

PROGRAM FEATURES

ENROLLMENT OPTIONS

In recognition of the diversity of life circumstances, Grand Rapids Theological Seminary provides a wide range of enrollment options to students. Typically, students progress through degree programs by participating in a combination of the enrollment options. To assist students in mapping their academic program, GRTS maintains a four-year course planner which provides a broad view of the next four years of course rotations. The diverse set of enrollment options available at GRTS are described in greater detail below.

TRADITIONAL SEMESTERS

Grand Rapids Theological Seminary is a semester-based school with the fall semester running from early September to mid-December and the spring semester running from the third week of January to late April or early May. Residential courses are scheduled Monday to Friday with morning, afternoon and evening options. Two kinds of residential courses are available during the traditional semesters, split-block and full-block. Split-block courses are offered on Tuesday and Thursday with 80-minute sessions on both days each week. Full-block courses are offered throughout the week, and these courses meet once per week in a two-hour and 50-minute session. See the “Academic” section of the Grand Rapids Theological Seminary Web page under “Course Schedule” for the current and/or most recent course schedule.

EVENING COURSES

In response to the recommendations of working professionals desiring seminary education, GRTS offers a variety of evening courses during the traditional fall and spring semesters. The evening courses meet one night per week throughout the 15-week semester, are available on an audit or credit basis, and can be applied to a variety of seminary degree programs. See the Academic section of the Grand Rapids Theological Seminary web page under “Course Schedule” for the current and/or most recent semester course schedule.

DISTANCE EDUCATION

GRTS offers nearly forty courses for graduate credit through online distance education. These courses can be completed on a non-degree basis or applied to a particular degree program. The online courses are developed and taught by the faculty of the seminary. Enrollment levels in these courses vary, but are capped at 12-18 students. The courses include

required readings, mini-lectures, peer learning through facilitated online discussion, papers and/or projects, and in some cases, exams. The online courses are available fall, spring, and summer semesters in either 7 or 15 week formats.

Unless otherwise noted in the program requirements, distance education enrollment is limited to eight courses within a degree program. Students are limited to two distance education courses per semester and are not eligible to enroll for audits. Students on academic probation or students with two or more outstanding “incomplete” grades in other courses are not eligible to enroll in distance education courses.

J-TERM

An 8-day intensive residential session, J-Term, is available each year during the second and third weeks of January. Given the structure of these courses, students are able to enroll in a morning and/or afternoon course. J-Term courses typically meet Monday through Friday. Morning classes are held from 8 a.m. to noon, while afternoon classes meet from 1 p.m. to 5 p.m. See the Academic section of the Web page under “Course Schedule” for the current and/or most recent J-term course schedule.

SUMMER SCHOOL

Grand Rapids Theological Seminary offers additional graduate residential courses through three summer sessions. These 10-day intensive sessions provide opportunity to enroll in a variety of courses between mid-May and late June. These courses are applicable to a variety of degree programs. Book lists can be secured in advance, allowing the student to complete some of the reading requirements before the course begins. After the 10-day session has ended, most classes grant students four to six weeks to complete major papers or projects. See the Academic section of the Grand Rapids Theological Seminary Web page under “Course Schedule” for the current and/or most recent summer course offerings.

MODULES - MASTER OF THEOLOGY

The Master of Theology degree program is primarily delivered to students through course modules. The course modules are coordinated on an individual basis with the supervising professor. For specific course requirements, consult the Master of Theology degree listing and related course descriptions in this catalog.

