

GORDON  CONWELL

THEOLOGICAL SEMINARY—CHARLOTTE

2020-2021

Student Handbook



The Student Handbook is an official document that is essential and binding for all students. It is based on the current structure and policies of the seminary. This Handbook has been combined with our Catalog to provide information about Gordon-Conwell's history, faculty, resources, degree programs, admissions procedures, as well as more specifics about the policies and procedures that guide students' interaction with the faculty and staff.

We have tried to make the Handbook user friendly, and expect that students will take it seriously for use as a reference guide to academic and student life at Gordon-Conwell. It contains information regarding policies and procedures that have a direct influence on students. Each student is held responsible for the information contained in the Student Handbook.

Policy and procedure changes that might be made through the year will be expeditiously conveyed. When changes are made, it is the policy of the seminary to give such notice as will ensure adjustment without undue inconvenience. However, the right to make whatever changes may be deemed necessary at any time is specifically reserved.

As reflected in the Student Handbook, the seminary takes seriously its role in helping students to be prepared as whole persons who are called to various forms of ministry in the world.

We extend a warm welcome to new and returning students who are here from all around the United States and the world. May God grant us all his grace and mercy as we encourage one another to seek first his kingdom and his righteousness, trusting that all that is needed to accomplish his purpose, he will provide!

Registration Office

The policies contained in the Handbook are not comprehensive. Please consult individual offices for complete details on any specific policy.

Gordon-Conwell Theological Seminary does not discriminate on the basis of sex, race, national origin or handicap.

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ACADEMIC CALENDAR 2020-21

Fall Semester 2020

Aug. 28, 2020 New Student Orientation & Advising Meetings (ONLINE)

Oct. 27, 2020 Fall Cooley Lecture

Sep. 8 – Dec. 21 Fall Semester (15 weeks total)

Module 1: Sep 11-12, Oct 9-10, Nov 6-7

Module 2: Sep 18-19, Oct 16-17, Nov 13-14

Module 3: Sep 25-26, Oct 23-24, Nov 20-21

Module 4: Oct 2-3, Oct 30-31, Dec 4-5

Make-up Weekend for Weekend Classes: December 11-12

All assignments will be due no later than Monday, December 21.

HOLIDAYS (campus and library closed):

Labor Day is Monday, September 7; the semester will begin on Tuesday, Sept. 8, and Monday weekday classes will begin on Sept. 14.

Columbus Day is Monday, October 12; weekday, week-intensive, and web-enhanced courses should avoid meeting on this day.

Veterans' Day is Wednesday, November 11. Weekday, week-intensive, and web-enhanced courses should avoid meeting on this day.

Thanksgiving is Thursday, November 26; no weekend classes will meet on November 27-28.

January Term 2021

Classes may meet Monday, January 4 – Saturday, January 23.

All work is due by Friday, February 5.

Spring Semester 2021

Jan. 21-22, 2021 Cooley Lectures

Jan. 25 – May 7 Spring Semester (15 weeks total)

Module 1: Jan 29-30, Feb 26-27, Mar 26-27

Module 2: Feb 5-6, Mar 5-6, Apr 9-10

Module 3: Feb 12-13, Mar 12-13, Apr 16-17

Module 4: Feb 19-20, Mar 19-20, Apr 23-24

Make-up Weekend for Weekend Classes: April 30 – May 1

All assignments will be due no later than Friday, May 7.

May 14, 2021 Baccalaureate Service

May 15, 2021 Commencement Service

May 17, 2021 Campus and Library closed

HOLIDAYS (campus and library closed):

Presidents' Day is Monday, Feb. 15; weekday, week-intensive, and web-enhanced courses should avoid meeting on this day.

Good Friday is Friday, April 2 and **Easter** is Sunday, April 4. No weekend classes will meet on April 2-3, as the campus will be closed.

Summer Term 2021

May 17 – Aug. 20 Summer Term (14 weeks total)

Module 1: May 28-29, Jun 18-19, Jul 16-17

Module 2: Jun 4-5, Jun 25-26, Jul 23-24

Module 3: Jun 11-12, Jul 9-10, Jul 30-31

Make-up Weekend for Weekend Classes: August 6-7

All assignments will be due no later than Friday, August 20.

HOLIDAYS (campus and library closed):

Memorial Day is Monday, May 31; weekday, week-intensive, and web-enhanced courses should not meet on this day.

Independence Day is Sunday, July 4; there will be no weekend modular classes on July 2-3.

INTRODUCTION

HISTORY

Gordon-Conwell Theological Seminary has a rich heritage, spanning more than a century. The seminary's roots are found in two institutions that have long provided evangelical leadership for the Christian Church in a variety of ministries. The Conwell School of Theology was founded in Philadelphia in 1884 by the Rev. Russell Conwell, a prominent Baptist minister. In 1889, out of a desire to equip "men and women in practical religious work and to furnish them with a thoroughly biblical training," the Boston Missionary Training School was founded by another prominent Baptist minister, the Rev. Adoniram J. Gordon. The Conwell School of Theology and Gordon Divinity School merged in 1969 through the efforts of philanthropist J. Howard Pew, Dr. Harold J. Ockenga and Dr. Billy Graham. Their vision was to "establish within a strong evangelical framework, an independent, interdenominational seminary."

The united schools became known as Gordon-Conwell Theological Seminary, and Dr. Ockenga, the long-time pastor of Boston's historic Park Street Church, became the institution's first president and served until 1979. In 1981, Dr. Robert E. Cooley was inaugurated as the second president, and under his leadership, Gordon-Conwell strengthened its on-campus program, expanded seminary housing, and completed the campus learning complex, including the Chapel and a 41,000-square-foot Academic Center. During the 1991-92 academic year, the establishment of two branch campuses was formalized – the Boston campus and the Charlotte, North Carolina, campus. In February 2006, Gordon-Conwell launched its Jacksonville, Florida, extension site. Dr. Cooley currently serves as President Emeritus.

Dr. Walter C. Kaiser, Jr., well-known biblical scholar, author, Bible teacher and preacher, served as the third president of the merged institution from 1997-2006. Dr. James Emery White became the fourth president of Gordon-Conwell in July 2006. Dr. Haddon W. Robinson was named president in May 2007. Dr. Dennis P. Hollinger served as Gordon-Conwell's sixth president from 2008-2019. In 2019, Dr. Scott W. Sunquist was appointed Gordon-Conwell's seventh president.

ACCREDITATION & EXEMPTION STATEMENT

Gordon-Conwell operates under a charter of the Board of Higher Education of the Commonwealth of Massachusetts. The seminary is a member of the Association of Theological Schools in the United States and Canada. Gordon-Conwell Theological Seminary is accredited by the New England Commission of Higher Education (NECHE). The seminary is certified by the United States Government for the training of veterans and the education of chaplains for military service and for the enrolling of foreign students.

Degree programs of study offered by Gordon-Conwell Theological Seminary—Charlotte have been declared exempt from the requirements for licensure under provisions of North Carolina General Statutes (G.S.) 116-15(d) for exemption from licensure with respect to religious education. Exemption from licensure is not based upon any assessment of program quality under established licensing standards.

PRESIDENT'S MESSAGE

Welcome to the community that is known as Gordon-Conwell Theological Seminary. As you probably know, we are a seminary that is both northern (Hamilton and Boston, Massachusetts) and southern (Charlotte and Jacksonville), both urban and rural. We are a diverse community of Christians committed to the best in academic scholarship in service of God's Kingdom.

In my months before coming into the presidency, I listened to all of the faculty and many adjunct faculty members, as well as most of the staff on four campuses and many of the alumni. What is it that makes Gordon-Conwell special? Here, I list the main characteristics that were mentioned by most people:

- Pervasive and respectful study of the Bible — all the Bible
- Commitment to God's global mission — for all of us
- Diversity of evangelicalism and diversity of cultures and peoples
- Renewal and planting of new churches in North America
- Renewal of the church through the unity of Christians
- High academic standards and deep piety

I think you and your ministry will benefit greatly from your involvement in such a seminary. Our core commitments revolve around the saving work of Jesus Christ, and the Holy Scriptures that point to Him and His work. Our common concern is that God's mission be carried out in both renewal of churches in the West and reaching the unreached in the rest. We trust that you will grow in humility and gentleness even as you grow in wisdom and knowledge. If this happens, we can feel that we have carried out our duties faithfully.

We are aware that most students today are studying while they are working, many are in the midst of ministry while they are studying for ministry. Knowing this, we are trying to make theological education available in multiple ways using technology and creative teaching methods. We also hope that you will learn from others in your classes, as well as from the faculty and from course resources.

May God bless richly your studies at Gordon-Conwell Theological Seminary!



Scott W. Sunquist
President and Professor of Missiology

STATEMENT OF MISSION

Gordon-Conwell Theological Seminary is an educational institution serving the Lord and his Church. Its mission is to prepare men and women for ministry at home and abroad. The seminary undertakes this task as a training partner with the Church so that what is learned on campus may be complemented by the spiritual nurture and the exercise of ministry available through our mentoring programs in the Church. Those who work and study at Gordon-Conwell are united in the common belief that the abiding truth of God's written Word and the centrality of Christ's saving work are foundational to the seminary's mission. These principles structure the seminary's life and values, inform its curriculum and activities, and determine the evangelical perspective in which it sees its responsibilities in preparing students for ministry in the 21st century.

Gordon-Conwell's mission arises out of God's redemptive work in this world effected in Jesus Christ, understood through the biblical Word and mediated by the Holy Spirit. As a theological seminary, it provides learning, resources and training through which men and women may acquire knowledge, gain skills and develop attitudes needed in Christ's ministry.

THE GORDON-CONWELL VISION

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

THE GORDON-CONWELL MISSION

Article 1 *To encourage students to become knowledgeable in God's inerrant Word and competent in its interpretation, proclamation and application in the contemporary world.* Because the teaching of God's Word is indispensable to the well-being and vitality of God's people, the seminary has a fundamental responsibility to encourage in students a love for Scripture. It is to teach exegetical skills by which students will be enabled to interpret the Word and inculcate understanding by which they will be able to apply it effectively.

Article 2 *To maintain academic excellence, in the highest tradition of Christian scholarship, in the teaching of the biblical, historical and theological disciplines.* Theological education, which is properly done within and for the Church, ought to function with rigor and academic integrity. The seminary, therefore, must provide an environment within which teaching and learning can best occur and encourage high levels of scholarly competence and research in its faculty.

Article 3 *To train and encourage students, in cooperation with the Church, to become skilled in ministry.* The Church and the seminary share the goal of seeing knowledge, skills and attitudes integrated in the person who ministers. Both in traditional degree programs and in continuing education, a combination of

Careful training and supervised experience in ministry are educational practices essential to achieving that goal.

Article 4 *To cultivate in partnership with the churches, spiritual maturity in students so that their love for God in Christ is evidenced in Christ-like character, outlook, conduct, relationships and involvement in Church and society.* Academic learning that honors God and serves His people must cultivate a growing life of biblical discipleship and intimacy with Christ. Such spirituality is to be expressed cognitively, relationally and socially. It is to be translated into action – God’s people embodying His compassion, declaring His justice and articulating His truth in society.

Article 5 *To provide leadership and educational resources for shaping an effective evangelical presence and Christian worldview in Church and society.* Gordon-Conwell’s academic and institutional resources are to be put in the service of the Christian community to provide careful research on and informed understanding of critical issues, as well as in exercising leadership in learned societies, in movements of renewal and reform, and in a variety of off-campus ministries in order to develop a more informed understanding of what the Lordship of Christ means in our contemporary world.

Article 6 *To develop in students a vision for God’s redemptive work throughout the world and to formulate strategies that will lead to effective missions, evangelism, discipleship and expressions of love for one’s neighbor through ministries of compassion and social justice.* The central mission of the Triune God is the creation of a fellowship of men and women who are mature in Christ and who will love and serve Him forever. This mission is realized evangelistically through the proclamation of the biblical gospel by those who embody the message they proclaim, who seek to make disciples from among all peoples, and who work for a more just and compassionate social order.

COMMUNITY LIFE STATEMENT

We affirm that the scriptures of the Old and New Testaments are the ultimate guide for our values, attitudes and behaviors in all relationships.

We will seek to foster the development of spiritual maturity through maintaining a personal devotional life and through participating in community worship and prayer.

We will seek to keep the unity of the Spirit through the bond of peace, and in gentleness, patience and humility, accept one another in love.

We will seek to encourage one another to mature in Christ-likeness through attempting to speak the truth in love in the classrooms, in business affairs, in social relationships and in all other areas of our common life.

We will seek to encourage unity in families through responsible relationships.

We will seek to respect and encourage our uniqueness in Christ, which includes our diversity of denomination, race, culture, personality, experience, gifts and goals.

We will seek to become involved individually and corporately with the Church in ministering to spiritual and social needs within and beyond our own community.

We renounce attitudes such as greed, jealousy, false pride, lust, bitterness, hostility, an unforgiving spirit, and prejudice such as that based on race, sex and academic or socioeconomic status.

We renounce behaviors such as distortion of God's Word, deception, falsehood, drunkenness, stealing, and sexual immorality such as premarital intercourse, adultery and homosexual behavior.

We believe where conflict or sin occurs in the Gordon-Conwell community, a biblical process such as stated in Matthew 18:15-20 should be followed to seek correction, forgiveness, restitution and reconciliation.

We will seek to practice an attitude of mutual submission according to the mind of Christ, recognizing that at times our personal rights and preferences must be put aside for the sake of others' conscience and the good of the community.

We will seek to encourage the cultivation of such spiritual attitudes as love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

Adopted by the Board of Trustees May 24, 1984.

THE GORDON-CONWELL CHARLOTTE VISION

The Charlotte campus desires to train men and women for ministry at home and abroad and to impart to them a biblically rich and culturally sensitive vision of ministry. Foundational to all of this is unswerving fidelity to Gordon-Conwell's Mission Statement and to its classically evangelical Basis of Faith.

The specific vision for the Charlotte campus is driven by three commitments:

1. The campus is to have a strong thrust toward the theological engagement of modern culture in its North American setting. How biblical truth relates to culture—theologically and practically—is an underlying concern in Charlotte's education, for those serving Christ need to understand how Christian faith has been influenced by the culture as well as how it should seek to influence the culture.
2. The campus is to embrace fully the partnerships in ministry that helped launch it. This entails a concerted effort to involve the local church and local ministries in the educational experience of its students. An important aspect of the education offered at Gordon-Conwell Theological Seminary—Charlotte is the emphasis placed on mentored ministry and integrative events. In both of these ways, students are engaged in theological/practical integration, which is essential for a seminary education.
3. The campus employs the adult model of education and expects students to take significant responsibility in shaping their own educational experiences. The Charlotte program is designed to address the needs of students who are actively engaged in ministry. They may be full-time pastors, bi-vocational pastors or non-ordained staff with limited theological training. Historically, the campus has engaged students through a schedule that enabled those within a two-to-three hour radius of Charlotte to drive to classes and thus study without leaving their employment or ministry. In the last several years, we have increasingly moved toward ways of delivering courses that enable students to study from wherever they are. In the case of some courses, we compress the classroom portion of a course into a three-day "residency" which students can attend in person even if they live some distance away. In the case of many courses, we bring the professor, the classroom, and the other students to each given student through the creation of a digital classroom. Charlotte is rapidly creating a world in which distance is not a barrier to theological education at all!

PERSONNEL

Gordon-Conwell is an institution with four campuses. Below is a list of the Charlotte campus' faculty and staff. Complete listings of our distinguished faculty from all four campuses and institutional staff positions are available on the institutional website.

Faculty

- ❖ Academic Dean of the Charlotte Campus; Assistant Professor of New Testament

Dr. Gerald Wheaton

Office Hours: By Appointment

Ext: 5844 Email: gwheaton@gordonconwell.edu

- ❖ Assistant Professor of Counseling

Dr. E. Carolina Bénitez

Office Hours: By Appointment

Ext: 5801 Email: ebenitez@gordonconwell.edu

- ❖ Adjunct Professor of Missions; Global Missions Coordinator

Dr. Brent Burdick

Office Hours: By Appointment

Ext: 2352 Email: bburdick@gordonconwell.edu

- ❖ Assistant Professor of Counseling

Dr. Christopher Cook

Office Hours: By Appointment

Ext: 5835 Email: ccook2@gordonconwell.edu

- ❖ Kenneth and Jean Hansen Professor of Discipleship and Leadership Development

Dr. Rodney L. Cooper

Office Hours: By Appointment

Ext: 5832 Email: rcooper@gordonconwell.edu

- ❖ Associate Professor of Counseling; Director of Graduate Programs in Counseling

Dr. Pamela Davis

Office Hours: By Appointment

Ext: 5845 Email: pdavis@gordonconwell.edu

- ❖ Director of the Cooley Center; Robert E. Cooley Professor of Early Christianity
Dr. Donald Fairbairn
Office Hours: By Appointment
Email: dfairbairn@gordonconwell.edu

- ❖ Professor of Biblical Theology and Ethics
Dr. Rollin Grams
Office Hours: By Appointment
Email: rgrams@gordonconwell.edu

- ❖ Adjunct Professor; Director of the Lutheran Studies Program
Dr. Mary Havens
Office Hours: By Appointment
Email: mhavens@gordonconwell.edu

- ❖ Associate Director of Graduate Programs in Counseling
Dr. Vickey Maclin
Office Hours: By Appointment
Ext: 2358 Email: vmaclin@gordonconwell.edu

- ❖ Assistant Professor of Ministry and Leadership Development
Dr. Nicole Martin
Office Hours: By Appointment
Ext: 5841 Email: nmartin2@gordonconwell.edu

- ❖ Senior Librarian; Director of Gordon-Conwell Libraries; Associate Professor for Theological Bibliography
Dr. Robert Mayer
Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
Ext: 5821 Email: bmayer@gordonconwell.edu

- ❖ Associate Professor of Old Testament
Dr. Catherine McDowell
Office Hours: By Appointment
Ext: 2355 Email: cmcdowell@gordonconwell.edu

Staff

❖ Dean of Teaching & Learning; Executive Director of the Southeast Region

Dr. Bradley Howell

Office Hours: Mon – Fri / 9 a.m. – 5 p.m.

Ext: 5837 Email: bhowell@gordonconwell.edu

❖ Pierce Center for Disciple Building Coordinator

Mrs. Shari Adams

Office Hours: By Appointment

Ext: 5843 Email: sadams1@gordonconwell.edu

❖ Executive Director of Enrollment

Mr. Chris Anderson

Office Hours: Mon – Fri / 9 a.m. – 5 p.m.

Ext: 5842 Email: canderson3@gordonconwell.edu

❖ Chaplain

Rev. Percy Burns

Office Hours: By Appointment

Email: pburns1@gordonconwell.edu

❖ Campus Operations Manager

Mr. Jim Carlson

Office Hours: Tues – Sat / 9 a.m. – 5 p.m.

Ext: 5803 Email: jcarlson3@gordonconwell.edu

❖ Admissions Assistant

Mrs. Doreen Campbell

Office Hours: Mon – Fri / 9 a.m. – 5 p.m.

Ext: 2353 Email: dcampbell2@gordonconwell.edu

❖ Housekeeping and Security Worker

Mr. Bereket Embaye

❖ Technology Services Procurement Manager

Ms. Jessica Erickson

Office Hours: Mon – Fri / 9 a.m. – 5 p.m.*

Ext: 5824 Email: jerickson@gordonconwell.edu

*Contact Service Desk for IT assistance (978-646-4357; servicedesk@gordonconwell.edu)

- ❖ Director of Digital Student Success
Ms. Anna Gruntz
Office Hours: Mon – Fri / 10 a.m. – 6 p.m.
Ext: 5847 Email: agruntz@gordonconwell.edu

- ❖ Charlotte Admissions Manager
Mrs. Rachel Hastings
Office Hours: Mon – Fri / 8 a.m. – 4 p.m.
Ext: 5838 Email: rhastings@gordonconwell.edu

- ❖ Admissions Representative; International Student Advisor, Charlotte Campus DSO
Mr. Jarred Hayes
Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
Ext: 5802 Email: jhayes1@gordonconwell.edu

- ❖ Digital Live Manager
Mrs. Erin James
Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
Ext: 5819 Email: ejames@gordonconwell.edu

- ❖ Community Engagement Coordinator
Mrs. Adele Jordan
Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
Ext: 5830 Email: ajordan@gordonconwell.edu

- ❖ Regional Director of Development for the Southeast
Ms. Michelle Littlejohn
Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
Ext: 5814 Email: dlittlejohn@gordonconwell.edu

- ❖ Dean of Students, Charlotte Campus; Master of Divinity Program Director; Director of Mentored Ministry
Rev. Deana Nail
Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
Ext: 5810 Email: dnail@gordonconwell.edu

- ❖ Media Production and Support Specialist
Mr. Jonathan Parker
Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
Ext: 5852 Email: jparker3@gordonconwelle.edu

- ❖ Library Assistant for Technical Support and Reference Services
Mr. David Richards
Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
Ext: 5823 Email: drichards@gordonconwell.edu

- ❖ Director of Strategic Initiatives
Ms. Megan Robinson
Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
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- ❖ Media Production & Support Lead
Mr. Bill Scott
Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
Ext: 5850 Email: wscott@gordonconwell.edu

- ❖ Administrative Assistant & Receptionist
Ms. Sarah Stone
Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
Ext: 5805 Email: sstone1@gordonconwell.edu

- ❖ Associate Librarian for Information Management
Mr. Matt Wasielewski
Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
Ext: 5822 Email: mattwaz@gordonconwell.edu

- ❖ Charlotte Bookstore Manager; Library Assistant
Ms. Audrey Whitlock
Ext: 5820 Email: charlottebookstore@gordonconwell.edu

- ❖ Assistant Registrar
Mrs. Christina Winson
Office Hours: Mon – Fri / 9 a.m. – 5 p.m.
Ext: 5806 Email: cwinson@gordonconwell.edu

ADMISSIONS

Gordon-Conwell Theological Seminary seeks students who are committed to Christ and whose lives demonstrate consistency with the teachings of Scripture. It is expected that such students will be emotionally suited for Christian service and intellectually capable of rigorous academic discipline. Decisions regarding admission are made on the basis of an individual's total application file.

To qualify for admission consideration, the applicant must possess a Baccalaureate (or its academic equivalent) from an accredited institution of higher learning and have demonstrated intellectual capability. Applicants to the Master of Arts in Christian Counseling should have a college GPA of at least 3.0 (on a 4.0 scale), and those applying to all other programs should have at least a 2.5 (on a 4.0 scale). Prior to a student's matriculation at Gordon-Conwell, an official copy of the final transcript, issued by the granting institution showing college degree and date issued, must be on file in the Admissions Office.

Action will be taken on each application as soon as all credentials have been received. The applicant will be notified promptly of the decision. Applications for enrollment are accepted and admission decisions are made on a rolling basis throughout the calendar year for all programs except the Master of Arts in Christian Counseling.

Enrollment is open to qualified students who, without distinction of race, sex, handicap, or denomination, desire to undertake serious theological study and who show promise of success in such an endeavor.

Admission to the MACC Program

Phase 1 - Application

Prospective Master of Arts in Christian Counseling (MACC) students must submit a full application as described in our application procedures. The full application and all required components must be received before permission to continue with Phase 2 can be granted. To be considered for admission, applicants must have a completed application in the Admissions office by the appropriate application deadline.

Once all components of the application are received, the application is reviewed for permission to continue with phase 2 of the admissions process. Permission to continue to Phase 2 **does not** guarantee admission to the seminary or the MACC degree program.

Phase 2 – On-Campus Interviews

If approved, applicants to the program are notified in writing to contact the Admissions Office to schedule an on-campus interview. The on-campus interviews include a one-on-one interview with a faculty member and also a group interview. Phase 2 interviews are scheduled four times per year: February, April, July, and October, usually from 9 a.m. – 12 noon. The Admissions Committee will meet and review

applications after Phase 2 has been completed. Final admissions decisions will be sent in writing, usually within two weeks of the on-campus interview.

Foreign Nationals

Gordon-Conwell Theological Seminary takes seriously the task of providing quality education toward preparation for leadership in gospel ministry for international students who have already taken full advantage of the best theological education available in their own countries and desire further training. Applicants are selected on the basis of potential for significant contribution to the Christian Church in their own homelands. International students are expected to return to their native countries to provide leadership in ministry upon completion of their studies at Gordon-Conwell.

The Charlotte campus is non-residential and thus does not provide on-site room and board often required by international students. We are able to accommodate those students currently in the country on an F-1 visa or other valid visa. For more information on international students, visit our International Students webpage at <https://www.gordonconwell.edu/charlotte/admissions/international-students/>.

Transfer Students

Students applying for transfer from another seminary or graduate school are requested to attach a “Statement of Explanation and Purpose” for the proposed transfer. In addition, students must include a letter from their current institution indicating that they are a “student in good standing.”

TUITION CHARGES

The goal at Gordon-Conwell is to provide the finest education we can at the lowest possible cost. We take our stewardship seriously at Gordon-Conwell, inspecting every proposed expense, making certain it is necessary for our ministry. We ask the Lord daily to bless our efforts and to provide the funds necessary to operate on a balanced budget. We also urge each student to scrutinize his or her own financial assets, to investigate the possibility of financial help from family, friends, church, denomination and local community groups. Students are encouraged to be good stewards of finances in order to meet educational needs.

The following are the tuition rates for the 2020-21 Academic Year, subject to change.

The Seminary’s gross tuition rate is \$2,175 per 3-credit course (\$725 per credit hour). However, Gordon-Conwell Charlotte students receive the Trustee Scholarship* to help offset the cost of tuition. This scholarship is in the amount of \$525 per 3-credit course (\$175 per credit hour), so in effect, the student pays \$1,650 for each 3-credit course (\$550 per credit hour).

GENERAL TUITION RATES	Tuition	Scholarship*	Net Cost
Per Credit Hour	\$725	\$175	\$550
Per Course (3 credit hours)	\$2,175	\$525	\$1,650

These rates apply to three-credit hour courses only. One-credit hour courses are prorated accordingly. Charlotte campus students who take courses at other Gordon-Conwell campuses will be charged tuition and fees at Charlotte campus rates.

Additional Fees

In addition to the tuition rates outlined above, the following fees are/may also be assessed:

Student Services Fee	\$175 per Fall and Spring semester enrolled \$100 per Summer term enrolled
Technology Fee	\$40 per semester/term enrolled
Partnership Program Fee	\$500 per Fall and Spring semester (assessed to all students participating in the Partnership program)
Payment Plan Fee	\$50
Official Audit Fee (for Official Auditors)	\$350 per course (no additional fees)
Official Audit Fee (for current students)	\$150 per course
MACC Administration Fee	\$100 per semester
MACC Retreat (RC500) Course Fee	\$175 per retreat
Clinical Counseling Internship III (CO870) Course Fee	\$500
Introduction to Research (CT500/CO501) Exemption Fee	\$200

DEGREE PROGRAMS

Curriculum Philosophy

“Curriculum” is here understood both narrowly and broadly. In its narrow sense, curriculum is what is taught in the degree courses, and it includes the reasons for offering those particular courses. In its broader sense, curriculum encompasses the total student experience, as directed by the seminary, and it includes learning and experiences outside the formal course settings. At the center of our understanding of curriculum is the need for integration.

Integration, however, is also being understood in two ways, though they are quite different from each other. First, within their degree programs, wherever possible, students need to integrate what they learn in one academic discipline with what they learn in another, especially what is theoretical with what is practical. Second, regardless of the degree program in which a student is enrolled, every effort must be made to formulate a Christian worldview and to ask what it means to be living by the Word of God in the 21st century. Both these forms of integration are difficult to achieve – in the first case because fields of study often operate independently of each other and, in the second, because postmodern life has substantially disengaged itself from Christian belief. It therefore requires thought, hard work, and good discernment to see how biblical truth intersects with contemporary culture.

Integration is something that students should actively pursue throughout their studies. To assist them in this task, the seminary has designed its programs with an emphasis on integrative events and mentored ministry. All students are required to attend integrative events once each fall and spring with mentors and faculty to integrate knowledge with experience, theory with practice, and theological study with praxis. Students are expected to attend these integrative events faithfully during their years of study.

Since the Charlotte program is built upon a ministry-based, in-service model of theological education, a significant amount of integrative learning takes place in the context of ministry. The mentored ministry model brings each student into a triadic learning relationship between himself/herself, a professor, and a mentor. The process is guided by mentors, faithful persons already engaged in ministry, and is coordinated by the Director of Mentored Ministry. In addition, M.Div. and MACM students are required to complete either a Pastoral Ministry or a Readiness for Ministry capstone course during their last year of study. This course entails the student’s reflection on and integration of academic study and practical ministry.

In both forms of integration, however, the same theological principle is at work. It is that biblical truth is fully and decisively authoritative. In the first form of integration, the practice of Christian faith in areas such as counseling, preaching, pastoral care, etc., must be seen as the faithful outworking of biblical truth and not simply as an amalgam between that truth and notions that may be popular or current in these fields. Likewise, in Christian engagement with the contemporary world, all cultural trends and all cultural assumptions have to be examined in the light of Scripture, and that may result in the Church’s need to distance itself from and sometimes to critique what may have become normative in the culture. The

Church lives by the Word of God, and when the Church's hold upon God's truth becomes weak, it loses its understanding, direction, and hope.

The Five Phases of Curriculum

The courses in the curriculum have been conceived as a whole and not as isolated, independent academic experiences. There are five interconnected elements that are experienced both as a progression from the first to the last and sometimes simultaneously. Students move from what is basic in a field to the end goal, which is that they are able to practice in the academic world, as well as in life, what it means to be directed by the Word of God. This progression occurs in five phases.

The Basic Tools Phase, in any field, is what enables students to begin to work in that field. In biblical studies, for example, the Greek and Hebrew languages are its basic tools. The Foundations Phase of the curriculum is the primary content of that field. In biblical studies, it is knowledge of the biblical text; in theology, it is biblical doctrine; in psychology, it is theories of the person; etc. The Interpretation Phase is one in which students should be asking questions, from a biblical point of view, about what it means to have this knowledge. In the Reflection and Integration Phase, students should be able to place what has been learned in one course in a particular field alongside what has been learned in other courses in that field, so that their understanding of the field begins to grow. Finally, in the Interaction and Application Phase, students are encouraged to think about how the fields of study relate to one another and how what they have learned in each of these fields relates to Christian life and ministry in the contemporary world.

These elements of the learning process are at times experienced simultaneously. As students begin to master the content and literature in a particular subject area, they will find that questions about its connections with other subject areas will automatically arise. They will also find that it is natural to begin reflecting on how this knowledge might impact our postmodern culture, the Church's life, Christian ministry, and their own lives.

These five elements or phases, then, are linked by two principles. First, the Word of God is completely authoritative, and it is this Word that God has given for the guidance and nourishment of the Church. Second, what has been learned in the various academic disciplines must be brought together into a coherent Christian worldview, and this, in turn, must become the framework for understanding and living in the contemporary world.

Academic Aims

The aim of all degree programs at Gordon-Conwell is to equip men and women who, as committed servants of Christ, are disciplined in mind, eager to learn, and sensitive to the needs of the world. The swiftly changing currents of contemporary society and global events increase the demands made on Christians in the exercise of their ministry in the world. The seminary strives to educate students to think biblically and theologically in the face of global needs. Students who are ready to give God not only their hearts, but also their minds and wills, are invited to join with us in pursuing obedience to God.

The Charlotte campus offers courses in three distinct periods: fall and spring semesters and a summer term. Given the Charlotte campus commitment to the adult learner, various delivery models are employed to suit different students' schedules. A three-credit-hour course typically involves 30 total hours of class time and at least 135 hours of student work (including the class time), but some delivery systems involve less (or no) time in class and proportionally more work outside of class. In every semester or term, learning and assignments begin and end on the starting and ending date for that term, but the actual class meetings vary depending on the delivery system of the course. Our formats include weekend module courses (class meetings on three weekends per semester, Friday evening and all day Saturday), weekday courses (meeting 10 times per semester on the same day or evening of the week), one-week intensive courses (in which the class meetings are compressed into a single week, although the assignments extend over the entire semester or term), web-enhanced courses (in which most learning is online, but there is a three-day residency during the semester or term), and Charlotte Online and Semlink+ courses (in which all learning is online).

Course Sequencing – Pre-requisites and Co-requisites

Choosing the order in which one takes courses is an important part of success in seminary, and it is also a challenging and substantially individual task. The varied demands of ministry, family, and work, the varied time frames in which courses are offered, and the student's other needs and interests often mean that unless a student enters seminary as part of a defined cohort, he/she will take courses in a different sequence than other students going through the same program at the same time.

Recommended Sequences vs. Formal Prerequisites/Co-requisites

Most of the sequencing recommendations are conveyed through the course numbers. In general, one should take 500-level courses prior to 600-level and then 700-level. Other sequencing recommendations are fairly obvious from the names of the courses. For example, it is better to take CH501 before CH502, but it is not required.

In cases where it is imperative to take courses in a certain sequence, this fact will be indicated by listing prerequisites (courses that must be taken before the course in question) or co-requisites (courses that must be taken beforehand or at the same time) with the [course description](#) in the Student Handbook. The co-requisites and prerequisites are also listed on the Registration Course Schedule at the time registration opens for each semester or term. Please pay careful attention to these formal requirements. CAMS will not allow you to register for a course if you have not met the formal prerequisites for it. Please also confer with your program director, with the Registration Office, or with the Associate Dean of Academics if you have questions about course sequencing.

