



Grand Rapids
THEOLOGICAL SEMINARY

Cornerstone University

ACADEMIC CATALOG

2019-2020

LEARNING SERVING LEADING

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INSTITUTIONAL DISTINCTIVES

IDENTITY, MISSION & VISION

Who We Are... Cornerstone is a Christ-centered University with a passion for global influence through the transforming power of the Gospel.

Why We Exist... Cornerstone University exists to empower men and women to excel as influencers in our world for Christ by offering a student-focused learning community where Jesus Christ is central.

What We Aspire To... We aspire to create a thriving community of fully devoted followers of Jesus in a spiritually contagious, academically excellent, richly resourced and culturally diverse learning environment that attracts outstanding students, faculty and staff who influence our world for Christ, His Church and His Kingdom.

MISSION AND PURPOSE

Grand Rapids Theological Seminary is a graduate school that prepares biblically and culturally informed ministry leaders for service through Christ's church.

The seminary exists to achieve the following six purposes:

1. To advance biblical, theological and ministry knowledge and skill.
2. To nurture theological, spiritual and leadership formation.
3. To encourage the development of critical thinking and worldview formation governed by biblical teaching.
4. To nurture a global ministry perspective.
5. To enhance the cultural relevance of ministry practice within the bounds of a distinctively Christian theological framework.
6. To encourage lifelong and collaborative learning

CORE VALUES

Grand Rapids Theological Seminary enacts its mission on the basis of the following core values:

1. **Biblical Worldview**—We engage theological education from a high view of biblical authority, with appreciation for the flow of the biblical story, and with a commitment to exegete the whole Bible in its original languages.
2. **Spiritual Transformation**—We understand and pursue ongoing spiritual transformation as a communal redemptive process of growth in faith, a process fostered by knowledge of the Word of God and expressed in character development, ethical transformation and greater love for God and people.
3. **Critical Thinking**—We believe critical thinking requires a strong commitment to scholarship, engagement with diverse viewpoints, and appreciation for the tension of ideas associated within the developmental process.
4. **Christ's Church**—We exist to serve Christ and His worldwide church as partners in the development of ministry leaders through a variety of formal and non-formal means.
5. **Disciplinary Integration**—We nurture skillful integration of the theological disciplines to foster holistic growth in theory and practice, while affirming the value of specialization in the theological disciplines.

6. **Lifelong Collaborative Learning**—We foster a disciplined approach to learn throughout one's lifetime and as a shared journey with others.
7. **Cross-Cultural Understanding**—We affirm cross-cultural interdependence with the diverse cultures and perspectives of the world, and recognize the importance of cultural exegesis and sensitivity for effective service.
8. **Diverse Community**—We value an academic community which includes men and women of diverse ethnic, socio-economic and Christian theological traditions

GRTS MOTTO

The motto of Grand Rapids Theological Seminary is "Learning, Serving, Leading." The motto provides insight concerning the identity, values and mission of GRTS and is worthy of further consideration.

Learning. Student learning is central to the mission, values, and overall culture of Grand Rapids Theological Seminary. Through a disciplined and rigorous learning environment, faculty members temper the challenge with grace and support. The core curriculum is designed to enable students to conduct disciplined interpretation and application of the Bible, articulate a coherent understanding of Christian theology, and demonstrate basic knowledge, values and competencies associated with spiritual, worldview, and leadership formation. In addition to core curriculum, the various degrees include areas of specialization, equipping students for a wide range of ministry and human services vocations.

GRTS conceives of learning in holistic terms, seeking to foster growth of the whole person. Traditional classroom teaching, interaction with faculty scholars, a battery of student assessments, and an extended field education experience (i.e., Ministry Residency or Counseling Practicum and Counseling Internship I and II) combine to foster cognitive, affective and behavioral learning. Since ministry and other forms of human service are always engaged as whole persons, the preparation must foster holistic learning and growth. GRTS understands this and structures a diverse set of learning experiences that foster maturation of the whole person.

Serving. In addition to working with faculty scholars to develop exegetical skills and theological understanding within traditional classroom settings, GRTS offers students the opportunity to work with seasoned ministry and human services professionals to refine their gifts, confirm their calling, and mature in character within the context of authentic service and/or practice.

Through Ministry Residency or Counseling Practicum and Internships I and II, and as part of the degree program requirements, students serve side by side with experienced ministry leaders and professional counselors within local church, parachurch, and other vocational contexts. The sustained nature of the Ministry Residency experience, throughout the duration of the degree program, enables students to establish a life pattern of learning and serving, the necessary foundation for mature and effective vocational service.

Leading. At GRTS, we believe that ministry leadership emerges from the mastery of learning and serving. Leadership, or influence, in ministry is not inherent to a position or established by exerting authority, but by the authentic confession of faith, affirmation of

gifts, demonstration of commitment and competence, expression of care, and credibility of character.

At GRTS, we believe that ministry leadership is best understood as stewardship, consisting of a stewardship of truth, of persons, and of organizations. Ministry leaders, regardless of position, are responsible to accurately represent God and His word, nurture the faith and contribution of others, and foster a mature and responsive faith community.

Effectiveness and influence in life and ministry require a sustained commitment and engagement in learning and serving. Leadership flows from the expertise and credibility derived from such commitments and actions. GRTS understands itself and its mission in these terms, endeavoring to nurture life patterns of learning, serving and leading.

HISTORY

Grand Rapids Theological Seminary of Cornerstone University traces its founding as a degree-granting institution to 1948, when the State of Michigan authorized it to grant the Bachelor of Divinity degree (now called the Master of Divinity). The first graduating class in 1949 boasted two graduates. The institution originally opened in January 1941 as an evening Bible institute at Wealthy Street Baptist Church. In 1944, a day school was started that became the seminary four years later, at which time the school was renamed Grand Rapids Bible Institute and Theological Seminary. The Bible Institute became a state-approved, degree-granting Bible college in 1963, moved to its present location in 1964, and transitioned into a Christian liberal arts college in 1972. In 1999, the entire institution acquired state-approved university status. Today, Cornerstone University and Grand Rapids Theological Seminary share a 123-acre campus four miles from downtown Grand Rapids. The seminary is housed in the Leon J. Wood Seminary Building which opened in 1977. Grand Rapids Theological Seminary, its administration and faculty, operate under the authority of the Cornerstone University board of trustees.

GEOGRAPHICAL SETTING

Grand Rapids is an excellent locale for a seminary. A quiet, sprawling city with a greater metropolitan area population of more than 1,000,000, it has been called “the city of churches” and “the center of orthodoxy.” Several hundred conservative evangelical churches within 50 miles of the school offer many opportunities for Christian service and fellowship.

Grand Rapids has affordable housing, and the cost of living is lower than in many cities its size. Many seminarians live in off-campus apartments or houses. As the commercial center of Western Michigan, Grand Rapids’ banks, offices, hospitals, school systems and factories provide ample employment opportunities for students and their spouses.

Additionally, Grand Rapids is home to four well-known religious book publishers – William B. Eerdmans Publishing Company, Zondervan Publishing House, Baker Book House and Kregel Publications. Ryerson Library, the main public library in Grand Rapids, includes extensive religious holdings, making it a valuable resource for theological students. Also available are the library collections of two other area seminaries, in addition to the thousands of rare theological volumes held in Cornerstone University’s Miller Library.

Cultural opportunities include ArtPrize, the Grand Rapids Art Museum, Van Andel Public Museum, Grand Rapids Symphony Orchestra, Grand Rapids Ballet, Grand Rapids Opera, professional and collegiate sports teams, professional quality community theatre groups, and many traveling artists, concert performances and events held at DeVos Concert Hall, Frederik Meijer Gardens, and Van Andel Arena. Malls in the area provide comfortable and enjoyable shopping experiences.

CORNERSTONE UNIVERSITY

Cornerstone is a Christ-centered university with a passion for global influence through the transforming power of the gospel. Cornerstone University exists to empower men and women to excel as influencers in our world for Christ by offering a student-focused learning community where Jesus Christ is central. Founded in 1941, the University is a four part academic enterprise composed of the traditional undergraduate college (TUG), Professional and Graduate Studies (PGS) which serves working adults through undergraduate and graduate degree programs, along with two graduate theological schools: Grand Rapids Theological Seminary (GRTS) and Asia Biblical Theological Seminary (ABTS), based in Thailand. The school owns and operates WCSG, an adult contemporary Christian music radio station serving the Grand Rapids and the West Michigan area.

CORNERSTONE CONFESSION

The Cornerstone Confession is the foundational doctrinal statement of Cornerstone University, reaffirmed annually by Cornerstone trustees, faculty, and staff. The Confession expresses our commitment to the key teachings of Scriptures as interpreted through the ecumenical creeds of the early church, the chief insights of the Reformation, and evangelical Christianity.

We believe in one sovereign, omnipotent, and fully omniscient God who eternally exists in three persons—Father, Son, and Holy Spirit—who in love and for his glory created all things out of nothing and pronounced them good.

We believe that God has revealed himself in the sixty-six canonical books of Scripture, which are verbally inspired, truth without error, and serve as our final authority in faith and life. They lead us to Jesus Christ, who shows us the Father, and rightly interpreted, they enable us to understand God’s revelation in humanity, nature, and history.

We believe that God directly created Adam and Eve, the historical parents of the human race, distinct from the rest of creation in their bearing of God’s image and their stewardship over creation.

Their union as man and woman models God’s design for marriage and perpetually stands as God’s loving and righteous will for all sexual intimacy.

We believe that our first parents forfeited their original righteousness when they succumbed to Satan’s temptation and rebelled against God’s revealed will. As a result, every human is born in sin, leaving us totally depraved, alienated from God, and destined to spiritual and physical death. As such, our sinful ways have corrupted God’s creation, resulting in discord to society and nature.

We believe that God’s plan to redeem fallen humanity and renew creation flows through his promises to the Jewish

people. God's promises to Abraham and David are fulfilled in Jesus, the mediator of the New Covenant.

We believe that the Son of God, while fully divine, became fully human through the virgin birth to save the world from sin. Living a sinless life in perfect obedience to His Father, Jesus proclaimed God's reign in word and deed. In his mercy he atoned for our sins by dying in our place. Having satisfied the just wrath of God on our behalf, he rose bodily and triumphantly over sin, death, and Satan. He then ascended to heaven, sent his Spirit to lead and empower his church, and is seated at the Father's right hand where he reigns and intercedes for His people.

We believe that the Holy Spirit descended at Pentecost to establish the church; that he uses the Word of God to give new life to those who repent of their sin and believe in Christ; and that all who by faith alone receive Christ's finished work are by God's grace united with Christ, justified by his shed blood, adopted into the family of God, forgiven of all their sin, indwelt and gifted by the Spirit, and added to the church.

We believe that the one, holy, and universal church is the body and bride of Christ. The church gathers in local assemblies to worship God and celebrate the gospel through the preaching of the Word, baptism, the Lord's Supper, prayer, and fellowship. It disperses to proclaim the gospel to a sinful world which must hear the good news of Jesus Christ in order to be saved. The church makes disciples of Jesus who, through persevering faith, embody the kingdom values of righteousness, peace, and joy. By loving God, serving others, and caring for creation, they anticipate the redemption of all things at Christ's return.

We believe that our Lord Jesus Christ will personally and gloriously return to deliver this world from Satan's rule and bring his reign to its ultimate fruition. Jesus will raise the dead to stand with the living before his judgment throne where he will determine the final state of humanity. The lost will experience everlasting conscious separation from God as the just punishment for their sin, and the redeemed will be welcomed into the unhindered joy of everlasting fellowship with him.

EDUCATIONAL EFFECTIVENESS

Assessment of student learning is highly valued at Grand Rapids Theological Seminary. We take seriously our responsibility to deliver on the promise to provide excellence in graduate theological education. At GRTS, assessment of student outcomes is not an externally imposed burden. Rather, assessment of student learning and the disclosure of educational effectiveness is a task of stewardship, a process for organizational learning, and a matter of accountability.

The effectiveness of our educational programs is assessed in a disciplined and routine manner. Through a variety of instruments and processes, we assess the achievement of the intended student learning outcomes of our curriculum, student and alumni satisfaction, readiness for vocational service of our students, and vocational achievement of our graduates.

The following provides a few highlights and demonstrates how GRTS is delivering on its promise to provide excellence in graduate theological education.

VOCATIONAL READINESS

GRTS students are assessed for their vocational readiness at the mid-point of their degree program and the end of their degree program. The process engages the student with the academic dean, associate dean, faculty advisor, practicum/internship supervisor or ministry residency

mentor and the practicum/internship faculty supervisor or ministry residency director to assess student progress holistically as they prepare to serve in their respective vocations. The potential outcomes of the process include the following: (1) The student is making good progress in vocational readiness; (2) The student is making progress in vocational readiness but with specific concerns (with reservation); or (3) The student is not making sufficient progress in vocational readiness. The three-year average outcomes by degree are as follows:

- 95% of Master of Divinity students achieved the highest outcome (i.e., fully affirmed/making good progress in vocational readiness) at the mid-point assessment and 100% at the exit assessment.
- 94% of M.A. Counseling students achieved the highest outcome (i.e., fully affirmed/making good progress in vocation readiness) at the mid-point assessment and 100% at the exit assessment.
- 82% of M.A. Christian Studies (formerly Interdisciplinary Studies) students achieved the highest outcome (i.e., fully affirmed/making good progress in vocation readiness) at the mid-point assessment and 100% at the exit assessment.
- 100% of M.A. Christian Formation students achieved the highest outcome (i.e., making good progress in vocational readiness) at the mid-point assessment and 100% at the exit assessment.

DEGREE COMPLETION

- 64% of Master of Arts in Counseling students who begin a degree progress to degree completion.
- 72% of Master of Divinity students who begin a degree program progress to degree completion.

VOCATIONAL OUTCOMES

- 74% of Master of Divinity alumni surveyed report being vocationally employed in a ministry context.
- 67% of Master of Divinity alumni have achieved licensure and/or ordination as a minister.
- 67% of M.A. Christian Studies alumni surveyed report being vocationally employed in a ministry context.
- 83% of M.A. Counseling alumni have obtained their Limited License or Full License as a Professional Counselor (LLPC/LPC).

Please Note: Data above was taken from the results of a variety of surveys and other evaluative instruments administered in recent years at Grand Rapids Theological Seminary.

NATIONAL COUNSELOR EXAMINATION (NCE)

The National Counselor Examination (NCE) pass rate recorded for graduates of Cornerstone University/ Grand Rapids Theological Seminary is 100%. The State of Michigan provides NCE pass rates for any counselor who has a Michigan license (limited or full) but does not track NCE pass rates for those who have never applied for a license. The National Counselor Examination (NCE) is offered through the National Board of Certified Counselors (NBCC).

ACCREDITATION & ACADEMIC STANDING

ACCREDITED by the Commission on Accrediting of the Association of Theological Schools (ATS) in the United States and Canada, and the following degree programs are approved:

MDiv, MA in Christian Formation, MA in Christian Studies, MA in Counseling, MA (Biblical Exegesis), ThM

The Commission contact information is:

The Commission on Accrediting of the Association of Theological Schools in the United States and Canada
10 Summit Park Drive
Pittsburgh, PA 15275
USA

Phone: 412.788.6505

Fax: 412.788.6510

Website: www.ats.edu

ACCREDITED by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604, 800.621.7440.

AUTHORIZED by the Michigan State Board of Education to grant the B.D. degree in 1948, the M.Div. degree in 1968, the M.R.E. degree in 1969, the Th.M. degree in 1977, the M.T.S. degree in 1985 and the M.A. degree in 1996.

The U.S. Army, Navy and Air Force accept M.Div. graduates as candidates for chaplaincy. The United States Department of Justice, Immigration and Naturalization Service has approved the seminary for education of international students.

The U.S. Office of Education Directory lists GRTS as an approved graduate theological institution.

WELCOME FROM THE ACADEMIC DEAN John F. VerBerkmoes, Ph.D.

GRAND RAPIDS THEOLOGICAL SEMINARY

DEAR STUDENT,

I am delighted that you have chosen to review this catalog. It will give you a good introduction to the purposes, programs and people of Grand Rapids Theological Seminary. I invite you to follow up your reading of these pages with a visit to our campus. Such a visit will provide you an opportunity to pose questions and to think together with us about God's calling for your life.

Grand Rapids Theological Seminary has been preparing individuals for a variety of Christian ministries for more than 75 years. We are committed to providing our students with a well-rounded program that integrates Christian worldview, biblical knowledge, theology, exegesis and ministry skills, so that you are equipped for a lifetime of service to Christ and his Church. Whether you are a professional looking for continuing education in Christian studies or a person called to vocational Christian ministry, Grand Rapids Theological Seminary has programs that will address your needs.

As a graduate school of theology and ministry, Grand Rapids Theological Seminary is a community of learners who hold in common the desire to study God's word as the means to know God and serve others. You will have access to seasoned professors, both in and out of the classroom, who desire to help you integrate knowledge and service into a lifestyle. I invite you to join us in this journey!



John F. VerBerkmoes

John F. VerBerkmoes, Ph.D.
*Executive Vice President and
Academic Dean*

ACADEMIC CALENDAR

FALL 2019

COU Cohort Intensive	Aug. 29-31
Labor Day	Sept. 2
New Student Orientation	Sept. 3
Classes Begin*	Sept. 4
Registration Begins	Oct. 14
Thanksgiving Break	Nov. 27-29
Final Day of Classes*	Dec. 6
Final Exams for 15 Week Courses	Dec. 9-12

Last Day for withdrawal from 15 week courses without W/P or W/E	Nov. 5
Last day for withdrawal from 15 week courses without W/E	Nov. 26

SPRING 2020

J-Term	Jan. 6-15
COU Cohort Intensive	Jan. 9-11
New Student Orientation	Jan. 17
Classes Begin*	Jan. 20
Spring Break	March 2-6
Registration Begins	March 18
Easter Break	April 10
Easter Sunday	April 12
Final Day of Classes*	May 1
Final Exams for 15 Week Courses	May 4-7
Commencement	May 8

Last day for withdrawal from 15 week courses without W/P or W/E**	March 27
Last day for withdrawal from 15 week courses without W/E**	April 17

SUMMER 2020

Online Classes Start*	May 11
COU Cohort Intensive	May 14-16
1 st Session	May 11-22
2 nd Session***	May 26-June 5

FALL 2020

COU Cohort Intensive	Aug. 27-29
New Student Orientation	Sept. 1
Classes Begin*	Sept. 2
Labor Day	Sept. 7
Registration Begins	Oct. 19
Thanksgiving Break	Nov. 25-27
Final Day of Classes*	Dec. 11
Final Exams for 15 Week Courses	Dec. 14-17

Last Day for withdrawal from 15 week courses without W/P or W/E	Nov. 3
Last day for withdrawal from 15 week courses without W/E	Dec. 1

SPRING 2021

J-Term	Jan. 4-13
COU Cohort Intensive	Jan. 7-9
New Student Orientation	Jan. 15
Classes Begin*	Jan. 18
Spring Break	March 1-5
Registration Begins	March 17
Easter Break	April 2
Easter Sunday	April 4
Final Day of Classes*	April 30
Final Exams for 15 Week Courses	May 3-6
Commencement	May 7

Last day for withdrawal from 15 week courses without W/P or W/E**	March 26
Last day for withdrawal from 15 week courses without W/E**	April 16

SUMMER 2021

Online Classes Start*	May 10
COU Cohort Intensive	May 13-15
1 st Session	May 10-21
2 nd Session***	May 24-June 4

* See course schedule for exceptions

** For 7 week courses, see the GRTS Catalog policy on withdrawals

***No classes on Memorial Day

FACULTY



MAX BOTNER, PH.D.

Assistant Professor of New Testament

DEGREES: B.A., William Jessup University; M.A., Fuller Theological Seminary; Ph.D., University of St. Andrews

CAREER PATH: Pastoral Ministry, 2011-2013; Adjunct Instructor, William Jessup University, 2011-2013; Postdoctoral Research and Lecturer, Goethe-Universität Frankfurt am Main, 2017-2018; Faculty, Grand Rapids Theological Seminary, 2018-Present.

RESEARCH INTERESTS: Jewish messianism and early Christology; Reception of the Jewish Scriptures in antiquity; New Testament theology.

PERSONAL: Max and his wife, Jessica, have three children, Ava, Noah, and Olivia. He enjoys basketball, skiing, and reading.

QUOTABLE: "My desire is for our students to embody the cruciform disposition of Jesus the Messiah to the glory of God and for the sake of the world."

E-MAIL: Max.Botner@cornerstone.edu



JENNY CHIEN, PH.D., LPC

Assistant Professor of Counseling

DEGREES: B.S., University of Maine; M.A., Liberty University; Ph.D., Florida Atlantic University.

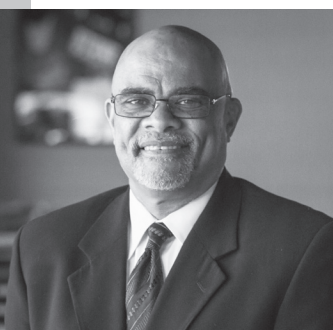
CAREER PATH: University Counselor, 2005-2007; Community Mental Health, 2007-2008; University Counseling Center Director, Palm Beach Atlantic University, 2012-2014; Qualified Counseling Supervisor, 2014-Present; Adjunct Faculty, Palm Beach Atlantic University & Florida Atlantic University, 2016; Faculty, Grand Rapids Theological Seminary, 2017-Present.

RESEARCH INTERESTS: University mental health; spirituality and religious coping in counseling; issues of attachment and resilience.

PERSONAL: Dr. Chien and her husband have two children, Stephen and ShenaLi. Dr. Chien enjoys spending time with family, outdoor activities, and all things having to do with HGTV.

QUOTABLE: "I am a firm believer that all mental health symptoms make sense. Our calling as counselors is to explore the underlying reasons why symptoms are present and maintained, and to offer our clients alternatives that bring healing."

E-MAIL: Jenny.Chien@cornerstone.edu



ROYCE A. EVANS, D.MIN.

Associate Professor of Pastoral Ministries; Executive Director of Ministry Residency & the Urban Cohort Program

DEGREES: B.A., Cornerstone University; M.A., Grand Rapids Theological Seminary; D. Min., Western Theological Seminary.

CAREER PATH: Pastoral, 1989-present; Administration and Teaching, Grand Rapids Theological Seminary, 2009-present.

RESEARCH INTERESTS: Present research interests focus on the components of a call to ministry: Character and Competency.

PERSONAL: Rev. Dr. Evans and his wife Marilyn have eight grandchildren who are the light of their lives. Royce enjoys preaching and teaching the biblical text.

QUOTABLE: "In my ongoing efforts to be the most precise instrument for Kingdom service I can be, GRTS has been more than a community of teachers and learners. This community has demonstrated a genuine commitment to diversity and the myriad of cultures that comprise our God's creation. As a context that places high value on critical thinking it affords opportunity for theological expression regardless of denominational or interpretational affinity. I have found the culture here supportive and encouraging."

E-MAIL: royce.evans@cornerstone.edu

TIMOTHY G. GOMBIS, PH.D.

Professor of New Testament

DEGREES: B.S., Liberty University; M.Div., Th.M., The Master's Seminary; Ph.D., University of St. Andrews.

CAREER PATH: Faculty, Cedarville University, 2004-2011; Grand Rapids Theological Seminary 2011-present.

RESEARCH INTERESTS: Pauline theology; encounters between biblical theology and contemporary culture and politics.

PERSONAL: Dr. Gombis and his wife, Sarah, have three children, Madeline, Jacob, and Riley. He enjoys golf, baseball, and ancient Greek and Roman history.

QUOTABLE: "I love being challenged to dig deeply into the biblical text to explore fresh ways for the Spirit to transform the church of Jesus Christ for the good of the world and the glory of God. I'm thrilled that GRTS envisions theological education as combining these elements into this unified task."

E-MAIL: timothy.gombis@cornerstone.edu



JONATHAN S. GREER, PH.D.

*Associate Professor of Old Testament
Director of the Hesse Memorial Laboratory*

DEGREES: B.A., Messiah College; M.A., Gordon-Conwell Theological Seminary; M.A., Gordon-Conwell Theological Seminary; Ph.D., The Pennsylvania State University.

CAREER PATH: Faculty, Theological College of Zimbabwe, 2003-2004; ABD instructor, The Pennsylvania State University 2009-2010; Fellow, W. F. Albright Institute of Archaeological Research, 2010-2011; Adjunct instructor, The University of Alabama at Birmingham, 2012; Adjunct instructor, Samford University and Beeson Divinity School, 2012; Grand Rapids Theological Seminary, 2012-present.

RESEARCH INTERESTS: Bible and archaeology; Latter Prophets; Israelite religion and history; Ancient Near Eastern languages and cultures.

PERSONAL: Married with three children.

QUOTABLE: "It is a great privilege and pleasure to serve at a place that takes seriously the academic study of the Bible while maintaining a profound understanding of the transforming power of what is learned and a desire to impact the world for the glory of the Lord."

E-MAIL: jonathan.greer@cornerstone.edu



JOHN W. HILBER, PH.D.

Professor of Old Testament

DEGREES: B.S., University of Washington; Th.M., Dallas Theological Seminary; Ph.D., University of Cambridge.

CAREER PATH: Pastor, 1985-2000; Faculty, Dallas Theological Seminary, 2004-2012; Grand Rapids Theological Seminary, 2012-present.

RESEARCH INTERESTS: The Old Testament in its ancient Near Eastern religious and literary context

PERSONAL: John and his wife Charlotte have been married for over 35 years and have an adult daughter. Originally from the Pacific Northwest, they enjoy outdoor recreation and travel.

QUOTABLE: "I desire my students to encounter Christ through my love for them and engagement with his word, and to leave the classroom better equipped for effective service."

E-MAIL: john.hilber@cornerstone.edu





KENDRA JACKSON, PH.D., LPC, LPSC

Assistant Professor of Counseling

DEGREES: B.S., Bowling Green State University; M.Ed., Ohio University; Ph.D., Ohio University.

CAREER PATH: School based therapist, 2011-2015; doctoral teaching assistant, 2011-2015; Clinical Mental Health Outpatient Therapist, 2016; Faculty, Grand Rapids Theological Seminary, 2017-Present.

RESEARCH INTERESTS: Mental Health and the Black Church; Intersectionality of religion, spirituality, ethnicity, and mental health; Counselor education and supervision; Multicultural issues and concerns; Counseling children and adolescents; Play Therapy; Increasing

multicultural competence; Leadership and advocacy.

PERSONAL: I am a pastor's daughter and enjoy working alongside my parents in the ministry. My hobbies include baking from scratch, bowling, scrapbooking, watching sports (basketball), travelling, shopping, and spending time with friends and family.

QUOTABLE: "Counseling is a ministry and I must do God's work, assisting in the healing and growth of children and families, but also guiding students in utilizing the gifts that God has placed within them as they transform the lives of many through the ministry of counseling."

E-MAIL: kendra.jackson@cornerstone.edu



ROBERT D. LEHMAN, PH.D., LPC

Professor of Counseling

DEGREES: B.A., Cornerstone University; M.Div., Grand Rapids Theological Seminary; M.A., University of Northern Iowa; Ph.D., University of Iowa.

CAREER PATH: Pastoral, 1980-1996; Adjunct Faculty, London Baptist Bible College and Theological Seminary, London, Ontario, Canada, 1985-1996; Central Baptist Seminary, Toronto, Ontario, Canada, 1990, 1992; Séminaire Baptiste Évangélique Du Québec, Montreal Québec, 1993-2010; Faculty, Grand Rapids Theological Seminary, 1996-present.

RESEARCH INTERESTS: Biblical counseling

PERSONAL: Dr. Lehman is married to Sarah, who serves as an administrative assistant at GRTS. His hobbies include tennis, camping and canoeing.

QUOTABLE: "Finding God's answers to today's problems is the focus of the counseling program at GRTS."

E-MAIL: robert.lehman@cornerstone.edu



GRAHAM MCKEAGUE, PH.D.

Assistant Professor of Intercultural Ministries

DEGREES: M. Theol., University of St. Andrews; M.A., Grand Rapids Theological Seminary; Ph.D., Michigan State University.

CAREER PATH: Missions 2001-2003; Lay & Pastoral ministry 2003-2009; Administration, Grand Rapids Theological Seminary 2010-2015; Administration, Cornerstone University-Professional & Graduate Studies 2015-Present.

RESEARCH INTERESTS: Teaching & Learning, cultural intelligence, global citizenship education, intercultural competence.

PERSONAL: Dr. McKeague and his wife Jill have been married since 2003 and have one son. Originally from Northern Ireland, he is interested in travel, learning about other cultures, and watching sports, especially football.

QUOTABLE: "GRTS provides a wonderful environment for students to learn about the importance of ministry leadership and what it means to participate in the mission of God in the world. My hope is that students are enriched by their understanding of mission rooted in God's word, and through learning about the global Church in the 21st century."

E-MAIL: graham.mckeague@cornerstone.edu

PETER G. OSBORN, PH.D.

Associate Professor of Christian Ministries

DEGREES: B.S., Baptist Bible College; M.A., Grand Rapids Theological Seminary; Ph.D., Michigan State University

CAREER PATH: Associate Pastorates, 1993-1999; Administration, Cornerstone University 1999-2003; Monroe Community College 2009-2010; Rochester Institute of Technology 2010-2011; Faculty, Grand Rapids Theological Seminary 2003-2009, 2011-present.

