

ACADEMIC CATALOG



Academic Catalog

Thank you for taking the time to review the information in this catalog. Our goal is to equip men and women to be faithful and effective agents of spiritual transformation in the lives of others. Graduates of Western Seminary are equipped to play key roles in the fulfillment of God's mission in the world by having confidence in the transforming power of the gospel and knowing how to communicate God's truth and love in word and deed.

Your role may focus on a local church, a counseling center, a mission field, a classroom, the marketplace, or some other venue. Regardless of the setting, however, that redemptive impact depends on empowerment from the Holy Spirit, which is most likely to be experienced when followers of Christ model personal godliness, submit their lives to the truths revealed in Scripture, and join the Lord in the outworking of His salvific mission. These values represent the heart of the "gospel-centered transformation" for which we strive as an educational institution.

If you aspire to be that kind of catalyst and resource for spiritual transformation, then investigating Western Seminary is well worth your time. Please look over the information contained in this catalog and then connect with us to learn more about how we can help you prepare for life-changing ministry.

Faithfully,

Charles J. Conniry Jr., PhD

President

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Our Vision and Mission

Our Vision

Western's vision is to be an educational community that promotes gospel-centered transformation in every aspect of its life and work.

Mission

Our mission statement:

Western Seminary serves as a catalyst and resource for spiritual transformation by working with and for the church to equip men and women for strategic ministry roles.

To be most effective, Christian organizations must discern the distinctive contribution that God would have them make to His kingdom program. To that end, Western focuses its ministry on providing degrees and programs for individuals who aspire to, or who currently serve in, strategic ministry roles so they can become agents of spiritual transformation in the lives of others. Recognizing the critical role that leaders play with respect to how effectively the church fulfills its God-given mission, Western gives special emphasis to training pastors, counselors, and related ministry leaders (whether vocational, bi-vocational or avocational).

While this ministry seeks to serve the church, it is also done in active partnership *with* the church because local congregations occupy a unique place of priority in the outworking of God's redemptive plan. Furthermore, biblical synergy results when the distinctive resources of the seminary and church unite in this equipping task.

Western also partners with selected parachurch ministries (particularly those organizations that value the local church and honor it in their ministry philosophy and practice) in the equipping of their staff.

Seminary Core Themes

In order to ensure regular, systematic, and evidence-based assessment of its achievements, Western Seminary has identified three core themes that embody our values and define mission fulfillment.

Gospel-Centered Conviction

The school's first core theme reflects our commitment to ensuring that students are grounded in evangelical convictions in Bible and theology, understanding both the historical text and the contemporary expressions of faith arising from

communities of faith throughout history. Student learning objectives are further defined by biblical understanding, theological discernment, and research and publication.

Gospel-Centered Character

The seminary's second core theme expresses the intention to nurture and shape the lives of our students with the goals, gifts, and graces that are consistent with the Christian ministry roles for which they are preparing. Students should be characterized by genuine compassion for others, a willingness to submit to the authority of Scripture, a spiritually focused vision, a teachable spirit, and a conviction to engage in Christian ministry. Student learning is directed towards personal integrity and spiritual growth.

Gospel-Centered Competency

The school's third core theme expresses our conviction that a growing understanding of God and His gospel, and a heart that is captured by God's love and grace, will lead one to engage in fruitful avenues of service to others. Student learning is defined by objectives in cultural engagement, missional mindset, expositional excellence, and ministry effectiveness.

Our History

Through the efforts of Walter B. Hinson, the Portland Baptist Bible Institute was organized in the winter of 1925. In 1926, efforts began to replace the Bible Institute with a graduate-level seminary to provide more adequate theological education in the Northwest. As a result, Western Baptist Theological Seminary was officially dedicated on October 4, 1927.

The purpose of the infant institution was reported by the Board of Trustees: "Looking across the years ... we saw coming out of Western Baptist Theological Seminary, men and women schooled to preach and teach the eternal truths of God's Word and the redemptive love and blood of our Lord Jesus Christ. We saw pupils of sound teachers occupying pulpits and mission fields around the world."

In 1944 the Board of Trustees acquired the present five-acre campus in Portland, Oregon. Classes at the new site convened in the fall of that year. To make residential seminary education accessible to key cities on the west coast, Western has also established two degree-granting campuses in Northern California. In 1985, the San Jose location launched, followed by the Sacramento location, founded in 1991.

Western Seminary's presidents have often been noteworthy and innovative leaders in theological education, including Dr. Earl D. Radmacher (president from 1965-1989), Dr. Bert Downs (president from 1998-2008), and Dr. Randal Roberts (an alumnus who served the seminary in both faculty and administratively from 1987-2008 and as president from 2008-2021). Our current president, Dr. Chuck Conniry, continues this legacy of doctrinal fidelity and educational innovation. As the school moves toward its 100-year anniversary, it continues to explore new and better ways to fulfill its educational mission.

Our Characteristics

While making our education increasingly accessible in a variety of settings, Western Seminary remains a single institution dedicated to maintaining consistent quality in the following spheres:

Spiritual Life Development

Scripture clearly teaches that effectiveness in ministry requires godly character. Western Seminary thus seeks to establish a campus environment that fosters genuine spiritual growth. This spiritual development serves as one of the overarching objectives in its curriculum, and every course is expected to make some contribution to one's maturing into Christlikeness. Character development is also a major focus of both faculty and field mentoring. The foundation for this growth is provided by required courses in biblical spirituality, which address the responsibilities, resources, and results involved in the

development of Christian character. Many of these courses also include a small group component that provides a peer relational structure aimed at stimulating each student's progress in the Christian life.

Doctrinal Commitment

Western Seminary's theological stance remains consistent with its evangelical heritage. The school consciously submits to the authority of inerrant Scripture and models a hermeneutical framework that interprets the Bible in light of its grammatical, historical, literary, and theological contexts. The doctrinal understanding to which its core faculty annually subscribe is detailed in the Faculty Teaching Position.

Experienced Faculty

The heart of any seminary is its faculty. Each Western faculty member is expected to blend personal piety, academic scholarship, and ministry experience to serve as a credible role model of spiritual maturity and expertise. Many faculty members bring to their teaching a firsthand understanding of the dynamics and challenges of intercultural ministry.

Program Diversity and Flexibility

God calls people to ministry in a manner consistent with the gifting and passions He has given them. Consequently, Western's programs seek to honor a diversity of ministry callings through both the breadth and depth of its curricular options. The school offers a half-year certificate, a one-year diploma, five different master's degrees, including the CACREP-accredited Master of Arts in Counseling, the advanced-level Master of Theology (ThM), and four doctoral programs, including the PhD in Intercultural Education. Western has also worked diligently to ensure significant flexibility within these programs. For example, the Master of Divinity's design allows students at least eight credits of electives, which they can align with their personal calling. Most of the other programs allow similar opportunities for students to be active partners with their faculty advisor in shaping their studies to align with their educational desires and ministry calling. When this flexibility is combined with Western's core Bible, theology, and biblical spirituality courses, the result is a program that equips men and women for a specific ministry and grounds them in sound theology, biblical understanding, and spiritual maturity.

Local Church Participation

From its earliest days, Western Seminary has maintained a focused commitment to serve and build the local church. Since Western nurtures leaders for the church, responsible involvement in a local congregation is expected of students, staff, and faculty. Practical internships within the church and parachurch environments further help to ensure that all graduates are well-grounded in actual ministry experience.

Diversity of Student Body

Western's students come from a wide diversity of national, cultural, and denominational backgrounds. Studying in this community – men and women from a spectrum of ages, ethnic backgrounds, disciplinary specialties and denominational affiliations – is a very stimulating component of seminary education, and represents the beautiful complexity of the kingdom of God.

Equipping Men and Women for Ministry

At Western Seminary we are engaged in equipping men and women for strategic ministry roles. We believe males and females equally bear God's image, and that the Holy Spirit equips all His people with a wide range of gifts for the building up of His body, the church.

We welcome students with different views, and we strive to provide a safe, supportive, and hospitable learning experience for students who embrace different convictions regarding this matter.

Our professors invest wholeheartedly in equipping both men and women to thrive in service to Christ and his church, and we are committed to cultivating a welcoming, supportive environment for our students.