INSTRUCTIONAL METHODS

The faculty employ a number of instructional methods to foster student learning. Together, the range and kinds of methods utilized attend to the diverse learning styles of students while seeking to facilitate competency in the various domains of Bloom’s taxonomy (i.e., knowledge, comprehension, application, analysis, synthesis, and evaluation). A sampling of the various kinds of instructional methods routinely in use at GRTS are outlined below:

- Lecture
- Assigned Readings
- Research Papers
- Critical Review Papers
- Exegetical Papers
- Theological Confession Writing
- Written Thesis
- Small Group Discussion
- Student Presentations
- Expert Panels
- Case Conceptualization
- Case Study
- Experiential Learning
- Role Play
- Reflective Essays
- Journaling

MINISTRY RESIDENCY

Grand Rapids Theological Seminary is committed to equipping students and elevating their integration of theological discipline with ministry experience. The Ministry Residency program at GRTS prepares students for vocational ministry by providing avenues for them to connect with ministry coaches and to invest in local ministries.

If you are a student pursuing a Master of Divinity or Master of Arts in Christian Formation, you will invest eight credits of your degree toward serving alongside a mentor in a local ministry. Through the Ministry Residency program, we are committed to assisting your preparation and implementation of this aspect of your program.

GRTS is committed to giving you a solid theological framework that will allow you to assess and grow in an integrated, local ministry context. This is highly

valued at GRTS and we are committed to assisting you in your preparation for ministry.

PROGRAM SCOPE - LEARNING, SERVING, LEADING

Ministry Residency at GRTS is a tangible expression of the high value we place on integrating solid theological thinking with hands-on ministry experience. We desire to graduate thoughtful leaders who champion theological integrity and who are beginning to demonstrate proven ministry effectiveness.

The Ministry Residency program works to connect students with their local ministry interests, establishing a ministry context in which a student can worship, serve in a ministry capacity and be mentored by a seasoned ministry leader.

PROGRAM SPIRIT - THEOLOGICALLY INFORMED MINISTRY PRACTICE

It is the spirit of GRTS to work alongside the church to assist in preparing ministry leaders for theologically informed ministry practice and who are theologically competent and ministry capable. GRTS continues to enjoy a growing heritage of ministry leaders in multiple fields expressing the gospel through pastoring, teaching, counseling and leading. It is in these expressions that we find our greatest sense of impact and success.

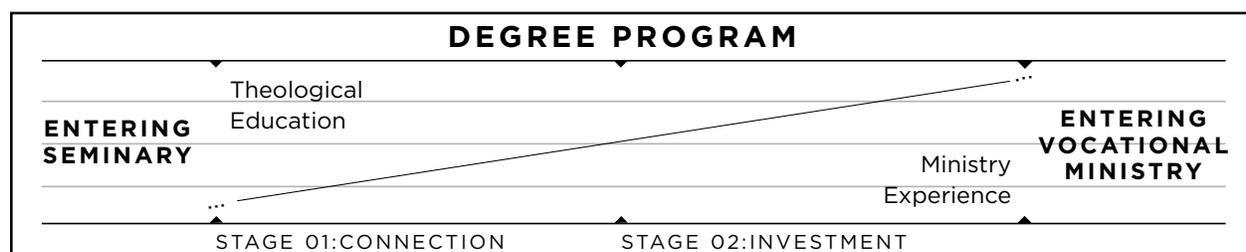
MINISTRY GROWTH THROUGH MINISTRY RESIDENCY

The Ministry Residency program is designed as an extended, contextual immersion with a local ministry (8 credits over two years). Our heartbeat is to develop a missional web between GRTS, graduate students and local churches in order to equip emerging leaders as they prepare to serve God through the church.

The Ministry Residency program at GRTS is committed to assisting students in developing their potential and refining their calling as Christian leaders.

- The Ministry Residency program is founded on an educational philosophy intent on encouraging students to extend their theological training into actual ministry environments.

Your Degree Journey



- Residency allows each student program at GRTS to remain dynamic in response to our rapidly changing world and to the contexts in which our graduates endeavor to minister.
- Students' connection with GRTS and Ministry Residency give them an opportunity to express their calling through theological reflection, through coaching feedback and through actual ministry opportunity.
- Partnerships with proven, local ministries and coaches provide contexts encouraging GRTS students to develop as creative leaders, reflective shepherds, effective practitioners and thoughtful theologians.