RESEARCH INTERESTS: Organizational transformation, educational technologies, and teaching and learning.

PERSONAL: Professor Osborn and his wife, Karen, have been married since 1992 and have four children: Zach, Sawyer, Jake, and Issi. His hobbies include mountain biking and technology.

QUOTABLE: "One of the benefits of GRTS is that it models a truly collaborative spirit among both faculty and students. This unique environment provides a wonderful context for learning and serving."

E-MAIL: peter.osborn@cornerstone.edu



KENNETH J. REID, PH.D.

Assistant Professor of Historical & Systematic Theology

DEGREES: B.S., University of Georgia; Th.M., Dallas Theological Seminary; Th.M., Ph.D., The Southern Baptist Theological Seminary.

CAREER PATH: Lay and Pastoral Ministry, 1998-Present; Adjunct Professor, Andersonville Seminary, 2016-2017.

RESEARCH INTERESTS: Atonement Theology, Trinity, Pneumatology, Hermeneutics and Biblical Theology, Racial Reconciliation/Justice Theology.

PERSONAL: Dr. Reid and his wife Satrina have been married for 13 years. He enjoys reading, playing chess, and watching football, basketball, and historical documentaries.

QUOTABLE: "My desire is to see our students grow in their knowledge of God and his works and that this knowledge would inform their worship, sharpen their preparation for ministry, and deepen their pursuit of holiness."

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MICHAEL E. WITTMER, PH.D.

Professor of Systematic & Historical Theology

DEGREES: B.A., Cedarville University; M.Div., Th.M., Grand Rapids Theological Seminary; Ph.D., Calvin Theological Seminary.

CAREER PATH: Missionary, 1990-1992; Faculty, Grand Rapids Theological Seminary, 1996-present; Director, Center for Christian Worldview

RESEARCH INTERESTS: Christian worldview, Creation/Culture, Anthropology, Redemption.

PERSONAL: Dr. Wittmer and his wife, Julie, have three children: Avery, Landon and Alayna.

QUOTABLE: "A major strength of GRTS is its small class sizes. We are a learning community, where students and professors stretch and grow together."

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DARRELL YODER, M.DIV.

Instructor of Christian Ministries

DEGREES: B.A., Liberty University; M.Div., Grand Rapids Theological Seminary

CAREER PATH: Administration, Institute of Theological Studies, 2003-2009; Director, Evangelical Seminary Deans' Council, 2007-present; Pastoral ministry, 2009-present; Administration and teaching, Grand Rapids Theological Seminary, 2013-present.

RESEARCH INTERESTS: Christian Spiritual Formation, the nature and role of Pastoral Leadership, the nature and mission of the Church, contemplative spirituality and spiritual

direction, justice and the Gospel.

PERSONAL: Darrell and his wife, Cindy, have three children, Grace, Brady and Asher. He enjoys mountain biking, coffee and reading.

QUOTABLE: "My desire is to understand and experience the way God's steadfast love transforms us individually, communally, missionally, and to walk with students and ministry leaders as they do the same. We can't lead others where we're not going—so I want to be going."

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EMERITUS FACULTY

BYARD BENNETT, B.A., M.DIV., PH.D.

Professor of Historical & Philosophical Theology

- B.A., Duke University
- M.Div., Duke Divinity School
- Ph.D., University of Toronto.

DAVID B. KENNEDY, B.A., TH.M.

Associate Professor of Old Testament

- B.A., University of Texas (Austin)
- Th.M., Dallas Theological Seminary

JOHN I. LAWLOR, B.A., B.D., TH.M., M.PHIL., PH.D.

Professor of Old Testament

- B.A., Cedarville University
- B.D., Grace Theological Seminary
- Th.M., Grace Theological Seminary
- M.Phil., Drew University; Ph.D., Drew University

GARY T. MEADORS, TH.B., M.DIV., TH.M., TH.D.

Professor of New Testament

- Th.B., Piedmont Bible College
- M.Div., Grace Theological Seminary
- Th.M., Grace Theological Seminary
- Th.D., Grace Theological Seminary

DAVID TURNER, B.A., M.DIV., TH.M., TH.D., PH.D.

Professor of New Testament

- B.A., Cedarville University
- M.Div., Grace Theological Seminary
- Th.M., Grace Theological Seminary
- Th.D., Grace Theological Seminary
- M.Phil., Hebrew Union College; Ph.D., Hebrew Union College

ADJUNCT FACULTY

NATHAN ARCHER, B.A., M.A., PH.D.

Adjunct Professor of Systematic Theology

- B.A., Moody Bible Institute
- M.A., Grand Rapids Theological Seminary
- Ph.D., Calvin Theological Seminary

KELLY BONEWELL, B.A., M.A., PH.D.

Adjunct Professor of Counseling

- B.A., Columbia College
- M.A., Grand Rapids Theological Seminary
- Ph.D., Capella University.

SHARON BROWN, B.A., M.DIV.

Adjunct Professor of Christian Formation

- B.A., Smith College
- M.Div., Princeton Theological Seminary

DON DENYES, B.A., M.A., D.MIN.

Adjunct Professor of Pastoral Ministries

- B.A., Bob Jones University
- M.A., Biblical Theological Seminary
- D.Min., Gordon-Conwell Theological Seminary

EMILIE DEYOUNG, B.S.W., M.S.W., PH.D.

Adjunct Professor of Counseling

- B.S.W., Calvin College
- M.S.W., Grand Valley State University
- Ph.D., Northcentral University

STEPHEN GRABILL, B.A., M.T.S., TH.M., PH.D.

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- B.A., Liberty University
- M.T.S., Calvin Theological Seminary
- Th.M., Calvin Theological Seminary
- Ph.D., Calvin Theological Seminary

JENNIFER GREER, B.S., M.DIV.

Adjunct Professor of Bible

- B.S., Auburn University
- M.Div., Gordon-Conwell Theological Seminary

STAN GUNDRY, B.A., B.D., S.T.M., S.T.D

Adjunct Professor of Historical Theology

- B.A., Los Angeles Baptist Collge
- B.D., Talbot Theological Seminary
- S.T.M., Union College-University of British Columbia
- S.T.D., Lutheran School of Theology at Chicago

LISA HEIM, B.A., M.A.

Adjunct Professor of Christian Formation

- B.A., Grace College
- M.A., Grace Theological Seminary

KIZOMBO KALUMBULA, B.A., M.A., PH.D.

Adjunct Professor of Counseling

- M.A., Liberty University
- Ph.D., North Central University

JEFF LASH, B.A., M.A., M.A., MLIS

Adjunct Professor of Theological Research

- B.A., Union University
- M.A., Grand Rapids Theological Seminary
- M.A., Valdosta State University

DAVID LIVERMORE, B.A., B.A., M.A., M.T.S., PH.D.

Adjunct Professor of Intercultural Ministries

- B.A., Cornerstone University
- B.A., Calvin College
- M.A., State University of New York
- M.T.S., Grand Rapids Theological Seminary
- Ph.D., Michigan State University

MATTHEW J. LYNCH, B.S., M.A., TH.M., PH.D.

Adjunct Professor of Old Testament

- B.S., Cairn University
- M.A., Regent College
- Th.M., Regent College
- Ph.D., Emory University

BRIAN MCLAUGHLIN, B.S., M.DIV., TH.M., D.MIN.

Adjunct Professor of Christian Ministries

- B.S., Miami University
- M.Div., Grand Rapids Baptist Theological Seminary
- Th.M., Calvin Theological Seminary
- D.Min., Fuller Theological Seminary

TOM OLSSON, B.A., M.A., J.D.

Adjunct Professor of Pastoral Ministries

- B.A., Wheaton College
- M.A., Grand Rapids Theological Seminary
- J.D., Thomas M. Cooley Law School

REGINALD SMITH, B.A., M.DIV., D.MIN.

Adjunct Professor of Intercultural Ministries

- B.A., Culver-Stockton College
- M.Div., Calvin Theological Seminary
- D. Min., Western Theological Seminary

FRED SWEET, B.A., M.DIV., TH.M., MLIS, D.MIN.

Adjunct Professor of Theological Research

- B.A., Houghton College
- M.Div., Th.M., Bethel Seminary
- MLIS., Wayne State University
- D.Min., North American Baptist Seminary

ASHLEY VANBEMMELEN, B.A., M.A., PH.D. PROGRAM

Adjunct Professor of Counseling

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- M.A., Western Michigan University
- Ph.D., program, Regent University

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Adjunct Professor of Old Testament

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- Th.M., Dallas Theological Seminary
- Ph.D., Dallas Theological Seminary

CORNERSTONE UNIVERSITY FACULTY

(Undergraduate Bible and Religion)

JIM DEKKER, B.TH., M.A., PH.D.

Professor of Ministry

- B.Th., Tyndale College
- M.A., Calvin College
- Ph.D., Trinity Evangelical Divinity School

JOHN H. DUFF, B.A., M.A., M.T.S., PH.D.

Professor of Theology

- B.A., Cedarville College
- M.A., Western Kentucky University
- M.T.S., Grand Rapids Theological Seminary
- Ph.D., Calvin Theological Seminary

JONATHAN S. MARKO, B.S., M.DIV., PH.D.

Associate Professor of Philosophical & Systematic Theology

- B.S., The University of Akron
- M.Div., Ashland Theological Seminary
- Ph.D., Calvin Theological Seminary

KIM LAN NGUYEN, B.S., M.DIV., M.A., PH.D.

Associate Professor of Old Testament

- B.S., University of Houston
- M.Div., Alliance Theological Seminary
- M.A., University of Wisconsin-Madison
- Ph.D., University of Wisconsin-Madison

RYAN ROBERTS, M.A., M.A., PH.D.

Associate Professor of Old Testament

- M.A., Trinity Western University
- M.A., University of California, Los Angeles
- Ph.D., University of California, Los Angeles

ANDREW SMITH, B.A., M.DIV., M.A.

Associate Professor of New Testament

- B.A., Cornerstone University
- M.Div., Grand Rapids Theological Seminary
- M.A., Western Kentucky University
- Doctoral Study, Boston University Graduate School

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. Residential courses are available during the traditional semesters as full-block courses. 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.

ONLINE COURSES

GRTS offers nearly forty courses for graduate credit through online 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, online education enrollment is limited to eight courses within a degree program. Students are limited to two online 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 online 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.

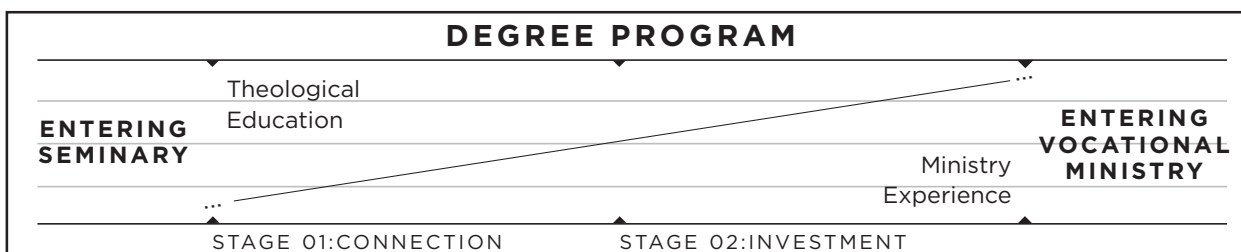
MINISTRY GROWTH THROUGH MINISTRY RESIDENCY

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.
- 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 gives 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.

Your Degree Journey



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 ministry 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 a 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
Associate Professor of Pastoral Ministries, Executive Director of Ministry Residency & the Urban Cohort Program
Royce.Evans@cornerstone.edu
616.222.1422

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 old 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
Darrell.Yoder@cornerstone.edu
616.254.1654

ANCIENT WORLD OF THE BIBLE STUDY TOUR

In addition to the traditional classes offered at GRTS, the Ancient World of the Bible Study Tour provides a way for students to experience the land of the Bible first-hand. The Ancient World of the Bible Study Tour involves extensive travel within Israel, Palestine, and Jordan along with 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/BBL-604: 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 “zooarchaeology” (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 in northern Israel on loan from the Nelson Glueck School of Biblical Archaeology at the Hebrew Union College of Jerusalem. 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.

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. Dr. Greer serves as Associate Director for these excavations.

OUTREACH

The lab will 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, 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).

ACADEMIC PROGRAMS

MASTER OF DIVINITY

Specialization Options

- Pastoral Ministries
- Student & Family Ministries
- Small Group & Discipleship Ministries
- Intercultural Ministries
- Formation & Soul Care Ministries
- Chaplaincy Ministries
- Academic

MASTER OF ARTS

Master of Arts in Counseling

Specialization Options

- Addictions Counseling
- Trauma Counseling
- Multi-State Licensure
- Interdisciplinary Studies
- Thesis Track

Master of Arts in Christian Formation

Specialization Options

- Student & Family Ministries
- Small Group & Discipleship Ministries
- Intercultural Ministries
- Formation & Soul Care Ministries
- Campus & Student Development Ministries
- Interdisciplinary Studies

Master of Arts in Christian Studies

Master of Arts (Biblical Exegesis)

MASTER OF THEOLOGY

Master of Theology (Old Testament)

Master of Theology (New Testament)

MASTER OF DIVINITY

The Master of Divinity degree is recognized as the historical standard in academic preparation for both vocational ministry and advanced theological study. This particular program is designed to develop essential biblical and theological competencies for ministry leadership in congregations, as well as other ministry contexts. Those interested in building a foundation for advanced study may also find the Master of Divinity an attractive option. The program consists of 94 semester hours which emphasize the study and interpretation of the Scriptures in the original languages, breadth in the disciplines of theology, and the development of essential ministry competencies. The program has been designed around a core of basic biblical and theological studies, a ministry leadership core, ministry specialization courses and eight semester hours of ministry residency. Applicants for the Master of Divinity degree program should possess a minimum 2.5 cumulative undergraduate grade point average from an accredited baccalaureate institution. Applicants not meeting this standard may be considered for probationary admission. For students planning to enroll full time, the table below provides a detailed and specific curricular path. Those intending part-time enrollment will find valuable insights from this information for planning your ideal course sequencing.

	FALL SEMESTER			J-TERM/SPRING SEMESTER			SUMMER SEMESTER		
	NO.	COURSE	CR.	NO.	COURSE	CR.	NO.	COURSE	CR.
YEAR ONE	BBL-501	Biblical Hermeneutics	3	BBL-511	Greek II	3	THE-640	Systematic Theology II	3
	BBL-510	Greek I	3	THE-540	Systematic Theology I	3	MIN-560	Global Impact	3
	THE-501	Program Introduction Seminar	2	MIN-500	Christian Spiritual Formation	3			
				<i>One of the following courses:</i>		3			
				MIN-543	Christian Formation in the Church				
				MIN-545	Teaching & Learning				
	Total		8	Total		12	Total		6
YEAR TWO	BBL-516	Hebrew I	3	BBL-517	Hebrew II	3	MIN-685	Ministry Residency I	2
	BBL-672	NT I: Introduction to Exegesis	3	BBL-601	Experiencing the Ancient World of the Bible (ISRAEL)	2	MIN-510	Organizational Leadership	3
	THE-676	Apologetics and Moral Issues in Christian Ministry	3	BBL-677	NT II: The Gospels	3	General Elective		3
				General Elective		3			
	Total		9	Total		11	Total		8
YEAR THREE	BBL-640	OT I: Intro to Hebrew Exegesis	3	BBL-641	OT II: Exegesis in the Pentateuch	3	MIN-711	Program Completion	1
	BBL-678	NT III: The General Epistles	3	History Theology Elective		3	MIN-782	Ministry Residency IV	2
	Ministry Specialization Course		3	Ministry Specialization Course		3	General Elective		3
	MIN-686	Ministry Residency II	2	MIN-781	Ministry Residency III	2			
	Total		11	Total		11	Total		6
YEAR FOUR	BBL-642	OT III: Exegesis in the Prophets and Writings	3						
	THE-641	Systematic Theology III	3						
	History Theology Elective		3						
	Ministry Specialization Course		3						
Total		12							
TOTAL HOURS: 94									

MASTER OF DIVINITY SPECIALIZATIONS (CHOOSE ONE):

Pastoral Ministries

MIN-530	Pastoral Competencies
MIN-636	Homiletics I
MIN-637	Homiletics II Ministry Residency

Student & Family Ministries

MIN-553	Sociology of Youth and Emerging Adulthood
MIN-641	Foundations for Ministry to Youth and Emerging Adults Ministry Residency

One of the following:

COU-520	Child & Adolescent Counseling
COU-521	Marriage & Family Counseling

Small Group & Discipleship Ministries

MIN-630	Small Group Ministries
MIN-643	Educational Ministries for Adults Ministry Residency

One of the following:

MIN-534	Evangelism/Discipleship Ministries
MIN-554	Theology of Women in Ministry
MIN-567	The Church's Relationship to a Post-Christian Culture
COU-532	Counseling Women through the Life Cycle
COU-612	Group Techniques

Intercultural Ministries

MIN-567	The Church's Relationship to a Post-Christian Culture
MIN-660	Cultural Intelligence: Multicultural Understanding
MIN-667	Urban and Local Development: Exegeting Our Own Communities Ministry Residency

Formation & Soul Care Ministries

COU-500	Counseling Philosophy
COU-521	Marriage & Family Counseling
COU-610	Counseling Techniques Ministry Residency

Chaplaincy Ministries

MIN-525	Introduction to Chaplaincy
MIN-636	Homiletics I
COU-500	Counseling Philosophy
COU-610	Counseling Techniques Ministry Elective

Academic

BBL-782 or THE-782	Thesis Research and Proposal
BBL-783, BBL-784, THE-784, THE-785, or THE-786	Independent Study
BBL-783, BBL-784, THE-784, THE-785, or THE-786	Independent Study
BBL-783, BBL-784, THE-784, THE-785, or THE-786	Independent Study
MIN-685	Ministry Residency I
MIN-686	Ministry Residency II
BBL-792 or THE-792	Master's Thesis

ACADEMIC SPECIALIZATION QUALIFICATIONS

The academic specialization is designed exclusively for the student with superior exegetical and theological capacity who aspires to complete the Master of Divinity degree as a basis for doctoral study and with the goal of a vocation in teaching. In addition to the regular admissions requirements, admission into this specialization requires the following:

1. Achievement of a 3.70 cumulative grade point average at a regionally accredited college or university at

the point of admission to GRTS, or achievement of a 3.70 cumulative grade point average at GRTS after completing a minimum of 24 credits which must include the following: BBL-501, BBL-510, BBL-511, and THE-540. For those receiving advanced standing credits for BBL-510 and BBL-511, they must complete BBL-516 and BBL-517 instead.

2. Two letters of reference from full-time teaching faculty at regionally accredited colleges/universities or ATS member schools.
3. A one to two page statement of educational plan and vocational intent.
4. For students new to GRTS (i.e., seeking admission into this specialization at initial point of entry to GRTS), the application process will be administered by the GRTS Admissions Office as part of the regular admission process. For returning students, the application process will be administered by the Bible division via a faculty sponsor.

MASTER OF DIVINITY DEGREE REQUIREMENTS

1. The Master of Divinity degree is conferred when the following conditions are met: Completion of 94 semester hours with a minimum 2.5 cumulative grade point average. Included are 68 hours of core curriculum, a 15-17 hour ministry specialization, and 9-11 hours of general elective credit.
2. Transfer students must achieve a minimum of 47 semester hours at Grand Rapids Theological Seminary.
3. Advanced standing credit is limited to ¼ of the degree program requirements (24 hours).
4. Credits achieved online and/or by distance education are limited to a maximum of eight courses (24 hours) within the degree program.
5. Evidence of personal commitment to Jesus Christ and a life pattern of moral character and conduct.
6. Completion of all assessments, including entrance, mid-point and exit assessments.
7. The meeting of all financial obligations.
8. Satisfactory completion of Ministry Residency requirements.
9. GRTS limits the use of credits towards the completion of a degree to those credits (i.e. transfer credits, advanced standing credits, or credits earned at GRTS) achieved within 10 years prior to degree completion.
10. Participation in commencement.

MASTER OF DIVINITY STUDENT LEARNING OUTCOMES

The Master of Divinity curriculum is designed to enable the student to:

Core Curriculum

1. Conduct disciplined biblical interpretation and application with reference to the Greek and Hebrew texts.
2. State and apply a basic understanding of the primary elements of Christian theology.
3. Demonstrate knowledge, values and practices essential to personal spiritual formation.
4. Exhibit knowledge, values and skills essential to effective ministerial and public leadership.
5. Demonstrate basic competency in cultural intelligence and cultural exegesis.

MASTER OF ARTS IN COUNSELING

The Master of Arts in Counseling is designed to develop competency in foundational counseling theories and skills, the professional dispositions essential to the practice of counseling, the academic base for professional licensure in the State of Michigan (and various other states via individualized program design), along with basic skills in biblical and theological interpretation. The Master of Arts in Counseling is a 69 semester hour degree program consisting of an 18 hour core in Bible and theology, a 42 hour core in counseling, and a 9 hour counseling specialization (i.e., Addictions Counseling, Trauma Counseling, Multi-State Licensure, Interdisciplinary Studies, or Thesis Track). The counseling core includes counseling philosophy and theory, techniques and skill development and participatory learning through a practicum and two internships. A thesis is also optional for the individual intending to pursue advanced study at the doctoral level. Applicants for this degree should possess a minimum 2.5 cumulative undergraduate grade point average from an accredited baccalaureate institution. For students planning to enroll full-time the table below provides a detailed and specific curricular path. Those intending to enroll part-time will find valuable insights from this information for planning your ideal course sequencing.

	FALL SEMESTER			J-TERM/SPRING SEMESTER			SUMMER SEMESTER		
	NO.	COURSE	CR.	NO.	COURSE	CR.	NO.	COURSE	CR.
YEAR ONE	BBL-501	Biblical Hermeneutics	3	BBL-508	Biblical Theology	3	Bible Elective		3
	COU-500	Counseling Philosophy	3	MIN-500	Christian Spiritual Formation	3	COU-510	Consulting	3
	COU-502	Counseling Ethics and Issues	3	COU-501	Counseling Theories	3	Specialization Course		3
	COU-525	Multicultural Counseling	3						
	Total		9	Total		12	Total		9
YEAR TWO	THE-550	Theology for Counseling I	3	THE-551	Theology for Counseling II	3	COU-612	Group Techniques	3
	COU-610	Counseling Techniques	3	COU-662	Human Growth & Development	3	COU-784	Internship I: Counseling	3
	COU-601	Testing Procedures	3	COU-700	Research Methodology	3	Specialization Course		3
		Specialization Course	3	COU-782	Practicum: Counseling	3			
		Total		12	Total		12	Total		9
YEAR THREE	COU-611	Career Development	3						
	COU-785	Internship II: Counseling	3						
		Total		6					
TOTAL HOURS: 69									

MASTER OF ARTS IN COUNSELING SPECIALIZATIONS

(CHOOSE ONE):

Addictions Counseling

- COU-651 Clinical Diagnostic Assessment of Addictions (Online)
 COU-652 Sociology of Addictions (Online)
 COU-653 Addictions Counseling: Treatment and Intervention (Online)

Note: The Certified Advanced Alcohol and Drug Counselor (CAADC) credential from the Michigan Certification Board for Addictions Professionals (MCBAP) requires the three addictions specialization courses listed above, along with one internship counseling people with addictive and compulsive conditions (i.e., COU-784 Internship I or COU-785 Internship II) and one counseling ethics course (i.e., COU-502 Counseling Ethics and Issues). The additional requirements for the Certified Advanced Alcohol and Drug Counselor can be found at the following website: www.mcbap.com

Trauma Counseling

- COU-642 Sociology of Trauma (Online)
 COU-643 Trauma Informed Advocacy & Crisis Intervention (Online)
 COU-644 Trauma Counseling & Recovery (Online)

Multi-State Licensure

- COU-660 Abnormal Psychology (Online)
 COU-670 Diagnostic and Clinical Assessment of Mental Disorders (Online)
 COU-653 Addictions Counseling: Treatment and Intervention (Online)
 COU-521 Marriage and Family Counseling

Interdisciplinary Studies

- COU-521 Marriage and Family Counseling
 COU Elective
 General Elective

M.A. Thesis Track

Two course cluster which includes a three credit thesis readings course (COU-584) and a six credit M.A. thesis course (COU-792).

*The State of Michigan Licensing and Regulatory Affairs Office requires that 48 graduate credits are completed in the counseling field (COU classes) for professional licensure.

MASTER OF ARTS IN COUNSELING DEGREE REQUIREMENTS

The Master of Arts in Counseling degree is conferred when the following conditions are met:

1. Completion of 69 semester hours with a minimum 2.5 cumulative grade point average. Included are an 18 semester hour Bible and theology core, 42 semester hour counseling core, and a 9 semester hour specialization.
2. A minimum of 36 semester hours must be achieved at Grand Rapids Theological Seminary by transfer students.
3. Advanced standing credit is limited to ¼ of the degree program requirements (18 hours), and excludes COU courses given State of Michigan licensure requirements.
4. Credits achieved online and/or by distance education are limited to a maximum of eight courses (24 hours) within the degree program.
5. Evidence of personal commitment to Jesus Christ and a life pattern of moral character and conduct.
6. Completion of all assessments, including entrance, mid-point and exit assessments.
7. Successful completion of the practicum and internship requirements.
8. The meeting of all financial obligations.
9. GRTS limits the use of credits towards the completion of a degree to those credits (i.e. transfer credits, advanced standing credits, or credits earned at GRTS) achieved within 10 years prior to degree completion.
10. Participation in commencement.
11. Graduates of this degree program will have the option of receiving a Cornerstone University or Grand Rapids Theological Seminary diploma.

MASTER OF ARTS IN COUNSELING STUDENT LEARNING OUTCOMES

The Master of Arts in Counseling curriculum is designed to enable the student to:

Core Curriculum

1. Conduct basic biblical interpretation and application with reference to the English Bible texts.
2. State and apply a basic understanding of the primary elements of Christian theology.
3. Demonstrate knowledge, values and practices essential to personal spiritual formation.

Counseling Major

1. State a personal philosophy of counseling that reflects awareness of personal beliefs, foundational theories, and worldview integration.
2. Facilitate the counseling process for individuals, groups and/or families by providing consultations that foster awareness, growth and restoration that is based on established client centered goals and a sound systemic framework.
3. Articulate and apply effective counseling strategies reflecting practical techniques and multicultural applications.
4. Demonstrate understanding and competency in the use of testing instruments and research interpretation in appraisal and diagnosis.
5. Demonstrate theoretical understanding and basic competency in career development counseling.
6. Exhibit understanding and compliance with the legal requirements and ethical codes of the counseling profession.

MASTER OF ARTS IN CHRISTIAN FORMATION

The Master of Arts in Christian Formation is designed to develop basic competencies essential to the study of the Bible and related theological literature, while also nurturing knowledge and skill development in the enactment of Christian formation. The program consists of 65-semester hours, which includes a 32-hour Bible and theology core and a 33-hour Christian formation specialization. In addition to foundational courses, applicants choose a nine-hour ministry specialization (Student & Family Ministries, Small Group & Discipleship Ministries, Interdisciplinary Studies, Intercultural Ministries, Formation & Soul Care Ministries, or Campus & Student Development Ministries) and an eight-hour ministry residency (contextual learning under the supervision of a seasoned ministry mentor). The eight-hour ministry residency can be replaced with MIN-584, MIN-797 and elective credits for the student intending to pursue doctoral study. Applicants for this degree program should possess a minimum 2.5 cumulative grade point average from an accredited baccalaureate institution. For the student planning to enroll full-time, the table below provides a detailed and specific curricular path. Those intending to enroll part-time will find valuable insights from this information for planning your ideal course sequencing.

	FALL SEMESTER			J-TERM/SPRING SEMESTER			SUMMER SEMESTER		
	NO.	COURSE	CR.	NO.	COURSE	CR.	NO.	COURSE	CR.
YEAR ONE	BBL-501	Biblical Hermeneutics	3	BBL-508	Biblical Theology	3	THE-640	Systematic Theology II	3
	THE-501	Program Introduction Seminar	2		Bible Elective	3	MIN-510	Organizational Leadership	3
	MIN-500	Christian Spiritual Formation	3	THE-540	Systematic Theology I	3	MIN-560	Global Impact	3
				MIN-543	Christian Formation in the Church	3			
	Total			8	Total			12	Total .....	9
YEAR TWO	THE-641	Systematic Theology III	3	THE-710	Prayer & Spirituality of the	3		Bible Elective	3
	THE-676	Apologetics and Moral Issues in Christian Ministry	3		Early Church or one Historical Theology Elective (THE-515, THE-516, THE-517, or THE-518)		MIN-711	Program Completion	1
	MIN-685	Ministry Residency I	2	MIN-545	Teaching and Learning	3	MIN-781	Ministry Residency III	2
		Ministry Specialization	3	MIN-686	Ministry Residency II	2			
					Ministry Specialization	3			
	Total			11	Total			11	Total .....	6
YEAR THREE									
	Total			8					
TOTAL HOURS: 65									

MASTER OF ARTS IN CHRISTIAN FORMATION SPECIALIZATIONS (CHOOSE ONE):

Student & Family Ministries

- MIN-553 Sociology of Youth and Emerging Adulthood
MIN-641 Foundations for Ministry to Youth and Emerging Adults

One of the following:

- COU-520 Child & Adolescent Counseling
COU-521 Marriage & Family Counseling

Small Group & Discipleship Ministries

- MIN-630 Small Group Ministries
MIN-643 Educational Ministries for Adults

One of the following:

- MIN-534 Evangelism/Discipleship Ministries
MIN-554 Theology of Women in Ministry
MIN-567 The Church's Relationship to a Post-Christian Culture

- COU-532 Counseling Women through the Life Cycle
COU-612 Group Counseling Techniques

Interdisciplinary Studies

Three course cluster from ministry disciplines (MIN and/or COU) selected with consultation of faculty advisor.

