/PRACTICUM REQUIREMENTS (3 courses)
MM505 Mentored Ministry Course 1 (1 credit)
MM605 Mentored Ministry Course 2 (1 credit)
MM705 Mentored Ministry Course 3 (1 credit)
ELECTIVE COURSES (2 course)
CT500 Introduction to Theological Studies

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 offered through the Hamilton, MA campus. The program prepares students for licensure in the state of Massachusetts or elsewhere through the CACREP-accredited Clinical Mental Health Counseling program. The MACO degree program is designed to prepare students to fulfill their calling to help others in various careers in professional counseling. Christian faith is integrated throughout the program. The joint academic and clinical training will enable students to acquire the necessary biblical and theological foundations to effectively provide whole-person care to both people whose values and practices are framed by the Christian faith and those whose faith and practices differ from their own.

Students participating in this degree program must complete 72 credit hours, including three, 3- to 5-day residency experiences corresponding to core counseling coursework. Students must maintain a minimum grade point average of 3.0, as well as earn a grade of B- or higher in the Counseling (CO) CACREP Core courses, Practicum/Internships and Professional Seminars; students who earn a grade below B- will be required to retake the course. All coursework applied to the Master of Arts in Counseling program must be completed within seven years. Students will also be required to successfully complete the Psychopharmacology Lecture and the Counselor Preparation Comprehensive Exam (CPCE).

Annual and Summative Student Review

The MACO Program is charged with preparing students to become professional counselors in a variety of settings and to assume leadership in the mental health field and the church. To fulfill these responsibilities, the MACO program has the following Policies 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 weaknesses 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 (4 courses/12 credits)

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

***CO/TH600 Theology for Counselors should be taken first; it is a prerequisite for TH502.*

Counseling CACREP Core Requirements (13 courses/30 credits)

- ☐ CO500A Introduction to Counseling
- ☐ CO500B Introduction to Counseling Residency & Lab (0 credits)
- ☐ CO507A Clinical Counseling Skills
- ☐ CO507B Clinical Counseling Skills Residency & Lab (0 credits)
- ☐ CO610 Lifespan Development: Implications for Counseling
- ☐ CO699 Research Methods & Design
- ☐ CO710 Psychopathology
- ☐ CO711 Group Process
- ☐ CO/WM712 Multicultural Diversity in Counseling
- ☐ CO735A Assessment in Counseling
- ☐ CO735B Assessment in Counseling Residency & Lab (0 credits)
- ☐ CO740 Career Counseling and Lifestyle Development
- ☐ CO790 Professional Standards and Ethics

Counseling Integrative Requirements (3 courses/9 credits)

- ☐ CH/CO/SF504 Church History Survey for Counseling and Spiritual Formation
- ☐ CO/TH600 Theology for Counselors
- ☐ CO801 Integrative Seminar

Counseling Electives (4 courses/12 credits)

☐ 4 Counseling (CO) Electives

Practicum/Internships & Professional Seminars (6 courses/9 credits)

- ☐ CO863 Clinical Practicum
- ☐ CO872 Professional Practicum Seminar (*0 credits*)
- ☐ CO865A Clinical Internship 1
- ☐ CO 876 Prof. Internship Seminar 1 (*0 credits*)
- ☐ CO865B Clinical Internship 2
- ☐ CO876 Prof. Internship Seminar 2 (*0 credits*)

Co-curricular Requirements (0 credits)

- ☐ PSYC PHARM – Psychopharmacology Lectures (*0 credits*)
or CO728 Physiology, Complexity, and Human Behavior
- ☐ CPCE – Counselor Preparation Comprehensive Exam (*0 credits*)

Master of Arts in Counseling Program Goals

Graduates will demonstrate:

1. A Professional Counselor orientation that adopts the roles, functions and identity of a competent member of the counseling profession (Professional Counselor Orientation).
2. Ethical decision-making in matters related to client welfare and interagency collaboration and consultation (Ethical Practice).
3. Competent, culturally relevant counseling and advocacy skills to eliminate social injustices (Social and Cultural Identities and Experiences).
4. Skills in implementing developmentally relevant and strengths-based approaches in counseling (Lifespan Development).
5. Skills in equipping clients for career decision-making and life planning across the lifespan (Career Development).
6. Evidence-based counseling practice, informed by theories and best-practice models (Counseling Practice and Relationships).
7. Evidence-based group counseling and group process skills, informed by theories and best-practice models (Group Counseling and Group Work).
8. Skills in conducting assessments of clients' cognitive, affective, behavioral and social functioning by means of reliable and valid measures and approaches and accurately apply to diagnosis and treatment planning (Assessment and Diagnostic Processes).
9. Skills in critically reflecting on research to evaluate counseling practices and programs (Research and Program Evaluation).
10. Integration of 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 – CLINICAL MENTAL HEALTH

The Master of Arts in Christian Counseling (MACC) with a concentration in Clinical Mental Health is offered through the Charlotte, NC campus. The program prepares students for licensure as a clinical mental health counselor in North Carolina or elsewhere throughout 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

Clinical Mental Health 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
- ☐ CO710C Psychopathology, Diagnosis, and Treatment Planning
- ☐ 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 Models in Clinical Mental Health Counseling and Practice
- ☐ Counseling Elective
- ☐ Counseling Elective

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

- ☐ CO867/CO874 Clinical Counseling Practicum & Supervision
- ☐ CO868/CO875 Clinical Counseling Internship I & Supervision
- ☐ CO869/CO875 Clinical Counseling Internship II & Supervision

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 Christian Counseling Program Goals:

1. Students will demonstrate a professional counselor identity with understanding of the roles and functions of professional counselors.
2. Students will demonstrate knowledge, skills, and professional dispositions necessary for competent counseling practice.
3. Students will demonstrate respect for human diversity within a multicultural perspective:
4. Students will demonstrate adherence to ethical and legal standards of the counseling profession.
5. Students will develop a personal, theologically integrated theoretical model that facilitates counseling diverse populations and demonstrates Christian leadership in the professional counseling community.

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, and Theology & the Arts.

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	
LANGUAGE REQUIREMENTS (2 courses)	
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
LANGUAGE REQUIREMENTS (2 courses)
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) or OT595 OT Ethics
TH501 Theology Survey I
TH502 Theology Survey II
Any World Missions (WM) or Evangelism (EV) or 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) or OT595 OT Ethics
TH501 Theology Survey I
TH502 Theology Survey II
Any World Missions (WM) or Evangelism (EV) or 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)

<u>MATS - THEOLOGY & THE ARTS TRACK</u>
GENERAL CORE REQUIREMENTS (10 courses)
OT500 Exploring the Old Testament
NT501 Exploring the New Testament
NT/OT517 Interpreting the Bible (or NT502 or OT511)
CH500 Survey of Church History
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
LANGUAGE REQUIREMENTS (2 courses)
Language I (first semester)
Language II (second semester)
CONCENTRATION REQUIREMENTS (6 courses)
CT/MC/SF 614 Divine Revelation, the Arts, and Christian Formation
TH 691 The Triune God, Creation, and Human Creativity
Theology & the Arts Electives (choose four of the following): CH/MC 519 Christianity and Visual Art CH/TH 654 History and Theology of Black Music: From Spirituals to Afro-Futurism CH/SF 667 C.S. Lewis' Life, Works, and Spirituality NT 591 Tolkien's Apocalyptic Imagination AP 517 Film and the Christian Story
ELECTIVES (2 course)
Elective 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 the prescribed concentrations in Christian Leadership, Church Planting, Spiritual Formation and 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 Managing Change in Churches and Organizations
CL Elective
CL Elective
CL720 Christian Leadership Project Course
ELECTIVE (1 course)
Elective Course

<u>MACM – CHURCH PLANTING 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 (7 courses)
CL503 Foundations for Leadership
EV/WM665 Church Planting and Growth
EV701 Evangelism & Discipleship
PC511 Introduction to Pastoral Counseling
CL640 Managing Conflict or CL/MC634 Conflict Management in Life and Ministry
MC701 Pastoral Ministry or MC850 Readiness for Ministry
PR600 Biblical Communication

<u>MACM – SPIRITUAL FORMATION 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
IS/WM520 Understanding Culture
CONCENTRATION REQUIREMENTS (5 courses)
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)
OT500 Exploring the Old Testament
NT501 Exploring the New Testament
NT/OT517 Interpreting the Bible
CH500 Survey of Church History
Ethics Course (SE571 Christian Ethics & Social Issues OR SE632 Christianity and the Problem of Racism)
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 (9 courses)
CT500 Introduction to Theological Studies
CL654 Leadership in Urban Ministry OR CL/MC801 Leadership, Management, & Strategy for Urban Ministry
MC/SE602 Church & Community: Introduction to the Public Ministry of the Church
MC621 Living Systems in the Urban Context
MC683 Compassionate and Holistic Youth and Family Ministry
MC/PC608 Pastoral Care in the Urban Church
MM505 Mentored Ministry Course 1 (1 credit)
MM605 Mentored Ministry Course 2 (1 credit)
MM705 Mentored Ministry Course 3 (1 credit)

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 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: Old Testament and its Ancient Context, New Testament, Church History, Missiology, Theology, or 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 within student's concentration

<u>THM – OLD TESTAMENT & ITS ANCIENT CONTEXT TRACK</u>
OT975 Methods and Developments in OT Study
Th.M.-Level Old Testament Exegesis Course
Th.M.-Level Old Testament Exegesis Course
Advanced Biblical Language Course: OL910 Intermediate Hebrew Grammar, or OL915 Advanced Hebrew Grammar, or OL912 Aramaic
Any Advanced Th.M. 900-Level OL Language Course
Th.M.-Level Old Testament History or Cultural Backgrounds course: OT981 The Old Testament in its Ancient Near Eastern Context – or – OT960 Reading in Old Testament: The Cultural World of the Old Testament
Th.M.-Level Old Testament Exegesis, or Advanced OL Language Course, or History/Cultural Backgrounds or Archaeology course, or Thesis Part II
Th.M. Thesis Course or Writing Course in Old Testament and Ancient Languages and Cultures *

Up to two of the above courses may be fulfilled through BTI or CTC consortium courses (excluding Thesis or Writing Course).

* Students may petition to complete a 6-credit thesis which counts for two courses rather than one. Students may also request to take a writing course in lieu of a thesis. A Th.M. Writing Course is either a directed study research course or a standard course, which the student designates in consultation with the program director requiring a significant piece of writing that requires research.

Note: All coursework must be taken at the Th.M. 900-level.

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.

THM – CHURCH HISTORY TRACK

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.

THM – MISSIOLOGY TRACK

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, 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 (3 credits) is a requirement in the Certificate in Christian Studies for Mature Admission students.*

CERTIFICATE IN CHURCH PLANTING (online)

- ☐ CL503 Foundations for Leadership or MC/SF 501 Spiritual Formation for Ministry
- ☐ EV/WM665 Church Planting and Growth
- ☐ EV701 Evangelism & Discipleship in the Local Church or another EV Elective
- ☐ PC511 Introduction to Pastoral Counseling
- ☐ CL640 Managing Conflict or CL/MC634 Conflict Management in Life and Ministry
- ☐ IS/WM520 Understanding Culture

CERTIFICATE IN LUTHERAN STUDIES (Charlotte, online)

- ☐ Ethics (ET) 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 SHEPHERD CARE (online)

- ☐ PC 501 – Shepherd Care for Pastors
- ☐ PC 502 – Shepherd Care for Ministry Workers
- ☐ CL 630 – The Person of the Christian Leader
- ☐ CL 640 – Managing Conflict
- ☐ IS/WM 520 – Understanding Culture

- ☐ MC/SF 501 – Spiritual Formation for Ministry

CERTIFICATE IN SPIRITUAL FORMATION (Hamilton, online)

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

CERTIFICATE IN THEOLOGY & THE ARTS (online)

- ☐ CT/MC/SF 614 Divine Revelation, the Arts, and Christian Formation
- ☐ TH 691 The Triune God, Creation, and Human Creativity
- ☐ Electives (choose **four** of the following):
 - AP 517 Film and the Christian Story
 - CH/MC 519 Christianity and Visual Art
 - CH/TH 654 History and Theology of Black Music: From Spirituals to Afro-Futurism
 - CH/SF 667 C.S. Lewis' Life, Works, and Spirituality
 - NT 591 Tolkien's Apocalyptic Imagination

CERTIFICATE IN URBAN MINISTRY (Hamilton, Charlotte, 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: Introduction to the Public Ministry of the Church
- ☐ World Missions course (WM627 or WM661)

CERTIFICATE IN WORKPLACE THEOLOGY & ETHICAL LEADERSHIP (Hamilton, online)

- ☐ 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 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
- Admission to Candidacy assessment with Mentor
- 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

Year Three – Up to Thesis Proposal Approval

- Finish reading and written work from third residency
- Final form of Thesis-Project Proposal (Supervisor and Reader approved)
- Thesis-Project Proposal Audit
- D.Min. Dean Thesis-Project Proposal approval

Year Four – Up to Graduation

- Write Thesis-Project (submit chapter by chapter to Supervisor)
- Defend Thesis-Project and submit final Thesis-Project for Post-Defense Format Review

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	

DOCTOR OF PHILOSOPHY IN THEOLOGICAL STUDIES

The purpose of the Doctor of Philosophy in Theological Studies (Ph.D.) program is to prepare Christian leaders from around the globe to conduct rigorous scholarship and to teach at key seminaries worldwide, while cultivating spiritual depth and personal integrity.

A primary distinctive of a Gordon-Conwell education has been its emphasis on global outreach and engagement, applying biblical and contextual awareness in situ, while affirming an orthodox evangelical theology and embodying the spiritual precepts that theology upholds. Gordon-Conwell's Ph.D. program is the seminal expression of these signature distinctives.

The Ph.D. program requires 63 credit hours, including dissertation advising. Leaning into the identity of our institution, historically oriented towards global mission, our program intends to attract a significant number of its students from the majority world. Also, in keeping with our mission, we aim to equip future academic leaders with a knowledge and expertise in orthodox Christian theology. Swimming against a significant trend in graduate theological education, we desire to create an intentional residential community of doctoral students (and their families), a community which integrates with our rhythms of seminary life. The program engages the student in dissertation work from the very beginning and supervises their research through expert advisors. A noteworthy value of the program is the integration of spiritual formation with academic advising.

The Ph.D. program currently offers two areas of concentration: Theology and Ethics, and Mission and World Christianity. Students participating in the Ph.D. degree must maintain a grade point average of 3.0 or higher. A student is expected to submit his or her dissertation and complete the program in a maximum of 6 years. A student may petition for an extension of no more than one year.

Mission and World Christianity Concentration

Phase 1 (Even Academic Year) 22 credit hours

FALL	OT1100 Themes in Old Testament Theology (3cr)
	NT/OT/TH1110 Theological Hermeneutics (3cr)
	CT1101 Tutorial Unit 1 (1cr)
	CT1110 Doctoral Colloquium (1cr)

SPRING	EV/WM1101 Advanced Seminar in Missiology (3cr) BTI 1 (3cr) CT1102 Tutorial Unit 2 (1cr) CT1110 Doctoral Colloquium (1cr)
SUMMER	CH/WM1101 Advanced Seminar in Mission History (3cr) CT1100 Research Methods (3cr) Initial Research Proposal
Phase 2 (Odd Academic Year) 19 credit hours	
FALL	NT1100 Themes in New Testament Theology (3cr) EM1105 Pedagogy Practicum (3cr) CT1103 Tutorial Unit 3 (1cr) CT1110 Doctoral Colloquium (1cr)
SPRING	TH/WM1101 Advanced Seminar in World Christianity (3cr) IS/WM1101 Advanced Seminar in Intercultural Studies (3cr) BTI 2 (3cr) CT1104 Tutorial Unit 4 (1cr) CT1110 Doctoral Colloquium (1cr)
SUMMER	Language Requirement Comprehensive Examinations Research Project Defense
Phase 3 (Years 3-4) Dissertation Writing (22 cr)	
FALL	CT1105 Tutorial Unit 5 (1cr) CH/WM1160 Dissertation Writing (3cr)
SPRING	CT1106 Tutorial Unit 6 (1cr) CH/WM1160 Dissertation Writing (3cr)
SUMMER	CH/WM1160 Dissertation Writing (3cr)
FALL	CT1107 Tutorial Unit 7 (1cr) CH/WM1160 Dissertation Writing (3cr)
SPRING	CT1108 Tutorial Unit 8 (1cr) CH/WM1160 Dissertation Writing (3cr)
SUMMER	CH/WM1160 Dissertation Writing (3cr)

Theology and Ethics Concentration

Phase 1 (Even Academic Year) 22 credit hours	
FALL	OT1100 Themes in Old Testament Theology (3cr) NT/OT/TH1110 Theological Hermeneutics (3cr) CT1101 Tutorial Unit 1 (1cr) CT1110 Doctoral Colloquium (1cr)
SPRING	TH1101 Advanced Seminar in Theology (3cr) BTI 1 (3cr) CT1102 Tutorial Unit 2 (1cr) CT1110 Doctoral Colloquium (1cr)
SUMMER	CH/TH1101 Advanced Seminar in Patristics (3cr) CT1100 Research Methods (3cr) Initial Research Proposal
Phase 2 (Odd Academic Year) 19 credit hours	
FALL	NT1100 Themes in New Testament Theology (3cr) EM1105 Pedagogy Practicum (3cr) CT1103 Tutorial Unit 3 (1cr) CT1110 Doctoral Colloquium (1cr)
SPRING	MC/SF1102 Narrative and Spirituality (3cr) ET/TH1101 Advanced Seminar in Theological Ethics (3cr)

	BTI 2 (3cr)
	CT1104 Tutorial Unit 4 (1cr)
	CT1110 Doctoral Colloquium (1cr)
SUMMER	Language Requirement
	Comprehensive Examinations
	Research Project Defense
Phase 3 (Years 3-4) Dissertation Writing (22 cr)	
FALL	CT1105 Tutorial Unit 5 (1cr)
	ET/TH1160 Dissertation Writing (3cr)
SPRING	CT1106 Tutorial Unit 6 (1cr)
	ET/TH1160 Dissertation Writing (3cr)
SUMMER	ET/TH1160 Dissertation Writing (3cr)
FALL	CT1107 Tutorial Unit 7 (1cr)
	ET/TH1160 Dissertation Writing (3cr)
SPRING	CT1108 Tutorial Unit 8 (1cr)
	ET/TH1160 Dissertation Writing (3cr)
SUMMER	ET/TH1160 Dissertation Writing (3cr)

Doctor of Philosophy Goals

1. Demonstrate a comprehensive knowledge of scripture, biblical theology and principles of exegesis in the context of the contemporary pluralism of global interpretations. Measured by comprehensive examinations.
2. Demonstrate expert knowledge of the literature of his or her field of concentration, including the most significant global contributions; measured by dissertation evaluation.
3. Demonstrate competence to teach effectively in the context of higher education, utilizing a wide range of approaches, including in-person and online delivery systems; measured by annual review by mentor.
4. Competently engage in original research and writing that advances theological understanding for the academy and for respective communities of faith; measured by dissertation evaluation and annual review by mentor.
5. Demonstrate Christian maturity evidenced in moral clarity and upright character (human formation) in conjunction with demonstrable spiritual aptitude and devotion (spiritual formation).

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 2026-2027 (subject to change) are as follows:

- \$900 per credit hour
- \$2,700 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.

TUITION RATES – DOCTOR OF MINISTRY

The tuition rates for D.Min. cohorts starting between July 2026 and June 2027 are as follows:

- Tuition: \$8,600 per year
- Student Services Fee: \$275 per year
- Total cost of program over 3 years: \$26,625

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.

TUITION RATES – DOCTOR OF PHILOSOPHY

The tuition rates for full-time Ph.D. students starting in 2026-2027 are as follows:

- Tuition Rate, First and Second Year: \$22,500 per year
- Tuition Rate, Third and Fourth Year: \$5,000 per year
- Total cost of program over 4 years: \$55,000

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

SPECIAL FEES

Student Services Fee (masters)	
Fall, Spring, Summer.....	\$275 each
January	\$0
Technology Fee (each semester)	\$125
Partnership Program (scholarship) Fee	\$500 (one time)
Audits (official, degree seeking students)	\$200
Audits (official, non-degree students)	\$600
Bookkeeping fee.....	\$35
Course Transcription fee.....	\$675 per 3-credit hour course
MACO Residency & Lab Fee	\$75 per course
CO 575 MACC Residency Fee.....	\$95 (billed annually in Fall)
CO 863.....	half reg. tuition/each
CO 865A/CO865B.....	half reg. tuition/each
CO 870 Time2Track Subscription	\$50 subscription fee
CO 871.....	\$75 each
CO 873.....	\$75 each

CPE	\$75 per credit hour (In addition to hospital fees if any)
D.Min. Continuation Fee	\$2,000 per year (billed \$1,000 twice a year)
D.Min. Graduation fee	\$550 (includes regalia)
Delay of graduation date fee ...	\$50
External Partnership fee	\$200/term
Graduation fee (masters)	\$100 (additional \$35 for dual degrees)
Regalia fee (masters)	\$75 (\$50 for additional hood)
Delay of graduation date fee ...	\$35
Late/Improper registration fee..	\$50
MACO Fee (Hamilton only)	\$100 per semester
MACC Fee (Charlotte only)	\$100 per semester
Payment Plan Fee	\$50
Nonpayment Fee	\$100
Transcripts (standard processing)	\$12 each
Transcripts (rush processing)	\$15 each
Diploma Reprints	\$35 each

HAMILTON APARTMENT RATES (MONTHLY)

The apartment rent rates for 2026-2027 (subject to change) are as follows:

Studio Apartments – A, B, C, E, F	\$1,020
One Bedroom – A, B, C, E, F	\$1,290
Two Bedroom – A, B, C, E, F	\$1,600
<u>Three Bedroom</u>	
C Building	\$1,850
D Building	\$1,940
Four Bedroom – F	\$2,250

HAMILTON DORMITORY RATES (PER SEMESTER)

The room rates per semester for 2026-2027 (subject to change) are:

Main dorm Single (large)	\$2,290
Lamont Hall Single (small)	\$2,460
Lamont Hall Single (large)	\$2,680
Lamont Hall Double	\$2,180
Gray Hall Single	\$2,730
Gray Hall Double	\$2,410

COST OF ATTENDANCE

The Cost of Attendance includes direct costs and indirect costs. Direct Costs generally include tuition, fees, housing, and meals/food (for students residing on campus), health insurance (if it is state mandated), or any other expenses paid to the school for enrollment. Indirect Costs are other expenses not paid directly to the school, but associated with receiving an education. The cost of attendance tables below DO NOT include tuition rates but rather are estimated costs for a student in addition to tuition.