In addition to these general matters, there are three or four courses that a student is required to take at or near the very beginning of his/her seminary career, and these require special explanation. These are OT500: Exploring the Old Testament, NT501: Exploring the New Testament, CT490: Writing Skills Workshop (for certain students only), and either CT500: Introduction to Theological Research or its equivalent CO501: Introduction to Counseling Research.

OT and NT Survey Courses

The indispensable foundation for seminary studies and ministry is a thorough and growing knowledge of the Bible. The main way to gain this knowledge is through life-long reading of Scripture, but in addition, exposure to the meta-narrative of the Bible at the beginning of one's seminary studies through OT500 and NT501 is crucial to success in seminary. Accordingly, we strongly urge all students to take OT500 in their first semester or term and NT501 in the first or second semester or term. All students MUST complete both of these courses before the end of their first year of study.

Writing Skills Workshop

Certain students are admitted to the seminary with the condition that they take CT490: Writing Skills Workshop in or before their first semester or term, and before they take CT500 or CO501 (about which, see the explanation below). This one-credit course is designed to enhance students' writing skills so as to increase their chances for success in graduate school. The course includes instruction in grammar, punctuation, sentence structure, conciseness, word usage, clarity, verb tenses, points of view, parallelism, paragraph structure, summarizing other's viewpoints, rhetoric, and persuasive writing.

Writing Skills Workshop does not count toward the required hours of any degree, but its one credit hour does count toward the requirement that an international student take at least seven hours in a given term in order to maintain proper visa status.

While taking Writing Skills Workshop, a student may concurrently take only courses from the list at the end of this policy. The intention is that students who need Writing Skills Workshop will take that course and two three-hour courses (from the list) in their first term, and then CT500 or CO501 and two three-hour courses (from the list) in their second term. Upon completion of CT490 and CT500 (or CO501), these students will be ready for courses that require more extensive writing assignments.

Students who are not required to take Writing Skills Workshop as a condition of admission may choose to take it for their own enrichment. Such students may take that course non-credit for a lower fee. The stipulations below about which other courses they may take prior to completion of CT500 or CO501 still apply in such a case.

Introduction to Research

The other course which students must take at the beginning of their studies is CT500 or CO501. Success in seminary and success in ministry require—among other traits—the ability to manage and process a large amount of information, to distill it appropriately, and to use it in ways that apply to the lives of people. As a result, the early development of skills in reading, research, information management, and written communication will go a long way toward ensuring one's success in seminary and in ministry. CT500 and CO501 help students to build and develop these skills.

Furthermore, Christian integrity requires that one treat other people's ideas respectfully, attributing ideas and information properly to those from whom one has learned them, and reporting those ideas as accurately as one can. Accordingly, learning systems for giving others credit for their ideas is an important

part of academic and Christian integrity. The failure to give proper credit to the sources from which one has learned is [plagiarism](#), which is a very severe offense in all academic circles, even if it is unintentional. CT500 and CO501 give substantial guidance on the proper attribution of credit to one's sources and thus on the avoidance of plagiarism. Students should recognize that plagiarism is dealt with very severely at Gordon-Conwell. Any case of genuine plagiarism that goes to the faculty Judiciary Committee is likely to lead at least to failure of the course in question, and sometimes to expulsion from the seminary.

Because the development of research and writing skills and the understanding of proper attribution are so integral to success in seminary, to Christian integrity, and to success in ministry, all students MUST take CT500 or CO501 in (or before) their first semester or term of study (unless they are required to take CT490 Writing Skills Workshop during that first term). Furthermore, during that first semester or term, students are limited in which courses they may take alongside CT500 or CO501. (The reason for this is to avoid placing students into courses with major writing requirements until after they have completed, not just started, CT500 or CO501.) The list below indicates which courses may be taken concurrently with CT500 or CO501.

If a student does not complete CT500 or CO501 in the first semester or term (that is, if he/she withdraws from it, fails it, or receives an extension), he/she must complete it in the second semester or term. During that term, he/she may again take only courses from the list below. Other courses are not open to the student until he/she has successfully completed CT500 or CO501.

If a student fails CT500 or CO501, and the writing instructors believe that an insufficient command of written English is the reason for the failure, that student will be required to complete the one-credit course CT490 Writing Skills Workshop and then to re-take CT500 or CO501. (See discussion of Writing Skills Workshop above.)

Courses Which May Be Taken Concurrently with CT490, CT500 or CO501:

OT500: Exploring the Old Testament	NT501: Exploring the New Testament
CH501: The Church to the Reformation	TH501: Theology Survey I
OL501: Hebrew I	OL502: Hebrew II
GL501: Basic Greek I	GL502: Basic Greek II
CO500: Introduction to Counseling	CO540: Helping Relationships
CO610: Lifespan Development	CO710: Psychopathology

If a student wants or needs to take any other course concurrently with CT490, CT500 or CO501, he/she must petition the Registrar's Office to do so. Recognize that such petitions are relatively unlikely to be approved.

MASTER OF DIVINITY

The M.Div. degree is designed for students who are preparing for professional ministry. This program is designed for individuals who expect to serve in either pastoral ministry or parachurch ministry, as well as those considering doctoral studies. The M.Div. degree prepares students to meet ordination requirements for the major Protestant denominations in America, as well as hospital and military chaplaincy.

The purpose of the degree is to provide leadership for the worldwide church by educating women and men in the classic disciplines of theological training—language competency, biblical exegesis, theological constructs, historical perspective, and ministry skills. The curriculum of the M.Div. degree, therefore, seeks to inculcate into students' knowledge and ability to:

- engage in biblical exegesis, competently using the original languages of Greek and Hebrew;
- understand the historical and theological development of the Christian faith;
- expound and proclaim effectively the biblical message of redemption;
- develop skills appropriate for church leadership as a pastor, teacher, counselor, evangelist, chaplain, church planter, missionary, or other role as a leader; and
- appreciate and be committed to the worldwide proclamation of the gospel.

With the foundation of the Bible as the center of our entire instructional program, the M.Div. degree seeks to expose students to the breadth of disciplines necessary for ministry in the world today. The Division of Biblical Studies endeavors to prepare students to interpret the Bible accurately. The Division of Christian Thought endeavors to prepare students to think biblically about the issues of life, aided by historical perspective and theological reflection. The Division of Practical Theology endeavors to train students to apply the Word of God through preaching, counseling, teaching, administering the life of the church, and giving pastoral care.

The M.Div. curriculum allows students to choose between either five ministry concentrations – Pastoral Ministry, Ministry Practitioner, Christian Leadership, Pastoral Care & Counseling and Church Planting – or four denominational studies concentrations – Anglican, Presbyterian (EPC, ECO) and Lutheran.

Students must complete 91 credit hours, including 29 courses (87 credit hrs.), 3 Mentored Ministry or Christian Leadership rotations (3 credit hrs.), and CT500 Introduction to Theological Research (1 credit hr.). Students must maintain a grade point average of 2.0 or more in order to graduate. Of the 29 courses, 13 must be completed in Biblical Studies (including Greek and Hebrew), 8 in Christian Thought, and 8 in Ministry. The number of fully online courses allowed for the M.Div. is 50% (15 courses).

Gordon-Conwell Theological Seminary – Charlotte

MASTER OF DIVINITY

DEGREE CHECKSHEET – for Students Entering in 2020-21

THEOLOGICAL RESEARCH/WRITING
CT500 – Introduction to Theological Research (1 Credit Hour)
BIBLICAL STUDIES

OT 500 – Exploring the Old Testament
OL 501 – Hebrew I
OL 502 – Hebrew II
OT 511 – Interpreting the Old Testament
Hebrew Exegesis in a Historical Narrative (OT 626 – OT 645)
Hebrew Exegesis in Prophets or Poetry (OT 750, OT 765, or OT 770)
NT 501 – Exploring the New Testament
GL 501 – Basic Greek I
GL 502 – Basic Greek II
NT 502 – Interpreting the New Testament
Greek Exegesis in the Gospels or Acts (NT 610 – NT 619)
Greek Exegesis in the Epistles or Revelation (NT 620 – NT 640)
CHRISTIAN THOUGHT
CH 501 – The Church to the Reformation
CH 502 – The Church Since the Reformation
TH 501 – Theology Survey I
TH 502 – Theology Survey II
Christian Thought Electives (any <u>two</u> CT, CH, TH, AP, ET, or WM courses, 600-800 level)
Ethics Elective (any ET course)
World Missions/Evangelism (any WM or EV course)
MINISTERIAL STUDIES
MC/SF501 – Spiritual Formation for Ministry
CL 503 – Foundations for Leadership
5 Concentration Courses
3 Rotations in Mentored Ministry (3 credit hours)
CAPSTONE
NT/OT 795 – Biblical Theology Seminar
Capstone Course: MC 701 – Pastoral Ministry or MC 850 – Readiness for Ministry

MASTER OF DIVINITY – Pastoral Ministry Concentration

The Pastoral Ministry concentration serves those who envision entering into a lead pastoral role and/or additional formal vocational/professional ministry settings. Students will have the opportunity to learn essentials of ministry such as leadership, counseling, formation, and preaching that will help them in pastoral ministry, church-planting, or other vocational ministries. This concentration is designed to prepare students for ordination within a denomination or church body.

Pastoral Ministry Concentration Courses:

PR 601 – Preaching: Principles and Practices
MC/PC 513 – Healthy Relationships in Ministry
Pastoral Ministry Electives (any <u>two</u> 700-level Preaching elective, MC750 Christian Worship, MC512 Discipleship & Disciple-making, PC511 Pastoral Counseling OR CL660 Church & Non-Profit Admin)
Ministry Elective (any CL, EM, MC, PC or PR course)

MASTER OF DIVINITY – Ministry Practitioner Concentration

The Ministry Practitioner concentration serves those who envision entering into an associate pastoral role and/or formal vocational/professional ministry settings that focus on a single area of ministry (i.e. teaching, discipleship, worship, etc.). Students will have the opportunity to learn essentials of ministry such as leadership, formation, and teaching that will help them in parish ministry, church-planting, or other vocational ministry roles. This concentration can prepare students for ordination within a denomination or church body.

Ministry Practitioner Concentration Courses:

EM 604 – The Teacher and the Teaching Task
MC/PC 513 – Healthy Relationships in Ministry
MC 512 – Discipleship & Disciple-making
2 Ministry Electives (choose any <u>two</u> CL, EM, MC, PC or PR courses)

MASTER OF DIVINITY – Christian Leadership Concentration

The Christian Leadership concentration serves those who envision entering formal vocational/professional ministry settings. Students will learn the essentials of developing teams of servant leaders, resolving conflict, and communicating effectively. This concentration is designed to prepare students for leadership within local churches, the marketplace, and non-profit or parachurch ministries.

Courses to Fulfill Core MDIV Requirements for Christian Leadership Concentration:

Mentored Ministry: 3 Internship Rotations in Christian Leadership CL 620, CL 621, CL 622 (3 credit hours)
Capstone Course: CL 720 – Christian Leadership Project

Christian Leadership Concentration Courses:

CL 630 – The Person of the Christian Leader
CL 640 – Managing Conflict
CL 650 – The Christian Leader as Communicator OR PR 601 – Preaching: Principles & Practices
CL 660 Church & Non-Profit Management
CL/NT/OT 574 – Biblical Theology of Leadership

MASTER OF DIVINITY – Pastoral Care & Counseling Concentration

The Pastoral Care & Counseling concentration serves those who envision providing pastoral care in both formal and informal ministry settings. Students will learn how pastoral care fits within the broader mental health community; will develop skills necessary to provide short-term pastoral care services; will create networks of support and referral; and, will learn how to conduct the ethical practice of pastoral care. Students interested in pursuing chaplaincy opportunities should check with related agencies to determine

educational requirements. This program is not designed to prepare an individual for a professional career in clinical counseling.

Courses to Fulfill Core MDIV Requirements for Pastoral Care & Counseling Concentration:

PC 621 – Clinical Pastoral Education OR 3 Rotations in Mentored Ministry (3 credit hours)
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Pastoral Care & Counseling Concentration Courses:

PR 601 – Preaching: Principles and Practices OR EM 604 – The Teacher & the Teaching Task
MC/PC 513 – Healthy Relationships in Ministry
PC 511 – Pastoral Care & Counseling
2 Counseling/Ministry Electives (choose any <u>two</u> : CO 540, CO 614, CO/SF 610, CO/WM 712, CO/PC 718 CO/PC 750 or any course with a CL, EM, EV, MC, PC, or PR code)

MASTER OF DIVINITY – Church Planting Concentration

The Church Planting concentration serves those who envision entering formal vocational ministry within urban, suburban, and rural settings. Students will learn the essential biblical principles and processes of developing teams, methods, and philosophies of servant leadership in church planting.

Courses to Fulfill Core MDIV Requirements for Church Planting Concentration:

Christian Thought Elective: AP 602 – Cultural Apologetics
World Missions/Evangelism Elective: EV/WM 665 – Church Planting in a Post-Christian Context

Church Planting Concentration Courses:

PR xxx – Preaching to Emerging Generations
MC/PC 513 – Healthy Relationships in Ministry
Ministry Elective (any <u>one</u> : EM/MC 616, MC 660, CL 660, or CL 640)
Pastoral Ministry Elective (any <u>one</u> : 700-level preaching elective, MC 750, MC 512, PC 511 or CL 660)
Ministry Elective (any CL, EM, MC, PC or PR course)

MASTER OF DIVINITY – Anglican Studies Concentration

The Master of Divinity in Anglican Studies is designed to prepare students for pastoral ministry in the Anglican tradition in partnership with the Ridley Institute. This track seeks to weave into the existing Master of Divinity degree a recognized concentration in Anglican studies, resulting in a program that both appropriately trains students for Anglican ministry and meets the rigorous academic standards for which Gordon-Conwell is known.

Students must complete 91 credit hours, including 29 courses (87 credit hrs.), 3 rotations of Mentored Ministry (3 credit hrs.), and CT500 Introduction to Theological Research (1 credit hr). Students must maintain a grade point average of 2.0 or more in order to graduate. Of the 29 courses, 13 must be

completed in Biblical Studies (including Greek and Hebrew), 6 in Christian Thought, 4 in Ministry, and 4 in Anglican Studies. 6 of the courses should be taken through the Ridley Institute. The 3 Mentored Ministry rotations must be Anglican-specific as well.

Courses to Fulfill Core MDIV Requirements for Anglican Concentration:

Anglican History & Theology I (fulfills CH 501)
Anglican History & Theology II (fulfills CH 502)
Historical Theology I (fulfills TH 501)
Historical Theology II (fulfills TH 502)
Introduction to the Mission of the Church (fulfills WM/EV course)
ET/NT647 – Biblical Ethics (fulfills ET course)
Ministry Elective: any CL, EM, MC, PC or PR course (fulfills CL503)
3 Rotations in Mentored Ministry in pastoral liturgy/priestly formation (3 credit hours)

Anglican Studies Concentration Courses:

MC/PC 513 – Healthy Relationships in Ministry
PR 601 – Preaching: Principles and Practices
Pastoral Ministry Electives (any 700-level Preaching elective, MC 512 Discipleship & Disciple-making OR CL 660 Church & Non-Profit Administration)
Worship in the Prayer Book Tradition
Anglican Spiritual Tradition and Practical Theology

MASTER OF DIVINITY – EPC Concentration

The Master of Divinity in Evangelical Presbyterian Studies is designed to prepare students for pastoral ministry in the Evangelical Presbyterian Church. This track integrates an EPC Ministry Apprenticeship Program (MAP) into the existing Master of Divinity degree. Select courses, called EPC MAP courses, have been modified with the EPC ministry context in mind.

Students must complete 91 credit hours, including 29 courses (87 credit hrs.), 3 rotations of Mentored Ministry (3 credit hrs.), and CT500 Introduction to Theological Research (1 credit hr.). Students must maintain a grade point average of 2.0 or more in order to graduate. Of the 29 courses, 13 must be completed in Biblical Studies (including Greek and Hebrew), 8 in Christian Thought, and 8 in Ministry.

Courses to Fulfill Core MDIV Requirements for EPC Concentration:

Christian Thought Elective: AP 602 – Cultural Apologetics (MAP Course)
Ethics Elective: ET 501 – Christian Ethics (MAP Course)
Missions/Evangelism Elective: EV 510 – Evangelism: Theories and Practices (MAP Course)
Ministry Elective: any CL, EM, MC, PC, or PR course OR MC 601 – Reformed Ecclesiology & Polity (fulfills MC/SF501 requirement)

EPC Concentration Courses:

PC 511 – Introduction to Pastoral Care & Counseling (MAP Course)
MC 512 – Discipleship and Disciple-making (MAP Course)
MC 679 – Ministry as Mission (MAP Course)
PR 601 – Preaching: Principles and Practices (MAP Course)
Pastoral Ministry Elective (Choose One: 3 Additional Rotations of Mentored Ministry, MC 750 Christian Worship, CL 660 Church & Non-Profit Management OR any 700-level Preaching course)

MASTER OF DIVINITY – Lutheran Studies Concentration

The Master of Divinity in Lutheran Studies is designed to prepare students for pastoral ministry in the Lutheran tradition. This track seeks to weave into the existing Master of Divinity degree a recognized concentration in Lutheran studies, resulting in a program that both appropriately trains students for Lutheran ministry and meets the rigorous academic standards for which Gordon-Conwell is known.

Students must complete 91 credit hours, including 29 courses (87 credit hrs.), 3 rotations of Mentored Ministry (3 credit hrs.), and CT500 Introduction to Theological Research (1 credit hr). Students must maintain a grade point average of 2.0 or more in order to graduate. Of the 29 courses, 13 must be completed in Biblical Studies (including Greek and Hebrew), 5 in Christian Thought, 4 in Ministry, and 6 in Lutheran Studies.

Courses to Fulfill Core MDIV Requirements for Lutheran Concentration:

CH 645 – Martin Luther and the Reformation (fulfills CT elective)
CH 695 – Lutheranism in North America (fulfills CT elective)
Ethics Elective (any ET course, with additional Lutheran component)

Lutheran Studies Concentration Courses:

MC/PC 513 – Healthy Relationships in Ministry
PR 601 – Preaching: Principles and Practices
CT 631 – Lutheran Confessions
MC 750 – Christian Worship
Pastoral Ministry Elective (any 700-level Preaching elective, MC 512 Discipleship & Disciple-making OR CL 660 Church & Non-Profit Administration)

MASTER OF ARTS IN CHRISTIAN COUNSELING

The Master of Arts in Christian Counseling program is designed for those who wish to prepare for entry-level counseling positions in Clinical Mental Health (CMH) or to prepare for further studies in counseling. Upon completion of the program, graduates can be qualified to sit for the National Counselors Exam, which is the professional counseling licensure exam in most states.

The Counseling program seeks to provide Christian training in biblical, theological, and psychological disciplines. Those who complete this training program in counseling may expect significant growth in their professional development in preparation for Christian and/or secular employment opportunities. A major feature of the program is its commitment to supervised clinical practicum and internship experiences. Students will experience a variety of clinical training sites as well as regular supervision in a clinical setting. Students will often have opportunities to participate in seminars, workshops, town hall meetings, group supervision, and other professional development.

Students must complete 67 credit hours, including 22 courses (66 credit hrs.) and CO501 Introduction to Counseling Research (1 credit hour), as well as complete one counseling retreat. Students must maintain a grade point average of 3.0 or higher in order to graduate. For all counseling (CO) courses, students must obtain a C- or higher; students will have to retake the course in which a grade below C- was obtained. Students will also be required to attend 12 Individual Didactic Counseling sessions, and successfully complete an Exit Evaluation and the Counselor Preparation Comprehensive Exam (CPCE). The program consists of three courses in Biblical Studies, two courses in Christian Thought, 12 foundational courses in the field of counseling, two counseling electives, and three semesters of practicum/internship. The number of fully online courses allowed for the MACC is 50% (11 courses).

Gordon-Conwell Theological Seminary – Charlotte
MASTER OF ARTS IN CHRISTIAN COUNSELING
Clinical Mental Health
 DEGREE CHECKSHEET – for Students Entering in 2020-21

THEOLOGICAL RESEARCH/WRITING
CO 501 – Introduction to Counseling Research
BIBLICAL STUDIES
OT 500 – Exploring the Old Testament
NT 501 – Exploring the New Testament
NT/OT 517 – Interpreting the Bible
CHRISTIAN THOUGHT
TH 501 – Theology Survey I
TH 502 – Theology Survey II
COUNSELING COURSES
CO 502 – Introduction to Counseling & Systems Theory
CO 540 – Helping Relationships
CO/SF 610 – Lifespan Development: Implications for Counseling
CO 699 – Research Methods and Design
CO 710 – Psychopathology
CO 712 – Multicultural Diversity in Counseling
CO/PC 718 – Group Dynamics
CO 735 – Assessment in Counseling
CO/PC 750 – Counseling for Crisis and Addictions
CO 770 – Career Counseling
CO 790C – Professional Standards and Christian Ethics for Counselors
CO 850 – Advanced Christian Counseling Models and Practice

2 Counseling Electives
CO 650 – Exit Evaluation (0 credit hours)
PRACTICUM/INTERNSHIP
CO 867 – Clinical Counseling Practicum
CO 868 – Clinical Counseling Internship I
CO 869 – Clinical Counseling Internship II

Counseling Retreat (RC 500)

Individual Didactic Counseling (CO 651)

Faculty Supervision (CO 875)

Counselor Preparation Comprehensive Exam (CPCE)

MASTER OF ARTS IN CHRISTIAN LEADERSHIP

The Master of Arts in Christian Leadership program is designed to expose the student to the various theories of leadership and to assist the student in developing relevant competencies for effective leadership in Christian ministry. The degree is best suited for individuals currently engaged in or pursuing ministry in non-pastoral settings, campus ministry, or other related parachurch ministries. Applicants must have as a goal a vocation requiring the knowledge available in the program.

The MACL degree has a 67% distance allowance. Up to 2/3 of the courses in the degree (14 courses) can be taken fully online, if the student desires. The remaining 33% can be fulfilled through weekend, one-week intensive, weeknight, web-enhanced, or any other format that is offered in Charlotte or on other GCTS campuses. By carefully utilizing residential and distance options, a student can complete this program spending as few as three weeks in Charlotte.

Students must complete 61 credit hours, including 19 courses (57 credit hrs.), three rotations of leadership internships (3 credit hrs.), and CT500 Introduction to Theological Research (1 credit hr.). Students must maintain a grade point average of 2.0 or more in order to graduate. Of the 19 courses, 4 must be completed in Biblical Studies, 6 in Christian Thought, 7 in Leadership, and 2 general electives. The number of fully online courses allowed for the MACL is 67% (14 courses).

Gordon-Conwell Theological Seminary – Charlotte
MASTER OF ARTS IN CHRISTIAN LEADERSHIP
 DEGREE CHECKSHEET – for Students Entering in 2020-21

THEOLOGICAL RESEARCH/WRITING
CT500 – Introduction to Theological Research (1 Credit Hour)
BIBLICAL STUDIES
OT 500 – Exploring the Old Testament
NT 501 – Exploring the New Testament
OT/NT 517 – Interpreting the Bible
NT/OT/CL 574 – Biblical Theology of Leadership
CHRISTIAN THOUGHT
CH 501 – The Church to the Reformation
CH 502 – The Church Since the Reformation

TH 501 – Theology Survey I
TH 502 – Theology Survey II
Ethics Elective (any ET course)
World Missions/Evangelism (any WM or EV course)
LEADERSHIP STUDIES
CL 503 – Foundations for Leadership
CL 630 – The Person of the Christian Leader
CL 640 – Managing Conflict
CL 650 – The Christian Leader as Communicator
CL 660 – Church and Non-Profit Management
CL 670 – Team and Team Building
CL 620 – Internship Rotation in Leadership (1 credit hour)
CL 621 – Internship Rotation in Leadership (1 credit hour)
CL 622 – Internship Rotation in Leadership (1 credit hour)
ELECTIVES
General Elective
General Elective
CAPSTONE
CL 720 – Christian Leadership Project

MASTER OF ARTS IN CHRISTIAN MINISTRIES

The Master of Arts in Christian Ministries degree is designed for students who are involved in or preparing for a ministry other than pastoral ministry and who desire a program of shorter duration than the M.Div. It may also be suitable for students involved in pastoral ministry in denominations that do not require the M.Div.

The MACM degree has a 67% distance allowance. Up to 2/3 of the courses in the degree (14 courses) can be taken fully online, if the student desires. The remaining 33% can be fulfilled through weekend, one-week intensive, weeknight, web-enhanced, or any other format that is offered in Charlotte or on other GCTS campuses. By carefully utilizing residential and distance options, a student can complete this program spending as few as three weeks in Charlotte.

The MACM curriculum allows students to choose between four concentrations: Pastoral Ministry, Ministry Practitioner, Pastoral Care & Counseling and Church Planting.

Students must complete 61 credit hours, including 18 courses (54 credit hrs.), three rotations of Mentored Ministry (3 credit hours), CT500 Introduction to Theological Research (1 credit hour), and a final project (3 credit hours). Students must maintain a grade point average of 2.0 or more in order to graduate. Of the 18 courses, 4 are in the area of Biblical Studies, 6 in Christian Thought, 7 in Ministry, and 1 general elective. The number of fully online courses allowed for the MACM is 67% (14 courses).

Gordon-Conwell Theological Seminary – Charlotte
MASTER OF ARTS IN CHRISTIAN MINISTRIES
 DEGREE CHECKSHEET – for Students Entering in 2020-21

INTRODUCTORY COURSES
CT500 – Introduction to Theological Research (1 Credit Hour)
GENERAL CORE REQUIREMENTS
OT 500 – Exploring the Old Testament
NT 501 – Exploring the New Testament
NT/OT 517 – Interpreting the Bible
TH 501 – Theology Survey I
TH 502 – Theology Survey II
CH 501 – The Church to the Reformation
CH 502 – The Church Since the Reformation
Ethics Elective (any ET course)
World Missions/Evangelism (any WM or EV course)
CONCENTRATION
MC/SF501 – Spiritual Formation for Ministry
CL 503 – Foundations for Leadership
MC/PC 513 – Healthy Relationships in Ministry
4 Concentration Courses
MENTORED MINISTRY
3 Rotations of Mentored Ministry (3 credit hours total)
GENERAL ELECTIVE
General Elective
CAPSTONE
NT/OT 594 – Biblical Theology
MC 701 – Pastoral Ministry <i>or</i> MC 850 – Readiness for Ministry

**MASTER OF ARTS IN CHRISTIAN MINISTRIES –
 Pastoral Ministry Concentration**

The Pastoral Ministry concentration is designed for those who are in pastoral ministry already or intending to make pastoral ministry their vocation.

Pastoral Ministry Concentration Courses:

PR 601 – Preaching: Principles and Practices
2 Pastoral Ministry Electives (any <u>two</u> 700-level Preaching elective, MC750 Christian Worship, MC512 Discipleship & Disciple-making, PC511 Pastoral Counseling OR CL660 Church & Non-Profit Admin)
Ministry Elective (any CL, EM, MC, PC, or PR course)

MASTER OF ARTS IN CHRISTIAN MINISTRIES – Ministry Practitioner Concentration

The Ministry Practitioner concentration best captures the original idea of the MACM program as a program for those with diverse ministry callings. It provides both grounding in practical ministry disciplines and the flexibility to specialize.

Ministry Practitioner Concentration Courses:

EM 604 – The Teacher and the Teaching Task
MC 512 – Discipleship and Disciple-making
2 Ministry Electives (any two CL, EM, MC, PC, or PR courses)

MASTER OF ARTS IN CHRISTIAN MINISTRIES – Pastoral Care and Counseling Concentration

The Pastoral Care and Counseling concentration is designed for those who specifically feel called to care ministries inside or outside of the church. This does NOT lead to any special licensure.

Courses to Fulfill Core MACM Requirements for Pastoral Care and Counseling Concentration:

PC 621 – Clinical Pastoral Education OR 3 Rotations in Mentored Ministry (3 credit hours)
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Pastoral Care and Counseling Concentration Courses:

PR 601 – Preaching: Principles and Practices OR EM 604 – The Teacher and the Teaching Task
PC 511 – Pastoral Care & Counseling
2 Counseling/Ministry Electives (choose any <u>two</u> : CO 540, CO 614, CO/SF 610, CO/WM 712, CO/PC 718 CO/PC 750 or any course with a CL, EM, EV, MC, PC, or PR code)

MASTER OF ARTS IN CHRISTIAN MINISTRIES – Church Planting Concentration

The Church Planting concentration serves those who envision entering formal vocational ministry within urban, suburban, and rural settings. Students will learn the essential biblical principles and processes of developing teams, methods, and philosophies of servant leadership in church planting.

Courses to Fulfill Core MACM Requirements for Church Planting Concentration:

Missions/Evangelism Elective: EV/WM 665 – Church Planting in a Post-Christian Context

Church Planting Concentration Courses:

PR xxx – Preaching to Emerging Generations
AP 602 – Cultural Apologetics

Ministry Elective (any <u>one</u> : EM/MC 616, MC 660, CL 660, or CL 640)
Pastoral Ministry Elective (any <u>one</u> : 700-level preaching elective, MC 750, MC 512, PC 511 or CL 660)

MASTER OF ARTS (RELIGION)

The Master of Arts (Religion) degree is designed for people who desire to understand their calling within a more complete theological perspective so that they may serve more effectively as Christians in the world. The degree is not intended for those pursuing pastoral leadership as a profession, nor does it, by itself, equip people for church and professional positions involving specialized skills. The degree is best viewed as a Biblical/theological supplement to other areas of academic or professional expertise.

The degree is the most flexible of all the seminary's programs and requires students to complete 61 credit hours, including 19 courses (57 credit hrs.), an integrative paper or project (3 credit hrs.), and CT500 Introduction to Theological Research (1 credit hr.). Students must maintain a grade point average of 2.0 or more in order to graduate. At least six courses must be taken in one field of study to form a concentration, in addition to 11 general core courses spread throughout the three divisions of Biblical Studies, Christian Thought and Practical Theology. Two general electives round out the program.

The MAR is unique in that each student determines the program outcomes based on his/her educational and ministry goals. Given the customizable nature of the MAR, students in this program must submit a Learning Covenant to be approved by the MAR Director before engaging the program concentration. The learning covenant (LC) is designed to assist the student in framing his/her program. The LC consists of a statement of purpose or other organizing principle, course selection for the concentration and an Integrative Paper/Project proposal. Those admitted to the MAR are issued a program manual by the Director. This document provides the necessary information students need to navigate through the program.

Because it is necessary to customize one's course of study very early in the MAR, ordinarily no student may transfer into this program from another program after he/she has completed more than six credit hours of study. The number of fully online courses allowed for the MAR is 50% (10 courses).

Gordon-Conwell Theological Seminary – Charlotte
MASTER OF ARTS (RELIGION)
 DEGREE CHECKSHEET – for Students Entering in 2020-21

THEOLOGICAL RESEARCH/WRITING
CT500 – Introduction to Theological Research (1 Credit Hour)
GENERAL CORE REQUIREMENTS
OT 500 – Exploring the Old Testament
NT501 – Exploring the New Testament
NT/OT 517 – Interpreting the Bible
TH 501 – Theology Survey I
TH 502 – Theology Survey II
CH 501 – The Church to the Reformation

CH 502 – The Church Since the Reformation
Ethics Elective (any ET course):
MC/SF501 – Spiritual Formation for Ministry or MC/CH 591 – Dynamics of Spiritual Life
World Missions/Evangelism (any WM or EV course)
CONCENTRATION
6 Concentration Courses
ELECTIVES
2 General Electives
CAPSTONE
NT/OT 594 – Biblical Theology
Integrative Paper/Project

MASTER OF ARTS (RELIGION) – Missions Concentration

The Master of Arts (Religion) with Missions concentration is designed to equip present and future cross-cultural missionaries. Concentration courses are tailored for students preparing to serve in a global setting, whether as a church planter/evangelist, missions leader, teacher, or human service specialist. The capstone of the degree is an Overseas Missions Practicum, which is a guided cross-cultural ministry experience done in another country.

Courses to Fulfill Core MAR Requirements for Missions Concentration:

Ethics Elective: ET/WM xxx – Christian Ethics and World Missions
World Missions/Evangelism Elective: WM/TH 659 – Evangelical Theology and World Religions
Integrative Paper/Project: WM881 – Overseas Missions Practicum

Missions Concentration Courses:

WM 601 – World Mission of the Church
WM/CH 602 – History of World Missions
CL 640 – Managing Conflict
3 World Missions (WM) electives

MASTER OF ARTS (RELIGION) – Lutheran Studies Concentration

The Master of Arts (Religion) in Lutheran Studies concentration is designed for people who desire to understand their calling within a more complete theological perspective in the Lutheran tradition.