Intercultural Ministries

- MIN-567 The Church's Relationship to a Post-Christian Culture
MIN-660 Cultural Intelligence
MIN-667 Urban and Local Development

Formation & Soul Care Ministries

- COU-500 Counseling Philosophy
COU-610 Counseling Techniques
COU-521 Marriage & Family Counseling

Campus & Student Development Ministries

- MIN-533 Sociology of Youth and Emerging Adulthood
MIN-518 Foundations of Student Development
COU-520 Child & Adolescent Counseling

MASTER OF ARTS IN CHRISTIAN FORMATION DEGREE REQUIREMENTS

The Master of Arts in Christian Formation degree is conferred when the following conditions are met:

1. Completion of 65 semester hours with a minimum 2.5 cumulative grade point average. Included are a 15-hour Bible core, 17-hour theology core and a 33-hour educational ministries specialization.
2. A minimum of 33 semester hours must be achieved at Grand Rapids Theological Seminary by transfer students.
3. Advanced standing credit is limited to ¼ of the degree program requirements (16 hours).
4. Credits achieved online and/or by distance education are limited to a maximum of eight courses (24 hours) within the degree program.

5. Evidence of personal commitment to Jesus Christ and a life pattern of moral character and conduct.
6. Completion of all assessments, including entrance, mid-point and exit assessments.
7. Successful completion of the Ministry Residency requirement or M.A. thesis component.
8. The meeting of all financial obligations.
9. GRTS limits the use of credits towards the completion of a degree to those credits (i.e. transfer credits, advanced standing credits, or credits earned at GRTS) achieved within 10 years prior to degree completion.
10. Participation in commencement.

MASTER OF ARTS IN CHRISTIAN FORMATION STUDENT LEARNING OUTCOMES

The Master of Arts in Christian Formation curriculum is designed to enable the student to:

Core Curriculum

1. Conduct basic biblical interpretation and application with reference to the English Bible texts.
2. State and apply a basic understanding of the primary elements of Christian theology.
3. Demonstrate knowledge, values and practices essential to personal spiritual formation.
4. Demonstrate basic competency in cultural intelligence and cultural exegesis.

Christian Formation Major

1. Demonstrate a distinctively Christian philosophy of spiritual formation that is informed by sound education theory and best practices.
2. Exhibit the knowledge and skills necessary for the effective communication of biblical truth.
3. Demonstrate proficiency to direct people, resources, and programs necessary to the effective spiritual formation of individuals and communities.

MASTER OF ARTS IN CHRISTIAN STUDIES

The Master of Arts in Christian Studies is designed to develop basic competencies essential to the study of biblical and theological literature, and provide foundational knowledge concerning ministry leadership, while allowing students the opportunity to customize a significant portion of the program. The program consists of 62 semester hours, which includes a 26 semester hour Bible and theology core, a 21 semester hour ministry leadership emphasis and 15 semester hours of general electives. Applicants for the Master of Arts in Christian Studies should possess a minimum 2.5 cumulative undergraduate grade point average from an accredited baccalaureate institution. Applicants not meeting these standards may be considered for probationary admission. For the student planning to enroll full-time, the table below provides a detailed and specific curricular path. Those intending to enroll part-time will find valuable insights from this information for planning your ideal course sequencing.

	FALL SEMESTER			J-TERM/SPRING SEMESTER			SUMMER SEMESTER		
YEAR ONE	NO.	COURSE	CR.	NO.	COURSE	CR.	NO.	COURSE	CR.
	BBL-501	Biblical Hermeneutics	3	BBL-508	Biblical Theology	3	NT Bible Elective		3
	THE-501	Program Introduction Seminar	2	OT Bible Elective		3	THE-640	Systematic Theology II	3
	MIN-500	Christian Spiritual Formation	3	THE-540	Systematic Theology I	3	MIN-685	Ministry Residency I	2
				General Elective		3	MIN-510	Organizational Leadership	3
	Total		8	Total		12	Total		11
YEAR TWO	NO.	COURSE	CR.	NO.	COURSE	CR.	NO.	COURSE	CR.
	THE-641	Systematic Theology III	3	Historical Theology Elective		3	MIN-711	Program Completion	1
	MIN-560	Global Impact	3	MIN-543	Christian Formation in the Church	3	General Elective		3
	MIN-686	Ministry Residency II	2	MIN-781	Ministry Residency III	2	General Elective		3
		General Elective	3	General Elective		3	MIN-782	Ministry Residency IV	2
	Total		11	Total		11	Total		9
TOTAL HOURS: 62									

MASTER OF ARTS IN CHRISTIAN STUDIES DEGREE REQUIREMENTS

The Master of Arts in Christian Studies degree is conferred when the following conditions are met:

1. Completion of 62 semester hours with a minimum 2.5 cumulative grade point average. The program includes a 26 semester hour Bible and theology core, a 21 semester hour ministry leadership emphasis, and 15 semester hours of electives.
2. A minimum of 32 semester hours must be achieved at Grand Rapids Theological Seminary by transfer students.
3. Advanced standing credit is limited to $\frac{1}{4}$ of the degree program requirements (16 hours).
4. Credits achieved online and/or by distance education are limited to a maximum of eight courses (24 hours) within the degree program.
5. Evidence of personal commitment to Jesus Christ and a life pattern of moral character and conduct.
6. Completion of all assessments, including entrance, mid-point and exit assessments.
7. Satisfactory completion of Ministry Residency requirements.
8. The meeting of all financial obligations.
9. GRTS limits the use of credits towards the completion of a degree to those credits (i.e. transfer credits, advanced standing credits, or credits earned at GRTS) achieved within 10 years prior to degree completion.
10. Participation in commencement.

MASTER OF ARTS IN CHRISTIAN STUDIES STUDENT LEARNING OUTCOMES

The Master of Arts in Christian Studies curriculum is designed to enable the student to:

Core Curriculum

1. Conduct basic biblical interpretation and application with reference to the English Bible texts.
2. State and apply a basic understanding of the primary elements of Christian theology.
3. Demonstrate knowledge, values and practices essential to personal spiritual formation.
4. Exhibit knowledge, values and skills essential to effective ministerial and public leadership.
5. Demonstrate basic competency in cultural intelligence and cultural exegesis.

MASTER OF ARTS (BIBLICAL EXEGESIS)

The Master of Arts (Biblical Exegesis) is intended to develop the exegetical competency of students in the biblical texts of the Old Testament and New Testament via rigorous study in the history and culture of the Ancient Near East, the Greco-Roman World, Greek and/or Hebrew Language Study, and mastery of the genres of Scripture. The program is designed to serve current pastors seeking to enhance their exegetical skills along with individuals seeking mastery of original language exegesis for work in vocations such as religious publishing and biblical translation. Applicants for the Master of Arts [Biblical Exegesis] degree program should possess a minimum of 2.5 cumulative grade point average from an accredited baccalaureate institution. For students planning to enroll full-time, the table below provides a detailed and specific curricular path. Those intending part-time enrollment will find valuable insights from this information for planning your ideal course sequencing. *Students interested in the M.A. (Biblical Exegesis) program will choose between an Old Testament, New Testament or a combination of Old Testament and New Testament tracks.*

	FALL SEMESTER			J-TERM/SPRING SEMESTER			SUMMER SEMESTER		
YEAR ONE	NO.	COURSE	CR.	NO.	COURSE	CR.	NO.	COURSE	CR.
	BBL-501	Biblical Hermeneutics	3	BBL-511/517	Greek II or Hebrew II	3	BBL-EL	Bible Elective	3
	BBL-510/516	Greek I or Hebrew I	3	THE-540	Systematic Theology I	3	BBL-EL	Bible Elective	3
	THE-501	Program Introduction Seminar	2	BBL	Bible Elective	3			
	Total		8	Total		9	Total		6
YEAR TWO	NO.	COURSE	CR.	NO.	COURSE	CR.	NO.	COURSE	CR.
	THE-640	Systematic Theology II	3	THE-641	Systematic Theology III	3	BBL-EL	Bible Elective	3
	BBL-672/640	N.T. I or O.T. I:Exegesis	3	BBL-677/641	N.T. II or O.T. II	3	BBL-EL	Bible Elective	3
	BBL-EL	Bible Elective	3	BBL-601	Experiencing the Anceint World of the Bible (ISRAEL)	2			
	Total		9	Total		8	Total		6
TOTAL HOURS: 46									

	FALL SEMESTER			J-TERM/SPRING SEMESTER			SUMMER SEMESTER		
YEAR ONE	NO.	COURSE	CR.	NO.	COURSE	CR.	NO.	COURSE	CR.
	BBL-510	Greek I	3	BBL-511	Greek II	3	THE-540	Systematic Theology I	3
	THE-501	Program Introduction Seminar	2	BBL 501	Biblical Hermeneutics	3	BBL-EL	Bible Elective	3
	Total		5	Total		6	Total		6
YEAR TWO	NO.	COURSE	CR.	NO.	COURSE	CR.	NO.	COURSE	CR.
	BBL-516	Hebrew I	3	BBL-517	Hebrew II	3	THE-640	Systematic Theology II	3
	BBL-672	NT I: Introduction to Exegesis	3	BBL-677	NT II: The Gospels	3	BBL-EL	Bible Elective	3
	Total		6	Total		6	Total		6
YEAR THREE	NO.	COURSE	CR.	NO.	COURSE	CR.			
	BBL-640	OT I: Intro to Hebrew Exegesis	3	BBL-641	OT II: Exegesis in the Pentateuch	3			
	THE-641	Systematic Theology III	3	BBL-601	Experiencing the Anceint World of the Bible (ISRAEL)	2			
	Total		6	Total		5			
TOTAL HOURS: 46									

MASTER OF ARTS (BIBLICAL EXEGESIS) DEGREE REQUIREMENTS

The MA (Biblical Exegesis) degree is conferred when the following conditions are met:

1. Completion of 46/47 semester hours with a minimum 2.5 cumulative grade point average. Included are a 16/17 credits of Basic core and a 30 credit exegetical specialization.
2. Transfer students must achieve a minimum of 32 semester hours at Grand Rapids Theological Seminary.
3. Advanced standing credit is limited to $\frac{1}{4}$ of the degree program requirements (12 credits).
4. Credits achieved online and/or by distance education are limited to 8 courses (24 hours) within the degree program.
5. Evidence of personal commitment to Jesus Christ and a life pattern of moral character and conduct.
6. Completion of all assessments, including entrance, mid-point and exit assessments.
7. The meeting of all financial obligations.
8. GRTS limits the use of credits towards the completion of a degree to those credits (i.e. transfer credits, advanced standing credits, or credits earned at GRTS) achieved within 10 years prior to degree completion.
9. Participation in commencement.

MASTER OF ARTS (BIBLICAL EXEGESIS) STUDENT LEARNING OUTCOMES

The Master of Arts (Biblical Exegesis) program is designed to enable the student to:

Core Curriculum

1. Conduct accurate biblical interpretation with reference to the Hebrew and/or Greek texts.
2. Apply the comparative method regarding cognitive environment, utilize the material culture, and consider the geographical and socio-historical contexts in understanding the meaning of texts.
3. Articulate theology that is rooted in the emphases of the biblical authors and identify the differences.
4. Critically assess their own social location within the global setting and judiciously employ a variety of reading strategies as they engage Scripture.

MASTER OF THEOLOGY

The Master of Theology is offered on a limited basis to students who have demonstrated exceptional ability in biblical and theological scholarship at the Master of Divinity and Master of Arts level. The development of mastery and competency in the major field is the primary purpose of this program. The program consists of 30 semester hours in one of two areas of concentration: Old Testament or New Testament. The curriculum is structured in a manner that engages the student in independent research under the supervision of a major professor. Applicants for the Master of Theology should possess a minimum 3.0 grade point average in the Master of Divinity or Master of Arts degree. *Students interested in the Master of Theology program choose between an Old Testament or New Testament concentration.*

MASTER OF THEOLOGY (OLD TESTAMENT)

	FALL SEMESTER			J-TERM/SPRING SEMESTER			SUMMER SEMESTER		
YEAR ONE	NO.	COURSE	CR.	NO.	COURSE	CR.	NO.	COURSE	CR.
	BBL-840	Language	4	BBL-844	Biblical Theology	4	BBL-846	Old Testament Introduction	4
	BBL-841	History	4						
	Total	..... 8		Total	..... 4		Total	..... 4	
YEAR TWO	NO.	COURSE	CR.	NO.	COURSE	CR.			
	BBL-848	Old Testament Exegesis	4	BBL-890	Th. M. Thesis	6			
	BBL-880	Enrichment	4						
	Total	..... 8		Total	..... 6				
TOTAL HOURS: 30									

MASTER OF THEOLOGY (NEW TESTAMENT)

	FALL SEMESTER			J-TERM/SPRING SEMESTER			SUMMER SEMESTER		
YEAR ONE	NO.	COURSE	CR.	NO.	COURSE	CR.	NO.	COURSE	CR.
	BBL-870	Grammar and Translation	4	BBL-874	Exegesis of the Gospels and Acts	4	BBL-876	Exegesis of the Pauline Epistles	4
	BBL-841	New Testament Introduction and Historical Background	4						
	Total	..... 8		Total	..... 4		Total	..... 4	
YEAR TWO	NO.	COURSE	CR.	NO.	COURSE	CR.			
	BBL-877	Exegesis of the General Epistles and Revelation	4	BBL-890	Th. M. Thesis	6			
	BBL-880	Enrichment	4						
	Total	..... 8		Total	..... 6				
TOTAL HOURS: 30									

ADMISSION REQUIREMENTS AND PROCESS

1. Candidates for the program should possess an accredited baccalaureate degree and Master of Divinity or Master of Arts in the relevant theological discipline, and achieve a minimum 3.0 cumulative grade point average in graduate level study.
2. Applicants are required to submit a graded writing sample from the M.Div. or M.A. equivalent degree program which demonstrates knowledge of research and scholarly writing. Scores from the General Graduate Record Exam (GRE) may also be requested in addition to or in place of the graded writing sample as determined by the supervising professor.
3. Transfer credits are not generally permitted in this degree program.
4. Candidates for the Old Testament or New Testament concentration should demonstrate advanced competency in the related original language (Hebrew or Greek).
5. Candidates should possess well developed critical thinking and communication skills, both essential to theological research and writing.
6. Candidates should show promise for exceptional productivity in Kingdom ministry from previous academic work and personal spiritual qualifications.
7. Applicants are required to provide two letters of recommendation from former teachers – one from a former teacher in the anticipated major field.
8. Applicants must submit to the Graduate Admissions Office a formal letter to the faculty indicating reasons for pursuing an advanced graduate theological degree. The letter should also include the selection of a major field for the program and life objectives.
9. Admission to the Master of Theology is granted by approval of the supervising professor and the related divisional faculty.

PROGRAM ORGANIZATION AND EVALUATION

1. Major Field (20 hours) – A minimum of 20 semester hours will be achieved through major field units.
2. Enrichment (4 hours) – With the approval of the major professor, a four credit course must be taken in another specialization area with another professor.
3. Professional Practicum (no credit) – Each student will be involved in teaching and/or engaged in related professional activities under the supervision of the major professor and approval of the Dean.
4. Thesis (6 hours) – The thesis is required in the major field. A faculty committee will be appointed by the Dean to review and evaluate the thesis. The thesis topic must be submitted to the major professor for approval by the end of the second

week of the semester the student begins their thesis. The first draft of the thesis is due at the end of the second week of January. The final draft is to be submitted to the major professor at the end of the first week of March. An oral defense of the thesis is required and will be conducted by the faculty committee.

5. A 3.0 grade point average must be achieved in all Master of Theology course work. Any work below 3.0 grade point average must be repeated according to the seminary retake policy.

COSTS AND TIME LIMITS

1. See the financial information section of this catalog for the current Master of Theology tuition costs.
2. The degree, including the thesis, is to be completed within three academic years.
3. Failure to complete the program within the three academic year time limit (three years/two summers) will require a formal evaluative meeting with the major professor and Dean. Program extension is granted only on the basis of faculty vote.

MASTER OF THEOLOGY: DEGREE REQUIREMENTS

1. Completion of 30 semester hours with a minimum 3.0 grade point average for each course and a minimum 3.0 cumulative grade point average for the program.
2. Completion of 20 semester hours in the major field of study, a 4 semester hour enrichment, and the 6 semester hour thesis.
3. The completion of the professional practicum, fulfilled under the supervision of the program advisor.
4. Evidence of personal commitment to Jesus Christ and a life pattern of moral character and conduct.
5. Successful completion and defense of Master of Theology Thesis.
6. Completion of thesis submission to Miller Library.
7. The meeting of all financial obligations.
8. Three years from matriculation are permitted to complete all degree requirements.
9. Participation in commencement.

MASTER OF THEOLOGY STUDENT LEARNING OUTCOMES

The Master of Theology curriculum is designed to enable the student to:

Old Testament Major

1. Read with facility the prose and poetry of the Hebrew Bible with the use of lexical tools.
2. Demonstrate advanced hermeneutical and exegetical skills that apply to Old Testament literature.
3. Identify and describe the academic study of the Old Testament.
4. Demonstrate competency to read the Old Testament against its ancient Near Eastern background.
5. Research and write an advanced level master's thesis in Old Testament.

New Testament Major

1. Read with facility the Greek New Testament with the use of lexical tools.
2. Demonstrate advanced hermeneutical and exegetical skills.
3. Identify and describe the categories that comprise the academic study of the New Testament.
4. Research and write an advanced level master's thesis in New Testament.

COURSE DESCRIPTIONS

INTERPRETIVE AIDS

ACADEMIC DIVISIONS are represented by the first three letters within the course number:

- BBL Exegetical/Biblical Theology
- THE Systematic/Historical/Philosophical Theology
- MIN Ministry Theology
- COU Counseling

COURSE LEVEL is represented by the first digit in the course number:

- 5 Junior
- 6 Middler
- 7 Senior
- 8 Master of Theology

COURSE DEPARTMENT and discipline are represented by the second digit in the course number:

Bible

- 0-1 Foundations to Biblical Exegesis
- 2-4 Old Testament
- 5-7 New Testament
- 8-9 Special Enrollments in Bible

Theology

- 0 Foundations to Theological Inquiry
- 1-3 Historical Theology
- 4-6 Systematic Theology
- 7 Moral and Philosophical Theology
- 8-9 Special Enrollments in Theology

Ministry

- 0-1 Foundations to Ministry Leadership
- 2-3 Pastoral Ministries
- 4-5 Christian Formation
- 6-7 Intercultural Ministries
- 8-9 Special Enrollments in Ministry

Counseling

- 0 Foundations of Counseling
- 1-7 Counseling
- 8-9 Special Enrollments in Counseling

SECTION NUMBERS appear on course schedules and convey the following meaning:

- 01 Conveys a residential course offering (-01 may or may not be included)
- 25 Conveys an online course offering
- 45 Conveys an Urban Cohort course offering

EXEGETICAL/BIBLICAL THEOLOGY

The Bible Division of Grand Rapids Theological Seminary is committed to the fundamental importance of Scripture in ministry. Pastors, missionaries, educators and other Christian workers must be able to interpret and apply Scripture for effective ministry in the modern world.

The Old Testament and New Testament departments offer courses in the background, languages, books and themes of the Bible. The objective of these courses is to develop a methodology for lifelong biblical study. Seminary studies are an introduction to the disciplines that are necessary for exegetically accurate and culturally relevant Bible exposition. Therefore, the exegetical/biblical theology courses provide the formative tools and skills students will need for ministry. The student must sharpen these tools and skills through continued study and ministry beyond seminary.

OLD TESTAMENT

The Old Testament department seeks to equip students with foundational knowledge and skill in interpreting and applying the Hebrew Scriptures. Depending upon the specific program of studies, courses focus upon learning biblical Hebrew, the primary language of the Old Testament, developing skills in exegeting biblical texts, understanding the historical and cultural worldview of the Old Testament and tracing the historical development of key concepts of Old Testament biblical theology. Specific studies are offered in the various parts of the Old Testament in the context of God's completed revelation.

NEW TESTAMENT

New Testament studies seek the fundamental skill of enabling the student to make reasoned judgments about the meaning of the New Testament text. Such skill includes the knowledge of biblical languages, the historical background of the text, the principles for interpreting the text and the skills to apply these tools. The key theological ideas of the New Testament are traced through their historical development in the text.

COURSES

BBL-501 Biblical Hermeneutics 3

An introduction to the process of determining the original meaning and contemporary significance of biblical texts. The course includes lecture, discussion and individual research. This course is available both on campus and by online education, and must be completed within the first 15 credits of enrollment.

BBL-505 Ancient World of the Old Testament 3

A detailed study of the history, culture, and geography of Israel in its ancient Near Eastern context with an emphasis on illuminating the world of the Old Testament. The course will include interaction with maps, archaeological resources, and ancient Near Eastern comparative literature. This course is only available by online education.

BBL-506 The Ancient World of the Bible 3

A detailed study of the history, culture, and geography of ancient Israel, the ancient Near East, and the Mediterranean basin from the Late Bronze Age through the Roman period with an emphasis on illuminating the world of the Bible. The course will include interaction with maps, archaeological resources, and ancient Near Eastern and Second Temple period comparative literature. This course is the on-campus alternative to BBL-601.

BBL-507 Ancient World of the New Testament 3

A detailed study of the historical period from the Persian period through the Bar Kokhba's revolt as an aid in interpreting the New Testament within its historical and cultural setting. This course is only available by online education.

BBL-508 Biblical Theology 3

An integrated study of the central themes from the Old and New Testaments that comprise the grand narrative of Scripture. Prerequisite: BBL-501 Biblical Hermeneutics

BBL-510 Greek I 3

A study of the elements of Koine Greek.

BBL-511 Greek II 3

A continuation of Greek I with exercises in reading the Greek New Testament, introduction to NT Textual Criticism, and the use of basic lexical and syntactical tools. Prerequisite: BBL-510 Greek I

BBL-512 Greek Reading and Review 2

A remedial course which reviews the basics of Greek grammar and improves translation skills. Prerequisites: BBL-510 Greek I and BBL-511 Greek II, or equivalent

BBL-516 Hebrew I 3

An introduction to the basic grammar and vocabulary of biblical Hebrew.

BBL-517 Hebrew II 3

A continuation of Hebrew I with emphasis on grammar, syntax and expansion of vocabulary by means of translating simple texts. Prerequisite: BBL-516 Hebrew I

BBL-520 Genesis 3

A study of the message of Genesis (English text), with emphasis on interpretive method as well as the foundational theology of this book for understanding the place of humanity in God's created order and the call on those of faith to be a blessing to all nations. For students with Hebrew, the course involves exegesis of selected portions of Hebrew text. Prerequisite: BBL-501 Biblical Hermeneutics

BBL-523 Psalms 3

A study of the Book of Psalms (English text), with emphasis on interpretive method as well as the continued relevance of psalms for individual spirituality, corporate worship, and the cry for God's coming kingdom and its King, Jesus the Messiah. For students with Hebrew, the course involves exegesis of selected portions of Hebrew text. This course is available both

on campus and by online education. Prerequisite: BBL-501 Biblical Hermeneutics

BBL-529 The Gospel of Mark 3

A literary and theological study of Mark with a focus on how the narrative configures the identity and mission of Jesus Christ in relation to the God of Israel and what it means to be disciples of Jesus. Special attention will be given to the Gospel's narrative devices, its use of the Scriptures, and its relevance for discipleship and ministry.

BBL-550 The Gospel of Matthew 3

Exposition of this Gospel with emphasis on its themes of Christology, kingdom and church. This course is available both on campus and by online education. Prerequisite: BBL-501 Biblical Hermeneutics

BBL-552 The Gospel of Luke 3

An examination of the Gospel of Luke with concentration on its message and preparation of narrative material for preaching and teaching. This course is available both on campus and by online education. Prerequisite: BBL-501 Biblical Hermeneutics

BBL-553 The Acts of the Apostles 3

An exegetical examination of the Acts of the Apostles with concentration on the biblical theology of the Book of the Acts, the historical background of events and the theological emphasis of the speeches. Special attention is given to the relationship between the church and Israel in the early church era. Prerequisite: BBL-501 Biblical Hermeneutics

BBL-554 Romans 3

An exposition of this letter in terms of its significance for biblical and systematic theology. This course is available both on campus and by online education. Prerequisite: BBL-501 Biblical Hermeneutics

BBL-555 Galatians 3

The course engages students in readings, critical reflection, online discussion, and in reflective and exegetical writing related to the Book of Galatians. Consideration is given to the history of interpretation, exegetical method for interpretation, difficult issues related to interpretation, and to theological development. The course culminates for the student in the development of a written exegetical research commentary on one section of the Book of Galatians. This course is available both on campus and by online education. Prerequisite: BBL-501 Biblical Hermeneutics

BBL-556 Pastoral Epistles 3

Interpretation of 1 and 2 Timothy and Titus in relationship to ministry and church life. Prerequisite: BBL-501 Biblical Hermeneutics

BBL-557 Hebrews 3

A verse-by-verse interpretation of the epistle with special attention to the literary structure, the use of the Old Testament, the Christology and the problem of apostasy. This course is available both on campus and by online education. Prerequisite: BBL-501 Biblical Hermeneutics

BBL-558 James 3

The text of James will be studied with special emphasis on its connections to the Old Testament, the Gospels, Second Temple Judaism, and its contribution to wisdom and ethical literature in the New Testament. This course is available both on campus and by online education. Prerequisite: BBL501 Biblical Hermeneutics

BBL-559 Revelation 3

An exposition of the Apocalypse in view of genre, history of interpretation, structure and theological significance. Prerequisite: BBL-501 Biblical Hermeneutics

BBL-600 Biblical Archaeology 3

A study of the application of archaeological method and theory to excavation in the lands and times of the Bible, the history of so-called "Biblical Archaeology," and important archaeological findings that illuminate the world of the Bible. The course may include a "field study" component consisting of on-site training and excavation.

BBL-601-Jterm Experiencing the Ancient World of the Bible 2

Through extensive travel and on-site study, a detailed study of the history, culture and geography of ancient Israel, the ancient Near East, and the Mediterranean basin from the Late Bronze Age through the Roman period with an emphasis on illuminating the world of the Bible. In cooperation with overseas partner GTI Tours, this intensive study trip includes interaction with maps, archaeological resources and ancient Near Eastern and Second Temple period comparative literature. This course is limited to approved Master of Divinity students and each enrolled student will be charged an additional \$1045 course fee (\$1145 after June 21, 2019) to cover a portion of the travel and accommodations costs associated with the study tour. The fee is due upon approval of participation and must be paid directly to the accounting office.

BBL-601-Jter2 Experiencing the Ancient World of the Bible 2

An additional section of the study tour BBL-601-01. This course is limited to approved Master of Arts or non-degree seeking students and each enrolled student will be charged an additional \$3685 course fee (\$3785 after June 21, 2019) to cover a portion of the travel and accommodations costs associated with the study tour. The fee is due upon approval of participation and must be paid directly to the accounting office.

BBL-603 Methods and Practice in Biblical Archaeology 1-3

An independent study focused on the hands-on application of archaeological method and theory as part of an organized field excavation and/or laboratory analysis project. This course may be taken multiple semesters.

BBL-627 Ephesians 3

A literary and theological study of the letter with special attention to its structure, the character of its argument, its theological orientation within its ancient ideological and cultural setting, and its vision for the church. The course is available in both on-campus and online education..