Boston and Hamilton (off campus)

Cost of Attendance (Estimated)		
	Fall & Spring	Fall, Spring & Summer
Books, course materials, supplies and equipment	\$1,200	\$1,500
Food & Housing	\$11,217	\$14,958

Transportation	\$2,373	\$3,164
Miscellaneous Personal Expenses	\$7,982	\$10,643
Health Insurance**	\$9,977	\$9,977
Total Cost of Attendance	\$32,748	\$40,242
*The COA provided is for full-time enrollment and will be adjusted for less-than-full-time enrollment or single-term enrollment **Health Insurance charge can be waived - student must submit proof of adequate health insurance coverage		

Hamilton (on campus)

Cost of Attendance (Estimated)		
	Fall & Spring	Fall, Spring & Summer
Books, course materials, supplies and equipment	\$1,200	\$1,500
Food & Housing – Dorm	\$10,871	\$15,273
Food & Housing – Apartment with no Dependents	\$17,559	\$23,412
Food & Housing – Apartment with Dependents	\$20,700	\$27,600
Transportation	\$1,190	\$1,586
Miscellaneous Personal Expenses	\$2,020	\$2,693
Health Insurance**	\$9,977	\$9,977
Total Cost of Attendance	\$ 25,258-\$35,087	\$31,029-\$43,356
*The COA provided is for full-time enrollment and will be adjusted for less-than-full-time enrollment or single-term enrollment **Health Insurance charge can be waived - student must submit proof of adequate health insurance coverage		

Networked Education and LGM

Cost of Attendance (Estimated)		
	Fall & Spring	Fall, Spring & Summer
Books, course materials, supplies and equipment	\$1,200	\$1,500
Food & Housing	\$10,299	\$13,734
Transportation	\$2,179	\$2,905
Miscellaneous Personal Expenses	\$7,328	\$9,772
Total Cost of Attendance	\$21,006	\$27,911
*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 2026 is September 18, 2026, and for Spring 2027 is January 29, 2027. For information on the Seminary insurance plan, see the [Student Health Insurance](#) page in the Registration Hub.

The following are the 2026-2027 costs for the Seminary health insurance.

Student: \$9,977 for the entire year; charged in two installments: \$3,329 fall semester, \$6,653 spring semester

Fall Semester includes coverage for September 1-December 31, 2026, Spring Semester includes coverage for January 1-August 31, 2027.

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, Spring, and Summer. 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 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 and billed in the first month of each residency for the year's tuition and fees. Students withdrawing from the D.Min. will not be refunded past charges.

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 Student Success at studentsuccess@gordonconwell.edu.

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](#)

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.

The following details which course prefixes are connected to Gordon-Conwell's teaching divisions:

Biblical Studies includes: GL, NT, OL, OT

Christian Thought includes: AP, CH, CT, ET, IS, SE, TH, WM

Practical Theology includes: CL, CO, EM, EV, MC, MM, PC, PR, SF, YM

Apologetics (Division of Christian Thought)

AP517 Film and the Christian Story This course considers one aspect of a theology of culture, namely, theology and film. The course will view and discuss selected films, provide the student with the critical skills helpful for film interpretation, and explore theological approaches to film criticism.

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/WM644 Introduction to Confucianism and Taoism Confucianism and Daoism (Taoism) are no doubt two of the most influential religious traditions in Asia, and deeply shaped the cultures in the East Asian countries such as Korea, Japan, and China. As East Asia has been emerging as a global political and economic powerhouse, its cultural religious and cultural heritages also receive growing attention. In the recent centuries these two traditions extended their influences globally through various channel including East Asian diaspora. The rise of Korean and Chinese Christian communities has brought to the fore the needs to contextualize Christian faith in East Asian cultures.

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. *Not for students who have taken both CH501 and CH502.*

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/CO/SF504 Church History Survey for Counseling and Spiritual Formation The course will trace the history of the Church from Pentecost to the present, examining key themes, figures, events, eras, and issues, exploring their relevance to the Church today, with special attention to spiritual formation and counseling. From Early Church martyrs to Medieval knights, from Augustine to Juana Inés de la Cruz, from Calvin to Carey and King, from the catacombs and Egyptian deserts to the cathedrals and Korean prayer mountains, and from doctrinal disputes to mystical quests and cyberspace globalization, it will trace the contours of the story of the Church worldwide. The course seeks to provide a framework for lifelong learning in the history of the Church and opportunities for learning and applying scholarly historical research tools that provide practice in skills such as observation, pattern-recognition, analysis of cause and effect, attention to context, etc. that are transferrable to counseling and spiritual formation ministries. *Open to MACO and SF concentration students only.*

CH/MC519 Christianity and Visual Art This course equips students to engage with the visual arts in the context of historic and contemporary Christianity, with a particular focus on the Western tradition. Students will examine historical case studies and controversies, exploring how art has served as a site of theological expression, cultural debate, and spiritual formation. The course also introduces practical tools for interpreting visual art, drawing on art historical and theological methods. Emphasis is placed on the formative potential of visual engagement, encouraging students to see art not only as an object of study but as a means of deepening faith.

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 This course explores the history of religions on the Silk Road from antiquity to the present examining the impact of trade, translation, and interaction of world religions from Venice, Italy to Xian, China. The course will be based on lectures, reading, visiting historic sites, and discussions of the texts, art, music and film related to religions on the Silk Road.

CH/WM621 The Church in China: Suffering & Witnessing In contemporary discourse of missional church, the Chinese Church, especially the house church movement feature prominently, and often serve as a model of minority churches witnessing in an unfriendly world. By providing a survey and interpretation of the Christian presence in China from the 7th century to the present, this course provides an opportunity to examine the Church in China as a missional church, and to draw lessons for global church in the 21st century.

CH/SF633 The Spirituality of Jonathan Edwards Jonathan Edwards is one of the seminal figures in the history of the American church and beyond due to his particular combination of academic excellence and his pastoral and spiritual depth. This course will survey the breadth of Edwards's contributions—philosophically, theologically, historically, exegetically, and ecclesiastically—in order to examine how he integrated God's Word, his world, and his inner spiritual life. Edwards will also serve as a model—positively or negatively—for the development of a personal, spiritual formation. Furthermore, this course will explore the legacy of Jonathan Edwards as a seminal figure in American and international evangelicalism. His biblicism, rationalism, apocalypticism, missional convictions, revivalism, spiritual psychology, and ethics continue to echo through the evangelical church today.

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.

CH645 Luther and the Reformation An introduction to the life, theology, ministry, and spirituality of Martin Luther. After a study of Luther's life and ministry, primary focus will be upon the thematic reading, discussion, reflection, and evaluation of selected writings of Luther. Students are encouraged to develop, not only an historical appreciation for Luther's theology, but to consider the ways in which his thought is of enduring import for faithful ministry in the church today.

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 History of Christian-Muslim Relations This course explores the complex relationship between Christians and Muslims throughout the entire history of Islam, giving attention to the historical and scriptural sources that speak on or about each other and their usage by Christian and Muslim interlocutors. The focus of the course will be to introduce students to the origins of the encounter, the diversity of historical contexts of the Middle East, Central Asia, Europe and North America, and how those encounters have been interpreted. Students will engage in historical research on specific topics to develop their own critical perspectives on Christian-Muslim relations for public engagement. Utilizing film, music, maps, artwork, documents, and travel literature, this course highlights both high and low points between the world's two largest religions. Special attention is given to the Golden Age of Islam, Medieval Spain, St. Francis, and global demographics of Christians and Muslims.

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

CH/TH654 History and Theology of Black Music: From Spirituals to Afro-Futurism This course surveys Black music history while providing space to explore the complex and reciprocal relationship between Black music and theology-making. Understanding the living and active essence of music to express human emotion and ideas, this course looks at ways Black music has participated in theological formation and biblical interpretation in the African diaspora and especially in the Black Church. Theomusicology, Ethiopian, and Liberation theology will be examined while considering important themes of agency, resistance, cultural experience, and identity formation. Musical and artistic considerations such as the heterogeneous sound ideal, authenticity, Black performance, and the concept of Dance, Drum, and Song will also be discussed. The course will investigate early African and Black Christian music-making, the songs of the enslaved, the music of the 19th and 20th century Black Church, Gospel, Jazz, Hip Hop, Protest music and Freedom songs, and Christian Afro-futurism. Listening to music will be a key part of this experience.

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 Christianity is studied here as an Asian religion. Although often flourishing in non-Asian soil, Christianity has only done so with the support of kings, queens or other rulers. In Asia, it has—with one notable exception—never had the support of kings and not until the last decades of the 20th century have the followers of Jesus began to have a major continent-wide impact in the land of His birth. In this course we will follow the five great advances of Christianity across Asia and note major themes, Asian Christian leaders, and forces that have acted against Christianity flourishing in the land of its birth.

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/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 A survey of the theological movement of Lutheranism as it took shape in the North American context. Primary focus will be on major Lutheran personalities, organizational alliances and mergers, theological formulations, doctrinal controversies, liturgies and spiritualities.

CH696 American Methodist History The principal objective of this course is to train students in the practice of critical reflection on the history of American Methodism. A secondary objective is to form students in the traditions and lore of the Wesleyan movement.

CH/TH/WM701 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. *Pre-requisites: CH501, NT501 and TH501.*

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-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.

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 Th.M. 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 Th.M. Thesis - Part II A continuation of CH 991. *Prerequisite: CH991.*

Christian Leadership (Division of Practical Theology)

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.

CL/MC634 Conflict Management in Life and Ministry This course focuses on the dynamics of interpersonal conflict management, with principles broadened to apply to contexts of church, family, and ministry. Biblical and case study conflict scenarios will be discussed as well as effective (biblical) and ineffective (unbiblical) conflict strategies. An interdisciplinary approach is used, including introduction to systems theory, church discipline strategies, and emotional health of the leader.

CL/CO637 Leadership Trauma: Healing and Recovery This course considers the underlying causes of leadership crises, and how to address them. We will explore the condition called leadership trauma, where contexts in the past (formation and attachment issues), the present (stressors), and the future (fear of failure) subject leaders to emotional and spiritual pressures that undermine the capacity to lead and relate well to their colleagues. In this course, we will explore this condition, identify its consequences for leadership, and discuss the healing and spirituality processes essential for recovery.

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.

CL709 Managing Change in Churches and Organizations This unit explores the complex dynamics of change within the context of church environments and other organizations. Students will gain a deeper understanding of the causes, processes, and resolutions of change, and the possibility of conflicts that can arise within the church and other organizations. They will also examine the theological, ethical, and practical dimensions of change in church settings. Through a combination of theological reflection, case studies, and practical exercises, students will develop the skills and knowledge necessary to navigate and manage change in a constructive and biblically grounded manner.

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.

CL720 Christian Leadership Project Course This course allows a student, under the guidance of a directing professor, to pursue a specific topic in Christian Leadership by means of an experience-based study. The project should be built upon firm theoretical foundations obtained from previous courses in Christian Leadership along with others in the student's degree program. The project may include traditional learning modes, such as reading, but its primary focus should be on experiential learning. The project must produce a final report describing project objectives and significant insights gained in the process.

CL/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.*

CL/MC801 Leadership, Management and Strategy for Urban Ministry Leadership Management and Strategy for Urban Ministry prepares students to lead effective, biblically grounded ministries in diverse urban contexts. Students will learn to assess spiritual, social, and practical needs in their ministry environments, identify root causes of problems, and define clear, Gospel-centered goals for transformation. They will explore leadership and management theories, craft personal and ministry development plans, and design context-specific ministry strategies. This course encourages spiritual growth, practical leadership, and cultural awareness to empower students to serve faithfully and lead change in their churches and communities. By the end of the course, students will have created a strategic action plan to address a real issue in their current ministry setting.

CL/PR922 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 or Th.M.*

Counseling (Division of Practical Theology)

CO500A Introduction to Counseling This course is an introduction to counseling theories, providing a foundation for identifying and demonstrating how counseling theories contribute to the conceptualization of mental and behavioral problems and treatment interventions. The course will enable students to critically examine the multiple approaches to counseling. Students will be encouraged to identify their own emerging theoretical orientation and assess how various theories help them understand how their own characteristics contribute to the counseling process. Students will be trained to provide evidence-based counseling, informed by theories and best-practice models, and integrate counseling theory and practice with the historical and theological dimensions of the Christian faith. *Must be taken with CO500B. Open to MACO students only.*

CO500B Introduction to Counseling Residency & Lab In-person learning week that includes: lab instruction, spiritual formation, and professional development. Requires in-person attendance at the Hamilton campus, and students are responsible for their own housing and transportation. *Must be taken with CO500A. Open to MACO students only.*

CO502 Introduction to Counseling and Systems Theory This course provides an introduction to the counseling profession with a survey of the basic theoretical approaches to counseling and an introduction to theological integration in counseling. This course also aids students in beginning the process of professional identity development as a mental health counselor. *Open to MACC students only.*

CO/CH/SF504 Church History Survey for Counseling and Spiritual Formation The course will trace the history of the Church from Pentecost to the present, examining key themes, figures, events, eras, and issues, exploring their relevance to the Church today, with special attention to spiritual formation and counseling. From Early Church martyrs to Medieval knights, from Augustine to Juana Inés de la Cruz, from Calvin to Carey and King, from the catacombs and Egyptian deserts to the cathedrals and Korean prayer mountains, and from doctrinal disputes to mystical quests and cyberspace

globalization, it will trace the contours of the story of the Church worldwide. The course seeks to provide a framework for lifelong learning in the history of the Church and opportunities for learning and applying scholarly historical research tools that provide practice in skills such as observation, pattern-recognition, analysis of cause and effect, attention to context, etc. that are transferrable to counseling and spiritual formation ministries. *Open to MACO and SF concentration students only.*

CO507A Clinical Counseling Skills This course will serve as a bridge between the study of theories and systems of counseling and the supervised practice of counseling. It is experiential and aimed at helping students develop a foundation as strong, effective therapeutic agents for their clients. This is a clinical skills course emphasizing the acquisition of therapeutic helping relationship skills through role playing and modeling. Instructor and peer feedback will be given. *Must be taken with CO507B. Pre-requisite: CO500. Open to MACO students only.*

CO507B Clinical Counseling Skills Residency & Lab In-person learning week that includes: lab instruction, spiritual formation, and professional development. Requires in-person attendance at the Hamilton campus, and students are responsible for their own housing and transportation. *Must be taken with CO507A. Pre-requisite: CO500. Open to MACO students only.*

CO540 Helping Relationships This experiential course covers the theological ground for skills necessary in helping relationships, including skills in listening, attending behaviors, and empathy needed in counseling and bringing about change. Special emphasis is placed on the acquisition of therapeutic skills through role playing, modeling, and direct feedback.

CO575 MACC Counseling Residency The Counseling Residency is a three-day event held annually on the Charlotte campus for the purpose of spiritual renewal, mentoring, professional identity formation, clinical skills development, and community building. Residency is a time to establish relationships with peers and faculty, discuss the field of counseling with respect to calling, professional concerns, and the Christian life; and spend time in spiritual retreat alone and together. Students are required to obtain their own housing and transportation for the Counseling Residency. *Course Fee: \$95.*

CO/TH600 Theology for Counselors This course offers a one-semester survey of major Christian doctrines with a particular emphasis on integration of Christian doctrine and Christian counseling. The course will cover such topics as the doctrine of Scripture, Trinity, Christology, hamartiology, creation, theological anthropology, atonement, the *ordo salutis*, and ecclesiology. *Open to MACO students only.*

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 will be introduced and the connection between sexuality and spirituality, with considerations of theological perspectives, will be explored.

CO606 Global Mental Health This course examines global mental health (GMH) through the lenses of best practices, cultural diversity, advocacy, and scalable services implementation. Students will explore cross-cultural views of mental health, barriers to care, ethical concerns, and action plan-oriented solutions. Using a bio-psycho-social-spiritual framework, the course integrates research and theory to equip counseling students in strengthening their understanding of global mental health and explore the integration of the Christian church's role in mental health — supporting church health, missionary health, and community well-being towards overall human flourishing. Students will explore current and potential future technologies, including Generative AI and immersive tools, to expand mental health service accessibility and scalability.

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

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. This course provides students with opportunities to apply models to observations to infer developmental stages and abilities based on developmental milestones and to understand special issues in human development including the development of

racial / ethnic identity, faith, and counselor identity. *Pre-/co-requisite: CO500. Open to MACO students only.*

CO611 Theories of Personality Students will gain an understanding of and will critique the historical and contemporary theories of personality development from a biblical and theological perspective. In this course, students develop a deep understanding of their own personality and how it interrelates with other personalities in the counseling session. Students also reflect on personality as a mediator between psychopathology and well-being and how models of abnormal personality apply to clinical situations and translate into practical therapeutic interventions.

CO614 Family Systems Theory This course provides an introduction to Family Systems Theory. It is an introduction to systemic thinking as it relates to individual and family function. The course provides an opportunity for evaluating the various theoretical approaches by comparison with biblical/theological concepts of family and family function. This class is a foundational course for CO714.

CO614C Family Systems Theory This course is an introduction to family systems theory and the application of the various family systems models to counseling. Students will review several primary theoretical models and will apply knowledge of each model's assumptions, methods, strengths, and weaknesses to case studies. Additionally, students will evaluate each model in relation to various biblical/theological understandings of the purpose and functioning of families.

CO616 Cognitive Therapy This course will examine the major models and techniques of cognitive-behavioral therapy and their application to the understanding of normal and abnormal human functioning, the evaluation of approaches to prevention and treatment, and the techniques and relational skills to apply theory and research in real-life clinical contexts with those seeking counseling treatments. *Pre-requisite: CO500. Open to MACO students only.*

CO/MC/PC618 Community-Based Counseling This course provides an overview of community-based counseling, the role of the counselor in the development of healthy communities, and the importance of prevention, outreach, and collaboration in community-based work. Students will understand professional issues unique to community counseling. Through discussions, assignments, and projects, students will have opportunities to identify and apply biblical principles for healthy community development to ethically and culturally informed models of intervention.

CO635 Crisis and Trauma Counseling This course will examine the foundations, contextual dimensions, and basic knowledge and skills of crisis and trauma counseling. The effects of developmental processes and transitions, disaster, situational crises and other trauma-causing events will be addressed. It will focus on trauma-informed counseling practices and interventions to conceptualize and treat client presentation. Additional emphasis will be given to crisis incident stress management, psychological first aid, spiritual first aid, and counselor self-care.

CO/SF/TH635 Augustine's Theography & Heart Therapy: Confessions, Community & Health This course will present the perspective of Augustine of Hippo (354-430) on heart therapy and health as prescribed by his Confessions (397-401). His hopeful vision will offer contributions to: one's personal story, by retelling it in the light of grace; to distressed and wounded people around you, by learning to counsel others through an ancient tradition of theological therapy; to narcissistic and individualistic cultures, by placing a humble and prayerful theology as its antidote.

CO/CL637 Leadership Trauma: Healing and Recovery This course considers the underlying causes of leadership crises, and how to address them. We will explore the condition called *leadership trauma*, where contexts in the past (formation and attachment issues), the present (stressors), and the future (fear of failure) subject leaders to emotional and spiritual pressures that undermine the capacity to lead and relate well to their colleagues. In this course, we will explore this condition, identify its consequences for leadership, and discuss the healing and spirituality processes essential for recovery.

CO/MC/SF642 Ministering to Women in Pain In this course, students develop an adequate theodicy for dealing with pain and a deeper understanding of the complex presenting problems many women experience. The course focuses on helping students refine their pastoral care to such women including identifying effective ways to help women manage painful events or circumstances in their lives, within the context of a truthful Christian theodicy.

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 communities of faith and pastoral caregivers in suicide prevention and the development of a theology of suicide.

CO/ET689 Aging, Death, and End-of-Life Medical Ethics This course is designed to reflect theologically, philosophically, and pastorally on some of the ethical issues that emerge in the context of health care through aging, death, and end of life decision-making (EOL). The course will explore four areas: (1) foundational questions concerning the relation of medicine and spirituality, contemporary bioethics, and the goals of medicine; (2) a theological framework for aging, dying, and the experience of dementia with implications for how this impacts ethics and pastoral care; (3) key approaches to end-of-life decision making; (4) how disparities in health care access impact race, global health, and life expectancy.