Trustworthiness and Accountability

The investments of individual supporters and local congregations account for approximately 15% of the seminary's annual budget, which helps to reduce overall tuition costs. Western's careful stewardship of these gifts conforms to the guidelines of the Evangelical Council for Financial Accountability. The seminary has been a member of ECFA since 1983. The various third-party approvals listed below (cf. Accreditation, Approvals, and Affiliations) further demonstrate the school's commitment to educational best practices and compliance with quality control standards.

Our Accreditation and Approvals

Western Seminary is accredited by the [Northwest Commission on Colleges and Universities](#) and by the [Commission on Accrediting of the Association of Theological Schools in the United States and Canada \(ATS\)](#), the accrediting body for theological schools and recognized by the Council for Higher Education Accreditation and by the Secretary of the U.S. Department of Education.

Additionally, the MA in Counseling program in Clinical Mental Health Counseling at the Portland campus is accredited by the [Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#), a specialized accrediting body recognized by the Council for Higher Education, and by the Secretary of the U.S. Department of Education.

Northwest Commission on Colleges and Universities

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

ADDRESS: 8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981

PHONE: 425.558.4224

FAX: 425.376.0596

WEBSITE: www.nwccu.org

Association of Theological Schools

The following degree programs are approved:

Master of Divinity (MDiv), Master of Arts in Counseling (MA in Counseling), Master of Arts (Biblical and Theological Studies) (MA [Biblical and Theological Studies]), Master of Arts in Global Leadership (MA in Global Leadership), Master of Arts in Ministry and Leadership (MA in Ministry and Leadership), Doctor of Ministry (DMin), Doctor of Intercultural Studies (DInSt), Master of Theology (ThM), Doctor in Education in Intercultural Education (EdD in Intercultural Education), Doctor of Philosophy in Intercultural Education (Ph.D. in intercultural Education).

The following extension sites are approved as specified:

San Jose, CA

Approved Degrees: Master of Divinity (MDiv), Master of Arts (Biblical and Theological Studies) (MA [Biblical and Theological Studies]), Master of Arts in Counseling (MA in Counseling), Master of Arts in Ministry and Leadership (MA in Ministry and Leadership)

Western Global (Online)

Approved Degrees: Master of Divinity (MDiv), Master of Arts (Biblical and Theological Studies) (MA [Biblical and Theological Studies]), Master of Arts in Ministry and Leadership (MA in Ministry and Leadership), Master of Arts in Global Leadership (MA in Global Leadership)

The contact information for ATS is:

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

PHONE: 412.788.6505

FAX: 412.788.6510

WEBSITE: www.ats.edu

Western is approved for the training of veterans and eligible persons under Title 38, U.S. Code. Veterans who desire further information regarding their educational benefits should contact the nearest [Veterans Administration Office](#) or the Veterans Clerk at Western Seminary.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP)

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the MA Counseling program in Clinical Mental Health Counseling at Western Seminary Portland Campus.

The contact information for CACREP is:

ADDRESS: The Council for Accreditation of Counseling and Related Educational Programs
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314 USA

PHONE: 703.535.5990

FAX: 703.739.6209

WEBSITE: <http://www.cacrep.org/>

Bureau of Private Postsecondary Education for the State of California

- Western Seminary is a private institution, that it is approved to operate by the Bureau of Private Postsecondary Education (BPPE), and that approval to operate means compliance with state standards as set forth in the CEC and 5, CCR.
- Information about the BPPE or Western Seminary's status with the BPPE can be found by contacting them at Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834 or P.O. Box 980818, West Sacramento, CA 95798-0818; www.bppe.ca.gov; (888) 370-7589 or (916) 574-8900, or by fax (916) 263-1897.
- [School Performance Fact Sheet 2021-22](#)

Oregon Office of Degree Authorization

- We are licensed by the Oregon Office of Degree Authorization (ODA) part of the Higher Education Coordinating Commission of the state of Oregon, to grant degrees as an independent, non-profit, regionally accredited institution.
- Information can be verified at the [ODA website](#).

The National Council for State Authorization Reciprocity Agreements (NC-SARA)

Western Seminary - Global (online distance education) is currently authorized to operate in 49 of the 50 states and the District of Columbia under the terms of the National Council for State Authorization Reciprocity Agreements (NC-SARA). In California, Western's online program operates by separate authorization.

Approvals and Other Memberships

- Western is a member of the [Evangelical Council for Financial Accountability](#) (ECFA), an association of evangelical, non-profit organizations requiring the highest standards of financial accountability and disclosure.
- The MA in Counseling program meets the educational requirements for licensure by the [Oregon Board of Licensed Professional Counselors](#). The MA in Counseling program meets the educational requirements for licensure by the [California Board of Behavioral Sciences](#).
- The M.A. in Marital and Family Therapy program meets the educational requirements for licensure by the [California Board of Behavioral Sciences](#).
- The Addiction Studies Certificate program is approved by the [California Association of Alcoholism and Drug Abuse Counselors](#) (CAADAC), the Education Board of [California Foundation for the Advancement of Addiction Professionals](#) (CFAAP), and the [California Certification Board of Alcohol and Drug Counselors](#) (CCBADC).
- Western Seminary offers Approved Coach Specific Training Hours (ACSTH) in accordance with requirements of the [International Coach Federation](#).
- Western Seminary is recognized as a training site for chaplains desiring to serve in the United States Armed Forces.
- Western Seminary is authorized under federal law to enroll nonimmigrant alien students.
- Western Seminary is registered with the [California Board of Behavioral Sciences](#) to offer continuing education courses.
- Western Seminary is registered with the [California Bureau for Private Postsecondary Education \(BPPE\)](#) and the [California Board of Behavioral Sciences](#) to offer continuing education courses.
- The Seminary is one of the associated schools of [Jerusalem University College](#) in Jerusalem, Israel.
- Western Seminary is a member institution in the [International Alliance for Christian Education \(IACE\)sa](#).
- Western is an affiliate member of the [International Council of Evangelical Theological Education \(ICETE\)](#).

- Western is an institutional member of the [American Theological Library Association](#), the [Association of Christian Librarians](#), the [American Library Association](#), and the [Association of College and Research Libraries](#). Additionally, the Seminary is a member of the Oregon Private Academic Library Link (OPALL), a group of eight Christian colleges and graduate schools in the Northwest.

The Seminary holds institutional membership in the following professional organizations that provide standards for informed and ethical practice:

- [American Association of Collegiate Registrars and Admissions Officers \(AACRAO\)](#)
- [Association of International Educators \(NAFSA\)](#)
- [Pacific Association of Collegiate Registrars and Admission Offices \(PACRAO\)](#)

What We Believe

All members of the Western Seminary community are united in trusting that God has spoken authoritatively in the inspired words of Holy Scripture. All confess, “Jesus is Lord,” and live as faithful disciples of this gospel.

Western Seminary does not impart a particular doctrinal system or denominational creed to our students. Instead, we train our students to develop their own theological convictions grounded in the Bible. With this approach, our classes provide a stimulating learning environment in which students from diverse evangelical traditions wrestle together through theological issues. We want our students to wrestle with Scripture as Jacob wrestled with the Angel of the Lord, and we hope that the results are similar—that our students would come away from the experience having come to a closer knowledge of God through Christ and His Spirit, going forward with a changed walk and a changed identity.

Some of the theological questions students will wrestle with are non-essential, and healthy disagreement is encouraged. There are other theological convictions we understand to be matters of non-negotiable conviction and essential to orthodox Christian faith. All students are required to maintain and annually reaffirm their agreement with the [Statement of Faith of the World Evangelical Alliance](#) as an expression of unity in the gospel.

All members of Western’s faculty are required to affirm a Faculty Teaching Position, which articulates the shared theological convictions of our teaching faculty. This statement articulates more specificity than what is required of our students. Although our faculty personally affirm this lengthier position, our approach is to teach in a way that is warm and hospitable to students who come from over 40 denominations and a greater range of theological perspectives. Our highest priority is to ensure that our students learn to develop their theological perspectives biblically.

World Evangelical Alliance Statement of Faith

We believe...