BBL-630 Wisdom Literature 3

A study of the Old Testament wisdom literature (English text of Proverbs, Job, Ecclesiastes, the Song of Songs, and wisdom psalms), with emphasis on the theology of wise living and the relevance of these books to biblical theology and contemporary culture. For students with Hebrew, the course involves exegesis of selected portions of Hebrew text. This course is available both on campus and by online education. Prerequisite: BBL-501 Biblical Hermeneutics

- BBL-632 Isaiah** **3**
A study of the message of Isaiah (English text), with emphasis on the prophet's vital contribution to the unfolding message of God's kingdom—the role of his royal, suffering Servant. For students with Hebrew, the course involves exegesis of selected portions of Hebrew text. Prerequisite: BBL-501 Biblical Hermeneutics
- BBL-637 Minor Prophets** **3**
A study of the message of selected Minor Prophets in their original contexts (English text), with emphasis on interpretive method as well as relevance for spiritual formation and engagement with contemporary culture. For students with Hebrew, the course involves exegesis of selected portions of Hebrew text. The following two groupings are offered regularly. Prerequisite: BBL-501 Biblical Hermeneutics
- Amos and Hosea***
A study of the message of two prophets who ministered as judgment dawned on the northern kingdom, calling Israel back to its covenantal obligation to social justice and loving devotion to God.
- Micah, Zephaniah, Habakkuk***
A study of the message of three prophets who served at crisis points in the history of the southern kingdom, calling the nation's leadership to account and offering hope to the faithful remnant who suffered in the face of national calamity.
- BBL-640 Old Testament Studies I: Introduction to Hebrew Exegesis** **3**
An introduction to the methods of Hebrew exegesis, including textual criticism, syntactical and discourse analysis, and lexical studies, with further development of skills in translating and understanding Hebrew narrative. Prerequisite: BBL-516 Hebrew I and BBL-517 Hebrew II (with grade of "C" or better)
- BBL-641 Old Testament Studies II: Exegesis in the Pentateuch** **3**
A study of the content and biblical theology of Genesis through Deuteronomy, including exegesis of selected texts from various literary genres. This course engages questions of composition, ancient history and culture, New Testament correlation, contemporary challenges to religion and ethics in the Old Testament, as well as the relevance and communication of the canonical message of these texts to contemporary culture. Prerequisite: BBL-640 Old Testament Studies I
- BBL-642 Old Testament Studies III: Exegesis in the Prophets and Writings** **3**
A study of the content and biblical theology of Joshua through Malachi, including exegesis of selected texts from the Prophets, Psalms, and wisdom literature. This course engages questions of composition, ancient history and culture, New Testament correlation, as well as the relevance and communication of the canonical message of these texts to contemporary culture. Emphasis is placed on the message of Isaiah, Psalms, and selected wisdom themes. Prerequisite: BBL-640 Old Testament Studies I
- BBL-650 Gospel of John** **3**
Study and analysis of the purpose, structure, emphases and significance of the English text of the fourth Gospel. Prerequisite: BBL-501 Biblical Hermeneutics
- BBL-651 1 Corinthians** **3**
A detailed study of the text of 1 Corinthians with emphasis on the relevance of this epistle for the contemporary church. This course is available both on campus and by online education. Prerequisite: BBL-501 Biblical Hermeneutics
- BBL-672 New Testament Studies I: Introduction to Exegesis** **3**
An introduction to the theory of translation and practice of exegesis. Selections in the Pauline epistles are used to apply grammatical and hermeneutical principles of Greek exegesis. The life and writings of Paul are introduced. Prerequisite: BBL-510 Greek I and BBL-511 Greek II (with grade of "C" or better)
- BBL-677 New Testament Studies II: The Gospels** **3**
An introduction to the study of the Gospels, emphasizing exegetical method. Students will become aware of the rudiments of historical, source, form, redaction and literary critical methods. They will also develop their own skills in the exegesis of Gospel texts with a view to biblical theology and the ministry of the word. Prerequisites: BBL-510 Greek I, BBL-511 Greek II and BBL-672 New Testament Studies I: Introduction to Exegesis or permission of the instructor
- BBL-678 New Testament Studies III: The General Epistles** **3**
An introduction to the study of the general Epistles (Hebrews-Revelation), emphasizing Greek exegesis and biblical theology. Students will consider the historical setting of these books and develop their exegetical skills by working with selected texts. Growth in doing biblical theology and expository ministry is also targeted. Prerequisites: BBL-510 Greek I, BBL-511 Greek II and BBL-672 New Testament Studies I: Introduction to Exegesis or permission of the instructor
- BBL-742 Biblical Aramaic** **3**
An introduction to the grammar, vocabulary, and syntax of biblical Aramaic. The course will focus on reading selections from Daniel and Ezra, but will also include readings in extra-biblical Aramaic texts. Prerequisite: BBL-516 Hebrew I and BBL-517 Hebrew II
- BBL-762 The Parables of Jesus** **3**
Methods of interpreting Jesus' parables are surveyed and then an eclectic model drawing on the best insights of each is applied to each of the major narrative parables in the Gospels. Conclusions are drawn concerning the theology and significance of this portion of Jesus' teaching. Prerequisite: BBL-501 Biblical Hermeneutics
- BBL-770 Intermediate Greek Grammar** **3**
A more advanced study of Greek Grammar than Greek I and II with emphasis on learning grammatical labels and applying them to the Greek text. Prerequisite: BBL-510 Greek I and BBL-511 Greek II, or equivalent
- BBL-772 Greek Exegesis of Ephesians** **3**
This course is an exegetical and theological study of the Greek text of the New Testament epistle to the Ephesians. The text will be translated and grammatically and structurally analyzed in relation to selected commentary and journal literature on the epistle. Prerequisite: BBL-510 Greek I and BBL-511 Greek II
- BBL-782 Thesis Readings and Proposal: M.Div.** **1**
This guided course will equip the student to survey relevant scholarship and prepare a thesis proposal and outline.
- BBL-783 Independent Study in Old Testament** **1-3**
Individual research in a particular area under the direction of a member of the Old Testament faculty. Registration for this course requires advisor approval.

BBL-784 Independent Study in New Testament 1-3
Supervised independent study for advanced students in New Testament. Registration for this course requires advisor approval.

BBL-789 Advanced Topics: Bible 3
A formal class which addresses the interests of students and faculty. Courses may include current issues, biblical and theological areas and other subjects which call for special analysis.

MASTER OF THEOLOGY COURSES

Master of Theology courses are research-based, involving regular meetings with the professor for guidance and evaluation. The guided research and reading is particularized to the specific goals of each student.

BBL-840 Advanced Language Study 4
Guided study in Aramaic, or if competency already is demonstrated for Aramaic, then Ugaritic, Akkadian, or Middle Egyptian may be substituted.

BBL-841 Advanced Study in the History and Culture of Israel and the Ancient Near East 4
Guided study of critical issues in the history and culture of ancient Israel within the context of the ancient Near East. In addition to extensive reading in biblical and ancient Near Eastern literature, archaeology, and historical geography, students will present a final paper before the faculty of Old Testament.

BBL-846 Advanced Study in Critical Issues and Methods in the Study of the Old Testament 4
Guided study of critical issues and contemporary methods in the study of the Old Testament. In addition to extensive reading in the various subfields of biblical criticism, students will present a final paper before the faculty of the Old Testament.

BBL-848 Advanced Old Testament Exegesis 4
Guided exegesis in selected texts in a variety of genres. The student will incorporate a variety of constructive approaches to biblical criticism and demonstrate competency using the advanced search capabilities of electronic tools. The final paper will be an exegetical commentary on a selected text.

BBL-870 Grammar and Translation 4
The student will be expected to have a working knowledge of Greek grammar and to have translated the entire Greek New Testament.

BBL-872 New Testament Introduction and Historical Background 4
The student will be expected to know the basis, history and methodology of textual criticism. The student must have a general awareness of those significant historical developments from the Persian period through the Bar Kokhba's revolt which form the backdrop for the New Testament.

BBL-792 Master's Thesis 3
The student will write a 50-75 page thesis under the supervision of a faculty thesis advisor on a significant approved topic in the major field. The thesis format should be governed by A Manual for Writers of Papers, Theses and Dissertations (current edition) by Kate L. Turabian, along with any supplemental materials and/or instructions provided by the seminary. Registration for this course requires advisor approval. Each enrolled student will be charged an additional fee of \$100.00 for thesis review and binding. Prerequisite: BBL-782 Thesis Reading and Proposal: M. Div.

BBL-874 Exegesis of the Gospels and Acts 4
The student will sight-read the Greek text and discuss the exegetical issues with the major professor. He/she will also prepare a list of major exegetical problems for each book.

BBL-876 Exegesis of the Pauline Epistles 4
The student will sight-read the Greek text and discuss the exegetical issues with the major professor. He/she will also prepare a list of major exegetical problems for each book.

BBL-877 Exegesis of the General Epistles and Revelation 4
The student will sight-read the Greek text and discuss the exegetical issues with the major professor. He/she will also prepare a list of major exegetical problems for each book.

BBL-880 Enrichment 4
The student will select, with the guidance of the academic advisor, an enrichment module outside the program major.

BBL-884 Advanced Study in Old Testament Biblical Theology 4
Guided study of classic and contemporary Old Testament theologies, engaging as well at the interface with Israelite religions. In addition to written review of the primary literature, the student will present a final paper before the faculty of the Old Testament on a topic that demonstrates his/her own method.

BBL-890 Th.M. Thesis 6
The student will write a 60-100 page thesis on a significant and approved topic in the major field. The thesis format should be governed by A Manual For Writers of Term Papers, Theses and Dissertations (current edition) by Kate Turabian, along with supplemental materials and/or instructions provided by the seminary. The thesis will be supervised by a thesis advisor and defended before a faculty committee. Each enrolled student will be charged an additional fee of \$125.00 for thesis review and binding.

HISTORICAL/SYSTEMATIC/ PHILOSOPHICAL/MORAL THEOLOGY

Building on the foundation of exegesis and biblical theology on the one hand and the context of the proclamation of the Gospel to the whole world on the other, the courses in this department aim at integration and wholeness. This division serves the other divisions by reminding them of the total context of the Bible as developed by God's people in the history of the church and in contemporary cultures. This task is accomplished in historical, systematic, moral and philosophical theology.

Historical Theology

This department emphasizes the history of Christian thought rather than institutional history. The focus is upon the church struggling with the meaning of Scripture and defending itself against attack by means of an increasingly full and accurate statement of theological truth as it proclaims the Gospel in worship, prayer and witness. These courses address post-canonical Christian thought. The leading thinkers, documents, ideas and movements are examined in their historical context. Students gain an understanding of their Christian heritage and evaluate examples of theology in historical and cultural contexts.

Systematic Theology

Building upon exegetical theology, biblical theology and historical theology, systematic theology aims at a logical synthesis of the major themes of the Bible in the context and language of contemporary cultures. The systematic theology sequence confronts the student with theological methodology and the content and interrelationships of the individual doctrines. It is fundamental to the rest of the theological curriculum. Ideally, students who have not previously taken formal biblical courses should take BBL-501 Biblical Hermeneutics and BBL-508 Biblical Theology before taking the systematic theology sequence. Students who have completed upper level systematic theology in college may, with the approval of the departmental chairman, be permitted to move directly into the theology seminars.

Moral and Philosophical Theology

Moral Theology is a logical and coherent synthesis of the imperative statements of the Bible on the foundation of systematic theology. These courses aim to present a biblical alternative to legalism, antinomianism and natural theology.

Philosophy has a significant contribution to make to the Christian thinker. It tests and challenges confused and inconsistent theological thought, and it forces theology toward precision and consistency. It provides language to express theology. It drives theology toward the wholeness of a Christian worldview.

COURSES

THE-501 Program Introduction Seminar 2

This course serves as an introduction to graduate theological education at Grand Rapids Theological Seminary. It prepares students for the rigors of graduate scholarship by honing the skills of graduate research, reading and writing. This course is generally required for resident students within the first semester and must be completed by all students, with the exception of Master of Arts in Counseling students, within the first 15 credits of enrollment.

THE-515 Historical Theology I: The Early Church 3

The church from the close of the New Testament canon through Augustine in the West and the council of Chalcedon in the East.

THE-516 Historical Theology II: The Medieval Church 3

The medieval church, primarily in the West, from Augustine through the forerunners of the Reformation.

THE-517 Historical Theology III: The Medieval Church 3

The reformation and post-reformation church from Martin Luther to early eighteenth century.

THE-518 Historical Theology IV: The Modern Church 3

The modern church from the early eighteenth century to the present.

THE-540 Systematic Theology I: Invitation to Theology 3

This course introduces and practices a metanarrative for doing theology. The biblical narratives and propositions are heard in the context of the story that begins with creation, is centered in Jesus' first coming and reaches its culmination in the new heavens and earth. The doctrines of the Scriptures and God are studied, and the foundation laid for THE-640 Systematic Theology II and THE-641 Systematic Theology III.

THE-550 Theology for Counseling I: Christian Worldview 3

This course examines the fundamental concepts of the Christian worldview and demonstrates how to integrate them into counseling situations. The doctrines of Scripture, God, and humanity are covered, and the foundation laid for Theology for Counseling II.

THE-551 Theology for Counseling II: Kingdom of God 3

This course completes the survey of the Christian worldview by examining and applying to counseling scenarios the following doctrines: sin, the person and work of Jesus, the person and work of the Holy Spirit, the church, salvation, and last things. Prerequisite: THE-550 Theology for Counseling I

THE-572 Christian Worldview 3
An elaboration of the Christian perspective upon all of life and reality with emphasis on basic matters such as method, being, knowing and doing. This course is available both on campus and online.

THE-584 Thesis Readings: Theology 1-3
An independent readings course in preparation for writing a master's thesis in a focused area of theological study. The student will read approximately 2,000 pages and structure a thesis proposal under the guidance of a thesis advisor and in accordance with seminary standards for form and style. Registration for this course requires advisor approval.

THE-640 Systematic Theology II: Christian Worldview 3
This course continues our metanarrative theology by examining the Christian story of creation, fall, redemption and consummation, with special attention given to the nature and task of humanity, the distortion of the world through sin and the redemptive work and person of Jesus Christ and the Holy Spirit. Prerequisite: THE-540 Systematic Theology I

THE-641 Systematic Theology III: Kingdom of God 3
This course will examine in detail the doctrine of salvation (soteriology), the church (ecclesiology), the basic elements of pastoral theology (internal and external call to the ministry, ordination, ministry of the word and sacraments, church discipline and pastoral spiritual formation) and the four last things (death, judgment, heaven and hell). Prerequisites: THE-540 Systematic Theology I

THE-670 Christian Social Ethics 3
This course engages a number of contemporary social issues from a biblical and theological perspective. Through guest presentations, lectures, readings, and interactive discussion, students consider such issues in Christian social ethics as work and economics, racism and affirmative action, marriage and homosexuality, domestic and international poverty, personal and corporate stewardship, differing roles of government, church, private initiative, entrepreneurship, power relations within the church, and leadership integrity.

THE-676 Apologetics and Moral Issues in Christian Ministry 3
This course will help students preserve and steward their life and doctrine by evaluating the philosophical foundations of the Christian faith and various ethical problems encountered in pastoral care, spiritual direction, and Christian counseling.

THE-710 Seminar in the History of Christian Thought 3
An investigation and evaluation of the thought and influence of great theologians and theological movements. The following are offered regularly:

Augustine

A study of his life and teachings in the context of his historical, ecclesiastical, philosophical and theological environment. Focus on the Confessions, the City of God, or the Pelagian controversy. Prerequisite: THE-515 Historical Theology I or THE-516 Historical Theology II

Barth

A study of his life and teachings in the context of German liberalism, Kierkegaard and the world wars. Focus upon the contributions and dangers of either Volume I, II or IV of the Church Dogmatics.

Calvin

A study of his Institutes of the Christian Religion in the context of his commentaries, sermons and late medieval and reformation theology.

Prayer and Spirituality in the Early Church

This course will examine the development of spiritual disciplines (prayer, fasting, meditation on Scripture, corporate worship and right use of the sacraments) in the church from the New Testament to 600 A.D. Early Christian understandings of the psychology of temptation, habituation to evil, personal conversion and spiritual discernment will also be investigated and their relevance to the contemporary practice of spiritual direction will be discussed. Prerequisite: THE-515 Historical Theology I or THE-516 Historical Theology II

Contemporary Issues in Theology and Ministry

This course examines various contemporary doctrinal and practical controversies from biblical, historical, philosophical, systematic, and ministerial perspectives.

The History and Theology of Social Justice

A study of the biblical and theological roots for an evangelical approach to social justice, with particular attention to historical and contemporary social justice movements.

THE-782 Thesis Readings and Proposal: M.Div. 1
This guided course will equip the student to survey relevant scholarship and prepare a thesis proposal and outline.

THE-784 Independent Study: Historical Theology 1-3
Individualized research and writing for the superior student, building upon a concentration in historical theology. Registration for this course requires advisor approval.

THE-785 Independent Study: Systematic Theology 1-3
Individualized research and writing for the superior student, building upon a concentration in systematic theology. Registration for this course requires advisor approval.

THE-786 Independent Study: Moral and Philosophical Theology 1-3
Individualized research and writing for the superior student, building upon a concentration in moral and philosophical theology. Registration for this course requires advisor approval.

THE-788 Advanced Topics: Theology 3
A formal class that addresses the interests of students and faculty. Courses may include current issues, biblical and theological areas, and other subjects which call for special analysis.

THE-792 Master's Thesis 3
The student will write a 50-75 page thesis under the supervision of a faculty thesis advisor on a significant approved topic in the major field. The thesis format should be governed by A Manual for Writers of Papers, Theses and Dissertations (current edition) by Kate L. Turabian, along with any supplemental materials and/or instructions provided by the seminary. Registration for this course requires advisor approval. Each enrolled student will be charged an additional fee of \$100.00 for thesis review and binding. Prerequisite: THE-584 Thesis Readings: Theology

MINISTRY THEOLOGY

The courses in Ministry Theology enable the student to integrate biblical and theological studies into a philosophy of ministry for Christian service in the multifaceted cultures of our contemporary world. Ministry Theology encourages the student to bring all other biblical and theological study to bear on doing theology through the proclamation of Scripture, the spiritual formation of believers and the extension of biblical witness to the cultures of our world.

Pastoral Ministries

The Pastoral Ministries concentration is intended to develop the skills of preaching, governance and counseling. Organizational Leadership (MIN-510) is basic to the concentration with added skills developed in preaching, administration and relational skills. Electives in this concentration enable the student to pursue breadth for ministry.

Christian Formation

The Christian Formation curriculum is intended to develop the basic competencies necessary to engage effectively in the church's formational mission of making disciples. Course work is designed to enable the student to develop a distinctly biblical philosophy of education. Attention is given in each course to the understanding and application of contemporary educational theory in light of sound biblical exegesis and theology. A special effort is made to develop the competencies necessary to enact the formational ministries of the church in a manner relevant to contemporary multicultural and social contexts.

COURSES

MIN-500 Christian Spiritual Formation 3

An investigation into the meaning of biblical Christianity and its relationship to faith and practice within contemporary cultural contexts. Special attention is given to the corporate dimensions of spirituality and spiritual formation. Each enrolled student will be charged an additional \$175.00 for specialized course materials. The fee will be automatically charged to the student's account upon registration. This course is available both on campus and by online education, and must be completed within the first 15 credits of enrollment.

MIN-510 Organizational Leadership 3

This course sets a foundational framework of knowledge and critical thinking skills needed to develop intercultural and international organizational leaders. Students examine theories, issues and skills of leadership, motivation, decision-making and communication from a transcultural biblical values perspective using case studies and texts.

Class exercises apply skills in specific problem-solving situations that help identify requisite thinking processes and abilities necessary for transitioning ministries and organizations from leader to leader consistent with cultural norms and expectations.

MIN-515 Leading Community Based Ministry 6

This course is designed to facilitate the student's understanding and competency to lead theologically informed community based ministry. Through readings, standardized assessments, reflective writing, and other assigned projects, the student will explore a systems approach to community based ministry. Consideration will be given to theological foundations, theories of leadership, and theories of change. The course will culminate in the development of a Ministry Transition Plan.

MIN-516 Urban Youth Ministry Leadership 9

This course is designed to facilitate the student's understanding and competency to lead theologically informed urban youth ministry. Through readings,

standardized assessments, reflective writing, and other assigned projects, the student will explore a systems approach to urban youth ministry. Consideration will be given to theological foundations, theories of leadership, and theories of change. The course will culminate in the development of a Ministry Transition Plan.

MIN-518 Foundations of Student Development 3

This course is designed to provide a foundation for understanding the administrative and educational functions of student development while giving particular emphasis to the spiritually formative opportunities available during the season of post-secondary education. Topics include ethical and legal issues in higher education, student development theories and practices, program development and assessment, moral and faith development in college students, campus diversity, and supporting, developing, and implementing institutional priorities and vision.

MIN-525 Introduction to Chaplaincy 3

A foundational study of the chaplain ministry. This course is available on an individual basis and by special arrangement.

MIN-526 Basic Clinical Pastoral Education 3

One unit of basic clinical pastoral education accredited by the Association of Clinical Pastoral Education may be credited for three hours of field ministry or three hours in the pastoral concentration. Students wishing to take this unit must be approved by one of the area training centers. Information concerning application is available in the Academic Office.

MIN-528 Introduction to African American Church History 3

This course is designed as an introduction to the history of the African-American Church. As a social institution, the Black Church has served the African American community in numerous ways; as a social, political, musical and recreational component to Black life in America. The course will serve as a survey of the origins of the African American church from the introduction to the European slave trade through the first 200 years

of chattel slavery in the United States (1600's-1800's). The goal of the course is to add to and correct what Professor Manning Marable has dubbed the enduring "Master Narrative of American History." The course will also consider the effects of the "Negative Socialization" of Blacks in North America and the role it played in the need for the development of the Black Church and its enduring theological perspectives.

MIN-529 Administration and Care of the Church 3

This course is designed to develop both knowledge and skill in administration and pastoral care of persons. Administrative principles are developed and applied to ministry. A second focus develops the pastor's ability to care for people in both individual and group settings. This course is available only by online education.

MIN-530 Pastoral Competencies 3

This course provides for the pastoral specialization an introduction to the broad range of skills that a pastor must develop in the everyday work of the ministry. This includes the administration of ordinances, conducting weddings and funerals, caring for the sick and grief stricken, ministerial ethics, church service development, a preaching calendar, knowledge of the annual liturgical calendar and church life, financial integrity in one's personal life, church staff and officers development, cultivating life habits of professional development and song leading capacity, along with numerous timeless items that contribute to the science and art of pastoral ministry. The student will have contact with regional pastors in the acquisition of these skills and attitudes.

MIN-534 Evangelism/Discipleship Ministries 3

This class is designed to develop the ministry leader's knowledge and skill in evangelism and discipleship ministries. The course will examine personal as well as corporate models of evangelism and discipleship.

MIN-543 Christian Formation in the Church 3

This course develops and serves as an introduction to understanding the nature and mission of formational ministry for the Church. Biblical, theological, historical, and developmental foundations allow students to form a coherent strategy for nurturing the whole faith community.

MIN-545 Teaching & Learning for Christian Formation 3

A consideration of the various factors which influence the teaching and learning process. Students will engage in a critical analysis of how faith is formed through the teaching ministry of the church. This highly interactive skills course allows opportunity to practice various methods of creatively teaching the Bible.

MIN-553 Sociology of Youth and Emerging Adulthood 3

This course provides an understanding of the development and characteristics of the three phases of adolescence: early (junior high), middle (senior high), and emerging adulthood (college age). Students will evaluate contemporary research on each phase and consider how to apply it towards effective church/campus ministries and counseling situations. Special

attention will be given to exploring how faith is nurtured throughout each phase of adolescence.

MIN-554 Theology of Women in Ministry 3

This course provides an in-depth opportunity for critical reflection about the roles of women in the church, home and community, informed and governed by the text of scripture. Substantial attention is given to examining and defining issues related to gender, understanding the impact of culture on identity development and seeking what God intends for women in ministry. Further emphasis is placed on understanding a historical context that reflects the experiences of women throughout the ages beginning with studying the women of the Bible.

MIN-560 Global Impact: Biblical Theology of Mission 3

This course is designed to help students develop a biblical theology of mission that shapes how the church intersects with the 21st Century world. Students will consider the essence of missio Dei (the sending of God) and of missio ecclesia (the sending of the church) as rooted in the biblical narrative. Simultaneously, students will consider global trends and the implications of those trends for life and ministry. Students will examine the validity of traditional and emerging models for global missions in light of the above.

MIN-565 Perspectives on the World Christian Movement 3

A comprehensive presentation of the tasks of world mission and evangelization through a development of the biblical, historical, strategic and cultural perspectives of Christianity in the world. The lectures are delivered by a variety of individuals with reputations in academic and ministry settings. The course is offered to students through a cooperative agreement, and the location rotates year to year between several venues in Grand Rapids.

MIN-567 The Church's Relationship to a Post-Christian Culture 3

This course explores the transition from Christendom to a Post-Christian society and considers how the church should appropriately respond to live out her mission. Students will critically evaluate various proposals for understanding the gospel, the church, and the culture and how these relate to one another. This course culminates for the student in the development of a written philosophy of cultural engagement that might be applied to a church or para-church setting.

MIN-584 Thesis Readings: Ministry 1-3

An independent readings course in preparation for writing a master's thesis in a focused area of ministry. The student will read approximately 2,000 pages and structure a thesis proposal under the guidance of a thesis advisor and in accordance with seminary standards for form and style. Registration for this course requires advisor approval.

MIN-610 Organizational Assessment, Planning and Change 3

The course is designed to advance the student's knowledge and competency in the area of organizational leadership with particular emphasis upon organizational and environmental analysis, systems thinking, strategic

planning and change management. In addition to the required readings and discussions, the student will develop a substantive strategic plan through a three-draft process.

MIN-625 Theology and Practice of Christian Worship 3

This course will examine the biblical basis for Christian worship and the major patterns of corporate worship and related devotional practices (public prayer and fasting) found in the early church, medieval period, Protestant Reformation, Puritan tradition, evangelical revival and contemporary Pentecostal and charismatic movements. Through critical reflection upon this historical material, students will develop an account of Christian worship, its structures and leadership, which is relevant to their own church context and integrates theological and practical components.

MIN-630 Small Group Ministries 3

The design of this class is to give the pastor an understanding of group dynamics, to develop small groups in church ministry and to develop leadership skills in the congregation.

MIN-636 Homiletics I 3

An introduction to homiletics with attention to philosophy and purpose. Emphasis is given to study of available methods for gathering the biblical and non-biblical materials needed for sermons. The course includes a laboratory that allows basic instruction and evaluation regarding the student's communication style in the homiletical situation. Prerequisite: BBL-501 Biblical Hermeneutics

MIN-637 Homiletics II 3

A concentrated study of the organization of sermonic material with emphasis given to its application in expository preaching. Various types of expository sermons are examined and attention is given to responsibilities related to the pulpit ministry. The laboratory allows instruction in and application of a variety of delivery techniques. Prerequisite: BBL-501 Biblical Hermeneutics and MIN-636 Homiletics I

MIN-640 Educational Ministries for Children 3

An investigation of the developmental aspects of children and societal influences on childhood. Special attention will be given to the church's and parent's task in nurturing Christian faith for this important age group. Students will also gain a foundational overview of leading and programming effective ministries for children.

MIN-641 Foundations for Ministry to Youth and Emerging Adults 3

This course explores the ministry to emerging generations ranging from junior high through college age. Students will examine the context of adolescence in North America, consider the theological foundations for ministry, and evaluate various contemporary proposals. This course culminates in the development of a written philosophy of ministry to youth and emerging adults.

MIN-643 Educational Ministries for Adults 3

The course engages students in readings, critical reflection, on-line discussion, and reflective and critical writing in areas foundational to adult religious education.

Consideration is given to the nature of knowing, adult learning theory, learner-centered teaching, diverse learning styles, and methods of instruction that facilitate adult learning. The course culminates for the student in the development of a written philosophy of adult religious education.

MIN-644 Curriculum Planning 3

Analysis of the concept of curriculum planning with special focus on the local church context. The various curriculum models that have shaped contemporary thought are investigated with a view towards their suitability to Christian Education. A paradigm for producing a curriculum design at any level will be developed and the student will be expected to draft a curriculum design for a particular ministry application.

MIN-557 Introduction to Women's Studies 3

This course provides an understanding of the essential aspects of developing various ministries for women within the church and culture. An emphasis is placed on learning the process of building a ministry that is geared towards the specific needs of the women in the community being served. Administrative and leadership skills are addressed from a systems perspective. The student will learn how to assimilate, integrate and apply the organizational skills necessary for cultivating an innovative and successful ministry.

MIN-660 Cultural Intelligence: Multicultural Understanding 3

This course is designed to give leaders an introductory grasp of cultural intelligence, a person's ability to adapt successfully to different national, organizational, and professional cultures. Literature from the fields of anthropology and sociology are used as well as studying cultural engagement in light of the biblical narrative, as a way to develop missional communities of incarnational ministry.

MIN-667 Urban and Local Development: Exegeting Our Own Communities 3

This course studies the brokenness in our own neighborhoods and explores practical ways for the church to embody the gospel in response to social inequities like racism, inequitable distribution of wealth, illiteracy, abuse, etc. It considers the literature of urban transformation and the use of measures like casework, education, microlending/microenterprise development, etc.

MIN-685 Ministry Residency I 2

The first course of four designed for Ministry Residency. The student will get acquainted with their specific ministry culture. Through the student's ministry, interaction with their mentor, contact with other ministry residency students, and their own personal reflection, the student will lay a foundation for their journey in a ministry context while gaining feedback that will help them in preparation for ministry. Upon successful completion of this course, students will be able to articulate goals for personal growth and ministry competency; track and evaluate their time management; establish the discipline of journaling and reflection; apply regular feedback from their mentor; and be relationally connected with their ministry context as they invest time and energy in establishing

relationships and support. Prerequisite: Approval from the Ministry Residency Executive Director

MIN-686 Ministry Residency II 2

As the second course in the ministry residency sequence, ministry residency two continues to build on the student's residency experience. In addition, students will explore the importance of one's personal spiritual formation in ministry (e.g., discipline of confession, dealing with grief, ministry burnout, ministry leader self-care, the discipline of simplification, etc.). Students will engage their ministry mentor on the following topics: leading board/committee meetings, strategic planning, and facilitating staff meetings. Prerequisites: MIN-685 Ministry Residency I. If Ministry Residency site for MIN-686 is different than your previous site for MIN-685, you will need approval from the Ministry Residency Executive Director.