CO/ET/TH693 Augustine, Restlessness, and Belonging in the Digital Age Since the advent of smartphones and social media, Silicon Valley and big tech's influence on individual and societal behavior continues to grow. A return to theological sources for ethical assessment is needed to critically evaluate our social context increasingly defined by persuasive media algorithms that often reduce agency to impulse, objectification, and commodification. Although separated by time and space, the perceptive insights of North African bishop, St. Augustine of Hippo, are relevant for today's digital challenges. His emphasis on restlessness, desire, vulnerability, power, empire, belonging, love, and humility hold significant impact for Christian theology and ethics. This course will explore the psychological, philosophical, and theological connections between contemporary tech critics and one of Christianity's seminal patristic authors.

CO699 Research Methods and Design This course is focused on helping students understand the importance of research to the counseling profession. Students evaluate quantitative, qualitative and mixed methods approaches in the context of the usefulness of these approaches to answer a research question. Students design and implement research and evaluate programs and research studies. *Open to M.A. in Counseling students only.*

CO709 Counseling in Addictive Behaviors This course will cover prevention and intervention with addictive behaviors. The course will address etiology, assessment and models of treatment. Students will explore a theology of addiction and a Christian response to prevention and intervention.

CO710 Psychopathology This course provides an overview of the basic theories, concepts and structures that form an understanding of psychopathology. Special emphasis is given to the development of skills in using the *Diagnostic and Statistical Manual of Mental Disorders, 5 Edition, Text Revision (DSM-5-TR)* to diagnose mental health disorders. *Prerequisite: CO500. Open to MACO students only.*

CO710C Psychopathology, Diagnosis, and Treatment Planning 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*. *Open to MACC students only.*

CO711 Group Process This course is an introduction to group interventions in counseling, workplace, and ministry settings. Students will partake in an experiential group that meets for two hours daily for one week. The didactic component complements the experiential group by introducing students to the theory of group therapy including group process approaches, group dynamics, group formation, and appropriate referrals to group therapy. The class will introduce students to evidence-based group interventions commonly utilized in inpatient and outpatient settings. Students will develop knowledge and skills to initiate and lead groups as well as emphasize development of group counseling skills and strategies based upon the special needs and characteristics of diverse client groups. *Open to MACO students only.*

CO712 Multicultural Diversity in Counseling This course provides an opportunity to develop sensitivity, insight, and multicultural awareness when conducting counseling with individuals and families. Strategies needed to work effectively with issues of race, ethnicity, age, socioeconomic status, religion, gender, sexual orientation, and disability status will be addressed alongside a theological framework for developing self-awareness and engaging diversity. Emphasis will be given to the roles, structures, functions, systems, behaviors, values, and environmental factors that

affect individuals and family systems. *Open to MACC students only.*

CO/WM712 Multicultural Diversity in Counseling This course provides a foundation for engaging issues of race, ethnicity, age, socioeconomic status, religion, gender, sexual orientation, and disability status within a counseling context. A theological framework for developing self-awareness and engaging diversity will be emphasized, along with the roles, structures, functions, systems, behaviors, values, and environmental factors that affect individual and family systems. Students will be encouraged to engage in self-exploration around their own cultural/racial identity and their responses to issues of diversity including bias, oppression, discrimination and the role of privilege. Students will be trained to become effective, multi-culturally competent, reflective, and ethical counselors who pursue social justice. *Open to MACO students only.*

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/CO540, CO610 or CO/SF610.*

CO714 Family Counseling/Therapy This is a course designed to give the student an opportunity to translate the theories of Family Therapy into practice. The primary focus of the course is clinical in nature. The purpose of this praxis application is to provide a mechanism for theoretical application in a clinical format. Students evaluate the most applicable methods for counseling interventions with families. *Open to MACO 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 This course focuses on basic theories of couples counseling with particular attention to biblical and theological issues and contemporary therapeutic models. The process of couples counseling is introduced with lectures, theoretical foundations, videos, demonstration and practice of skills, small/large group discussion and opportunities for self-reflection.

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. 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 provides a theoretical and practical understanding of the use of groups in counseling, including group process, purpose, development, dynamics, theories, methods, skills, and approaches in a multicultural society. Each member will also become part of an active group to provide an experiential instruction to the nature of group process.

CO719 Human Sexuality This course provides an overview of biological, psychological, behavioral, and theological material concerning human sexuality. Students will become familiar with relevant DSM diagnostic categories and develop appropriate treatment plans. *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.

C0726 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: C0710/C0710C.*

C0727 Attachment-Focused and Psychodynamic Therapies This course examines the contribution of attachment-focused, relational, and psychodynamic therapies to the understanding of persons and the practice of counseling, the application of psychoanalytic theory to the diagnosis and treatment of characterological disorders, and the role of attachment and object relations theory in the development of an individual's God-concept and spiritual formation. The understanding of characterological disorders and the techniques and relational skills to apply theory in real-life clinical contexts will be emphasized. *Prerequisite: C0500/C0502.*

C0728 Physiology, Complexity, and Human Behavior This course is designed to provide the student with a survey of fundamental elements of neurophysiology, neuroanatomy, neurotransmitters, pharmacology, genetics, human development and personality, and cultural influences that contribute to the understanding of human behavior as an emergent property of a complex dynamical system.

C0735A Assessment in Counseling This course explores a broad understanding of approaches to personal appraisal. Emphases are placed on the specific skills associated with administering and interpreting assessments for providing effective treatment. Students learn the factors that influence validity and reliability and learn specific skills for assessing danger to self or others. Additional emphases are on professional and ethical obligations in assessment including multicultural diversity considerations. *Must be taken with C0735B. Co-/pre-requisite: C0710. Prerequisite: C0500. Open to MACO students only.*

C0735B Assessment in Counseling Residency & Lab In-person learning week that includes: lab instruction, spiritual formation, and professional development. Requires in-person attendance at the Hamilton campus, and students are responsible for their own housing and transportation. *Must be taken with C0735A. Co-/pre-requisite: C0710. Prerequisite: C0500. Open to MACO students only.*

C0735C Assessment in Counseling This course explores a broad understanding of approaches to personal appraisal. Emphases are placed on the specific skills associated with administering and interpreting assessments for effective diagnosis and treatment planning. Students learn the factors that influence validity and reliability and learn specific skills for assessing danger to self or others. Additional emphases are on professional and ethical obligations in assessment including multicultural diversity considerations. *Prerequisites: C0502 and C0710C. Open to MACC students only.*

C0740 Career Counseling and Lifestyle Development This course contrasts career development theories with decision-making models to assist in career and lifestyle development. Students develop skills in career assessment and counseling within ethical, multicultural and faith considerations. Online career information systems and vocational programs are evaluated. *Open to MACO 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 studies focusing on healing processes. Various crises will be studied, and etiology, assessment, and models of treatment in crisis counseling will be addressed.

C0770 Career Counseling The student will explore theoretical approaches that provide a broad understanding of career development theories, occupational and educational information sources and systems, career and leisure counseling, educational guidance, and lifestyle and career decision making. *Open to MACC students only.*

C0790 Professional Standards and Ethics This course will focus on ethical, legal, and clinical issues facing those who undertake the professional practice of mental health services at the master's level. Primary attention will be given to the essential elements involved in making ethical decisions and factors inherent in the development of a professional counselor identity. The students will gain an appreciation for the difficult decisions that are often faced by Christian mental health professionals and begin to develop a foundational understanding of the process of resolving ethical dilemmas and maintaining professional competency. Students will adopt the roles, functions, and identity of a competent member of the counseling profession and practice ethical decision-making in matters related to client welfare and interagency collaboration and consultation. *Prerequisite: C0500. Open to MACO students only.*

C0790C Professional Standards and Ethics This course focuses on ethical, legal, and clinical issues facing those who undertake the professional practice of mental health services at the master's level. Primary attention is given to the essential elements involved in making ethical decisions and factors inherent in the development of a professional counselor identity. Students will gain an appreciation for the difficult decisions that are often faced by Christian mental health professionals and begin to develop a foundational understanding of the process of resolving ethical dilemmas and maintaining professional competency. Students will adopt the roles, functions, and identity of a competent member of the counseling profession and practice ethical decision-making in matters related to client welfare and interagency collaboration and consultation. *Open to MACC students only.*

C0801 Integrative Seminar This course explores the integration of theological and psychological perspectives in counseling, focusing on the human being as the Imago Dei. Students will engage with six key topics: personhood, sin and psychopathology, redemption, theodicy, agents of change, and wholeness. Emphasis is placed on interpreting both Scripture and the counselee's life narrative to develop practical applications for counseling. Topics include the ontological, epistemological, and teleological dimensions of personhood, as well as the transformative roles of the Holy Spirit, Scripture, and the faith community. The course equips students with tools to critically analyze and apply biblical principles to contemporary counseling challenges, fostering growth in professional competence and spiritual formation. Assignments are designed to support application in ministry and counseling contexts. *Prerequisites: C0500, NT501, OT500. Open to MACO students only.*

C0850 Advanced Models in Clinical Mental Health Counseling and Practice Taken in the final semester, this capstone course focuses on consolidation of students' theoretical orientation to counseling and preparedness for clinical professional practice. The integration of theory, practice and theology is a special focus. *Co/pre-requisite: CO 869 or instructor permission. Open MACC students only.*

C0851 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.*

C0863 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 C0871. Prerequisites: C0500, C0507, C0710, C0790, CO/WM712.*

C0865A 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 C0873. Prerequisite: C0863.*

C0865B Clinical Counseling Internship 2 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 C0873. Prerequisite: C0865A.*

C0866 Clinical Counseling Internship 3 A continuation of clinical experience under special situations requiring students to obtain additional clinical hours at a more advanced level under individual supervision. *Must be taken with C0873. Prerequisite: C0865B.*

C0867 Clinical Counseling Practicum The clinical practicum is designed to provide the student with an introduction to the practice of counseling in a variety of settings. Students are required to obtain 100 hours of counseling practice,

including 40 hours of direct client contact. Weekly individual and group supervision are required. *Prerequisites: CO 502, CO 540, CO 710, one additional counseling course and the Practicum Information Meeting. Pre- or co-requisite: CO 790C. Corequisite: CO874.*

CO868 Clinical Counseling Internship I Clinical internship I follows the clinical practicum experience. Students are expected to function in a clinical setting and carry a client load. During CO 868 and 869 combined, students will accrue 600 hours of counseling experience, including 240 direct client contact hours. Weekly individual and group supervision will be an integral part of this learning experience. *Prerequisite: CO 867. Corequisite: CO 875.*

CO869 Clinical Counseling Internship II This internship is a continuation of the clinical experience at a more advanced level. During CO 868 and 869 combined, students will accrue 600 hours of counseling experience, including 240 direct client contact hours. Weekly individual and group supervision will be an integral part of this learning experience. *Prerequisite: CO 868. Corequisite: CO 875.*

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. Can be taken for 1, 2 or 3 credit hours.*

CO871 Professional Practicum Seminar Practicum students will work closely with the counseling faculty in a small group setting. Students will develop greater understanding and skillful practice in all aspects of counseling including the application of theories and models of counseling. Students will develop skills in theoretically based conceptualizations and ethical, evidence-based, developmentally and culturally relevant interventions, diagnosis, and treatment plans. *Must be taken with CO863.*

CO872 Professional Practicum Seminar (0 credits) Practicum students will work closely with the counseling faculty in a small group setting. Students will develop greater understanding and skillful practice in all aspects of counseling including the application of theories and models of counseling. Students will develop skills in theoretically based conceptualizations and ethical, evidence-based, developmentally and culturally relevant interventions, diagnosis, and treatment plans. *For MACO students who matriculate SU26 and after. Must be taken with CO863.*

CO873 Professional Internship Seminar Internship students will work closely with the counseling faculty in a small group setting. Students will develop greater understanding and skillful practice in all aspects of counseling including the application of theories and models of counseling. Students will develop skills in theoretically based conceptualizations and ethical, evidence-based, developmentally and culturally relevant interventions, diagnosis, and treatment plans. Internship students will develop advanced understanding of the professional role of the Mental Health Counselor. *Must be taken with CO865.*

CO874 Clinical Counseling Practicum Supervision This 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 practicum placement (CO 867).

CO875 Clinical Counseling Internship Supervision This 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 internship placement (CO 868, 869, 870).

CO876 Professional Internship Seminar (0 credits) Internship students will work closely with the counseling faculty in a small group setting. Students will develop greater understanding and skillful practice in all aspects of counseling including the application of theories and models of counseling. Students will develop skills in theoretically based conceptualizations and ethical, evidence-based, developmentally and culturally relevant interventions, diagnosis, and treatment plans. Internship students will develop advanced understanding of the professional role of the Mental Health Counselor. *For MACO students who matriculate SU26 and after. Must be taken with CO865.*

Christian Thought (Division of Christian Thought)

CT490 Writing Skills Workshop This one-credit hour refresher course introduces seminary students to essential grammar and composition skills necessary for pursuit of graduate-level writing, including sentence writing, paragraph writing, textual analysis, and essay writing. The course as a whole guides students toward more effective written communication, which is essential for both academic work and ministry endeavors.

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.

CT/MC/SF614 Divine Revelation, the Arts, and Christian Formation This course elucidates biblical foundations for the arts by looking at patterns of divine revelation and provides a holistic framework for the role of the arts in Christian 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.

EM604 The Teacher and the Teaching Task This course provides an orientation to formation and development of the teacher as well as an understanding of the skills needed to teach. Reading/ discussion as well as practice will be required. The majority of the class will focus on teaching adults in the context of teaching the faith. Students will explore tools and mindsets while building out a framework for educational philosophy. Students will also reflect on themselves as teachers and the teaching task with a theological and biblically-informed perspective of faithful ministry.

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/WM/YM689 Theological Issues and Models of Urban Youth Ministry: U.S. This course provides an in-depth look at the theological foundations of youth ministry in the United States (US). A historical overview of the stages of development of youth ministry in the US will be reviewed. The dynamics of youth culture in society will be examined as a means of effectively equipping leaders to address youth ministry in their context. In this class students will review various proven United States models of youth ministry and explore global models for local application. The trends and models of youth ministry in the urban, suburban, and rural context will be examined. This course fits into the urban ministry degree program as students will learn how to assess, engage, and integrate the challenges of ministry in a complex, diverse and dynamic urban context.

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/TH651 The Theological Ethics of Dietrich Bonhoeffer The ethics of Bonhoeffer, forged in the crucible of the rise of National Socialism, seeks to establish a new foundation for Christian ethics upon the reconciliation between God and humanity, which has already taken place in Jesus Christ. This course will lead students through a close reading of Bonhoeffer's Ethics as well as other pertinent literature to reveal the driving force of Bonhoeffer's approach to ethics.

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.

ET/CO689 Aging, Death, and End-of-Life Medical Ethics This course is designed to reflect theologically, philosophically, and pastorally on some of the ethical issues that emerge in the context of health care through aging, death, and end of life decision-making (EOL). The course will explore four areas: (1) foundational questions concerning the relation of medicine and spirituality, contemporary bioethics, and the goals of medicine; (2) a theological framework for aging, dying, and the experience of dementia with implications for how this impacts ethics and pastoral care; (3) key approaches to end-of-life decision making; (4) how disparities in health care access impact race, global health, and life expectancy.

ET/CO/TH693 Augustine, Restlessness, and Belonging in the Digital Age Since the advent of smartphones and social media, Silicon Valley and big tech's influence on individual and societal behavior continues to grow. A return to theological sources for ethical assessment is needed to critically evaluate our social context increasingly defined by persuasive media algorithms that often reduce agency to impulse, objectification, and commodification. Although separated by time and space, the perceptive insights of North African bishop, St. Augustine of Hippo, are relevant for today's digital challenges. His emphasis on restlessness, desire, vulnerability, power, empire, belonging, love, and humility hold significant impact for Christian theology and ethics. This course will explore the psychological, philosophical, and theological connections between contemporary tech critics and one of Christianity's seminal patristic authors.

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.

EV/WM665 Church Planting and Growth This class will empower students to think theologically, spiritually, and practically about church planting ministries. It will articulate a vision for planting a new missional church that is theologically and biblically sound, practically feasible, and appropriately contextualized for a local community. The course will identify the strengths and limitations of several common approaches to church planting, with an eye to their underlying theology as well as their practical impact on church planters, congregations, and local communities.

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. *Not offered as independent study.*

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. Not offered as independent study.*

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.*

GL707 Greek Readings in the Apostolic Fathers *Course description not available. Please contact Division Chair.*
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 (Th.M. Level) 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.*

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 Th.M. level. *Prerequisite: GL502, NT502 and either GL601 or at least one course in NT exegesis or Greek readings.*

Intercultural Studies (Division of Christian Thought)

IS/WM520 Understanding Culture The subject of this course is the cultural anthropological and missiological study of culture. It is designed to both challenge and support students to grow in their cultural awareness, and to also develop cross-cultural competence for building healthy and God-honoring relationships within diverse communities. Lectures, guided by the Bible and theories and data of anthropology, will encourage students to create environments that make God's reconciling initiatives apparent in church life and in our missional engagement with our neighbors and express the gospel in ways that both celebrate our differences and bring us toward unity in Jesus Christ.

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/SF506 Ascetical Theology Students will learn the history and development of ascetical theology; understand major themes in ascetical theology and practice; experimentally engage with various disciplines through exercises of reflective practice; and consider models for missional and formational asceticism in contemporary ministry.

MC/PC513 Healthy Relationships for Ministry An introduction to intentional self- and relational awareness, and understanding relational health for the purpose of cultivating personal and professional relationships for ministry health which impacts personal and corporate spiritual development.

MC/CH519 Christianity and Visual Art This course equips students to engage with the visual arts in the context of

historic and contemporary Christianity, with a particular focus on the Western tradition. Students will examine historical case studies and controversies, exploring how art has served as a site of theological expression, cultural debate, and spiritual formation. The course also introduces practical tools for interpreting visual art, drawing on art historical and theological methods. Emphasis is placed on the formative potential of visual engagement, encouraging students to see art not only as an object of study but as a means of deepening faith.

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.

MC601B Methodist History And Polity Polity and standards for the Global Methodist Church. 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 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 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.

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/CT/SF614 Divine Revelation, the Arts, and Christian Formation This course elucidates biblical foundations for the arts by looking at patterns of divine revelation and provides a holistic framework for the role of the arts in Christian 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.

MC/CO/PC618 Community-Based Counseling This course provides an overview of community-based counseling, the role of the counselor in the development of healthy communities, and the importance of prevention, outreach, and collaboration in community-based work. Students will understand professional issues unique to community counseling. Through discussions, assignments, and projects, students will have opportunities to identify and apply biblical principles for healthy community development to ethically and culturally informed models of intervention.

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.

MC/CL634 Conflict Management in Life and Ministry This course focuses on the dynamics of interpersonal conflict management, with principles broadened to apply to contexts of church, family, and ministry. Biblical and case study conflict scenarios will be discussed as well as effective (biblical) and ineffective (unbiblical) conflict strategies. An interdisciplinary approach is used, including introduction to systems theory, church discipline strategies, and emotional health of the leader.

MC/CO/SF642 Ministering to Women in Pain In this course, students develop an adequate theodicy for dealing with pain and a deeper understanding of the complex presenting problems many women experience. The course focuses on helping students refine their pastoral care to such women including identifying effective ways to help women manage painful events or circumstances in their lives, within the context of a truthful Christian theodicy.

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.

MC670 Empowering Marginalized Church Groups & the Urban Poor Empowering Marginalized Church Groups & the Urban Poor will prepare students to develop the mindset, behaviors, and goals in line with the concept of Redemptive Poverty Work. Redemptive Poverty Work is joining God in creative restoration through sacrifice in the personal lives and under-resourced neighborhoods of those who live in the condition of poverty. This concept emphasizes the role of the people of God in transforming communities towards the common good.

MC683 Compassionate and Holistic Youth & Family Ministry This course addresses compassionate and holistic ministry to youth and families in church settings. Students will participate in the examination of the systems affecting families particularly, but not limited to the urban environment.

MC686 Race, Gender, and the American Church Ministering in today's society will require awareness of and sensitivity to the rich diversity of race and gender in the church. As society becomes more reactive to the ways that race and gender can divide us, the church must remain proactive in demonstrating God's unity and grace. This course will help women and men to find their voices in God's story while also lifting and learning from the voices of those most often unheard. Those willing to have courageous conversations are called to name the places of pain in the Body and look to Christ to heal, reconcile, and restore. With emphasis on in-depth discussion and critical analysis, students will have an opportunity to apply the relevance of the Gospel in divisive times. Students of all races should be prepared to be disrupted by our shared history and equipped to model restoration through our collective hope. Ultimately, this course is designed to strengthen a Biblical framework for justice and reconciliation across every barrier for the glory of God.

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 This course explores how to prevent, recognize, and respond to sexual and domestic abuse. Specifically, it will focus on how to minister to those who are survivors of abuse, how to respond to perpetrators of abuse, how to respond in a crisis, and how to build a healthy church culture before there is a particular crisis.

MC701 Pastoral Ministry This course examines the call, identity, office, character, relationships, authority, and spiritual formation and maturation of the Christian pastor. These aspects of pastoral ministry are viewed from biblical and theological perspectives. Historical and cultural dimensions will also be considered. Items presented include the following: Calling, Identity, Roles and Expectations of the Pastor; Church Culture and its relation to the Larger Culture; Worship and Liturgy; Baptism (children and adults) and Child Dedication; Communion; Weddings; Funerals and Grief Work; Pastoral Care; Church Finances; Clergy Ethics; Sexual Ethics and Behavior; Legal Matters, Staff Relationships; Conflict Management; Leadership Development and Resilience.