...in the Holy Scriptures as originally given by God, divinely inspired, infallible, entirely trustworthy; and the supreme authority in all matters of faith and conduct;

One God, eternally existent in three persons, Father, Son, and Holy Spirit;

Our Lord Jesus Christ, God manifest in the flesh, His virgin birth, His sinless human life, His divine miracles, His vicarious and atoning death, His bodily resurrection, His ascension, His mediatorial work, and His personal return in power and glory;

The Salvation of lost and sinful man through the shed blood of the Lord Jesus Christ by faith apart from works, and regeneration by the Holy Spirit;

The Holy Spirit, by Whose indwelling the believer is enabled to live a holy life, to witness and work for the Lord Jesus Christ;

The Unity of the Spirit of all true believers, the Church, the Body of Christ;

The Resurrection of both the saved and the lost; they that are saved unto the resurrection of life, they that are lost unto the resurrection of damnation.

Faculty Teaching Position

We believe that the Bible is the final standard of faith and practice for the believer in Jesus Christ and for his church. While recognizing the historical, interpretive and guiding value of creeds and statements of faith made throughout the history of the Church, we affirm the Bible alone as the infallible and final authority.

With this in mind, we, the faculty and administration of Western Seminary, recognize a solemn responsibility to give a contemporary confession of our faith. In so doing we acknowledge the formal statement of faith made by the founders of the seminary as God's instrument in establishing his work and providing the scriptural guidelines for that day. We also acknowledge that with the passing of time there is a need to refine and restate our faith in terms of the critical and more exacting demands made upon us. Recognizing this two-fold allegiance, first to the Word of God and secondly to the convictions of our forebears who bequeathed to us these challenges, we the faculty undersigned reaffirm our teaching position in the form that follows.

Concerning God's Revelation

We believe that God has revealed himself and his truth by both general and special revelation. General revelation displays his existence, power, providence, moral standard, patience, goodness, and glory; special revelation manifests his triune nature and his program of redemption through Messiah for humanity. This special revelation has been given in various ways, preeminently in the incarnate Word of God, Jesus Christ, and in the inscripturated Word of God, the Bible. We affirm that the sixty-six books of the Bible are the written Word of God given by the Holy Spirit and are the complete and final canonical revelation of God for this age. (Rom. 1:18-2:4; 2:14-16; Psa. 19; Acts 14:15-17; 17:22-31; John 1:1-18; 1 Thess. 2:13; Heb. 1:1-2; 4:12)

These books were written by a process of dual authorship in which the Holy Spirit so moved the human authors that, through their individual personalities and styles, they composed and recorded God's Word, which is inerrant in the autographs. These books, constituting the written Word of God, convey objective truth and are the believer's only infallible rule of faith and practice. (2 Tim. 3:16-17; 2 Pet. 1:19-20; John 10:35; 17:17; 1 Cor. 2:10-13)

The meaning of Scripture lies in the canonical text and is precisely what God intended to convey through the human authors. An interpreter discovers this meaning through the application of sound exegetical methods, studying biblical texts in their contexts, under the guidance of the Holy Spirit, and in the community of Christ. The Holy Spirit illumines the text, enabling the reader to embrace what God has communicated and to see the glory of Christ in the Word of God. (Jn. 7:17; 16:12, 13; 1 Cor. 2:14, 15; 1 Jn. 2:20)

Concerning God

The Triune God

We believe there is only one true God who describes himself as compassionate, gracious, slow to anger, full of lovingkindness and faithfulness who forgives sin but does not leave the guilty unpunished. This God is one in essence and eternally existent in three persons, Father, Son, and Holy Spirit, each equal in nature and attributes and equally worthy of worship, trust, and obedience. He is infinite, eternal, and unchangeable in his being, knowledge, wisdom, power, holiness, justice, goodness, faithfulness, love and truth. He is absolutely transcendent, exalted above the world as its creator and king, yet everywhere present and involved in the world as the sustainer of all things. (Gen. 1:26; Deut. 6:4; Ps. 100:5; 139:8; Isa. 45:5 7; Matt. 28:19; Mk. 10:18; Jn. 4:24; Acts 17:24, 29; 2 Cor. 13:14; Eph. 4:6)

God the Father

God the Father, the first person of the Trinity, decrees and works all things according to his own purpose and for his own glory, being sovereign in creation, providence, and redemption. He created the universe out of nothing. He continually sustains, directs and governs all creatures and events, accomplishing this without being the author or approver of sin nor minimizing human responsibility. He has graciously chosen the elect from all eternity, he saves from sin all who come to him through Jesus Christ, and he personally relates to his children as their Father. (Ps. 145:8, 9; 1 Chr. 29:11; Ps. 103:19; Jn. 1:18; Rom. 11:33; 1 Cor. 8:6; Eph. 1:3 6; Heb. 4:13; 1 Pet. 1:17)

God the Son

Jesus Christ is the incarnation of the eternal second person of the Trinity. He is the Son of God and the virgin-born Son of Man. He came as the God-Man to reveal God, glorify the Father, redeem human beings, and will as Messiah rule over God's kingdom. (Ps. 2:7 9; Isa. 7:14; 9:6; Jn. 1:1, 3, 18, 29; 10:36; 17:1-6; 1 Jn. 1:3)

In the incarnation he is both fully God and fully human without sin, possessing two natures in one person. By his obedient life, miraculous ministry, and substitutionary death, he brings salvation to humanity. He rose bodily from the dead on the third day, the resurrection confirming the Father's acceptance of his atoning work on the cross and bringing resurrection life to all believers. He ascended into heaven and sat down at the Father's right hand, and he now performs the intercessory aspect of his high priestly work for believers. (Jn. 1:14, 29; Rom. 3:24 26; 2 Cor. 5:18-21; Phil. 2:5-11; Col. 2:9; Heb. 1:3; 4:15; 7:25-26; 10:5-10; 1 Pet. 2:21 24; 1 Jn. 2:2; 4:10)

Christ is the only mediator between God and humanity, the head of his Body the Church, the coming Messiah and king, and the final judge of both believers and unbelievers. (Isa. 53:10; Lk. 1:31 33; Jn. 5:27 29; 2 Cor. 5:10; Eph. 1:22, 23; Col. 1:18; 1 Tim. 2:5; Heb. 7:25; Rev. 20:11 15)

God the Holy Spirit

The Holy Spirit, the eternal third person of the Trinity, is active in creation, the incarnation, the writing of Scripture, and the work of salvation. (Gen. 1:2; Matt. 1:18; Jn. 3:5 7; 2 Pet. 1:20, 21)

Coming from the Father and the Son at Pentecost, he initiated the Church. He glorifies the Son, convicts the world of sin, righteousness, and judgment, indwells all believers, regenerating them, and exercises his ministries of sealing, sanctification, instructing, transforming into the likeness of Christ, and empowering for service. He gives spiritual gifts that are to be used according to biblical guidelines to build up the Church for its mission in the world. He is the agent of Spirit baptism which incorporates believers into the Church at their conversion. (Jn. 14:16, 17; 15:26; 16:7 9; Acts 1:5; 2:4; 1 Cor. 12:13; 2 Cor. 3:18; Eph. 2:22)

Concerning Angels

We believe the angels are created as personal spirit beings who worship and glorify God, serve him, and minister to human beings. Although all angels were originally created holy by God, some followed the prideful lead of Satan and fell from their position. Demons attempt to subvert the work of God through such stratagems as temptation, accusation, and deception. (Ps. 148:2; Jn. 8:44; 2 Cor. 2:10-11; 4:3-4; Eph. 2:2; 6:12, 16; Col. 1:16; Heb. 1:14; 1 Pet. 5:8; 2 Pet. 2:4; Rev. 12:9-10)

Concerning Humanity and Sin

We believe God created the first humans, Adam and Eve, in his image, mandating a pattern for marriage and sexuality. God established them as persons with dignity from the time of conception to natural death, with the intention that they should glorify God, enjoy his fellowship, and fulfill his purpose on the earth. Created with integrity and without sin, our first parents fell into sin by disobeying the will of God. As a result of identification in Adamic sin and individual acts of sinning the human race is dead in sin, separated from God and subject to his wrath. While all people bear the image of God, they are inherently sinful and hopelessly lost apart from divine grace and salvation in Jesus Christ. (Gen. 1:26 28; 2:15 25; 3:1-19; Jn. 3:36; Rom. 3:23; 5:12-19; 6:23; 1 Cor. 2:14; Eph. 2:1 3; 1 Jn. 1:8)