MIN-694 Advanced Topics: Ministry 3

A formal class which addresses the interests of students and faculty. Courses may include current issues related to ministry practice and other subjects which call for special analysis.

MIN-711 Program Completion Seminar 1

This course serves to aid students in the transition from student life in the seminary to practice in vocational ministry. Particular focus is given to ministerial identity formation, resume development, ministry search process and resources, and ordination and licensure. Embedded within the course are the administration of several exiting student assessments. The course is required for most resident degree programs during the final year of enrollment.

MIN-720 Advanced Clinical Pastoral Education 3-9

Up to nine hours of elective credit may be given for any of these three units. No more than a total of 12 hours will be given for basic and advanced units including hours of field ministry. Students wishing to take advanced units must have completed the basic unit and must be approved by one of the area training centers. Information concerning application is available in the Academic Office.

MIN-781 Ministry Residency III 2

As the third course in the ministry residency sequence, ministry residency three continues to build on your residency experience. In addition to further developing the competencies you began in Ministry Residency 1 and 2, you will explore ministry areas including classroom teaching; pastoral duties (e.g., funerals, pre-marital counseling, weddings, etc.); implementing a ministry initiative; cross-cultural immersion/engagement; and focusing on specificity of ministerial call.

Prerequisites: MIN-685 and MIN-686. If Ministry Residency site for MIN-781 is different than your previous site for MIN-686, you will need approval from the Ministry Residency Executive Director.

MIN-782 Ministry Residency IV 2

As the fourth course in the ministry residency sequence, ministry residency four is designed to foster collaborative partnerships and to enhance the curriculum by the inclusion of ministry practitioners and contextual learning. It is intended to nurture learning; skill development; ministry practice; identity formation conducive to excellence in ministry; significantly

improve the readiness for excellence in vocational ministry leadership; and provide students with authentic ministry experiences. Prerequisites: MIN-685, MIN-686, and MIN-781. If Ministry Residency site for MIN-782 is different than your previous site for MIN-781, you will need approval from the Ministry Residency Executive Director.

MIN-792 Independent Study: Pastoral Ministries 1-3

Supervised independent study for advanced students in Pastoral Ministries. Registration for this course requires advisor approval.

MIN-793 Independent Study: Educational Ministries 1-3

Supervised independent study for advanced students in Educational Ministries. Registration for this course requires advisor approval.

MIN-794 Independent Study: Intercultural Ministries 1-3

Supervised independent study for advanced students in Intercultural Ministries. Registration for this course requires advisor approval.

MIN-795 Independent Study: Chaplaincy 1-3

Supervised independent study for advanced students in the Chaplaincy ministry. Registration for this course requires advisor approval.

MIN-797 Master's Thesis 3

The student will write a 50-75 page thesis under the supervision of a faculty thesis advisor on a significant approved topic in the major field. The thesis format should be governed by A Manual for Writers of Papers, Theses, and Dissertations (current edition) by Kate L. Turabian, along with supplemental materials and/or instructions provided by the seminary. Registration for this course requires advisor approval. Each enrolled student will be charged an additional fee of \$100.00 for thesis review and binding. Prerequisite: MIN-584 Thesis Readings: Ministry

TESOL Program Option

The Teaching English to Speakers of Other Languages (TESOL) program of Cornerstone University is designed to equip students with the knowledge and skills to teach English in local and international settings. The emphasis of courses in the TESOL program is on the practical aspects of teaching and ministry opportunities at home and abroad. Most courses in the program are offered on-line, with module courses offered on campus each summer. Courses from the TESOL program can be included within the Master of Arts in Christian Studies, the Master of Divinity, or the Master of Arts in Ministry Leadership degree program.

COUNSELING

Courses offered through the Counseling Division provide the content necessary for students to develop as competent clinical mental health counselors. Counseling skills are developed through increasing knowledge of clinical mental health and implementation of that knowledge through practice. Counseling competency is engaged holistically through the span of the course progression required for the MA Counseling degree. Additional courses offer specialization in topic areas that supplement the clinical mental health competency required for licensure. Counseling courses incorporate a Christian worldview within the context of clinical mental health to promote the integration of a faith-based practice and understanding of the profession.

COURSES

COU-500 Counseling Philosophy 3

The course aids the student in developing an understanding of the responsibilities, settings, functions, and roles of the clinical counselor. Students will articulate a personal model of counseling that includes the development of multicultural counseling competencies and integration of a Christian worldview.

COU-501 Counseling Theories 3

This course provides a history, survey, and the development of various theoretical approaches to counseling. Through study, interaction, and research of the diverse theoretical models, students are given the opportunity to evaluate the models and establish a personal theoretical orientation to counseling.

COU-502 Counseling Ethics and Issues 3

This course is a study of the professional roles, legal requirements, and ethical codes for professional counselors. Discussions include legal and ethical problems commonly encountered within the counseling profession. Students will engage an ethical decision making model to effectively utilize the *ACA Code of Ethics* (2014). This course must be taken within the first 15 credits of enrollment at GRTS.

COU-510 Consulting 3

This course is designed to focus on the theories and strategies of working with individuals, groups, and organizations in a psychoeducational consultation context. Emphasis is on students learning consultation skills to promote relationship-building, communication, and collaboration with individuals, groups, and organizations.

COU-520 Child and Adolescent Counseling 3

This course is designed to provide an understanding of the unique developmental issues of the child and adolescent years. Included are strategies necessary to successfully counsel these important groups.

COU-521 Marriage and Family Counseling 3

The course is focused on issues currently impacting marriage and family, including divorce and single parent situations. Consideration will be given to the subject matter from a theological, sociological, and psychological perspective. Students will perform basic research in this important area, and they will participate in learning activities that foster skill development and strategy formation.

COU-525 Multicultural Counseling 3

This course will examine substantive and theoretical constructs concerning the inherently complex dynamics

involved in counseling people from diverse cultural contexts. An emphasis will be placed on expanding awareness about diverse cultures and personal bias in the effort to enhance cultural sensitivity and diffuse potential barriers in the counseling relationship and process. Current research about specific cultural issues will be addressed including race, ethnicity, socioeconomic class, gender, age, marital status, sexual orientation and disability.

COU-532 Counseling Women Through the Life Cycle 3

This course is designed to help students learn the concepts and skills necessary to counsel women of all ages effectively. Counseling philosophy, theory and ethical standards are studied. The content includes a developmental framework exploring the various dimensions of a woman involving her cognitive, emotional, physical and spiritual health. Students will learn to be equipped to intervene with issues related to life adjustment and crisis situations.

COU-584 Thesis Readings: Counseling 3

The course is a guided readings and research course and serves as the foundation for writing a literature based master's thesis in the discipline of counseling. Under the guidance of a thesis advisor, the student will identify and justify a topic for study within the discipline, read approximately 2,000 pages related to the topic, and outline and draft a thesis proposal. The proposal must conform to the American Psychological Association (APA) format and must be approved by the thesis advisor to complete the course and before the student can proceed into COU-792. Registration for the course requires advisor approval and submission of the "special enrollments" form.

COU-601 Testing Procedures 3

The purpose of this course is to familiarize students with (a) standardized and non-standardized assessments, (b) the selection, administration, scoring, and the results analysis process in assessment, (c) the DSM 5 diagnostic categories, (d) the DSM 5 diagnostic process, (e) case conceptualization, and (f) treatment planning. Additionally students will consider Christian responsibility in the diagnostic process and proper administration and analysis of assessments. Students will be charged an additional fee of \$75 for assessment materials. This fee will be automatically charged to the student's account upon registration.

COU-610 Counseling Techniques 3

This course provides an exploration of counselor characteristics and behaviors that influence the counseling process. Students will explore various

counseling techniques and strategies useful in the change process. Students will study specific techniques for effective risk assessment and crisis/trauma intervention.

COU-611 Career Development 3

This course prepares the student to facilitate a client's career and personal development. Relevant career development theories, models, and approaches will be explored. Students will gain competency in the use of assessment tools related to career and life decision making.

COU-612 Group Counseling Techniques 3

This course is designed to expose students to the theories and dynamics of group counseling. A variety of group settings and formats will be explored. Students will learn about group formation, therapeutic factors, and effective group leadership techniques that impact the group process. Students will gain direct experience as a member and leader of a counseling group.

COU-642 Sociology of Trauma 3

This course provides an in-depth exploration of the sociological aspects associated with the context of traumatic events from a local and global perspective. Extensive consideration is given to the elements that contribute to natural and human generated disasters from a systemic theoretical construct. Various aspects of society, the existing infrastructure in an environment and culture will be studied including barriers, challenges, resources, corruption, oppression, poverty, disease, depravity and other factors that impact a community's ability to prevent and respond to traumatic events. This course is administered over seven weeks through online education.

COU-643 Trauma Informed Advocacy and Crisis Intervention 3

This course is designed to prepare students to become aware of diverse critical incidents that are considered to be potentially traumatic, with specific attention given to how to respond and intervene in crisis situations. These circumstances can include situations with homicidal or suicidal clients, school shootings, natural disasters (such as earthquakes or fires), terrorism, war, sex/drug trafficking, and other dangerous instances. The ethical guidelines and professional protocol will be emphasized for the purpose of preparing students for effective immediate response to the psychological impact of life threatening situations from a professional counseling perspective. This course is administered over seven weeks through online education.

COU-644 Trauma Counseling and Recovery 3

This course provides an opportunity to explore the current research about traumatology from a Christian worldview, which includes the most effective counseling theories and techniques for counseling children and adults that are recovering from traumatic events. These include instances of physical, sexual abuse, domestic violence as well as natural disasters that could cause a client to experience the symptoms of post-traumatic stress disorder or complex trauma. There will be an emphasis on helping clients increase their capacity for emotional/cognitive restoration, coping skills, resiliency and ability to optimize functioning. There will also be

considerable attention given to issues associated with vicarious trauma and compassion fatigue, which can promote healthy stress management for the counselor and clients that are served. This course is administered over seven weeks through online education.

COU-651 Clinical Diagnostic Assessment of Addictions 3

This course will provide the clinical knowledge that is necessary to facilitate an initial intake and diagnostic orientation for the client in the counseling process. Students will learn the diagnostic skills necessary to administer a comprehensive and thorough evaluation for the purpose of determining effective treatment plans for clients who are suffering from diverse addictive and compulsive disorders. An emphasis will be placed on integrating and analyzing current research in the field of addictions counseling assessment from a Christian worldview. This course is administered through online education.

COU-652 Sociology of Addictions 3

This course provides an introduction to sociological and systems perspectives of addictions counseling from a Christian worldview. The environmental context of the client will be considered in order to promote cultural competence and an awareness of the sociopolitical and economic aspects of addictions. Special attention will be devoted to expanding awareness about collaboration, consultation, case management, client education, service coordination and how to develop a referral network in the community. This course is administered through online education.

COU-653 Addictions Counseling: Treatment and Intervention 3

This course is designed to help the student become more knowledgeable about counseling philosophy, techniques, theory and professional/ethical standards that are most effective in counseling clients who have been diagnosed with an addictive or compulsive disorder. Current research about the most effective and practical theoretical counseling models that foster personal growth, recovery, healing and change are studied and critiqued from a Biblical perspective. There will be a concentration on documentation/record keeping, crisis intervention, treatment planning and the important aspects of clinical supervision. Students will also have an opportunity to learn and critically examine how their intrapersonal awareness can enhance the counseling process. This course is administered through online education.

COU-660 Abnormal Psychology 3

This course provides an introduction to the study of human psychopathology from a Christian Worldview. A broad array of theoretical perspectives about abnormal behavior as they relate to the definition, etiology, and treatment of mental disorders will be emphasized. Diagnostic classification, behavioral, and biological features of the major syndromes of psychopathology will be an integral part of the curriculum. This course is administered through online education.

COU-662 Human Growth and Development 3

This course is designed to introduce students to a meaningful exploration of human development

throughout the lifespan. Core themes from the discipline of developmental psychology will be emphasized with consideration to a multicultural context. Special attention will be devoted to studying broad theoretical perspectives about the various aspects of optimal human development as well as factors that impede or diminish a person's ability to thrive and flourish.

COU-670 Diagnostic and Clinical Assessment of Mental Disorders **3**

This course provides an in depth study of the complex nature of the diagnostic process from a clinical and practical perspective with the use of the Diagnostic and Statistical Manual of Mental Disorder (DSM-5). Special attention will be devoted to cultivating the clinical skills necessary for counselors to formulate a multi-axial diagnosis for clients that meet the criteria for mental disorders. Students will have an opportunity to develop a diagnostic framework from a Christian Worldview that will be foundational to learning the professional skills necessary for the treatment planning process. This course is administered through online education.

COU-700 Research Methods **3**

This course is a presentation of the basic research designs used by counselors. The student will be introduced to quantitative, qualitative and mixed research methodologies. The course will explore research ethics, statistical analysis, needs assessment, evidence-based practice and program evaluation.

COU-782 Practicum: Counseling **3**

An introductory supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization, and documentation. Students' clinical counseling abilities will be evaluated by both self-assessment and supervisory assessment throughout the placement. Prerequisites: COU-500, COU-501, COU-502, COU-510, COU-601 and COU-610. Registration for this course requires Faculty Supervisor approval and the submission of the GRTS Special Enrollment Form with attached proof of student liability insurance and signed CU Ethics Agreement.

COU-784 Internship I: Counseling **3**

An extended supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization, and documentation. Students' clinical counseling abilities will be evaluated by both self-assessment and supervisory assessment throughout the placement. Prerequisites: COU-500, COU-501, COU-502, COU-510, COU-601, COU-610, and COU-782. Registration for this course requires Faculty Supervisor approval and the submission of the GRTS special enrollments form with attached proof of student liability insurance and signed CU Ethics Agreement.

COU-785 Internship II: Counseling **3**

An extended supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case

conceptualization, and documentation. Students' clinical counseling abilities will be evaluated by both self-assessment and supervisory assessment throughout the placement. Prerequisites: COU-500, COU-501, COU-502, COU-510, COU-601, COU-610, and COU-782, prior completion or simultaneous enrollment in COU-784. Registration for this course requires Faculty Supervisor approval and the submission of the GRTS special enrollments form with attached proof of student liability insurance and signed CU Ethics Agreement.

COU-786 Internship Completion **1**

A continued supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. This course is intended for students who completed all course assignments for COU-784 Internship I and COU-785 Internship II, but need to complete outstanding hours remaining for COU-785 Internship II. Prerequisites: COU-784 and COU-785. Registration for this course requires Faculty Supervisor approval and the submission of the GRTS special enrollments form with attached proof of student liability insurance and signed CU Ethics Agreement.

COU-787 Internship III **1-3**

A continued supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. This course is intended for students who are pursuing licensure in a state that requires more than 600 combined internship hours. Students must have completed all requirements for COU-784 Internship I and COU-785 Internship II. Prerequisites: COU-784 and COU-785. Registration for this course requires Faculty Supervisor approval and the submission of the GRTS special enrollments form with attached proof of student liability insurance and signed CU Ethics Agreement.

COU-789 Advanced Topics: Counseling **3**

A formal class which addresses the interests of students and faculty. Courses may include current issues in counseling and other subjects which call for special analysis.

COU-791 Independent Study: Counseling **1-3**

Supervised independent study for advanced students in counseling. Registration for this course requires advisor approval.

COU-792 Master's Thesis: Counseling **6**

Under the supervision of a thesis advisor, the student will write a 60-80 page literature-based thesis on an approved topic significant to the discipline and practice of counseling. The thesis should conform to the American Psychological Association (APA) format and must be approved by the thesis advisor and second reader for course completion. Registration for this course requires advisor approval and submission of the "special enrollments" form. Each enrolled student will be charged an additional fee of \$100.00 for thesis review and binding. Prerequisite: COU-584 Thesis Readings: Counseling

ONLINE COURSES

A wide range of courses are available to students through online delivery. These courses are generally applicable to the various degree programs of Grand Rapids Theological Seminary. While a variety of online courses are offered Fall, Spring, and Summer semesters, the availability of specific courses varies. In compliance with the accrediting standards of The Association of Theological Schools (ATS) and based on the academic policies of GRTS, students may be limited in the number of courses that can be completed online. Such limitations, where applicable, are stated in the "Degree Requirements" section of each degree presentation in this academic catalog. All of the online courses are created by the full-time faculty and delivered by full-time or adjunct faculty.

Course #	Course Title	Credits
BIBLE		
BBL-501-25	Biblical Hermeneutics	3
BBL-505-25	Ancient World of the Old Testament	3
BBL-507-25	Ancient World of the New Testament	3
BBL-508-25	Biblical Theology	3
BBL-520-25	Genesis	3
BBL-523-25	Psalms	3
BBL-526-25	Pentateuch	3
BBL-529-25	Gospel of Mark	3
BBL-550-25	Gospel of Matthew	3
BBL-554-25	Romans	3
BBL-555-25	Galatians	3
BBL-557-25	Hebrews	3
BBL-627-25	Ephesians	3
BBL-630-25	Wisdom Literature	3
BBL-651-25	1 Corinthians	3
MINISTRY & COUNSELING		
MIN-500-25	Christian Spiritual Formation	3
MIN-510-25	Organizational Leadership	3
MIN-518-25	Foundations of Student Development	3
MIN-534-25	Evangelism and Discipleship Ministries	3
MIN-543-25	Christian Formation in the Church	3
MIN-560-25	Global Impact	3
MIN-643-25	Educational Ministries for Adults	3
MIN-694-25	Intro to the Theory & Practice of Church Planting	3
COU-520-25	Child and Adolescent Counseling	3
COU-521-25	Marriage & Family Counseling	3
COU-532-25	Counseling Woman Through the Life-Cycle	3
COU-642-25	Sociology of Trauma	3
COU-643-25	Trauma Informed Advocacy & Crisis Intervention	3
COU-644-25	Trauma Counseling & Recovery	3
COU-651-25	Clinical Diagnostic Assessment of Addictions	3
COU-652-25	Sociology of Addictions	3
COU-653-25	Addictions Counseling: Treatment and Intervention	3
COU-660-25	Abnormal Psychology	3
COU-670-25	Diagnostic & Clinical Assessment of Mental Disorders	3
THEOLOGY		
THE-540-25	Systematic Theology I	3
THE-550-25	Theology for Counseling I	3
THE-551-25	Theology for Counseling II	3
THE-572-25	Christian Worldview	3
THE-640-25	Systematic Theology II	3
THE-641-25	Systematic Theology III	3

ADMISSION AND REGISTRATION PROCEDURES

ADMISSIONS STAFF



CHARITY COOPER, B.S.

Admissions Counselor

B.S. Ferris State University
M.A. program, Ministry Leadership, Cornerstone University

Call/text: 616.229.2250

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JO ANNA KELLY, M.A.

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B.A. Grand Valley State University
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Senior Admissions Counselor

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Kyle Rouse, M. DIV.

Admissions Counselor

B.A. Moody Bible Institute
M.Div., Grand Rapids Theological Seminary
Th.M., program, Grand Rapids Theological Seminary

Call/text: 616.371.5512

Email: kyle.rouse@cornerstone.edu

CAMPUS VISIT

Selecting a school for graduate theological education is an important decision. You should consider academic quality, range of degree programs, theological orientation, location, job and housing markets and local church options. A great way to gather information for your decision is to visit the campus. The campus visit is designed to maximize your contact with faculty, administrative staff and

current students. Grand Rapids Theological Seminary offers a number of Preview Events each year designed to give you a look at what God is doing at GRTS. If your schedule does not allow you to attend a Preview Event, we would be happy to schedule an individual visit for you. Contact the Admissions office at 800.697.1133 to schedule an individual visit or register for a Preview Event.

Grand Rapids Theological Seminary offers accommodations free of charge to prospective students and their families during scheduled campus visits.

Come and see for yourself why Grand Rapids Theological Seminary is an excellent choice for your graduate theological education. To arrange your campus visit, request additional literature or ask a question, please contact:

Grand Rapids Theological Seminary (GRTS)
1001 E Beltline Ave NE
Grand Rapids, MI 49525-5897
800.697.1133 | seminary@cornerstone.edu
Cornerstone.edu/GRTS | cornerstone.edu/blog/talking-points

ADMISSION REQUIREMENTS

Grand Rapids Theological Seminary will consider for admission students with bachelor's degrees and a minimum 2.5 G.P.A. from the following types of schools:

1. All regionally accredited institutions.
2. All Association of Theological Schools (ATS) institutions.
3. All Association for Biblical Higher Education (ABHE) institutions.
4. Select schools accredited by the Transnational Association of Christian Colleges and Schools (TRACS).
5. Non-accredited institutions, if those institutions supply to the Director of Admissions three letters of acceptance from regional, ATS or ABHE accredited institutions.
6. Non-accredited institutions approved on a case-by-case basis.

Application Process

Grand Rapids Theological Seminary admits qualified persons without regard to denomination or association, race, national or ethnic origin, age, sex or disability.

The seminary operates a "rolling" admissions process for all master's degree programs. Individuals may apply to begin a program during an academic term – fall, spring, J-term or summer. Application for admission is encouraged 4-8 months in advance of the anticipated enrollment date.

The application due dates for the upcoming semesters are as follows:

- Fall 2019 semester: August 23, 2019
- Spring 2020 semester: January 10, 2020
- Fall 2020 semester: August 17, 2020

Acceptance for admission will be considered upon receipt of the following items:

1. Application for admission, located in the back section of the academic catalog or free of charge online at www.cornerstone.edu/grts
2. Official academic transcripts from each undergraduate and graduate school attended
3. One Personal Reference Form
4. One Ministry Reference Form

5. Affirmation of the Statement of Faith and Lifestyle Statement (page 59), by checking the appropriate box in the Autobiographical Information section of the application form.

Transfer Students

Students who wish to transfer to Grand Rapids Theological Seminary should submit transcripts of all credits previously earned along with their application for admission. Credit is given for comparable work taken at other accredited seminaries, graduate programs or universities. By approval of the Dean, a maximum of 50 percent of the particular degree program requirements may be fulfilled through transfer credit. See paragraph on "Transfer of Credit" on page 73 for more information.

Readmission

Any former student who has not been enrolled for one semester or more must apply for readmission. The application for readmission should be submitted at least 30 days prior to the opening date of the semester enrollment. Official academic transcripts of all studies that have been completed in the interval must be submitted. Updated reference forms may also be required. Any student who has not been enrolled for more than 3 academic semesters will be required to submit a full application with all necessary supporting documents.

Non-Degree Enrollment

Grand Rapids Theological Seminary permits the enrollment of students seeking advanced education in Bible, theology, counseling or ministry, without a specific degree objective. These students are required to complete a Non-Degree Application, submit official academic transcripts from all previous undergraduate and graduate schools, and sign a general statement of Christian faith. Non-Degree students who possess an accredited undergraduate degree may take courses for graduate credit, while those without a baccalaureate degree will be limited to enrollment by audit. Students are permitted to take a maximum of 12 credits under the non-degree enrollment status. A maximum of 12 credits achieved under the Non-Degree enrollment status can be utilized in fulfillment of the requirements for a specific degree program.

Guest Students

GRTS welcomes guest students from other institutions for limited enrollment. A Non-Degree/Guest Application with authorization from the home institution is required for admission. It is the applicant's responsibility to ensure that the home institution will accept the transfer credits. Upon the completion of a given course, an academic transcript can be requested from the Registrar's Office for the transfer of credits to the home institution.

ADMISSION STATUS

Full Admission

An applicant is given full admission to Grand Rapids Theological Seminary when the criteria for application and admission have been fulfilled. Applicants are notified concerning full admission on a rolling basis throughout the year.

In some cases, students can be admitted pending receipt of official documentation to complete their application file. The student's admission status is complete when all documentation arrives at the

Seminary Admissions Office and meets all admission and degree program standards. The University reserves the right to reverse an admission decision if the documentation is inconsistent or the admission and degree program standards are not fully met.

Conditional Admission

A limited number of students whose cumulative undergraduate grade point average does not meet the minimum degree program admission standard (2.5/4.0) may be granted conditional acceptance upon the recommendation of the GRTS Admissions Committee. In such cases, the conditions of the conditional acceptance and terms for the removal of this status will be provided to the student in writing during the admission process and monitored by the Academic Office. Students enrolled on a conditional admission basis will be limited to a maximum of nine hours per semester. Those students admitted on a conditional admission basis must achieve a minimum 2.5 grade point average. See the section “Academic Probation, Suspension and Dismissal” on page 65 for more information.

REGISTRATION

The registration process provides seminary students with the opportunity to meet with their faculty advisor, to select and register online for courses in the upcoming enrollment period, and to plan how they will complete the remaining requirements of their particular degree program. For continuing students, online course registration occurs each semester on the published dates (see “Academic Calendar”). The Seminary Admissions Office staff will assist new students in course selection and registration during their initial period of enrollment.

Once registered, each student will receive a tuition bill. Each student should then settle his or her financial obligations by doing one of the following: paying in full at the Cornerstone University Accounting and Finance Office, partially paying according to the payment plan or coordinating financial arrangements with the Cornerstone University Student Financial Services Office. Students will be permitted to attend classes when course registration and financial arrangements have been finalized.

NEW STUDENT ORIENTATION

At the beginning of each fall and spring semester, the Admissions Office hosts New Student Orientation for all first-time students. This orientation provides students the opportunity to meet staff, faculty, and students, and to gain information about campus technology resources, student identification cards, and more. Each student will also be able to meet with his or her faculty advisor individually. Every student should attend orientation in order to make the start of his or her seminary experience as smooth as possible. Please contact the Admissions Office for details. The Admissions Office will work with students beginning in the J-term or summer sessions to complete the orientation process. There will also be an orientation tailored for students starting in online classes.

INTERNATIONAL STUDENTS

Grand Rapids Theological Seminary values the presence and contribution of students from the

various cultures, countries and continents of the world. In an effort to improve our service to international students and to facilitate a smooth transition, international students are encouraged to begin their degree programs in the fall semester, which begins in September.

Application Process

1. Pre-Application – Complete the pre-application form and submit it to the GRTS Admissions Office. After GRTS receives and approves your pre-application form, you will be prompted to continue the application process.
2. Official Application – Once your pre-application form has been approved, complete the official application for admission and all supporting documents including:
 - a. Ministry Reference
 - b. Personal Reference
 - c. Seminary Scholarship Application – all international students will be considered for the Timothy Scholarship, which would cover a portion of your costs.
 - d. Certification of Finances Form – This form will serve as evidence of financial support for the duration of your degree program. You will also need to submit letters of support from each group or individual that will provide financial assistance. Each supporter will need to submit 3 months worth of bank statements demonstrating their ability to meet their commitment. Bank statements should be from the three most recent months.
 - e. Transcripts – Official transcripts must be sent directly from your undergraduate institution to GRTS. Transcript equivalency will be determined by GRTS. GRTS may require students to submit transcripts from outside the United States to Educational Credential Evaluators (ECE) for a comparison to U.S. standards. A course evaluation may be required.
 - f. English Language Proficiency: GRTS accepts scores from TOEFL or IELTS. TOEFL – International students who are not lifetime residents of Australia, Canada (other than Quebec), Ireland, New Zealand, United Kingdom, or the United States (other than Puerto Rico) are required to demonstrate their proficiency with the English language by submitting TOEFL (Test of English as a Foreign Language) scores taken within one year of the admission application date. GRTS requires a minimum TOEFL score of 577 written, 90 internet based, or 233 computer based for admission. Information about the TOEFL may be obtained from www.ets.org/toefl. The Grand Rapids Theological Seminary TOEFL institution code is 1253.

International students can choose to submit IELTS (International English Language Testing System) scores instead of a TOEFL score. GRTS requires a minimum score of Band 7 for admission. Information about the IELTS test may be obtained from www.ielts.org.
3. Registration – After you have been accepted to GRTS, the admissions staff will register you for classes (provided registration has begun).

4. Tuition Deposit – Once you have been accepted for admission, you will be required to send a tuition deposit of at least the cost of your first semester’s tuition and fees. This will be approximately \$6,000 for the 2019-2020 academic year. If for any reason you do not enroll as planned, all of the funds will be returned to you and your supporters immediately.
5. Student Visa – After receiving your tuition deposit, we will send you a Certificate of Eligibility for Non-immigrant Student Status. This form is more commonly called the I-20. You will then apply for your student visa at your country’s consulate office. You will also need to take the following to the consulate:
 - a. A valid passport – must be valid for a period that extends six months past the last date you expect to be in the USA (which will be your expected date of graduation).
 - b. Proof of sufficient finances – your completed Student Financial Support form, letters of support from each supporter and copies of bank statements verifying that those funds are available.
 - c. Proof of English proficiency – citizenship in English-speaking country or TOEFL examination scores.
6. Travel – If you are planning to begin class in the fall, you should plan to arrive in Grand Rapids, Mich., between Aug. 21 – Sept. 1, 2019. This will give you time to get acquainted with the school and the city. It will also allow you to get settled before the beginning of classes. You should plan to attend New Student Orientation on Tuesday, Sept. 3, 2019.