MC701A Pastoral Ministry: Wesleyan Understanding of the Sacraments and Worship *Course description not available. Please contact Division Chair.*

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.

MC744 Lutheran Liturgics For many years in Lutheran circles, the chief goal, the main tasks, indeed the purpose, of the ordained ministry has been described as "to preach, teach, and administer sacraments." Two (and sometimes, all three)

of those happen in the midst of worship (liturgy). The ordained minister, a pastor, needs to know the history, theology, and "mechanics of doing" liturgy in order to properly to serve Christ's Church and His people. Knowledge of how Church leaders of the past (especially Lutheran ones) have understood and performed their role is essential for those endeavoring to perform the tasks and role of the gospel now in the arena in which the people of the gospel gather, i.e., liturgy. Furthermore, even before early Christian writers of the second century (e.g., Ignatius of Antioch, +115, and Justin Martyr, + 165) write about the importance of liturgy, there is witness to liturgy and corporate prayer in the Scriptures. In order to carry out their vocation, pastors require knowledge of the history, meaning (theology), and mechanics of worship (practical aspects of worship actions and leadership), and how liturgy and preaching function together in gospel proclamation. To investigate these areas is the rationale and purpose of this course.

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/CL801 Leadership, Management and Strategy for Urban Ministry Leadership Management and Strategy for Urban Ministry prepares students to lead effective, biblically grounded ministries in diverse urban contexts. Students will learn to assess spiritual, social, and practical needs in their ministry environments, identify root causes of problems, and define clear, Gospel-centered goals for transformation. They will explore leadership and management theories, craft personal and ministry development plans, and design context-specific ministry strategies. This course encourages spiritual growth, practical leadership, and cultural awareness to empower students to serve faithfully and lead change in their churches and communities. By the end of the course, students will have created a strategic action plan to address a real issue in their current ministry setting.

MC850 Readiness for Ministry Exit Seminar This course explores the sacred drama of ministry as it relates to God, self, tradition, culture, church, and people. In addition to understanding and gaining attentiveness to the characters and settings within the drama of ministry, this course focuses on forming a robust, biblical imagination for ministry that will prepare students to improvise their unique call with wisdom, faithfulness, and joy within diverse cultural contexts.

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 for M.Div. and MACM students. 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 ministry leader) and the various experiences provided within the church and/or parachurch, 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. Monthly or bi-weekly Reflection Groups for registered MM students will be led by each community's Mentored Ministry Director. *Pre/co-requisite: MC/SF501 or CH/SF591. Students who complete 3 credit hours of Mentored Ministry may use them to fulfill one concentration course in the MATS and MACM.*

MM505 Mentored Ministry – Course 1 is the first selected semester of Mentored Ministry (1 credit hour). *Pre/co-requisite: MC/SF501 or CH/SF591.*

MM605 Mentored Ministry – Course 2 is the second selected semester of Mentored Ministry (1 credit hour). *Pre-requisite: MM505.*

MM705 Mentored Ministry – Course 3 is the third selected semester of Mentored Ministry (1 credit hour). *Prerequisite: MM605.*

New Testament (Division of Biblical Studies)

NT501 Exploring the New Testament Introduction to the New Testament, providing a framework to understand its message as a whole, as well as the particular message of each book. The course focuses on historical, literary, and theological aspects of the New Testament.

NT502 Interpreting the New Testament This course is designed to introduce students to the variety of methods (textual, lexical, grammatical, historical, literary) involved in the interpretation of the text of the New Testament. *Prerequisites: GL502, NT501, OT500. Not offered as independent study.*

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 A study of Revelation that will introduce the student to the hermeneutical methods for understanding, applying, teaching and preaching from the book.

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.*

NT/OT581 The Bible in Its Ancient Near Eastern Context The course is an introduction to the cultures of the Ancient Near East as they impact the civilizations of the Old Testament and how these cultural patterns set the trajectories for the ANE contexts of the New Testament. With this broad sweep of Mesopotamia, Anatolia, Egypt, the Levant and Mediterranean basin from the rise of cities (ca. 3000 B.C.) to the Achaemenids, Hellenistic and Early Roman Period (1st Cent. AD), the goal of the course is to provide theological foundations to the revelation of Yahweh in ancient Israel against the cultural background of the Great Powers (Egypt and Greater Mesopotamia) and their successors Greece and Rome.

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.

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. Not offered as independent study.*

NT613 Exegesis of Mark This course follows a sequential exegetical assessment of the Gospel of Mark, with the purpose of sharpening the exegetical skills learned in NT502 and developing familiarity with the Gospel's historical background, as well as its narrative and theological features, with particular emphasis on Jesus' identity, mission and discipleship teaching. *Prerequisites: GL502 and NT502. Not offered as independent study.*

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. Not offered as independent study.*

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. Not offered as independent study.*

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. Not offered as independent study.*

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. Not offered as independent study.*

NT621 Exegesis in the New Testament Epistles This course will introduce students to the content and theology of the epistles in their historical and cultural settings. The approach taken will emphasize the refinement of the skills associated with the study of a New Testament text for teaching and preaching purposes. Special attention will be given to analysis of the Greek text, to allusions and citations from the Old Testament, to pertinent aspects of the contemporary cultural setting, and to the theological shape of the message in each of the epistles. *Prerequisites: GL502 and NT502. Not offered as independent study.*

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. Not offered as independent study.*

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. Not offered as independent study.*

NT628 Exegesis of Ephesians This course follows a sequential exegetical assessment of Ephesians, with the purpose of sharpening the exegetical skills learned in NT502, improving knowledge of New Testament Greek, and developing familiarity with the letter's argument and theology. Special attention is given to Paul's Christology and ecclesiology. *Prerequisites: GL502 and NT502. Not offered as independent study.*

NT630 Exegesis of Philippians This course seeks to guide students through a detailed exegesis of Paul's letter to the Philippians, providing students with the opportunity of sharpening their exegetical skills, improving knowledge of New Testament Greek, developing familiarity with Paul's argument and theology, and reflecting on the implications of the message to the church today. *Prerequisites: GL502 and NT502. Not offered as independent study.*

NT631 Exegesis of Colossians and Philemon An exegetical study of the Greek text of Paul's letter to the Colossian believers, with an emphasis on Greek syntax and exegetical methodology, and analysis of Paul's response to problems in the congregation at Colossae. *Prerequisites: GL502 and NT502. Not offered as independent study.*

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. Not offered as independent study.*

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. Not offered as independent study.*

NT638 Exegesis of Hebrews An exegetical study of the Greek text, with special attention to the structure and argument of the book, its unique theological themes and images, and its application to today. *Prerequisites: GL502 and NT502. Not offered as independent study.*

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. Not offered as independent study.*

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. Not offered as independent study.*

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. Not offered as independent study.*

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. Interested students should inquire with a member of the Biblical Studies Division to discern if this course fits one's vocational goals.

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 (Th.M. Level) This course follows a sequential exegetical assessment of the Gospel of Mark, with the purpose of sharpening the exegetical skills learned in NT502 and developing familiarity with the Gospel's historical background, as well as its narrative and theological features, with particular emphasis on Jesus' identity,

mission and discipleship teaching. *Prerequisites: GL502 and NT502.*

NT915 Exegesis of Luke (Th.M. Level) 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 (Th.M. Level) 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 (Th.M. Level) 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.

NT920 Exegesis of Romans (Th.M. Level) 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 (Th.M. Level) 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 (Th.M. Level) This course follows a sequential exegetical assessment of Ephesians, with the purpose of sharpening the exegetical skills learned in NT502, improving knowledge of New Testament Greek, and developing familiarity with the letter's argument and theology. Special attention is given to Paul's Christology and ecclesiology.

NT930 Exegesis of Philippians (Th.M. Level) This course seeks to guide students through a detailed exegesis of Paul's letter to the Philippians, providing students with the opportunity of sharpening their exegetical skills, improving knowledge of New Testament Greek, developing familiarity with Paul's argument and theology, and reflecting on the implications of the message to the church today.

NT638 Exegesis of Hebrews (Th.M. Level) An exegetical study of the Greek text, with special attention to the structure and argument of the book, its unique theological themes and images, and its application to today.

NT939 Exegesis of James (Th.M. Level) An exegetical study of the Greek text, with attention to the unique theological themes, images, structure, historical context of James, and application to today.

NT949 Exegesis of Revelation (Th.M. Level) 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 students; or MATS NT students with two NT exegesis courses and Intermediate Greek. By petition only.*

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.

NT/OT981 The Bible in Its Ancient Near Eastern Context The course is an introduction to the cultures of the Ancient Near East as they impact the civilizations of the Old Testament and how these cultural patterns set the trajectories for the ANE contexts of the New Testament. With this broad sweep of Mesopotamia, Anatolia, Egypt, the Levant and

Mediterranean basin from the rise of cities (ca. 3000 B.C.) to the Achaemenids, Hellenistic and Early Roman Period (1st Cent. AD), the goal of the course is to provide theological foundations to the revelation of Yahweh in ancient Israel against the cultural background of the Great Powers (Egypt and Greater Mesopotamia) and their successors Greece and Rome. *Pre-requisite: Th.M.*

NT991 Th.M. Thesis – Part I Intensive research into a topic leading to the production of a thesis under the guidance of a thesis director. Interested students should inquire with a member of the Biblical Studies Division to discern if this course fits one's vocational goals.

NT992 Th.M. 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. *Not offered as independent study.*

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. Not offered as independent study.*

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. *Not offered as independent study.*

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. Not offered as independent study.*

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 with emphasis on the verbal system 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: OL710 or any 600-or 700-level OT course. Students may petition to take as independent study.*

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.*

OL945 Intermediate Akkadian Intermediate Akkadian picks up where the introductory course left off. The course will cover the final chapters of Huehnergard's grammar. You will be trained in reading Old Babylonian cuneiform texts of

various genres in both lapidary and cursive scripts, and gain more familiarity with the conventions of Akkadian grammar. Texts are chosen to reflect various aspects of Babylonian social and intellectual history circa 1850 to 1600 BCE. This includes codified law and legal records, private and state letters, economic texts, royal inscriptions, as well as literary and religious texts, all of which are translated and discussed for grammar and content. Discussions will include specific reflections on the value of Akkadian proficiency for the study of Hebrew language and the cultural world of the Old Testament. *Prerequisite: OL943.*

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, NT501. Not offered as independent study.*

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.

OT535 Judges in Depth This course traces the journey of the Israelites from the end of life of Joshua to the beginning of the United Kingdom of Israel. Students will explore content, interpretive and theological themes raised in the book of Judges. Also, students will be introduced to basic Hebrew principles in order to complete word studies. No previous knowledge of Hebrew or Greek is expected or required for this course.

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 Students will explore the content, interpretive, and theological issues raised and addressed in the book of Exodus. This course will also provide the student with sufficient knowledge of Hebrew and Greek to do Hebrew and Greek word studies. No previous knowledge of Hebrew or Greek is expected or required for this course.

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.

OT/NT581 The Bible in Its Ancient Near Eastern Context The course is an introduction to the cultures of the Ancient

Near East as they impact the civilizations of the Old Testament and how these cultural patterns set the trajectories for the ANE contexts of the New Testament. With this broad sweep of Mesopotamia, Anatolia, Egypt, the Levant and Mediterranean basin from the rise of cities (ca. 3000 B.C.) to the Achaemenids, Hellenistic and Early Roman Period (1st Cent. AD), the goal of the course is to provide theological foundations to the revelation of Yahweh in ancient Israel against the cultural background of the Great Powers (Egypt and Greater Mesopotamia) and their successors Greece and Rome.

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. Not offered as independent study.*

OT627 Exegesis in Exodus Students will be introduced to the content and theology of Exodus, especially the character of the Lord, learn about the book's structure and narrative artistry, and appreciate its importance in biblical theology and for preaching and teaching. *Prerequisite: OT511. Not offered as independent study.*

OT628 Exegesis of Leviticus Students will be introduced to the content and theology of Leviticus, learn about the book's structure and narrative artistry, and appreciate its importance for the worshiping life of God's people, both past and present. *Prerequisite: OT511. Not offered as independent study.*

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. Not offered as independent study.*

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. Not offered as independent study.*

OT636 Exegesis of Kings This course will provide an introduction to Hebrew exegesis through careful work on select passages from the Books of 1 and 2 Kings. Students will learn methods and tools of exegesis, deepen their facility with Biblical Hebrew, and be prepared for fruitful interpretation of narrative portions of Scripture. The course will also serve as an introduction to the major features of Hebrew narrative prose. Focused time will be spent on the historical context of Kings, the theological outlook of the books, and the role of Kings in the larger narrative of biblical theology. *Prerequisite: OT511. Not offered as independent study.*

OT637 Exegesis in Conquest Narratives The primary objective of the course is to foster Hebrew language and exegetical skills necessary for the interpretation and proclamation of the Old Testament from a Christian (Christ and Cross-centered) perspective. This will be achieved through translation and exegetical exercises in Hebrew narrative. Lectures will also introduce the theological motifs of conquest texts and provide the historical context in which these events took place. *Prerequisite: OT511. Not offered as independent study.*

OT644 Exegesis in Old Testament Narratives This course develops the language and exegetical skills necessary for the interpretation of the Old Testament through select Hebrew narrative passages that offer a theological reflection on the Lord's character. As an introduction to exegetical methodology, the course covers Hebrew grammar, narrative syntax, and literary features of the biblical text as it aims to cultivate competence in interpretation and appreciation of Hebrew narrative artistry. *Prerequisite: OT511. Not offered as independent study.*

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. Not offered as independent study.*

OT750 Old Testament Prophetic Books A study of the institution and contribution of the prophets from the perspective of various sub genres (call narratives, salvation oracles, judgment oracles, etc.). Includes a brief survey of the prophets, and exegesis of selected passages in the prophetic literature. The course draws from Exodus to emphasize the theological backdrop of the prophets. *Prerequisite: OT511. Not offered as independent study.*

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 10-14 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.

OT764 Exegesis of Old Testament Wisdom Literature *Course description not available. Please contact Division Chair. Prerequisite: OT 511. Not offered as independent study.*

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. Not offered as independent study.*

OT770 Old Testament Poetical Books A study of the nature and techniques of Old Testament poetry, including: figures of speech, parallelism, 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. Not offered as independent study.*

OT773 Old Testament Poetical Books: Lamentations This course will reinforce and refine the exegetical skills developed in prior classes on Biblical interpretation and Hebrew exegesis. The course will focus on the genre of lament in the Old Testament, through the translation and interpretation of the book of Lamentations as well as other key examples of Biblical lament. Focused time will be spent on the literary and linguistic features of Hebrew poetry, a historical-critical analysis of Lamentations in its time and place, the application of Lamentations and lament in a ministry context, and a biblical theology of lament as it occurs throughout Scripture. *Prerequisite: OT 511. Not offered as independent study.*

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. *Interested students should inquire with a member of the Biblical Studies Division to discern if this course fits one's vocational goals.*

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 (Th.M. Level) 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.

OT927 Exegesis in Exodus (Th.M. Level) Students will be introduced to the content and theology of Exodus, especially the character of the Lord, learn about the book's structure and narrative artistry, and appreciate its importance in biblical theology and for preaching and teaching.

OT928 Exegesis of Leviticus (Th.M. Level) Students will be introduced to the content and theology of Leviticus, learn about the book's structure and narrative artistry, and appreciate its importance for the worshiping life of God's people, both past and present.

OT933 Exegesis in Deuteronomy (Th.M. Level) 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.

OT935 Exegesis in Judges (Th.M. 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.

OT936 Exegesis of Kings (Th.M. Level) This course will provide an introduction to Hebrew exegesis through careful work on select passages from the Books of 1 and 2 Kings. Students will learn methods and tools of exegesis, deepen their facility with Biblical Hebrew, and be prepared for fruitful interpretation of narrative portions of Scripture. The course will also serve as an introduction to the major features of Hebrew narrative prose. Focused time will be spent on the historical context of Kings, the theological outlook of the books, and the role of Kings in the larger narrative of biblical theology.

OT937 Exegesis in Conquest Narratives (Th.M. Level) The primary objective of the course is to foster Hebrew language and exegetical skills necessary for the interpretation and proclamation of the Old Testament from a Christian (Christ and Cross-centered) perspective. This will be achieved through translation and exegetical exercises in Hebrew narrative. Lectures will also introduce the theological motifs of conquest texts and provide the historical context in which these events took place.

OT944 Exegesis in Old Testament Narratives (Th.M. Level) This course develops the language and exegetical skills necessary for the interpretation of the Old Testament through select Hebrew narrative passages that offer a theological reflection on the Lord's character. As an introduction to exegetical methodology, the course covers Hebrew grammar, narrative syntax, and literary features of the biblical text as it aims to cultivate competence in interpretation and appreciation of Hebrew narrative artistry.

OT946 Exegesis in the Historical Books (Th.M. Level) 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.

OT950 Old Testament Prophetic Books (Th.M. Level) A study of the institution and contribution of the prophets from the perspective of various sub genres (call narratives, salvation oracles, judgment oracles, etc.). Includes a brief survey of the prophets, and exegesis of selected passages in the prophetic literature. The course draws from Exodus to emphasize the theological backdrop of the prophets.

OT964 Exegesis of Old Testament Wisdom Literature *Course description not available. Please contact Division Chair.*

OT965 OT Exegesis: The Promise of Zion (Th.M. 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 (Th.M. Level) A study of the nature and techniques of Old Testament poetry, including: figures of speech, parallelism, 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.

OT973 Old Testament Poetical Books: Lamentations (Th.M. Level) This course will reinforce and refine the exegetical skills developed in prior classes on Biblical interpretation and Hebrew exegesis. The course will focus on the genre of lament in the Old Testament, through the translation and interpretation of the book of Lamentations as well as other key examples of Biblical lament. Focused time will be spent on the literary and linguistic features of Hebrew poetry, a historical-critical analysis of Lamentations in its time and place, the application of Lamentations and lament in a ministry context, and a biblical theology of lament as it occurs throughout Scripture.

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 Ph.D. 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. *For Th.M students; or MATS OT students with two OT exegesis courses and Intermediate Hebrew. 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.

OT/NT981 The Bible in Its Ancient Near Eastern Context The course is an introduction to the cultures of the Ancient Near East as they impact the civilizations of the Old Testament and how these cultural patterns set the trajectories for the ANE contexts of the New Testament. With this broad sweep of Mesopotamia, Anatolia, Egypt, the Levant and Mediterranean basin from the rise of cities (ca. 3000 B.C.) to the Achaemenids, Hellenistic and Early Roman Period (1st Cent. AD), the goal of the course is to provide theological foundations to the revelation of Yahweh in ancient Israel against the cultural background of the Great Powers (Egypt and Greater Mesopotamia) and their successors Greece and Rome. *Pre-requisite: Th.M.*

OT991 Th.M. Thesis – Part I Intensive research into a topic leading to the production of a thesis under the guidance of a thesis director. Interested students should inquire with a member of the Biblical Studies Division to discern if this course fits one's vocational goals.

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

Pastoral Care/Psychology (Division of Practical Theology)

PC501 Shepherd Care for Pastors This course will prepare students to effectively provide a safe, trusted, and confidential relationship with pastoral leaders struggling with personal, mental, emotional, relational, and spiritual issues. It will identify and address difficult areas that cause them to become ineffective and discouraged in their personal lives and ministry efforts, which could lead to prematurely ending their ministry assignments.

PC502 Shepherd Care for Ministry Workers This course introduces students to the spiritual, neuroscientific, and psychological processes that underlie the battles facing international workers in ministry and their personal relationships. Students will learn how the brain processes the stress missionaries face and how to identify the “fleshly vulnerabilities” the enemy has planted in each worker. This course will focus on teaching practical techniques that will help students develop Godly Resilience and learn how to encourage the development of Godly Resilience in ministry leaders and international workers.

PC/MC513 Healthy Relationships for Ministry An introduction to intentional self- and relational awareness, and understanding relational health for the purpose of cultivating personal and professional relationships for ministry health which impacts personal and corporate spiritual development.

PC521 Pastoral Counseling in Urban Ministry The course serves as a foundational orientation to pastoral counseling as a practice of ministry within the urban context. Enriched by biblical and theological concepts of pastoral counseling the course is designed to explore counseling concepts and strategies associated with varied counseling theories to develop the skills necessary for effective ministry in the Urban setting. It is intended to provide insight into both

technical and conceptual skills with emphasis on case studies. The course is an integrative approach to counseling while utilizing the contribution of multiple perspectives to equip students to minister effectively to the challenges of the urban context.

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/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.

PC/CO/MC618 Community-Based Counseling This course provides an overview of community-based counseling, the role of the counselor in the development of healthy communities, and the importance of prevention, outreach, and collaboration in community-based work. Students will understand professional issues unique to community counseling. Through discussions, assignments, and projects, students will have opportunities to identify and apply biblical principles for healthy community development to ethically and culturally informed models of intervention.

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 communities of faith and 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. 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/C0750 Counseling for Crisis and Addictions This course focuses on counseling methods of prevention and intervention with addictions, both neurobiological and behavioral, and in crisis scenarios. Biblical and theological perspectives are integrated with social studies focusing on healing processes. Various crises will be studied, and etiology, assessment, and models of treatment 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 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.