Concerning Salvation

We believe that the death of Jesus on the cross is the perfect sacrifice for sin. His substitutionary work satisfied divine justice and is the propitiation of the wrath of God for the sins of the whole world. (Isa. 53:1-13; Jn. 10:27-29; Rom. 3:24; 5:8, 9; 8:38, 39; 2 Cor. 5:18-21; Gal. 2:16; Eph. 1:7; 2 Pet. 1:3; 1 Jn. 4:10)

Through his death and resurrection, we are redeemed from sin, reconciled to God, justified by grace alone through faith alone, adopted into the family of God, and regenerated by the Holy Spirit. Salvation is appropriated by personal conversion, consisting of repentance from sin and trust in God's provision in Christ, resulting in full forgiveness of sin and new life with Christ. (Jn. 1:12; 3:5, 7, 16; Acts 16:31; Rom. 8:1-4, 29, 30; 10:8-13; Eph. 1:4, 5; 2:8-10; 2 Thess. 2:13, 14; Heb. 11:6)

Believers are commanded to pursue sanctification, to grow in Christ-likeness as they keep in step with the Holy Spirit and live in obedience to the Word of God. They are kept by the power of God through faith and will persevere to the end, culminating in their glorification at Christ's coming. (Jn. 5:24; 10:28; Rom. 8:35-39; 1 Cor. 6:19, 20; 2 Cor. 3:18; Gal. 5:16-26; Eph. 2:10; 5:17-21; Phil. 2:12, 13; Col. 3:16; 2 Pet. 1:3-10; 1 Jn. 3:2, 3)

Concerning the Church

The Church is the people of God, initiated at Pentecost and completed at the return of Christ who is its head. The mission of the Church is to glorify God by worshiping corporately, building itself up as a loving, faithful community by the instruction of the Word, observing baptism and communion, communicating the Gospel and making disciples of all peoples. (Matt. 16:18; Acts 1:4, 5; 11:15; 2:46, 47; 1 Cor. 12:13; Rom. 12:4-21; Eph. 1:22, 23; 2:19-22; 3:4-6; 5:25-27; Col. 1:18; Rev. 5:9)

Believers should gather together in local assemblies. They are priests before God and to one another, responsible for serving God and ministering to each other. The biblically designated officers serving under Christ and leading the assembly are elders and deacons. Although church and state are distinct institutions, believers are to submit to the government within the limits of God's Word. (Matt. 18:15-18; 22:15-22; 28:19; Acts 2:41, 42; 6:1-6; 1 Cor. 14:40; Eph. 4:11, 12; 1 Tim. 3:1-13; Tit. 1:5-9; Heb. 10:25; 1 Pet. 2:5-10, 13-17; 5:1-5)

Baptism is the immersion in water into the name of the Father, Son, and Holy Spirit. It is a biblically ordained confession of personal faith, portraying death to sin and resurrection to new life. The Lord's Supper was instituted by Christ in remembrance of him. This portrays his death, unites believers in fellowship, and anticipates their participation in the marriage supper of the Lamb. (Matt. 28:16-20; Luke 22:19, 20; Acts 2:41; 10:47, 48; Rom. 6:1-6; 1 Cor. 10:16-18; 11:23-29)

Concerning Last Things

We believe that at death, the spirits of believers pass immediately into the presence of Christ and there remain in joyful fellowship awaiting their bodily resurrection. The spirits of unbelievers are in misery and torment as punishment for sin awaiting their bodily resurrection. (Dan. 12:2; Lk. 16:22, 23; 23:43; 2 Cor. 5:8; Phil. 1:21-26; 3:10, 11, 21; Rev. 20:11-15)

At the end of the age, Christ will return in glory with his saints to the earth to destroy his enemies, to restore Israel, God's chosen people, also including as his people those who are grafted in through faith in Israel's Messiah and to reign over the cosmos as Lord and King forever. (Deut. 30:1-10; Isa. 11:1-16; 65:17-25; Jer. 31:31-34; Ezek. 36:22-38; 37:21-28; Dan. 9:27; 12:1; Jn. 14:2, 3; Acts 1:4-8; Rom. 11:25-27; 14:10-12; 1 Cor. 3:11-15; 15:51-53; 2 Cor. 5:10; 1 Thess. 4:13-17; Tit. 2:11-13; Rev. 3:10; 16:1-21; 19:1-21; 20:1-6)

The devil, his demons, and the unbelieving dead will be judged and committed to eternal conscious punishment in hell. God will create a new heaven and new earth where all his people will dwell eternally in his presence, giving worship and service to him to whom belongs all glory. (Mk. 9:43-48; Matt. 25:31-46; 1 Cor. 15:24-28; 2 Thess. 1:9; 2 Pet. 3:10-13; Rev. 20:11-15; 21:1-4; 22:5, 11)

(Last revised in May 2021)

Toward a Classic Strategy for Evangelical Renewal

How should Christians respond when the beauty of biblical Christianity is largely eclipsed by a spiritually compromised Church? We have developed a strategy for evangelical renewal: [Toward a Classic Strategy for Evangelical Renewal](#)

Our Board of Trustees

Board of Trustees

Our Board of Trustees draws together godly men and women from a variety of industries and backgrounds to offer ongoing wisdom, accountability, and oversight to the seminary's operation. Current Board members include:

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Greer, SC

Wayland Wong

Business Owner/Operator, Retired
Fullerton, CA

Pastor,

Our Executive Leadership Team

Our Leadership

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Executive Assistant to the
President of Western
Seminary

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Vice President of Academic Affairs | Dean of the Faculty

Josh Mathews

Vice President of Church
Mission and Strategy

Dan Kimball

Vice President of Advancement

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SEMINARY FACULTY AND STAFF

Faculty and Staff

Seminary Administration

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- Kelly Borrer; Executive Assistant to the President

Office of Advancement

- Robert Jones, MDiv; Senior Vice President for Advancement
- Daniel Reese; Director of Development

- Marcia Jones; Advancement Office Manager

Office of Academic Affairs

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- John Kwak, PhD; Accreditation Liaison Officer
- Jeshua De Jongh; Executive Assistant to the Vice President of Academic Affairs
- Andrew McNeill; Registrar
- Spencer Reed; Assistant Registrar
- Karen Hedinger, EdD; Associate Director EdD, DIS, Administrative Assistant MAGL
- Kendra Huntington; Executive Administrative Assistant for Counseling and Academics

Office of Business and Finance

- Jonathan Gibson; Vice President of Business and Finance
- Jean Chun, MS; Controller
- Ashley Mitchell, MA, PHR; Director of Human Resources
- Twi Tish, MS; Payroll and Benefits Administration
- Joshua Rude; Accounting Assistant/ Fiscal Analyst
- Dayna Lewis MBA; Accountant
- Matthew Jolley; Director of Financial Aid
- Chelsea Grissom; Financial Aid Counselor

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- Katie Wilcox; Associate Director Student Services
- Andrew Hedinger; Director of Admissions
- Ben Hoffman; Director of Marketing & Communications
- Jane Carter; Associate Director of Admissions
- Cole Atkinson; Admissions Counselor
- Caleb Crowley; Admissions Counselor
- Alexandria Wu; Admissions Counselor
- Ana Prado; Admissions Administrative Assistant
- Erik McFarland, MA; Director of Advising
- Drew Holmes, MA; Academic Advisor

- Janna Stafford; Academic Advisor
- Olya Ostapiuk, MAIS, MAML, ACC; International Academic Advisor
- Elijah Thomas; Academic Advisor
- Noah Brown; Director of Physical Plant
- Jared Smith; Assistant Director of Physical Plant
- Nicholas Emmanuel Mariakis, ThM; Director of the Writing, Reading, and Tutoring Center

Office of Information Technology

- Sean Gordon; Interim CIO
- Josh Ehrlin; PHP Software Developer
- Kaleb Martens; Systems Engineer
- Doug Fabel; Help Desk Technician
- David Boultinghouse; SQL Developer

Library and Information Services

- Matthew Thiesen, MS, MA; Director of Library and Information Services
- Andy Lofthus; Information Services Librarian
- Courtney Carico; Access Services Coordinator