Courses to Fulfill Core MAR Requirements for Lutheran Concentration:

Ethics Elective: any ET course with additional Lutheran component

Lutheran Concentration Courses:

CH 645 – Martin Luther and the Reformation
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CH 695 – Lutheranism in North America
CT 631 – Lutheran Confessions
PR 550 – Preaching the English Bible (with additional Lutheran component)
MC 750 – Christian Worship
3 rd General Elective

MASTER OF ARTS (ACADEMIC)

The four academic Master of Arts degrees are intended for students desiring specialized knowledge in a particular field but who are not planning to enter pastoral ministry in the church. (Ordinarily those preparing for pastoral ministry should take the M.Div., although in unusual circumstances one of the academic M.A.s would be appropriate.) Individuals wishing to pursue university doctoral studies, school teachers, professionals from fields other than ministry, and missionaries who desire to focus on a particular area are typical students in these programs.

Students must complete 61 credit hours, including 20 courses (60 credit hrs.) and CT500 Introduction to Theological Research (1 credit hr.). Students must maintain a grade point average of 3.0 or above in order to graduate. The number of fully online courses allowed for academic Master of Arts degrees is 50% (10 courses).

Master of Arts students can choose from among four programs of study, and the breakdown of courses by division for each program is as follows:

MASTER OF ARTS (OLD TESTAMENT) – 13 courses in Biblical Studies, 6 courses in Christian Thought, and 1 course in Ministry.

MASTER OF ARTS (NEW TESTAMENT) – 13 courses in Biblical Studies, 6 courses in Christian Thought, and 1 course in Ministry.

MASTER OF ARTS (BIBLICAL STUDIES) – 13 courses in Biblical Studies, 6 courses in Christian Thought, and 1 course in Ministry.

MASTER OF ARTS (CHRISTIAN THOUGHT) – 9 courses in Biblical Studies, 10 courses in Christian Thought, and 1 course in Ministry.

Students pursuing degrees in Old or New Testament must have completed at least two semesters (either at the undergraduate or graduate level) of the biblical language within their respective field of study (Hebrew for OT; Greek for NT) prior to admission to the degree program and must be able to demonstrate proficiency by passing the appropriate language exam. Those who elect to pursue the Old or New Testament programs without the requisite language background will be required to take the two introductory language courses, thus bringing the degree to 67 hours total.

Gordon-Conwell Theological Seminary – Charlotte
MASTER OF ARTS (OLD TESTAMENT)
 DEGREE CHECKSHEET – for Students Entering in 2020-21

You are expected to enter this program having already taken two semesters of Hebrew. You must pass the Hebrew placement test or take the two Hebrew courses in addition to the 61 hours required in the degree.

THEOLOGICAL RESEARCH/WRITING
CT500 – Introduction to Theological Research (1 Credit Hour)
BIBLICAL STUDIES
OT 500 – Exploring the Old Testament
OT 511 – Interpreting the Old Testament
Hebrew Exegesis in a Historical Narrative (OT 626 – OT 645)
Hebrew Exegesis in Prophets or Poetry (OT 750, OT 765, or OT 770)
NT 501 – Exploring the New Testament
GL 501 – Basic Greek I
GL 502 – Basic Greek II
NT 502 – Interpreting the New Testament
Greek Exegesis in the Gospels or Acts (NT 610 – NT 619)
Greek Exegesis in the Epistles or Revelation (NT 620 – NT 640)
OT or OL Elective
OT Elective or OT Research Course or Thesis
CHRISTIAN THOUGHT
CH 501 – The Church to the Reformation
CH 502 – The Church Since the Reformation
TH 501 – Theology Survey I
TH 502 – Theology Survey II
Ethics Elective (any ET course):
World Missions/Evangelism (any WM or EV course)
MINISTERIAL STUDIES
MC/SF501 – Spiritual Formation for Ministry or MC/CH 591 – Dynamics of Spiritual Life
CAPSTONE
NT/OT 795 – Biblical Theology Seminar

Gordon-Conwell Theological Seminary – Charlotte
MASTER OF ARTS (NEW TESTAMENT)
 DEGREE CHECKSHEET – for Students Entering in 2020-21

You are expected to enter this program having already taken two semesters of Greek. You must pass the Greek placement test or take the two Greek courses in addition to the 61 hours required in the degree.

THEOLOGICAL RESEARCH/WRITING
CT500 – Introduction to Theological Research (1 Credit Hour)
BIBLICAL STUDIES
OT 500 – Exploring the Old Testament
OL 501 – Hebrew I
OL 502 – Hebrew II

OT 511 – Interpreting the Old Testament
Hebrew Exegesis in a Historical Narrative (OT 626 – OT 645)
Hebrew Exegesis in Prophets or Poetry (OT 750, OT 765, or OT 770)
NT 501 – Exploring the New Testament
NT 502 – Interpreting the New Testament
Greek Exegesis in the Gospels or Acts (NT 610 – NT 619)
Greek Exegesis in the Epistles or Revelation (NT 620 – NT 640)
NT Elective
NT Elective or NT Research Course or Thesis
CHRISTIAN THOUGHT
CH 501 – The Church to the Reformation
CH 502 – The Church Since the Reformation
TH 501 – Theology Survey I
TH 502 – Theology Survey II
Ethics Elective (any ET course):
World Missions/Evangelism (any WM or EV course)
MINISTERIAL STUDIES
MC/SF501 – Spiritual Formation for Ministry or MC/CH 591 – Dynamics of Spiritual Life
CAPSTONE
NT/OT 795 – Biblical Theology Seminar

Gordon-Conwell Theological Seminary – Charlotte
MASTER OF ARTS (BIBLICAL STUDIES)
DEGREE CHECKSHEET – for Students Entering in 2020-21

THEOLOGICAL RESEARCH/WRITING
CT500 – Introduction to Theological Research (1 Credit Hour)
BIBLICAL STUDIES
OT 500 – Exploring the Old Testament
OL 501 – Hebrew I
OL 502 – Hebrew II
OT 511 – Interpreting the Old Testament
Hebrew Exegesis in a Historical Narrative (OT 626 – OT 645)
Hebrew Exegesis in Prophets or Poetry (OT 750, OT 765, or OT 770)
NT501 – Exploring the New Testament
GL 501 – Basic Greek I
GL 502 – Basic Greek II
NT 502 – Interpreting the New Testament
Greek Exegesis in the Gospels or Acts (NT 610 – NT 619)
Greek Exegesis in the Epistles or Revelation (NT 620 – NT 640)
CHRISTIAN THOUGHT
CH 501 – The Church to the Reformation
CH 502 – The Church Since the Reformation
TH 501 – Theology Survey I
TH 502 – Theology Survey II
Ethics Elective (any ET course):

World Missions/Evangelism (any WM or EV course)
MINISTERIAL STUDIES
MC/SF501 – Spiritual Formation for Ministry or MC/CH 591 – Dynamics of Spiritual Life
CAPSTONE
NT/OT 795 – Biblical Theology Seminar

Gordon-Conwell Theological Seminary – Charlotte
MASTER OF ARTS (CHRISTIAN THOUGHT)
DEGREE CHECKSHEET – for Students Entering in 2020-21

THEOLOGICAL RESEARCH/WRITING		
CT500 – Introduction to Theological Research (1 Credit Hour)		
BIBLICAL STUDIES		
OT 500 – Exploring the Old Testament		
NT501 – Exploring the New Testament		
Choose ONE of the following six-course sequences:		
GL 501 – Basic Greek I	OL 501 – Hebrew I	OL 501 – Hebrew I
GL 502 – Basic Greek II	OL 502 – Hebrew II	OL 502 – Hebrew II
NT 502 – Interpreting the NT	OT 511 – Interpreting the OT	OT 511 – Interpreting the OT
Exegesis in the Gospels or Acts (NT 610 – NT 619)	Exegesis in a Historical Narrative (OT 626 – OT 645)	GL 501 – Basic Greek I
Exegesis in the Epistles or Revelation (NT 620 – NT 640)	Exegesis in Prophets or Poetry (OT 750, OT 765, or OT 770)	GL 502 – Basic Greek II
OT Elective (500-level)	NT Elective (500-level)	NT 502 – Interpreting the NT
CHRISTIAN THOUGHT		
CH 501 – The Church to the Reformation		
CH 502 – The Church Since the Reformation		
TH 501 – Theology Survey I		
TH 502 – Theology Survey II		
3 Christian Thought Electives (any <u>three</u> AP, CH, CT, ET, TH or WM courses, 600-800 level)		
Another CT Elective or CT Research Course or Thesis		
Ethics Elective (any ET course)		
World Missions/Evangelism (any WM or EV course)		
MINISTERIAL STUDIES		
MC/SF501 – Spiritual Formation for Ministry or MC/CH 591 – Dynamics of Spiritual Life		
CAPSTONE		
NT/OT 795 – Biblical Theology Seminar		

DOCTOR OF MINISTRY

The Doctor of Ministry is the highest professional degree for men and women already successfully engaged in ministry. The program is designed to enable leaders in various Christian ministries to increase their effectiveness. The seminary utilizes a cohort model in specialty tracks as the means for accomplishing this purpose. Students meet for intensive two-week residencies over a three-year period and engage in major projects between residencies. A thesis project is required at the end of the program. Major reading

and writing assignments must also be completed in advance of each residency. For a list of specialized tracks currently offered, please see our website at <https://www.gordonconwell.edu/doctor-ministry/>.

Students applying for the D.Min. degree must have completed the M.Div. degree or its educational equivalent, followed by at least three years of ministry experience, and they must also be currently involved in a ministry. Since advance assignments must be completed prior to the first residency, applicants are encouraged to apply for admission as early as possible, with eight months prior to the first residency considered ideal. A grade point average of 3.0 is required for graduation.

CERTIFICATE PROGRAMS

In addition to fully accredited degree programs, the Charlotte campus offers certificate programs designed for both lay people who want to be better informed and better prepared to serve in Christian ministry as well as people with a theological master's degree seeking to enhance their educational and ministry preparation in a specific area. These are open to students who possess a bachelor's degree. Students will be granted full graduate credit for courses taken through a certificate program. Those who begin through such a program and wish to continue to any of the master's degrees should seek admission to that degree prior to the completion of their sixth certificate course; courses successfully passed will be transferred wherever possible into the degree. Those who do not have the requisite undergraduate preparation will not be admitted to these programs. Students must complete 18 credit hours (6 courses), and maintain a grade point average of 2.0 or more. The number of fully online courses allowed for Certificate Programs is 100%.

CERTIFICATE IN CHRISTIAN STUDIES

The Certificate in Christian Studies is designed to provide a basic foundation for those who currently serve or plan to serve in some form of ministry, primarily in a lay context. This program is not intended to replace formal training provided through the various degree programs Gordon-Conwell offers, and those considering vocational ministry are encouraged to pursue an appropriate degree program. The Christian Studies program consists of 6 courses from the various divisions of study: 3 in Biblical Studies; 2 in Christian Thought; 1 in Practical Theology.

Gordon-Conwell Theological Seminary – Charlotte
CERTIFICATE IN CHRISTIAN STUDIES
CHECKSHEET – for Students Entering in 2020-21

BIBLICAL STUDIES
OT 500 – Exploring the Old Testament
NT 501 – Exploring the New Testament
NT/OT 517 – Interpreting the Bible
CHRISTIAN THOUGHT
TH 501 – Theology Survey I
TH 502 – Theology Survey II

MINISTRY
MC/SF 501 – Spiritual Formation for Ministry <i>or</i> MC/SF 591 – Dynamics of Spiritual Life

CERTIFICATE IN CHURCH PLANTING

The Certificate in Church Planting is designed for individuals engaged in ministry who envision entering ministry within urban, suburban, and rural settings. This certificate consists of 6 courses, through which students will learn the essential biblical principles and processes of developing teams, methods, and philosophies of servant leadership in church planting.

Gordon-Conwell Theological Seminary – Charlotte
CERTIFICATE IN CHURCH PLANTING
 CHECKSHEET – for Students entering in 2020-21

PRACTICAL THEOLOGY
CL 503 – Foundations for Leadership
EV/WM 665 – Church Planting in a Post-Christian Context
EM/MC 616 – Ministry Among Emerging Generations
PR XXX – Preaching to Emerging Generations
CL 660 – Church and Non-Profit Management
MC 701 – Pastoral Ministry <i>or</i> MC 850 – Readiness for Ministry

CERTIFICATE IN LAY COUNSELING

The Certificate in Lay Counseling is designed for individuals who envision being involved in or are currently engaged in pastoral care and counseling, in either formal or informal settings, and can benefit from supplemental training for that role. The certificate is not designed to prepare an individual for a professional career in pastoral or clinical counseling. This certificate consists of 6 courses, and may be completed by itself or in conjunction with a degree such as the M.Div. or MACM.

Gordon-Conwell Theological Seminary – Charlotte
CERTIFICATE IN LAY COUNSELING
 CHECKSHEET – for Students entering in 2020-21

COUNSELING
MC/PC 513 – Healthy Relationships
PC 511 – Pastoral Care & Counseling
CO 540 – Helping Relationships
CO 614 – Family Systems Theory
CO 712 – Multicultural Issues & Diversity in Counseling
Choose one: CO 610, CO 625, CO 671, CO/PC 718, CO 725, CO/PC 750

CERTIFICATE IN LUTHERAN STUDIES

The Certificate in Lutheran Studies program is designed to prepare students for ministry in the Lutheran Church tradition, and consists of 6 courses (1 in Christian Thought, 1 in Ministerial Studies, and 4 in Lutheran Studies). It may be completed by itself or in conjunction with a degree such as the M.Div.

Gordon-Conwell Theological Seminary – Charlotte

CERTIFICATE IN LUTHERAN STUDIES

CHECKSHEET – for Students Entering in 2020-21

CHRISTIAN THOUGHT
Ethics Elective (with additional Lutheran component)
MINISTERIAL STUDIES
PR550 – Preaching the English Bible (with additional Lutheran component)
LUTHERAN STUDIES
CT 631 – Lutheran Confessions
CH 695 – Lutheranism in North America
CH 645 – Martin Luther and the Reformation
MC 750 – Christian Worship

CURRICULUM REVISION AND NEW DEGREES FOR 2021-22

Gordon-Conwell is at the tail end of a curricular revision process, by which we will streamline our degree offerings, introduce degrees with fewer hours, and allow more flexibility in 60-hour degrees. Technically, those new degrees will begin in the summer of 2021 after they have been approved by our accreditors. But any students who want to pursue one of the new degrees rather than the current ones may begin working toward that end during the 2020-21 academic year. Such students may work from the new checksheet now, and they can then officially transfer into the new degree next summer. For reference, the following is a summary of the new degrees. For further information, please contact your advisor.

All of the 48-hour and 60-hour master's degrees are to be replaced with the following:

- 1) Master of Arts in Global Leadership (36 hours)
- 2) Master of Arts in Christian Ministry (48 hours)
 - May be done with a build-your-own concentration
 - Or with a concentration in one of the following:
 - Communication Skills
 - Spiritual Formation
 - “Global City”
 - Church Planting
 - Leadership
- 3) Master of Arts in Theological Studies (60 hours)
 - May be done with a build-your-own concentration
 - Or with a concentration in one of the following:

- Old Testament
- New Testament
- Biblical Languages
- Theology
- Church History
- Intercultural Studies
- Spiritual Formation
- Leadership (available only through Latino & Global Ministries program)

COURSE DESCRIPTIONS

Courses offered in the several academic areas are listed in the following order:

OL	Hebrew Language	ET	Christian Ethics	PR	Preaching
OT	Old Testament	TH	Theology	EV	Evangelism
GL	Greek Language	AP	Apologetics	MC	Min. of the Church
NT	New Testament	WM	World Missions	EM	Educational Ministry
CH	Church History	MM	Mentored Ministry	PC	Pastoral Care
CT	Christian Thought	CL	Christian Leadership	CO	Clinical Counseling

Courses are designated by a letter-number sequence which indicates the department(s) and the level at which the course is taught. Unless otherwise noted, all courses are three semester hours of credit.

RESEARCH AND WRITING

CT 490 WRITING SKILLS WORKSHOP

This course is designed to enhance students' writing skills so as to increase their chances for success in graduate school. The course includes sophisticated, thorough instruction in grammar, punctuation, sentence structure, conciseness, word usage, clarity, verb tenses, points of view, parallelism, paragraph structure, summarizing other's viewpoints, rhetoric, and persuasive writing. The course requires daily practice exercises and short weekly writing assignments, which prepare students to write a two-page persuasive essay. One credit hour. Certain students are required as a condition of admission to take this course prior to CT500 or CO501.

CT 500 INTRODUCTION TO THEOLOGICAL RESEARCH

This course provides a foundational understanding of academic research including knowledge of research and writing standards, proper citation and use of sources, understanding and avoiding plagiarism, and introduction to theological reflection as part of the research process. One credit hour. Offered every fall, spring, and summer. All non-MACC students must take this course during their first year of study and preferably in their first semester or term, unless they take CT490 Writing Skills Workshop. (In that case,

they take CT500 during their second semester or term.)

CO 501 INTRODUCTION TO COUNSELING RESEARCH

Students focus on the learning objectives of CT500 with the addition of learning proper citation formats in the Publication Manual of the American Psychological Association. Students also focus on the integration of Counseling and Theology. Offered fall, spring, and summer. All MACC students are required to take this course during their first year of academic study and preferably in or before their first semester or term.

DIVISION OF BIBLICAL STUDIES

AREAS: Hebrew Language (OL), Old Testament (OT), New Testament (NT), Greek Language (GL)

GOALS

At Gordon-Conwell, the Bible is at the center of our entire instructional program. The Division of Biblical Studies attempts to prepare students to interpret the Bible accurately and apply it faithfully. The Christian Thought Division attempts to prepare students to think biblically about the issues of life, aided by historical perspective and systematic reflection. The Practical Theology Division attempts to train students

to apply the Word of God through counseling, instructing, and preaching.

The Bible has been and will continue to be the central focus of our institution. We do not believe anything will ever be more relevant than the “entire counsel of God” contained in the Holy Scriptures. For this reason, we endeavor to produce lifelong students and ministers of God’s Word and emphasize competence in interpreting the original Hebrew and Greek texts of the Bible.

OLD TESTAMENT

USE OF HEBREW

Old Testament courses at the 500-level (except for OT511) do not require Hebrew. All other OT courses require competence in Hebrew in all aspects of the course for a passing grade. OT511 and all OT exegesis courses begin with a review quiz, which students must pass in order to continue in the course for credit. Students who have taken Hebrew at other institutions or who have taken Hebrew at Gordon-Conwell but have been out of the Hebrew sequence for more than one semester (that is, who have missed a fall or spring semester or more) must take a more extensive Hebrew competency exam prior to the beginning of OT511 or a Hebrew exegesis course.

HEBREW LANGUAGE COURSES

OL 501 HEBREW I

Students experience an introduction to basic grammar and vocabulary of biblical Hebrew, emphasizing the importance of Hebrew language for understanding the Old Testament.

OL 502 HEBREW II

This course is a continuation of OL501 with sustained emphasis on mastery of grammar and vocabulary. OL502 will emphasize reading from the Hebrew Old Testament. Prerequisite: OL501.

OL 710 INDEPENDENT READING IN THE HEBREW BIBLE

The class requires a minimum of 30 chapters of prose or 25 chapters of poetry. Any term by petition.

OL 912C ARAMAIC

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

OLD TESTAMENT COURSES

OT 500-Level Courses

All 500-level courses listed below, except OT511, are open to students with no knowledge of Hebrew.

OT 500 EXPLORING THE OLD TESTAMENT

Students experiences an introduction to the history, literature and thought of the Old Testament as reflected in its major divisions and individual books. Designed and recommended for those who have not had a systematic survey of the Old Testament, enabling them to proceed with seminary-level studies.

OT 501 THEOLOGY OF THE PENTATEUCH

This course is a general introduction to the topic, including: creation as foundational to all further revelation; the image of God and its implications for the nature of God’s kingdom and temple presence; the primacy of covenant in all of God’s dealings.

OT 502 INTRODUCTION TO THE OLD TESTAMENT

Students gain a general introduction to issues in Old Testament study, including: inspiration and canonicity, interpretation (including classical and modern critical approaches) languages and original sources, archaeology, history, cultural contexts, chronology and geography.

OT 511 INTERPRETING THE OLD TESTAMENT

Attention is given to a variety of methods of interpretation (textual, lexical, grammatical, historical, literary) and bibliographic tools. Students prepare exegesis papers on the basis of the Hebrew text. Prerequisites: OL501, OL502, OT500, NT501.

OT 513 THE FIVE BOOKS OF MOSES

An in-depth introduction to the literature, historical and cultural background, and theology of the

Pentateuch (Genesis - Deuteronomy). The first of a three-part sequence in place of OT500.

OT/NT 517 INTERPRETING THE BIBLE

This introduction to essential bibliographical tools is necessary for study of the English Bible and an orientation to the key issues and methods in the field of hermeneutics. Prerequisites: OT500 or NT501. Co-requisites: OT500 or NT501.

OT/NT 518 CHRIST IN SCRIPTURE AND TRADITION

This class is an introduction to the Old Testament Scriptures, which prepared believers for the coming of the Messiah, and the New Testament Scriptures, which understand Jesus as that Messiah. This course will enlarge the student's understanding of God's plan of redemption from the beginning of time. It is designed to center our faith, evangelism and worship in the incarnation.

OT 521 BIBLICAL ARCHAEOLOGY

This course provides an introduction to archaeology's contributions to our understanding of the political, cultural and religious history of ancient Israel. Slides and artifacts will complement the lectures. Emphasis on the use of archaeology and historical geography in church ministry.

OT 523 STUDY SEMINAR IN ISRAEL, JORDAN, EGYPT AND THE SINAI WILDERNESS

Two-week travel seminar gives students access to major archaeological sites and geographical regions of Israel, Jordan, Egypt and/or the Sinai. Historical geography and biblical archaeology are primary emphasis though some traditional sites are included in itinerary.

OT 544 THE HISTORICAL AND POETIC BOOKS

An in-depth introduction to the literature, historical and cultural background, and theology of the Old Testament's pre-exilic Historical (Joshua - 2 Chronicles) and Poetic/Wisdom books (Job - Song of Songs). The second of a three-part sequence in place of OT500.

OT 553 THE PROPHETIC AND RESTORATION BOOKS

An in-depth introduction to the literature, historical and cultural background, and theology of the Old

Testament's Prophetic (Isaiah - Malachi) and Restoration books (Ezra - Esther). The third of a three-part sequence in place of OT500.

OT/NT/CL 574 BIBLICAL THEOLOGY OF LEADERSHIP

This course explores the foundational teachings and primary metaphors of leadership in the Bible. These teachings and metaphors are understood in the context of God's larger calling on the covenant community in redemptive history. Some attention is also given to contemporary metaphors for ministry. Prerequisites: OT500, NT501. Co-requisite: NT/OT517.

OT/NT 583 WORLD OF THE BIBLE

This introduction to the cultural world of the Old and New Testaments gives special attention to the geographical, historical, religious, social, economic, political, military and ideological contexts of the Bible.

OT/NT 594 BIBLICAL THEOLOGY

This English Bible course explores the unity and diversity of Scripture both methodologically and through various themes (e.g., covenant, kingdom, Christology, pneumatology, ecclesiology, and mission). Prerequisites: OT500, NT501, NT/OT517.

OT 600-Level Courses

All 600-level courses listed below have OL502 and OT500 as prerequisites. OT511 is also a prerequisite for all students enrolling in or after fall 2012. 600-level courses introduce the student to exegetical skills and emphasize reading in the Hebrew Bible. Competence in Hebrew is required in all aspects of a course. See "Use of Hebrew" above for more information about demonstrating Hebrew language competence.

OT 626 EXEGESIS IN GENESIS

Emphasis is upon demonstrating fundamentals of Old Testament exegesis, reading select Hebrew passages of Genesis and studying issues raised in scholarly literature, including Genesis in historical criticism, the structure of Genesis, and the nature of its narrative and theology.

OT 627 EXEGESIS IN EXODUS

Students will be introduced to the objectives, methods and tools of Hebrew exegesis and principles of hermeneutics. Emphasis is placed upon the Plague Narratives, Passover, Covenant, Decalogue, Tabernacle and the great moment of redemption in the Old Testament.

OT 631 EXEGESIS IN JOSHUA

Emphasis is placed upon translation and study of select portions of Joshua, with regard to such exegetically related matters as: dictionary usage, grammar, textual criticism, word study, historical and literary context study, and sermon preparation. Special emphasis: warfare theology.

OT 633 EXEGESIS IN DEUTERONOMY

Emphasis is placed upon translation and study of select portions of Deuteronomy, with regard to such exegetically related matters as: dictionary usage, grammar, textual criticism, word study, historical and literary context study, and sermon preparation. Special emphasis: covenant theology.

OT 635 EXEGESIS IN JUDGES

This exegetical study of Judges is designed to introduce the methods of OT exegesis and hermeneutics. Attention will be given to the book's literary structure, dominant biblical-theological themes and various legal-ethical issues.

OT 644 EXEGESIS IN OLD TESTAMENT NARRATIVES

Preliminary aspects of Hebrew exegesis, including objectives, methods and tools, are taught in connection with selected passages from the historical books for preaching and teaching. Emphasis focuses on introductory issues important to the proper interpretation of various individual books.

OT 645 EXEGESIS IN SAMUEL

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

OT 655 EXEGESIS OF GREAT DOCTRINAL PASSAGES IN THE OLD TESTAMENT

Emphasis placed upon exegeting the Hebrew text and preparing that text for proclamation using major Old Testament texts on the great doctrines of the faith to demonstrate exegetical methodology and how to teach and preach from the Old Testament.

OT 700-Level Courses

All 700-level courses listed below have OL502 and OT500 as prerequisites. OT511 is also a prerequisite for all students enrolling in or after fall 2012. All OT 700-level courses require a Hebrew exegesis paper. Competence in Hebrew is required in all aspects of a course for a passing grade in the course. See "Use of Hebrew" above for more information about demonstrating Hebrew language competence.

OT 750 OLD TESTAMENT PROPHETICAL BOOKS

This study of the institution and contribution of the prophets includes critical backgrounds, a survey of the prophets, and exegesis of selected passages in the prophetic literature. Special interest: eschatological patterns and themes.

OT 760 READING IN OLD TESTAMENT

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

OT 765 THE PROMISE OF ZION: EXEGESIS IN PROPHETIC AND POETIC TEXTS

The primary objective of the course is to develop exegetical skills to interpret Hebrew poetry from select texts in the Prophets and Wisdom Literature. In addition to building upon exegetical methodology learned in OT511, class times will be devoted to an examination of the theme of the Promise of Zion against its historical and biblical-theological backdrop.

OT 770 OLD TESTAMENT POETICAL BOOKS

The study of the nature and techniques of Old Testament poetry includes metrics, line and strophic structure, historical-grammatical exegesis and text criticism. It provides special introduction to the

various poetical books of the Old Testament and samples of exegesis, emphasizing the Psalms.

OT/NT 795 BIBLICAL THEOLOGY SEMINAR

This seminar focuses on the primary themes and fundamental issues shared by both Testaments. Students present papers for formal critique and discussion on relevant topics within the discipline of Biblical Theology. Prerequisites: NT502 or OT511.

OT 800-Level Courses

All 800-level courses are restricted to those who have a 600-level OT course as a prerequisite. Competence in Hebrew is required in all aspects of a course for a passing grade.

OT 860 RESEARCH IN OLD TESTAMENT

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

OT 891, 892 OLD TESTAMENT THESIS I & II

This course is available any term by petition, provided an invitation to write a thesis has been extended by the Biblical Studies division.

NEW TESTAMENT

USE OF GREEK

New Testament courses at the 500-level (except NT502) do not require Greek. All NT courses numbered 600-level and above require GL502 and NT502 as prerequisites. NT502 and all NT exegesis courses begin with a review quiz which students must pass in order to continue in the course for credit. Students who have taken Greek at other institutions or who have taken Greek at Gordon-Conwell but have been out of the Greek sequence for more than one semester (that is, who have missed a fall or spring semester or more) must take a more extensive Greek competency exam prior to the beginning of NT502 or a Greek exegesis course.

GREEK LANGUAGE COURSES

GL 501 BASIC GREEK I

Students with little or no prior knowledge of Greek

study the basic grammar and vocabulary of New Testament Greek. Course comprises plenary lectures, smaller sectional meetings, translation of selected New Testament passages, tutorials, and computer-assisted instruction.

GL 502 BASIC GREEK II

This course continues GL501, expanding grammar and vocabulary. Emphasis is on translation and analysis of basic grammatical structures and functions. Students continue in same format and small sections as GL501. Prerequisite: GL501.

GL 860 RESEARCH IN GREEK LANGUAGE

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

NEW TESTAMENT COURSES

NT 500-Level Courses

All 500-level courses listed below, except NT502, are open to students with no knowledge of Greek.

NT 501 EXPLORING THE NEW TESTAMENT

This introduction to the field of New Testament studies highlights central New Testament themes, issues, events, and persons.

NT 502 INTERPRETING THE NEW TESTAMENT

Attention is given to a variety of methods of interpretation (textual, lexical, grammatical, historical, literary) and bibliographic tools. Students prepare exegesis papers on the basis of the Greek text. Prerequisites: GL501, GL502, OT500, NT501.

NT 503 LIFE OF JESUS

An in-depth study of the complementary portraits of Jesus in the four Gospels, focusing on the events of His life, the content of His message, and His understanding of His own person and mission. The first of a three-part sequence in place of NT501.

NT 504 PAUL AND HIS LETTERS

An in-depth study of Paul's pastoral and missionary understanding of the Christian faith. Students assess the distinctive settings and themes of his letters in the

context of the missionary journeys in Acts. The second of a three-part sequence in place of NT501.

NT 506 THE APOCALYPSE AND APOCALYPTIC LITERATURE

In this course, students read the Apocalypse of John in its context with other Jewish and Christian writings in the apocalyptic genre and in light of OT prophecy with a view towards understanding its content, hermeneutical issues, structure, and theology.

NT/OT 517 INTERPRETING THE BIBLE

This introduction to essential bibliographical tools necessary for Bible study also provides an orientation to the key issues in the field of hermeneutics. Prerequisites: OT500 or NT501. Co-requisites: OT500 or NT501.

NT 525 THE GENERAL EPISTLES AND REVELATION

An in-depth introduction to the content of the General Epistles and Revelation, their historical-cultural background, and their theology and implications for the Church. The course provides an intentional balancing of these three dimensions and offers general and contextually-specific guidelines for biblical interpretation. The third of a three-part sequence in place of NT501.

NT/OT/CL 574 BIBLICAL THEOLOGY OF LEADERSHIP

See description under OT/NT/CL574

NT 575 NEW TESTAMENT THEOLOGY

Special attention is given to various approaches to New Testament theology, the theological relationship between the testaments, and related themes. The course may focus on the distinctive themes of various New Testament authors or on a specific author or theme. NT575 does not require knowledge of Greek.

NT/OT 583 WORLD OF THE BIBLE

See description under OT/NT583

NT 600-Level Courses

All 600-level courses listed below have GL502 and NT502 as prerequisites. Competence in Greek is required in all aspects of a course for a passing grade.

See “Use of Greek” for more information about demonstrating Greek language competence.

NT 610 NEW TESTAMENT EXEGESIS IN THE GOSPELS & ACTS

This introduction and orientation to New Testament exegesis uses the narratives in the Gospels and the Book of Acts as a basis. Preliminary aspects of Greek exegesis, including objectives, methods and tools, are taught in connection with selected passages.

NT 611 EXEGESIS OF MATTHEW

This exegetical study of the Greek text of Matthew focuses on the structure and theology of Matthew’s gospel as a literary unit.

NT 613 EXEGESIS OF MARK

This exegetical study of the structure, theology and probable setting of Mark gives special attention to the person of Jesus and His mission.

NT 615 EXEGESIS OF LUKE

This exegetical study of the Greek text focuses attention on the unique theological themes, structure, historical context, and application of Luke.

NT 617 GOSPEL OF JOHN

This exegesis of the Greek text gives special focus to John’s portrayal of Jesus, the divine family, and the formation of the new family of believers.

NT 619 EXEGESIS OF ACTS

This exegesis of the Greek text in light of the ancient Greek-Roman and Jewish worlds pays special attention to the exegesis of narrative, historical accuracy and context, theological themes, structure, and application.

NT 620 EXEGESIS OF ROMANS

This study provides exegesis of the Greek text with examination of principal theological themes in the context of Paul’s apostolic mission and his relationship to the church in Rome.

NT 622 EXEGESIS OF FIRST CORINTHIANS

This exegetical study of the Greek text of I Corinthians gives special reference to Paul’s self-understanding as an apostle and the major theological themes of his

ministry as they are expressed in relationship to the problems of the Corinthian church.

NT 635 EXEGESIS OF THE PASTORAL EPISTLES

A study of the Greek text, this course focuses attention on the unique themes, structure, historical context, and application of Paul's letters to Timothy and Titus. In-depth interpretation may be limited to one of the three letters.

NT 638 EXEGESIS OF HEBREWS

In this study of the Greek text of the "Letter to the Hebrews," special attention is given to the occasion, purpose, structure and theological content of the letter and to the author's use of the Old Testament.

NT 639 EXEGESIS OF JAMES

An exegetical study of the Greek text, this course focuses attention on the unique theological themes, images, structure, historical context of James and application to today.