PR600 Biblical Communication A step-by-step process for developing relevant and clear expository sermons from the English Bible. *Prerequisite: NT/OT517.*

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/TH646 Theology and Preaching This course explores the intersection of theology and preaching—the theological nature of preaching and pastoral ministry, how to preach doctrine, and preaching through difficult theological topics. Students will gain knowledge, skills, and experience in moving from the text to theology to the sermon. *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.*

PR706 Preaching and Disability This course is designed to enable you to think about preaching as it relates to disability. You will construct an expository sermon based upon the skills of exegesis that meets the particular needs of people affected by developmental disabilities and aims at transforming the thinking, actions, and attitudes of the entire body of Christ in regard to people with developmental disabilities. *Prerequisite: PR601.*

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. This course is not a substitute for PR601 or PR602 for M.Div. students. *Prerequisite: PR601.*

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.*

PR/CL722 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.*

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.*

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 10-14 hours. Learning experiences include reading, discussion, lecture, exegesis, practice preaching, watching sermons, and self-critique. *Prerequisites: OT511, PR601.*

PR906 Preaching and Disability This course is designed to enable you to think about preaching as it relates to disability. You will construct an expository sermon based upon the skills of exegesis that meets the particular needs of people affected by developmental disabilities and aims at transforming the thinking, actions, and attitudes of the entire body of Christ in regard to people with developmental disabilities. *Prerequisite: PR601 or Th.M.*

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. This course is not a substitute for PR601 or PR602 for M.Div. students. *Prerequisite: PR601 or Th.M.*

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 or Th.M.*

PR/CL922 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 or Th.M.*

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. *Prerequisite: PR601 or Th.M.*

PR/TH946 Theology and Preaching This course explores the intersection of theology and preaching—the theological nature of preaching and pastoral ministry, how to preach doctrine, and preaching through difficult theological topics. Students will gain knowledge, skills, and experience in moving from the text to theology to the sermon. *Prerequisite: PR601 or Th.M.*

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 Christianity and the Problem of Racism 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.*

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/CH/CO504 Church History Survey for Counseling and Spiritual Formation The course will trace the history of the Church from Pentecost to the present, examining key themes, figures, events, eras, and issues, exploring their relevance to the Church today, with special attention to spiritual formation and counseling. From Early Church martyrs to Medieval

knights, from Augustine to Juana Inés de la Cruz, from Calvin to Carey and King, from the catacombs and Egyptian deserts to the cathedrals and Korean prayer mountains, and from doctrinal disputes to mystical quests and cyberspace globalization, it will trace the contours of the story of the Church worldwide. The course seeks to provide a framework for lifelong learning in the history of the Church and opportunities for learning and applying scholarly historical research tools that provide practice in skills such as observation, pattern-recognition, analysis of cause and effect, attention to context, etc. that are transferrable to counseling and spiritual formation ministries. *Open to MACO and SF concentration students only.*

SF/MC506 Ascetical Theology Students will learn the history and development of ascetical theology; understand major themes in ascetical theology and practice; experimentally engage with various disciplines through exercises of reflective practice; and consider models for missional and formational asceticism in contemporary ministry.

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/CT/MC614 Divine Revelation, the Arts, and Christian Formation This course elucidates biblical foundations for the arts by looking at patterns of divine revelation and provides a holistic framework for the role of the arts in Christian 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.

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.

SF620 Life of Prayer and the Beauty of God This course is an invitation to a rich life of prayer. Drawing on the Scripture's wide range of forms and purposes for prayer, we will explore how Christians throughout time and around the world have incorporated them into their times spent alone with God and in congregational worship of Him. With a focus on the glorious beauty of God that draws us into his presence and into worship of him, we will examine adoration, confession, thanksgiving, supplication, intercession, lament, and more. From David's wide-ranging psalms to Jesus' masterpiece, the Lord's Prayer; from Korean Tongsung Kido to Black church pastoral prayers; from the ancient collect to contemporary, spontaneous prayer meetings; from Athanasius's use of the Psalms to George Mueller's orphan-supporting intercessory prayer, and from monastic fixed-hour prayer of Egyptian desert hermits to Herrnhut's 100 years of round-the-clock missions prayer, we will discover the wondrous diversity in communing and communicating with the Triune God. We will take a multi-disciplinary approach, examining prayer and assessing its various forms from

biblical, theological, historical, and pastoral perspectives.

SF/CH633 The Spirituality of Jonathan Edwards Jonathan Edwards is one of the seminal figures in the history of the American church and beyond due to his particular combination of academic excellence and his pastoral and spiritual depth. This course will survey the breadth of Edwards's contributions—philosophically, theologically, historically, exegetically, and ecclesiastically—in order to examine how he integrated God's Word, his world, and his inner spiritual life. Edwards will also serve as a model—positively or negatively—for the development of a personal, spiritual formation. Furthermore, this course will explore the legacy of Jonathan Edwards as a seminal figure in American and international evangelicalism. His biblicism, rationalism, apocalypticism, missional convictions, revivalism, spiritual psychology, and ethics continue to echo through the evangelical church today.

SF/CO/TH635 Augustine's Theography & Heart Therapy: Confessions, Community & Health This course will present the perspective of Augustine of Hippo (354-430) on heart therapy and health as prescribed by his *Confessions* (397-401). His hopeful vision will offer contributions to: one's personal story, by retelling it in the light of grace; to distressed and wounded people around you, by learning to counsel others through an ancient tradition of theological therapy; to narcissistic and individualistic cultures, by placing a humble and prayerful theology as its antidote.

SF/CO/MC642 Ministering to Women in Pain In this course, students develop an adequate theodicy for dealing with pain and a deeper understanding of the complex presenting problems many women experience. The course focuses on helping students refine their pastoral care to such women including identifying effective ways to help women manage painful events or circumstances in their lives, within the context of a truthful Christian theodicy.

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.

SF860 Research in Spiritual Formation Independent study, any session by petition. See section on reading and research courses for information.

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 or CO/TH600. Also must complete OT500 and NT501 before or during this course.*

TH/CO600 Theology for Counselors This course offers a one-semester survey of major Christian doctrines with a particular emphasis on integration of Christian doctrine and Christian counseling. The course will cover such topics as the doctrine of Scripture, Trinity, Christology, hamartiology, creation, theological anthropology, atonement, the *ordo salutis*, and ecclesiology. *Open to MACO students only.*

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 This course explores the history of religions on the Silk Road from antiquity to the present examining the impact of trade, translation, and interaction of world religions from Venice, Italy to Xian, China. The course will be based on lectures, reading, visiting historic sites, and discussions of the texts, art, music and film related to religions on the Silk Road.

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 Sin and Evil This course will explore the problem of evil and the doctrine of sin, including the latter's subsidiary doctrines such as the fall and original sin, social sin, the bondage of the will, and the vices, especially the eight deadly thoughts. Course content will focus on systematic theology, but will include philosophy, biblical exegesis, and pastoral/spiritual theology. The course will also attend to modern critiques of these historic doctrines.

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.

TH/CO/SF635 Augustine's Theography & Heart Therapy: Confessions, Community & Health This course will present the perspective of Augustine of Hippo (354-430) on heart therapy and health as prescribed by his Confessions (397-401). His hopeful vision will offer contributions to: one's personal story, by retelling it in the light of grace; to distressed and wounded people around you, by learning to counsel others through an ancient tradition of theological therapy; to narcissistic and individualistic cultures, by placing a humble and prayerful theology as its antidote.

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 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/PR646 Theology and Preaching This course explores the intersection of theology and preaching—the theological nature of preaching and pastoral ministry, how to preach doctrine, and preaching through difficult theological topics. Students will gain knowledge, skills, and experience in moving from the text to theology to the sermon. *Prerequisite: PR601.*

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/ET651 The Theological Ethics of Dietrich Bonhoeffer The ethics of Bonhoeffer, forged in the crucible of the rise of National Socialism, seeks to establish a new foundation for Christian ethics upon the reconciliation between God and humanity, which has already taken place in Jesus Christ. This course will lead students through a close reading of Bonhoeffer's *Ethics* as well as other pertinent literature to reveal the driving force of Bonhoeffer's approach to ethics.

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.

TH/CH654 History and Theology of Black Music: From Spirituals to Afro-Futurism This course surveys Black music history while providing space to explore the complex and reciprocal relationship between Black music and theology-making. Understanding the living and active essence of music to express human emotion and ideas, this course looks at ways Black music has participated in theological formation and biblical interpretation in the African diaspora and especially in the Black Church. Theomusicology, Ethiopian, and Liberation theology will be examined while considering important themes of agency, resistance, cultural experience, and identity formation. Musical and artistic considerations such as the heterogeneous sound ideal, authenticity, Black performance, and the concept of Dance, Drum, and Song will also be discussed. The course will investigate early African and Black Christian music-making, the songs of the enslaved, the music of the 19th and 20th century Black Church, Gospel, Jazz, Hip Hop, Protest music and Freedom songs, and Christian Afro-futurism. Listening to music will be a key part of this experience.

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.

TH662 Retrieving Classical Theism This course will consider recent effort by North American evangelicals to retrieve classical theism, a theological framework for thinking about God as the greatest possible being and the Trinity in terms developed in patristic and medieval scholastic theology. The course will also consider the implications of this theology for the ministry of the church and for Christian conceptions of society, specifically exploring issues of secularism, biblical hermeneutics, and liturgy. The course will proceed with intensive readings from important recent works, focusing on developing competence in key theological categories and striving to improve students' abilities to read complicated theological texts closely.

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.

TH677 The Theology of Grace This course will explore key debates in the theology of grace, addressing doctrines like common grace, justification, predestination, the sacraments, sanctification, and the Christian life. Special emphasis will be given to how the theology of grace shapes Christian ethics and pastoral ministry.

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.

TH691 The Triune God, Creation, and Human Creativity This course examines the dynamics of divine creation through the work of the Father, Son, and Spirit and how human creativity mirrors and participates in the creative activity of the triune God. Course readings and assignments weave together reflections on the doctrine of creation, theological anthropology, Christology, pneumatology, and eschatology with practical explorations of creativity, artistry, culture, and vocation.

TH/MC692 Violence, Sexual Abuse, and the Gospel This course explores how to prevent, recognize, and respond to sexual and domestic abuse. Specifically, it will focus on how to minister to those who are survivors of abuse, how to respond to perpetrators of abuse, how to respond in a crisis, and how to build a healthy church culture before there is a particular crisis.

TH/CO/ET693 Augustine, Restlessness, and Belonging in the Digital Age Since the advent of smartphones and social media, Silicon Valley and big tech's influence on individual and societal behavior continues to grow. A return to theological sources for ethical assessment is needed to critically evaluate our social context increasingly defined by persuasive media algorithms that often reduce agency to impulse, objectification, and commodification. Although separated by time and space, the perceptive insights of North African bishop, St. Augustine of Hippo, are relevant for today's digital challenges. His emphasis on restlessness, desire, vulnerability, power, empire, belonging, love, and humility hold significant impact for Christian theology and ethics. This course will explore the psychological, philosophical, and theological connections between contemporary tech critics and one of Christianity's seminal patristic authors.

TH/CH/WM701 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. *Pre-requisites: CH501, NT501 and TH501.*

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.*

TH/PR946 Theology and Preaching This course explores the intersection of theology and preaching—the theological nature of preaching and pastoral ministry, how to preach doctrine, and preaching through difficult theological topics. Students will gain knowledge, skills, and experience in moving from the text to theology to the sermon. *Prerequisite: PR601 or Th.M.*

TH991 Th.M. 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 Th.M. 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.

WM/CH621 The Church in China: Suffering & Witnessing In contemporary discourse of missional church, the Chinese Church, especially the house church movement feature prominently, and often serve as a model of minority churches witnessing in an unfriendly world. By providing a survey and interpretation of the Christian presence in China from the 7th century to the present, this course provides an opportunity to examine the Church in China as a missional church, and to draw lessons for global church in the 21st century.

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.

WM627 The Gospel, the World and Cities This course is designed to emphasize the importance of sharing the Gospel geographically and strategically and is based on Acts 1:8. It explores effective roles of the church in local missions as well as global missions. This course explores how the Gospel can strategically penetrate the cities in a multicultural environment in America. It further evaluates how local churches in America are making missional efforts by obeying the mandate and by following the strategy of Jesus Christ. This course will also examine strategic and cultural perspectives on methods employed in sharing the Gospel in America's multicultural environment.

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.

WM631 Christian Introduction to Islam Christian Introduction to Islam is a course designed to teach the basics of the Islamic faith and the historical development and growth of Islam; all from a Christian point of view.

WM/AP644 Introduction to Confucianism and Taoism Confucianism and Daoism (Taoism) are no doubt two of the most influential religious traditions in Asia, and deeply shaped the cultures in the East Asian countries such as Korea, Japan, and China. As East Asia has been emerging as a global political and economic powerhouse, its cultural religious and cultural heritages also receive growing attention. In the recent centuries these two traditions extended their influences globally through various channel including East Asian diaspora. The rise of Korean and Chinese Christian communities has brought to the fore the needs to contextualize Christian faith in East Asian cultures.

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 History of Christian-Muslim Relations This course explores the complex relationship between Christians and Muslims throughout the entire history of Islam, giving attention to the historical and scriptural sources that speak on or about each other and their usage by Christian and Muslim interlocutors. The focus of the course will be to introduce students to the origins of the encounter, the diversity of historical contexts of the Middle East, Central Asia, Europe and North America, and how those encounters have been interpreted. Students will engage in historical research on specific topics to develop their own critical perspectives on Christian-Muslim relations for public engagement. Utilizing film, music, maps, artwork, documents, and travel literature, this course highlights both high and low points between the world's two largest religions. Special attention is given to the Golden Age of Islam, Medieval Spain, St. Francis, and global demographics of Christians and Muslims.

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 Christianity is studied here as an Asian religion. Although often flourishing in non-Asian soil, Christianity has only done so with the support of kings, queens or other rulers. In Asia, it has—with one notable exception—never had the support of kings and not until the last decades of the 20th century have the followers of Jesus began to have a major continent-wide impact in the land of His birth. In this course we will follow the five great advances of Christianity across Asia and note major themes, Asian Christian leaders, and forces that have acted against Christianity flourishing in the land of its birth.

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.

WM/EV665 Church Planting and Growth This class will empower students to think theologically, spiritually, and practically about church planting ministries. It will articulate a vision for planting a new missional church that is theologically and biblically sound, practically feasible, and appropriately contextualized for a local community. The course will identify the strengths and limitations of several common approaches to church planting, with an eye to their underlying theology as well as their practical impact on church planters, congregations, and local communities.

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

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 course provides an in-depth look at the theological foundations of youth ministry in the United States (US). A historical overview of the stages of development of youth ministry in the US will be reviewed. The dynamics of youth culture in society will be examined as a means of effectively equipping leaders to address youth ministry in their context. In this class students will review various proven United States models of youth ministry and explore global models for local application. The trends and models of youth ministry in the urban, suburban, and rural context will be examined. This course fits into the urban ministry degree program as students will learn how to assess, engage, and integrate the challenges of ministry in a complex, diverse and dynamic urban context.

WM/CH/TH701 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. *Pre-requisites: CH501, NT501 and TH501.*

WM/CO712 Multicultural Diversity in Counseling This course provides a foundation for engaging issues of race, ethnicity, age, socioeconomic status, religion, gender, sexual orientation, and disability status within a counseling context. A theological framework for developing self-awareness and engaging diversity will be emphasized, along with the roles, structures, functions, systems, behaviors, values, and environmental factors that affect individual and family systems. Students will be encouraged to engage in self-exploration around their own cultural/racial identity and their responses to issues of diversity including bias, oppression, discrimination and the role of privilege. Students will be trained to become effective, multi-culturally competent, reflective, and ethical counselors who pursue social justice. *Open to MACO students only.*

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 Th.M. 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 Th.M. Thesis - Part II A continuation of WM991. *Prerequisite: WM991.*

Youth Ministry (Division of Practical Theology)

YM506 Adolescent Spirituality explores the spiritual formation of adolescents and emerging adults through a biblical and theological perspective considering developmental, cultural, and ecclesial influences. Students will examine how young people encounter and respond to God and their communities in different ways during adolescence and how the church can nurture authentic, Christ-centered faith within family and ministry contexts.

YM520 Introduction to Youth and Family Ministries introduces students to the biblical, theological, and practical foundations of youth and family ministry within the local church. Emphasis is placed on understanding adolescent development, family systems and cultural pressures adolescents and their families face today. Students will explore ministry models that foster intergenerational discipleship, equipping families to nurture faith across generations.

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 course provides an in-depth look at the theological foundations of youth ministry in the United States (US). A historical overview of the stages of development of youth ministry in the US will be reviewed. The dynamics of youth culture in society will be examined as a means of effectively equipping leaders to address youth ministry in their context. In this class students will review various proven United States models of youth ministry and explore global models for local application. The trends and models of youth ministry in the urban, suburban, and rural context will be examined. This course fits into the urban ministry degree program as students will learn how to assess, engage, and integrate the challenges of ministry in a complex, diverse and dynamic urban context.

YM695 Effective Relationships: Healing and Growth in Youth Ministry This course examines the healing component of youth ministry through relationships with youth and their families in the areas of urban trauma, illness,

brokenness, and other related developmental issues.

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 Residency Courses

The Arts, Ministry, and Mission Track

AM1011: Biblical Foundations for the Arts, Ministry, and Mission An in-depth exploration of the role of the arts within the biblical narrative, informed by biblical theology. Examination of how the arts have been utilized historically in personal devotions, group worship, and the broader life of the church. Includes practical opportunities for incorporating the arts into various aspects of ministry and personal spiritual practices.

AM1012: Theological Framework for the Arts, Ministry, and Mission Develop a theological framework for the arts as it relates to the theology of creation, creativity, beauty, the triune God, Christ, and the incarnation, the Holy Spirit, and the church which will provide a comprehensive understanding of their theological significance.

AM1020: Project I Following the first residency, students will undertake a project that integrates the residency coursework with their ministry setting. The residency mentors will provide guidance on content, required components and formatting. Project proposals must be submitted during the residency and are to be conducted over the four to six months after the residency. The final project report must be submitted before the start of the next residency.

AM1023: Historical Developments in the Arts, Ministry, and Mission Exploration of vignettes from church history and diverse context to illustrate the tensions and integrations between the arts, ministry, and mission, providing a broad understanding of their interplay. Includes the examination of the strengths and weaknesses of the evangelical tradition concerning the arts' role in Christian life, ministry, and mission, fostering a critical appreciation of this tradition.

AM1024: The Formational Role of the Arts in Ministry, and Mission Develop a framework for the formational role of the arts in ministry and mission, focusing on dispositional, intellectual, emotional, habitual, social, and doxological aspects of Christian formation. This residency includes site visits and on-location art experiences.

AM1030: Project II Following the second residency, students will undertake a project that integrates the residency coursework with their ministry setting. The residency mentors will provide guidance on content, required components and formatting. Project proposals must be submitted during the residency and are to be conducted over the four to six months after the residency. The final project report must be submitted before the start of the next residency.

AM1035: Ministry and the Arts Explores the multifaceted integration of the arts within church ministry, both locally and globally. Students will engage with diverse artistic practices and their applications in various ministry contexts, enhancing their ability to incorporate the arts into their own ministerial work.

AM1036: Mission and the Arts Explore ways in which the arts are integrated within holistic mission in local and global contexts. Site visits and art experiences on-location will provide students with practical insights into regional artistic expressions and their role in mission work.

AM1040: Thesis-Project The writing of the thesis-project is the culmination of the participant's work in the program. The thesis-project should demonstrate competent doctoral-level integration of the participant's learning in the program.

with his/her ministry context. It is expected that the thesis-project will make significant contribution to that field of study.

Bible Translation Track

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 I 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 II 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

BT1040: Thesis-Project The writing of the thesis-project is the culmination of the participant's work in the program. The thesis-project should demonstrate competent doctoral-level integration of the participant's learning in the program with his/her ministry context. It is expected that the thesis-project will make significant contribution to that field of study.

Church Planting and Multiplication

CP1011: Theory and Practice of Church Planting This course introduces key phases in starting a new church, emphasizing the theology of mission, cultural exegesis, and the use of demographic tools for community engagement. Students will explore effective church planting models and current trends. Each student will also meet individually with a mentor to review their personality assessment and personal history.

CP1012: The Entrepreneurial Spiritual Gifts of the Church Planter This course explores the personal and theological foundations of church planting. Students will examine the church planter's call, spiritual gifts (including the Ridley factors), family readiness, and life experiences that shape ministry. The course also surveys biblical and historical church planting models, cultural analysis, and current trends. Special attention is given to the integration of cultural exegesis, apologetics, ecclesiology, and mission. Students will begin developing a personalized preparation plan for ministry.

CP1020: Project I 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.

CP1023: Micro & Macro Strategies for Church Planting Held at the Redeemer Church Planting Center in NYC, this course examines both local and large-scale strategies for effective church planting. Students will explore core processes such as strategic planning, stewardship, systems thinking, and the development of mission, vision, and values. Topics include identifying target groups and sites, building and leading ministry teams, and planning for a successful launch. The course also looks at broader strategies for developing regional and national church planting movements, with a focus on engaging in postmodern culture and implementing long-term strategic planning.

CP1024: Spiritual Life of the Church Planter This course emphasizes the inner life and personal sustainability of the church planter. Students will explore the central role of prayer, the cultivation of spiritual disciplines, and strategies for avoiding burnout and imbalance. The importance of coaching and mentoring relationships will also be addressed.

CP1030: Project II 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.