MINISTRY COMPETENCY THROUGH MINISTRY RESIDENCY

The goal of Ministry Residency is to provide students the opportunity to explore their ministry calling in a local ministry while growing in their ministry competency.

We have identified pastoral competencies that will guide a resident's learning and will be used to track one's growth in these areas. Ten of these competencies are:

- Time Management and Allocation
- Contemplation/Reflection (Spiritual Disciplines/Soul Care)
- Ministry Task/Administration
- Teaching/Preaching/Facilitating
- Volunteers: Leading, Staffing, Team Dynamics
- Pastoral/Ministry Duties
- Strategic Planning/Programming
- Counseling/On Call
- Personal Leadership (Identifying gifts and passions)
- Specialized Ministry

THEOLOGICALLY INFORMED MINISTRY PRACTICE THROUGH MINISTRY RESIDENCY

Competencies focus on tangible outcomes of applied knowledge and value. The Ministry Residency program seeks to encourage experience and reflection upon competencies based on the following values. These values will enhance students' reflection papers as directed in the course syllabi.

Theological Reflection - The student develops a growing ability to navigate ministry situations through the theological matrix emerging through their academic disciplines and ministry experiences. Academic rigor will affect ministry practice and ministry experience will motivate theological study. A student who values theological reflection is able to bring theology into life situations and will constantly be pursuing theological clarity as their knowledge and experiences expand.

Communal Interdependence - The student values the necessity of a local community where they invest

and are invested in. They recognize their essential connection with their local church and are responsive to the counsel, support and feedback of their ministry coach and academic advisors committed to speaking into their lives. A student with communal interdependence values the necessity for community and is able to receive and contribute freely in this context.

Spiritual Transformation - The student develops ongoing disciplines that foster a deepening love for God and maturing worldview that allow for personal and professional choices to flow out of thoughtful reflection and a teachable heart. They recognize the need for continual seeking of God and his purposes and are vigilant in watching their life and doctrine closely. A student who values spiritual reformation is thoughtful, reflective and eager to mature in their following of Jesus.

Missional Identity - The student reflects on their own development, discovering and refining their gifts, abilities, passions and limitations. Through their academic interaction and ministry experiences, the student grows in how God is calling them to contribute to his redemptive mission. One would expect the student to grow in written and verbal communication, leadership qualities, counseling experience and pastoral care. A student with missional identity begins to envision their next steps in God's calling and is aware of their strengths and weaknesses.

Contextual Vision - The student grows in wisdom and compassion and seeks to understand their world (social, environmental, economic and cultural setting) in which they minister and live. As servant leaders, they seek ways to love others through understanding them before prescribing formulaic answers. Further, the student gains a broader perspective of the world and the necessity for understanding the global church and the issues surrounding missions, multiculturalism and true partnership. A student with contextual vision is embracing a realistic view of their world (through listening and learning) and is envisioning (and desiring) what God might want it to truly be.

GETTING INVOLVED WITH MINISTRY RESIDENCY

As students enter their degree program, they should spend their first semester connecting relationally with a church/ministry while they immerse themselves in theological study.

When the student approaches his/her final four semesters of his/her program, he/she will invest with the local ministry, serving 8 to 10 hours a week in order to bring their training to a local context and their ministry experiences back to the classroom.

By the end of the program, a student graduates with theological understanding, ministry experience and valuable feedback from faculty and ministry coaches.

MINISTRY RESIDENCY OPPORTUNITIES FOR STUDENTS

The Ministry Residency program has connections to over 80 area churches, parachurch ministries and mentors who in the past have served, or are willing to serve as a residency site.

The Ministry Residency program at GRTS is working hard to partner with these quality churches/parachurch ministries and coaches to offer diverse opportunities for students to serve in a local ministry setting.

For a general list of ministries connected with Ministry Residency and open to exploring Ministry Residencies with students, contact the Administrative Assistant to the Ministry Residency program.