Portland Campus

Academic Programs

- Stephen Stallard, PhD; Director, Master of Divinity
- Jeremiah Peck, PhD; Director, Master of Arts in Counseling
- Jan Verbruggen, PhD; Director, Master of Arts (Biblical and Theological Studies)
- Andrew Pack, EdD; Director, Master of Arts in Ministry and Leadership
- Gerry Breshears, PhD; Director, Master of Applied Biblical Leadership
- Steve Mathewson, DMin, PhD; Director, Doctor of Ministry
- Todd Miles, PhD; Director, Master of Theology
- Enoch Wan, PhD; Director, Doctor of Intercultural Studies; Director, Doctor of Philosophy in Intercultural Education

Western Global

- Jon L. Raibley, EdD; Associate Director of Global Learning
- Mark Baker, MDiv; Instructional Support Coordinator
- Courtland Urbano; Video Production Coordinator
- Benjamin Olsen, PCC; Director of the Coach Training Program

- Donna Jameson; Administrative Assistant of Coaching

San Jose

- Dan Kimball, DMin; Vice President Church Mission and Strategy
- Judy Richards, PhD; Director, Master of Arts in Counseling (San Jose)
- Maggie Ng; Administrative Assistant
- Sabrina Szabo; Administrative Assistant, Counseling Program

Core Faculty

Richard Blaylock, Assistant Professor of Biblical Studies: New Testament Emphasis

- BA, The Ateneo de Manila University; MDiv The Southern Baptist Theological Seminary; PhD. The Southern Baptist Theological Seminary;
- Western Seminary, 2022-

Gerry Breshears, Professor of Systematic Theology; Director of the Master of Applied Biblical Leadership

- BA, University of New Mexico - Albuquerque; MDiv, Denver Seminary; PhD, Fuller Theological Seminary
- Part-time faculty, Biola College, 1979-80; Mission Associate, CBFMS, 1969-72; Western Seminary, 1980-

Daniel K. Eng, Assistant Professor of New Testament Language and Literature

- BA, Boston College; MDiv, ThM, DMin, Talbot School of Theology; PhD, University of Cambridge
- Biola University, 2014–2015; Institute of Biblical Studies, Cru 2016; University of Cambridge, 2018–2020, Western Seminary, 2020–

Gale Z. Heide, Professor of Theology

- BS, Montana State University; MDiv, Western Seminary; ThM, Duke University; PhD, Marquette University
- Montana Bible College, 1995-2018; Master's Seminary, 2015-2018; Western Seminary, 2024-

Michelle V. Fielder, Assistant Professor of Counseling

- BS, US Naval Academy; MA, National-Louis University; MA, Liberty University; PhD, Regent University
- Owner and Counselor, Fielder Counseling Services, 2022–; Clinical Director and Supervisor, 2013–; Commissioned Officer in the US Marine Corps, 1989–2009; Western Seminary, 2022–

Pali Gill, Visiting Assistant Professor of Counseling

- BA, BS, San Jose State University; MS, Sacramento State University; PhD, Oregon State University
- Professional Counseling, 2010–; NW Christian University, 2015–2016; Mental Health Crisis Clinician, 2018–; Western Seminary, 2020–

Rachel Hefffield, Assistant Professor of Counseling; Chair, Center for Personal and Spiritual Formation

- BA, Cedarville University; MS, Wright State University; PhD, Regent University
- Missionary, Pioneers International, 2010–2017; Professional Counselor, 2014–; Co–Founder and Clinical Director, China Hope Center, 2014–2018; Adjunct Instructor, 2014–; Western Seminary, 2020–

John Kwak, Assistant Professor of Pastoral Theology; Assistant Director, Doctor of Ministry; Chair, Center for Ministry and Leadership Studies; Accreditation Liaison Officer

- BA, Claremont McKenna College; MA, Biola University; MA, University of Southern California; PhD University of Rochester
- Western Seminary, 2020–

Josh Mathews, Vice President of Academic Affairs and Dean of Faculty; Associate Professor of Biblical Studies

- BA, Multnomah University; MA, Wheaton College; PhD, Golden Gate University
- Golden Gate Baptist Theological Seminary, 2009–2013; Adjunct Instructor, Western Seminary, 2013–2015; Western Seminary, 2015–

Todd Miles, Professor of Theology; Director, Master of Theology

- BS, MS, Oregon State University; MDiv, Western Seminary; PhD, The Southern Baptist Theological Seminary
- Western Seminary, 2003–

Andrew Pack, Associate Dean of Academic Affairs; Professor of Christian Formation; Director Master of Arts in Ministry Leadership

- BA, Seattle University; MA, Western Seminary; ThM, Western Seminary; EdD Southern Baptist Theological Seminary
- Church Planting and Pastoral Ministry, 2009–; Western Seminary, 2020–

Jeremiah Peck, Assistant Professor of Counseling; Director, Portland Master of Arts in Counseling program

- BS, Multnomah Bible College; MA, Multnomah University; PhD, University of the Cumberlands
- Lead Pastor, Lexington Bible Fellowship, 2018-; Counseling instructor/professor, Multnomah University, 2029-2022; Professional counselor and clinical supervisor, 2019-; Western Seminary, 2022-

Beth Peterson, Assistant Professor of Counseling

- BS, Central Michigan; MA, Regent University; PhD, Regent University
- Professional counselor, 1995-; Western Seminary, 2022-

Jon Raibley, Assistant Professor of Educational Ministry; Associate Director, Global Learning

- BS, Oregon State University; MDiv, ThM, Western Seminary; EdD, Western Seminary
- Various roles in Online/Global Learning, Western Seminary, 1988-; Adjunct Instructor, Western Seminary, 2021-2023; Western Seminary, 2023-

Judy Richards, Professor of Counseling, Director, San Jose Master of Arts in Counseling

- BS, Pennsylvania State University; MA, University of San Francisco; PhD, Oregon State University
- Mental health practitioner, 2003-; Adjunct Instructor, Bethany University, 2003-2007; Adjunct Instructor, Palo Alto University, 2015; Adjunct Instructor, San Jose State University, 2015-2016; Western Seminary, 2018-

Jordan Scheetz, Professor of Biblical Studies

- BS, Biblical Education, Multnomah University; MA, Exegetical Theology, Western Seminary; Dr. theol. (PhD), University of Vienna
- Pastoral Ministry, Eastgate Bible Chapel, 2015-2020, 2022-; Professor and Director of Educational Advancement, TCM International Institute, 2022-2022; Professor and Department Chair, Tyndale Theological Seminary, 2011-2015; Western Seminary, 2022-

Stephen Stallard, Assistant Professor of Pastoral Ministry, Director, Master of Divinity

- BA, Luther Rice University; MDiv, Baptist Bible Seminary; PhD, Southeastern Baptist Theological Seminary
- Church Planter and Pastor, Mosaic Baptist Church, 2013-2021; Missions Partner, Beeson Divinity School, 2014-2021; Western Seminary, 2021-

Matthew Thiesen, Director of Library and Information Services

- BA, Grace University; MA, Western Seminary; MS, University of North Texas
- Collection Development and Services Librarian, 2011-2013; Reference and Instruction Librarian, 2013-2015; Outreach and Instruction Librarian, 2015-2017; Western Seminary, 2017-

Jan Verbruggen, Professor of Old Testament Language and Literature; Chair, Center for Biblical and Theological Studies; Director, Master of Arts in Biblical and Theological Studies; Coordinator for Israel Study Programs

- BA, Northeastern Bible College; MA, Trinity Evangelical Divinity School; PhD, Johns Hopkins University
- Chesapeake Theological Seminary, 1989-93; Evangelische Theologische Faculteit/Belgian Bible Institute, 1994-2000; Part-time pastoral ministry, 1997-2000; Western Seminary, 2000-

Enoch Wan, Professor of Intercultural Studies; Director, Doctor of Philosophy in Intercultural Education and Doctor of Intercultural Studies

- BA, Nyack College; MTS, Gordon-Conwell Theological Seminary; MA, PhD, State University of New York
- Alliance Bible Seminary, 1978-81; Canadian Theological Seminary, 1982-93; Reformed Theological Seminary, 1993-2001; Western Seminary, 2001-

Bryan Warren, Assistant Professor of Counseling

- B.A., Ohio University, 1993; MDiv, Multnomah Biblical University; MA, Western Seminary; PhD student, The University of the Cumberland
- High School Teacher, Firm Foundations Christian School, 2010-2017; Adjunct Instructor, Multnomah University, 2010-2018; Western Seminary, 2018-