NT 640 EXEGESIS OF FIRST PETER

In this exegetical study of the Greek text, attention is given to the unique theological themes, structure, historical context of I Peter, and its application to today. The ancient Roman background and literary devices are studied.

NT 680 PAULINE THEOLOGY

This is an introduction to both the primary and secondary literature related to Paul's theology. Special attention is given to questions of methodology and the quest for the "center" of Paul's thought.

NT693 THE OLD TESTAMENT IN THE NEW

This integrative course focuses on the distinctive uses and applications of Old Testament themes and texts in the New Testament.

NT 700-Level Courses

All 700-level courses listed below have GL502 and NT502 as prerequisites and are taught via a seminar format, at least in part. Competence in Greek is required in all aspects of a course for a passing grade.

See "Use of Greek" for more information about demonstrating Greek language competence.

NT 760 READING IN NEW TESTAMENT

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

NT/OT 795 BIBLICAL THEOLOGY SEMINAR

See description under OT/NT795.

NT 800-Level Courses

All 800-level courses listed have GL502 and NT502 as prerequisites and are taught in a directed-study format, at least in part.

NT 860 RESEARCH IN NEW TESTAMENT

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

NT 891, 892 NEW TESTAMENT THESIS I & II

This course is available any term by petition, provided an invitation to write a thesis has been extended by the Biblical Studies division.

DIVISION OF CHRISTIAN THOUGHT

AREAS: Church History (CH), Christian Thought (CT), Christian Ethics (ET), Theology (TH), Apologetics (AP), World Missions (WM)

GOALS

The study of church history supports and illuminates all other disciplines within the seminary curriculum. It alerts the student to the historical process through which doctrines and institutions have evolved into their present shapes. It also illustrates the outworking of biblical and theological norms in the laboratory of the Church's experience, broadens the student's grasp of the scope of mission and ministry in the postmodern Church and fosters a sense of identity with the student's ecclesiastical background. Since Gordon-Conwell Theological Seminary is rooted in a tradition that is reformational and evangelical,

the church history curriculum is focused on the unitive stream of Protestant renewal extending from the Reformation to the present era but also offers courses related to the larger life of the Church. Candidates for the pastoral ministry should have a general overview of the course of church history from the Apostolic Fathers to the present, including an examination of the American religious context within which most of them will labor.

CHURCH HISTORY

CH 501 THE CHURCH TO THE REFORMATION

This is a general survey of the history of the Christian Church from its founding at Pentecost to the Protestant Reformation of the Sixteenth Century. It is designed to fulfill one of the two Church History requirements for the Master of Divinity degree program.

CH 502 THE CHURCH SINCE THE REFORMATION

This is a general survey of the history of the Christian Church from the beginnings of the Protestant Reformation in the Sixteenth Century to the present time. It is designed to fulfill one of the two Church History requirements for the Master of Divinity degree program.

CH/MC 591 DYNAMICS OF SPIRITUAL LIFE

This study focuses on the theology of the Christian life. Readings include major works by Calvin, Luther, John of the Cross, Owen, Edwards, Forsyth, Bonhoeffer and others.

CH 611 AMERICAN CHRISTIANITY

This course presents an analysis of the major themes in American religious history from colonial times to the present. Special attention will be given to the relation between the church and the social, economic and political context within which it seeks to minister.

CH/TH 614 THE THEOLOGY OF JONATHAN EDWARDS

This study surveys the work of America's greatest theologian, exploring the biblical and philosophical roots of his thinking and evaluating his contributions to theology, history, aesthetics and spiritual renewal.

Readings include *The Freedom of the Will*, *Original Sin*, *The Religious Affections* and many shorter works.

CH 626 POPULAR RELIGION IN 19th CENTURY AMERICA

One of the central themes in American Christianity has been its democratic or populist orientation. Understanding popular religion will give insight into the American Church scene of today.

CH/TH 643 MARTIN LUTHER

This seminar details the life, work, and times of Luther, pioneer of the Reformation. Attention will be given to his spiritual pilgrimage and to his development and influence as a leader, particularly through his debates and writings.

CH 645 LUTHER AND THE REFORMATION

This introduction to the life, theology, ministry, and spirituality of Martin Luther focuses upon the thematic reading, discussion, and evaluation of selected writings of Luther. This is a required course for those in the M.Div. Lutheran Studies Track.

CH 646 AMERICAN LUTHERAN CHURCH HISTORY

This is a required course for those in the M.Div. Lutheran Studies Track.

CH 647 ANGLICAN CHURCH HISTORY

This is a required course for those in the M.Div. Anglican Studies Track.

CH 650 THE PROTESTANT REFORMATION

This course explores the impact of key figures such as Luther, Calvin, Zwingli, Bucer, Munzer, Simons, and Cranmer on both the Continental and English Reformations.

CH 653 HISTORY OF LITURGY

This is a required course for those in the M.Div. Anglican Studies Track.

CH 654 MODELS OF CHRISTIAN SPIRITUALITY

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

CH/TH 655 GREAT CONFESSIONS OF THE FAITH

This seminar is designed to read and analyze the major creeds and confessions of the Christian Church.

CH/TH 669 SOTERIOLOGY IN CHRISTIAN HISTORY

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

CH/TH 681 CHRISTIAN THOUGHT & CLASSICAL PHILOSOPHY

This course examines the changing relationship between Christian thought and Western philosophy up to the time of Kant in the late 1700s in order to help students understand Christian thought more fully and express it more cogently in our world today.

CH 760 READING IN CHURCH HISTORY

At the Charlotte campus, CH760 is typically offered on the following subjects on a scheduled basis: American Church History, Great Awakenings. Other subjects are available by independent study, any term by petition. See section on [Reading and Research Courses](#).

CH 860 RESEARCH IN CHURCH HISTORY

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

CH 891, 892 CHURCH HISTORY THESIS I & II

This course is offered any term by petition.

CHRISTIAN THOUGHT

CT 630 CONFESSIONS I

This course is an historical and theological examination of the Apostles, Nicene, and Athanasian Creeds as normative expressions of the rule of faith, including both an overview of the content of the creeds and consideration of their origin and multiple functions within the life of the Church. It is a required course for those in the M.Div. Lutheran Studies Track.

CT 631 CONFESSIONS II

This study is a continuation of CT630 Confessions I. It is a required course for those in the M.Div. Lutheran Studies Track.

CT 760 READING IN CHRISTIAN THOUGHT

At the Charlotte campus, CT760 is typically offered on the following subjects on a scheduled basis: Patristic Theology, Augustine of Hippo. Other subjects are available by independent study, any term by petition. See section on [Reading and Research Courses](#).

CT 860 RESEARCH IN CHRISTIAN THOUGHT

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

PERSONAL AND CHRISTIAN ETHICS

GOALS

The implications of the gospel for the development of Christian character, for ethical issues in pastoral ministry, and for the Church in society are explored in this section of the curriculum. This area also includes social ministry and the sociology of religion.

ET 501 CHRISTIAN ETHICS

This study focuses on methodology in Christian ethics, marriage and divorce, birth control, abortion, treatment of the terminally ill, homosexuality, capital punishment, civil disobedience, environmental issues, and just war.

ET 503 ANGLICAN ETHICS & MORAL THEOLOGY

This is a required course for those in the M.Div. Anglican/Episcopal Studies Track.

ET 510 CHRISTIAN ETHICS TODAY

Various topics in Christian personal and social ethics are addressed, particularly those that will enhance pastoral leadership in Christian community.

ET/NT 647 BIBLICAL ETHICS

This course explores ethics within Scripture, both Old and New Testament. Biblical topics such as the following are considered: sexual ethics, marriage, women's roles, slavery, violence, wealth and poverty, justice, care for those in need, unity and division, and

the ethics of ministry. The ethics of particular authors or groupings of texts are also considered, such as ethics in the Pentateuch, ethics in the prophets, the ethics of Matthew, the ethics of Luke-Acts, and the ethics of Paul. The relationship between the Old Testament and the New Testament is examined with respect to the Law and Spirit. Prerequisites: OT500, NT501, and either NT/OT517, NT502 or OT511.

ET 650 INTERPRETATION IN CHRISTIAN ETHICS

Facility in critical interpretation in Christian ethics is gained through readings in classical works of Christian ethics. Prominent writings throughout the history of Christian ethics are chosen for reading and analysis in this interpretation course.

ET/TH 653 THEOLOGICAL ETHICS

Central themes of theological ethics are approached by examining key scriptural texts from Paul on the Christian life as viewed through the eyes of the early history of exegesis.

ET 760 READING IN ETHICS

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

ET 860 RESEARCH IN ETHICS

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

THEOLOGY AND APOLOGETICS

GOALS

One of the major aims of this curriculum area is to assist the student in achieving integration in theological studies so that he or she may be better prepared to serve in Christian ministry.

Christian theology is a study of the truth of God revealed in Scripture with special emphasis upon the structural relationships between the various parts of the organisms of Christian doctrine. Each tenet is considered in terms of its biblical foundations and in the light of the centuries of experience of the Christian Church. In contemporary theology, special emphasis is placed on recent theologians and trends.

Other courses deal with particular doctrines and movements, with the philosophical presuppositions, implications and vindication of the Christian faith, and with Christian theological ethics - personal and social.

THEOLOGY COURSES

TH 501 THEOLOGY SURVEY I

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

TH 502 THEOLOGY SURVEY II

In this study, attention is given to the person and work of Christ, predestination, conversion, justification, sanctification, and the work of the Holy Spirit; perseverance; the nature and mission of the Church; sacraments, and eschatology. Prerequisite: TH 501; Co-requisite: OT500, NT501.

TH 603 CONTEMPORARY THEOLOGY AND THEOLOGIANS

This course examines contemporary theology through the work of several contemporary practitioners of theology. Of particular interest is the discipline of theology in the last 30 years.

TH 604 MODERN THEOLOGY: AMERICAN EVANGELICALISM

This course examines the history of modern American evangelical theology from its emergence in the eighteenth century to the recent neo-evangelical resurgence.

TH 606 MODERN THEOLOGY

From the time of the Enlightenment, representative figures are studied in order to grasp current hermeneutical methodologies and the development of biblical criticism. This course surveys the spectrum of Protestant and Catholic thought, including evangelicalism, liberalism, neo-orthodoxy and existentialist, process and liberation theology.

TH/CH 614 THE THEOLOGY OF JONATHAN EDWARDS

See description under CH/TH614.

TH/CH 643 MARTIN LUTHER

See description under CH/TH643.

TH/CH 645 CLASSICS OF CHRISTIAN THOUGHT

Works such as the following are read and discussed: Athanasius' On the Incarnation of the Word; Augustine's Confessions; Aquinas' On Spiritual Creatures; Luther's The Freedom of a Christian; Calvin's Institutes of the Christian Religion; et al.

TH/ET 653 THEOLOGICAL ETHICS

See description under ET/TH653.

TH/CH 655 GREAT CONFESSIONS OF THE FAITH

See description under CH/TH655.

TH/CH 669 SOTERIOLOGY IN CHRISTIAN HISTORY

See description under CH/TH669.

TH/CH 681 CHRISTIAN THOUGHT & CLASSICAL PHILOSOPHY

See description under CH/TH681.

TH 760 READING IN THEOLOGY

At the Charlotte campus, TH760 is typically offered on the following subjects on a scheduled basis: Postmodernism, Issues in Salvation, Issues in Trinitarian Theology, Contemporary Theology. Other subjects are available by independent study, any term by petition. See section on [Reading and Research Courses](#).

TH 860 RESEARCH IN THEOLOGY

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

TH 891, 892 Theology Thesis I & II

This course is offered any term by invitation.

APOLOGETICS COURSES

AP 601 INTRODUCTION TO CHRISTIAN APOLOGETICS

The course examines models of apologetics found in Scripture and throughout church history in order to make application to contemporary challenges to the Christian faith.

AP 602 CULTURAL APOLOGETICS

This biblical examination of unbelief focuses attention on the anatomy and dynamics of idolatry as expressed in contemporary culture. The basic purpose is to equip students to effectively present the gospel to unbelievers in their own cultural setting.

AP 625 CRITIQUES OF CHRISTIANITY

The course examines several major critical assaults on the Christian faith in the 19th and then the 20th centuries with a particular eye to discovering the patterns of the critiques in our own time.

AP 760 READING IN APOLOGETICS

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

AP 860 RESEARCH IN APOLOGETICS

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

WORLD MISSIONS

GOALS

Courses in world missions fulfill two purposes. First, they introduce the student to contemporary efforts in completing Christ's commission to take the gospel to every national, ethnic, racial and linguistic group in the world. Second, courses equip students with the knowledge, skills and attitudes required for effective inter-cultural mission service. Various courses consider the history, current developments and future strategy of the world mission of the Church. Attention is given as well to the greatest evangelistic and missions movement in history, which occurs in our day, along with the responsibilities that this unprecedented opportunity affords.

WM 510 WORLD MISSIONS: PARADIGMS AND PRACTICE

This course offers an historical overview of paradigms for Christian missions, critiquing them from biblical, theological, and practical perspectives. Each student will form his or her own theology and strategy for the world missions of the Church.

WM 601 WORLD MISSION OF THE CHURCH

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

WM 603 HISTORY OF MISSIONS

This history of the Christian Church is from the perspective of the global expansion of the Church. Case studies in historic patterns of church growth as well as ethnographic studies of particular mission settings will be explored.

WM/EV 665 CHURCH PLANTING AND GROWTH

This practical and biblical-theological perspective on the planting and development of churches concentrates on sharpening skills in planning, establishing and nurturing churches that will equip members for ministry to their communities and for continued planting of new churches.

WM 721 OVERSEAS MISSIONS PRACTICUM

The OMP course provides a four-week field-based experience in a cross-cultural ministry setting which has been carefully designed in collaboration with global partners to provide a maximized mentored relationship and field-based experience appropriate for students considering a career in cross-cultural ministry. Students will experience what it means to minister cross-culturally in a different language, church, leadership, and ministry context. Reflecting on this experience with course mentors and materials will help students develop capacity for global missions awareness and future involvement. Pre-requisite: WM 601.

WM 733 REACHING UNREACHED PEOPLES FOR CHRIST

This course considers strategies for reaching the more than one-third of the world's population where there are no Christians as yet. Anthropological, sociological and linguistic approaches for successful trans-cultural communication will be studied.

WM 760 READING IN WORLD MISSIONS

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

WM 860 RESEARCH IN WORLD MISSIONS

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

DIVISION OF PRACTICAL THEOLOGY

AREAS: Mentored Ministry (MM), Christian Leadership (CL), Preaching (PR), Evangelism (EV), Ministry of the Church (MC), Educational Ministry (EM), Pastoral Care and Psychology (PC), Clinical Counseling (CO) and Spiritual Formation (SF)

GOALS

The Division of Practical Theology seeks to integrate and apply the total content of the Seminary curriculum in such a way as to equip students for their private and public leadership in Christian service, particularly in pastoral ministry. The division provides resources and perspectives for the normal, denominational and pastoral duties of the pastor with a lively recognition of the widening demands made upon the clergy. Special attention is given to the contemporary emphasis on intra-personal and inter-personal relationships, and professional clinical pastoral training is therefore provided. Teaching the student to explore and express the rigorous demands of worship and preaching is an important function of the division. The Division of Practical Theology is constantly concerned with the student's sense of call to the world mission of the Church.

MENTORED MINISTRY

Mentored Ministry is the clinical side of preparation for ministry. The primary objective is to provide a context for integration of theory with practical field experience. By means of the mentoring relationship with the approved pastor (or qualified staff member) and the various experiences provided within the

church, students will be able to test their vocational commitments, broaden their empirical and experiential knowledge, develop ministry skills, nurture personal identity, enhance self-directed learning, and engage in spiritual formation. Each student enrolled in the M.Div., MA in Christian Leadership and the MA in Christian Ministries programs are expected to complete 3 rotations of Mentored Ministry. There are a variety of opportunities by which this requirement may be fulfilled. Mentored Ministry experience is an academic requirement. Each student's 3-unit participation in the program will be graded and recorded on the official transcript of the Seminary. Mentored Ministry rotations require planning significant ministry experiences, the writing and interpreting of case studies, and assessing the rotation and one's (intended) ministry in light of the rotation. Rotations may be designed specifically by the student, or the Director of Mentored Ministry and mentors/ rotation supervisors may design them. Rotations in Mentored Ministry are numbered MM 620-639 as follows:

MM 620 Minister as Church Planter
 MM 621 Minister a Missionary
 MM 622 Minister as Proclaimer of the Scriptures and Prophet of God
 MM 623 Minister as Scholar and Teacher
 MM 624 Minister as Healer
 MM 625 Minister as Helper, Counselor, and Comforter
 MM 626 Minister as Administrator
 MM 627 Minister as Worship Prompter
 MM 628 Minister as Example of the Godly Life
 MM 629 Student Defined Rotation for Ministers
 MM 630 Church Planting, Growth, and Nurture
 MM 631 Church and Cross-Cultural Ministry/Missions
 MM 632 Church and Culture
 MM 633 Church and Discipleship/Nurture
 MM 634 Church and Healing
 MM 635 Church & Min. of Help, Counseling, Comforting
 MM 636 Church and Governance
 MM 637 Church as Worshipping Community
 MM 638 Church as Community of Christian Character

MM 639 Student Defined Rotation for Church Ministry

CL 620 Defined Rotation in Christian Leadership

CL 621 Defined Rotation in Christian Leadership

CL 622 Defined Rotation in Christian Leadership

CHRISTIAN LEADERSHIP

CL 503 FOUNDATIONS FOR LEADERSHIP

This course is designed to equip individuals to serve effectively as leaders, as agents of change, as facilitators of mission and as administrators in the parish or in other related vocational settings. Systems theory is utilized as the major theoretical/ theological approach to the foundation of leadership.

CL/NT/OT 574 BIBLICAL THEOLOGY OF LEADERSHIP

See description under OT/NT/CL574.

CL 630 THE PERSON OF THE CHRISTIAN LEADER

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

CL 640 MANAGING CONFLICT

This course trains leaders to facilitate change in an organization and resolve the conflict associated with that change in a healthy manner. Key skills and strategies will be discussed and developed for healthy conflict resolution.

CL 650 THE CHRISTIAN LEADER AS COMMUNICATOR

The purpose of the course is to address the essential elements of leadership communication. Key principles and models will be presented for leadership communication.

CL 660 CHURCH AND NON-PROFIT MANAGEMENT

This course is designed to help leaders develop and manage healthy organizational structures. Creative problem solving, systems thinking, managing human resources, administrative effectiveness, staff development and other key issues will be addressed.

CL 670 TEAM AND TEAM BUILDING

The purpose of this course is to help students develop

the theological and managerial rationale for the use of teams in ministry. In addition, the student will acquire and develop the skills needed to build and sustain an effective team ministry.

CL 720 CHRISTIAN LEADERSHIP PROJECT

This course is designed to help the student integrate all of his/ her previous studies through a leadership action research project. The course should be taken in the student's last semester.

CL 740 LEADERSHIP SEMINAR

Inspired by the findings from the Center of the Development of Evangelical Leadership, this course examines, in a dialog-discussion format, the character, calling and competence of Christian Leadership. Prerequisite: CL503.

PREACHING

PR 550 PREACHING THE ENGLISH BIBLE

This course, intended for students who are not studying the biblical languages, provides an introduction to the principles of preparing relevant biblical sermons. Lectures and exercises cover a stage-by-stage explanation of how preachers think as they prepare to preach. Recitation sessions provide opportunity for students to preach with critique by the professor. Prerequisite: NT/OT517.

PR 601 PREACHING: PRINCIPLES AND PRACTICES IN PREPARING RELEVANT BIBLICAL SERMONS

This course provides an introduction to the principles of preparing relevant biblical sermons. Lectures and exercises cover a stage-by-stage explanation of how preachers think as they prepare to preach. Recitation sessions provide opportunity for students to preach with critique by the professor. Prerequisite: NT/OT517, OT511 or NT502.

PR 602 PREACHING FOR MODERN LISTENERS

Building on PR601, students will interact with the biblical material to prepare sermons that relate to a modern audience. Students will preach with critique by the professor. Prerequisite: PR601.

PR xxx PREACHING TO EMERGING GENERATIONS

The purpose of this course is to equip the preacher to

speak to critical issues cross-generationally. Often the preacher is now speaking to upwards of four generations in a single message. Preaching relevantly and applying the scripture across generations is one of the biggest challenges of preaching today. Understanding the critical values of each generation and their felt needs will be addressed in this course as well as the "core" needs that are similar in each generation. An expositional and topical methodology will be applied with the use of various methods of illustrations appropriate in reaching current and most especially emerging generations.

PR 725 PREACHING AS COUNSELING

The purpose of this course is to equip the preacher to utilize and integrate biblical and psychological principles in his/her preaching to address contemporary counseling issues in the lives of their parishioners. Expository and topical expository methods of preaching will be defined and developed to be a part of the preacher's repertoire in order to preventively and to some extent correctively help their hearers address contemporary life issues and mental health issues.

EVANGELISM

The Christian Church is charged with the task of telling forth the gospel message. The aim of evangelism courses is to equip students both to do this work of evangelism and to train others to be successful witnesses. An in-depth consideration of the unchanging gospel message is coupled with an examination of the variety of methods through which the gospel of Christ can be presented. EV 510 is the basic course in evangelism recommended for those going into pastoral ministry.

EV 510 EVANGELISM: THEORIES AND PRACTICE

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

EV/PC 572 THE PSYCHOLOGY OF RELIGIOUS EXPERIENCE

This course explores spiritual experience from a practical psychological perspective and gives special attention to conversion, religious expression and religious development and lifestyles. Special emphasis is placed on implications for pastoral ministry and guided discovery through a variety of assignments.

EV/WM 665 CHURCH PLANTING & GROWTH

This practical and biblical-theological perspective on planting and development of churches concentrates on sharpening skills in planning, establishing and nurturing churches that will equip members for ministry to their communities and for continued planting of new churches.

EV 670 URBAN EVANGELISM

This course addresses the personal preparation needed to evangelize as well as the development of specific strategies for urban evangelism.

EV 672 ETHNIC COMMUNITIES AND CROSS-CULTURAL MINISTRY

This study explores the multicultural fabric of society and the impacts of racism, urbanization, and various forms of deprivation as they pertain to Christian ministry in urban settings.

EV 760 READING IN EVANGELISM

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

EV 860 RESEARCH IN EVANGELISM

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

MINISTRY OF THE CHURCH

MC/SF 501 SPIRITUAL FORMATION FOR MINISTRY

This course seeks to develop a working knowledge of spiritual formation leading to a lifetime of continuing education. Special emphasis is given to spiritual exercise and small group practice for personal application and for leadership in ministry.

MC 506 ASCETICAL THEOLOGY

This is a required course for those in the M.Div. Anglican/Episcopal Studies Track.

MC 512 DISCIPLESHIP AND DISCIPLE-MAKING

This course provides a comprehensive and practical introduction to Christian formation and discipleship. It is designed to prepare pastors, church leaders, and Christian educators in fostering the discipleship, formation, and educational development of the church congregation into a vibrant, productive community of faith. The course focuses on the nature of congregational life and the promotion of Christian identity, character, and maturity while engaging the broader context in mission.

MC/PC 513 HEALTHY RELATIONSHIPS IN MINISTRY

An introduction to pastoral self-awareness and relationship awareness and understanding relational health for the purpose of cultivating personal and professional relationships for ministry effectiveness and personal and corporate spiritual development.

MC 540 URBAN MINISTRY

The course's primary objectives are to identify and analyze the challenges with which urban dwellers are faced and the effectiveness of governmental programming and ministry offerings targeted at urban dwellers. This course also strives to foster racial and cultural awareness, facilitate sensitivity to the peculiar needs of urban dwellers, and strategize effective models of ministry for the urban center.

MC 585 THE CHRISTIAN COMMUNICATOR

The Christian Communicator is a survey course designed to equip persons to serve as effective and authentic communicators in the contemporary Church, related Christian ministries and in daily secular life. The course includes a comprehensive and holistic overview of factors inherent to the communications process on the interpersonal and congregational levels. Researched-based theories and models of communications will be presented, discussed and evaluated from biblical-theological and cultural perspectives. MC585 includes a significant developmental and practical component to enable participants to enhance their abilities to

communicate through personal conversations, oral presentations, and public communications.

MC 601C POLITY OF ECO: A COVENANT ORDER OF EVANGELICAL PRESBYTERIANS

The goal of this course is to give students a practical and working knowledge of the polity of ECO. We will present the polity in the larger context of the ethos and culture that ECO has been founded upon and seeks to enhance.

MC 601C PC (U.S.A.) DENOMINATIONAL STANDARDS

This course provides students preparing for ordination with an understanding of Presbyterian polity and standards, as described in the Constitution of the Presbyterian Church in the U.S.A., the Book of Confessions, and the Book of Order; this course will only satisfy a general elective.

MC 601L ADVENT CHRISTIAN DENOMINATIONAL STANDARDS

In order to prepare students for ordination, this study focuses on the organizational structure, standards and ministry procedures of the Advent Christian denomination as reflected in the Advent Christian Manual, Minister's Service Book and Resource and Guide to Uniform Standards of Ordination; this course will only satisfy a general elective.

MC 660 INNOVATIVE STRATEGIES FOR MINISTRY

This course helps students understand the trends of innovative strategies and develop a framework for discerning the right strategies that will best serve their ministry contexts. Students take a deep dive into the role big data plays in informing and equipping the church and have opportunities to explore ministries on the leading edge of strategic innovation.

MC 679 MINISTRY AS MISSION

This course will tackle theological and everyday leadership issues posed by ministry in the post-Christian West, in light of a renewed understanding of the biblical identity of the church as missional. The primary goal of this course is to equip ministers to think and act biblically, theologically and practically as they accept their leadership role as chief missiologist leading a band of missionaries on a mission field, in

their local context. Students will learn to re-cast the pastoral/ministerial vocation through the lens of mission, in every major role and responsibility.

MC 686 RACE, GENDER AND THE AMERICAN CHURCH

This course explores places of pain within the American Church related to race and gender roles. Learning how to engage in discussions at the intersection of church, gender and race is integral to Christian leadership in our world today. With emphasis on in-depth discussion and critical analysis, students will have an opportunity to apply the relevance of the Gospel in divisive times. This course is designed to strengthen a Biblical framework for justice and reconciliation.

MC 704 PASTORAL LITURGY/PRIESTLY FORMATION

This is a required course for those in the M.Div. Anglican/Episcopal Studies Track.

MC 705 ANGLICAN ETHOS AND IDENTITY

This is a required course for those in the M.Div. Anglican/Episcopal Studies Track.

MC 720 PROJECT COURSE IN MINISTRY

This course is available any semester, by petition only. See description under [Project Courses](#).

MC 730 CHRISTIAN FORMATION: PARADIGMS FOR FORMING COMMUNITIES OF CHRISTIAN CHARACTER

Paradigms for accomplishing formation as indicated in the history of the Church and in contemporary theories form the theoretical basis for designing an approach to the formation of communities of Christian character in pastoral ministry.

MC 740 CHRISTIAN MINISTRY SEMINAR

This course is designed to provide students the opportunity to examine various ministry issues in a dialog-discussion format.

MC 750 CHRISTIAN WORSHIP

This course focuses on the theology and psychology of worship, on forms of worship, on the language of space and the language of time, on etiquette in worship, on expressions of worship, on patterns of worship, and on the sacraments. Representatives from various denominations will present a worship

service that is congruent with denominational guidelines for worship.

MC 760 READING IN MINISTRY OF THE CHURCH

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

MC 850 READINESS FOR MINISTRY EXIT SEMINAR

This course focuses on integrating key aspects of seminary education with Christian ministry to prepare graduating students for vocational ministry. The course goals are to exegete the concept of pastoral ministry and integrate these findings into a personal statement of ministerial practice.

MC 860 RESEARCH IN MINISTRY OF THE CHURCH

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

MC 880 INTEGRATIVE PAPER

This course is available any term by petition.

MC 881 INTEGRATIVE PROJECT

This course is available any term by petition.

EDUCATIONAL MINISTRY

EM 502 EDUCATIONAL MINISTRY OF THE CHURCH

The course provides a comprehensive and practical introduction to Christian formation within the Church. It is designed to prepare pastors, church leaders and Christian educators in fostering the educational development and formation of the church congregation into a vibrant, productive community of faith. The course focuses on the nature of congregational life as a dynamic spiritual ecosystem whose component practices and activities synergistically work together to promote Christian identity, character, and maturity while engaging the broader context in mission. Specific attention will be on the role of the family, small groups, liturgy, Christian education, digital media, practices and developmental relationships in supporting and sustaining individual and congregational formation into the image of Christ.

EM 604 THE TEACHER AND THE TEACHING TASK

This course is designed to prepare pastors and Christian educators for the ministry of teaching within the Church and formal academic contexts. The course focuses on the nature of educational ministry to adults and the important role the teacher plays in the process of teaching/learning. The course provides a comprehensive and practical introduction to teaching/learning including the effective development and delivery of instruction in class situations and other formats. The course utilizes a practical theology framework that sees teaching/learning as a dynamic process involving interaction of theological, personal, educative, and contextual dimensions. Pre-requisite: NT/OT517, OT511 or NT502.

EM/MC 616 MINISTRY AMONG EMERGING GENERATIONS

This course is designed to equip the Christian leader to minister more effectively in an ever changing world. We observe from history and present-day life how God turns seemingly cultural crises into opportunities for the church to thrive and the gospel to move forward. We will focus on four key elements of ministry: spiritual formation, ministry structure, leadership and witness. From this focus the course participants are prepared to develop vital ministry strategies in their own ministry contexts in the midst of cultural change.

PASTORAL CARE, PSYCHOLOGY AND CLINICAL COUNSELING

PC 511 INTRODUCTION TO PASTORAL COUNSELING

This course provides basic preparation for the complex task of pastoral care and counseling. The focus is upon the pastor in the congregational setting.

PC/EV 572 THE PSYCHOLOGY OF RELIGIOUS EXPERIENCE

See description under EV/PC572.

PC 621, 622 CLINICAL PASTORAL EDUCATION (CPE)

This course involves an intensive pastoral clinical experience in a hospital setting under the supervision of an approved ACPE supervisor. Lectures by hospital

staff are supplemented by group dynamics and interpersonal relationships, seminar discussion and verbatim reports on visits with patients. Individuals desiring to earn three credit hours through CPE should register for PC621 (satisfies either three rotations of Mentored Ministry, CO867 or one Ministry Elective), and those seeking to earn six credit hours should register for PC621 and PC622 (satisfies three rotations of Mentored Ministry and one Ministry Elective).

PC 760 READING IN PASTORAL PSYCHOLOGY

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

PC 860 RESEARCH IN PASTORAL PSYCHOLOGY

This independent study is available any term by petition. See section on [Reading and Research Courses](#).

CLINICAL COUNSELING COURSES

Most courses with a “CO” designation are restricted to MACC students only. Students in the MAR with a concentration in counseling are eligible to enroll for clinical counseling courses. Students in other ministry-based degrees may petition to enroll in certain counseling courses.

CO 502 INTRODUCTION TO COUNSELING AND SYSTEMS THEORY

This course provides an introduction to the counseling profession with a survey of the basic theoretical approaches to counseling and an introduction to theological integration in counseling. This course also aids students in beginning the process of professional identity development as a counselor.

CO 540 HELPING RELATIONSHIPS

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

CO/SF 610 LIFESPAN DEVELOPMENT: IMPLICATIONS FOR COUNSELING

This survey several of the major models of human development and life-span includes integration and critique of related theories from a biblical and theological perspective. Counseling strategies related to major developmental milestones are covered.

CO 614C FAMILY SYSTEMS THEORY

This review of the major theories of family systems development places emphasis on a critical analysis of these theories from an orthodox Christian perspective.

CO 635 CRISIS AND TRAUMA COUNSELING

This course addresses the impact of crises, disasters, sexual assault, and other trauma-causing events on individuals and communities, as well as the treatment of trauma related disorders. Emphasis will be placed on providing clinical interventions in disaster, crisis, and traumatic situations. Developing a theology of suffering will be explored.

CO 650 COUNSELING EXIT EVALUATION

Non-credit MACC degree requirement for graduation, where students are evaluated by faculty based on academic and professional behaviors. Pre/Co-requisite: CO869.

CO 699 RESEARCH METHODS AND DESIGN

This overview of the basic approaches to research methods and design gives particular attention to the application of research in the counseling setting and prepares the student for program design and assessment.

CO 710 PSYCHOPATHOLOGY

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

CO 712 MULTICULTURAL DIVERSITY IN COUNSELING

This course provides an opportunity to develop sensitivity, insight, and multicultural awareness when conducting counseling with individuals and families. Strategies needed to work effectively with issues of

race, ethnicity, age, socioeconomic status, religion, gender, sexual orientation, and disability status will be addressed alongside a theological framework for developing self-awareness and engaging diversity. Emphasis will be given to the roles, structures, functions, systems, behaviors, values, and environmental factors that affect individual and family systems. Prerequisite: CO502.