MINISTRY RESIDENCY NEXT STEPS

For more information on Ministry Residency, access to the Ministry Residency Handbook, program details, and latest updates, visit the Ministry Residency page of the Cornerstone website or look under GRTS on the CU Portal. You can also obtain a copy of the Ministry Residency Handbook by contacting the Administrative Assistant to the Ministry Residency program.

Feel free to contact the Administrative Assistant to the Ministry Residency program (616.222.1422 ext. 1204) for general questions on Ministry Residency or contact Rev. Dr. Royce Evans to talk about your specific ministry and residency goals.



Rev. Dr. Royce Evans

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THE PIRSIG FELLOWSHIP

Grand Rapids Theological Seminary is committed to the local and global church. Our mission, in part, is to contribute to the growth and vitality of local churches by preparing and equipping students to serve in ministry and leadership. With this commitment in view, Grand Rapids Theological Seminary has established a fellowship program for Master of Divinity students that is uniquely focused on preparing them to serve in diverse ministry contexts. This fellowship was made possible through a generous gift from the late Julius and Barbara Pirsig who had a heart for assisting seminarians in preparing to serve the Lord. The Pirsig Fellowship features three primary emphases:

SCHOLARSHIP

One goal of the Pirsig Fellowship is to make the M.Div. degree more affordable and reduce student debt, which can limit future ministry opportunities. The program offers a generous 50% tuition scholarship to qualified students (see eligibility requirements below).

COMMUNITY

Pirsig Fellows join a distinct cohort and participate in cohort activities offered by the seminary. The cohort structure allows for intentional community to form among students. Cohorts enter the program at the same time, take many classes together, and have numerous shared experiences along the way.

ENHANCEMENTS

Pirsig Fellows participate in extra-curricular enhancements aimed at spiritual formation. These experiences include small group discipleship, retreats, workshops, and more. The goal of the enhancements is to nurture students' personal discipleship to Christ, strengthen their ability to disciple others, and gain skills and insights valuable for ministry and leadership.

ELIGIBILITY AND SELECTION CRITERIA

Pirsig Fellows are men and women from diverse contexts who feel a calling to serve the church locally or globally in a variety of ways. They are growing in their love for Jesus Christ, are committed to helping others know him and his Word, and are eager to give their gifts and talents in service to the Kingdom. Pirsig Fellows are chosen in accordance with the following requirements and criteria:

Eligibility Requirements

Pirsig Fellows must exhibit the following characteristics:

- Completed bachelor's degree from an accredited college or university with a minimum GPA of 3.00/4.00 (students in the final year of their bachelor's degree are encouraged to apply)
- Acceptance in the Master of Divinity program (this fellowship is only available to new and transfer students)
- Ministry calling and gifting. The following forms of ministry are preferred: pastoral ministry, discipleship/spiritual formation, chaplaincy, urban ministry, and missions.
- Love for the Church (global and local), compassion for people
- Growing in Christ-like character
- Demonstrated academic performance and commitment to completing the M.Div.

Other Relevant Selection Criteria

The following are taken into consideration when awarding Pirsig fellowships:

- **Diversity:** GRTS desires to be a diverse and reconciling community. Therefore, priority is given to building diversity into all cohorts. Candidates who believe they will contribute to that commitment are encouraged to apply.

- **Age:** The early years of one's career are pivotal for developing a long-term ministry. Therefore, priority is given to candidates 35 years and younger. Recent college graduates are encouraged to apply.
- **Financial need:** GRTS recognizes the high financial cost of education, especially for those who cannot expect their income to increase through work in ministry. Therefore, priority is given to those with limited financial resources.