Beverly Wiens, Professor of Counseling, Director, of the Sacramento Master of Arts in Counseling Program

- BA, MA, San Jose State University; MA, Santa Clara University; PhD, Northern California Graduate University
- Instructor, San Jose State University, 1974-79; Professor, William Jessup University, 1982-2014; Adjunct Instructor, Western Seminary, 1995-2014; full-time, 2014-

Emeritus Faculty

J. Carl Laney, Emeritus Professor of Biblical Literature

- B.S., University of Oregon; M.Div., Th.M., Western Seminary; Institute of Holy Land Studies, Jerusalem; Th.D., Dallas Theological Seminary; post-doctorate research and excavation in Israel
- Dallas Theological Seminary, 1975–76; interim pastor, 1978– present; Visiting Professor, Conservative Baptist Bible College, Philippines, 1985; Visiting Professor, Asian Theological Seminary, Philippines, 1985, 1988, 1990; Visiting Professor, Tyndale Seminary, The Netherlands; Western Seminary, 1977–2018

Administrative Faculty

- Bill Clem, Director, Center for Pastoral Flourishing

Adjunct Faculty and Visiting Lecturers

Jason Albelo, MA	Ministry and Leadership
Bethany Allen, MA	Women's Transformational Leadership
Ronald Allen, PhD	Preaching
Blake Arnold, MA	Counseling
Matt Bach, MA	Bible and Theology
LaSondra Barnes, MDiv	Women's Transformational Leadership
David Beine, PhD	Intercultural Studies
Phyllis Bennett, DMin	Women's Transformational Leadership
Amit Bhatia, PhD	Intercultural Studies
Kaleb Boas, MA	Counseling
Jeffery Boian, MA	Counseling
Dan Braga, MDiv	Ministry
John Branner, DIS	Intercultural Studies
Christopher Bruno, PhD	Bible and Theology
E.D. Burns, PhD	Global Leadership
Trish Bussey Jeter, MA	Women's Transformational Leadership
Julie Carboni, MA	Counseling
Dan Chung, DMin	Counseling
Paul Copan, PhD	Theology
Kristen Crichton, MA	Counseling
Ben Cross, MDiv	Bible and Theology
Emilly Cross, MA	Counseling

Darryl Dash, DMin	Pastoral Ministry
Katie Dennis, MA	Counseling
Jim DeYoung, PhD	Bible and Theology
Marie Dezellem, MA	Women's Transformational Leadership
Jonathan Dodson, ThM	Pastoral Ministry
Andy Dvoracek, PhD	Biblical Studies
Sherry Ehrhart, MA	Counseling
Wes Ehrhart, MA	Ministry
Zachary Eswine, PhD	Preaching
Sara Evans, PhD	Church History
John Ferch, DIS	Intercultural Studies
Bart Fowler, PsyD	Counseling
Judy Glanz, PhD	Spiritual Formation
Amanda Goletto Carnes, MA	Counseling
Kimberly Grassi, PhD	Old Testament
Guy Gray, MA	Bible and Theology
Dale Gustafson, MA	Ministry
Tim Harmon, PhD	Bible and Theology
Amanda Harpold, MA	New Testament
Ryan Hauck, MA, MDiv	Counseling
Mark Hedinger, DMiss	Intercultural Studies
Karen Hedinger, PhD	Intercultural Studies
Brad Henderson, DMin	Ministry
Lia Huynh, MA	Counseling
James Hwang, DMin	Intercultural Studies
Christy Hyun, MA	Counseling
Paul Jackson, DMin	Pastoral Ministry
Dan Jarrell, DMin	Ministry
Jason Johansen, ThM	Counseling
John Johnson, PhD	Ministry and Leadership
John Koessler, DMin	Preaching
Mark Kreitzer, PhD	Intercultural Studies
Carl Laney, PhD	Old Testament
Stephen Leckvold, ThM	Bible and Theology
Ryan Lister, PhD	Theology
Douglas Locke, MA	Counseling
Scott Lothery, DMin	Pastoral Ministry
Scott Manetsh, PhD	Ministry

Ron Marrs, PhD	Pastoral Ministry
Jon Marshall, PhD	Theology
Julia Mayo, ThM	Bible and Theology
Russell Meek, PhD	Biblical Studies
Rick Melick, PhD	Biblical Studies
Eric Michalls, ThM	New Testament
Sean Molloy, DMin	Bible and Ethics
Harry Motro, PsyD	Counseling
Adam Nigh, PhD	Church History
Chris Nye, MA	Bible and Theology
Mary Ann Noack, MA	Women's Transformational Leadership
Nathan Nymeyer, ThM	Bible and Theology
Ben Olsen, MA	Coaching
Dane Ortlund, PhD	Pastoral Ministry
Gavin Ortlund, PhD	Theology
Jason Pedersen, ThM	Bible and Theology
Brian Person, MDiv	Counseling
Galen Peterson, DMiss	Intercultural Studies
Kenneth Philipp, PsyD	Counseling
Gary Quan, PhD	Counseling
Scott Rae, PhD	Theology
Matthew Raley, PhD	Bible and Theology
Heath Randall, PhD	Counseling
Bob Rapp, ThM	Theology, Biblical Studies
Hans Rasmussen, MDiv	Counseling
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Matthew Rensi, MA	Counseling
Randy Roberts, DMin	Christian Spirituality
Demetrius Rogers, ThM	Bible and Theology
Laurie Schlaepfer, MA	World Religions
Isaac Serrano, MA	Pastoral Ministry
Janie Sheedy, MA	Counseling
Lisa Shrewsbury, MA	Counseling
Tom Steffen, PhD	Intercultural Studies
Steven Stiles, ThM	New Testament
Jason Swain, MA	Counseling
Lee Thai, PhD	Theology
Matthew Thiesen, MLS	Research Methods

Norman Thiesen, PhD	Counseling
Gary Thomas, DD	Pastoral Ministry
Dwain Tissell, DMin	Pastoral Leadership
Gary Tuck, PhD	Bible and Theology
Bruce Turner, ThM	Bible and Theology
Steve Walker, DMin	Bible
Mary Wan, PhD	Intercultural Studies
Gabriel Webb, MA	Ministry
Bev Wiens, PhD	Counseling
Tiffany Warner, PhD	Counseling
Whitney Woollard, MA	Women's Transformational Leadership

Admissions Standards

Admissions Standards

Foundational Philosophy and Standards

Western Seminary recognizes that students entering seminary represent a wide range of Christian denominations, communities, experiences, and backgrounds, and does not discriminate on the basis of race, color, gender, national origin, ethnicity, age, or disability in admissions or in the administration of its educational policies, loan programs, and other Seminary-administered programs.

The statements made by applicants within their submitted application are a significant factor in the admissions decision, as is compatibility with the [Statement of Faith of the World Evangelical Alliance](#). Applicants must, without mental or spiritual reservation, confirm their agreement with the [Statement of Faith of the World Evangelical Alliance](#), this Academic Catalog, and the [Student Handbook](#); including Western Seminary's Standards of Character and Conduct. Students are required to reaffirm their agreement with these documents on an annual basis.

Academic Standards

Academic Standards

Western Seminary's master's degrees are postbaccalaureate degree programs. Admissions requirements, therefore, include (1) baccalaureate degree from an institution of higher education accredited by a US agency recognized by the Council for Higher Education Accreditation, or approved by a Canadian provincial quality assurance agency, or the demonstrated educational equivalent of an accredited or approved North American baccalaureate degree; (2) evidence of the commitment and qualities desired for ministry leadership; and (3) the academic ability to engage in graduate education.

Academic admissions requirements include an undergraduate GPA of 2.5 or higher for the Mdiv, GSC, and GSD and an undergraduate GPA of 3.0 or higher for all MA programs. The Dmin, EdD, and DIS all require an MA or MDiv with a GPA over 3.0, and the Ph.D. requires an MA or MDiv with a GPA over 3.5. Specific admissions requirements are listed in the program notes below.

Applicants who do not meet these academic standards may still apply. The admissions committee will consider them on a case-by-case basis.

Admissions Decisions

During the application process, the Admissions Committee may request that additional information be submitted and included as part of the application file reviewed to determine compatibility with the Western Seminary when rendering its decision regarding admission. The Committee shall have the sole discretion to determine whether an applicant meets the standards and criteria for admission based on the applicant's GPA, references, essay, overall fitness for ministry, and other submitted documents within the applicant's file.