CP1035: Surviving and Thriving the First Five Years This course examines the critical early stages of a new congregation, from launch through year five. Topics include growth cycles, leadership development, staffing and space considerations, and healthy patterns for sustainability and transition. Students will also explore strategies for evangelism, discipleship, and church reproduction, including multi-site, organic, and international models.

CP1036: The Church Planter as Spiritual Leader This course explores the theological foundations of leadership and discipleship for both clergy and lay church planters. Students will study leadership dynamics within team ministry and develop personal plans for church planting preparation. Key topics include cross-cultural planting, various planting methods (planting, replanting, transplanting, and redeveloping), and regional and denominational factors affecting church growth.

CP1040: Thesis-Project The writing of the thesis-project is the culmination of the participant's work in the program. The thesis-project should demonstrate competent doctoral-level integration of the participant's learning in the program with his/her ministry context. It is expected that the thesis-project will make significant contribution to that field of study.

Gospel, Culture, and Leadership Track

CG1011 Leading with Cultural Intelligence While leaders possess individual skills and capabilities, various external factors significantly influence their leadership effectiveness, requiring them to learn not only how to utilize their unique talents but also how to lead within diverse ministerial and cultural contexts. This course focuses on developing cultural intelligence for effective leadership in cross-cultural environments, with students completing a Cultural Analysis Project by selecting and analyzing a subculture or culture different from their own according to provided guidelines, with the purpose of understanding the people they will serve in ministry.

CG1012 Spiritual Discipleship This course equips ministers with a comprehensive understanding of spiritual formation and discipleship for holistic mission practice. Through reflective study and experiential learning, students will reconstruct their theological and practical understanding of spirituality and discipleship, developing the skills to integrate these core elements effectively into their personal spiritual growth and ministerial leadership.

CG1020: Project I Following the first residency, students will undertake a project that integrates the residency coursework with their ministry setting. The residency mentors will provide guidance on content, required components and formatting. Project proposals must be submitted during the residency and are to be conducted over the four to six months after the residency. The final project report must be submitted before the start of the next residency.

CG1023 The Task and Being of the Leader Numerous intricate variables, perspectives, and facets intersect in the realm of leadership studies. When examining the core constituents of leadership, a concise selection emerges: the

person of the leader, the task of the leader, and the influence of the context in which a leader leads. These correspond to a triad of attention that leaders need to cultivate: an inward focus, a focus on others, and an outward focus. This course is designed with two objectives: to identify distinct challenges inherent in leadership and comprehend the being of the leader.

CG1024 Preparation and Delivery of Biblical Preaching This course aims to develop more effective preachers by studying biblical theology, hermeneutics, Christ-centered preaching, and preparation and delivery of biblical preaching. Students will learn to interpret the Bible, write sermons, and deliver sermons for biblical preaching through examining the identity of a preacher, developing a biblical theology of preaching, and exploring various sermon writing methods. The course covers the most effective ways to communicate the gospel in today's world and to local church congregations, training and equipping preachers to spiritually awaken their congregations.

CG1030: Project II Following the second residency, students will undertake a project that integrates the residency coursework with their ministry setting. The residency mentors will provide guidance on content, required components and formatting. Project proposals must be submitted during the residency and are to be conducted over the four to six months after the residency. The final project report must be submitted before the start of the next residency.

CG1035 Understanding the Gospel in Culture This course examines the gospel's transformative power within church and cultural contexts, integrating biblical foundations, theological frameworks, and practical applications. Students will analyze the church's identity and mission as shaped by the gospel, learning to effectively communicate and embody gospel truth in culturally diverse environments. Through nine focused lectures emphasizing grace, mission, and the cross as core gospel themes, students will develop gospel-centered approaches to ecclesiology that address the challenges and opportunities of ministry in today's multicultural and pluralistic society.

CG1036 Integrative Thinking for Ministry This course empowers students to think integratively about ministry by synthesizing knowledge from Gospel, Culture, and Leadership domains. Through dynamic discussions, collaborative inquiry, and multi-perspective analysis, students will master the art of identifying key intersections between these areas, developing the critical thinking and practical wisdom needed to navigate the complex relationships between Gospel truth, cultural engagement, and effective leadership in contemporary ministry.

CG1040: Thesis-Project The writing of the thesis-project is the culmination of the participant's work in the program. The thesis-project should demonstrate competent doctoral-level integration of the participant's learning in the program with his/her ministry context. It is expected that the thesis-project will make significant contribution to that field of study.

Ministry to Emerging Generations Track

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.

EG1020: Project I Following the first residency, students will undertake a project that integrates the residency coursework with their ministry setting. The residency mentors will provide guidance on content, required components and formatting. Project proposals must be submitted during the residency, and are to be conducted over the four to six months after the residency. The final project report must be submitted before the start of the next residency.

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.

EG1030: Project II Following the second residency, students will undertake a project that integrates the residency coursework with their ministry setting. The residency mentors will provide guidance on content, required components and formatting. Project proposals must be submitted during the residency and are to be conducted over the four to six months after the residency. The final project report must be submitted before the start of the next residency.

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.

EG1040: Thesis-Project The writing of the thesis-project is the culmination of the participant's work in the program. The thesis-project should demonstrate competent doctoral-level integration of the participant's learning in the program with his/her ministry context. It is expected that the thesis-project will make significant contribution to that field of study.

Missions, Development, and Leadership in the Global Context Track

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.

GC1020: Project I Following the first residency, students will undertake a project that integrates the residency coursework with their ministry setting. The residency mentors will provide guidance on content, required components and formatting. Project proposals must be submitted during the residency and are to be conducted over the four to six months after the residency. The final project report must be submitted before the start of the next residency.

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.

GC1030: Project II Following the second residency, students will undertake a project that integrates the residency coursework with their ministry setting. The residency mentors will provide guidance on content, required components and formatting. Project proposals must be submitted during the residency and are to be conducted over the four to six months after the residency. The final project report must be submitted before the start of the next residency.

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.

GC1040: Thesis-Project The writing of the thesis-project is the culmination of the participant's work in the program. The thesis-project should demonstrate competent doctoral-level integration of the participant's learning in the program with his/her ministry context. It is expected that the thesis-project will make significant contribution to that field of study.

Leadership in a Changing Church Context Track

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 II 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 II 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.

LC1040: Thesis-Project The writing of the thesis-project is the culmination of the participant's work in the program. The thesis-project should demonstrate competent doctoral-level integration of the participant's learning in the program with his/her ministry context. It is expected that the thesis-project will make significant contribution to that field of study.

Outreach and Discipleship Track

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

OD1020: Project I Following the first residency, students will undertake a project that integrates the residency coursework with their ministry setting. The residency mentors will provide guidance on content, required components and formatting. Project proposals must be submitted during the residency and are to be conducted over the four to six months after the residency. The final project report must be submitted before the start of the next residency.

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).

OD1030: Project II Following the second residency, students will undertake a project that integrates the residency coursework with their ministry setting. The residency mentors will provide guidance on content, required components and formatting. Project proposals must be submitted during the residency and are to be conducted over the four to six months after the residency. The final project report must be submitted before the start of the next residency.

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.

OD1040: Thesis-Project The writing of the thesis-project is the culmination of the participant's work in the program. The thesis-project should demonstrate competent doctoral-level integration of the participant's learning in the program with his/her ministry context. It is expected that the thesis-project will make significant contribution to that field of study.

Pastoral Counseling and Soul Care Track

CS1011: Theoretical and Theological Framework This course introduces the historical, biblical, and theological foundations of emotionally healthy leadership and spiritual wholeness. Students will explore the formation of the whole leader, engage with personal assessment tools (e.g., MBTI, Self-Compass, TKI), and examine a comprehensive leadership

model. The course also covers the roots and development of pastoral counseling, highlighting the soul as “the house of God” and its role in Christian ministry.

CS1012: Soul Care Practices in the Life of the Leader This course focuses on the development of the whole leader through self-awareness, family dynamics, and community engagement. Topics include conflict resolution, pastoral counseling, the role of suffering in leadership, and practices for soul care and lifelong growth. The course concludes with a focus on sustaining personal and spiritual formation in preparation for continued development in Year Two of the program.

CS1020: Project I Following the first residency, students will undertake a project that integrates the residency coursework with their ministry setting. The residency mentors will provide guidance on content, required components and formatting. Project proposals must be submitted during the residency and are to be conducted over the four to six months after the residency. The final project report must be submitted before the start of the next residency.

CS1023: Pastoral Counseling and Soul Care in Community This course examines the role of rest and holistic care in the life of the Church, grounded in a Christological and Trinitarian vision of community health. Students will explore collaboration with the Holy Spirit in counseling, models of divine community, and the continuum of care from pastoral counseling to clinical support. The course includes practical case studies and counseling triads to equip leaders for effective soul care within their congregations.

CS1024: Soul Care Values and Strategies for Church Health This course explores pastoral counseling within the redemptive framework of the Imago Dei, Missio Dei, and Passio Dei. Emphasis is placed on soul care and team culture in the local church, equipping for spiritual warfare, and strategies for sustainable pastoral care. Students will learn the art of counseling referral and the interdependent nature of church-based care. The course concludes with preparation for Year Three of the program.

CS1030: Project II Following the second residency, students will undertake a project that integrates the residency coursework with their ministry setting. The residency mentors will provide guidance on content, required components and formatting. Project proposals must be submitted during the residency and are to be conducted over the four to six months after the residency. The final project report must be submitted before the start of the next residency.

CS1035 & CS1036: Engaging Well-Counseled Leaders, Churches and Practices in Context I & II This two-week, onsite intensive residency at Emerge Counseling Ministries in Akron, Ohio, offers students the opportunity to observe and engage with contemporary models of soul care and counseling in the Church. Through direct interaction with well-counseled leaders and communities, students will explore practical applications of pastoral counseling and emotional health within diverse ministry contexts.

Pastoral Theology in Practice / Liderazgo Pastoral Track

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.

PS1020: Project I Following the first residency, students will undertake a project that integrates the residency coursework with their ministry setting. The residency mentors will provide guidance on content, required components

and formatting. Project proposals must be submitted during the residency and are to be conducted over the four to six months after the residency. The final project report must be submitted before the start of the next 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.

PS1030: Project II Following the second residency, students will undertake a project that integrates the residency coursework with their ministry setting. The residency mentors will provide guidance on content, required components and formatting. Project proposals must be submitted during the residency and are to be conducted over the four to six months after the residency. The final project report must be submitted before the start of the next 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.

PS1040: Thesis-Project The writing of the thesis-project is the culmination of the participant’s work in the program. The thesis-project should demonstrate competent doctoral-level integration of the participant’s learning in the program with his/her ministry context. It is expected that the thesis-project will make significant contribution to that field of study.

Spiritual Formation for Ministry Leaders Track

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 I 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 II 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.

SF1040: Thesis-Project The writing of the thesis-project is the culmination of the participant's work in the program. The thesis-project should demonstrate competent doctoral-level integration of the participant's learning in the program with his/her ministry context. It is expected that the thesis-project will make significant contribution to that field of study.

Preaching: From the Study to the Pulpit Track

SP1011: In the Study I and SP1012: In the Study II The first residency focuses on study, but it never loses sight of the fact that the end of our studying is preaching and teaching. The residency mentors will cover exegesis. Students will review and expand their exegetical skills not only by listening to lectures, but also by working through various passages of Scripture. Students will teach a passage of Scripture demonstrating its main idea and how the parts relate to that main idea. Students will also comprehend how literary/rhetorical analysis augments grammatical-historical exegesis.

SP1020: Project I Following the first residency, students will undertake a project that integrates the residency coursework with their ministry setting. The residency mentors will provide guidance on content, required components and formatting. Project proposals must be submitted during the residency and are to be conducted over the four to six months after the residency. The final project report must be submitted before the start of the next residency.

SP1023: Bridging the Gap I and SP1024: Bridging the Gap II The Second Residency focuses on both the text and the communication of the text. Dr. Arthurs will be the lead professor. Additionally, Sean McDonough, NT professor will teach on parables; and Hunter Barnes, actor, pastor, and communication consultant, will teach delivery. As a special bonus, Hunter will perform "Mark His Word," a one-man show of the book of Mark. Instruction once again will be inductive and collegial in a workshop atmosphere.

SP1030: Project II Following the second residency, students will undertake a project that integrates the residency coursework with their ministry setting. The residency mentors will provide guidance on content, required components and formatting. Project proposals must be submitted during the residency and are to be conducted over the four to six months after the residency. The final project report must be submitted before the start of the next residency.

SP1035: Audience Analysis & Adaptation I and SP1036 Audience Analysis & Adaptation II: Using John Stott's metaphor of "bridge building" as a model of preaching, the first residency focused mostly on the text. The second residency focused equally on the text and the listener, emphasizing a literary-rhetorical method of exegesis and its implications for homiletics. In the third residency we stand squarely on the listener side of the model, studying persuasion and audience adaptation

SP1040: Thesis-Project The writing of the thesis-project is the culmination of the participant's work in the program. The thesis-project should demonstrate competent doctoral-level integration of the participant's learning in the program with his/her ministry context. It is expected that the thesis-project will make significant contribution to that field of study.

Women in Leadership Track

WL 1011 Biblical, Theological, and Historical Foundations for Spiritual Formation This course examines the biblical, theological, and historical foundations of spiritual formation for ministry leaders. Students explore the biblical narrative, theological anthropology, cultural discernment, and Trinitarian models of relationship and ministry, while surveying major movements in the history of Christian spiritual formation. The course also includes a pilgrimage to historic New England churches, providing opportunities to connect historical traditions with contemporary ministerial practice and personal formation.

WL 1012 Personal Application of Spiritual Formation Principles This course focuses on the personal application of spiritual formation principles in the life and ministry of emerging leaders. Students examine their own spiritual formation journey, engage in a variety of inward and outward spiritual practice, including a silent retreat, and develop strategies for addressing personal and ministerial challenges. Through formation narratives, spiritual direction, collaborative reflection, and discernment practices, students cultivate greater self-awareness and learn to recognize the processes of spiritual formation in themselves and others.

WL 1020 Project I Focus on a particular problem/issue/question/topic related to spiritual formation and women in leadership 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 their own setting that could provide a Biblical/theological foundation and framework related to your focus. Students will present their work to others in their context in some way (class, retreat, sermon series with evaluations, or distributing a draft to colleagues) and provide a summary of the feedback received.

WL 1023 Foundations of Listening and Learning This course explores the foundations of listening, learning, and preaching in ministry contexts. Students engage principles of adult learning, examine their own ministry context, and survey historical and philosophical approaches to preaching. Through biblical exegesis, sermon development, preaching practice, and peer evaluation, students learn to communicate Scripture faithfully and effectively while developing a personal philosophy of preaching. The course also includes visits to churches from differing ministry contexts to foster reflection on diverse approaches to learning, worship, and proclamation.

WL 1024 Teaching and Preaching for Learning and Transformation This course equips students to teach and preach for spiritual growth and transformation. Students develop a personal philosophy of teaching and learning, apply principles of adult education in ministry settings, and strengthen their skills through teaching practice and peer evaluation. Special attention is given to understanding the needs of differently abled learners and fostering inclusive learning environments. Engagement with experienced ministry practitioners provides additional insight into effective teaching and preaching for transformative discipleship.

WL 1030 Project II Focus on a theological framework for a teaching/leadership question related to the student's own setting that you may want to include in chapter 1 of your thesis-project. Complete a systematic analysis (20-30 pp.) to note and to reflect upon themes related to problems, challenges, opportunities, or possibilities for your ministry community. A description of their ministry context will be included (history, demographics, etc.).

WL 1035 Organizational Leadership Evaluation and Development This course focuses on evaluating and strengthening leadership within organizational ministry contexts. Students assess challenges within their organizational ecosystems, examine how their leadership influences those environments, and identify areas for personal growth and development. Through reflection and practical analysis, students develop competencies in team leadership, administration, project planning, board relationships, and change management while creating a plan for continued leadership formation and effectiveness.

WL 1036 Personal Leadership Evaluation and Development This course focuses on personal leadership assessment and lifelong development for ministry leaders. Through collaborative peer engagement, spiritual direction, and a silent retreat, students evaluate their leadership growth and develop a formative plan for continued personal and professional development. Students create a comprehensive lifelong learning and leadership plan that incorporates accountability, mentoring, scholarly resources, and ongoing skill development, while also exploring potential directions for their thesis or capstone project.

WL 1040 Thesis-Project The writing of the thesis-project is the culmination of the participant's work in the program. The thesis-project should demonstrate competent doctoral-level integration of the participant's learning in the program with his/her ministry context. It is expected that the thesis-project will make significant contribution to that field of study.

Workplace Theology, Ethics and Leadership Track

MK1011 Workplace Theology & MK1012 Workplace Ethics: 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][2][3][4][5][6][7][8][9][10]}

MK1020: Project I Following the first residency, students will undertake a project that integrates the residency coursework with their ministry setting. The residency mentors will provide guidance on content, required components and formatting. Project proposals must be submitted during the residency and are to be conducted over the four to six months after the residency. The final project report must be submitted before the start of the next residency.

MK1023 Finance and Marketing in Christian Perspective & MK1024 Technology and Entrepreneurship in Christian Perspective: 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.

MK1030 Project II Following the second residency, students will undertake a project that integrates the residency coursework with their ministry setting. The residency mentors will provide guidance on content, required components and formatting. Project proposals must be submitted during the residency and are to be conducted over the four to six months after the residency. The final project report must be submitted before the start of the next residency.

MK1035 Globalization and Development in Christian Perspective & MK1036 Workplace Leadership: 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.

MK1040: Thesis-Project The writing of the thesis-project is the culmination of the participant's work in the program. The thesis-project should demonstrate competent doctoral-level integration of the participant's learning in the program with his/her ministry context. It is expected that the thesis-project will make significant contribution to that field of study.

Doctor of Philosophy in Theological Studies Courses

CH/TH1101 Advanced Seminar in Patristics This course seeks to acquaint students with the scholarly interpretation of patristic doctrinal development and to give them experience in direct theological research using patristic sources. *Open to Ph.D., or Th.M. students with Th.M. Program Director approval.*

CH/WM1101 Advanced Seminar in Mission History The course deals with fundamental issues dominant in missiological discussion and mission practice during late 20th Century and early 21st Century. Topics include: Missio Dei, missional church, church in exile and diaspora, contextualization, and other related issues. Both their theoretical framework, methodologies and practical implications for mission and church ministry will be addressed. *Open to Ph.D., or Th.M. students with Th.M. Program Director approval.*

CH/WM1160 Dissertation Writing *Open to Ph.D. only.*

CT1100 Research Methods An introduction to methods of research in the area of theological studies. The course introduces the student to resources available through Gordon-Conwell libraries. A holistic approach to the discipline of theological writing is presented, including spiritual preparation, peer collaboration, and preparation for publication. *Open to Ph.D., or Th.M. students with Th.M. Program Director approval.*

CT1101-1108 Tutorial Units 1-8 Doctoral supervision. 1 credit hour per unit. *Open to Ph.D. only.*

CT1110 Doctoral Colloquium Research paper presentations and discussion. 1 credit hour. *Open to Ph.D., or Th.M. students for audit by invitation only.*

EM1105 Pedagogy Practicum Supervised pedagogical activity including leading tutorials, course design, student evaluation, lectures and seminar presentations. *Open to Ph.D., or Th.M. students with Th.M. Program Director approval.*

ET/TH1101 Advanced Seminar in Theological Ethics Although separated by time and space, the perceptive insights of North African bishop, St. Augustine of Hippo, are relevant for today's digital challenges. His emphasis on restlessness, desire, vulnerability, power, empire, belonging, love, and humility hold significant impact for Christian theology and ethics. This course will explore the psychological, philosophical, and theological connections between contemporary tech critics and one of Christianity's seminal patristic authors. *Open to Ph.D., or Th.M. students with Th.M. Program Director approval.*

ET/TH1160 Dissertation Writing *Open to Ph.D. only.*

EV/WM1101 Advanced Seminar in Missiology This seminar introduces students to the major themes, authors, movements, and subjects of missiology: the ecumenical study of Christian mission in the past century. The major historical, theological/biblical and sociological/anthropological issues since about 1910 will be introduced and discussed. Missiology will be studied as a concern of the whole church in the whole world for each particular context. *Open to Ph.D., or Th.M. students with Th.M. Program Director approval.*

IS/WM1101 Advanced Seminar in Intercultural Studies The seminar explores key developments, theories and models, and issues of intercultural leadership, encompassing the following themes: leadership concepts and issues, the theology of power, and cultural dimensions. This seminar incorporates a dynamic mix of lectures, interactive class discussions, and student presentations. *Open to Ph.D., or Th.M. students with Th.M. Program Director approval.*

MC/SF1102 Narrative and Spirituality This seminar explores the role of narrative in Christian Spirituality and spiritual formation. It will focus on the intersection of theology and story and its concomitant impact on the Christian life. *Open to Ph.D., or Th.M. students with Th.M. Program Director approval.*

NT1100 Themes in New Testament Theology This seminar offers students intensive study in two key areas of New Testament Theology: Creation and Christology. Students will have an in-depth engagement with both relevant NT texts against their OT backgrounds, and with contemporary scholarship on the issue. *Open to Ph.D., or Th.M. students with Th.M. Program Director approval.*

NT/OT/TH1110 Theological Hermeneutics The course gives a description and an explanation of various hermeneutical emphases: on the world behind the text (history, authorial intention, allegory), the world in the text (structuralism, narrative theory, poetics), and the world in front of the text (reader-response, community-response, deconstruction, liberationist, feminist, queer, postcolonial). *Open to Ph.D., or Th.M. students with Th.M. Program Director approval.*

OT1100 Themes in Old Testament Theology The purpose of this seminar is to deepen a student's knowledge of the major methodological and theological issues surrounding a particular biblical theme, author, or book. *Open to Ph.D., or Th.M. students with Th.M. Program Director approval.*

TH1101 Advanced Seminar in Theology The course addresses the most recent work in systematic theology, with a particular emphasis on the following issues: theological methodology, the metaphysics of the doctrine of God, the doctrine of the Trinity and experiential approaches. The course comprises a combination of lectures, class discussions, student presentations. *Open to Ph.D., or Th.M. students with Th.M. Program Director approval.*

TH/WM1101 Advanced Seminar in World Christianity The course analyzes dimensions of Christianity as a worldwide movement over approximately the past one hundred twenty years. The course is framed by the demographic changes charted in the World Christian Encyclopedia (3rd ed). Selected regional approaches highlight the historical interplay between local contexts and the self-consciousness of Christianity as global movement. In addition to demographic and geographic foci, themes explored in the course include mission history and spiritual renewal movements, Christian unity and ecumenism, church-state relations from colonialism to post-colonialism (including Christian nationalism), migration, and religious persecution. Several urgent topics in contemporary global Christian discourse will be introduced, including earth care, gender, and cross-cultural/interracial/interfaith relationships. In addition, the course continually raises the question of global constructions of Christian identity. *Open to Ph.D., or Th.M. students with Th.M. Program Director approval.*

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. For the Ph.D. program, two BTIC courses are required, and an additional BTI course may be allowed to substitute for the Research Methods class with approval from the Director of the doctoral program.