CO 713 FOUNDATIONS OF PLAY THERAPY

This course provides an overview of the essential elements and principles of play therapy, including history, theories, modalities, techniques, applications, and skills. A theological foundation for engaging children through play will be emphasized, along with an experiential component focused on basic play therapy skill development within the context of ethical and diversity sensitive practice. Prerequisites: CO500/502, CO507 or 540, and CO610.

CO 714 FAMILY COUNSELING/THERAPY

This clinical course helps students to develop basic skills in counseling families and to evaluate the most applicable methods for counseling interventions with families. Prerequisite: CO614.

CO 715 ADVANCED PSYCHOPATHOLOGY

This advanced course in the theories, concepts and structures that form an understanding of psychopathology focuses on enhancing usage of the DSM-5 and understanding of psychopharmacology. Prerequisite: CO710.

CO 716 COUPLES COUNSELING

This course focuses on basic theories of couples counseling with particular attention to biblical and theological issues. The process of couples counseling is introduced by carefully constructed role play/feedback sessions.

CO/PC 718 GROUP DYNAMICS

This course is designed to provide a theoretical and practical understanding of the use of groups and group process. Each member will also become part of an active group to provide an experiential instruction to the nature of group process.

CO 719 HUMAN SEXUALITY

This study provides an overview of biological, psychological, behavioral, and theological material concerning human sexuality; it also includes DSM diagnostic categories and treatment options.

CO 725 COUNSELING CHILDREN

This course gives special attention to understanding the role and function of children as the focus for family therapy and learning to develop appropriate intervention strategies in working with children in the context of the family. Prerequisite: CO610.

CO 725 COUNSELING ADOLESCENTS

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

CO 735 ASSESSMENT IN COUNSELING

This course explores a broad understanding of group and individual educational and psychometric theories as well as approaches to personal appraisal. Emphases are placed on the collection and analysis of data, factors that influence validity and reliability, and the specific skills associated with administering and interpreting tests for personal characteristics. Prerequisites: CO500/502 and CO710.

CO/PC 750 COUNSELING FOR CRISIS AND ADDICTIONS

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

CO 770 CAREER COUNSELING

The student will explore theoretical approaches that provide a broad understanding of career development theories, occupational and educational information sources and systems, career and leisure

counseling, educational guidance, and lifestyle and career decision-making.

CO 790C PROFESSIONAL STANDARDS AND CHRISTIAN ETHICS FOR COUNSELORS

This course offers a comprehensive review of the process of professional specialization in the counseling field. Topics include professional organizations, ethical standards, legal responsibilities, etc.

CO 850 ADVANCED CHRISTIAN COUNSELING MODELS & PRACTICE

Taken in the final semester/year, this seminar-format course focuses on integration and consolidation of students' model of therapy, integrating theory, practice and theology. This course is taken in the final Spring semester before graduation.

CO 867 CLINICAL COUNSELING PRACTICUM

The clinical practicum is designed to provide the student with an introduction to the practice of counseling in a variety of settings. Individual and group supervision will be an integral part of this learning experience. Students are required to obtain 150 hours of counseling practice, including 60 hours of direct client contact. Individual and group supervision are required. Prerequisites: CO 500/502, CO540, CO 710, one additional counseling course. Pre- or co-requisite: CO 790C. Co-requisite: CO875.

CO 868 CLINICAL COUNSELING INTERNSHIP I

The clinical internship I follows the clinical practicum experience. Students are expected to function in a clinical setting and carry a client load. During CO 868

and 869, students will accrue 600 hours of counseling experience, including 240 direct client contact hours. Individual and group supervision will be an integral part of this learning experience. Prerequisite: CO867. Co-requisite: CO875.

CO 869 CLINICAL COUNSELING INTERNSHIP II

This internship is a continuation of the clinical experience at a more advanced level. During CO 868 and 869, students will accrue 600 hours of counseling experience, including 240 direct client contact hours. Individual and group supervision will be an integral part of this learning experience. Prerequisite: CO 868. Co-requisite: CO875.

CO 870 CLINICAL COUNSELING INTERNSHIP III

This internship is a continuation of the clinical experience at a more advanced level, or in special situations requiring students to obtain additional hours. Individual and group supervision will be an integral part of this learning experience. Assignments and requirements are determined with the clinical training coordinator and/or program director. Prerequisite: CO869. Co-requisite: CO875. Course Fee: \$500.

CO 875 CLINICAL COUNSELING SUPERVISION

This is a group supervision experience with a faculty supervisor. Students are required to meet an average of 1.5 hours per week (or 3 hours bi-weekly) in a group setting with a faculty supervisor during each clinical counseling placement (CO867, CO868, CO869, CO870).

COURSE FORMATS

Gordon-Conwell—Charlotte offers courses in the following formats. Courses in all formats involve fixed starting and ending dates, with work spread out over the entire semester/term, regardless of when the classes meet.

Weekend Modular Courses

Class meets on three weekends per semester/term. These courses may also involve online interaction with other students and the professor before, between, and after the weekend meetings. With the exception of Counseling (CO) courses, students have the option to connect digitally to weekend modular class meetings.

Weekend schedule: Friday evening, 6:30-9:30 p.m.; Saturday, 8:30 a.m.-4:30 p.m., with a break for lunch from 12:00-1:15 p.m.

Weekend Reading Courses

Class meets on three Saturday evenings (5:00-7:00 p.m.), after the conclusion of a weekend module class. These courses usually include online interaction with other students and the professor before, between, and after the class weekends. With the exception of Counseling (CO) courses, students have the option to connect digitally to weekend reading class meetings.

Weekday Courses

Class meets once a week for ten weeks (three hours per week). These courses may also involve online interaction between class meetings. With the exception of Counseling (CO) courses, students have the option to connect digitally to weekday class meetings.

Weekday schedule: Morning classes, 9:00 a.m. – 12:00 p.m.; Afternoon classes, 1:00-4:00 p.m.; Evening classes, 6:30-9:30 p.m.

Week-Intensive Courses

Class meets for five consecutive days (9:00 a.m.-4:00 p.m., with a one-hour break for lunch). These courses may also involve online interaction with students and the professor. With the exception of Counseling (CO) courses, students have the option to connect digitally to week-intensive class meetings.

Digital Live Courses

Classes designed for participation in a real-time seminary classroom anywhere in the world. Students are able to engage live with their professor and Learning Teams. In between class sessions, students complete on-demand online coursework. (See section on [Digital Live](#) for more information.)

Web-Enhanced Courses

Classes meet for a three-day residency, with significant online interaction before and after the residency. For the 2020-21 Academic year, students are required to attend in person the on-campus residency for web-enhanced courses. (See section on [Web-Enhanced Courses](#) for more information.)

Charlotte Online Courses

Online courses produced for Charlotte students, with all learning and interaction fully online; no class meetings. (See section on [Online Courses](#) for more information.)

Semlink+ Courses

Fully-online courses offered to students from all four campuses. These courses follow the institutional Semlink+ schedule, and thus, they do not always take place completely within the boundaries of Charlotte's semesters/terms, but all involve fixed starting and ending dates for course learning. (See section on [Semlink+](#) for more information.)

Directed Study Courses

Student works individually with a professor to complete course requirements. (See section on [Directed Study/Out-of-Sequence courses](#) for more information.)

COMMUNITY LIFE AT GORDON-CONWELL

Gordon-Conwell is an institution at which community life is taken seriously. It is acknowledged that development is an integral part of preparation for ministry and this development involves the many dimensions of human personality. Furthermore, this time of preparation is best understood as a period when relationships are emphasized and the sharing of life's moments, insights and substance is encouraged. All of the aspects of community life are drawn from the basic conviction that God created us to live together; that Christ died and rose again so that we could live together; that our Lord will return again to receive all of the 'household of faith' to live together forever; and that Scripture has been given to the human being as the ultimate authority and guide for all of our living. The Community Life Statement (printed near the beginning of this Student Handbook) serves as the guide for our life together.

SPIRITUAL LIFE

The common life in Jesus Christ shared by students, faculty, administrators and staff provides a base for special spiritual fellowship. The varying ecclesiological and personal backgrounds of the Gordon-Conwell community enrich this sharing, not only in the classroom, but also outside as students engage in theological reflection through events like the Klipowicz Integrative Events.

Our assumption is that students have come in response to God's bidding. Furthermore, they have come to study. The institution provides a vigorous academic program designed to challenge and enhance their understanding of God's Word and the world. This challenge to the intellect is complemented by a corresponding challenge to the soul.

It is our conviction that the development of mind and soul are necessary dimensions of theological education. Hence, prayer, worship, meditation and reading of God's Word are as essential to the community of faith as are books, pens, papers and computers. Since demands upon students' time will be great, the importance of maintaining a rich devotional life while in seminary cannot be overlooked.

Gordon-Conwell Theological Seminary—Charlotte recognizes the importance of participation in a local church as essential formation for ministry. The seminary seeks to complement student spiritual life in the local congregation through regular times of prayer and devotion in classes. Chapel services are held weekly during the fall and spring semesters, and larger gatherings for worship and fellowship are held quarterly at the Klipowicz Integrative Events. Community and spiritual life are significant ingredients in these multi-denominational worship experiences.

New students are assigned a faculty advisor who is available for advising on spiritual as well as academic matters. Students may also develop relationships with other faculty or staff personnel who can help in spiritual matters.

WOMEN AT GORDON-CONWELL THEOLOGICAL SEMINARY

God has called and gifted both women and men for Christian service. Historically, both parent institutions of Gordon-Conwell had women faculty and welcomed women students to all their educational programs. A.J. Gordon, in his day, was a well-known advocate of the preaching ministry of women. Gordon-Conwell continues to welcome women to all of its degree programs, seeking to build a community in which all of Christ's people, regardless of gender, find warm acceptance.

Gordon-Conwell, as an educational institution, does not ordain anyone. As a multi-denominational seminary, it recognizes that the churches which it serves decide which ministries should be formalized by ordination, but it seeks and welcomes women who are preparing themselves for any form of service in the church, including the ordained ministry. Since the seminary accepts women who are training for this purpose, the responsibility of students, faculty, staff, and administration is to relate to one another so that Christ's call can be pursued freely without the impediment of exclusive or insensitive words and actions. Women preparing for ministry, therefore, should receive personal encouragement from all members of the community.

To that end, the seminary is committed to the full inclusion of women, their contributions and concerns, in recruitment and admission of students, for teaching, for administering and planning curriculum, chapels, and convocations, and for filling faculty, administrative, and other appointments.

Adopted by the Board of Trustees, June 30, 1986.

STUDENT ORGANIZATIONS

Alumni Relations

The Gordon-Conwell Alumni Association consists of all graduates of the seminary and those students who withdraw in good standing, having completed at least four courses. There are over 5,000 alumni serving in over 60 countries of the world. Faculty, students, and staff pray regularly for alumni and their ministries.

The Ockenga Institute offers continuing education and enrichment to alumni through the Mini-Sabbatical for Pastors, the Wilderness Programs, the Semlink+ Program, and the Pastors' Forum seminar series. The Ockenga magazine *Connections* is published four times each year to promote communication with alumni. The seminary also sponsors events for alumni at selected denominational meetings.

Phi Alpha Chi Society

The Society of Phi Alpha Chi was founded in 1928 at Gordon College of Theology and Missions in Boston. The purpose of Phi Alpha Chi (a Greek acronym for "Lovers of the Truth of Christ") is to recognize scholarship and creative abilities among the students of the seminary and to encourage the integration of scholarship with Christian ministry. Students are nominated for membership in the seminary's chapter by the faculty and are elected by the chapter's executive committee. A grade point average of 3.75 or better through the fall semester of the senior year is a prerequisite for consideration. In order to qualify for

consideration, the student must have completed at least 15 courses within a degree program at Gordon-Conwell.

Student Council

The Student Council at Gordon-Conwell Theological Seminary—Charlotte provides an official voice for the expression of student concerns and serves as an official channel for the handling of student affairs before the faculty, staff, administration, Board of Advisors and Board of Trustees. In addition, the Student Council shall serve by participating in various efforts to enhance the social and spiritual life of the seminary community. Members of the Student Council are chosen by their peers, confirmed by the faculty and appointed by the Dean.

Student Special Interest Groups

Occasionally there is a desire on the part of students to form an ad hoc committee or group regarding a special interest that may not be reflected by one of the Student Council standing committees. Individuals wishing to start such a group on campus must obtain permission from the Charlotte Dean by submitting a statement of purpose, outlining details and other pertinent issues.

The Robert C. Cooley Center for the Study of Early Christianity

The Robert C. Cooley Center, which was developed through a generous gift from a donor committed to the study of early Christianity, will ultimately serve as a base for research, study and scholarship. The Center presents an annual lecture series and is home to the Robert C. Cooley Collection of Biblical Archaeology and Early Christianity that is housed in the Harold Lindsell Library of Gordon-Conwell—Charlotte. Volumes and periodicals in the collection deal with archaeological endeavors in the Middle East during the biblical periods of world history, including works on Biblical Archaeology, Early Church History and Anthropology. Students and researchers will find in the collection numerous specialized resources not available elsewhere. This collection is available to master's level students in advanced stages of their academic program, doctoral students and researchers in the areas of Biblical Archaeology, Early Church History and Anthropology. Since it is a closed collection, it is available only by appointment. The catalog for the holdings of The Cooley Collection is available through online access at <https://www.gordonconwell.edu/center-for-early-christianity/>.

KLIPOWICZ INTEGRATIVE EVENTS

Named in honor of our beloved retired ministry professor, Dr. Steve Klipowicz, these are four major events each academic year designed to integrate various aspects of seminary education with ministry, and intended to bring together current students, alumni, and friends of the seminary. Klipowicz Integrative Events include Leadership Conferences, Cooley Lectures and Alumni Forums.

Goals of the Klipowicz Integrative Events:

- To facilitate fellowship and community outside of classroom situations

- To enable fellowship and interaction between students in the same degree programs, and in the same denominations/traditions
- To facilitate student interaction with alumni, clergy, and mentors in the same areas of ministry
- To further integration of fields of study
- To address issues in ministry beyond the seminary curriculum
- To expose students, alumni, and the public to scholarship addressing contemporary topics
- To explore publicly the foundations of our faith in the Old and New Testaments and the Early Church
- To further our vision for the international mission of the Church
- To encourage students and alumni to reflect on the relation between the conference topics and the GCTS mission statement

SERVICES AND RESOURCES

BOOKSTORE

Required textbooks for on-campus and Semlink+ courses may be purchased through the Charlotte campus Bookstore. The Bookstore also features Gordon-Conwell—Charlotte clothing items, basic supplies (pens, binders, notepads) and diploma frames. Regular Bookstore hours are Monday-Friday, 10:00 a.m.-8:00 p.m. (Wednesday, 10:00 a.m.-6:00 p.m.), and Saturday, 9:00 a.m.-5:00 p.m.

The Bookstore will accept returns of unused or like-new books and merchandise within 30 days of purchase to receive a 100% refund. All returns must have a copy of the receipt and a reason for why the return is taking place. We do not accept returns on workbooks (i.e., for biblical languages or counseling courses).

BULLETIN BOARD

Students have been provided a bulletin board in the student lounge for posting information (i.e., items for sale, need for roommate, upcoming events, etc.). Items posted must be dated, signed by the student and submitted to the campus manager for approval before posting. The seminary reserves the right to remove anything it deems questionable in nature.

There are other bulletin boards located on campus to inform students of pertinent information and current opportunities. These boards are for faculty and administrative use only. The list below describes an example of those items that may apply to students:

- Alumni/Alumnae Updates
- Counseling Program
- Campus Organizations
- Denominational News
- Employment (Student-On/Off Campus)
- Ministry Opportunities
- Registration Office
- General and Department information

CLASSROOMS

Classrooms are for the sole purpose of instruction. Students are not permitted in classrooms when classes are not in session; the library and student lounge provide ample space for study and lounging. Those who wish to use a classroom for special meetings must petition in writing (see [Facility Use and Reservations](#)).

COMPUTER LAB

The seminary maintains a computer lab, located in the library, for student use. The computer lab provides students with word processing capability, internet access, Hebrew and Greek tutors, access to the research databases of OCLC-First Search, and several CD-ROM based research tools. Students can schedule usage with the Library Director and are encouraged to consult with the Library Director or the Student Assistant for Library Technology for assistance with CD-ROM or Internet use. Students are limited to one-hour of usage if there are others waiting to use the workstations. Do not change computer settings, install software, or disconnect cables to the computers or printers. Do not connect personal laptop computers to the computers or printers.

By using the seminary's computing and internet resources, students agree as a condition of use to accept personal responsibility for considerate, ethical, and responsible behavior in their use of the available resources.

Statement of Computer Lab User Responsibilities

Students are responsible to use the resources in compliance with applicable laws and seminary standards, policies and procedures. It is each student's responsibility to determine what restrictions apply and to review the seminary's online Policy on Responsible Use of Computers.

Students are responsible for using the resources with sensitivity to the rights of others. It is the student's responsibility to avoid intrusions into the privacy of others and/or to avoid creating an atmosphere of discomfort or harassment for others.

Students are responsible for making any back-ups of electronically-stored data that they have created or maintained. The seminary assumes no responsibility for lost or corrupted data.

Students are responsible for reporting any weakness they might discover in the security of the computing resources to the Computer Center. Students are not to explore a weakness on their own as this may be interpreted as intentionally tampering with the seminary's computing resources and may thus be treated as a violation of criminal law.

Students are responsible for clearly and accurately identifying themselves in any online communication. If students are acting as the authorized agent of a seminary group, the communication must be identified as coming from the group.

Students are responsible for taking steps to avoid being a victim or an unwitting distributor of computer viruses or other destructive computer programs. The seminary assumes no responsibility for avoidance of or for the impact of computer viruses or other such destructive programs.

The seminary reserves the right to monitor and record user activities without notice upon learning of possible unacceptable use and/or violation of the user's responsibilities. The seminary may provide the

results of such monitoring to appropriate civil authorities. The seminary reserves all rights to suspend accounts, use and/or access to the resources pending evaluation of a use and/or remedial action.

Students should be aware that electronic files are not necessarily secure and that email is extremely vulnerable to unauthorized access and modification. Therefore, the seminary does not assume responsibility for the confidentiality of a user's files.

EMERGENCY STUDENT NOTIFICATION

In the case of a death, serious illness, or accident in a student's family, a staff member attempts to locate the student in class. Students are notified by email and text/voice messages of on-campus emergencies via Send Word Now. This service communicates directly to your GCTS web mail and current phone numbers we have on file. That is why it is important to keep your contact information up-to-date and to check your GCTS email account regularly.

EMAIL

Charlotte students are issued an email address at the time of matriculation. This account will be the primary form of communication between the seminary and its student body. Students will be required to check their accounts on a regular basis or set-up their account so that it forwards to their personal accounts. Questions concerning email accounts should be directed to the Service Desk (servicedesk@gordonconwell.edu).

EMPLOYMENT

Student Employment

Student employment positions are varied and typically part-time in nature. Student Worker job openings are posted on the bulletin board and circulated through campus-wide email.

Staff Positions

Students and student spouses may apply for any open, full or part-time staff position. Full-time staff positions come with an excellent benefit package, including tuition discounts.

FACILITY USE AND RESERVATIONS

Students who desire to use seminary space for meetings or other educational-related purposes must receive prior approval from the seminary. The use of designated seminary rooms by individuals or campus groups must be approved by the Campus Manager in conjunction with the Registration Office. Those wishing to reserve space for seminary-related events, as well as for personal reasons, should contact the Campus Manager at least two weeks in advance of the requested date.

Outside groups are allowed access to campus facilities when space is available. Fees will be charged to cover maintenance costs and custodial services for use of campus facilities by outside organizations. Depending on student facility needs, fees may apply.

Permission to exhibit and/or sell materials anywhere on campus must be obtained from the Campus Manager. This regulation governs any business projects undertaken on campus by students, faculty or staff, as well as outside organizations. The exhibiting and selling of books other than through the Gordon-Conwell Bookstore is expressly prohibited.

In light of the diversity of church traditions represented by the student body, organized dancing on campus is not permitted. The policy is made without condemning or approving the practice of dancing.

In keeping with the IRS regulations for non-profit organizations, Gordon-Conwell Theological Seminary will not make available its facilities for any politically affiliated activities/events that may be beneficial or detrimental to any candidate.

Details can be accessed at <https://www.gordonconwell.edu/about/institution/seminary-policies/>.

FAXES

Seminary forms and petitions may be faxed; in some cases, the original signed document must be mailed to the appropriate office/individual for official record keeping. Before sending course assignments to the seminary by fax, please check with the professor. Most do not accept faxes. Students may not use the fax machine for sending or receiving documents.

FINANCIAL SERVICES

The Student Accounts Office for Gordon-Conwell is located at the Hamilton campus. Students can access up-to-date account information and make payments through their CAMS Student Portal. Students can also mail in their payments to either the Charlotte or Hamilton campus. Charlotte Reception Desk personnel are equipped to accept check payments at the first-floor front desk. Questions regarding a student's account should be directed to the Student Accounts Office at the Hamilton campus (978-646-4049; finserve@gordonconwell.edu).

HOUSING OFF-CAMPUS

Although Gordon-Conwell does not provide student housing for those who commute from a distance, we have, however, made arrangements with local hotels to make rooms/suites available to our students at a discounted rate. For an updated listing, please contact Reception Desk personnel. Students may also post their lodging needs on the student bulletin board for other GCTS students to see and respond.

INCLEMENT WEATHER POLICY

In order to ensure the safety of our students and employees, we may occasionally deem it necessary to cancel classes and close offices due to weather conditions. Since many of our students and employees live in other communities, travel on area roads may be hazardous even though the immediate area near campus may be clear. Once a decision is made to cancel classes and close offices or have a delayed opening, the Charlotte Administrative Offices will arrange for the notice to be communicated in various media:

- aired on Charlotte television Channels 3 (WBTV) and 9 (WSOC),
- message on the GCTS telephone answering service by 8:00 a.m., (704-527-9909),
- message posted at the front reception entrance (if cancellation is made midday).

If the decision is made to cancel classes during a weekday/night, students will be notified of a make-up date by the course professor. The seminary establishes an “inclement weather make-up weekend” each semester for weekend modular courses (see [Academic Calendar](#)). Students should not plan activities during the make-up weekend in the event a class meeting needs to be rescheduled.

INFORMATION TECHNOLOGY

This department consists of the IT Service Desk, Technical Management, Application Management, Operations and Facilities Management. The department is responsible for the seminary’s IT equipment, maintenance of the school’s network infrastructure, and supporting the Instructional Technology Department as needed. Additionally, the campus’ Media Services departments provide support for classroom technology, audio/visual technology and video-teleconferencing. Wireless internet is available to all students, staff and faculty throughout the building. There are several areas designed as active learning spaces for student collaboration and small group meetings. The IT Service Desk exists to serve the entire Gordon-Conwell community and address technological incidents and requests. If you need assistance from the IT department, visit the IT Service Desk website at <https://it.gordonconwell.edu>, call 978-646-HELP (4357), or email servicedesk@gordonconwell.edu. For more information on our Acceptable Use Policy, please visit our website.

LIBRARY POLICIES AND PROCEDURES

The Harold Lindsell Library contains approximately 65,000 volumes focusing on biblical studies, theology, church history, counseling and psychology, and Christian ministry. Gordon-Conwell—Charlotte students may also access the collection at Goddard Library on the main Gordon-Conwell campus in South Hamilton, MA. The library also features an extensive collection of electronic journals and periodicals that students can access with their GCTS student IDs. Students should review the library module in the online New Student Orientation presentation for instructions on how to access electronic resources.

Regular hours:

Monday-Tuesday, Thursday-Friday: 10:00 a.m. to 8:30 p.m.

Wednesday: 10:00 a.m. to 6:00 p.m.

Saturday: 9:00 a.m. to 6:00 p.m.

Hours for January, summer session, holidays, and other exceptions will be posted at the library office and on the Charlotte library page at the Gordon-Conwell Theological Seminary website: <http://library.gordonconwell.edu/charlotte>. The library is normally closed on holiday weekends. Food and open-drink containers are not permitted in the library at any time. However, beverages in twist-top plastic bottles and those in containers with leak-proof, sealable lids are permitted.

Reference books, materials from special collections, print journals and periodicals, videos, and printed dissertations must be used in the library and may not be checked out for any reason. Books on reserve for specific classes are not available for borrowing. Books in the stacks are available for borrowing.

Library Cards and Borrowing Privileges

Gordon-Conwell—Charlotte student identification cards function as library cards. Students currently enrolled in Gordon-Conwell—Charlotte may borrow books and are responsible for returning them according to the library policies. All current students are required to read and review the library borrowing policy. If another student needs a book that you have checked out, we reserve the right to ask you to return the book before the semester due date.

The library does not charge fines for overdue books, but books more than four weeks (28 days) overdue are declared lost and students are charged a minimum of \$100 fee per book for replacement and processing costs. Students may not borrow books unless they review and sign the overdue/lost book policy. Also, patrons with overdue Course Reserve materials will be charged \$10.00 per item, per day.

Students from other institutions in the Carolinas Theological Library Consortium (CTLC) may check out up to five books for up to three weeks with one renewal. CTLC students may not borrow books placed on reserve for Gordon-Conwell—Charlotte courses. CTLC students must see the Library Director or an assistant to check out books.

Currently enrolled Gordon-Conwell—Charlotte students have borrowing privileges at member institutions of the Carolinas Theological Library Consortium. Students are responsible for abiding by the policies of member libraries they choose to use. Please consult the library director for information about CTLC member libraries.

Requesting Books from Goddard Library

Students enrolled in a Gordon-Conwell—Charlotte degree program may request up to six library books from Goddard Library, the main Gordon-Conwell library located in South Hamilton, Massachusetts, through the following email address: glibrary@gcts.edu. Students must provide the following information: name, address, phone, Charlotte student ID number. In addition, students must provide the author, title, and call number for each book requested. Goddard Library will fill requests based on availability of books and policies regarding borrowing. Students are responsible for returning books by mail by the due date

listed on the inside front cover. Gordon-Conwell—Charlotte students using Goddard Library services are subject to Goddard Library policies, including fines.

The Senior Librarian is normally available Monday through Friday. The library staff is available to help you with a variety of research needs. If you need to see any of the library staff, please call ahead to make sure that we will be available when you arrive.

For information on library policies and procedures, see the library information sheet published annually by the library. It is available at the circulation desk.

Writing Center

The Gordon-Conwell Writing Center offers professional revision and editing services for academic and ministerial writing produced by Gordon-Conwell students. Editing services involve detailed, sentence-by-sentence feedback on grammar, spelling, punctuation, word choice, and writing style. (Note that editing does not include specific feedback on formatting.) Revision services involve detailed feedback on "big picture" ideas in a written text, such as: introductions, thesis statements, paragraph development, organization & cohesion, transitions, integration of research, analysis, conclusions, and even visual appeal. The Gordon-Conwell Writing Center will review most types of writing that are produced by Gordon-Conwell students for school or ministry. Such texts might include academic research papers, reflection essays, book reviews, PowerPoint presentations, ministry web pages, written sermons, résumés for ministry positions, church newsletters, Christian non-profit publications, faith-based blog posts, ministry grant proposals, etc. To learn more about Writing Center services and the enrollment process, students should visit the following web page: https://library.gordonconwell.edu/writing_center/writing_help. Furthermore, the Writing Center offers free writing guides to all students; the writing guides can be found on the website above. Please contact the Writing Center with any questions: WritingCenter@gordonconwell.edu.

LOST AND FOUND

The Reception Desk operates the "Lost and Found" service for the seminary. Items turned in to "Lost and Found" will be held for 30 days. After 30 days, unclaimed items are considered to be abandoned property and are disposed of in an appropriate manner by the seminary.

OFFICE EQUIPMENT

Students may make limited use of office equipment such as hole punchers, staplers and the like. Please see the receptionist on the main floor for assistance.

OFFICE HOURS, ADMINISTRATIVE

The administrative offices are open from 9:00 a.m.-5:00 p.m. Monday through Friday. Occasionally, the hours of operation for an office, a department, or the seminary as a whole will vary. In such cases, the

hours will be posted on the door of the office. Normally, seminary offices (including the library) are closed on major holidays and the Mondays following Graduation and New Student Orientation.

PARKING

For security purposes, students taking courses in the evenings are encouraged to park as close as possible to the building and buddy-up leaving the building. In addition, students are encouraged to secure their vehicles while on campus; the seminary is not responsible for any loss of property or damage to vehicles while on the premises. Overnight parking is permitted provided permission has been granted by the Campus Manager; long-term parking is prohibited.

PHOTO COPIERS

Self-service copiers are available to students in the library. Due to the high cost of service and maintenance on the copier machines, the seminary requests that only faculty and staff members perform such operations as changing cartridges, clearing jams, and the like.

PLACEMENT SERVICES

The Placement Office exists to serve graduating students and alumni in their search for ministry positions. The office oversees and maintains the placement website MinistryList.com. This website disseminates information on available positions in churches and organizations around the world. In addition, MinistryList.com highlights students and alumni who are searching for ministry positions. The Placement Office also seeks to be a resource during the job hunting process in areas such as resume writing, interviewing and denominational information. Seminary placement services are intended to supplement those offered by denominations.

STUDENT IDENTIFICATION NUMBER/CARD

Each student is assigned a Gordon-Conwell student identification number when he/she applies. An ID card imprinted with the student's name, photo and identification number is issued to students upon matriculation. This ID number should be included on all correspondence, forms and work handed into the seminary. Your ID card entitles you to the use of library facilities within the Charlotte Theological Library Consortium.

In addition to verifying your identity, the card also allows you access into the building by unlocking the magnetic doors. If your card is lost or stolen, you must notify the seminary as soon as possible (preferably within 24 hours). Those needing replacement cards will be charged a fee.

STUDENT LOUNGES

Student lounges are located on the first and second floor of the academic center. Students may purchase coffee, soft drinks, and snacks from vending machines located in the lounge. Those who wish may bring

and store perishable food in the student refrigerator. If you use the refrigerator, be sure to put your name on all items and take them with you when you leave; unclaimed food and containers are disposed of weekly. Given the extensive use of this area, individuals are asked to be considerate of others by cleaning up after themselves, disposing of garbage, washing dishes after usage, etc. Students have limited access to the first floor kitchen (microwave and refrigerator only).

TELEPHONE

Students are requested to use their own personal phones. However, those who don't have a cell phone and need to place a local call may do so at the receptionist desk on the main level. A calling card is required for long distance calls. Phone calls from faculty/staff offices are not permitted.

POLICIES AND PROCEDURES

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Gordon-Conwell Theological Seminary complies with The Family Educational Rights and Privacy Act (FERPA), which affords students certain rights with respect to their educational records. For a full listing of student rights under this law and the process for accessing one's records, please see the FERPA Annual Notice available online.

ADA/DISABILITY ACCOMMODATION POLICY

The seminary complies with the provisions of the Americans with Disabilities Act (ADA). A student with a qualifying and authenticated disability who is in need of accommodations should petition the seminary in accordance with the stated guidelines. Any student who has a learning, orthopedic, sensory or psychiatric condition that substantially limits one or more major life activities and who would benefit from accommodations may be eligible for assistance. The following policy statement describes the procedures the seminary will follow in accommodating persons with disabilities.

1. A student having a disability requiring accommodation must provide the seminary with documentation from a specialist certified to diagnose the particular disability.
2. The documentation must indicate the type of disability and recommended accommodation.
3. The diagnosis must not be more than three years old.
4. It is the student's responsibility, after being informed of admission, to inform the institution through the office of the Dean of Students of his or her disability and of the need for accommodation. Contact Deana Nail who coordinates services for students with disabilities at the Charlotte campus. Such disclosure of need should be done as soon as possible so that the seminary can make necessary plans, with at least five days notification, as a minimum, requested.
5. Documentation must be submitted to the Dean of Students prior to the first class for which the student is requesting accommodation. The Dean of Students will keep a copy of the documentation and send the original paperwork to the Academic Dean as well as a copy to the Registration Office for the student's permanent file.
6. On the first day of any given class, the student must also notify his or her professor that a disability exists which will require accommodation.
7. The Academic Dean, upon notification from the Dean of Students of the need for accommodation, and in consultation with the relevant faculty member and student, will determine reasonable accommodation in each particular case and for each class.
8. The Academic Dean will communicate to the relevant faculty member, the Dean of Students, the registrar, and the student the elements of accommodation for each particular class.
9. The faculty member may request the registrar to provide a copy of documentation describing the disability.

POLICY AND PROCEDURES ON SEXUAL MISCONDUCT (TITLE IX)

Gordon-Conwell is in compliance with the legal citation of Title IX of the Education Amendments of 1972, and its implementing regulation 34 C.F.R. Part 106 (Title IX). Title IX prohibits discrimination on the basis of gender. Please see a fuller discussion of this topic under Statements of Compliance on our website.