Types of Admission

Full Admission: Applicants who have been admitted into a degree or certificate program with no conditions.

Academic Probation: Applicants admitted pursuant to the Undergraduate Degree Exemption policy will be admitted on academic probation. Additionally, the Admissions Committee may elect, in some circumstances and in its own discretion, to admit applicants who do not meet the program's minimum grade point average, or whose application materials otherwise suggest that the applicant may not be prepared to successfully perform at the academic level required for graduate level work. If admitted on academic probation, the terms of the period will be defined in the letter of admission.

Provisional Acceptance: Applicants whose admission is subject to certain stipulations as defined in the letter of admission, including, but not limited to, the receipt of final official transcripts or other supplemental documentation required for admission.

Conditional Acceptance: Applicants whose admission is conditioned on certain specified conditions that must be met and/or maintained as a condition of admission.

Admission Requirements

Admission Requirements

Program specific requirements are set out in the degree program descriptions below.

Western Seminary reserves the right to ask the applicant to correct any deficiencies and/or provide additional information or documentation as a part of the application process. None of the application materials received by Western are returned or released except as required by, and in accordance with, applicable law.

All applicants are expected to write and speak clear and correct English prose (see English Language Proficiency requirements for additional information).

An interview with the Director of Admissions may be required as part of the application process.

Application materials are considered current for one year from the date of submission.

Admission to the Seminary is valid for one year from the term for which the applicant is admitted. A new admittee can postpone enrollment in coursework for three semesters before their admission expires. Once an admittee's admission is expired they must re-apply (see returning student section of catalog).

Applicants not granted admission to the MA Counseling Program may reapply after one year.

For International Students

Official course-by-course transcripts (English translation required; transcript must include an interpretation of the grading system), from all postsecondary schools where a degree was granted or more than one semester of coursework was completed. If a degree was granted, the official document must list the degree conferred and the date of conferral and must include a credential evaluation of the United States equivalency (including the degree conferred and the cumulative GPA determination). To assist in timely processing, applicants are encouraged to utilize World Education Services or the [National Association of Credential Evaluation Services](#). See the International Students section of this catalog for additional information.

Application Process

The Application Process

A completed application for admission includes the following:

1. A completed online application consisting of a number of short answer questions, including questions regarding an applicant's spiritual life, previous ministry experience, vocational objectives, a self-evaluation of strengths and weaknesses for study and future service, a description of previous major life events and family relationships, and an overview of his or her story of personal faith and growth.

2. Official transcripts from any institution where more than seven (7) credit hours were earned. Official transcripts must be sent directly from the school in sealed envelopes to Western Seminary or issued electronically directly by the institution or an approved issuing body.

3. Four completed reference forms. One of these references must be pastoral, and the other three can be personal. These reference forms are built into Western Seminary's application process and will automatically be sent to the referee upon submission of the application.

4. The non-refundable application fee.

Additional materials are required for applicants to advanced degree programs.

For Applicants to the MA Counseling Program

The application for admission to the MA Counseling program includes an [interview with faculty](#) from the counseling program. During the interview, faculty will assess the prospective students' listening skills, empathy, ability to challenge others effectively, adaptability to working with people from diverse backgrounds, and other relevant skills.

The applicant's admissions counselor will arrange the date and time for each applicant's interview, which are typically approximately one hour in length. The interviewing faculty will make a recommendation to the Director of Admissions, completing the application for admission to the MA Counseling program. The completed application will be reviewed by the Admissions Committee before a final admissions decision is made.

Categories of Students

1. Degree-seeking students

A student who has been admitted to a master's or doctoral program at Western Seminary. Specific admission requirements for each program are outlined in the Academic Programs section of this catalog.

2. Certificate students

A student who has been admitted to a certificate or diploma program at Western Seminary. Specific admission requirements for each are outlined in the Academic Programs section of this catalog.

3. Non-degree students

Non-degree students are allowed to take up to twelve credits. In general, non-degree students are completing classes that are needed as prerequisites for programs at Western Seminary or other schools. Applicants must apply and meet the general admissions requirements for Western Seminary.

4. Audit students

Audit students participate in class without getting credit for the class. Audit students are not required to do homework or complete any exams. Courses that are audited may not be converted to credit at a later date or applied to a degree or certificate program.

5. Visiting students

Students from other ATS accredited seminaries may wish to take a class at Western for credit at their institution. Students may apply to be visiting students, and thus be able to take one class at Western Seminary with the intention of transferring those credits to their institution. The transfer of credits is dependent on the non-Western student's institution accepting the credits; it is not incumbent on Western Seminary to ensure the credits will transfer. The Visiting Student process, listed below, removes the reference and transcript requirements for students, and allows students to apply without having to answer all of the short answer questions.

For students at other ATS schools to take a class as visiting students they must provide the following:

- They must fill out specific sections of the application: biographical information, church information, and personal information. They must also answer the first application question: Discuss your personal spiritual life, including details of your conversion and your assessment of your present spiritual condition. The applicant may write "visiting student" in all other short answers. We do not need references from the applicants for visiting student status. In order to submit the application, the prospective visiting student must fill out the recommendation boxes with the name "visiting student." They will also have to input a unique email address in each recommendation, and then mark "no" on the "Send via email" dropdown.
- Prospective visiting students must affirm that they agree without mental or spiritual reservation with [Western Seminary's Statement of Faith](#) and agree to [Western Seminary's Standards of Character and Conduct](#) (this happens when they submit their application).

Western Seminary will need an official letter from their school (on school letterhead) stating the following:

- That they are a student in good standing.
- That the school has copies of the student's undergraduate transcripts.
- Students who apply through this process will be considered Visiting students and will be able to take one class from Western Seminary. If a visiting student decides they wish to take additional classes, they must apply to a program or as a non-degree student.
- Transfer eligibility is dependent on the visiting student's primary institution and must be approved by them. Western Seminary is not responsible for ensuring the credit will transfer to the visiting student's primary institution.

English Language Proficiency

All non-native English speaking students will be required to demonstrate their English proficiency for admission to Western Seminary by submitting a current Test Of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) Academic Test (2 years old or less) that meets the minimum required score for the program they are applying to as noted below. While IELTS scores are accepted, preference is still for a submitted TOEFL score.

Students who score below an established level will be required to complete additional training in English prior to seminary courses. The purpose of this requirement is to enable all students to make rapid progress in the comprehension and mastery of their chosen program of study. Information on the TOEFL exam is available at www.ets.org/toefl. In some locations, the TOEFL exam is only offered a limited number of times each year. Students must ensure they have sufficient time for the results to be included in the Western Seminary admissions process. The institution code of Western Seminary, to be supplied for the test, is 4968.

English Language Requirements

The seminary requires a minimum Test of English as a Foreign Language (TOEFL) score of 25 on each of the four section tests of the TOEFL-IBT (600 on the paper-based exam or 250 on the computer-based exam and a 4.5 writing score) for admission to the Th.M., D.Int.St, EdD, and D.Min. programs. Admission to the M.A. in Counseling, M.A. in Ministry and Leadership Coaching Track and Certificate in Transformational Coaching programs requires scores of 20 (each) on the reading and writing sections and 25 (each) on the speaking and listening sections of the TOEFL-IBT. For admission to the M.Div., M.A. (other than those mentioned above), Graduate Studies Certificate and Graduate Studies Diploma, the seminary requires a minimum score of 20 on each of the four section tests of the TOEFL-IBT (550 on the paper-based exam or 213 on the computer-based exam and a 3.5 writing score).

The seminary requires a minimum IELTS Academic Test score of 7.0 or above in each subject area for Th.M., D.Int.St., EdD, and D.Min. programs (7.0 overall score minimum). Admission to the M.A. in Counseling, M.A. in Ministry and Leadership Coaching Track and Certificate in Transformational Coaching programs requires scores of 6.5 or above in the reading and writing area; 7.0 or above in the speaking and listening area (7.0 overall score minimum). For admission to the M.Div., M.A. (other than those mentioned above), Graduate Studies Certificate and Graduate Studies Diploma, the seminary requires a minimum score of 6.5 in each IELTS Academic Test subject area (6.5 overall score minimum).