COMMITMENT DURING SEMINARY

Pirsig Fellows affirm the following commitments:

- Maintain 3.0 cumulative GPA in seminary
- Complete the M.Div. in 5 years or less
- Participate in all fellowship enhancements
- Meet annually with Fellowship Director
- Encouraged to "give back" to the Pirsig Fellowship in the future (as the Lord leads)

Darrell Yoder

Pirsig Fellowship Director
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ISRAEL STUDY TOUR

In addition to the traditional classes offered at GRTS, the Israel Study Tour provides a way for students to experience the land of the Bible first-hand. The Study Tour will combine extensive travel within Israel and the Palestinian territories, on-site exploration of archaeological remains, and a detailed study of the history, culture and geography of the region with an emphasis on illuminating the world of the Bible. The 10-12 day trip is led by GRTS professors in cooperation with our overseas partners and is held each J-term as the credit offering BBL-601: Experiencing the Ancient World of the Bible. The course (or on-campus alternative course BBL-506) is required for all Master of Divinity students who began their program since Fall 2013 and has been heavily subsidized for approved participants. The Study Tour is also open to students in other degree programs, as well as other family and friends of GRTS, though different costs apply. For further information about the Study Tour, see: cornerstone.edu/israel-study-tour.

THE HESSE MEMORIAL ARCHAEOLOGICAL LABORATORY

Located on the campus of Grand Rapids Theological Seminary at Cornerstone University in Grand Rapids, Mich., the Hesse Memorial Archaeological Laboratory exists to facilitate research, train students and serve as a platform for public outreach and education. It is named in honor of Prof. Brian Hesse (1944-2011) of The Pennsylvania State University, a pioneer in the application of "zoarchaeology" (the archaeology of

animal bones) to the field of biblical archaeology and teacher, mentor, colleague and friend of the current lab director Dr. Jonathan S. Greer.

RESEARCH

Current research includes the analysis of a large collection of animal bone remains from the site of Tel Dan (<https://www.google.com/maps/@33.24786,35.650837,14z>) in northern Israel on loan from the Nelson Glueck School of Biblical Archaeology at the Hebrew Union College of Jerusalem (<http://www.ngsba.org/en/>). This analysis will be included in the final excavation volumes for the Tel Dan project currently being prepared and it now benefits from collaboration with Dr. Elizabeth Arnold of Grand Valley State University, Department of Anthropology (<http://www.gvsu.edu/anthropology/dr-elizabeth-arnold-4.htm>).

TRAINING

Consistent with the commitment of Grand Rapids Theological Seminary to provide rigorous training not only in original language exegesis but also in the historical-cultural backgrounds of the Bible, the Hesse Memorial Lab is utilized for training students in methods of scientific archaeology, i.e., zooarchaeology.

Elective courses BBL600 Biblical Archaeology and BBL603 Methods and Archaeology are offered regularly as small group, hybrid, or independent study courses and utilize the lab extensively. The lab is equipped with appropriate manuals, scientific instruments (including a digital microscope and photography station), and an ever-growing reference collection of comparative faunal remains. The space has also provided a setting for pre-dig training for students participating in the excavations at Tel Dan in 2018. Dr. Greer serves as Associate Director for these excavations (<https://www.cornerstone.edu/grand-rapids-theological-seminary/academics/special-programs-certifications/2016-tel-dan-excavations>).

OUTREACH

The lab will also co-host public lectures on topics related to biblical archaeology that will be advertised on the website and elsewhere as events are finalized. The lab is also open for tours for interested public and private school groups and religious institutions. Please contact Dr. Greer to arrange a tour.

Contact information:

Dr. Jonathan S. Greer
Associate Professor of Old Testament
Director of Hesse Memorial Archaeological Lab
Jonathan.Greer@cornerstone.edu

CURRICULAR PRIORITIES

HISTORICAL/GRAMMATICAL EXEGESIS

The Master of Divinity degree is the historical standard in academic preparation for both vocational ministry and advanced theological study. The program develops essential biblical competencies in leaders who must be skilled in interpreting Scripture. Because of this, GRTS requires three semesters of exegesis in both Hebrew and Greek, in addition to two semesters of basic instruction in each language. There are at least four reasons for this.

First, detailed and close scrutiny of the biblical text in the original languages offers the opportunity for greater interpretive accuracy. The flourishing of God's people depends upon them faithfully attending to what God has said. Ministers, therefore, must be skilled and accurate interpreters who can communicate God's word to God's people.