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. An approved Degree Requirement Waiver is required to have a consortium course fulfill a specific degree requirement. 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. An approved Degree Requirement Waiver is required to have a consortium course fulfill a specific degree requirement. 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 8 courses that can be completed through the consortium; all other programs are limited to 6. 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 Catalog, 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

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

ADVANCED STANDING

The seminary may grant students 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-third of the total required credits in a degree may be earned through competency credits. No more than one-third of the total required credits in the D.Min. may be earned through competency credits. In addition, certificate programs and the Master of Theology (Th.M.) degree are not eligible to receive advanced standing, with the exception of students in the Th.M.-Ministry track who possess a completed D.Min. degree from an accredited institution. Th.M.-Ministry students with a D.Min. from an accredited seminary are eligible for up to 3 courses of advanced standing toward the Th.M.-Ministry. The program director will decide on a case-by-case basis for each applicant how many courses can be credited as advanced standing.

Ph.D. students who graduated from a GCTS Th.M. with a cumulative GPA of 3.75 or higher are eligible for advanced standing for up to 2 core doctoral courses if already taken at Th.M. level with a grade of "A-" or higher. No credit is transferable for the concentration courses.

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.

Ph.D. students are permitted to audit master's-level courses (typically designated at 500-900 level) to support their research, language proficiency, or methodology training, subject to the approval of both their doctoral advisor and the course instructor. However, Ph.D. students may not register for or take master's-level courses for academic credit to be applied toward the credit requirements of the doctoral degree. Students registering as auditors are expected to adhere to the participation and attendance expectations established by the instructor.

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 by 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) do 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 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. Students who are not successful in passing their language exam are allowed to retest after 30 days.

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 general 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 may be made at any time, but changes are only processed between semesters and 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 requesting a transfer 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)

COURSE 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 passing 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 a Committee comprised of staff and faculty 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 fourteen 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, Reading and Research Courses, and Th.M. Writing Course Designation)

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:
 - Hamilton students: Assistant Director of Student Life
 - Networked Education students: Dean of Students
 - Doctor of Ministry.: [Associate Registrar & Program Manager](#)

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. Students should complete the Request for Accommodations (RAF) form found [online](#). 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.

2. 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.
3. Documentation requirements vary by situation. The Disability Services Coordinator (DSC) 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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. When less than 50% of the coursework has been completed, it's generally recommended that the student withdraw from the course rather than request an extension. 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. In the D.Min. program, requests for extensions will be formally considered and documented through residencies (see procedure in the D.Min. Student Handbook).

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 11:59 pm 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 with the Student Life Office 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. 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. Request for an extension of a thesis should be submitted via email to the Registration Office. Please note, no re-

extension will be granted once the one-year deadline has been reached. Once a student has an approved extension for a Thesis, a Leave of Absence does not put a 'pause' on the extension deadline to allow more time beyond the one year maximum to complete the thesis. 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
- Student's Photograph
- Honors & Awards Received

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 desires, he/she may appeal the Judicial Committee's decision by submitting a written petition to the Academic Dean (for Masters and Ph.D.) or Dean of D.Min. (D.Min. students) within 10 business days. (In cases where the Academic Dean is the faculty member who issued the grade, the Provost will decide.)
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.
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 on 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.

Programs requiring a minimum 3.0 GPA for graduation: MACC, MACO, MATS, Th.M., D.Min., Ph.D.

Programs requiring a minimum 2.0 GPA for graduation: Certificates, M.Div., MACM

GRADUATION

Gordon-Conwell has a commencement ceremony each year in May. This ceremony is for degree-seeking 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). Graduating students must notify the Registration Office whether they will participate in the baccalaureate and commencement ceremonies or plan 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 in mid-fall semester for January graduates and at the beginning of the spring semester of the year in which May and October graduates 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). The early submission of fall term coursework is required for January graduates so that the necessary grades are received by the Registration Office no later than the deadline stated in 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 but will still be permitted to participate in the graduation exercises.

Eligibility for October Graduation

To be eligible for October graduation and 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 summer term. 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:

3.70 - 3.84 = Cum Laude

3.85 - 3.91 = Magna Cum Laude

3.92 - 4.00 = 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). Honors published in the commencement program are based on graduates' cumulative GPA from the prior Fall semester.

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)

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. D.Min. students with previous loans may have them deferred, but only for the residency dates as reflected in SONIS and on their transcripts.

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. As a rule, students are not permitted to take language (including exegesis) courses in an independent study format; students are encouraged to plan their schedules toward degree completion in keeping with the offerings provided in the academic course schedule. 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). Directed study petitions have an early deadline of one week before the last day to add courses. Requests will not be approved after the last day to register. 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 the J-term intensive session, 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 D.Min. (post-residency projects, including the thesis-project), and two in all other Gordon-Conwell degree programs (with the exception of the Th.M. and Ph.D. which allow 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. 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 and MACO students are not permitted to take any of the Counseling (CO) courses required for their degree as Pass/Fail.

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 department/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 term upon request. The D.Min. office reviews academic records before each residency, upon Admission to Candidacy submission, upon submission of the Thesis-Project Proposal, with a graduation application, and 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 request to be reactivated through the Registration Office. Students withdrawn for more than five years must reapply through Admissions. 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. Summer classes may either take two Reading Weeks 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 and any other required documentation, 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 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.

SECOND/DUAL CONCENTRATION

Students in the MA in Theological Studies (MATS) and MA in Christian Ministries (MACM) degrees may either pursue the "Standard" open 6 course concentration or they may follow a prescribed concentration. Students are permitted to pursue up to two concentrations per degree within the MATS or MACM, in which they must complete all courses required for both concentrations. Any courses required for the degree in each concentration's checksheet may be used for both; there are no sharing limits. Students wishing to add a second concentration may request this through the Registration Office. Another concentration cannot be added to a degree once that degree has been conferred. Dual concentrations are not permitted in the Master of Theology (Th.M.) degree.

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, no more than 18 credit hours towards the MATS program, and no more than 15 credit hours towards the MACM program. 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 (or Dean of D.Min.), 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 Academic Dean. Exceptions can apply 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 Academic Dean 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 Academic Dean, either student may appeal to the Provost of the Seminary in writing within seven business days, following the notification of sanction.
4. The Provost will present his or her decision within seven business days to the student (or complainant).
5. The Provost'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 TITLE IX AND SEXUAL MISCONDUCT

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, which includes sexual discrimination, sexual harassment, domestic violence, intimate partner violence, stalking, and sexual assault.
- Outline the Seminary's process of responding appropriately to incidents of sexual discrimination.
- 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 based on sex 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, including sexual harassment and assault and free from retaliation. All forms of sexual misconduct are prohibited. The Seminary strives to educate students, staff, and faculty on these issues and to provide recourse for those 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, residents, families, Seminary visitors, volunteers, and vendors. It also applies to alleged acts of sexual misconduct including sexual discrimination, sexual harassment, sexual assault, prohibited sexual contact, dating, and domestic violence that occur: on campus; in connection with any education program or activity sponsored by the Seminary; at Gordon-Conwell sponsored events. It also applies to off campus if the conduct affects a substantial Gordon-Conwell interest or occurs within Gordon-Conwell's education program and activities. For example, if a student uses a personal device to sexually harass another student during class, that may constitute a situation in which Gordon-Conwell exercises substantial control. This policy is applicable to students, staff, faculty, residents, or anyone who is expected to abide by the community life statement (in other words, the respondent must be a member of Gordon-Conwell community.)

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 discrimination or 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 to law enforcement.

DEFINITIONS

Advisor

Advisor is the person selected by a party to accompany them to any meeting or hearing whose role is to provide advice to them. This person can be a friend, family member, attorney, or someone else. If a party does not wish to ask someone to take this role, Gordon-Conwell will assign someone to do that, since they need to ask questions during cross-examination in a hearing.

Complainant

This is the person who files a complaint that they have been the victim of sexual misconduct or retaliation.

Complaint

A complaint is a document submitted that alleges sexual misconduct, or sexual harassment has occurred, or that retaliation has occurred, asking that Gordon-Conwell investigate. Should the complaint contain allegations that require a hearing, it's considered a formal complaint, and federally mandated procedures come into play. Gordon-Conwell treats all complaints as serious.

A formal complaint means a written document is provided that alleges a policy violation and requests that Gordon-Conwell investigate. Complaints can be given in person, or via mail, or email.

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:

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 complainant; 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

Dating violence includes but is not limited to sexual or physical abuse, as well as threats of abuse.

Education Program or Activity

Locations, including learning platforms, events or circumstances where Gordon-Conwell exercises substantial control over the respondent and the context in which the alleged harassment or discrimination takes place.

Hearing-Qualifying Allegations

Hearing-qualifying allegations refers to allegations of 106.30 offenses when: 1) Gordon-Conwell has actual knowledge of the alleged offense(s); 2) the alleged offense(s) occurred within an educational program or activity of Gordon-Conwell (this includes, but is not limited to any Gordon-Conwell campus and other buildings owned or controlled by Gordon-Conwell; it does not include off-campus private residences or properties over which Gordon-Conwell exercises no control); and, 3) the alleged offenses occurred against a person in the United States. NOTE: qualifying allegations describes those allegations that trigger a requirement under federal law that Gordon-Conwell act, and that certain procedures (e.g. a live hearing) must be utilized. It is important to note, however, that Gordon-Conwell will respond to and address all reports of sexual misconduct, regardless of whether they are hearing-qualifying allegations.

Mandated Reporter

Except for confidential resources and help, all Gordon-Conwell employees (including faculty, staff, and administrators) are considered mandated reporters, who must promptly share with the Title IX Coordinator all known details of a report made to them in their role as employee.

Respondent

An individual who has been reported to be the perpetrator of conduct that could be harassment or discrimination (based on a protected class); or retaliation.

Sexual Harassment

Sexual harassment is a broad term that encompasses the offenses of sexual harassment, sexual assault, stalking, dating violence, and domestic violence. Federal regulations provide the definitions for these offenses. 34 C.F.R. s106.30.

Students, staff, administrators, and faculty are entitled to an employment and educational environment that is free of sexual harassment. Gordon-Conwell may impose sanctions ranging from reprimand to suspension or termination. Sexual harassment may be committed by any person upon any other person, regardless of the sex or the sexual orientation and/or gender identity of those involved.

Sexual harassment is conduct on the basis of sex that is sexual, and satisfies one or more of the following:

1. *Quid pro quo harassment.* An employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
2. *Sexual harassment:* Unwelcome conduct that is determined by a reasonable person to be so severe and pervasive and objectively offensive that it effectively denies a person equal access to Gordon-Conwell's education programs or activities.
3. *Specific offenses.*
 - i. *Sexual assault:* Any sexual act directed against the complainant, without the consent of the complainant, including instances in which the complainant is incapable of giving consent. These are classified as a forcible (for example, rape or sodomy) or nonforcible (for example, incest, statutory rape) sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
 - ii. *Dating violence* meaning violence committed by a person: (A) who is or has been in a social relationship of a romantic or intimate nature with the complainant and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (1) the length of the relationship; (2) the type of relationship; and (3) the frequency of interaction between the persons involved in the relationship;
 - iii. *Domestic violence* meaning felony or misdemeanor crimes committed by a person who: is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or a person similarly situated to a spouse of the victim; is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; shares a child in common with the victim; or commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction; or
 - iv. *Stalking:* stalking, specifically under this policy, means engaging in a course of conduct, based on sex, directed at a specific person that would cause a reasonable person to fear for their own safety or the safety of others or suffer substantial emotional distress. In Massachusetts and Florida such conduct are felonies. M.G.L. c. 265 § 43 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).

Consent: Knowing, voluntary and clear permission by word or action to engage in sexual activity. Consent can be withdrawn once given, and consent to some sexual activities cannot be presumed to be consent for other sexual activity. Sexual activities that is forced (by use of physical violence or imposition) is non-consensual; coercion (the application of unreasonable pressure to take part in sexual activity) is nonconsensual; incapacitation (unable to understand what is happening, disoriented, helpless, asleep, unconscious, etc.) renders someone unable to give consent. The existence of consent is based on the entire circumstances evaluated by a reasonable person in the same or similar circumstance—including the alleged incident, or previous patterns or experiences that could be evidence.

Incapacitation: A person cannot consent if they are unable to understand what is happening or is disoriented, helpless, asleep, or unconscious (for any reason). If someone cannot make rational or reasonable decisions because of capacity issues, they are incapacitated (including temporary or permanent physical or mental health condition, involuntary physical restraint, and/or drug usage).

Gordon-Conwell also prohibits sexual exploitation, including but not limited to voyeurism, violation of sexual privacy, prostitution, picture or video recording of sexual acts when there is a reasonable expectation of privacy, etc.

Sexual Misconduct

Sexual misconduct is a broad term that includes those offenses listed above as part of sexual harassment (106.30 offenses), as well as all other kinds of misconduct prohibited by this policy. Federal regulations require specific kinds of responses to 106.30 offenses.

POLICY ON UNETHICAL RELATIONSHIPS

Consensual romantic relationships where one person has professional responsibility (real or potential) over another person — whether academic or job performance — are a violation of professional ethics and are also in violation of this policy and the Gordon-Conwell ethos. Sexual misconduct often involves relationships where unequal power is present which can contain the presence of coercion, however even consensual relationships where there is equal power can contain sexual misconduct. Romantic relationships between faculty and students pose a threat to the integrity of the educational experience and are specifically prohibited. All members of the Gordon-Conwell community are expected to maintain professional relationships with others.

GUIDANCE ON REPORTING

Gordon-Conwell prohibits sexual misconduct in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located at: <https://www.gordonconwell.edu/community/practices-policies/statements-of-compliance/>.

Gordon-Conwell Theological Seminary encourages those who have experienced any form of sexual discrimination, harassment or 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. Gordon-Conwell 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 misconduct can be made anonymously by completing the [confidential sexual misconduct report form](#). Reporting to Title IX does not carry an obligation to initiate a formal response or participate in an investigation.

Reports can be made to the Senior Director of HR (who is the Title IX Coordinator), any Police Officer (including Gordon Police officers), 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. 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 **Confidential Advocate**, Deana Nail (dnail@gordonconwell.edu). The individual also may make a confidential report to the Title IX coordinator or campus safety officer and request that the individual's name not be used in the investigation.

False allegations which are deliberately and maliciously made are a serious offense and will be subject to disciplinary action. This does not include good faith allegations which are eventually found to be false. Providing false evidence is also a serious offense and will be subject to disciplinary action.

Because sometimes complainants or witnesses are hesitant to report crimes if other violations are present (drinking on campus, use of drugs, etc.), amnesty will be provided to anyone reporting a crime for minor policy violations related to the incident. We encourage the preservation of evidence in incidents of sexual assault for the sake of criminal prosecution. We recommend seeking forensic medical assistance at Beverly hospital as soon as possible; avoid showering/bathing/handwashing if possible; try not to urinate; place soiled clothes in a paper bag; seek medical treatment even if not for the purpose of forensic evidence.

Summary of Investigation/Procedures for Reports of Sexual Misconduct

Please consult the full policy and process below as what immediately follows is a summary.

For matters in which an official 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, Gordon-Conwell will complete investigations and this process within reasonable 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 mediation.
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 either the evidence or a description of the evidence will be available for examination by both parties.
7. Both parties must have an advisor present during a hearing.
8. Hearings are live, although complainant and respondent will not be in the same room and cannot ask questions of each other. Relevant questions will be asked by the advisor or adjudicator.
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.

Potential Complaint Sources

The following people have a right to make a complaint, requesting that Gordon-Conwell investigate and make a determination under Title IX: (Referred to as a "complainant" 1) a student or employee of Gordon-Conwell who is alleged to have been subjected to conduct that could constitute a violation of this policy; or 2) a person other than a student or employee of Gordon-Conwell who is alleged to have been subjected to conduct that could constitute a violation of this policy at a time when that individual was participating or attempting to participate in Gordon-Conwell's education program or activity; 3) A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or 4) Gordon-Conwell's Title IX Coordinator. Note that a person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sexual harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint consistent with the requirements of this policy.

A complaint (which is a form of report) is when the Title IX coordinator has decided that the allegations lead to a possible violation of the Title IX policy, so a grievance process will be engaged. If the report includes "hearing qualifying allegations" it moves to the category of "formal complaint" and some of that process is set by federal law.

In most cases, a complaint will include a written submission, often with the Title IX Coordinator (although sometimes the Title IX Coordinator may sign the complaint themselves due to a compelling risk to the community and the complainant does not sign it.)

Gordon-Conwell may consolidate complaints of sexual discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sexual discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

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 a different process for resolution. Should the alleged conduct be a Title IX matter, the process outlined by the 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.

Parties also may seek protective measures from outside law enforcement agencies.

Gordon-Conwell can remove a respondent from education programs or activities on an emergency basis when an individual safety and risk analysis has been performed and determines that an immediate threat to the physical health or safety of an individual or the community is present.

REQUIREMENTS OF TITLE IX GRIEVANCE PROCEDURES:

Gordon-Conwell will treat complainants and respondents equitably.

Gordon-Conwell presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of the grievance procedures.

Gordon-Conwell's process can take up to 120 business days to resolve. All allegations are acted upon promptly. All delays within Gordon-Conwell's control will be avoided, and if an extended time is required, the Title IX Coordinator will provide notice and rationale as appropriate.

Gordon-Conwell has also established the following process that allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay: Should additional time be required for things like school breaks, parties who are out of the office, exceptionally full times of the year (such as, but not limited to, welcome week and commencement), notification will be provided to both parties with an alternative date by which the stage will be completed.

Gordon-Conwell will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by

speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses. Counter-complaints must be provided in good faith, not as retaliatory actions.

Gordon-Conwell will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by Gordon-Conwell to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by federal or state law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless Gordon-Conwell obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sexual harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sexual harassment or preclude determination that sexual harassment occurred.

Written Notice of Allegations:

Upon initiation of Gordon-Conwell's Title IX grievance procedures, Gordon-Conwell will notify the parties in writing of the following with sufficient time for the parties to prepare a response before any initial interview:

- Gordon-Conwell's Title IX grievance procedures and informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- Retaliation is prohibited;
- The respondent is presumed not responsible for the alleged sexual harassment until a determination is made at the conclusion of the grievance procedures. Prior to such a determination, the parties will have an opportunity to present relevant and not otherwise impermissible evidence to a trained, impartial decision maker;
- The parties must have an advisor of their choice at hearings who may be, but is not required to be, an attorney. Federal regulations require an advisor be present for each party at a hearing for the sake of the questioning process.
- The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an investigative report that accurately summarizes this evidence. Gordon-Conwell will provide access to an investigative report and the parties are entitled to an equal opportunity to access the relevant and not impermissible evidence upon the request of any party.
- Gordon-Conwell's Community Life Statement prohibits knowingly making false statements or knowingly submitting false information during grievance procedures,
- If, in the course of an investigation, Gordon-Conwell decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, Gordon-Conwell will notify the parties of the additional allegations.

Dismissal of Formal Title IX Complaints:

Gordon-Conwell must dismiss a formal complaint at any point if 1) conduct would not constitute sexual harassment; 2) conduct did not occur in an education program or activity controlled by Gordon-Conwell and/or Gordon-Conwell does not have control of respondent; 3) conduct did not occur against a person in the US; 4) when the complaint was filed, the complainant is not participating in a Gordon-Conwell education program or activity (although the Title IX Coordinator may do so if warranted). Gordon-Conwell must also dismiss a complaint if it is unable to identify the respondent after taking reasonable steps to do so.

Gordon-Conwell may dismiss a formal complaint if 1) a complainant notifies Title IX Coordinator in writing that he/she would like to withdraw the complaint; 2) respondent is no longer enrolled at Gordon-Conwell or employed by Gordon-Conwell; 3) there are specific circumstances that prevent Gordon-Conwell from gathering sufficient evidence.

Options available to someone who reports include supportive measures; informal resolution; investigation with determination by a decision-maker (possible hearing).