As a Christian Institution committed to preparing men and women for ministry, we take our commitment to shaping moral and ethical character seriously. Gordon-Conwell's Community Life Statement maintains that, *"we renounce behaviors such as distortion of God's Word, deception, falsehood, drunkenness, stealing and sexual immorality such as premarital intercourse, adultery and homosexual behavior."* The Community Life Statement provides us with a set of guiding norms that shape the way we interact with one another. However, we understand that we live in a fallen world and that sin exists. For this reason, Gordon-Conwell recognizes its legal obligations in regards to Title IX, the Campus Sexual Violence Elimination Act, and the Clery Act (for more information on the specifics of these Federal laws please see <https://www.gordonconwell.edu/community/campus-safety/overview/#charlotte>). For the purposes of this policy and the seminary's handling of such matters, "Title IX" includes the concerns of the Campus SaVE Act (specifically intimate partner violence & stalking). The purpose of this policy is to:

- Affirm the Seminary's commitment to preventing sexual misconduct.
- Define sexual misconduct involving students, which includes sexual harassment, domestic violence, intimate partner violence, stalking, and sexual assault.
- Outline the Seminary's process of responding appropriately to incidents of sexual misconduct.
- Identify resources and support for students reporting an incident of sexual misconduct.

Pursuant to Title IX of the Education Amendments of 1972, Gordon-Conwell Theological Seminary prohibits discrimination on the basis of sex or gender in its programs and activities. The seminary will respond to and make reasonable efforts to investigate and address complaints or reports of prohibited conduct in accordance with the procedures outlined below. Any questions regarding Title IX should be addressed with the Title IX Coordinator identified below.

Gordon-Conwell Theological Seminary seeks to provide students with a safe living-learning environment free from the negative effects of sexual misconduct, which includes sexual harassment, sexual assault, and other forms of sexual violence. All forms of sexual misconduct are prohibited. The seminary strives to educate students, staff, and faculty on these issues and to provide recourse for students believing they have experienced sexual misconduct. This policy applies to all members of the Gordon-Conwell Theological Seminary community, and includes, but is not limited to, faculty, staff, students, seminary visitors, volunteers, and vendors. It also applies to alleged acts of sexual assault, prohibited sexual contact, dating and domestic violence that occur: on campus; in connection with any program or activity sponsored by the seminary; and/or off campus if the conduct creates a hostile environment on campus.

The seminary considers sexual misconduct in any form to be a serious violation of the Christ-like conduct expected from all members of its community. Appropriate disciplinary actions following the process outlined in the student or staff handbooks may be taken against any persons or groups engaging in these

acts to prevent recurrence of any harassment and to correct its effects on the complainant and others. Such disciplinary action includes but is not limited to suspension or expulsion from the seminary, termination of seminary employment, and termination of contracts/agreements with that person(s) or group(s). The seminary may also impose other sanctions, including restricting students from certain activities or areas of the campus, requiring that students complete counseling or other programs as a condition of continued enrollment, or any other appropriate sanctions as determined by the seminary in its sole discretion. In addition, the seminary may terminate or suspend its relationship and associated privileges with any perpetrator of interpersonal or intimate partner violence covered by this policy, including but not limited to visitors, volunteers, vendors and other such guests of seminary. To this end, Gordon-Conwell Theological Seminary expressly reserves its rights to revoke the privilege, right and/or permission to anyone to be physically present on-campus, participate in seminary activities, and use seminary facilities or resources in order to carry out the intent and purposes of this policy.

The seminary may refer any alleged perpetrator of interpersonal or intimate partner violence to law enforcement.

Definitions

Sexual Misconduct

Sexual misconduct is a broad term that encompasses any unwelcome behavior of a sexual nature that is committed without consent or by force, intimidation, coercion or manipulation. Sexual misconduct can occur between persons of the same or different genders.

Sexual Harassment

Sexual harassment means conduct on the basis of sex if someone's aid, benefit or service of the institution on an individual's participation in unwelcome sexual conduct (*quid pro quo*). Unwelcome conduct is determined by what a reasonable person to be so severe, pervasive, and objectively offensive that effectually denies a person equal access to the institution's education program or activity (hostile environment). Actions, such as these are prohibited and may be unlawful.

Sexual Violence

Sexual violence is defined as sexual intercourse or other forcible and/or non-consensual sexual contact with another person without consent. This includes rape, sexual assault, battery, and sexual coercion. Sexual violence can be imposed by the intentional use of physical force or power, coercion, or incapacitation. Sexual assault is a criminal act, punishable by civil and criminal legal action, as well as disciplinary action by the Seminary.

Sexual Assault

Sexual assault is any unwanted, coerced, or forced sexual contact or intercourse or sexual contact or intercourse with someone who is not able to give consent (e.g. incapacitated by alcohol or drugs or asleep). Sexual assault can involve the sexual penetration of any body orifice, but also includes other unwanted sexual contact including Statutory Rape (minor under 16 in North Carolina). Victims can be either women or men. Most victims/survivors know the perpetrators who may be the victim's/survivor's best friend, lover, partner, date, family member, neighbor, teacher, employer, doctor, or classmate. The

perpetrator can be a husband, wife, boyfriend, or girlfriend. Sexual assault can occur between members of the opposite sex or same sex. Alcohol, date rape drugs, or other substances may be involved.

Non-Consensual Sexual Contact

Non-consensual sexual contact means having, or attempting to have sexual contact with another person without consent (other than non-consensual sexual penetration, which is addressed below). Examples of non-consensual sexual contact may include: the intentional touching of the intimate parts of another, or causing the other to touch one's intimate parts, including over clothing, removing of clothing of another person, or kissing.

Non-Consensual Sexual Intercourse

Non-consensual sexual intercourse, commonly referred to as rape, is the non-consensual penetration, however slight, of another person's anal or genital opening by any part of the body or with any object, or oral sex with penetration.

Sexual Exploitation

Sexual exploitation occurs when one person takes non-consensual or abusive sexual advantage of another for his/her own personal advantage or benefit, (and that behavior does not otherwise constitute one of the other sexual misconduct offenses). Examples include, but are not limited to: invasion of sexual privacy; streaming of images, photography video or audio recording of sexual activity or nudity, or distribution of such without the knowledge and consent of all parties; voyeurism; including incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.

Consent

Willingly giving permission or agreement to a sexual act, without threat of harm. Consent is an informed agreement to participate in an act, communicated verbally or through physical participation that is not achieved through manipulation, intimidation, or coercion of any kind or given by one who is incapable of giving clear and knowing consent, by reason of the individual's age, being under the influence of alcohol or drugs, or otherwise. The manner of dress of the victim at the time of the offense does not constitute consent. Consent cannot be assumed and is never implied, even in a current or previous dating or sexual relationship. Consent can be withdrawn at any time. Absence of protest, passivity, or silence is not consent. **Consent is hearing the word "yes." It is not the absence of hearing "no."**

Incapacitation

Incapacitation also constitutes lack of consent. Incapacitation is a state in which someone cannot make rational, reasonable decisions because the person lacks the capacity to give knowing consent. Intercourse is generally considered to be committed by force and against a person's will if: the person is unconscious; the person is asleep; the person is drugged or intoxicated; the person is frightened or intimidated; or the person is mentally impaired or deficient so that he or she cannot agree to the act. Engaging in any form of sexual activity with someone who is incapacitated constitutes sexual misconduct.

Domestic, dating, intimate partner or family violence is the abuse of power and control. It is a pattern of behavior used by one person to control another through force or threats.

Domestic Violence (from 42 USC ss 13925):

The term “domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

Dating Violence (from 42 USC ss 13925):

The term “dating violence” means violence committed by a person—

1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
2. where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - a) The length of the relationship.
 - b) The type of relationship.
 - c) The frequency of interaction between the persons involved in the relationship.

Stalking (from 42 USC ss 13925):

The term “stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to —

1. fear for his or her safety or the safety of others; or
2. suffer substantial emotional distress.

In North Carolina such conduct are Class A1 misdemeanor. NCGS § 50C-1(4), (6) & (7). Stalking is generally when someone repeatedly follows or harasses you with the intent to place you in reasonable fear for your safety or your immediate family's safety or to cause you emotional distress (harm). Stalking includes a willful and malicious knowing pattern of conduct or acts over a period of time directed at a specific person which seriously alarms or annoys the person and which causes a reasonable person to suffer substantial emotional distress and makes a threat with the intent to place the person in imminent fear of death or bodily injury. Stalking can be accomplished by mail, telephone, electronic mail, internet communications and facsimile. Conduct which does not include a threat of death or bodily injury is also considered harassment by the seminary.

Guidance on Reporting

Gordon-Conwell Theological Seminary encourages those who have experienced any form of sex discrimination/misconduct to immediately find a safe place, report the incident promptly, seek all available assistance, and to pursue seminary conduct violation charges and criminal prosecution of the offender. GCTS takes complaints seriously and will work with complainants to ensure that they are well cared for, physically, emotionally, and spiritually. The Seminary will cooperate fully with the police in any

related investigation and reserves the right to commence its internal complaint resolution procedures prior to the completion of any police investigation.

Reports can be made to the Charlotte Dean of Students (for students), Campus Safety, and the Human Resources director (for staff). All sexual misconduct complaints made to mandatory reporters will be reported to the Title IX coordinator. Mandatory reporters are all supervisors, administrators/managers, and administrative faculty. Students have a right to file a criminal complaint and a Title IX complaint simultaneously.

If an individual wishes to seek confidential assistance in dealing with a Title IX violation, he or she can speak with their local pastor and/or a Licensed Professional Counselor. The individual also may make a confidential report to the Title IX coordinator or campus safety officer and request that their name not be used in the investigation.

Initial Assessment and Interim Measures

The first concern in a report of sexual misconduct is for the physical safety and emotional wellbeing of the reporting individual. The purpose of the initial assessment is to end the sexual misconduct, eliminate a hostile environment, prevent its recurrence, and remedy its effects. The Title IX Coordinator will review this policy and the options for suitable resolution. If the Title IX Coordinator concludes that the alleged conduct falls outside the scope of this policy, the complainant may be referred to another campus office or a different process for resolution. Should the alleged conduct be a Title IX matter, the process outlined by federal government will be followed.

When a complaint is received, the Seminary will provide appropriate interim measures to prevent further acts of misconduct, or safeguard the wellbeing of the complainant, the respondent, or the broader campus community while the investigation is in process, and to ensure equal access to Seminary's education programs. The Seminary will determine the necessity and scope of any interim measure. Such measures may include: ensuring access to counseling and medical services; providing alternative work arrangements, such as adjusting work schedules or supervisors; providing access to appropriate academic support, such as tutoring or permission to withdraw from or retake a class; or provide alternate living arrangements; or any other remedy that can be used to achieve the goals of this policy.

Even when the Seminary has determined that because of the reporting student's request for confidentiality there can be no formal consequence, immediate action can be taken to protect the reporting student. Such actions include: providing counseling support and academic support services; and increased monitoring, supervision, or security.

The reporting student may choose to follow a formal or informal complaint procedure. An informal complaint does not require that the complainant identify him or herself, will include an investigation, and may or may not result in a hearing. Sanctions are possible in an informal procedure. A formal complaint requires that the respondent know who filed the complaint and is a more rigid process including a written complaint, investigation, report of investigation, a hearing, and decision with possible sanctions. The results of the investigation and/or hearing may not be different between the two types of complaints. If

both parties agree, a formal process may become informal; one party may request that an informal process become formal.

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

Investigation/Procedures for Reports of Sexual Misconduct

For matters in which a formal process is followed (Title IX and VAWA):

1. The investigation of a sexual misconduct allegation may proceed whether or not a related criminal matter is pending.
2. In accordance with federal guidance, GCTS will complete investigations within the allowable time.
3. Both parties will be provided written updates during the complaint resolution process.
4. Both parties will be advised in writing of the outcome of a complaint, at the same time, once a decision has been reached.
5. Allegations of sexual assault will not be resolved by meditation.
6. The standard used to determine whether a violation has occurred is **whether it is more likely than not** that the respondent did so. This is referred to as a “Preponderance of Evidence” standard. Evidence must be submitted during the investigation and will be available for examination by both parties.
7. Both parties must have an advisor of their choice present during a hearing. GCTS can provide one if the student is not able to find someone.
8. Hearings are live, although complainant and respondent may not be in the same room, and cannot ask questions of each other. Relevant questions will be asked by advisors.
9. Appeals must be based on procedural irregularity that affected the outcome of the matter, new evidence not available at the time of determination, conflict of interest, or another base that is offered to both parties.

Retaliation

Retaliation or attempts to seek retribution against a student, an employee, or any other individual involved in filing a complaint or participating in the investigation of an allegation of sexual misconduct is prohibited by this policy and may constitute separate grounds for disciplinary action. Retaliation can include threats, intimidation and abuse. Such retaliation is unlawful and will not be tolerated by the Seminary.

Individuals who believe they have experienced retaliation should contact the Title IX Coordinator and the Seminary will investigate the complaint. If the Seminary determines that retaliation occurred, an appropriate action will be taken regardless of the outcome of the underlying sexual misconduct complaint.

Resources and Support for Students

If you or someone you know has been the victim of any of the above mentioned violations, you should FIRST get to safety. Call 911 to alert Charlotte Mecklenburg Police. The Charlotte Campus Safety Team (704-940-5803) and the Charlotte Dean of Students are available to assist in these matters as well.

For a list of other available resource, please go to:

<https://www.gordonconwell.edu/community/campus-safety/overview/#charlotte>

LEAD TITLE IX COORDINATOR

Jana Holiday

Dean of Students

130 Essex Street, South Hamilton, MA 01982

Phone: 978-646-4060

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

Questions about title IX can be directed to the Title IX Coordinator or to the Office of Civil Rights (OCR, <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html>) of the U.S. Department of Education.

CAMPUS SECURITY ACT OF 1990 (CLERY ACT)

Gordon-Conwell Theological Seminary complies with Title II of the Student Right-to-Know Campus Security Act of 1990, known as the Crime Awareness and Campus Security Act of 1990. Please see a fuller discussion of this topic under Statements of Compliance on our website.

POLICY ON ALCOHOL USE AND SMOKING ON CAMPUS

The use of alcoholic beverages is not permitted on the campus. A smoke-free environment is desired at Gordon-Conwell for the benefit of all members and guests of our community. Consequently, smoking is not permitted in any on-campus buildings or in any off-campus offices and classrooms.

POLICY ON DRUG AND ALCOHOL ABUSE

Gordon-Conwell Theological Seminary—Charlotte campus is in compliance with the Drug-Free School and Campuses Act Amendment of 1989 (Drug-Free Schools and Campuses [DFSC] Regulations, also known as "Part 86," is taken from the Federal Register [Vol. 55, No. 159, Thursday, August 16, 1990, pp. 33580-33601]) relating to the illegal use of alcohol and drugs.

Following is a policy statement regarding this act.

Gordon-Conwell Theological Seminary seeks to provide a safe setting and to protect the public health for all members of the seminary community by securing a drug-free environment in compliance with the Drug-Free Schools and Campus Regulations of 1989 (Federal Law). The law declares that students and employees have the right to study and work in a setting free from the effects of drug or alcohol abuse. In

keeping with the principles outlined in our Community Life Statement and our Christian tradition as a theological seminary which prepares men and women for Christian ministry, the following policies dealing with the illegal and abusive use of alcohol or drugs are adopted in compliance with the law.

Seminary policy prohibits the following:

1. The use, possession, production, distribution or sale of illegal drugs, controlled substances, or drug paraphernalia on seminary premises, in Seminary-supplied vehicles, or at any official function or seminary activity.
2. The use, possession, manufacture, distribution or sale of alcoholic beverages on seminary premises, in seminary-supplied vehicles, or at any official function or seminary activity.*
3. Being under the influence of an unauthorized controlled substance, illegal drug or alcohol on seminary premises, in seminary-supplied vehicles, or at any official function or seminary activity.
4. The use of alcoholic beverages or drugs that adversely affects a student's academic performance, preparation for ministry, or practice of ministry, or that adversely affects an employee's work performance, or that is a threat to individual safety on the part of students or employees, or that adversely affects the seminary's reputation in the public arena on the part of students or employees.

The following procedures will be observed in cases of suspected abuse or violation of the above policies:

1. **Students** – Referral for investigation of possible abuse will be made to the Charlotte Dean or the Registrar. Referral may come from a number of sources, such as fellow-students, faculty or staff members, spouses, area clergy, Campus Safety officers, etc. Procedure for Disciplinary Action will be observed (This may be found in the Student Handbook).
2. **Faculty** – The process-involving faculty shall follow the Faculty Handbook.
3. **Staff** – The process for staff and administration is contained in a separate statement and is available in the Human Resources Office as part of the Staff Handbook.

Summary of Legal Sanctions Covering Alcohol and Drug Abuse

Local, state, and federal laws make illegal use of drugs and alcohol serious crimes. Convictions can lead to imprisonment, fines and assigned community service. Courts do not reduce prison sentences in order for convicted persons to attend school or continue their jobs. A felony conviction for such an offense can prevent you from entering many fields of employment or professions.

Cities and towns in North Carolina prohibit public consumption of alcohol on or around public and private educational institution property, and impose fines for violation. If you become disruptive in public (violent, insulting, using profanity, urinating) as a result of being drunk, you can be fined up to \$50 dollars and spend up to a month in jail.

North Carolina law prohibits sale or delivery of alcoholic beverages to persons under the age of 21. If you help an underage person buy alcohol, or buy it for them, you face a fine, court costs, possible imprisonment, and lose your Driver's License for a year. If you're over 21 and do this, you can be fined up

to \$2,000 and be jailed for up to two years. If you use a fake or borrowed ID to buy alcohol, or lend your ID to someone, you risk having your own driver's license suspended.

The state of North Carolina has criminal penalties for use of controlled substances, or drugs, with penalties varying with the type of drug. In general, narcotic, addictive, and drugs with a high potential for abuse have heavier penalties. Possession of illegal drugs can send you to jail for up to five years or cost you fines of up to \$2000. Selling illegal drugs to others carries a jail term of up to ten years.

Under state and federal laws, penalties for possession, manufacture and distribution are much greater for second and subsequent convictions. Many laws dictate mandatory prison terms and the full minimum term must be served.

Persons convicted of drug possession under state or federal law are ineligible for federal student grants and loans for up to one year after the first conviction, five years after the second; the penalty for distributing drugs is loss of benefits for five years after the first, 10 years after the second, permanently after the third conviction.

Under federal law, distribution of drugs to persons under age 21 is punishable by twice the normal penalty with a mandatory one year in prison; a third conviction is punishable by mandatory life imprisonment. These penalties apply to distribution of drugs in or within 1,000 feet of a college (seminary) or school. Federal law sets greatly heightened prison sentences for manufacture and distribution of drugs, if death or serious injury from use of the substance.

Health Risks and the Effects of Alcohol

Alcohol consumption causes a number of marked changes in behavior. Even low doses can significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked impairment in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described. Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.

Local Alcohol and Drug Resources

Rebound

Address: 907 West 1st St., Charlotte, NC 28202

Phone: 704-376-1520

Website: <https://charlotterescuemission.org/>

Dove's Nest for Women and Families

Address: 2855 West Blvd., Charlotte, NC 28208

Phone: 704-332-3699

Website: <https://charlotterescuemission.org/>

Alcoholics Anonymous

Address: 1427 South Blvd., Suite 106 Charlotte, NC 28203

Phone: 704-332-4387

Website: <http://www.charlotteaa.org/>

Biennial Review of the Program

The Drug-Free Schools and Campuses Regulations require that every two years (on even numbered years) the Seminary conduct an audit of the effectiveness of their Drug-Free Schools and Campuses program.

To determine the effectiveness of the above stated Drug-Free Schools and Campuses Program, Gordon-Conwell Theological Seminary has established a Drug-Free Schools and Campuses Review Team. This team meets bi-annually during the summer months, along with the Charlotte Dean, to conduct a review of current programs, practices, policies, any new or changing laws related to this act, and to suggest modifications, if needed, to the current program.

Members of this team are:

- Campus Manager, Charlotte Campus
- Dean of Students, Charlotte Campus

Members of the Campus Review Team met on September 21, 2017 to review the policy and discuss any violations of the policy since the inception of the Drug Free Schools and Communities policy. As of September 21, 2017, there have been no reported violations of the policy by students, staff or faculty members.

A record of the current plan, related programs, and statistics related to any incidents, and compliance with this policy, plus the biennial findings of this audit team is kept on file in the Charlotte Dean's office. All records of disciplinary actions and/or counseling sessions related to drug and alcohol abuse are kept in the confidential files of the Registrar's office or the Human Resource office as appropriate.

Distribution of Drug-Free Schools and Campuses Regulations Information

The following program is in place to ensure the required distribution of the policy to every faculty, staff, and student each year.

- By providing a link to the official Web site of the Higher Education Center for Alcohol and other Drug Prevention. This link is: <https://hecaod.osu.edu/>
- Each year, prior to October 1st, the Charlotte Dean's office sends out an email to all faculty, staff, and students, reminding them of the Seminary's position on Safe and Drug-Free Schools and Campuses. Since all faculty, staff, and students have access to email, this meets the minimum requirement of informing annually all faculty, staff, and students about the Drug-Free Schools and Campuses Policy.

Hard copies of Gordon-Conwell Theological Seminary's Drug-Free Schools and Campuses Regulations Policy are available from the Charlotte Dean's office, upon request.

Enforcement

The enforcement of the Drug-Free Schools and Campuses Regulations on the Charlotte campus, as put forth in the program and in the Seminary policies, rest primarily with Human Resources, and the Charlotte Dean's office. However, the Seminary assumes that each faculty, staff, and student who voluntarily becomes part of the Gordon-Conwell Theological Seminary community agrees to abide by its Standards of Conduct and Community Life Statement.

*excluding the use of sacramental wine in communion services

POLICY ON DISCRIMINATION AND HARASSMENT

The purpose of this policy to help insure all members of the Gordon-Conwell Community understand the prohibition against harassment. All members of the university community are encouraged to reflect upon the issue of discrimination and harassment as it might affect the lives and conduct of others. Further, anyone who may be the victim of harassment should be aware of the procedure for reporting such incidents.

Behavior that constitutes discrimination or harassment is prohibited by Title VII of the 1964 Civil Rights Act, includes but is not limited to slurs, coarse jesting with racial/ethnic/gender overtones, and other forms of communication resulting in disparagement or intimidation.

Gordon-Conwell welcomes women to all its degree programs, seeking to build a community in which all of Christ's people, regardless of gender, find warm acceptance. Since the seminary accepts women who are training for this purpose, the responsibility of students, faculty, staff, and administration is to relate to one another so that Christ's call can be pursued freely without the impediment of exclusive or insensitive words and actions. Women preparing for ministry, therefore should receive personal

encouragement from all members of the community. To that end, the Seminary is committed to the full inclusion of women, their contributions and concerns, in recruitment and admission of students, for teaching, for administering and planning curriculum, chapels, and convocations, and for filling faculty, administrative and other appointments.

Gordon-Conwell Theological Seminary does not discriminate on the basis of race, gender, color, national or ethnic origin, age, handicap, or veteran status. This statement applies to every member of our campus community and is adhered to strictly.

Grievance Procedure on Harassment

The grievance procedure is available to any Gordon-Conwell Theological Seminary community resident, student, staff or faculty member who thinks she/he has been subjected to or affected by discrimination in the form of harassment within the seminary community as defined in the policy statement.

Informal Procedure. The informal procedure consists of an unwritten request for advice or counsel to evaluate perceptions or clarify issues. Students might seek out their advisor, the Registrar, or the Academic Dean. If resolution is not achieved by the informal procedure and the person wishes to pursue the matter, formal recourse shall follow.

Formal Procedure. The formal appeal followed shall be appropriate to the role of the person(s) involved.

Students: The student shall present in writing a description of the problem to the Administrative Assistant and make an appointment to see the Dean or other designated person. Written complaints shall be submitted as near in time to the actual incident(s) as possible. This individual will initiate an investigation including discussion with all parties involved. An ad hoc committee may be appointed to investigate the case and make recommendation for action. A decision shall be made and communicated to all parties involved within 10 working days of the date the complaint was submitted; exceptions to this procedure will be due only to legitimate unavailability of pertinent persons and will be communicated to the person making the complaint. Complaints shall be handled quickly, fairly, and thoroughly.

Appeals: In the event that a response, decision, or action is unacceptable to any party, formal complaints can be appealed to successively higher positions up to the President's Office. Exceptions can apply in the event the seminary determines that other action be taken by necessity of law.

Confidentiality: In all cases of harassment complaints, confidentiality will be observed as far as possible by processing complaints discreetly. In that discussions and investigations may involve several people, however, absolute confidentiality cannot be guaranteed. Discretion and respect shall be observed.

HAZING

Gordon-Conwell Theological Seminary is in compliance with the North Carolina state law prohibiting the practice of hazing.

According to North Carolina law (NCGS § 14-35):

“It is unlawful for any student in attendance at any university, college or school in this State to engage in hazing, or to aid or abet any other student in the commission of this offense. For the purposes of this section Hazing is defined as follows: ‘to subject another student to physical injury as part of an initiation, or as a prerequisite to membership, into any organized school group including any society, athletic team, fraternity or sorority, or other similar group.’ Any violation of this section shall constitute a Class 2 misdemeanor.”

Violators of these regulations will be disciplined in accordance with harassment procedures as set forth in this handbook.

PROCEDURES FOR DISCIPLINARY ACTION

Statement of Standard for Disciplinary Action

The Seminary reaffirms the biblical principles set forth in its Community Life Statement as it seeks to support students in their theological endeavors. The seminary's commitment to its mission statement requires that all students be afforded an environment which promotes intellectual and spiritual growth. To this end, the seminary reserves the right to discipline a student who is found in violation of any aspect of the Community Life Statement or any other institutional code of conduct that interferes with or limits the student's, as well as the community's, ability to fulfill their academic goals.

The purpose of a student disciplinary process is to determine if a student has engaged in misconduct, and, in those cases in which it is determined that the student has engaged in misconduct, to impose appropriate sanctions. The following procedures are employed in fulfilling this purpose.

Procedures for Conducting a Misconduct Review

1. The Judicial Committee will conduct an investigation of the allegations brought against a student. The investigation will include the following steps:
 - a. Confirm the name of the student in question.
 - b. Gather all material facts.
 - c. Determine alleged infraction as stated in the Community Life Statement or other published institutional standard of conduct.
 - d. If necessary, take any appropriate actions including government and/or law enforcement agencies.
 - e. Seek legal counsel as deemed appropriate.
 - f. Keep thorough and complete documentation of investigative process.
2. The Chair of the Judicial Committee will notify the student in writing of the following:
 - a. A statement of alleged charges against him/her
 - b. The specific seminary policy or standard of conduct which allegedly has been violated
 - c. The purported evidence supporting the allegation
 - d. The establishment of an informal hearing

3. The Judicial Committee may conduct an informal interview with the student using the following guidelines:
 - a. The student will be informed of the date, time, and location of the hearing in writing, either by phone or email, at least five business days in advance. This information will also be provided to the person(s) who brought forth the alleged charges in case he/she would desire to be present in the hearing, be required or invited to be present in the hearing.
 - b. The entire case file and the names of any prospective witnesses will be available for inspection by the student during normal business hours in the Registrar's Office where non-academic student files are maintained.
 - c. The student may choose to be assisted by a family member or other individual. Those assisting the student will be given reasonable time to ask relevant questions of any individual appearing at the hearing, as well as to present relevant information. The student may also be accompanied by legal counsel, although the role of counsel will be limited to providing legal advice to the respective student. It will be done in a quiet manner that is not disruptive to the proceedings. A reasonable effort will be made to accommodate the schedule of any representative or advisor allowed to assist the student.
 - d. The hearing may be conducted in the absence of the student who fails to appear following proper notice of the hearing date, time and location.
 - e. The hearing shall be transcribed by the Committee. The tape(s) and/or transcription shall be kept with the pertinent case file for as long as the case file is maintained by the seminary.
4. Following the interview, the Committee will meet for deliberations and render a written decision to the student within seven business days after the completion of the informal interview, except in the case of sexual assault, in which case the accused and the accuser will be notified within five business days. Confidential copies of the letter will be sent to the Campus Dean and Registrar.
5. The Judicial Committee has the authority to issue any of the following decisions:
 - a. **Further investigation** culminating in another hearing.
 - b. **Admonition.** A formal admonition that an institutional standard has been violated and which does not become part of a student's permanent record, but that may be taken into account in judging the seriousness of any future violation.
 - c. **Disciplinary Probation.** A more serious admonition assigned for a definite amount of time. It implies that any future violation during that time, of whatever kind, may be grounds for suspension, or in especially serious cases, for dismissal from the seminary.
 - d. **Suspension for a Definite Period.** Removal from membership in the seminary community including all student privileges for a specified period of time. A suspension is noted on a student's official record only for the duration of the suspension.
 - e. **Indefinite Suspension.** Removal from membership in the seminary community by suspension, with the suspension to continue until certain conditions stipulated by the Committee have been fulfilled. A suspension is noted on a student's official record only for the duration of the suspension. After conditions stipulated by the Committee have been met, the Committee will reconvene to render a final decision.

- f. **Dismissal.** Permanent removal from membership in the seminary community including all student and alumni privileges without possibility of readmission. A dismissal is noted on student's official record.
6. If the student is suspended or dismissed, the written decision shall be mailed or personally delivered to the student within seven business days after the completion of the interview, except in the case of sexual assault, in which case the accused and the accuser will be notified within five business days. It shall contain a statement of reason resulting in the sanction. The accused student shall be asked to sign a form, for the record, indicating his/her understanding of the disciplinary action taken by the Committee. The accused, as well as the accuser, shall also be advised of the appeal process.
7. A confidential copy of the letter to the student(s) will be filed in the Dean of Students Office, and the Registrar's Office will be notified of the decision.
8. The Committee shall inform the accuser, if any, that the investigation has been completed and that a sanction has been imposed, except in the case of sexual assault, in which case procedure 6, above, will be followed.

Procedures for Appeal

In the event that the response, decision, or action is unacceptable to either party (the accused or the accuser), formal complaints can be appealed to the Dean's Office. Exceptions can apply where the Campus Safety Department advises other action be taken, as required by law.

1. If the student so desires, he/she may appeal the Judicial Committee's decision in writing within five business days to the Charlotte Dean.
2. The Dean will present his/her decision within five business days to the student, unless he/she appoints a review committee of his/her choosing, in which case he/she will have 10 business days.
3. The Dean's decision will be final.

Procedures for Student Departing the Seminary

1. If suspension or dismissal occurs during the course of the semester, tuition may be refunded to the student according to federal policy.
2. Appropriate notation shall be entered on the student's transcript and placed in his/ her permanent file. The Registration Office will follow normal procedure to notify the appropriate offices of the student's leave from the seminary.
3. In the case of an international student (F-1 visa), he/she will need to leave the country immediately per SEVIS regulations, which does not allow for a visa "grace period." As of the official dismissal date, the student would be considered out of status.

Deviations from Established Procedures

Reasonable deviations from these procedures (not to include sanctions) will not invalidate a decision or proceeding unless significant prejudice to the student may result.

NC STUDENT COMPLAINT POLICY

If students are unable to resolve a complaint through the institution's grievance procedures, they may review the Student Complaint Policy, complete the Student Complaint Form (PDF) located on the State Authorization webpage at <https://www.northcarolina.edu/stateauthorization>, and submit the complaint to studentcomplaint@northcarolina.edu or to the following mailing address:

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

POLICIES ON INFORMATION TECHNOLOGY

Students must abide by the seminary's Technology Acceptable Use Policy (AUP). The policy can be accessed at <https://www.gordonconwell.edu/technology-services/acceptable-use-policy/>.

POLICY ON THE REPRODUCTION OF GORDON-CONWELL THEOLOGICAL SEMINARY'S COPYRIGHTED MATERIALS

Details can be accessed at <https://www.gordonconwell.edu/about/institution/seminary-policies/>.

STATEMENTS OF COMPLIANCE

The following Statements of Compliance can be accessed at <https://www.gordonconwell.edu/community/community-life/practices-policies/statements-of-compliance/>

- Campus Security Act of 1990 (Clery Act)
- Civil Rights Act of 1964
- Drug Free Schools and Campuses Act
- Family Education Rights and Privacy Act
- Internal Revenue Service Procedure 75-50
- Rehabilitation Act of 1973
- Student Consumer Information
- Title IX of the Higher Education Amendments of 1972

ACADEMIC LIFE

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

Registration Office
Gordon-Conwell Theological Seminary
14542 Choate Circle
Charlotte, NC 28273
Email: cha-registration@gordonconwell.edu
(704) 527-9909, ext. 5827; Fax: (704) 940-5827

ACADEMIC COMMUNICATIONS

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

Students are obligated to provide the Registration Office with their most current mailing address(es) in the event the seminary sends paper communication. This can be updated directly in the CAMS Student Portal. Note: on-campus mailboxes are used as the primary mailing address for written seminary communications with residential students. Students are expected to check their mailboxes on a regular basis and are responsible for all communications placed there.

ACCREDITATION

Gordon-Conwell is accredited by the Commission on Accrediting of the **Association of Theological Schools** in the United States and Canada and by the New England Commission of Higher Education, a non-governmental, nationally recognized organization whose affiliated institutions include elementary school through collegiate institutions offering post-graduate instruction.