Second, the logic of God's work in the world and the precise and varied contours of the gospel are communicated by the linguistic thought-forms and verbal expressions of biblical Hebrew and Greek. Skilled interpreters will pick up nuances of meaning and shades of expression that translations cannot capture. Because of this, skilled interpreters who know the languages can penetrate into the truth more effectively and communicate with greater freshness the hope held out in Scripture.

Third, translations into any language inevitably shape the biblical text to some extent according to the values, thought-forms, and worldviews of the receptor language. Skilled interpreters who know the languages have a greater opportunity to allow Scripture to critique contemporary cultural values and corrupted mindsets.

Fourth, God calls ministers to faithfully lead his people in the midst of cultural pressures and unanticipated challenges. These leaders need to have confidence that they have rightly understood what God has said and the promise to which he calls his people. Interpreting the biblical text by skillfully working in Hebrew and Greek offers a more strategic opportunity for ministers to faithfully fulfill God's call.

We affirm the excellent and essential work of translators and publishers of translations so that the Word of God is in the hands of as many people as possible. We also affirm the fruitful and God-blessed ministries of many diligent and God-honoring people who have not learned Hebrew and Greek. We remain strongly committed to training ministry practitioners who excel in interpretation of the Bible in the original languages.

CHRISTIAN WORLDVIEW

The faculty of Grand Rapids Theological Seminary is committed to a curriculum that places emphasis upon Christian Worldview formation rooted in

biblical exegesis. We believe that effective ministry requires biblical and theological precision. We firmly believe that sloppy theology represents poor stewardship of truth and is often counter-productive in ministry.

At GRTS, students are taught to think according to the flow of redemptive history through the meta-narrative approach to theology: Creation-Fall-Redemption-Consummation. Consideration is first given to God's design at creation: What did God intend? After establishing the ideal, thought is given to the impact of human rebellion at the fall of man: What are the implications of the fall? Once rebellion, brokenness and incompleteness are considered, thought is given to the influence of Christ's redemptive work: How has Christ brought restoration? Finally, and with a spirit of anticipation, thought is given to God's plan for complete restoration: What will human existence be like without the presence of sin? This biblically-based pattern of thought serves as an invaluable guide for biblical and exegetical work and ministry practice. This meta-narrative approach to doing theology and ministry is embedded within a variety of GRTS courses, though the central focus is within the three-course sequence in Systematic Theology (THE-540, THE-640, THE-641) and the two-course sequence Theology for Counseling (THE-550, THE-551).

CHRISTIAN SPIRITUAL FORMATION

In Jesus Christ, God is restoring us to our original righteous orientation to God and renewing our relationships with others and with the earth itself. The Spirit of God is empowering God's people to grow in wholeness, to overcome sinful temptations, and to develop attitudes, behaviors, and social structures oriented by genuine fellowship with God and enjoyment of mutually genuine relationships with others. Christian spirituality, through Scripture, prayer and other spiritual disciplines restores our relationship with God, our fellow human beings, and the earth itself. Within the context of a faith community, we should explore and seek to creatively embody the attitudes, behaviors, social dynamics, and life patterns, which are appropriate for this process of reorientation. This requires identifying idolatry, attitudes, behaviors, and perverse social practices that embody self-destructive selfishness, and brokenness, and replacing them, by God's grace, with attitudes, behaviors, and social practices that honor God, serve others, and steward the earth. Nothing less is appropriate for those who follow Jesus Christ in their journey of being conformed to His image.