Employment

International students are allowed to apply for on-campus jobs when available. Students will not be able to work more than a total of 20 hours per week (even if employed in more than one job) and will only be allowed to work if they will not displace a U.S. citizen according to U.S. ICE regulations. The Admissions Office will assist in applying for a U.S. Social Security number which will be needed to begin working. International students are not permitted to work off-campus without authorization.

Recommended Web sites

US Government Sites

www.ice.gov
uscis.gov/portal/site/uscis

Association of International Educators
www.nafsa.org

About the City of Grand Rapids
www.experiencegr.com

Test of English as a Foreign Language
www.toefl.org

International Students Incorporated
www.internationalstudents.org

International English Language Testing System
www.ielts.org

STATEMENT OF NON-DISCRIMINATION

Cornerstone University does not discriminate on the basis of race, national origin, sex, age or disability in

any of its policies and programs. The Vice President of Student Development is designated as the university’s Title IX coordinator. The Vice President of Student Development may be contacted with any inquiries pertaining to the university’s policy prohibiting discrimination or Title IX requirements at 1001 E. Beltline Ave NE, Grand Rapids, MI 49525 or by phone at 616.222.1423.

CONSUMER INFORMATION

Graduation Rate Information

Available upon request from the Registrar’s Office.

Family Education Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act of 1974 requires institutions to obtain written consent from a student prior to releasing information from the student’s education record to most sources outside the university. Schools are allowed to release directory information that includes name, address, e-mail address, phone number, date and place of birth, major field of study, dates of attendance, degrees and awards, cumulative hours, participation in officially recognized sports and weight and height of athletes. As an enrolled student, you have the right to restrict the release of directory information. To restrict the release of directory information, contact the Registrar’s Office.

Equity in Athletics Disclosure

To view Cornerstone University’s Equity in Athletics Disclosure report, go to <http://ope.ed.gov/athletics/>. Simply enter Cornerstone University in the “Institution Name” field once you are on the selection screen.

Campus Security Report

To view the Cornerstone University crime statistics page, visit <https://www.cornerstone.edu/campus-safety>.

Third-Party Servicers

Cornerstone University has contracted with several third-party servicers for various aspects of the Title IV aid process. Below is a list of those servicers and their responsibilities:

- Heartland ECSI – performs Perkins loan billing, servicing and NSLDS reporting functions
- National Student Loan Clearinghouse – reports enrollment data to the NSLDS
- Advanced Education Services – provides payment options for students in traditional programs
- National Enterprise Systems – collects delinquent Perkins loans, institutional loans and student accounts
- RMA – collects delinquent Perkins loans, institutional loans and student accounts
- West Michigan Document Shredding – destroys student information that is no longer required to be retained
- Williams and Fudge – collects delinquent Perkins loans, institutional loans and student accounts.
- LexisNexis Risk Solutions – provides background checks.

Drug and Alcohol Abuse Prevention Information

Available in the student handbook.

STATEMENT OF FAITH AND LIFESTYLE

Grand Rapids Theological Seminary seeks applicants who demonstrate commitment to Christ and who affirm the foundational doctrines in the GRTS Confession for Students.

We believe the Bible is God's inspired word, our infallible and final authority for faith and life.

We believe in the triune God—Father, Son, and Holy Spirit—who is holy, loving, good, wise and almighty. He created all things by his word out of nothing and he provides for and rules over all things.

We believe God created men and women in his image, and that the union of Adam and Eve as man and woman models God's design for marriage and perpetually stands as God's loving and righteous will for all sexual intimacy.

Tragically, our first parents forfeited their original righteousness when they rebelled against God's revealed will. As a result, every human is born in sin, totally depraved, alienated from God, and destined to death.

We believe in the Lord Jesus Christ, who added full humanity to his perfect deity, obeyed God perfectly, died for our sins on the cross, rose again to defeat Satan, and returned to heaven to intercede for his people and pour out the Holy Spirit at Pentecost.

We believe the triune God has provided a great salvation for those who repent of their sins and trust Christ and his finished work. He calls, regenerates, unites to Christ, adopts, forgives, justifies, sanctifies, and will ultimately glorify those who believe in him.

We believe in the Holy Spirit who has come to build Christ's church, gift us for ministry and perfect our great salvation.

We believe in the personal return of the Lord Jesus Christ, the bodily resurrection and final judgment of the just and the unjust, the everlasting blessedness of the saved, and the everlasting punishment of the lost.

Students, by virtue of their enrollment, agree to live within the framework of the school's standards of conduct. While some may not have personal convictions concerning all of these standards, agreeing to them obligates the student to assume responsibility for honorable adherence to them while enrolled at the seminary. It should, of course, be understood that any behavior, either on campus or away, which indicates that a student has disregard for the spirit of the school's standards would be sufficient reason to ask him/her to withdraw from the school.

Students of Grand Rapids Theological Seminary, agree to:

1. Honor biblical teaching in order to maintain a right relationship with God, people, and creation. Exhibit integrity in academic pursuits, professional work, personal finances and relationships.
2. Practice discernment in the areas of media and entertainment. Avoid behaviors clearly prohibited in Scripture including but not limited to drunkenness, immoral sexual behavior, lying, and stealing.
3. Support Cornerstone University's commitment to maintain an alcohol-free and tobacco-free campus. This means that the consumption of alcohol or use of tobacco will be prohibited in, on, and around all campus properties and at University events. Due to the public and personal health hazards posed by tobacco, students shall avoid the habitual use of tobacco.
4. Actively participate in a local evangelical church.

FINANCIAL INFORMATION

Tuition (per semester)

Graduate Tuition (per credit hour)	\$570
Master of Theology tuition (per credit hour)	\$570

Semester Fees

Registration Fees (library, registration, student activities, etc.)	
1 - 4 credit hours	\$110
5 or more credit hours	\$215
Technology fee (per credit hour)	\$15
Vehicle Registration	\$80

Other Potential Fees

Commuter meal plan (25 meals per semester)	\$175
Application fee (online free)	\$25
Late payment fee (initial charge)	\$100
Late payment fee (monthly after initial charge if financial obligations are not fulfilled)	\$25
Replacement ID Card fee	\$10
Payment Plan fees (per semester)	\$50
Transcript fee.	\$5
Practicum and Internship Late Registration Fee.	\$100

Course Fees

Spiritual Formation (MIN-500-01/25) Assessments fee.	\$175
Career Development (COU-611-01/25) Assessments fee	\$20
Group Counseling Techniques (COU-612-25) Online fee.	\$25
Testing Procedures (COU-601-01/25) Assessments fee.	\$75
Practicum (COU-782-25)	\$25
Internship I (COU-784-25)	\$25
Internship II (COU-785-25)	\$25
Internship Completion (COU-786-25)	\$25
Internship III (COU-787-25)	\$25
Israel Study Tour fee for M.Div. (BBL-601-Jterm)	\$1,205 (\$1,305 after June 21, 2019)
Israel Study Tour fee for M.A. and non-degree (BBL-601-Jterm)	\$3,685 (\$3,785 after June 21, 2019)
M.A. Thesis fee (BBL-792, THE-792, MIN-797, COU-792)	\$100
Th.M. Thesis fee (BBL-890)	\$125

Indirect costs

Books, per semester (12-15 credits)	\$240 - 450
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FINANCIAL AID

Grand Rapids Theological Seminary provides financial aid to students who can benefit from further education but cannot do so without assistance. GRTS also seeks to recognize students with exceptional abilities in the areas of academics, leadership and ministry enactment. It is important to keep in mind that the primary responsibility for financing a graduate theological education rests with the student. The Cornerstone University Student Financial Services Office, along with the Seminary Admissions Office, is committed to assisting students in receiving the maximum amount of financial assistance for which they qualify under federal and institutional programs.

Students enrolled in five or more credit hours per fall or spring semester are eligible to apply for institutional grants, scholarships and loans. Students seeking consideration for grants, scholarships and loans must file the Seminary Scholarship Application and the Free Application for Federal Student Aid (FAFSA) on an annual basis. Cornerstone University's code is 002266. Priority consideration for awards is granted on an annual basis to those who apply by March 31 for the fall semester and November 15 for the spring semester. FAFSA applications can be submitted online at: www.fafsa.ed.gov.

It is important that all requested information for institutional and federal aid is submitted in a complete and timely manner. Failure to do so will create delays. Once all

requested information is received, the Student Financial Services staff will conduct an evaluation of the file and determine the student's eligibility for gift aid and federal loan eligibility. Notification is sent to students informing them of their awards.

Conditions for the receipt of an institutional endowed or restricted scholarship include attendance at the Legacy Dinner and the writing of thank-you notes to the donor or donor representatives. Further details will be provided to scholarship recipients.

Enrollment Status

A student's enrollment status is used for determining federal eligibility and for reporting enrollment information for loan deferment eligibility, insurance eligibility, etc.

Institutional financial aid is calculated based on a financial aid enrollment level rather than the official full-time/part-time enrollment status. Contact the Student Financial Services office for more information regarding these levels.

Enrollment status for state and federal aid eligibility is as follows:

Program	Full-Time	Half-Time
GRTS	9	5
Th.M.	8	4

PAYMENT OF BILLS

Pay in Full: Payment due dates for each semester will be indicated on the semester bill.

Payment Plan: Students may choose to pay in four or five equal monthly installments. Fall semester payment due dates are the 5th or 20th of each month, August-December, depending on the payment plan chosen. Spring semester payment due dates are the 5th or 20th of each month, January- May, depending on the payment plan chosen. There is a payment plan fee of \$55 per semester. Students who do not pay as arranged on the payment plan may be excluded from using the payment plan in succeeding terms.

Late payment fees may be added to accounts not paid as arranged. Accounts are expected to be paid in full before taking examinations, obtaining transcripts, receiving diplomas or registering for a succeeding term.

ORDER OF FINANCIAL AID AND PAYMENT APPLICATION

Unless specifically designated otherwise, all financial aid and payments posted to the student account will be applied first to tuition, followed by all mandatory and course fees, followed by room & board and then other charges. Financial aid will be applied first, followed by any payments made.

WITHDRAWAL REFUNDS

Withdrawal from Individual Courses:

Students who do not officially withdraw from a course will receive a failing grade for that course. Students withdrawing from individual courses will receive refunds based upon the following schedule:

For 15 Week Courses:

One week or less.....	100.0% of tuition
Second week	86.7% of tuition
Third week	80.0% of tuition
Fourth week	73.3% of tuition
Fifth week	66.7% of tuition
Sixth week	60.0% of tuition
Seventh week	53.3% of tuition
Eighth week	46.7% of tuition
Ninth week.....	40.0% of tuition
More than nine weeks	No refund

For 7 Week Courses:

One week or less.....	100.0% of tuition
Second week	70.0% of tuition
Third week	55.0% of tuition
Fourth week	40.0% of tuition
More than 4 weeks.....	No refund

Appropriate adjustments will be made to financial aid programs following formulas mandated by federal, state and institutional regulations. Students whose enrollment status (i.e., full time, three-quarters time, half-time) would change if classes were dropped should consult with the Student Financial Services Office to determine the extent of these adjustments.

Withdrawal from the Institution:

Tuition refunds for students who withdraw from the seminary during the course of the semester, as well as those who are dismissed or suspended, will be computed as follows:

For 15 Week Courses:

One week or less.....	100.0% of tuition
Second week	86.7% of tuition
Third week	80.0% of tuition

Fourth week.....	73.3% of tuition
Fifth week	66.7% of tuition
Sixth week	60.0% of tuition
Seventh week	53.3% of tuition
Eighth week	46.7% of tuition
Ninth week.....	40.0% of tuition
More than nine weeks	No refund

For 7 Week Courses:

One week or less.....	100.0% of tuition
Second week	70.0% of tuition
Third week	55.0% of tuition
Fourth week.....	40.0% of tuition
More than 4 weeks.....	No refund

Students receiving financial aid who withdraw from the institution during the semester may be required to return a portion of the aid to the appropriate programs. A calculation will be made based on the student's withdrawal date to see what portion of the financial aid must be returned. Students may request a copy of the refund and repayment policy from the Student Financial Services Office.

Federal Title IV Aid

If a student withdraws before completing 60 percent of the semester or period of enrollment, the institution must determine the percentage of Title IV assistance the student has earned. The percent earned is determined by dividing the total number of calendar days in the semester into the number of calendar days completed as of the withdrawal date. Any unearned amount must be returned to the Title IV program(s). Contact the Student Financial Services Office for a copy of the full policy.

Institutional Aid

Institutional financial aid is reduced by the percent of the tuition and fees originally covered by the institutional aid. The student may retain an amount equal to the percent of the actual tuition and fees charged based on the withdrawal date. The remaining amount must be returned to the institutional programs.

INSTITUTIONAL GRANTS

Grand Rapids Theological Seminary Grant

The seminary provides a limited amount of financial assistance to qualified new and returning students through the Grand Rapids Theological Seminary Grant. This grant is awarded on the basis of demonstrated financial need and enrollment status. In-residence study and at least half-time enrollment (five hours per semester) are required.

Priority consideration will be given to students who file the Seminary Scholarship Application and FAFSA between Jan. 1 and March 31. Late applications for financial aid will be accepted until the first week of the fall semester for new students. Grand Rapids Theological Seminary Grants will be awarded on a rolling basis until the funds have been exhausted. The Seminary Scholarship Application and FAFSA information are available at www.cornerstone.edu/grts.

INSTITUTIONAL SCHOLARSHIPS

Students who are enrolled in five or more credit hours are eligible to apply for scholarships by submitting the FAFSA and the Seminary Scholarship Application.

Carl B. Hoch, Jr. Scholarship

The Carl B. Hoch, Jr. Endowed Scholarship was created in honor of Carl B. Hoch, Jr., to benefit a Grand Rapids Theological Seminary student who demonstrates an outstanding ability in Greek and New Testament studies. The Carl B. Hoch, Jr. Scholarship is renewable.

Clarence and Pauline Doane Scholarship

The Clarence and Pauline Doane Scholarship is awarded to degree-seeking students who have demonstrated excellent promise for missions or pastoral ministry. Returning students must maintain a minimum 3.0 cumulative G.P.A. Priority is given to students who are members of churches in fellowship with the General Association of Regular Baptist Churches.

Dallas Thompson Scholarship

The Dallas Thompson Scholarship is awarded to unmarried students who are making satisfactory progress toward a degree at GRTS and demonstrate financial need.

David and Coila Kennedy Scholarship

The David and Coila Kennedy Scholarship is provided for seminary students who are seeking a Master of Divinity degree and preparing for ministry. Returning students must maintain a minimum 3.0 cumulative G.P.A. and financial need is considered.

David Eifert Scholarship

The David Eifert Scholarship is made available in memory of David Eifert who died while enrolled at Grand Rapids Theological Seminary. The scholarship is awarded to candidates who show promise for ministry and demonstrate academic achievement. Recommendation for this scholarship is presented by the Ministry Division faculty.

Esther Gilbertson Scholarship

The Esther Gilbertson Scholarship is awarded to continuing students who are preparing for vocational ministry and maintain a 3.0 or higher G.P.A.

George Samuelson Scholarship

The George Samuelson Scholarship is awarded to students who demonstrate excellent promise for church-related ministry or church-related missions. The candidate must complete a minimum of 20 semester hours of course work at Grand Rapids Theological Seminary with a cumulative G.P.A. of 3.5 or above. Financial need is not required, but will be considered in the selection process. Recommendations for this scholarship are made by the Ministry Division faculty.

Gerald O. and Henrietta A. Jennex Scholarship

The Gerald O. and Henrietta A. Jennex Scholarship will be awarded to candidates who demonstrate, through gifts and commitment, great promise for professional pastoral ministry. Awards will be granted to returning students who demonstrate a pattern of ministry involvement, a minimum 2.8 G.P.A. and financial need. Eligibility for this scholarship is limited to two years.

Gunn Memorial Scholarship

The Gunn Memorial Scholarship was created by a generous gift from Jim Gunn in honor of his grandparents Reverend Dr. John R. and Mrs. Nellie Gunn. Dr. Gunn was a well-regarded pastor, author and scholar whom with his beloved wife Nellie, served the Lord faithfully throughout their lifetime. Rev. Dr. Gunn pastored for several years until for health reasons at age 43 began writing a column for Ft. Wayne's The Journal Gazette that inspired readers for 36 years. Nellie shared John's love for writing authoring articles for the Atlanta Constitution Journal before moving to Ft. Wayne. The Gunn Scholarship is awarded to a full time M. Div. student with a similar passion to share the gospel through the spoken and written word.

James Murray Grier Academic Scholarship

The James Murray Grier Academic Scholarship assists students who have demonstrated outstanding academic achievement through a minimum cumulative G.P.A. of 3.7 in undergraduate study for new students and at the graduate level for returning students.

Joe Crawford Scholarship

The Joe Crawford Scholarship is awarded to students who demonstrate excellent promise for church-related ministry or church-related missions. The candidate will have completed a minimum of 20 hours of course work at Grand Rapids Theological Seminary with a cumulative G.P.A. of 3.5 or above. Financial need is not required, but will be considered in the selection process.

Nienhuis Family Scholarship for Pastoral Ministry

The Nienhuis Family Scholarship for Pastoral Ministry is provided for students who have demonstrated excellent promise for pastoral ministry. Applicants must have completed 32 semester hours with a minimum 3.0 G.P.A. toward a degree at Grand Rapids Theological Seminary.

Macy Mission Scholarship

The Macy Mission Scholarship is provided for students who are members of a missionary family or plan to pursue full time mission work, who are making satisfactory academic progress toward a degree and demonstrate financial need.

Master of Divinity Scholarship

The Master of Divinity Scholarship is awarded to students enrolled in the Master of Divinity program who demonstrate financial need.

McKinney Family Scholarship

The McKinney Family Scholarship is awarded to assist GRTS students in fulfilling their goal of a Christian education. Recipients will be selected through the scholarship application process.

Paul A. Beals Missions Scholarship

The Paul A. Beals Missions Scholarship will be awarded to new and continuing students who demonstrate commitment to cross-cultural ministry as evidenced in their degree program selection and concentration. New students must have achieved a 3.0 cumulative G.P.A. in an undergraduate program and continuing students must possess a minimum 3.24 G.P.A.

Pirsig Fellowship

The Pirsig Fellowship provides an opportunity for men and women who are called to ministry or leadership to earn a Master of Divinity degree with little or no educational debt. The fellowship features a 50% scholarship, a cohort structure for intentional community, and an enhanced learning experience outside the classroom. The fellowship is awarded to entering students and continues throughout the duration of the program. Eligibility requirements and selection criteria include the following: completed bachelors degree with a 3.00/4.00 GPA, acceptance in the Master of Divinity program, demonstrated ministry calling and gifting, love for the Church, compassion for people, growth in Christ-like character, academic performance, and commitment to completing the M.Div. Priority is given to building diversity into all cohorts with candidates who are 35 years old or younger and demonstrate financial need. Pirsig Fellows commit to maintaining a 3.0 GPA in seminary, completing the M.Div. in 5 years or less, participating in all fellowship enhancements, meeting with the Fellowship Director annually, and "giving back" to the Pirsig Fellowship in the future, as the Lord leads.

President's Student Scholarship Fund

The President's Student Scholarship Fund assists students who have a commitment to enter foreign missions or demonstrate a unique financial need after one year of enrollment (minimum 24 semester hours completed) or have a need for financial assistance toward a cross-cultural mission opportunity. Applicants may also be required to submit an essay and/or meet with a GRTS administrator.

Samaritan's Scholarship

The Samaritan Scholarship was created in honor of Brian Jackson's 35 years of service to Cornerstone University. It is awarded to students enrolled in GRTS based on merit and financial need. Students must maintain a 3.0 GPA and demonstrate financial need.

Sugden Seminary Scholarship

The Sugden Seminary Scholarship is given to returning students who demonstrate excellent promise for professional pastoral ministry through commitment to God's word and unique skill in biblical communication. Financial need is not required but will be considered in the selection process. Recommendations are made by the Ministry Division faculty.

Timothy Scholarship

The Timothy Scholarship is primarily designated for the education of European pastors. It is also extended to international students in general when funds are available. Candidates must be planning for church-related ministry and demonstrate the necessary gifts for ministry. Financial need is considered.

Wielhouwer Scholarship

The Wielhouwer Scholarship is awarded to students who maintain active involvement in ministry while attending seminary. Special consideration will be given to students seeking pastoral or chaplaincy vocational ministry.

Woodrow McCaleb Leadership Scholarship

The Woodrow McCaleb Leadership Scholarship is awarded to new and returning students who demonstrate strong ministry leadership qualities and excellent promise for church-related ministry or church-related missions. Financial need is not required, but will be considered in the selection process.

LOANS**Federal Direct Loan Program**

Eligibility for the Federal Direct Loan is determined through the submission of the Free Application for Federal Student Aid (FAFSA). This federally insured loan program is available to all qualified degree-seeking students enrolled at least half-time at Grand Rapids Theological Seminary. Students may be awarded an unsubsidized loan, which accrues interest while in school, beginning with the date of disbursement. Repayment of both principal and interest begins six months after the student ceases at least half-time enrollment or graduates. Loan promissory notes can be completed online at www.studentloans.gov. Students must meet all eligibility requirements at the time the loan is disbursed. There are annual and lifetime limits on the amount that can be borrowed.

Eligible Courses

A student is not eligible to receive federal financial aid for any courses that are not required for the degree program in which the student is not enrolled.

Statement of Educational Purpose

To receive federal financial aid, a student must be enrolled as a degree-seeking student. The student must sign a statement indicating that all federal financial aid will be used for expenses related to study at Cornerstone University.

Statement of Refund and Default

To receive federal financial aid, a student must not owe a refund or an overpayment of any federal grant or loan. A student must not be in default on any federal student loan or must have made satisfactory arrangements to repay any such defaulted loan, and also have not borrowed

in excess of the loan limits under federal student loan programs at all institutions previously attended.

Selective Service Registration

Male students who are United States citizens or permanent resident aliens born after Dec. 31, 1959, are required to comply with Selective Service registration regulations prior to receiving federal financial aid.

SATISFACTORY ACADEMIC PROGRESS

To remain eligible for financial aid, a student must have maintained Satisfactory Academic Progress (SAP) in accordance with the following guidelines:

Qualitative Requirements

The student must maintain a minimum cumulative grade point requirement. Cumulative G.P.A.'s are monitored at the end of each semester.

Master of Theology	3.0 GPA
All other programs	2.5 GPA

Quantitative Requirements

A student must complete his/her program within a period not greater than 150% of the normal program length (measured in credit hours). A student who receives financial aid is required to maintain the following pace to ensure progression towards the 150% completion requirement:

CUMULATIVE HRS. ATTEMPTED	MINIMUM % COMPLETED
1-24	65%
25-48	70%
49+	75%

SAP and all related criteria are evaluated at the end of each academic term.

All regularly accepted and continuing students who do not meet either/or both of the above requirements will be placed on financial aid warning. After a semester on financial aid warning, students still not meeting the criteria will have their financial aid suspended.

If a student suffers unusual circumstances and would like to appeal the financial aid suspension, he/she must submit to the Academic Dean a written explanation regarding noncompliance with these criteria. The Academic Dean will then determine the academic status of the student. If it is determined that the student is making SAP, the student will be placed on financial aid probation. The Student Financial Services office will then consider eligibility for financial aid based upon the availability of funds and financial need.

Repeated Courses

Federal rules allow a student to receive federal aid for a course more than once as long as it is not a result of more than one repetition of a previously passed course or any repetition of a previously passed course due to the student failing other coursework. A repeated course will be counted towards the 150% maximum time frame.

Please contact the Student Financial Services Office for a complete copy of the SAP policy.

GENERAL INFORMATION

Verification Process

Verification is a process whereby the validity of the data reported on the FAFSA is confirmed through the submission and review of specific documents. If the student is selected for verification, aid will not be awarded until the process is completed.

Federal Student Loan Deferment

Deferment of Federal Student Loans is available to most students enrolled for degree seeking graduate study. Approval of a Federal Student Loan deferment will necessitate student enrollment of at least five credits per semester (classified as at least half-time). The Federal Student Loan Deferment Form should be processed through the Cornerstone University Registrar's Office. The loan deferment form cannot be certified by the Registrar's Office until after the student has begun classes.

Veterans' Benefits

Grand Rapids Theological Seminary cooperates with the U.S. Department of Veterans Affairs in processing benefits for the education of honorably discharged service members. Veterans who wish to use the benefits should apply at www.va.gov. After submitting the application to the VA, students need to complete the VA Benefit Form that can be obtained from the Student Financial Services office or online. The grade point average of veterans will be monitored at the end of each semester. Veterans who are placed on academic probation and fail to come off probation within two additional semesters will be reported to the Department of Veterans Affairs. This action may result in termination of benefits by the Department of Veterans Affairs. If benefits are terminated, the veteran may reapply to the seminary for reinstatement of the benefits after the probationary status has been removed. Veterans entering as transfer students will be provided a written statement of the number of credits accepted in transfer and the number of required credits remaining to complete the program. The Cornerstone University Student Financial Services Office will also provide a copy of this information to the Department of Veterans Affairs. This information will be provided to the student prior to submission of the enrollment certification for veterans' benefits and will be based on the student's stated educational goals. This transfer credit evaluation may be subject to change should the student decide to change degree program or major/concentration.

ACADEMIC POLICIES

ACADEMIC INTEGRITY

Cornerstone University and Grand Rapids Theological Seminary are committed to a high standard of academic honesty and integrity among its students. Academic integrity is absolutely necessary in the search for and advancement of truth. Dishonesty in any form (i.e. cheating on examinations or quizzes, plagiarism on papers, reports or thesis, and all other forms of compromise in academic integrity) is not acceptable. Plagiarism includes using another person's words or ideas and passing them off as your own. Self-plagiarism, "double dipping" and duplicate publication (using your own work in duplicate contexts without citation of the previous use) is also prohibited. Penalties for academic dishonesty will be administered according to the following:

First offense - The penalty for first offense academic integrity violation includes failure in the course assignment or failure in the course; enrollment limitation; and academic probation for one academic year. Penalties are imposed by the individual faculty member and the academic dean. Continuing enrollment following such violation requires a letter acknowledging that one understands what constitutes an academic integrity violation, taking full responsibility for the present offense and pledging to avoid such conduct in the future. A meeting with the course professor and academic dean is also required.

Second offense - The penalty for second offense academic integrity violation includes failure in the course and suspension from program for one academic year. Penalties for second offense violations are imposed by the individual faculty member and academic dean. Readmission following a second offense violation requires a letter acknowledging that one understands what constitutes an academic integrity violation, taking full responsibility for the present offense and pledging to avoid such conduct in the future. Readmission will also require a meeting with the GRTS admissions committee and the meeting of all conditions stipulated in the letter of suspension. No coursework, internships or field education completed at other institutions during the period of suspension may be transferred to GRTS for credit or used to fulfill GRTS degree program requirements.

Third offense - The penalty for third offense academic integrity violation includes failure in the course and permanent suspension from program. Penalties for third offense violations are imposed by the individual faculty member and academic dean.

Students seeking to appeal academic integrity disciplinary decisions should consult and employ the policies and processes outlined in the GRTS Academic Catalog under the heading "Student Appeal Process."

ACADEMIC PROBATION, SUSPENSION, AND DISMISSAL

Any student who does not achieve the minimum required cumulative grade point average of 2.50 after attempting nine credits will be placed on academic probation. Students placed on academic probation will be notified in writing immediately following the

determination, usually at the close of an academic semester. Students on academic probation will not be allowed to enroll in more than six credits per semester, will not be allowed to enroll in distance education or independent study courses, and may be required to take remedial courses or work with an academic tutor. Probation is not designed to punish students, but rather to serve as an indication to students that they are not progressing at a satisfactory rate towards graduation.

Students who, after one semester of academic probation, fail to achieve the minimum required cumulative grade point average of 2.50 will be academically suspended. Students placed on suspension will be notified of such action in writing immediately following the determination. Academic suspension means that the student will not be permitted to enroll in courses on a credit or audit basis throughout the duration of the suspension. Students on suspension may be considered for readmission after one semester. Readmission of suspended students will require the approval of the admissions committee. In addition, any student suspended for a second time will be dismissed from Grand Rapids Theological Seminary with no option for future enrollment. Student appeals concerning academic probation, suspension and dismissal should be put in writing to the attention of the GRTS academic appeals committee within 5 days of the date of notification of probation, suspension or dismissal. The judgment will be rendered within 10 business days of receipt of the appeal. The response to the appeal will be in writing and all judgments of the academic appeals committee are final.

ACADEMIC TRANSCRIPTS

The academic records of Cornerstone University students and alumni, including the students and alumni of Grand Rapids Theological Seminary, are maintained at the CU Registrar's Office. Requests for official transcripts should be directed through the National Student Clearinghouse. Instructions are located on the Registrar's page of the CU website. Enter "transcript" in the search box on the main website. Requests can also be made in person using cash or personal checks directly through the Registrar's Office.