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

Association of Theological Schools (ATS)

The Commission on Accrediting

10 Summit Park Drive

Pittsburgh, PA 15275-1110

Phone: 412-788-6505

Fax: 412-788-6510

<https://www.ats.edu/uploads/accrediting/documents/commission-policies-and-procedures.pdf>

New England Commission of Higher Education (NECHE)

3 Burlington Woods Drive, Suite 100

Burlington, MA 01803-4514

Phone: 781-425-7785

Fax: 781-425-1001

<https://www.neche.org/>

North Carolina Post-Secondary Education Complaints

c/o Student Complaints

University of North Carolina General Administration

910 Raleigh Road

Chapel Hill, NC 27515-2688

Phone: 919-962-4550

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

ADVANCED STANDING

The seminary may grant students advanced standing credit for specific courses based on proven competence in a particular subject area. In particular, the seminary offers students an opportunity to display competency in Biblical Studies through bible and language competency exams. In some cases, the seminary may offer advanced standing in the areas of Biblical Studies, Christian Thought, and Practical Theology for students with significant prior coursework in these areas from approved schools. An assessment is required for each student and any credit granted is assessed on a case-by-case basis. No more than one-fourth of the total required credits in a degree may be earned through advanced standing. In addition, the following degrees are not eligible to receive advanced standing: Master of Theology (Th.M.). Advanced standing can sometimes reduce the amount of transfer credit a student can receive and/or the number of online courses a student is permitted to take; see [Transfer Credit](#) for details.

ADVISORS

A faculty advisor is assigned to all degree and certificate students at the beginning of their program. Individuals admitted as a Special Student are not normally assigned an advisor, but may petition the Registrar to have an advisor assigned. Special Students who intend eventually to pursue a degree or certificate are encouraged to request an advisor.

The advisor is available for counsel in academic, vocational and spiritual matters. However each student is responsible for his/her own program of study as it pertains to course registration and satisfying degree requirements. Depending on the nature of advisement, the student may need to consult with the Office of the Registrar.

APPLICATION OF POLICIES, PROCEDURES AND DEGREE PROGRAM REQUIREMENTS

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

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

ATTENDANCE POLICIES

In any GCTS-Charlotte course that involves class time, that time in class is an integral part of the learning experience, and attendance and active participation are required. We try to offer courses in a variety of formats to help students take each course at a time and in a format that is possible for them, and we expect that once a student has chosen a particular course, that student will plan his/her other responsibilities around the class meetings for that course and will be present at each meeting. Therefore, if, prior to the term in question, a student has a foreknown conflict (e.g. officiating in a wedding or leading a missions trip) with a significant number of the class meetings (e.g. a whole weekend of a modular course), he/she should ordinarily not enroll for the course but should seek to take it at a different time and/or in a different format.

GCTS-Charlotte's lecture capture system is (in the case of classroom courses) intended as a supplement to class attendance (enabling students to watch class sessions again after being present in class), NOT a substitute for class attendance. Students should not expect to be allowed simply to miss class and watch the classroom recording later. In particular, students who simply live a long distance from campus should not expect to be able to use the lecture capture system as a substitute for class attendance. Living a long distance away is a foreknown class attendance issue.

At the same time, we recognize that unexpected things (e.g. a sudden, severe illness or a death in the immediate family) do happen and that it is occasionally necessary for students to miss class despite their

best efforts. In such unexpected circumstances, we encourage professors to work with students to try to duplicate the learning that takes place in the classroom. Lecture capture may be useful in these efforts, although it will rarely stand alone as the means for making up missed class sessions.

Students should recognize that decisions about how to handle missed class time (both for unexpected absences or, in rarer cases, for exceptions to the policy above regarding foreknown attendance issues) rest with the professor of the course in question and depend heavily on the nature of the course and the nature of the learning the professor intends to happen during the session missed. In some courses it is relatively easy to duplicate that learning; in other cases it is almost impossible. Therefore, students should not assume that a procedure that was followed in one course will be an option in a different course.

AUDITING COURSES

The seminary offers two different types of audit: Courtesy Audit (non-transcripted) and Official Audit (transcripted). All auditors are restricted to non-participating member status in classes. In other words, auditors may not participate in class discussion (except as authorized by the instructor according to the terms included in the course syllabus), nor submit written work, nor sit for exams for the purpose of receiving an evaluation. Courses with limited enrollment and those that require significant interaction (Methodology courses) are not open to auditors except by written permission from the professor and the Registration Office. Some courses, such as online courses, may only be available as official audits. All audits must be registered by the registration deadline for the term (online registration via CAMS is not available for audits). See the respective audit forms for details.

Courtesy Audit

The seminary extends to each current student, staff, faculty and their respective spouse, one courtesy audit per semester at no charge. In addition, alumni and local, full-time pastors are eligible to register as courtesy auditors. All interested parties must submit a courtesy audit petition through the Registration Office prior to attending class. Courtesy auditing privileges are only available to students during the semester in which the student enrolls for credit. Courtesy audits are not recorded on a transcript. Since courtesy auditors will not have access to the student portal for the audited course, documents and resources posted there will be unavailable to them. As a result, online courses are not eligible for courtesy audit.

Official Audit

Regularly admitted students may officially audit courses by receiving approval from and registering through the Registration Office. Individuals not currently enrolled at Gordon-Conwell but who wish to enroll as official auditors must complete an application and be formally admitted by the seminary; applications can be obtained through the Admissions Office. The Official Audit Fee will be billed to the student's account.

BIBLE COMPETENCY EXAMS

Since proper use of the Bible is central to all types of Christian ministry, Gordon-Conwell requires every student to become proficient in the knowledge and use of the Bible. The seminary offers survey courses (OT 500: Exploring the Old Testament and NT 501: Exploring the New Testament) for the purpose of providing a systematic and integrative overview of the content of the Bible.

All candidates for the M.A. and M.Div. degrees are required to demonstrate their Bible competency by 1) satisfactorily completing the Old and New Testament survey courses or 2) demonstrating competence through the appropriate examination(s). Students are encouraged to take OT500 and NT501 but are welcome to sit for the bible competency exams if desired. The seminary invites new incoming students to sit for these exams prior to their first semester as a student. The exams are generally given 1-2 months prior to each major term. Degree seeking students are allowed to sit for the exams only once (non-degree seeking and official auditors are not eligible). A passing score is 75%. An individual who passes the exam(s) does not need to enroll for the respective survey course(s); rather they may request advanced standing for the course(s) OT 500 and NT 501. Students who pass the exams but do not request advanced standing will take electives in lieu of OT500 and NT501. Since these survey courses are co-requisites for many courses, they must be taken early in a student's program in order to ensure that the student will not be hindered in his or her progress toward degree completion.

BIBLE SOFTWARE POLICY

A Bible software package is a very helpful tool in enabling Christian preachers and teachers to understand God's Word more accurately and preach/teach it more powerfully. While a software package is no substitute for a deep understanding of the biblical languages, it can serve to help students retain their hard-won language skills, and it can also be useful to those with little exposure to the biblical languages. Some of the uses of a Bible software program are as follows:

1. It makes the Greek NT, Greek OT (Septuagint), Hebrew OT, and Targum, and other ancient witnesses available.
2. It gives lexical assistance for translation purposes (replacing the need to purchase a lexicon). A quick reference for translation helps students gain facility in translation. A deeper analysis of words is possible
3. It assists the student with Greek and Hebrew grammar and syntax. This helps students in translation and exegesis.
4. It permits more involved word and phrase searches than concordances offer and is essential for word studies.
5. It allows the student to compare different versions of the Biblical text at the same time, which is also helpful for studying the NT use of the OT.
6. It offers additional primary sources. This may help with backgrounds and Patristic research.
7. It provides the latest critical apparatus for textual criticism.
8. It allows students to compare different English (and other language) translations.

9. It allows students to copy text into papers and gives everyone in the seminary access to the same fonts for Greek and Hebrew for sharing papers.

Because of these advantages, GCTS—Charlotte asks all students to purchase Bible software from Accordance (any of the available packages), at a group discount negotiated by the Bible Department.

Students taking the biblical languages should buy a package during the second semester of their first biblical language (i.e., Hebrew II or Greek II, whichever they take first). Students not taking the biblical languages should buy a package prior to taking Interpreting the Bible. (Students in Greek II and Hebrew II will automatically be placed on the list to receive the discount. If you would like to buy Accordance at some other point in your seminary career, please contact Dr. Catherine McDowell in order to receive the group discount.)

Students who already have another Bible software package may use that instead of buying Accordance. Students for whom the purchase of Accordance would constitute a significant financial hardship should contact their Greek I or Hebrew I teacher. (Note also that Accordance is available on the research computer in the Cooley Collection room of the library. Students wishing to use this computer may make an appointment with the library staff.)

BIBLICAL LANGUAGES

The seminary is deeply concerned with educating students who can preach and teach confidently from the Scriptures. We consider knowledge of the original biblical languages to be invaluable for this task. The student who is limited in exegetical study to the English text is deprived of the full benefit of a wealth of critical aids. It is our judgment that competence in biblical study will be markedly enhanced by an acquaintance with Hebrew and Greek.

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

Students who have successfully completed the required year of Hebrew and Greek may still need to demonstrate that they have maintained proficiency for courses in which the languages are prerequisite. Thus, Interpreting the OT, Interpreting the NT, and all exegesis courses begin with a review quiz which the student must pass in order to continue in the course for credit. In cases where a student has allowed a semester or more to pass before engaging courses with the respective language prerequisite, the student will be required to take and pass a language competency exam. (Students who miss a summer take only the review quiz with the rest of the students.) Students who are unable to pass the exam will not be permitted to register for or continue in classes that have language as their prerequisite. Please contact the Registration Office for details about this requirement and how to sign-up for the competency exams.

For those who have already begun their study of either of these languages, the language competency exam can be taken in order to verify students' knowledge. Students who wish to be waived from Greek and Hebrew or receive transfer credit for these languages are required to take these exams. (See [Language Competency Exams](#))

CAMPUS TRANSFER

Students desiring to transfer between Gordon-Conwell campuses should contact the Admissions Office of the campus to which they intend to transfer. Forms for campus transfer are available online. Students are encouraged to notify their home campus of the intended transfer. In order to be considered a student of the new campus in a given term, the transfer must be entirely complete and the student must be formally accepted no later than the add/drop deadline for that term (see Academic Calendar on our website for deadlines).

CANCELLATION OF CLASSES AND THE MAKE-UP WEEKEND

In the event that classes are cancelled (e.g., due to inclement weather or a national emergency), information will be made available through the following means:

- aired on Charlotte television Channels 3 (WBTV) and 9 (WSOC),
- message on the Gordon-Conwell telephone answering service by 8:00am, (704-527-9909),
- message posted at the front reception entrance (if cancellation is made midday).

Students, especially those traveling from a distance, are always encouraged to call ahead of time if there is question as to whether or not a class will be cancelled. In most cases, the Registration Office will send out an email (via the GCTS email account) to all registered students announcing the cancellation of a particular class.

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

THE CAROLINA THEOLOGICAL CONSORTIUM

The consortium consists of four member schools in the Carolinas: Gordon-Conwell-Charlotte, Reformed Theological Seminary-Charlotte, the Seminary & School of Missions of Columbia International University, and Erskine Theological Seminary. The consortium allows for cross-registration and library privileges amongst the member schools. Gordon-Conwell students who cross-register and take courses at any of the three member institutions are billed at the current Gordon-Conwell tuition rate.

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

CHECKSHEETS

The Registration Office provides each student with a degree checksheet indicating the requirements for his/her intended program of study. It is the student's responsibility to see that all degree requirements (courses, seminars, etc.) are met. Students should update their checksheet as they progress to make sure they are on track to graduate and to prevent taking courses for a requirement which they may have already satisfied. An official updated copy may be requested at any time from the Registration Office.

COURSE CHANGES—ADD/DROP AND WITHDRAWAL

All course changes made at any time for any reason must be initiated through the Registration Office either through online registration (CAMS Student Portal) or on the proper form. Deadlines noted on the Academic Calendar (and in the Canvas Registration Hub) determine tuition refunds (if any) for dropped/withdrawn courses.

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

COURSE CREDITS

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

COURSE ELEVATION

Some programs require that standard master’s courses be elevated to a higher level. Students desiring to elevate a master’s-level course must meet with the directing professor in order to negotiate additional reading and writing requirements that the professor deems appropriate. These assignments must also be

approved by the appropriate Program Director. Elevated courses are subject to all the policies, deadlines and procedures governing other “standard” courses. Course elevations will be noted on the transcript.

COURSE REPEATS

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

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

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

CREDIT HOURS

Gordon-Conwell operates on a semester-hour system. For most courses, one semester hour typically represents one hour of classroom or directed faculty instruction and a minimum of three hours of out-of-class student work. Mentored Ministry rotations and some introductory courses represent one credit hour. Depending on the campus schedules, the following apply:

- In the fall and spring semesters, one semester hour typically represents one hour of classroom or directed faculty instruction and a minimum of three hours of out-of-class student work each week for approximately fourteen weeks. This includes two reading weeks at Hamilton & Boston campuses each fall and spring semester (see Reading Weeks), which are special times dedicated to intense out-of-class student work (i.e., reading, research, writing, etc.).
- In a weekly format: three credit hours typically represent one three-hour class per week for fourteen weeks.
- Intensive courses: Three credit hours typically represent a full week of classroom time.
- Directed studies and online courses will meet on different schedules but will comprise an equivalent amount of work and academic engagement.
- In the weekend format courses generally meet for the equivalent of three weeks within one weekend.
- In the web-enhanced format, three credit hours represent a combination of three days of classroom time along with an equivalent amount of work and academic engagement.

CROSS-CAMPUS REGISTRATION

Students enrolled at one campus may choose to take courses at any of the other Gordon-Conwell campuses. Registration is done via online registration or on a paper registration form. Students registered at other campuses must continue to process all registration-related actions through their home campus Registration Office (e.g., adds, drops, withdrawals, pass/fail petitions, extension requests, etc.). Students are always billed based on the tuition at their home campus.

DENOMINATIONAL STANDARDS

The seminary does not require denominational standards courses as part of its degree requirements. However, a student may take a standards course, on campus or through transfer, and have it count towards his/her program provided an appropriate elective is available. Students should be aware of denominational requirements and plan their programs accordingly. Some denominations require their students to study for a portion of their degree at a denominational school (see [Residency Requirements](#)).

DIGITAL LIVE

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

DIRECTED STUDY COURSES (OUT-OF-SEQUENCE COURSES)

Directed Study (also known as out-of-sequence) courses are offerings that appear in the Handbook, have established titles and course numbers, but are taken independently, outside of the classroom during a term in which the course is not scheduled. Whenever possible, students should take required courses within the classroom setting. Methodological courses (i.e., exegesis courses and counseling practice courses), as opposed to pure theory courses, are rarely if ever approved to be taken out of sequence.

Permission to register for a course out-of-sequence may be granted only when a student can show adequate reason why the course cannot be taken during its regularly scheduled time. The seminary will take into consideration how often the course is offered and whether the student had ample opportunity to take the course as scheduled. A Directed Study will not be allowed during a semester in which the course is being offered in residence.

Directed Study courses are subject to all the policies, deadlines and procedures governing standard course offerings. They require approval of the directing professor and the Registrar before permission to register is granted. Requests to have an instructor other than a Gordon-Conwell faculty member must be approved

by the appropriate Program Director. Petitions should be submitted in advance of the regular registration deadline before the start of the semester/term. It is the student's responsibility to initiate the first meeting with the professor, which must take place early in the semester/term. These courses follow the Academic Calendar with regard to withdrawal and refund dates.

DISMISSAL

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

DUPLICATION OF COURSE REQUIREMENTS

Papers or other written work prepared to meet requirements in one course may not be submitted to meet requirements in another course, except by permission of the instructor. Similarly, reading done to satisfy requirements in one course may not be counted to satisfy reading requirements in another course, except by permission of the instructor. (See [Violations of Academic Integrity](#))

EXAMINATIONS (FINALS)

Final examinations must be taken at the time announced in the course syllabus. Take-home final examinations may be distributed at any point by a course professor and are due no later than the final day of the semester or term. Rescheduling may be granted only for substantial reasons and only with the concurrence of the course professor. Rescheduling exams after the last day of the semester/term must be done via formal extension petition to the Registration Office. (See [Extensions for Late Course Work](#))

EXTENSIONS FOR LATE COURSEWORK

The extension policy grants additional time to students facing an unforeseen circumstance, emergency, or extenuating event within the semester. Requests for time lost due to ministry, job, wedding, trips, or course overload will not be considered. Please note that pre-existing medical conditions are foreseeable. Students who require ongoing extensions for medical or physical reasons should review the [Disability Accommodations Policy](#) outlined in the Policies & Procedures section of the handbook and contact the appropriate home campus office.

Students who wish to submit coursework after the last day for written work must receive prior approval by formal petition to the appropriate home campus office, regardless of where the course is offered (e.g., another GCTS campus or consortium school). Petitions must be filed before the last day for written work as specified in the [Academic Calendar](#). Courses on extension do not contribute toward a student's enrollment status (e.g., full-time, part-time). Students should consult their home campus Extension Petition for details that outline criteria, length of extension, penalties, or fees.

FOOTNOTES FORMAT – “LOCAL” GUIDELINES

The primary expectation of GCTS for footnotes is that they be clearly written and consistent in style. The content of the notes should be consistent with Chicago Style (a.k.a. Turabian). However, we will use “local” guidelines for numbering and format, as noted below. (Please be aware that individual professors or professional publications may require slightly different formats.)

- Footnotes should be flush with left margin. (NOT indented/paragraph-indent style as indicated in Turabian. We are allowing this due to Microsoft Word default format to avoid students having to take the extra time to try to override the default.)
- Single-space the footnote internally, and no space between notes (this is in contrast to Turabian requirement, also due to Microsoft Word default format).
- Superscript footnote number as “local” option allowed by Turabian (no period, space; NOT full-size note numbers [period, space] in notes).
- Font size for footnotes should be 10 pt. which is the default setting in Microsoft Word.

GRADE PENALTY FOR LATE WORK

Students are required to complete all assignments by the stated due dates in the course syllabus. If a student fails to turn in his/her work by the due date, the professor has the right to either refuse the work or accept it with applicable penalties. The penalty for late work is one full letter grade per week unless otherwise stated in the course syllabus; the professor has the right to establish his/her own grade penalty criteria. Penalties do not apply to course work with approved extensions unless imposed by the Registrar. However, those with extensions who submit work after the approved due date will receive the same “one full letter grade per week” penalty.

GRADE REPORTS AND APPEALS

Grades are posted online within 24 hours of receipt from the professor. Students are expected to check their CAMS portal for posted grade. Individuals granted an “approved extension” will be notified of his/her final grade within three months following the submission date. Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

If a student wishes to contest a grade, he/she has six months from the date the grade was issued to do so. The student must first seek to resolve the matter directly with the professor who issued the grade. If the student is unsatisfied with the professor’s final decision, he/she has the right to appeal to the Judicial Committee; written appeals should be directed to the Registrar. The decision of the Judicial Committee may be appealed to the Charlotte Dean, whose decision is final. Requests for an appeal after the six month period are normally not considered.

GRADING SCALE

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

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

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

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

Grade F declares that the course has been failed. See [Course Repeats](#) for details.

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

GRADUATION

Gordon-Conwell has one commencement ceremony each year in May. This ceremony is for students who complete their work the previous December (January Graduate), the spring semester (May Graduate), or in the summer following commencement (October Graduate). Participation in the baccalaureate and commencement ceremonies is required of all graduating students except those living more than 250 miles from the seminary. Graduating seniors must request permission, in writing, from the Registration Office to graduate in absentia.

Application for Graduation

It is the student's responsibility to apply for graduation by submitting a Graduation Application (available for download on our website). January, May and October candidates are presented to the faculty for approval in December and April respectively. Graduation applications are due at the beginning of the semester in which work will be completed (the Fall semester for January grads, and the Spring semester for May/October grads). Students should consult the current Graduation Application Form for specific application deadlines.

A graduation fee will be charged to all graduates at the beginning of the semester of the year in which they are graduating. (See [Special Fees](#)) The graduation fee is non-refundable once it has been billed. Students who do not satisfy graduation requirements by the date of graduation will not be permitted to walk in the ceremony. Such students must reapply for graduation the following year and will be charged a change of graduation fee. (See [Special Fees](#))

Eligibility for January Graduation

Students who have completed all of their coursework in December, and whose grades have been received by the Registration Office by date stipulated by the Registrar, are eligible for January graduation. January graduates will be confirmed at the January meeting of Gordon-Conwell trustees. January graduates will have a January graduation date listed on their final transcripts and diplomas. Diplomas will be issued at the May commencement ceremony.

Eligibility for May Graduation

To be eligible for May graduation, students must have met all academic and financial requirements by the Monday prior to commencement exercises. The early submission of coursework is sometimes required for May graduates so that grades are received by the Registration Office no later than the date stipulated by the Registrar. Pending May graduates who do not complete all requirements by this deadline but who have six or less credit hours outstanding (which can be completed in the summer immediately following), will have the option to switch to October graduation (with a change of graduation fee) and still be permitted to participate in the May graduation exercises.

Eligibility for October Graduation

To be eligible for October graduation, students must 1) have maintained at least the minimum cumulative GPA required for graduation within their programs by the conclusion of the Fall semester preceding graduation, 2) have no more than two courses (or six credit hours) outstanding (including extensions, transfers, CTC courses, etc.) by the conclusion of the Spring semester preceding graduation, and 3) be registered for their final courses in the summer by the Monday prior to the May commencement ceremony. If during the student's final spring term his/her GPA drops below the required minimum to graduate, the student is no longer eligible to walk in May and graduate in October. He/she would default to a January graduate for the following year.

By “outstanding,” we mean any course or credit hour for which a final grade has not been issued. For instance, if a student is enrolled for six credit hours in the spring and plans to complete his/her six remaining hours in the summer, to be eligible for October graduation the six hours from the spring would need to be completed and a grade issued by the Monday prior to Commencement. However, if the student only has one course (3 credit hours) remaining to complete in the summer, only one course from the spring would need to be completed by the Monday prior to Commencement; the remaining spring course would be completed and a grade issued by the deadline stated in the course syllabus.

All remaining academic and financial requirements must be completed and submitted by the date stipulated by the Registrar. October graduates who fail to complete their requirements during the summer must therefore delay their official graduation and will pay an additional graduation fee at the conclusion of their program. Graduation honors (e.g., Cum Laude) will not be awarded until all course work is complete and final grades have been received. October graduates will have an October graduation date listed on their final transcripts and diplomas. Diplomas will be mailed in October.

HONORS

The following standards for honors are maintained:

3.700 - 3.849 = Cum Laude

3.850 - 3.924 = Magna cum Laude

3.925 - 4.000 = Summa cum Laude

If a student uses more than two pass/fail grading options, he/she will be disqualified for consideration for the above graduation honors. Please note that this limit does not include courses which are graded on a mandatory pass/fail basis (e.g. Mentored Ministry). Students admitted to their current degree programs prior to Summer 2007 may still use their normal allotment of pass/fail grading options without impacting their eligibility for graduation honors.

INCOMPLETES

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

LANGUAGE COMPETENCY EXAMS

Students with prior knowledge of Greek and/or Hebrew may be allowed to waive the language requirement(s) by successfully passing the language competency exam(s). Language competency exams are offered twice annually at the start of fall and spring semesters and are also scheduled on an as-needed basis. Each test consists of translation and parsing and can be prepared for by reviewing an introductory grammar (e.g., *Basics of Biblical Hebrew* by Gary Pratico or *Basics of Biblical Greek* by William Mounce). Students who have taken Greek and/or Hebrew for credit at an accredited graduate institution and have received grades of “C” or better can receive transfer credit toward their programs upon formal transfer evaluation and passing the language competency exam(s). Since a firm knowledge of the biblical language(s) is foundational for performing competent exegesis required in many upper-level courses, students must verify proficiency by passing the exam(s) before transfer credit will be granted (see [Transfer Credit](#)).

Students who are either self-taught or have taken the language(s) at an undergraduate institution, can waive the required language(s) by passing the appropriate competency exam(s). Students who pass the exams may request to receive advanced standing for the respective courses (e.g. GL501/502 Greek I and II and/or OL501/502 Hebrew I and II), reducing the number of required courses for their program where applicable. Alternatively, students who test out of Greek and/or Hebrew may wish to take additional elective courses of their choice from within the Division of Biblical Studies rather than apply for advanced standing.

The same applies for any student wishing to audit a language course with the intention of waiving the language requirement via the competency exam in order to take additional Biblical Studies elective courses (see [Auditing Courses](#)).

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

LEAVE OF ABSENCE

(See [Withdrawn Student/Leave of Absence](#))

LOAN DEFERMENTS AND VERIFICATIONS

Individuals needing Perkins or Stafford Loan deferment are not normally required to submit a verification form. The seminary reports enrollment data to a clearing house that tracks loan holders. Questions regarding deferment eligibility of loans or Gordon-Conwell's policies governing student status should be directed to Registration. To be eligible for loan deferment, you must be registered at least half-time (4 hours minimum) in any given semester. When determining your status, please keep in mind that Mentored Ministry and Counseling Rotations will only count during the semester in which they are registered.

OVERLOAD

Sixteen and a half semester hours is the maximum a student may take in any fall, spring, or full-summer term without formal approval by the Registrar. Generally, students who have maintained the minimum cumulative grade point average requirement for their degree program will be granted permission to enroll for an additional three semester hours. (See section on [Degree Programs](#) for minimum requirements by degree.)

PASS/FAIL POLICY

Students may elect pass/fail grading in courses according to the guidelines published below. A total of four such courses are allowed in the M.Div. program, and two in all other Gordon-Conwell degree programs. For those pursuing both the M.Div. and another MA program, a total of five (four towards the M.Div. and one towards the MA) is available; those pursuing dual MA programs are allowed a total of three (two towards the first degree and one towards the second).

The allowed number of pass/fails does not include mentored ministry rotations or counseling retreats, all of which are evaluated on a mandatory P/F basis. Students are advised to plan ahead as this limit, including such courses, cannot be exceeded. Furthermore, a student who elects to use more than two pass/fail options within a degree program (applies only to the M.Div.) will not be eligible for graduation honors (e.g. Cum Laude, etc.).

The maximum number of pass/fails allowed will be reduced for students who have received more than fifteen hours of transfer, shared and/or advanced standing credits. Students receiving sixteen to thirty-three hours of credit will lose one pass/fail, while those receiving thirty-four hours or more will lose two. Furthermore, students who transfer in courses that were graded on a pass/fail basis will lose one pass/fail for each of these courses.

Students must request pass/fail grading by petition through the Registration Office by the dates announced in the Academic Calendar. The election of pass/fail grading is irrevocable after the stated deadlines. Faculty members will submit the grade earned (A+ through F), and the Registration Office will convert grades of “D-” or better to “pass”; an “F” will be recorded as such. A passing (P) grade will not be computed in determining the cumulative grade point average; a failing grade (F) will compute into the final GPA. When more than one course is required in a given teaching area, no more than half of the course requirements (excluding GL 501/502 and OL 501/502) may be taken on a pass/fail basis.

Pass/Fail Courses in Master of Arts in Christian Counseling (MACC) Program — MACC students are not permitted to take any of the Counseling (CO) courses required for their degree as Pass/Fail.

PETITIONS

Petitions for directed courses, extensions, academic adjustments or other such matters are adjudicated by the Registration Office. Petitions are available on the Registration Hub in CANVAS on the "Academic Forms" page, and should be completed and returned as promptly as possible. Certain petitions may be governed by a stated deadline, so it is important to consult the Academic Calendar before submitting your petition. Petitions for certain non-scheduled courses (Directed Study, Reading/Research, Thesis, etc.) cannot be considered unless it bears the signature of the course instructor.

PROBATION

The Registration Office routinely reviews academic records at the close of each fall and spring semester and at the end of the summer term upon request. The student whose cumulative grade point average falls below the cumulative grade point average required to graduate from the student's degree program is automatically placed on academic probation. The cumulative grade point average requirement for each degree is included in the [Degree Programs](#) section of this handbook. A student admitted to the seminary on academic probation will be considered as being enrolled in his/her first semester of academic probation. A student placed on first-semester academic probation will be limited to enrolling in no more than nine credit hours (sometimes less) until the student is removed from academic probation. A student placed on second-semester academic probation, in addition to being limited in the number of credits, will not be permitted to access financial aid. (See [Satisfactory Academic Progress](#))

A student is automatically removed from academic probation when his/her cumulative grade point average reaches the minimum level required for graduation from the respective degree program. If a student removed from academic probation is again placed on academic probation in a subsequent semester, the student will automatically be placed on second semester probation.

If a student is on academic probation for two consecutive semesters, she or he is normally required to withdraw from the seminary for a period of one year. After such time, the student may petition the Registrar, in writing, to be reinstated. Students withdrawn for more than two years must reapply through the Admissions Office. If a reinstated student is dismissed a second time for academic probation, the student will not be permitted to return to the seminary.

PROJECT COURSES

The Division of Practical Theology makes available, as part of its offerings, project-based courses which are directed by a member of the faculty. For example, EV 720: Project in Evangelism, or CL 720: Project in Leadership. The student plans and executes, under the professor's guidance, a project which he or she designs and which is approved by the directing professor.

The courses are open to qualified students by petition to the Division of Practical Theology. Prior agreement must be secured from the professor who is to direct the project. A clear description of the project is required including a rationale for the project, a description of the work to be undertaken, and the outcome anticipated. At the directing professor's discretion, a prerequisite course or courses may be required.

Project courses are subject to all the policies, deadlines and procedures governing standard course offerings. They require approval of the directing professor and the Registrar before permission to register is granted. Petitions should be submitted early. Requests are normally not approved once the semester begins.

READING AND RESEARCH COURSES

The divisions may make available as part of their offerings courses of independent reading or research to be directed by a member of the faculty. For example, TH760 Reading in Theology or TH860 Research in Theology. Such a course is treated in accord with usual academic, institutional and divisional criteria.

A precise course description, outline of study, and bibliography are to be drawn up by the directing instructor and student in the form of a mini-syllabus and submitted to the Registration Office for approval. Reading courses require 2,500-3,000 pages of reading, and research courses require a paper no fewer than 20 pages long. Students must meet a minimum of four hours with their directing professor as part of their course framework. Requests to have an instructor other than a full-time Gordon-Conwell faculty member must be made in writing to the Academic Dean and can accompany or precede the course petition.

Ordinarily, first-year students are ineligible to register for reading and research courses. Special students, visiting students and auditors are also ineligible. The Registration Office grants approval on the basis of reasonable petition, the formal permission of the divisional chair, and agreement by the faculty member involved. The work will be evaluated by examination, a final paper or a series of reports submitted within normal semester deadlines (see the [Academic Calendar](#)).

Students should initiate paperwork no later than April 1 for a fall course and December 1 for a spring course. Petitions submitted late or without proper documentation may be rejected, even when divisional and professorial permission has been obtained. Extensions are granted for reading and research courses according to the standard extension policy for all courses (See [Extensions for Late Coursework](#)).

RECORD RETENTION

Comprehensive student records are maintained for all current students. Upon graduation, formal withdrawal, or a cessation of enrollment, students' physical records may be purged of non-essential items, and the remaining files will be held in archive for five years. At that time, most physical records are normally destroyed. Essential electronic records (e.g., transcripts) are held indefinitely.

REGISTRATION

Most registration functions (course registration, add/drops and withdrawals) are available to students online through their CAMS Student Portal. Some courses (e.g. Directed Study, Reading/Research courses, official audits, etc.) are not available for online registration. For these courses, students should submit the proper petitions available online. In most instances, these courses require faculty approval by signature. Once a student has submitted the proper paperwork with the appropriate signatures, the Registration Office will complete the registration process. Once these courses are registered, students will be able to drop or withdraw the course online via the CAMS Student Portal.

The Academic Calendar includes beginning registration dates. After registration, students can make schedule changes using online registration or add/drop forms. Students who submit paper forms after the last day to register will be charged an improper registration fee if the forms are accepted (see the Academic Calendar). Students are not allowed to register retroactively for work completed in a previous semester.

Course selections are binding, and tuition charges will be applied for the number of courses/credits selected. (see [Payment of Bills](#) under Financial Information).

RESIDENCY REQUIREMENTS

A student is considered "in residence" when he/she enrolls in an on-campus Gordon-Conwell course. Depending on the degree program, a student must complete a certain percentage of his/her coursework in residence at Gordon-Conwell (see section on [Degree Programs](#)). Semlink+ and Charlotte Online courses do not qualify as "in residence" courses. However, courses taken through [The Carolina Theological Consortium](#) are transcribed by Gordon-Conwell and therefore counted as part of your residency requirement.

SECOND DEGREE

Students who are working toward or have already completed one Gordon-Conwell degree and are admitted to a second degree program may be eligible for shared credit between the two degrees. Shared credit between Gordon-Conwell degrees is treated similar to transfer credit (see [Transfer Credit](#)).

SEMLINK+

Semlink+ is the name for Gordon-Conwell's online learning program. Both residential and non-residential students are encouraged to take advantage of Semlink+ resources and opportunities. Semlink+ courses represent an equivalent amount of work to standard classroom courses. These courses are approximately fourteen weeks long and have fixed start dates tied to the fall, spring, and full-summer semesters. Semlink+ courses have fixed add, drop, withdrawal, and refund deadlines as posted in the Academic Calendar.