At GRTS, we seek to advance this biblically informed understanding of personal spiritual formation through the Bible and Theology core, and facilitate the habits, practices and soul-posture necessary for growth in faith in select Ministry courses and other programmatic structures. Our intentions in this area are evident across the entire curriculum (Bible/

Theology/Ministries/Counseling) but most focused in the following areas:

- **MIN-500 Christian Spiritual Formation-** a required course that engages students in a biblical and historical overview of spiritual formation, a battery of personal assessments, a spiritual direction process, and culminates in the development of a personal growth plan.
- **MIN-543 Christian Formation in the Church-** a core course that fosters knowledge and competency to lead individuals and groups in the processes associated with spiritual formation within the context of the local church.
- **MIN-630 Small Group Ministries-** an elective course that engages students in a small group experience as a means to foster personal spiritual formation and to acquire the knowledge and skills necessary to lead others in small group ministry.
- **Ministerial Formation Enhancement in Spiritual Formation-** associated with the Pirsig Fellowship and Kern Scholars Program, this enhancement utilizes teaching and small group experiences to facilitate personal spiritual formation for future ministry leaders.
- **GRTS Chapel-** a weekly gathering of the GRTS community to worship and praise God and to fellowship with one another.
- **Ministry Residency-** a core requirement (four semesters) for all Master of Divinity and MA Christian Formation students in which progress in personal spiritual formation is assessed and further cultivated.
- **Mid-Point and Exit Assessments-** personal spiritual formation is an important consideration in determining whether a student is making “sufficient progress” in “vocational readiness” which occurs at the mid-point and end of the program.

LEADERSHIP FORMATION

The faculty of Grand Rapids Theological Seminary is also committed to a curriculum that places emphasis upon leadership formation. We embrace a biblically-based servant-leader model of leadership. Pastors and others engaged in vocational ministry must be, first and foremost, humble servants. At the same time, they are called upon to render a stewardship of biblical and theological truth, of persons and groups of persons, and of church or parachurch organizations. Such a calling requires specialized competencies in theological leadership and organizational leadership. The curriculum of GRTS provides opportunity for the development of these necessary competencies through an extensive series of courses in biblical exegesis and systematic theology, and through the Ministry Leadership Core of the Master of Divinity. Students are further

encouraged to develop these needed competencies while in seminary through required ministry involvement, and through various required ministry residencies, practicums and internships.

CULTURAL EXEGESIS AND MULTICULTURAL COMPETENCY

Individuals, families, communities and organizations possess complex and varied narratives that are deeply embedded. Effectiveness in ministry requires the skills of cultural exegesis and multicultural sensitivity, which means that ministry leaders must be able to make meaning of the narratives of individuals and communities, and to do so with knowledge, respect and honor. The curriculum at Grand Rapids Theological Seminary attends to these important areas. For the Master of Divinity and Master of Christian Formation degree programs, students complete a number of case study assignment across the curriculum using the GRTS Ministerial Model. This model aids the ministry leader in making meaning of complex problems from a number of perspectives, including the perspective of culture and context. In addition, students complete assessments and process the results for self-awareness and vocational fit (MIN-500 Christian Spiritual Formation) and cultural intelligence (MIN-560 Global Impact) as a means to facilitate growth in these vital areas. For the Master of Arts in Counseling degree program, competency in multicultural counseling is facilitated across the entirety of the core curriculum but most prominently in COU-525 Multicultural Counseling. In addition, the Intercultural Studies Lecture Series offers an opportunity for all GRTS students to engage with Christian leaders and scholars from diverse backgrounds.

CONTEXTUAL LEARNING

A common element of the various GRTS degree programs is the high value placed on fostering student growth and development within authentic vocational contexts: contextual learning. A large majority of students enrolled at Grand Rapids Theological Seminary are engaged in, or aspire to be engaged in, local church ministry, parachurch ministry or one of the many vocational expressions of the counseling profession. Therefore, it is vital that our students develop the applied skills necessary for effective vocational service in these contexts. For the Master of Divinity, Master of Christian Formation, and Master of Christian Studies degree programs, Ministry Residency (8 credits over four semesters) provides applied learning within a ministry context under the mentorship and supervision of a qualified and experienced local church or parachurch ministry leader. For the Master of Arts in Counseling degree program, students are mentored by a licensed professional counselor, develop primary counseling skills, and form professional identity within a professional counseling setting via the Practicum (3 credits) and two Internships (6 credits).