ACADEMIC TUTORING

Academic tutoring is available on a limited basis to students in need of academic assistance. Students struggling with the academic demands of the courses at GRTS should first communicate with their professors and academic advisor. Professors can then make a referral to the Associate Dean for the student to receive tutoring. The student will receive a letter from the Associate Dean advising them to contact the appropriate tutor to schedule sessions. Students on probationary status due to academic performance will be assigned an academic tutor and encouraged to take full advantage of this valuable resource. Tutors are upper level GRTS students who have excelled in coursework, possess the appropriate disciplinary expertise, and demonstrate the relational gifts essential to the task of tutoring.

ADVANCED STANDING

Advanced standing credit is available to new students for certain undergraduate courses completed within 10 years prior to graduation at GRTS. These courses must be completed at regionally accredited institutions, institutions accredited by the Association of Biblical Higher Education, and other institutions approved by Cornerstone University. In keeping with accrediting standards (The Association of Theological Schools), GRTS limits advanced standing credits to 1/4th of the graduate degree program. Consideration for advanced standing credit is limited to 300/400 level undergraduate courses in which a grade of "B" (3.0) or better was achieved in an equivalent course. Evaluative judgment for advanced standing is made on the basis of examination in the content area or by assessment of a relevant sample of student work. New students have one calendar year from their original matriculation date at GRTS to apply for advanced standing credit. Credits granted by advanced standing will appear on the student's academic transcript and contribute to program completion, but will not be included in the student's cumulative grade point average calculation.

At GRTS, advanced standing is assessed and administered by two means. First, the granting of advanced standing credit is determined by way of examination. The GRTS faculty has identified a select grouping of courses for which advanced standing by examination is permitted. Advanced standing exams will be offered at the beginning of each semester. Faculty member approval is required to sit for an advanced standing exam. New students are encouraged to work with an admissions representative to coordinate this process. A non-refundable \$50.00 fee, payable to GRTS prior to taking the advanced standing exam, is charged for each exam administered. All advanced standing exams will be graded on a pass/fail basis. Students are limited to one attempt on any given exam.

Second, the granting of advanced standing credit is also determined by assessment of sample student work from the relevant undergraduate course. In these cases, students are responsible to provide the GRTS professor with a copy of the undergraduate course syllabus and all course related assignments, submitting an electronic copy of documents wherever these are available. In turn, the professor will review the sample student work to assess student knowledge and competency in the given content area based on parity in content and methods with the seminary course for which advanced standing is sought. Students are encouraged to work with an admissions representative to coordinate this process. A non-refundable \$50.00 fee, payable to GRTS prior to the completion of the advanced standing assessment, is charged for each assessment administered. All advanced standing assessments will be graded on a pass/fail basis.

ATTENDANCE

Students are expected to attend all class sessions. For full-block courses, courses meeting one time per week, a maximum of one absence will be allowed without grade implication for work conflicts, sickness, scheduling conflicts and all other reasons. Exceeding the allowable absences noted above carries grading implications according to the chart below. Students should communicate with the course

professor concerning anticipated absences (planned or unplanned) in advance of the session in which the student will be absent. Three tardies will equal one absence. After 15 minutes, it is regarded as an absence. Individual professors may implement an alternative attendance policy within their courses. When the attendance policy embedded within a given course syllabus differs from the institutional attendance policy, the policy listed within the given syllabus is authoritative.

Full-Block (meet once per week)

1 absence - no grade reduction for course
2 absences - 1 letter grade reduction for course
3 absences - 2 letter grade reduction for course
4 absences - "F" course letter grade

AUDIT POLICY

Course audits are available for those seeking to obtain course content without course credit towards a degree. Course audits are permitted under certain conditions and with specific expectations. Certain courses may require professor approval prior to enrollment. The extent of participation in the given course by an auditing student should be arranged in advance with the course professor. In the event that a course reaches capacity, an auditing student may be removed from the course to accommodate a credit-seeking student. GRTS reserves the right to limit audit students' course participation or remove an audit student from a course. Students may not audit online courses. The cost to audit a 3-credit course is \$99 (\$33 per credit hour). A course may be changed from audit to credit or credit to audit during the drop/add period only (first week of semester). Courses taken for audit cannot be taken for credit at a later date. Those seeking to audit a course should submit a non-degree seeking application through the GRTS Admissions Office.

CALENDAR

The academic year corresponds with the following schedule:

Fall Semester - Begins in early September & ends in mid-December.

J-Term - Occurs during the second and third weeks of January.

Spring Semester - Begins the third week of January and ends late April or early May.

Summer Semester - May, June, July and August

See "Academic Calendar" in Academic Catalog for complete academic schedule.

CHANGE OF DEGREE PROGRAM

Students seeking to change degree programs (e.g., M.Div. to the M.A. or vice versa) or concentration must secure prior approval from their academic advisor and the academic dean. The Change of Degree form is available at the GRTS office.

CLASSIFICATION OF STUDENTS

Students are officially classified in accordance with the semester hours of credit they have earned as follows:

M.A.

Juniors: 1-32 semester hours
Seniors: 33 or more semester hours

M.Div.

Juniors: 1-32 semester hours
Middlers: 33-62 semester hours
Seniors: 63 or more semester hours

COURSE SCHEDULING

All GRTS students are responsible for the development of their own course schedules and should monitor the progressive fulfillment of program requirements. Faculty advisors are available to assist in answering questions and providing informed insight into the various scheduling options. Appointments with faculty advisors can be scheduled by emailing the advisor directly. Course schedules for Summer and Fall semesters will be available in February, since registration for these enrollment periods occurs in early March. Course schedules for Spring semester will be available in September, since registration for this enrollment period occurs in late October. Course planners are available at the Admissions office to aid students in program planning. GRTS course schedules are distributed to GRTS students in advance of registration and are available on the university website (see Registrar's Office).

COURSE WAIVER

In order to preclude repetition of previously mastered material, students may apply to waive such a course and replace it with another course. Approval for course waiver is granted by the professor who teaches the duplicate course and by the academic dean. Waivers are processed electronically by faculty as Academic Policy Exceptions (APE's).

DROP/ADD

Courses may be dropped or added without penalty during the first week of classes. After the first week of classes, courses cannot be added and refunds for courses dropped will be calculated using the chart listed under "Withdrawal Refunds." In regards to course drops, courses will be treated as follows on the student's official record:

15-Week Courses:

Before end of Drop/Add (1st 5 business days)

No record on transcript

Before end of 9th week

W - No effect on grade point average

After end of 9th week

W/P or W/E

W/P - No effect on grade point average

W/E - Treated as "F" for grade point average

After end of 12th week

W/E - Treated as "F" for grade point average (no W/P option)

7-Week Courses:

Before end of Drop/Add (1st day of course)

No record on transcript

Before end of 4th week

W - No effect on grade point average

After end of 4th week

W/P or W/E

W/P - No effect on grade point average

W/E - Treated as "F" for grade point average

After end of 6th week

W/E - Treated as "F" for grade point average

(no W/P option)

2-Week Courses:

Before end of Drop/Add (1st day of course)

No record on transcript

FINAL EXAMS

The Cornerstone University Registrar develops, publishes, and distributes semester exam schedules several months in advance of the exam dates. Students are obligated to attend the exam sessions as published. No exceptions will be made to the published dates, times, and locations. This is a University wide policy that is strictly enforced.

GRADES AND HONOR POINTS

The student's scholastic standing is indicated both by grades and honor points. The student earns honor points in accordance with his/her grades as follows:

Grade Interpretation

A - 4.0	C - 2.0	AU - Audit
A- - 3.7	C- - 1.7	CR - Credit
B+ - 3.3	D+ - 1.3	NC - No Credit
B - 3.0	D - 1.0	I - Incomplete
B- - 2.7	D- - 0.7	W - Withdrew
C+ - 2.3	F - 0.0	W/P - Withdrew Passing
		W/E - Withdrew Failing

GRADUATION

All senior level students are required to file an Application for Graduation by November 1 (for December, May and August graduations). Eligibility for graduation necessitates the completion of all degree specific requirements as outlined in the GRTS Academic Catalog. In fulfillment of degree program requirements, graduates are expected to participate in the commencement exercises, which occur each year during early May. Approval to participate in commencement prior to the completion of all degree requirements is rare, and requires the approval of the academic dean based on a written request. Such approvals will be based on substantive rationale for early participation, limited to six credits or less of outstanding work, and necessitates a verified plan to complete all of the outstanding course work within the next enrollment period. Appeals to waive participation in the commencement exercise must be submitted to the Academic Dean by March 1. Three official graduation dates occur each year: December, May and August.

HEBREW AND GREEK COMPETENCY EXAMS

For entering students who have completed a minimum of one year of Greek and/or Hebrew language studies at the undergraduate level and desire to proceed into BBL-672 or BBL-640, language competency must be demonstrated by the satisfactory completion of the Greek and/or Hebrew Competency Exam.

Students who successfully complete the particular competency exam will be given permission to proceed into BBL-672 and/or BBL-640, and granted advanced standing credit. Cornerstone University graduates who successfully complete the entire undergraduate Greek and/or Hebrew language sequence (B or better in each course), and immediately proceed into GRTS, are exempt from the Competency Exam Requirement but must complete and submit the Advanced Standing Application.

The Greek and/or Hebrew Competency Exam is also required for entering GRTS students seeking transfer credits and authorization to proceed into the first course of the Old Testament and/or New Testament sequence (i.e., BBL-672 and/or BBL-640) in any of the following instances: when the source of the transfer credits is a non-ATS school; the graduate courses are not comparable to BBL-510/BBL-511 and/or BBL-516/BBL-517; the grades achieved are below the required B grade; or the graduate language courses were not completed within the previous two years. In such cases, the student is required to complete the appropriate GRTS Competency Exam before the transfer credits will be processed and authorization granted to proceed into the first course of the sequence.

Unsatisfactory completion of the GRTS Competency Exam requires completion of BBL-510/BBL-511 and/or BBL-516/BBL-517 at GRTS, and results in the denial of the Greek and/or Hebrew language advanced standing or transfer credit. Greek and Hebrew competency exams are administered during New Student Orientation in the fall and spring. Those students interested and required to sit for one of these exams must complete and submit the Greek and Hebrew Competency Exam/Advanced Standing Application, which can be secured through the GRTS Admissions Office.

HEBREW AND GREEK LANGUAGE COMPETENCY

Students enrolled in Greek language studies with the intent of proceeding into the subsequent exegetical sequence (i.e., BBL-672, BBL-677, and BBL-678) must achieve a grade of “C” or better in BBL-511 Greek II in order to advance into BBL-672 New Testament Studies I. Similarly, students enrolled in Hebrew language studies with the intent of proceeding into the subsequent exegetical sequence (i.e., BBL-640, BBL-641, and BBL-642) must achieve a grade of “C” or better in BBL-517 Hebrew II in order to advance into BBL-640 Old Testament Studies I. The Bible faculty reserves the right to make exceptions to this policy via the Academic Policy Exception process based upon student competency demonstrated through the administration of the respective Greek or Hebrew competency exam.

INCLUSIVE LANGUAGE

As a commitment to honor God's image in all people, GRTS is committed to being a community that uses inclusive language with reference to all people regardless of gender, nationality, culture, social class or religion. With these commitments in mind, the seminary's inclusive language policy is as follows:

Persons in the community are expected to use inclusive language with reference to human beings in the conduct of courses, fulfillment of course assignments and patterns of communication in all facets of the work of the seminary. This means avoiding language that is explicitly or implicitly racist or sexist and avoiding “generic” uses of masculine terms or pronouns.

A few examples are:

- Use “humanity”, “persons” or “people” instead of “man” or “mankind.”
- When giving examples, vary the race and sex of the persons under discussion and avoid stereotypical descriptions.
- Avoid dogmatic generalizations about an entire culture, race, social class, denomination or religious group.

No complete list is possible or necessary in the seminary's inclusive language policy but all faculty, staff and students agree to exercise care and attentiveness to this priority.

INCOMPLETES

A student is expected to complete all work within the semester. If an incomplete is deemed necessary, permission must be obtained from the professor and the academic dean. Students who are granted an incomplete are ineligible for Dean's List consideration for the semester in which they receive the incomplete. Grade changes from the fall semester must be turned into the Registrar's Office no later than March 15. Grade changes from the spring semester must be turned in no later than Aug. 15 and from summer school no later than Nov. 15. Every effort should be made to have incomplete work completed in the shortest time possible following the close of the academic term in which the work is taken. Incompletes will be assigned an “F” grade after the above dates. The time limit for a student to complete the required course work resulting in the change of an “F” to another grade is one calendar year from the receipt of the initial incomplete. Students carrying two or more incompletes into a subsequent semester will be limited to 6 credits of enrollment.

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

LEARNING DISABILITIES ACCOMMODATION

Grand Rapids Theological Seminary and Cornerstone University will make reasonable accommodations for students with disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodation is to provide equal access to educational opportunities to students affected by disabilities, and the university does not intend that the standards be altered, nor that the essential elements of programs or courses be changed.

Students having documented disabilities may apply for accommodations through Student Disability Services (SDS), which is part of the Cornerstone University Center for Student Success located in Miller Hall on the main campus. Disability accommodations for students from the traditional Cornerstone University undergraduate program, Professional and Graduate Studies programs, and Grand Rapids Theological Seminary are addressed centrally in SDS. Accommodations are granted on the basis of determined need and appropriate documentation of disabilities. Students must complete an application and submit appropriate documentation, which will be reviewed by the Accommodations Officer and the Accommodations Review Committee.

Upon acceptance, the student will meet with the Director of Academic Support to develop an Individualized Student Accommodation Plan (ISAP) based on the ARC recommendations. Students will be given a green verification letter to give to their professors and students should schedule a meeting with each professor at the beginning of each semester to discuss their needs. In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the Director of Academic Support should be contacted immediately at 222.1596 or through email at learning.center@cornerstone.edu. If a disagreement arises surrounding eligibility for services, or the manner in which a specific accommodation is being implemented, the student has a right to an informal and formal grievance procedure. A copy of the Grievance Procedures is available at the Center for Student Success in Miller Hall, or online at <https://www.cornerstone.edu/academics/pgs/academic-support/student-disability-services/>.

Please note, the process for determining eligibility for accommodations can take 5-6 weeks, so students should complete an application and submit appropriate documentation well in advance. To be deemed appropriate documentation, testing and assessment of disability must have been completed no more than three years prior to the application for accommodations at Cornerstone University.

MASTER'S THESIS

In preparation for doctoral studies, a select number of qualified students within the Master of Divinity (Academic Track only) or Master of Arts programs may wish to complete a master's thesis as the capstone of their educational experience at GRTS. Students interested in exploring this option should communicate and process this preference with their faculty advisor early in their degree program. The inclusion of a master's thesis in the degree program requires formal faculty advisor approval. Enrollment for a master's thesis consists of two main elements: Thesis Readings (BBL-584, THE-584, COU-584) and Thesis (BBL-792, THE-792, COU-792). Students are encouraged to enroll in Thesis Readings the semester prior to enrollment in Thesis. The required readings course is intended to provide the student an opportunity to expand his/her knowledge base in the specific area of study and to focus the thesis topic. Students are encouraged to work closely with their faculty advisor in identifying and developing an area of study for the thesis.

MID-POINT AND EXIT ASSESSMENTS

All degree seeking students must participate in the mid-point and exit assessment processes. The mid-point process is conducted near the middle of the academic program and the exit assessment is typically conducted in the final semester of a student's program. The processes are initiated by the Associate Dean and engage the student along with the student's academic advisor, academic dean, associate dean, and practicum/internship faculty advisor. The purpose is to review the student's academic performance, student learning portfolio and overall progress in vocational readiness. Specifically, the team considers the student's progress in disciplinary knowledge and skill (academic performance), faith commitment and personal maturity (Christian character), and progress made in attaining the student learning outcomes associated with the particular degree (learning, development, and vocational readiness where applicable). At the conclusion of the review process, one of three judgments is rendered by the review team and presented to the student in written form. The range of judgments includes the following: 1) Affirm progress toward vocational readiness, 2) Affirm with reservations progress toward vocational readiness, 3) Do not affirm progress toward vocational readiness. The assessment team engages the student in developing and implementing a growth plan when the second or third judgments are reached in the mid-point process. Consult the GRTS Student Handbook for a more detailed description of the policies, process, judgments and the implications of the judgments.

ONLINE COURSES

Grand Rapids Theological Seminary limits the use of online/distance education courses to a maximum of eight courses per degree (excludes Ministry Residency I-IV, Counseling Practicum, and Counseling Internship I and Counseling Internship II). For purposes of distinguishing resident courses from online/distance education courses, resident courses require at least 51 percent of the instructor driven learning (20.5 hours for a 3 credit course) to occur in situations where both faculty and students are in person on the main school's campus or approved extension.

RETAKE POLICY

Students are permitted to retake a course in which an unsatisfactory grade was achieved during a previous period of enrollment. In such situations, registration for the course and payment of the related tuition and fees at the current tuition rates are required. The grade achieved by the retake course replaces the initial grade in relation to the grade point average calculation, though the initial grade will remain on the permanent transcript record. Students may only receive federal financial aid when retaking a course if it is the first time they have retaken the course and if the original grade in the course does not meet the minimum grade requirement for a student's program.

SCHOLASTIC HONORS

Students who attain a grade point average of 3.50 or more and carry a minimum of 9 semester hours are recognized each semester through a published Dean's list. Three graduation honors are recognized at commencement. Those graduating *cum laude* must achieve a cumulative grade point average of 3.60; *magna cum laude*, 3.70; and *summa cum laude*, 3.85. To be eligible for graduation honors, the student must complete a minimum of 36 hours in the Master of Arts in Counseling, 31 hours in the other Master of Arts degrees, 47 hours in the Master of Divinity degree, or 24 hours in the Master of Theology degree at Grand Rapids Theological Seminary.

For purposes of awarding honor cords and recognition at commencement, the determination of those eligible for honors will be made on the basis of the cumulative grade point average from the fall semester. The final transcript and diploma will record graduation honors on the basis of the entire academic record.

SECOND DEGREES

Students who have completed a first master's degree at Grand Rapids Theological Seminary or another accredited graduate school or seminary, and are seeking a second master's degree from Grand Rapids Theological Seminary are eligible to utilize a maximum of 50 percent of the credits from the first degree towards the completion of the second degree and must complete at least 50 percent of the requirements for the second degree through new courses.

SEMESTERS AND HOURS

The academic year is divided into three semesters (fall, spring and summer). A typical student takes 6-9 credits during both the fall and spring semester, and 6 credit hours in the summer. A 3 hour residential class generally requires 2 hours and 50 minutes of class time per week and 6-8 hours per week of time on task outside of class. A student seeking the maximum financial aid package and/or veteran's benefits must carry a minimum of 11 credit hours during fall and spring semesters.

STUDENT APPEAL PROCESS: ACADEMIC

On occasion, existing policy and/or faculty and administrative decisions can conflict with the academic interests of individuals. When such a situation occurs, the student should exhaust all options to resolve the academic conflict at the staff, administrative or faculty

level. However, students wishing to appeal beyond the initial level are encouraged to write a letter of appeal. The letter should identify and explain the nature of the conflict, request a review of the judgment and/or action and provide a rationale for the appeal. The letter of appeal should be sent to the Academic Dean of Grand Rapids Theological Seminary. For matters of probation, suspension and dismissal, students should see the above policy on academic probation, suspension and dismissal. For all other cases, the letter of appeal must be submitted to the academic dean. Personal appointments with the academic dean on such matters may be scheduled only after a formal letter of appeal has been submitted. Upon receiving the appeal, the academic dean will engage in an investigation of the grievance and seek to foster an acceptable resolution. If an acceptable resolution to the conflict/grievance is not possible, the academic dean will coordinate a meeting of the faculty academic appeals committee. The committee will review the grievance and the facts of the case and render a judgment. The judgment will be rendered within 10 business days of receipt of the grievance, the response to the appeal will be in writing and all judgments of the faculty academic appeals committee are final.

STUDENT ASSESSMENTS

In an effort to aid students in cognitive, affective, and behavioral growth and development, a series of student assessments beyond traditional classroom grading are integrated as requirements within the various GRTS degree programs. A brief description of some of these assessments is outlined below:

Entrance Assessment

A brief introductory meeting with the faculty advisor which allows an assessment about the alignment of the selected degree program with the student's aspirations, capabilities and vocational goals.

MIN-500 Christian Spiritual Formation

The PRO-D assessment is integrated into this course for the purpose of developing self-awareness, emphasizing strengths and identifying ideal roles.

Mid-Point Assessment

A formal analysis of the student's academic and non-academic development, and an evaluation concerning progress in vocational readiness. This process involves the academic advisor, academic dean, associate dean, ministry mentor or practicum/internship site supervisor and the director of the Ministry Residency program or Practicum/Internship Professor.

Ministry Residency

Ministry mentors assess students each semester of enrollment in Ministry Residency (MIN-685, MIN-686, MIN-781, and MIN-782) in regards to the student's contributions, needs and developmental progress as they function within an authentic ministry setting.

Counseling Practicum and Internship I & II

MA Counseling students participate in one Practicum and two internship placements. Site Supervisors for the Practicum and Internships, as well as GRTS Faculty Supervisors, evaluate the students in regards to their holistic preparation for clinical mental health counseling. Areas of evaluation include but are not limited to (a) self-care strategies as a counselor, (b) multicultural counseling competencies,

(c) interviewing, counseling, and diagnostic skills in individual and group counseling sessions, (e) development of case conceptualization skills, (f) developmentally relevant counseling treatment and intervention plans, and (g) development of measurable outcomes for clients.

MIN-711 Program Completion Seminar

A reflective essay is embedded as a requirement within this course, allowing the student to consider the extent and direction of growth and development while enrolled at GRTS.

Exit Assessment

This is an opportunity for students nearing graduation to provide substantive feedback about their GRTS experience. The exit assessment is coordinated by the academic dean and associate dean and seeks feedback from the student, academic advisor, ministry mentor or practicum/internship site supervisor and the director of the Ministry Residency program or Practicum/Internship Professor.

STUDENT AWARDS

Academic Dean's Award

This award is given to the graduating senior with the highest cumulative grade point average.

Baker Book House Award

This award is given annually to the graduate who is distinguished in biblical or theological study. This award is sponsored by Baker Book House (www.bakerbooks.com) to encourage excellence in biblical and theological study by students preparing for vocational ministry.

Carl B. Hoch Jr. Award

This award is given in honor of Carl B. Hoch Jr. to a graduate who has demonstrated outstanding ability in Greek and New Testament studies.

Counseling Award

This award is given annually to graduates of the Master of Arts in Counseling degree who demonstrate outstanding ability in the theory and practice of counseling.

Counseling Service Award

The Counseling Service Award is given to the MA Counseling student that demonstrates excellence in service, leadership, and/or advocacy for the counseling profession. The student is engaged in activities associated with the counseling profession and exudes a commitment to ongoing professional development and engagement in the counseling realm.

Counseling Excellence Award

The Counseling Excellence Award is given to the MA Counseling student that excels in academic achievement and clinical competency as demonstrated by potential in the classroom or professional engagement outside the classroom.

Educational Ministries Award

This award is given to a graduating seminarian who has demonstrated outstanding ability in Christian Education.

Intercultural Counseling Service Award

This annual award is given to a student at GRTS who exemplifies the characteristics of Christ-Centered Intercultural Counseling Service. The recipient of this award exudes compassion, empathy and is passionate about honoring the diversity of God's Kingdom and

protecting the dignity of all people being served. This student promotes equity, social justice and is committed to ensuring that counseling services are accessible to all people equally, while upholding the highest ethical and professional standards in the field of counseling.

Leon J. Wood Award

This award is given in honor of Leon J. Wood to a graduating senior who has demonstrated outstanding ability in Old Testament studies.

Nickolai Wiens Pastoral Award

This award is given in honor of Nickolai Wiens to a graduate, selected by the seminary faculty, who shows great prospect for effective pastoral ministry demonstrated by spiritual maturity, ability to work with people, and showing passion for the work of the church.

Owen John Lydecker Memorial Award

This award is given in memory of Owen John Lydecker to a distinguished graduate, as selected by the seminary faculty. The recipient will demonstrate academic proficiency and show excellent potential for local church ministry.

The President's Award

This award is given annually to the outstanding graduating seminarian in the M.Div. and M.A. degree programs. Selection is made by the president and seminary faculty based on the student's total seminary experience.

Strauss Expository Preaching Award

This award is given in memory of Elsie Strauss to the senior seminarian chosen for excellence in expository preaching.

William Clarence Haas Award

This award is given in honor of William Clarence Haas, founder of Baptist Mid-Missions, to a graduating seminarian who has demonstrated outstanding proficiency and promise for missionary service.

Zondervan Greek Award

Given annually to the seminarian who demonstrates the greatest achievement in the study of beginning biblical Greek grammar. Receiving this award reflects the student's hard work in BBL 510 and BBL 511 (Greek I-II), and his/her receiving the highest grades in those classes. This award is sponsored by the academic division of Zondervan Publishing House (<http://zondervanacademic.com/>) to encourage the study of Greek by students preparing for vocational ministry.

Zondervan Hebrew Award

Given annually to the seminarian who demonstrates the greatest achievement in the study of first-year biblical Hebrew. This award is sponsored by the academic division of Zondervan Publishing House (<http://zondervanacademic.com/>) to encourage the study of Hebrew by students preparing for vocational ministry.

Zondervan Theology Award

Given annually to the seminarian who demonstrates the greatest achievement in the study of historical and/or systematic theology. This award is sponsored by the academic division of Zondervan Publishing House (www.zondervanacademic.com) to encourage the study of theology by persons preparing for vocational ministry.

STUDENT GRIEVANCE PROCEDURE: STANDARDS OF ACCREDITATION

As a member in good standing with The Association of Theological Schools (ATS), Grand Rapids Theological Seminary affirms the value of accrediting standards. These standards foster attention to good practices within graduate theological education, providing a structure and guide for institutional integrity, accountability, self-assessment and improvement. Grand Rapids Theological Seminary is committed to honoring these standards in the process and product of its endeavors in theological education. If a student identifies a violation of the accrediting standards of The Association of Theological Schools, it is encouraged to bring this matter to the attention of the GRTS Academic Dean. If compliance with the accrediting standard is not achieved in a reasonable and credible manner, the student can bring this grievance to the attention of the accrediting agency. Specifically, the grievance should be made in writing and a copy should be sent to the academic dean. The grievance should be mailed to the following address: The Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, Pennsylvania 15275-1110. ATS staffers can also be reached by calling 412.788.6505.

TEN YEAR RULE

In keeping with the policies of the Association of Theological Schools (ATS, A.3.2.2), Grand Rapids Theological Seminary limits the use of credits towards the completion of a degree to those credits completed within 10 years prior to degree completion. This includes transfer credits, advanced standing credits and credits earned while enrolled at GRTS.

TECHNOLOGY REQUIREMENT FOR ONLINE COURSES

Students enrolled in a fully online degree program (MAC, MAML or MABS) or online courses within traditional residential program will need regular access to a computer with the following:

- A modern computing processor of 2 GHz or faster
- 4 GB RAM or higher
- A high speed internet connection with a connection speed of at least 1.5 MB/s
- Speakers/Headphones and Microphone (Note: Public access computers may not allow usage of speakers, headphone or microphones)
- A web camera capable of video web conferencing (Note: Public access computers may not allow usage of web cameras)

TRANSFER OF CREDIT

Applicants who are transferring from other accredited graduate schools or seminaries are required to have official academic transcripts sent directly to the director of graduate admissions from all schools previously attended. This is a condition for admission.

Transfer credit evaluations are conducted during the admission process, although formal transfer of credit is not posted to the student's academic record until after the admission process is complete. Students will be notified in writing concerning the results of

a transfer credit evaluation. Transcripts from foreign institutions will be evaluated by an outside agency. The student will be responsible for following the procedure required by that agency.

Grand Rapids Theological Seminary will accept a maximum of 50 percent of the selected degree program requirements through transfer credit, or through a combination of transfer credit and advanced standing, completed within 10 years prior to graduation at GRTS. Transfer of credits will be limited to the following types of schools:

1. All regionally accredited institutions.
2. All Association of Theological Schools (ATS) institutions.
3. All Association for Biblical Higher Education (ABHE) institutions.
4. Non-accredited institutions, if those institutions supply to the director of graduate admissions three letters of acceptance from regional, ATS or ABHE accredited institutions.
5. Those non-accredited institutions due to the nature of their relationship with Cornerstone University.

Students planning to take courses at other institutions for transfer into their degree program at Grand Rapids Theological Seminary should contact the assistant registrar for Grand Rapids Theological Seminary to verify the acceptance of these courses. Transfer credit will not be given for remedial or non-graduate level work or for any course in which a grade lower than a C was received. Grade point average does not transfer with the transfer credits.

Grand Rapids Theological Seminary does not guarantee the State of Michigan, or any other authority, will recognize transfer courses from other institutions for purposes of state licensure in counseling.

WITHDRAWAL

A student who wishes to withdraw must complete a withdrawal form, available from the seminary office or by emailing seminary@cornerstone.edu. Failure to submit this form will result in the student receiving an "F" in the related course or courses. For information on the refund policy related to withdrawal from courses or the institution, please see the "Financial Information" section of this academic catalog. In addition, any student leaving school during the semester without completing the official withdrawal process will be academically suspended.