All degree programs allow a certain number of courses to be taken fully online (see section on [Degree Programs](#)). To receive credit toward the degree, however, the courses taken must fall within the degree requirements. Master of Theology students are not permitted to take any Semlink+ courses. Transfer credit and advanced standing can sometimes reduce the number of Semlink+ courses that a student is permitted to take; see [Transfer Credit](#) for details.

SPECIAL STUDENTS

Qualified students not wishing to enter a specific degree program may be permitted to enroll for classes. Application for permission to enroll as a Special Student should be made to the Admissions Office. Credit is earned and standard tuition costs prevail (see [Auditing Courses](#)). Special students are not eligible to enroll in non-scheduled courses, such as Mentored Ministry, directed studies, reading/research courses and projects without written permission from the Registration Office. Semlink+ courses are open to Special Students. The number of applicable credit hours earned as a Special Student shall not exceed one-third of any given degree program. In other words, no more than 30 credit hours as a Special Student can be applied to the M.Div. program, and no more than 18 credit hours towards any of the M.A. programs. Special Students may later apply for degree candidate status through the Admissions Office.

STUDENT DISCIPLINE

The seminary takes seriously its responsibility to the church and to society to review and evaluate both the academic progress of its students and their personal and professional development. The institution, therefore, reserves the right to require a student to withdraw from the institution for a period of time to address particular concerns, with readmission possible upon satisfactory resolution, or to dismiss a student if the circumstances warrant dismissal with no readmission possible.

Grounds for disciplinary action include a breach of academic integrity (such as cheating on examinations or plagiarism in written work), a violation of the standards of the [Community Life Statement](#), or

inadequate development of professional skills. Disciplinary action shall include either an admonition (an oral or written statement that an institutional standard has been violated), a warning (an oral or written notice that continued action of a specific nature will result in required withdrawal or dismissal), required withdrawal, or dismissal.

In cases involving alleged breach of academic integrity, notice shall be made to the Judicial Committee, which shall determine the facts of the case and make a final decision on a penalty or course of action. The Registrar shall notify the student of the decision of the committee. The student retains the right of appeal to the Academic Dean, who has authority to uphold or change the committee's decision. Further appeal may be made to the President if the student disagrees with the decision of the Academic Dean. (See [Violations of Academic Integrity](#))

STUDENT GRIEVANCE AGAINST A FACULTY MEMBER

While conflict may be inevitable, our hope is that any differences can be resolved in such a way that growth occurs. We are a learning community, and as such our posture ought to be in readiness to experience the formation that God intends. We will live according to biblical principles, seeking to exhibit the fruit of the Spirit as we walk with each other. The following process is meant to guide us toward resolution and growth.

Regarding a Personal Grievance:

- Seek to resolve the matter in private discussion with the relevant faculty member.
- In such cases where this is not possible, appropriate, or wise, students are encouraged to bring another student or the Dean of Students. (If the grievance is regarding sexual harassment or assault, the student should speak with the Title IX Coordinator.)

Note: Gordon-Conwell encourages students to dialogue with faculty members directly about grievances, but should that prove to be unadvisable, the student may bring his or her concerns to the Dean of Students without first going directly to the faculty member.

- After taking this step, if resolution is not reached, the matter should be referred in writing to the Campus Dean and Dean of Students (or equivalent person). Without written details, no action will be taken.
- The Dean will then refer the matter either to the Faculty Personnel Policies Committee (FPPC) or the Academic Affairs Committee (AAC) or both, depending on the nature of the grievance. In principle, academic matters are referred to the AAC and personnel matters to the FPPC. Either committee may enlist the work of a subcommittee to investigate the particulars and recommend action. When a subcommittee is used, the full committee shall act on the grievance, with written conclusions given both to the faculty member and the student (with a copy to the Campus Dean and Dean of Students). The decision of the committee shall be final; however, in the case of procedural inconsistency or new information, the matter can be appealed to the Campus Dean and, if necessary, the President.

Regarding Grades or Academic Performance:

As stated above, the matter first shall be addressed by the student to the relevant faculty member. If resolution is not reached at that level, the student may appeal in writing to the Campus Dean, who will refer the matter to the Judicial Committee, a subcommittee of the Academic Affairs Committee. If the student is dissatisfied with the decision of the AAC, he/she may appeal in writing to the Campus Dean, whose decision shall be final. (For information regarding the contesting of a course grade, students should refer to [Grade Appeals](#).)

STUDENTS' RIGHTS OF PRIVACY AND ACCESS TO RECORDS

Comprehensive student records are maintained for all current students. Upon graduation, formal withdrawal, or a cessation of enrollment, students' physical records may be purged of non-essential items and the remaining files will be held in archive for five years. At that time, most physical records are normally destroyed. Essential electronic records (e.g., transcripts) are held indefinitely.

Gordon-Conwell accords to all students the rights outlined under the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended.

General information, which the seminary may give out at its discretion, includes the student's name, spouse's name, address, telephone number, program, dates of attendance, citizenship and church affiliation. If the student wishes any of this information withheld, he or she may write to the Registration Office and the request will be honored within the academic year the letter is received.

Other information from the student's educational record is considered confidential and available only for appropriate review in the event of an emergency to protect the health or safety of the student or others. In these cases, information may be reviewed by personnel within the Office of the President, Registration, Admissions, Financial Aid, and Student Life Offices. (See also [Family Education Rights and Privacy Act](#))

STUDENT STATUS

Current Student

To be a current student at the seminary, an individual must have been accepted through the regular admissions process and be enrolled in at least one course during a current semester or session.

Full-Time Status

A student must take at least seven semester hours (i.e. 2 three-hour courses and 1 rotation of mentored ministry) per semester to qualify as a full-time student. Students in programs that don't require 1 credit hour rotations must be registered for at least nine hours to be considered full-time.

Part-Time Student

In order to be considered "half-time," a student must take at least four semester hours (i.e. 1 three-hour courses and 1 rotation of mentored ministry) per semester to qualify as a part-time student. Students in programs that don't require 1 credit hour rotations must be registered for at least six hours.

Non-Current Student

A student who does not register for classes in a given semester and does not officially withdraw will be considered a non-current student. This includes a student who is on a “Leave of Absence” or completing coursework (extensions) from a previous semester and does not register for the current term. A non-current student has two years from his/her last enrollment to register for courses. An enrolled term is one in which a student is registered for at least one credit hour; as Counseling Retreats carry no credit hour value, they are not counted for purposes of enrollment. Students who fail to meet this requirement will be formally dismissed by the seminary, and will need to reapply in order to resume studies. Readmitted students will be bound by the degree requirements as stated in the catalog in which they reenter.

STYLE GUIDELINES FOR PAPERS AND THESES

Gordon-Conwell Thesis Guidelines are attached to the thesis course petition available through the Registration Office. These guidelines are required of every student who writes a thesis, except as noted below. The approved style manuals for Gordon-Conwell papers and theses are the latest edition of “*A Manual for Writers of Term Papers, Theses and Dissertations*” by Kate L. Turabian, the latest edition of the “*MLA Handbook for Writers of Research Papers, and Form and Style: Theses, Reports, Term Papers*” by William Giles Campbell, Stephen Vaughan Ballou, and Carole Slade. One should be chosen by the student and followed consistently.

Turabian or MLA may be supplemented by the latest edition of “*The Chicago Manual of Style*.” “*The SBL Handbook of Style for Ancient, Near Eastern, Biblical, and Early Christian Studies*” shall be the required guide for all theses in the areas of Bible and theology, and is the recommended guide for papers in Bible and theology classes.

For papers and theses in the field of counseling and psychology, an approved alternative to Turabian and MLA is the latest edition of the “*Publication Manual of the American Psychological Association*” (APA).

When a different style manual is more appropriate to the discipline of a thesis, the thesis committee may authorize an exception. The format of a thesis is expected to follow the Gordon-Conwell Thesis Guidelines which may have slight variations from the format recommended in an approved style manual. These guidelines are attached to the thesis course petition available from the Registration Office or the M.A. Program Director.

THESIS (ACADEMIC M.A.s)

Thesis M.A. (NT/OT/CT/BS)

M.A. theses are permitted only upon invitation by the respective academic division. Interested students should check with their respective program director for deadlines and instructions on preparing a thesis proposal for consideration. Students may choose to write a one or two semester thesis. Students writing two-semester theses must register for the two parts of their theses concurrently or back-to-back. A one-semester thesis is limited to 40 to 50 pages, receiving one course (three hours) worth of credit. The two-

semester thesis is limited to 80 to 100 pages, receiving two courses (six hours) worth of credit. Page limits may only be exceeded by special exemption. Those who are invited to write a thesis must officially register for the course by submitting a Thesis Petition with the appropriate supporting documentation and signatures.

Thesis Th.M.

The Th.M. thesis fulfills two courses (6 credits) out of the five required in the student's concentration. The two parts of a Th.M. thesis must be registered concurrently or back-to-back. The thesis is limited to 80 to 100 pages, except by special exemption.

Completed M.A. or Th.M. theses (including title page, introduction, conclusion, and bibliography) must be submitted to the thesis advisor by the appropriate deadline. Upon approval by the thesis advisor, the student will submit the thesis to his/her assigned second reader. The thesis must be submitted to the second reader at least two weeks before the thesis defense. Failure to sustain a passing grade on the thesis, including the required oral defense, will result in a rewriting of the thesis, or a portion thereof, for re-submission as specified by the first and second readers, and may also include a rescheduled oral thesis defense.

Once the thesis is completed, students are required to submit an electronic copy (see [Style Guidelines](#)) to the Registration Office. In addition, students must sign and submit Gordon-Conwell's Copyright Release Form for Deposited Student Works and copyright release forms for selected vendors (e.g., TREN). Guidelines for thesis preparation are attached to the M.A. Thesis Course Petition found online and in the Registration Office. A student intending to graduate in January or May must submit a completed thesis to the advisor and reader four weeks from the end of the semester of expected completion. A final, fully corrected copy must be emailed to the Registration Office by the date specified in the Academic Calendar. The Registration Office will note completion and forward to the Library for uploading to TREN/Archive.org.

TIME LIMITS

A limit of 10 years from date of initial entry into a degree program is placed on the time for securing the M.Div. degree. A limit of seven years from date of initial entry is in effect for all other master's programs, excepting the Th.M., which has a limit of four years. Please see [Satisfactory Academic Progress](#) for time limits on completion of degree programs to maintain eligibility for federal financial aid.

A student who is unable to finish his/her program in the required time may petition to extend the time limit. Such request must be made in writing and submitted to the Registrar for approval. However, the student must provide an adequate reason for the extension and a reasonable completion date. In most cases, the Registrar will contract with the student to complete the program based on when the outstanding courses are available.

TRANSCRIPTS

Transcript Records

In accordance with the accepted standards and practices of institutions of higher education in the United States, Gordon-Conwell Theological Seminary will not alter the recording of any course on a transcript once the course has been completed. Further, the seminary will not alter a grade recorded on a transcript unless requested to do so by the relevant faculty member, Judicial Committee or Academic Dean upon approval of an appeal of the grade by the student. Students concerned about their academic progress in a given course should consider withdrawing from that course. If a student withdraws from a course after the add/drop deadline occurs, the course will appear on the transcript as a withdrawal (W). Courses withdrawn after the add/drop deadline are subject to the usual refund policy stated in the [Financial Information](#) section of the Student Handbook (see also the Academic Calendar).

Transcript Requests

All requests for academic transcripts must be made to the Registration Office through Gordon-Conwell's online ordering system (accessed through the CAMS Student Portal or directly via <https://www.credentials-inc.com/tplus/?ALUMTRO009747>). All requests require proper authorization by the student, either through portal authentication or a request with the student's signature uploaded through the online request system. Both paper and secure electronic transcripts may be requested. Transcripts will never be e-mailed directly to a recipient. But pdf copies can be delivered to email via secure electronic delivery. Details about the request process, requirements, options, and fees are on the Gordon-Conwell's website at <https://www.gordonconwell.edu/registration/transcripts/>. Transcripts will not be released to/for currently enrolled or former students who have outstanding account balances with the seminary.

Gordon-Conwell will not under any circumstances release a transcript from another institution or any copies of that transcript. To receive a transcript issued by another institution a student must request it directly from that institution.

TRANSFER BETWEEN DEGREE PROGRAMS

Students wishing to transfer between degree programs must do so through the Admissions Office, from which complete instructions and required forms may be obtained. Such an application requires the following: an application questionnaire; a written recommendation from a Gordon-Conwell faculty member; a recommendation from a church official (required for M.Div. program only); a personal statement of 350-500 words indicating the reasons why a change in status is desired; and an official copy of the student's Gordon-Conwell transcript. Some programs may have additional requirements; please contact the Admissions Office for details. Students who are granted a change of degree status will then fall under the requirements as stipulated by the catalog in effect at the time of program change.

TRANSFER CREDIT

A student can receive credit toward graduation by transfer of academic work taken at other ATS (Association of Theological Schools) accredited graduate schools within the last ten years. For all degrees except the MACL, MACM, MACS and MAGL, no more than 50% of a student's Gordon-Conwell program

can be fulfilled by a combination of transfer credit, shared credit, advanced standing and/or distance courses. If a degree was completed at another institution accredited by the Association of Theological Schools, up to half of the credits of the completed degree or Gordon-Conwell degree (whichever is smaller) may be applied to a Gordon-Conwell degree as transfer credit. Unaccredited graduate work is normally not considered for transfer, and in the rare cases that we might consider such courses, they would ordinarily only satisfy our elective requirements.

Transfer evaluations are completed by the Registration Office upon receipt of written request by the student. To be considered for either transfer credit or advanced standing, a grade of “C” or better is required. Courses approved for transfer will not be recorded on the student’s official record until the seminary has received the official transcript(s) from the institution(s) where the courses were completed. Transferred grades will not be used in the computation of the GPA. Normally, transfer credit is not granted for work completed more than ten years prior to matriculation at Gordon-Conwell. Students are required to provide all supporting documentation (syllabi/course description) with their petition.

Transfer Credits from International Schools

Transfer requests from reputable international schools may be granted at the discretion of the Registrar’s Office and the Office of International Studies. If the courses qualify, no more than 18 credit hours can be considered for transfer credit. To be considered for transfer credit, an earned grade of “B” or better is required in light of the fact that “C” is not a respected grade in graduate schools in foreign countries such as Korea and Japan. Students are required to provide an official transcript and all supporting documentation (syllabi/course description) with their petition in order for the request to be considered.

VETERANS AFFAIRS EDUCATION BENEFIT

Gordon-Conwell cooperates with the federal and state governments in supporting veterans (active duty and reserve) and their dependents eligible for education benefits. These include Department of Defense federal tuition assistance, state tuition assistance, and Department of Veterans Affairs benefits under the Montgomery GI Bill® and the Post-9/11 GI Bill®.

Gordon-Conwell is a Yellow Ribbon-approved school. Applications and information regarding eligibility for benefits may be found at www.gibill.va.gov. For further information regarding enrollment certification, contact the Veterans Services Office.

Gordon-Conwell complies with the requirements of 38 USC 3679(e) Veterans Benefits and Transition Act of 2018 with respect to covered individuals entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits as follows:

- Any covered individual may attend or participate in the course of education during the period beginning on the date on which the individual provides to the seminary a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (or a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

- the date on which payment from VA is made to the seminary;
- 90 days after the date the seminary certifies tuition and fees following receipt of the certificate of eligibility.
- The seminary will not impose any penalty or late fees or deny access to classes, libraries, or other institutional facilities, nor will the seminary require a covered individual to borrow additional funds due to an inability to meet financial obligations to the seminary due to delayed disbursement funding from VA under chapter 31 or 33.

The seminary may require covered individuals to take the following additional actions:

- Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education;
- Submit a written request to use such entitlement;
- Provide additional information necessary to the proper certification of enrollment by the educational institution;
- Make additional payment for the amount that is the difference between the amount of the *student's financial obligation and the amount of the VA education benefit disbursement*.

Gordon-Conwell complies with the Veterans Access, Choice, and Accountability Act of 2014 in that it is a private educational institution and does not charge different tuition rates for in-and out-of-state students.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site.

VIOLATIONS OF ACADEMIC INTEGRITY

The seminary considers all breaches of personal and academic integrity to be serious offenses. As such, the seminary has zero tolerance for such behaviors.

Cheating involves, but is not limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. (See [Duplication of Course Requirements](#).) It is the professor's responsibility to give clear instructions regarding whether the exam may be taken on a computer and what outside sources (printed or electronic) may be used during a given examination. It is the student's responsibility to abide by these instructions. In some cases, a professor will give examinations without proctoring, and the students will be expected to conduct themselves with Christian integrity as they take the exams. In other cases, a professor may choose to require proctoring of an examination, and the professor will be responsible for working with the students to find suitable proctors and to brief them on their responsibilities. The library, student success, and registration staff will not be responsible for arranging proctoring or interacting with proctors.

Plagiarism involves the use of another person's distinctive ideas or words, whether published or unpublished, and representing them as one's own instead of giving proper credit to the source. Plagiarism

is covered in detail in CT500: Introduction to Theological Research, and CO501: Introduction to Counseling Research.

All allegations of cheating and plagiarism are referred to the Judicial Committee. The Judicial Committee is a sub-committee of the Academic Affairs Committee with representatives from the faculty of all three academic divisions. The Judicial Committee is chaired by the institutional Registrar of the seminary.

Allegations and Appeals Process:

- 1) A faculty member will identify and substantiate a suspected violation of academic integrity. The faculty member has the prerogative to meet with the student for clarification concerning the suspected violation of academic integrity.
- 2) As soon as is reasonably possible, the faculty member will present the allegation to the Registrar.
- 3) Within three business days, the Registrar will give written notification of the allegation and due process to the accused student.
- 4) The student will have the option to respond in writing to the allegations within no more than ten business days of the Registrar's notification. This response must be directed to the Registrar.
- 5) The Registrar will gather all appropriate information and present it to the Judicial Committee for action. The Judicial Committee will have ten business days to meet, review the case and render a decision. The student has the right to appear before the Judicial Committee to defend his/her case and may do so by making a request to the chair of the Judicial Committee prior to the meeting.
 - a) Those who violate the seminary's policy on cheating and plagiarism will be subject to one or more of the following penalties: a failing grade on the assignment in question, a failing grade for the course, suspension from the seminary, dismissal from the seminary, or revocation of degree. Other penalties, if any, may be assigned at the committee's discretion.
 - b) Matters may also be referred to the Guidance Committee and/or the Dean of Students at the discretion of the Judicial Committee.
- 6) Within three business days of receiving the Judicial Committee's decision, the Registrar will send written notification of the decision to the student and all appropriate parties.
- 7) If the student so desires, he/she may appeal the Judicial Committee's decision by submitting a written petition to the Academic Dean within ten business days.
- 8) Within ten business days, the Academic Dean will send written notification to the student and all appropriate parties of his/her decision to uphold or change the Judicial Committee's original decision.
- 9) If the student so desires, he/she may appeal the Academic Dean's decision by submitting a written petition to the President within ten business days.
- 10) Within ten business days, the President will send written notification to the student and all appropriate parties of his/her decision to uphold or change the Academic Dean's original decision. The President's decision will be final.
- 11) If a student is scheduled to graduate while an allegation is in process or under appeal, the above process will be accelerated if reasonably possible. If the allegation is not fully resolved at the time of graduation, the student will be permitted to participate in the graduation exercises, but he/she will not receive a diploma until the issue has been resolved.

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

VISITING STUDENTS

Students planning to attend the seminary for the sole purpose of transferring credits to another school may be admitted as visiting students. Visiting students are classified as non-degree-seeking students and are ineligible to register for reading and research courses, out-of-sequence courses, and other types of directed studies. It is entirely the responsibility of the student to check with his/her home school to ensure the school will accept the course(s) taken at Gordon-Conwell as transfer credit, especially Semlink+ (distance only) and Digital Live courses.

VOTER REGISTRATION

Some state laws require educational institutions to make available mail-in affidavits for student voter registration. Students should contact their home Registration Office for details or the appropriate state election official to receive the appropriate state form. For out-of-state students wishing to vote in a state other than their home campus state, the federal mail-in affidavit of voter registration or a mail-in registration form supplied by that state may be used.

WAIVER

Waivers allow a student, with prior substantial study, to substitute a different and more advanced course within the curriculum for one specifically required in the student's program. In most cases, waivers will only be considered for survey or introductory courses at the 500 level. The student should be prepared to demonstrate prior training as well as show adequate reason why the "substitute" course would be more appropriate for the student's intended vocational goals.

The substituted course must normally be within the same department/discipline as the original requirement. (For example, waiver of the required course WM510 would allow the student to take another course within the area of "World Missions", but not one in the area of "Pastoral Counseling.")

Waivers will not be granted for reasons such as convenience to a student's schedule, lack of proper planning on the part of the student, change of degree program late in the student's academic career, or because of previous experience gained outside of a classroom setting. Waiver petitions are available through the Registration Office and downloadable from the website. Waiver requests require approval of the appropriate division and/or professor as well as the Registrar.

WEB-ENHANCED/CHARLOTTE ONLINE COURSES

Gordon-Conwell—Charlotte offers courses that are delivered fully online with all learning and interaction occurring through an online learning platform, or as a web-enhanced course combining online instruction and a three-day residency component. Even though these courses are designed for the Master of Arts in Christian Ministries (MACM) and Master of Arts in Christian Leadership (MACL) programs, the seminary is pleased to make these same offerings available to Charlotte residential students with the following stipulations and requirements. Space is limited in Charlotte online and web-enhanced courses as first priority is given to our MACM and MACL students.

WITHDRAWN STUDENT/LEAVE OF ABSENCE

A student who does not intend to enroll at the seminary for more than one term must officially request a “Leave of Absence.” A student on leave of absence is still responsible for completing all outstanding work for a previous course by the stated due date. In other words, a leave of absence does not stop the clock or alter due dates for previous courses, including approved extensions. The seminary will dismiss a student on leave of absence who fails to take a course in a two-year period since his/her last course. Those who wish to resume studies must reapply through the Admissions Office. Readmitted students will be bound by the degree requirements as outlined in the catalog year to which they are readmitted.

A student withdrawing from the seminary must secure the proper withdrawal form from the Registration Office and complete the instructions therein. If an officially withdrawn student desires to return within two years of his/her last course, reinstatement may be requested by sending a letter to the Registration Office. Upon reinstatement, the student will be permitted to register for courses, retaining the seniority they had upon official withdrawal. A student remaining withdrawn for a period extending beyond two years from his/her last class must seek re-admission through the Admissions Office. Readmitted students will be bound by the degree requirements as outlined in the catalog year to which they are readmitted. Students in the MACC program who withdraw from the seminary are not eligible for reinstatement; former MACC students must reapply through the Admissions Office.

FINANCIAL INFORMATION

EDUCATIONAL COSTS

See [Tuition Charges](#) for current tuition rates and scholarships available to Gordon-Conwell Charlotte students.

PAYMENT OF BILLS

All bills are to be paid by the announced due date for each semester. This date is normally indicated on the tuition statement issued to students.

At this time, any account not paid in full on the payment deadline will automatically be enrolled in the Payment Plan and will incur the one-time \$50 Payment Plan Fee 5 business days following the payment deadline. The fee is non-waivable and non-refundable.

Those students who are receiving funding from outside sources (i.e., Federal Loans, employee educational programs, VA Benefits, Church/Denominational support, etc.) should make every effort to ensure that funds will be readily available by the stated deadlines for paying off one's account. To avoid late payment fees, students should settle their accounts out-of-pocket and reimburse themselves when the funds arrive. Accounting fees will not be waived for delinquent funds from outside sources; the student is responsible for his/her tuition debts and not the third party providing funding.

Students who fail to maintain current status in any account will be placed on "hold." Hold action prevents registration, the release of transcripts or diplomas, and may result in de-registration from courses or exclusion from graduation ceremonies. In the event that the seminary incurs any expense in collecting student financial obligations, the student will be responsible for reimbursing the seminary for such expenses and costs of collection.

The Student Accounts Office makes every attempt to contact (via phone, email and correspondence) students of delinquent accounts in an attempt to work out a payment plan and avoid collections. Unresponsive students are eventually handed over to a collections agency that in turn adds on an additional 33.33% of the outstanding balance to cover their own processing costs, including reasonable attorney's fees, which the student is obligated to pay.

Students who are sent to collections are no longer eligible to take advantage of our deferred payment option nor are they able to charge textbooks and other purchases to their student account. Such students must pre-pay their entire tuition/fees at the point of registration; the Registration Office will not process the registration form without the full payment included. Therefore, students are strongly encouraged to avoid collections at all costs.

SATISFACTORY ACADEMIC PROGRESS

The Code of Federal Regulations, title 34, section 668.34 requires that an institution establish, publish, and apply reasonable standards for measuring whether a student is maintaining satisfactory progress in his/her course of study in order for the student to receive financial aid under a Title IV program of the Higher Education Act.

All federal financial aid recipients must progress at a reasonable rate (make satisfactory progress) toward achieving a degree. This requirement applies to all terms regardless of whether or not the student received federal financial aid.

Evaluating Financial Aid Satisfactory Academic Progress

The financial aid satisfactory academic progress evaluation will take place once a year and will begin 5 weeks after the end of the spring semester. This evaluation process will use three benchmarks: Qualitative Measure, Pace, and Maximum Timeframe.

Qualitative Measure. Gordon-Conwell Theological Seminary publishes the cumulative Grade Point Average (GPA) that is required for graduation for each degree program. Each student must maintain the respective GPA for his/her degree program each semester. Failure to maintain this required GPA will mean loss of eligibility for federal financial aid.

Pace of completion. Students must progress through their educational program at a pace that ensures they will complete the program within the maximum timeframe. The pace is calculated by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours the student has attempted. Students must successfully complete a minimum of 67% of their cumulative attempted credits (including any failed, transfer or withdrawn credits).

Maximum timeframe. Students are expected to complete their program within the normal time for completion. However, there may be special circumstances such as program change or an illness that would prevent students from completing their program of study within the normal time frame.

To accommodate these special circumstances, students may continue receiving aid until they either (a) complete graduation requirements for their program of study, or (b) attempt 150% of the number of credits (including any failed, transfer or withdrawn credits) required for their program of study, or (c) reach the point where they cannot earn the number of credits necessary to complete their program of study within 150% of required credits for the degree, whichever comes first.

Students become ineligible for financial aid at the time when it is determined that they are unable to complete their degree within the maximum timeframe. Transfer students should request that only those credits that apply to their program of study be accepted by Gordon-Conwell to ensure they do not exceed the maximum timeframe prior to completing their program of study, and therefore become ineligible for financial aid.

Treatment of Special Academic Course Situations

Audited courses and zero credit requirements. Courses that are audited (official or unofficial) and zero-credit requirements, such as Counseling Retreats, are excluded from satisfactory academic progress calculations as they are not used to determine federal financial aid eligibility.

Partnership (IV, RI, YL) and Consortium (CTC) courses. Courses taken through partnership programs (InterVarsity, Ridley Institute and Young Life) and consortium programs (Carolina Theological Consortium) are registered as Gordon-Conwell courses and are therefore included in satisfactory academic progress calculations.

Change of degrees. If a student changes degrees, the credits that are earned under all degrees will be included in the calculation of attempted, earned, and maximum timeframe credits.

Dual degrees. Students who are pursuing two degree programs simultaneously will be reviewed for satisfactory academic progress by degree. It is possible to be meeting satisfactory academic progress in one degree and failing in the second degree.

Earned credits. For the purposes of this policy, credits in which the student earns a grade of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- or P are considered “earned” credits, and are counted as both “attempted” and “earned” in the pace of completion calculation.

Extensions. Courses that have been granted official extensions through the Registration Office will not be included in the cumulative credits attempted and nor in the maximum timeframe. These credits will not be counted as attempted or earned credits until a final grade is assigned.

Pass/Fail courses. Courses that have been registered as Pass/Fail will be assigned either a “P” or “F” upon completion of the course. A grade of “P” will not be included in the GPA calculation, however, a grade of “F” will be. These courses will be counted as “attempted” credits and courses assigned a “P” will be considered “earned” credits while an “F” will be considered not “earned” credits.

Repeated courses. Repeated course are always included in the cumulative credits attempted and maximum timeframe calculation. The original course will be included in the GPA until the course is successfully completed. Once successfully completed, only the passing grade will be included in the GPA calculation. Both the original and repeated course will be considered in the cumulative “attempted” calculations, but only the repeated course will be considered in the cumulative “earned” calculations.

Second degree. For a second degree that starts after the completion of the first, all of the same policies apply as the first degree. If a second degree is being added prior to the completion of the first, then please refer to dual degrees.

Transfer credits. Transfer credits are included as both “attempted” and “completed” credits when measuring Pace, and are included in the maximum timeframe calculation. All transfer credits accepted by Gordon-Conwell will be used in determining when the “maximum timeframe” requirement has been reached.

Withdrawn courses. Courses from which the student withdraws after the 100 percent refund period will be assigned a “W” and will be included in the cumulative credits attempted and the maximum timeframe.

Failure to Meet Minimum Satisfactory Academic Progress Standards

Students who are not meeting the minimum satisfactory academic progress standards will become ineligible for federal financial aid and will have their financial aid eligibility terminated. Students whose financial aid eligibility has been terminated may appeal the termination.

Appeal of Financial Aid Termination

Students who fail to meet financial aid satisfactory academic progress standards and lose financial aid eligibility can appeal this decision. The appeal must be made in writing and submitted to the Financial Aid Office for review with the appropriate supporting documentation. The Financial Aid Office may consult with other departments during the review process.

Appeals must address (1) the reason why the student failed to make satisfactory academic progress, (2) a description of any special circumstances to be considered that relate to this failure and if there have been any changes in these circumstances that would assist in making satisfactory academic progress and (3) the plan of action to make and maintain satisfactory academic progress. Students who have successfully appealed the termination will be placed on financial aid probation. This status will allow the student to receive financial aid for one additional term.

If, during the appeal process, it is determined that it is impossible for the student to meet the minimum satisfactory academic progress standards after one term, the institution and the student may agree upon an academic plan to monitor the student’s academic progress for more than one term. The academic plan will outline the necessary steps for successful completion of the student’s degree requirement. The institution will use the academic plan as the benchmark for satisfactory academic progress for the length of time specified in the academic plan. Students who fail to fulfill the requirements of the academic plan become ineligible for financial aid.

Student Notification

Students who are not meeting the minimum financial aid satisfactory academic progress standards will be notified by the Financial Aid Office of termination status. Students who submit an appeal will be notified by the Financial Aid Office of their financial aid probation, financial aid academic plan probation, or financial aid termination status. Students whose financial aid status had been probation or terminated status, but are now meeting minimum financial aid satisfactory academic progress standards, will be notified of the change in their status.

Students who graduated during the term that is being reviewed for satisfactory academic progress and are not registered for the subsequent term will not be notified of changes in satisfactory academic progress status.

Regaining Eligibility

Students whose financial aid was terminated due to the lack of satisfactory academic progress may choose to enroll without benefit of financial aid. If the standards are met, financial aid eligibility is restored for subsequent terms of enrollment. Students should consult with the Financial Aid Office if they have any questions about this policy, the appeal process or reinstatement of financial aid eligibility.

Interpretation and Enforcement

The Director of Student Financial Services will have primary responsibility for the interpretation and enforcement of this policy.

SPECIAL FEES

Certain courses and certain changes in registration status require the payment of extra fees. A complete list of the [extra fees](#) is on the website. Registration forms also indicate any applicable fees for the changes to which those forms pertain.

TUITION REFUND POLICIES

Not attending classes does not guarantee a refund. Formal application for drop/withdrawal must be made to and approved by the Registrar. A student who withdraws totally from the seminary after registration without advice and consent of the Registration Office or who is dismissed will receive no refund of tuition. Tuition refunds will be given for dropping individual courses according to the Academic Calendar.

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

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

The amount of assistance that you have earned is determined on a pro-rata basis. That is, if you completed 30% of the payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all of your assistance.

The withdrawal date or last day of attendance for implementing this refund policy is the date the student formally submits an application for withdrawal to the Registration Office. If the student fails to notify the Registration Office of the intent to withdraw, the midpoint of the payment period or period of enrollment will be used in the refund calculation.

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

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

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

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

Institutional — Under the Institutional refund calculation, only tuition charges are considered; academic and student services fees are non-refundable. Please refer to the Academic Calendar on the website for refund deadlines.

ADDENDUM

This addendum is made on October 1, 2020 to the following Additional Fees, to be recognized in the 2020-21 Student Handbook (p. 6) as follows:

Clinical Counseling Internship III (CO870) no longer carries a \$500 course fee. CO870 is now a credit bearing course that will incur tuition charges, as well as student services and technology fees.

This addendum is made on October 1, 2020 to the following Course Description, to be recognized in the 2020-21 Student Handbook (p. 62) as follows:

CO 870 CLINICAL COUNSELING INTERNSHIP III

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

This addendum is made on November 18, 2020 to the following Course Title and Description, to be recognized in the 2020-21 Student Handbook (p. 43) effective for the Spring 2021 semester as follows:

CT 500 INTRODUCTION TO THEOLOGICAL STUDIES

This course provides a foundational understanding of academic research including knowledge of research and writing standards, proper citation and use of sources, understanding and avoiding plagiarism, and introduction to theological reflection as part of the research process. Three credit hours.