Upon dismissal, Gordon-Conwell will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then Gordon-Conwell will notify the parties simultaneously in writing.

Gordon-Conwell will notify the complainant that a dismissal may be appealed on the bases outlined in the section on appeals. If dismissal occurs after the respondent has been notified of the allegations, then Gordon-Conwell will also notify the respondent that the dismissal may be appealed on the same bases. If a dismissal is appealed, Gordon-Conwell will follow the procedures outlined in the section on appeals.

When a complaint is dismissed, Gordon-Conwell will, at a minimum:

- Offer supportive measures to the complainant as appropriate;
- If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
- Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within Gordon-Conwell's education program or activity.

Investigation:

Gordon-Conwell will provide for adequate, reliable, and impartial investigation of complaints.

The burden is on Gordon-Conwell—not on the parties—to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

Gordon-Conwell will provide to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all meetings or proceedings with sufficient time for the party to prepare to participate.

Gordon-Conwell will provide the parties with the same opportunities to be accompanied to any meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney.

- Gordon-Conwell will not limit the choice or presence of the advisor for the complainant or respondent in any meeting or proceeding. This is dependent on the advisor being eligible and available.
- Gordon-Conwell may establish restrictions regarding the extent to which the advisor may participate in these grievance procedures, as long as the restrictions apply equally to the parties.

Gordon-Conwell will provide the parties with the same opportunities, if any, to have people other than the advisor of the parties' choice present during any meeting or proceeding.

Gordon-Conwell will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.

Gordon-Conwell will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

Gordon-Conwell will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

- Gordon-Conwell will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or the same written investigative report that accurately summarizes this evidence. Gordon-Conwell will provide access to the investigative report and will further provide the parties equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party;
- Gordon-Conwell will provide a reasonable opportunity to review and respond to the evidence or the investigative report. Gordon-Conwell may decide whether to provide this opportunity to respond prior to the live hearing, during the live hearing, or both prior to and during the live hearing; and
- Gordon-Conwell will take reasonable steps to prevent and address the parties' and their advisors' unauthorized disclosure of information and evidence obtained solely through the sexual harassment grievance procedures.

The steps for an investigation are generally as follows:

- Provide a thorough, reliable, and impartial investigation by identifying issues and developing a strategic investigation plan, including a witness list, evidence list, intended investigation timeframe, and order of interviews for all witnesses and the parties.
- Interview the complainant and respondent separately at least once and potentially multiple times as needed.
- Attempt in-person interviews, although circumstances may not permit that, so zoom will be an alternative.
- Make good faith efforts to notify the parties of any meeting or interview involving the other party when possible.
- When participation is expected, provide written notice of the date, time, and location of the meeting, as well as the expected participants and purpose.
- Interview all available, relevant witnesses and conduct follow-up interviews as necessary.
- Allow suggestions of witnesses and questions they wish the investigator(s) to ask of the other party and witnesses, and document in the report which questions were asked, with a rationale for any changes or omissions.
- Provide regular updates throughout the investigation.
- Provide complainant and respondent with a list of witnesses whose information will be used in determination.
- Gather, assess and synthesize evidence, and write a draft investigation report, summarizing the investigation, witness interviews, and addressing all relevant evidence. No conclusions will be made yet, until respondent and complainant review evidence and respond (cannot take longer than 10 days.)
- The investigator(s) may elect to respond in writing in the investigation report to the parties' submitted responses and/or to share the responses between the parties for additional responses.
- The investigator(s) will finalize the report with responses included. (For non-hearing cases: the investigator(s) make no conclusions regarding responsibilities, However, they will create a separate written recommended determination of responsibility, based on a preponderance of the evidence, whether a policy violation is more likely than not to have occurred.
- The Title IX Coordinator reviews the report, which is then shared with the complainant and respondent.

Questioning the Parties and Witnesses:

Gordon-Conwell will provide a process that enables the decisionmaker to question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sexual harassment.

Gordon-Conwell's process for proposing and asking relevant and not otherwise impermissible questions and follow-up questions of parties and witnesses, including questions challenging credibility, will allow the decisionmaker to ask such questions, and allow each party to propose such questions that the party wants asked of any party or witness and have those questions asked by the decisionmaker, subject to the procedures for evaluating and limiting questions discussed below.

Procedures for the decisionmaker to evaluate the questions and limitations on questions: The decisionmaker will determine whether a proposed question is relevant and not otherwise impermissible before the question is posed and will explain any decision to exclude a question as not relevant or otherwise impermissible. Questions that are unclear or harassing of the party or witness being questioned will not be permitted. The decisionmaker will give a party an opportunity to clarify or revise a question that the decisionmaker determines is unclear or harassing. If the party sufficiently clarifies or revises the question, the question will be asked.

Refusal to respond to questions and inferences based on refusal to respond to questions: The decisionmaker may choose to place less or no weight upon statements by a party or witness who refuses to respond to questions deemed relevant and not impermissible. The decisionmaker will not draw an inference about whether sexual harassment occurred based solely on a party's or witness's refusal to respond to such questions.

Procedures for a Live Hearing:

Gordon-Conwell will conduct the live hearing with the parties physically present in separate locations with technology enabling the decisionmaker and parties to simultaneously see and hear the party or witness while that person is speaking.

Gordon-Conwell will create an audio or audiovisual recording or transcript of any live hearing and make it available to the parties for inspection and review.

Determination Whether Sex-Based Harassment Occurred:

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, Gordon-Conwell will:

- Use the preponderance of the evidence standard of proof. The standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker will not determine that violation of this policy occurred.
- Notify the parties simultaneously in writing of the determination whether violation of this policy occurred under Title IX including:
 - A description of the alleged violation;
 - Information about the policies and procedures that Gordon-Conwell used to evaluate the allegations;
 - The decisionmaker's evaluation of the relevant and not otherwise impermissible evidence and determination whether violation of this policy occurred;
 - When the decisionmaker finds that a violation occurred, any disciplinary sanctions Gordon-Conwell will impose on the respondent, whether remedies other than the imposition of disciplinary sanctions will be provided by Gordon-Conwell to the complainant, and, to the extent appropriate, other students identified by Gordon-Conwell to be experiencing the effects of the sexual harassment; and
 - Gordon-Conwell's procedures and permissible bases for the complainant and respondent to appeal.
- Gordon-Conwell will not impose discipline on a respondent for violation of this policy prohibited by Title IX unless there is a determination at the conclusion of the Title IX grievance procedures that the respondent engaged in prohibited sex discrimination.
- If there is a determination that violation of this policy occurred, as appropriate, the Title IX Coordinator will:

- Coordinate the provision and implementation of remedies to a complainant and other people Gordon-Conwell identifies as having had equal access to Gordon-Conwell's education program or activity limited or denied by sex discrimination;
- Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
- Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Gordon-Conwell's education program or activity.
- Comply with the Title IX grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
- Not discipline a party, witness, or others participating in the Title IX grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether violation of this policy occurred. (A disciplinary process may be initiated for making false statements under the Community Life Statement standards as long as there is evidence independent of the determination whether violation of this policy occurred.)

The determination regarding responsibility becomes final either on the date that Gordon-Conwell provides the parties with the written determination of the result of any appeal, or, if no party appeals, the date on which an appeal would no longer be considered timely.

Appeals

Gordon-Conwell will offer an appeal from a dismissal or determination whether violation of this policy occurred on the following bases:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination or dismissal was made; and
- The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If a party appeals a dismissal or determination whether violation of this policy occurred, Gordon-Conwell will:

- Notify the parties in writing of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
- Implement appeal procedures equally for the parties;
- Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
- Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations;
- Communicate to the parties in writing that Gordon-Conwell will provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- Notify the parties in writing of the result of the appeal and the rationale for the result.
- Once an appeal is decided, the outcome is final.

Any additional procedures or bases for appeal Gordon-Conwell offers will be equally available to all parties.

Informal Resolution:

In lieu of resolving a complaint through Gordon-Conwell's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. Gordon-Conwell does not offer informal resolution to resolve a complaint that includes allegations that an employee engaged in sexual harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law. Gordon-Conwell will not use informal resolution for reports of sexual harassment where the respondent is an employee and complainant is a student. Before the initiation of an informal resolution process, Gordon-Conwell will explain in writing to the parties:

- The allegations;

- The requirements of the informal resolution process;
- That any party has the right to withdraw from the informal resolution process and initiate or resume grievance procedures at any time before agreeing to a resolution;
- That if the parties agree to a resolution at the end of the informal resolution process, they cannot initiate or resume grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and
- What information Gordon-Conwell will maintain and whether and how Gordon-Conwell could disclose such information for use in Title IX grievance procedures if such procedures are initiated or resumed.

The Title IX coordinator can provide supportive measures (only) to resolve the situation; negotiate a resolution acceptable to everyone; if the respondent accepts responsibility and accepts a sanction/remedies and ends the resolution process. The complainant must have submitted a formal complaint for an informal resolution to occur and the Title IX Coordinator must agree that an informal resolution is appropriate and likely to be effective.

Supportive Measures:

Gordon-Conwell will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to Gordon-Conwell's education program or activity or provide support during Gordon-Conwell's Title IX grievance procedures or during the informal resolution process. For complaints of sexual harassment, these supportive measures may include counseling, extensions of deadlines, course-related adjustments, mutual restrictions on contact, changes in on-campus work or housing, leaves of absence, and other similar measures.

Disciplinary Sanctions and Remedies:

Following a determination that sexual harassment occurred, Gordon-Conwell may impose disciplinary sanctions, which may include required counseling, suspension, expulsion, or other similar measures. Gordon-Conwell may also provide remedies, which may include compensatory damages, campus no-trespass notices, limited scheduling and/or access to buildings, and other similar measures.

Gordon-Conwell has adopted Title IX grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator. These grievance procedures address complaints of sexual harassment that involve a student party. If a party is both an employee and a student, Gordon-Conwell will consider the party's primary relationship with the school and whether the alleged sex-based harassment occurred while the party was performing employment-related work.

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.

Pregnancy

Gordon-Conwell is committed to ensuring that a pregnant student's rights are preserved. Students are encouraged to work with the Title IX Coordinator and/or Accommodations Coordinator (to explore any need for reasonable accommodations) with any questions because the Title IX Coordinator can take special actions to prevent sex discrimination and ensure equal access. Our intention is to provide a supportive and helpful environment for pregnant students.

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. The Student Life Services staff is available to assist in these matters as well. [Click here](#) for a list of other available resources.

YWCA North Shore Rape Crisis Center (24-hour hotline: 1800-922-8772)

HAWC (Healing Abuse, Working for Change) Domestic Violence Services (24-hour hotline: 1800-547-1649)

TITLE IX COORDINATOR

Patti Orlando

Senior Director of Human Resources

Retreat House, Second Floor 214

130 Essex Street, South Hamilton, MA 01982

Phone: 978-646-4052

Email: porlando@gordonconwell.edu or titleixcoordinator@gordonconwell.edu

The Title IX Coordinator is responsible for coordinating efforts, training others for intake, investigation, resolution, implementation of supportive measures, and may delegate responsibilities to others as appropriate.

The Title IX Coordinator acts with independence and authority, free from bias and conflict of interest. Members of the team are vetted and trained to ensure they are not biased against individuals specifically or parties generally. Concerns may be raised to the Title IX Coordinator, however when concerns involving bias or conflict of interest by the Title IX Coordinator, contact Dr. Brad Howell, VP of Operations bhowell@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.

Office for Civil Rights (OCR), U.S. Department of Education • 400 Maryland Avenue, SW, Washington, D.C. 20202-1100 • Customer Service Hotline #: (800) 421-3481 • FAX: 202-453-6012 • TDD#: 877-521-2172 • Email: OCR@ed.gov • Web: <http://www.ed.gov/ocr>

Office for Civil Rights (OCR), Boston Office, U.S. Department of Education • 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 • Telephone: (617) 289-0111 • FAX: (617) 289-0150 • Email: OCR.Boston@ed.gov

For complaints involving employees:

Equal Employment Opportunity Commission (EEOC) Local EEOC Field Office: Equal Employment Opportunity Commission, JFK Federal Building, 15 New Sudbury Street, Room 475, Boston, MA 02203-0506 • Phone: 800-669-4000 • Fax: 617-565-3196 • TTY: 800-669-6820 • ASL Video Phone: 844-234-5122

Massachusetts Commission Against Discrimination (MCAD) Locations:

- One Ashburton Place, Suite 601, Boston, MA 02108; (617) 994-6000
- 436 Dwight Street, Room 220, Springfield, MA 01103; (413) 739-2145
- 484 Main Street, Room 320, Worcester, MA 01608; (508) 453-9630
- Demello International Center, 128 Union St., Suite 206, New Bedford, MA 02740; (774) 510-5801

Additional Information:

Gordon-Conwell Theological Seminary does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission, financial aid, grading, discipline and employment.

Sexual harassment, including acts of sexual violence, is a form of sex discrimination that is illegal under both federal and Massachusetts state law, including Title IX of the Educational Amendments of 1972, and the Title VII of the Civil Right Act of 1964. It is the policy of Gordon-Conwell not to discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of sex.

Inquiries about Title IX may be referred to Gordon-Conwell's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. Gordon-Conwell's Title IX Coordinator is Patti Orlando, Senior Director of Human Resources, Retreat House Second Floor 214, 130 Essex Street, Hamilton, MA 01982, porlando@gordonconwell.edu, 978-646-4052.

Gordon-Conwell's nondiscrimination policy and grievance procedures can be located online at <https://www.gordonconwell.edu/community/practices-policies/statements-of-compliance/>

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to <https://www.gordonconwell.edu/community/campus-safety/sexual-misconduct-information/>

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 Academic 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 Academic 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 Academic Dean and, if necessary, the Provost.

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 Academic 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 Academic Dean, whose decision shall be final.

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

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 intensive session. 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 in a fall or spring term. Doctor of Ministry students who are enrolled in 15 credits per year are considered full-time.

Half- and Part-Time Statuses

In order to be considered half-time in the fall, spring, or full-summer terms, a master's 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).

If doing option 1 or 2, the student should enroll through SONIS in the course associated with their program's division in their last major semester (Fall or Spring). 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.

TH.M. WRITING COURSE DESIGNATION

The Th.M. program typically culminates in a significant piece of writing that requires scholarly research. This writing requirement can be fulfilled either through a thesis or a Th.M. writing course within the student's area of concentration. One Th.M. writing course is required of all Th.M. students who do not write a thesis.

The writing course can be done as a Th.M.-level directed study course, such as an out-of-sequence or research course, or it can be done as a standard class that is elevated to the Th.M. (900) level and designated as a writing course within which the student completes additional research and writing. Because writing courses are only taken by students who do not write theses, special emphasis is placed on the student's fulfillment of additional written requirements (i.e. extended research paper) as agreed upon by the student, the Th.M. program director, the course instructor, and the registrar.

The writing course must be taken in the student's area of concentration. The research paper must be a minimum of 25–35 pages in length (at least 10-15 pages more than the standard course requirement). Writing courses are subject to all the policies, deadlines and procedures governing other “standard” courses. If the student is designating a standard course on the schedule as the Th.M. Writing Course, the student should register for the standard course by the deadline and submit the completed Writing Course Designation Petition to the Registration Office no later than two weeks after the semester begins. If the student is doing a directed study to fulfill this requirement, the student should submit the completed Th.M. Directed Study Petition to the Registration Office by the directed study petition deadline in the Academic Calendar, which is one week before the standard course add deadline.

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 and D.Min. degree. A limit of 7 years from date of initial entry is in effect for all other master's programs, excepting the Th.M., which has a limit of 4 years. A student in the Ph.D. program is expected to submit his or her dissertation and complete the program in a maximum of 6 years and may petition for an extension of no more than one year (including time needed for revisions after a successful defense).

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/>.

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 (see the Academic Calendar) are subject to the usual refund policy stated in the Financial Information section of the Academic Catalog.

Transcripts are the complete student record of coursework. For students who have done coursework toward

multiple programs, Gordon-Conwell will not issue just the first program or second program on its own (this applies to those enrolled in coursework as a Certificate, Dual Degree, Special non-degree seeking student, etc.).

Gordon-Conwell transcripts in SONIS use the following abbreviations:

Credits Attempted (Cr Att): Credit hours in which a student has enrolled, including those a student withdrew from or failed.

Credits Received (Cr Rec): Credit hours a student has earned by successfully completing a course with a passing grade. No credits are received when a course is failed or withdrawn.

Quality Points (Qty Pnts): The numerical values assigned to a letter grade multiplied by the number of credit hours for that course, used to calculate the Grade Point Average (GPA). Courses taken as pass/fail and passed are given no quality points.

Grade Point Average (GPA): Letter grade converted into numerical values, calculated by dividing quality points by the credits attempted.

TRANSFER BETWEEN DEGREE PROGRAMS

Students wishing to transfer between degree programs may request a change through the Registration with a Degree Change Request form. Program changes to the MA in Christian Counseling, MA in Counseling, Master of Theology (Th.M.), Doctor of Ministry, Doctor of Philosophy, or any degree from a Certificate program require an application 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, the total credit hours that Gordon-Conwell will accept as transfer credit may not exceed 50% of whichever degree has less credit hours – either the completed degree at the other ATS accredited school or the degree the student intends to complete at GCTS. For example, if a student completed a 60-hour degree at another ATS accredited school and is pursuing a 48-credit hour degree at GCTS, they can receive up to 24 hours of transfer credit at GCTS.

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.

Transferability of credits completed at Gordon-Conwell is at the discretion of the accepting institution and it is the student's responsibility to confirm whether or not credits will be accepted by another institution.

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 and their dependents eligible for education benefits. These include Department of Defense federal tuition assistance, state tuition assistance, and Department of Veterans Affairs benefits.

Gordon-Conwell is a Yellow Ribbon-approved school. Information regarding eligibility may be found at www.gibill.va.gov. For applications and further information regarding enrollment certification, contact the School Certifying Official in the Registration Office.

Gordon-Conwell complies with the requirements of 38 USC 3679(e) [Public Law 115-407] Veterans Benefits and Transition Act of 2018 with respect to covered individuals entitled to educational assistance under Chapter 31 Veteran Readiness & 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 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.

Students using GI Bill® benefits must continue to meet criteria for satisfactory progress per the seminary's Probation policy in this catalog to have their enrollments certified.

Gordon-Conwell complies with the Veterans Access, Choice, and Accountability Act of 2014 and the Montgomery GI Bill Selected Reserves Tuition Fairness Act of 2025 ([Public Law 119-55](#)) in that it is a private educational institution and does not charge different tuition rates for in-and out-of-state students.

Gordon-Conwell complies with requirements of the Principles of Excellence in [Executive Order 13607](#) and Section 1018 of [Public Law 116-315](#), *Johnny Isakson and David P. Roe, M.D. Veterans Health Care and Benefits Improvement Act of 2020*, beginning August 1, 2021 as outlined below:

- Section 1: The seminary provides a covered individual (a student using benefits under chapter 30, 31, 32, 33, or 35 of title 38, U.S.C., or chapter 1606 of title 10, U.S.C.) with a personalized shopping sheet.
- The seminary:
 - Informs an enrolled covered individual of the availability of federal financial aid, not administered by VA that is offered by the institution and alerts the individual of potential eligibility for other federal financial aid before packaging or arranging student loans or alternative financing.
 - Prohibits automatic renewal of a covered individual in a course and/or programs and ensures each covered individual approves of the enrollment in a course. (Students are not automatically registered in courses but register themselves via student portals).
 - Allows enrolled members of the Armed Forces, including reserve components and National Guard to be readmitted if such members are temporarily unavailable or must suspend enrollment by reason of serving in the Armed Forces and accommodates short absences for such services in the Armed Forces. (See Withdrawal/LOA).
- The seminary provides covered individuals the requirements for graduation and a graduation timeline.
- The seminary endeavors to obtain approval of the respective accrediting agency for each new course or program.
- The seminary designates an employee to serve as a point of contact for covered individuals and family members seeking assistance with academic, financial, and disability counseling, and other information regarding completing a course of education at the education institution.

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.

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.

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. An approved Degree Requirement Waiver is required to have a consortium course fulfill a specific degree requirement.

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. The Degree Requirement Waiver Petition is available in the Canvas Registration Hub. Waiver requests require approval of the appropriate division and/or professor and Registration.

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 the Registration Office. Students intentionally withdrawing from the school should submit the official notification form (found in the Registration Hub in Canvas) to the Registration Office. D.Min. students must submit official notification to Registration. A student remaining inactive for a period extending beyond two years from the date of last enrollment will be officially withdrawn for inactivity.

For Ph.D. students, a leave of absence may be granted by the Director of the program on the basis of family or health emergencies. At the discretion of the doctoral committee, it may be determined that a student's situation no longer warrants continued enrollment in the program.

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 M.Div.). 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. D.Min. students requesting reinstatement must contact Registration.

Service members and reservists who suspend their studies due to military service requirements may request a leave of absence for these reasons without academic or financial penalty. A school must promptly readmit a service member with the same academic status they had when last attending the school or accepted for admission to the school. This requirement applies to any student who cannot attend school due to military service. The student shall have the option to complete the course at a later date or withdraw from the course with a full refund of fees and tuition paid. The student will have a notation placed in their transcript indicating a "military" withdrawal. If the course is no longer available upon the student's return, the student shall be permitted to complete a replacement course for equivalent credit. The school will also consider the provision of pro-rata refunds for housing-related costs for a student residing in campus housing at the time of their callup to active duty.

MA General Laws/Part I/Title II/Chapter 15A/Section 43&44

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