STUDENT LIFE

Grand Rapids Theological Seminary offers a range of services to students, spouses of students and alumni. These academic and non-academic services are intended to foster personal spiritual transformation, leadership development and aid students in achieving their intended educational and vocational goals.

ACCOUNTING AND FINANCE OFFICE

The Cornerstone University Accounting and Finance Office is located in the Administration Building and accepts payments for all student accounts. This office provides check-cashing services and parking tags to students with a valid identification card. Please contact the Accounting and Finance Office for hours of operation 616.222.1445.

ALUMNI ASSOCIATION

The Cornerstone University Alumni Association is comprised of graduates from the associate, baccalaureate, master and doctoral degree programs. Non-degree alumni are individuals who have achieved 36+ semester hours in the traditional undergraduate program or the Professional and Graduate Studies or 12+ semester hours at Grand Rapids Theological Seminary or within the Professional and Graduate Studies. The CU Alumni Association exists to serve alumni in their roles as influencers for Christ by developing connections, facilitating celebrations and encouraging contributions. The association will support and partner with alumni through opportunities to expand relationships, grow as lifelong learners and engage with the mission of the university by serving with their individual giftedness. More information is available at www.cornerstone.edu/alumni.

BOOKROOM

Textbooks required for courses at GRTS are available for purchase through the Hoch Bookroom, which is located on the second floor of the Leon J. Wood Seminary Building. Student costs are kept very competitive with an impressive 15-20% discount from the retail price on textbooks. Purchases at the Hoch Bookroom can be made using cash, check, major credit card, or a book advance through Student Financial Services. The hours of operation, contact information, and course syllabi, are available online at: www.cornerstone.edu/grand-rapids-theological-seminary/resources/hoch-bookroom.

CAMPUS SAFETY

The primary mission of the Cornerstone University Department of Campus Safety is to proactively ensure the personal safety and welfare of our students, faculty, and staff, protect the assets of our campus citizens and University, and provide a variety of services to the campus community as well.

The Department of Campus Safety is a 24/7/365 dispatch and patrol operation based in the front of Faber Hall. For general or emergency contact, dial 0 (zero) from any campus phone or 616.949.5300 from any other phone. Internal and external Code

Blue emergency phones are located throughout the campus.

Services include vehicle battery boosts, vehicle lockouts, airing up low tires, and tow truck contact assists. Campus Safety also provides routine foot and vehicle patrols of the campus, responds to calls, and investigates incidents. Campus Safety personnel are First Aid/CPR/AED trained and equipped to respond to campus medical incidents in conjunction with the appropriate local 9-1-1 organizations.

All students are required to carry their student ID card when on campus and present it when requested by an officer. All student vehicles must be registered for each academic semester and the appropriate vehicle parking permit properly displayed on the vehicle's windshield. Vehicles are registered at the Accounting and Finance Office located in the Administration Building.

Detailed information regarding Campus Safety, campus rules and regulations, and other pertinent safety information is available through the Cornerstone University website and CU Portal.

CENTER FOR CAREER AND LIFE CALLING

Career and Life Calling provides several opportunities to assist students as they prepare for their future careers and vocation. Located in Miller Hall, the Center is open from 9:00 a.m. to 5:00 p.m. Opportunities for one-on-one consultations can be requested by calling 616.222.1433 or emailing career@cornerstone.edu.

Ministry related employment opportunities are posted on GRTS's MinistryConnect website at: ministryconnect.cornerstone.edu. MinistryConnect is a free online resource of GRTS to the Christian community, which allows employers to post positions they are seeking to fill and to search for ministry leadership candidates. It also allows candidates to post a profile and search for available ministry leadership positions.

An online job board called Handshake is available at cornerstone.joinhandshake.com/login. As a GRTS student, please request a Handshake account as an "alumni" and you'll be notified electronically upon your account being approved for use.

International Students

International students are encouraged to apply for on-campus jobs and are permitted to work up to 20 hours per week on-campus. The GRTS admissions office will assist international students in applying for a US Social Security number, which will be needed to begin working. Off-campus employment is allowed on an extremely limited basis in the event of financial distress; more information is available through the GRTS Admissions Office.

COMPUTER ACCESS

The primary computer laboratory for GRTS students is located on the second floor of the Wood Seminary Building. Additional computer laboratories are available to seminary students in Bolthouse Hall and

Miller Library. Hours of access will be posted at each location. Individual student access (user name and password) is arranged for all new students at the outset of the semester. A computer training session is included in the new student orientation. Difficulties with individual access, file management and printing within the Wood Seminary Building computer lab should be directed to Technology Support at 616.222.1510 or technology.support@cornerstone.edu.

COUNSELING SERVICES

GRTS understands the importance of caring for its students in a holistic way and encourages students who are in need of additional support to pursue counseling services. Students in need of personal counseling can request a list of external counselors or counseling agencies from Associate Dean, Dr. Tara Kram, by contacting tara.kram@cornerstone.edu. The list of external counselors is also available in the GRTS section of the Portal at portal.cornerstone.edu.

ENRICHMENT OPPORTUNITIES

Chapel

The chapel experience is central to the life of the Grand Rapids Theological Seminary community. The seminary provides one chapel session per week for student, faculty, staff, and public participation. Grand Rapids Theological Seminary chapel provides opportunity to worship God as a graduate theological community, model Biblical preaching and interact with mission and parachurch representatives.

Pirsig Enhancement Program

Students in the Pirsig Fellowship (see p. 17) participate in the Pirsig Enhancement Program, which is a series of extra-curricular activities seeking to provide enhanced opportunity for spiritual formation during the seminary experience. The focus of the program is to address each student's personal discipleship and their ability to disciple others through reading select books, engaging in small groups, and attending an annual formation retreat.

Thursday Evening Bible Class (TEBC)

Annually, Grand Rapids Theological Seminary offers the community a Fall Bible teaching series through the Thursday Evening Bible Class. These biblical lectures are delivered by faculty of the seminary and typically run from 8-12 weeks. Approximately 100 individuals from the community attend each series, representing a variety of Christian denominations and associations. More information is available at cornerstone.edu/TEBC.

Talking Points: Conversations about Theology, Culture, and Vocation

At Grand Rapids Theological Seminary, we are committed to serving pastors, counselors, and ministry leaders by providing ongoing opportunities for growth and development. Our goal is to equip these key leaders to bring Scripture to bear on the issues we face in our culture. We do this through three lenses: theology, culture, and vocation.

Talking Points offerings include:

Conference

Talking Points conferences feature GRTS faculty and other regional and national figures addressing topics relevant to theology, culture, and vocation. They range in size and format, typically including

lectures or presentations, panel discussion, and roundtable dialogue.

Blog

The Talking Points blog is an online venue through which to engage topics relevant to theology, culture, and vocation. The blog is also a window into the heart and soul of Grand Rapids Theological Seminary. Join the conversation at www.cornerstone.edu/blogs/talking-points.

Resources

Talking Points conferences yield recordings and other resources that are an ongoing benefit to leaders. Go to cornerstone.edu/talking-points to find past resources.

Intercultural Studies Lecture Series

Each fall and spring semester, GRTS offers an evening event featuring a guest lecturer who addresses intercultural issues from a biblical and theological perspective. The purpose of this series is to provide a forum where students, faculty, staff, and friends of GRTS can engage in an open dialogue about the connections between Christian worldview and issues of diversity. The guest lecturers combine recent scholarship and personal ministry experience to help people become more informed and aware of a variety of intercultural issues. Each of these evening events involves a lecture followed by Q & A, and concludes with a dessert buffet to provide a time of fellowship. More information is available at cornerstone.edu/ISLS

FINANCIAL SERVICES

The Student Financial Services Office is committed to assisting students with accessing financial assistance under federal, state and institutional programs. More information is available at cornerstone.edu/financial-aid

If further information is needed, contact the Student Financial Services Office, located in the Ketcham Building. Appointments with a financial aid professional can be made between 8:30 a.m. and 4:30 p.m. Monday through Friday by calling 616.222.1424.

HEALTH SERVICES

Health Services is located in Miller Hall and all GRTS students are able to utilize these services. Students have access to visits with a Registered Nurse for minor injury or illnesses. For more information about CU Health Services and office hours, go to: www.cornerstone.edu/campus-health-services.

MILLER LIBRARY

Miller Library's purpose is to provide high-quality academic resources, community-focused service, and an environment that fosters intellectual and spiritual growth. To accomplish this, the library staff provides:

- Scholarly resources including books, ebooks, streaming videos, DVDs, CDs, musical scores, and periodicals.
- An easy-to-use discovery tool, Summon, to search all of the library's print and electronic resources.
- On campus and off campus access to research databases such as ABI-Inform, ATLA, JSTOR, Proquest, and many others.

- Wireless internet access, computers, printers, copiers, and scanners for use in the library.
- Individual study areas and rooms for group collaboration.
- Specific locations set aside for special collections such as the University Archives, Curriculum Materials Center, and Junior Library.
- Free access to other collections through partner libraries, Puritan Reformed Theological Seminary and Kuyper College, Michigan libraries through MeLCat, and U.S. libraries through ILLiad.
- Outstanding research assistance and service to all students, faculty, and staff.

Phone: 616-222-1458

Web: <http://library.cornerstone.edu>

Email: library.reference@cornerstone.edu

MINISTRYCONNECT

The seminary offers an online referral system called MinistryConnect, that allows students, alumni and ministries to make connections for potential ministry opportunities. In addition, MinistryConnect serves the community by offering alumni and friends of the seminary the opportunity to connect with ministries seeking ministry leaders, and vice versa. MinistryConnect allows GRTS to support students, recent graduates and alumni as they seek ministry roles locally, nationally and globally. MinistryConnect strengthens GRTS's ability to encourage connection of the right people with the right ministries. Students and alumni can access MinistryConnect at <http://ministryconnect.cornerstone.edu/>.

OFF-CAMPUS HOUSING

The greater Grand Rapids area offers a wide range of housing options for the seminary student. Housing costs are quite reasonable compared to national averages. A guide to many of the apartment complexes in the area is available on the GRTS website. More information is available at cornerstone.edu/jobs-housing.

REGISTRAR SERVICES

The Cornerstone University Registrar's Office is located in the Administration Building and offers various services related to the maintenance of student academic records. The Registrar's Office staff is available to assist students in registering for courses, acquiring or mailing official academic transcripts, acquiring an individualized degree audit, evaluating and processing advanced standing and/or transfer credit from other institutions, and posting grades. Hours of operation are 8 a.m. - 5 p.m. during the academic year and 8 a.m. - 4:30 p.m. during summer months. More information is available at cornerstone.edu/registrar

SPOUSE BENEFIT

The spouse educational benefit is intended to provide spouses of Grand Rapids Theological Seminary students with opportunities to participate in the theological educational experience in order to promote a shared pilgrimage of growth and learning. The spouse of a Grand Rapids Theological Seminary

student, regardless of prior academic record, is entitled to one free audit class for every 12 semester hours accumulated and/or enrolled by the degree-seeking student. The benefit is limited to one free audit course per semester and a maximum of four free audit courses per individual. This audit opportunity provides for class attendance only; course work will not be submitted or graded and there will be no official academic record. The benefit does not extend to online courses and is not financially applicable to courses taken for credit. These courses may be taken during or immediately following any semester in which the degree-seeking student is enrolled. Each participating spouse is required to process a Spouse Benefit Form with the GRTS Academic Office in advance of each semester of audit enrollment. In addition, each participating spouse is required to submit a non-degree application to the GRTS Admissions Office.

STUDENT APPEAL PROCESS: NON-ACADEMIC

Students desiring to appeal non-academic decisions made by the Associate Dean may write a formal letter of appeal within 5 days of the decision from the Associate Dean, which will be submitted to the Dean and the Appeals Committee. The letter should identify and explain the nature of the concern, request a review of the judgment and/or action and provide a rationale for the appeal. The Dean and Appeals Committee will review the appeal and render a judgment. The judgment will be rendered in writing within 10 business days of receipt of the appeal. All judgments of the Appeals Committee are final.

STUDENT SENATE LEADERSHIP TEAM

The Student Senate Leadership Team (SSLT) is a representative group of GRTS students selected annually by the Associate Dean to serve the needs of the entire student body. SSLT members serve the student community by coordinating resources, services and events. The central aims of the Student Senate Leadership Team are:

1. To assist students with academic and non-academic concerns as they enter and progress through study at GRTS.
2. To promote student involvement and perspective in the community of learners and scholars at GRTS.
3. To foster a sense of community appropriate to a graduate theological education context.
4. To coordinate fellowship and spiritual growth opportunities among and between students and faculty at GRTS.

More information is available at cornerstone.edu/sslt

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Director of the Pirsig Fellowship & Talking Points

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Web and Theological Librarian

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Director of Admissions and Enrollment

ANDREW PANAGGIO, M.DIV.
Director of Admissions and Recruitment

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Senior Admissions Counselor and Administrative Assistant to the Executive Director of Ministry Residency and Urban Cohort Programs

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Admissions Counselor

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Admissions Counselor

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Registrar

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Academic Office Assistant

BAILIE ROUSE, B.A.
GRTS Receptionist

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MASTER OF DIVINITY

PROGRAM CHECKLIST 2019-2020



Name _____

Matriculation Date _____

Specialization _____

Student ID# _____

Date _____

Anticipated Graduation Date _____

BIBLE & THEOLOGY CORE

Language

___ BBL-510	Greek I	3
___ BBL-511	Greek II	3
___ BBL-516	Hebrew I	3
___ BBL-517	Hebrew II	3

Total 12

Bible

___ BBL-501	Biblical Hermeneutics	3
___ BBL-601	Experiencing the Ancient World of the Bible	2
	<i>or</i>	
	(BBL-506 The Ancient World of the Bible	3)
___ BBL-672	N.T. I: Intro to Exegesis	3
___ BBL-677	N.T. II: The Gospels	3
___ BBL-678	N.T. III: The General Epistles	3
___ BBL-640	OT I: Introduction to Hebrew Exegesis	3
___ BBL-641	OT II: Exegesis in the Pentateuch	3
___ BBL-642	OT III: Exegesis in the Prophets & Writings	3

Total 23

History and Theology

___ THE-501	Program Introduction Seminar	2
___ THE-540	Systematic Theology I	3
___ THE-640	Systematic Theology II	3
___ THE-641	Systematic Theology III	3
___ THE-676	Apologetics and Moral Issues in Christian Ministry	3
	Historical Theology Electives:	
___		3
___		3

Total 20

Total Hours Bible & Theology Core 55

MINISTRY LEADERSHIP CORE

___ MIN-500	Christian Spiritual Formation	3
___ MIN-510	Organizational Leadership	3
___ MIN-560	Global Impact	3
___ MIN-711	Program Completion Seminar	1

One of the following:

___ MIN-543	Christian Formation in the Church	3
___ MIN-545	Teaching and Learning for Christian Formation	3

Total Hours Ministry Leadership Core 13

General Electives

___		3
___		3
___		3
___		2

Total 9-11

Note: General Elective credits range from 9-11 credits depending upon specialization

MINISTRY SPECIALIZATION

(Select one of the following)

Pastoral Ministries

___ MIN-530	Pastoral Competencies	3
___ MIN-636	Homiletics I	3
___ MIN-637	Homiletics II	3
___ MIN-685	Ministry Residency I	2
___ MIN-686	Ministry Residency II	2
___ MIN-781	Ministry Residency III	2
___ MIN-782	Ministry Residency IV	2

Total 17

Student & Family Ministries

___ MIN-553	Sociology of Youth and Emerging Adulthood	3
___ MIN-641	Foundations for Ministry to Youth and Emerging Adults	3
___ MIN-685	Ministry Residency I	2
___ MIN-686	Ministry Residency II	2
___ MIN-781	Ministry Residency III	2
___ MIN-782	Ministry Residency IV	2

One of the following:

___ COU-520	Child & Adolescent Counseling	3
___ COU-521	Marriage & Family Counseling	3

Total 17**Small Group & Discipleship Ministries**

___ MIN-630	Small Group Ministries	3
___ MIN-643	Educational Min. for Adults	3
___ MIN-685	Ministry Residency I	2
___ MIN-686	Ministry Residency II	2
___ MIN-781	Ministry Residency III	2
___ MIN-782	Ministry Residency IV	2

One of the following: 3

___ MIN-534	Evangelism & Discipleship Ministry	
___ MIN-554	Theology of Women in Ministry	
___ MIN-567	The Church's Relationship to a Post-Christian Culture	
___ COU-532	Counseling Women through the Life Cycle	
___ COU-612	Group Techniques	

Total 17**Intercultural Ministries**

___ MIN-567	The Church's Relationship to a Post-Christian Culture	3
___ MIN-660	Cultural Intelligence: Multicultural Understanding	3
___ MIN-667	Urban and Local Development: Exegeting our Communities	3
___ MIN-685	Ministry Residency I	2
___ MIN-686	Ministry Residency II	2
___ MIN-781	Ministry Residency III	2
___ MIN-782	Ministry Residency IV	2

Total 17**Formation & Soul Care Ministries**

___ COU-500	Counseling Philosophy	3
___ COU-610	Counseling Techniques	3
___ COU-521	Marriage & Family Counseling	3
___ MIN-685	Ministry Residency I	2
___ MIN-686	Ministry Residency II	2
___ MIN-781	Ministry Residency III	2
___ MIN-782	Ministry Residency IV	2

Total 17**Chaplaincy Ministries**

___ MIN-525	Introduction to Chaplaincy	3
___ MIN-636	Homiletics I	3
___ COU-500	Counseling Philosophy	3
___ COU-610	Counseling Techniques	3
___	Ministry Elective	3

Total 15**Academic**

___ BBL-782/THE-782	Thesis Research & Proposal	1
___ BBL-783, BBL-784, THE-784, THE-785, or THE-786	Independent Study	3
___ BBL-783, BBL-784, THE-784, THE-785, or THE-786	Independent Study	3
___ BBL-783, BBL-784, THE-784, THE-785, or THE-786	Independent Study	3
___ MIN-685	Ministry Residency I	2
___ MIN-686	Ministry Residency II	2
___ BBL-792/THE-792	Master's Thesis	3

Total 17**Total Hours for M.Div. 94****Total Hours Completed —**

M.A. IN COUNSELING

PROGRAM CHECKLIST 2019-2020



Name _____

Matriculation Date _____

Specialization _____

Student ID# _____

Date _____

Anticipated Graduation Date _____

BASIC CORE

Bible & Theology

- ___ BBL-501 Biblical Hermeneutics 3
- ___ BBL-508 Biblical Theology 3
- English Bible Elective: _____ 3
- ___ THE-550 Theology for Counseling I 3
- ___ THE-551 Theology for Counseling II 3
- ___ MIN-500 Christian Spiritual Formation 3

Total Hours Basic Core 18

COUNSELING CORE

Counseling

- ___ COU-500 Counseling Philosophy 3
- ___ COU-501 Counseling Theories 3
- ___ COU-502 Counseling Ethics and Issues 3
- ___ COU-510 Consulting 3
- ___ COU-525 Multicultural Counseling 3
- ___ COU-601 Testing Procedures 3
- ___ COU-610 Counseling Techniques 3
- ___ COU-611 Career Development 3
- ___ COU-612 Group Techniques 3
- ___ COU-662 Human Growth & Development 3
- ___ COU-700 Research Methodology 3
- ___ COU-782 Practicum: Counseling 3
- ___ COU-784 Internship: Counseling I 3
- ___ COU-785 Internship: Counseling II 3

Total 42

Select one of the following specializations:

Addictions Counseling

- ___ COU-651 Clinical Diagnostic Assessment of Addictions 3
- ___ COU-652 Sociology of Addictions 3
- ___ COU-653 Addictions Counseling: Treatment & Intervention 3

Total 9

Trauma Counseling

- ___ COU-642 Sociology of Trauma 3
- ___ COU-643 Trauma Informed Advocacy & Crisis Intervention 3
- ___ COU-644 Trauma Counseling & Recovery 3

Total 9

Multi-State Licensure

Select three of the following courses:

- ___ COU-660 Abnormal Psychology 3
- ___ COU-670 Diagnostic and Clinical Assessment of Mental Disorders 3
- ___ COU-653 Addictions Counseling: Treatment & Intervention 3
- ___ COU-521 Marriage and Family Counseling 3

Total 9

Interdisciplinary Studies

- ___ COU-521 Marriage and Family Counseling 3
- ___ COU Elective: _____ 3
- ___ General Elective: _____ 3

Total 9

Thesis Track

- ___ COU-584 Thesis Readings: Counseling 3
- ___ COU-792 MA Thesis: Counseling 6

Total 9

Total Hours for M.A. Counseling 69

Total Hours Completed _____

M.A. IN CHRISTIAN FORMATION

PROGRAM CHECKLIST 2019-2020



Name _____

Matriculation Date _____

Specialization _____

Student ID# _____

Date _____

Anticipated Graduation Date _____

BASIC CORE

Bible

- ___ BBL-501 Biblical Hermeneutics 3
- ___ BBL-508 Biblical Theology 3
- Bible Electives*:
- ___ _____ 3
- ___ _____ 3
- ___ _____ 3

Total 15

**Students must complete at least one Old and one New Testament Bible elective.*

Theology

- ___ THE-501 Program Introduction Seminar 2
- ___ THE-540 Systematic Theology I 3
- ___ THE-640 Systematic Theology II 3
- ___ THE-641 Systematic Theology III 3
- ___ THE-676 Apologetics and Moral Issues in Christian Ministry 3
- ___ THE-710 Prayer and Spirituality in the Early Church 3
- or one Historical Theology Elective:
THE-515, THE-516, THE-517, or THE-518

Total 17

Total Hours Basic Core 32

MINISTRY LEADERSHIP CORE

- ___ MIN-500 Christian Spiritual Formation 3
- ___ MIN-510 Organizational Leadership 3
- ___ MIN-543 Christian Formation in the Church 3
- ___ MIN-545 Teaching and Learning for Christian Formation 3
- ___ MIN-560 Global Impact 3
- ___ MIN-711 Program Completion Seminar 1

Select one of the following:

- ___ MIN-685 Ministry Residency I 2
- ___ MIN-686 Ministry Residency II 2
- ___ MIN-781 Ministry Residency III 2
- ___ MIN-782 Ministry Residency IV 2

or

- ___ MIN-584 Thesis Readings: Ministry and 3
- ___ MIN-797 Master's Thesis and 3
- ___ MIN Elective 2

Total 24

MINISTRY SPECIALIZATION

(Select one of the following)

Student & Family Ministries

- ___ MIN-553 Sociology of Youth and Emerging Adulthood 3
- ___ MIN-641 Foundations for Ministry to Youth and Emerging Adults 3

One of the following:

- ___ COU-520 Child & Adolescent Counseling 3
- ___ COU-521 Marriage & Family Counseling 3

Total 9

Small Group & Discipleship Ministries

__	MIN-630	Small Group Ministries	3
__	MIN-643	Educational Min. for Adults	3
		<i>One of the following:</i>	3
__	MIN-534	Evangelism & Discipleship Ministry	
__	MIN-554	Theology of Women in Ministry	
__	MIN-567	The Church's Relationship to a Post-Christian Culture	
__	COU-532	Counseling Women through the Life Cycle	
__	COU-612	Group Techniques	
	Total		9

Intercultural Ministries

__	MIN-567	The Church's Relationship to a Post-Christian Culture	3
__	MIN-660	Cultural Intelligence	3
__	MIN-667	Urban and Local Development	3
	Total		9

Formation & Soul Care Ministries

__	COU-500	Counseling Philosophy	3
__	COU-610	Counseling Techniques	3
__	COU-521	Marriage & Family Counseling	3
	Total		9

Campus & Student Development Ministries

__	MIN-553	Sociology of Youth and Emerging Adulthood	3
__	MIN-518	Foundations of Student Development	3
__	COU-520	Child & Adolescent Counseling	3
	Total		9

Interdisciplinary Studies

__	_____		3
__	_____		3
__	_____		3
	Total		9

M.A. IN CHRISTIAN STUDIES

PROGRAM CHECKLIST 2019-2020



Name _____

Matriculation Date _____

Specialization _____

Student ID# _____

Date _____

Anticipated Graduation Date _____

BASIC CORE

Bible

___ BBL-501 Biblical Hermeneutics	3
___ BBL-508 Biblical Theology	3
Bible Electives*:	
___ _____	3
___ _____	3

Total **12**

**Students must complete at least one Old and one New Testament Bible elective.*

Theology

___ THE-501 Program Introduction Seminar	2
___ THE-540 Systematic Theology I	3
___ THE-640 Systematic Theology II	3
___ THE-641 Systematic Theology III	3
___ Historical Theology Elective: THE-515, THE-516, THE-517, or THE-518	3

Total **14**

Total Hours Basic Core **26**

SPECIALIZATION

Ministry Leadership

___ MIN-500 Christian Spiritual Formation	3
___ MIN-510 Organizational Leadership	3
___ MIN-543 Christian Formation in the Church	3
___ MIN-560 Global Impact	3
___ MIN-685 Ministry Residency I	2
___ MIN-686 Ministry Residency II	2
___ MIN-711 Program Completion Seminar	1
___ MIN-781 Ministry Residency III	2
___ MIN-782 Ministry Residency IV	2

Total **21**

General Electives

___ _____	3
___ _____	3
___ _____	3
___ _____	3
___ _____	3

Total **15**

**Total Hours for
M.A. Christian Studies** **62**

Total Hours Completed ___

M.A. (BIBLICAL EXEGESIS)

PROGRAM CHECKLIST 2019-2020



Name _____

Matriculation Date _____

Specialization _____

Student ID# _____

Date _____

Anticipated Graduation Date _____

BASIC CORE

Bible

- ___ BBL-501 Biblical Hermeneutics 3
- ___ BBL-601 Experiencing the Ancient World of the Bible (or BBL-506/3 credits) 2
- ___ THE-501 Program Introduction 2
- ___ THE-540 Systematic Theology I 3
- ___ THE-640 Systematic Theology II 3
- ___ THE-641 Systematic Theology III 3

Total Hours Basic Core 16/17

EXEGETICAL SPECIALIZATION

(Select one of the following)

Old and New Testament

- ___ BBL-516 Hebrew I 3
- ___ BBL-517 Hebrew II 3
- ___ BBL-640 OT I: Intro to Hebrew Exegesis 3
- ___ BBL-641 OT II: Exegesis in the Pentateuch 3
- or BBL-642 OT III: Exegesis in the Prophets 3
- ___ BBL-510 Greek I 3
- ___ BBL-511 Greek II 3
- ___ BBL-672 NT I: Intro to Exegesis 3
- ___ BBL-677 NT II: The Gospels 3
- or BBL-678 NT III: The General Epistles 3

Bible Electives*:

- ___ _____ 3
- ___ _____ 3

Total 30

**Students must select any two BBL courses*

Old Testament

- ___ BBL 516 Hebrew I 3
- ___ BBL-517 Hebrew II 3
- ___ BBL-640 OT I: Intro to Exegesis 3
- ___ BBL-641 OT II: Exegesis in the Pentateuch 3
- or BBL-642 OT III: Exegesis in the Prophets 3

Bible Electives (Select any six BBL courses)

- ___ _____ 3
- ___ _____ 3
- ___ _____ 3
- ___ _____ 3
- ___ _____ 3
- ___ _____ 3

Total 30

New Testament

- ___ BBL-510 Greek I 3
- ___ BBL-511 Greek II 3
- ___ BBL-672 NT I: Intro to Exegesis 3
- ___ BBL-677 NT II: The Gospels 3
- or BBL-678 NT III: The General Epistles 3

Bible Electives (Select any six BBL courses)

- ___ _____ 3
- ___ _____ 3
- ___ _____ 3
- ___ _____ 3
- ___ _____ 3
- ___ _____ 3

Total 30

Total Hours for M.A. (BIBLICAL EXEGESIS) 46/47

Total Hours Completed _____

MASTER OF THEOLOGY

PROGRAM CHECKLIST 2019-2020



Name _____

Matriculation Date _____

Specialization _____

Student ID# _____

Date _____

Anticipated Graduation Date _____

SPECIALIZATIONS

Old Testament

<input type="checkbox"/>	BBL-840	Advanced Language Study	4
<input type="checkbox"/>	BBL-841	Advanced Study in the History and Culture of Israel and the Ancient Near East	4
<input type="checkbox"/>	BBL-846	Advanced Study in Critical Issues and Methods in the Study of the OT	4
<input type="checkbox"/>	BBL-848	Advanced OT Exegesis	4
<input type="checkbox"/>	BBL-880	Enrichment	4
<input type="checkbox"/>	BBL-884	Advanced Study in Old Testament Biblical Theology	4
<input type="checkbox"/>	BBL-890	Thesis	6

Total 30

New Testament

<input type="checkbox"/>	BBL-870	Grammar and Translation	4
<input type="checkbox"/>	BBL-872	N.T. Intro & Historical Background	4
<input type="checkbox"/>	BBL-874	Exegesis of the Gospels & Acts	4
<input type="checkbox"/>	BBL-876	Exegesis of the Pauline Epistles	4
<input type="checkbox"/>	BBL-877	Exegesis of the General Epistles & Revelation	4
<input type="checkbox"/>	BBL-880	Enrichment	4
<input type="checkbox"/>	BBL-890	Thesis	6

Total 30

Total Hours for Th.M. 30

Total Hours Completed —