TOEFL/IELTS Waivers

Western Seminary does make allowance, on a case by case basis, for a waiver of the TOEFL/IELTS requirement. The main basis for this is on higher education coursework completed in English at an accredited institution. A review of the official transcripts submitted for admission will be used to evaluate the TOEFL/IELTS waiver request. Please note that because of the additional requirements for the Master of Arts in Counseling program, TOEFL/IELTS waivers will generally not be granted for this program.

International Students

This school is authorized under federal law to enroll non-immigrant alien students. International students include those who want to move to Portland to take classes and those who will continue to take classes on-line from their home country. Students who elect to remain in their home country do not have to present proof of financial support; however, they still need to prove English language proficiency. If a student wishes to come to Portland for an intensive, they must provide proof of financial support in order to obtain the proper visas to study in the United States.

Admission Requirements

International student applicants are expected to meet the same admission standards as other applicants. A four-year, postsecondary, baccalaureate degree or its full educational equivalent, with above-average marks, is required. The chosen degree program at Western should be compatible with his or her vocational and ministry objectives. International who wish to come to the United States to study are required to be full time students throughout the program, in accordance with US immigration law at all times. They are not permitted to enroll as non-degree students.

Admission Process

1. **Complete the [online application](#), follow the process described, including sending a \$50 application fee, statement of Christian experience, and personal references (forms provided).** Official transcripts are required from all institutions attended following secondary school. To be official by U.S. standards, the transcript must be sent directly from the college or university to the Admissions Office of Western Seminary.
2. **Present proof of English language proficiency.**
3. **Present proof of financial support.** Forms will be sent upon receipt of application.
4. **Official admission is not granted until a complete review of all required documents is conducted by the Admissions Office.** The last step in the process is the issuing of the Certificate of Eligibility for F-1 Student Status (Form I-20), which is necessary to obtain the F-1 international student visa. This cannot be done until all materials are received, including proof English proficiency and proof of financial support.
5. **All international applications must be postmarked no later than the following deadlines: Fall (June 1), Spring (Oct. 1), and Summer (Feb. 1).** Please note that while we accept admission throughout the year, the preferred starting semester is in the fall. Some programs, such as the Doctor of Intercultural Studies, require fall admission.

Dependent Study

As of May 2015, adult dependents in F2 immigration status are permitted to pursue academic study which includes both non-degree and degree programs so long as the study is not full time. Dependents must also meet the admission requirements and go through the regular application process as outlined in the Catalog. This includes providing proof of English Proficiency as well as proof of current F2 status.

Financial Requirements

International students are required to provide a financial guarantee that will cover their study and living expenses for one year. It is expected that, barring unforeseen circumstances, adequate funding will be available from the same or equally dependable sources for subsequent years. This is a requirement of the U.S. Department of Homeland Security. The financial guarantee must include living expenses for any dependents as well.

The guarantee must indicate the individual(s) or organization(s) that will actually provide the funds for study and living expenses. This is accomplished by:

- Showing that the international student is sponsored by an organization which will guarantee the necessary support and round-trip transportation for the student and dependents; or
- Producing a letter from a financial institution indicating that the student has sufficient funds to cover the cost of tuition, books and fees, living expenses for the student and family, and round-trip transportation; or
- Providing similar proof, from individuals or organizations wishing to contribute to the student's support, that sufficient funds exist to cover the international student's financial obligations. A signed statement must be provided from individuals that they will actually provide this finance.

Employment

The terms for F-1 international student status do not permit employment except on the campus of study. Spouses or children of F-1 students are forbidden to work on or off campus in any capacity or to accept payment of any kind (unless they hold resident alien status or are U.S. citizens.) Because Western Seminary is not a residential campus, few jobs are available on campus.

Medical Insurance

Due to the high cost of medical care, Western Seminary cannot assume the financial responsibility for hospitalization and medical expenses for students. All students are required to purchase health insurance or provide proof that they have current medical insurance from their organization or family which meets the standard set by the Seminary.

Housing

Western Seminary is not a residential campus and does not provide housing accommodations.

Full-Time Status

According to U.S. law and Department of Homeland Security regulations, as well as seminary policy, international students are required to maintain a full-time study load throughout the academic year. The minimum full-time study load for the Master of Divinity, Master of Arts, and Graduate Studies Diploma/Certificate programs is eight credits. For the Master of Theology and Doctor of Intercultural Studies/Doctor of Education programs, the minimum full-time study load is six credits. For the Doctor of Ministry program, the minimum full-time study load is three credits. No more than one class or three credits of online coursework can count toward the minimum full-time study load. A vacation period, typically the summer semester, is allowed after two semesters of full-time status.

Admissions for Other Immigrant/Non-immigrant Status

A permanent Resident of the United States is permitted full or part time study. He or she must supply a copy (front and back) of their current and still valid Permanent Resident Card (Green Card).

Students on a work visa (i.e. H1B, R1) are permitted to study at Western Seminary. However, since the stipulations for work visas are that any educational pursuit is incidental to the primary work, students on a work visa are typically limited to enrolling part-time, though they may study full-time. Students must supply a valid copy of an unexpired work visa as well as an official letter from the appropriate authority of their sponsoring employer that they are currently employed and have permission to pursue studies at Western Seminary. The dependent of a work visa holder (H4, R2) is not limited to part-time study and does not supply such a letter. He or she must give a copy of their current visa.

If you are in the United States legally under a different visa classification, you may or may not be permitted to enroll at Western Seminary. Please contact Andy Peloquin in the International Student Office, for more information - apeloquin@westernseminary.edu.

In the case of undocumented adults who were brought into the United States as minors, Western Seminary makes allowances to pursue study by requesting an F1 exemption. However, in the case of an applicant who did not study in the US as a minor, they will need to pursue the normal international student application process to obtain an I-20 document and F1 visa. In order to request an F1 exemption, the applicant must supply the following additional information along with their application for admission:

- Proof that the applicant has continuously resided in the US starting in 9th grade and has completed 9-12th grades in a US secondary school.
- Proof that the applicant has graduated from an accredited US college/university.

Applicants who are granted an F1 exemption will not be required to provide proof of English proficiency through the TOEFL or IELTS exam.

International Student Office

The International Student Office at Western Seminary is tasked with all matters related to international students. It is overseen by the Director of International Student Services with additional support from Student Services staff. The Director of International Student Services helps, to varying degrees, in all areas of the student experience for international students (recruitment, admissions, advising, student life, etc.) In addition, the Director of International Student Services is available to answer questions, provide counsel and encouragement, and assist students with their adjustment to the new academic

environment and culture. From each student's initial inquiry to departure, the International Student Office is involved in meeting student needs and guiding students through the steps to succeed at Western Seminary. The International Student Office also sponsors a number of events to help international students, starting with an international student orientation each fall. From time to time there are also workshops dealing with relevant topics such as adjusting to life in the United States, filing taxes, navigating the health system, etc.

Returning Students

Western Seminary recognizes that there are situations in which a student must take a break from their degree program for a time, only to return and complete their degree later. A student may miss up to two consecutive terms without reapplying to their program. However, if a student stops out for more than one year (three terms), they must re-apply for admission. If the student stops out more than three years (nine terms) before re-applying for admission, they must complete the entire application process.

If a student stopped out of their degree program less than three years before re-applying for admission, they could apply using the standard application without filling out all the short answers. In such a case, the student must:

- Complete the standard online application in the following way: Fill out all the biographical information, update the "Personal Information" section, and update any changes in the education section if needed. Answer the "Special Circumstances" question on the application with a detailed explanation of why they stopped out, and how they will successfully complete their degree program this time around. (Please write "returning student" in all the other short answer boxes.)
- Request two up-to-date references, one pastoral and one personal. Students must enter a unique email address in each reference box and then check the "do not send email" in the drop-down box. This will allow them to submit the application.
- Provide official transcripts for any academic work completed at an institution other than Western Seminary after the student's original admission to Western. Official transcripts must be sent from the educational institution to admissions@westernseminary.edu or mailed to 5511 SE Hawthorne Blvd. Portland, Or 97215.
- The admissions department can waive the \$50.00 application processing fee for returning students prior to the application being submitted. If the application is submitted and the fee is paid it cannot be refunded. Speak to an admissions counselor during the re-application process to have the fee waived.

Students who are readmitted are subject to the catalog that is operative at the time of re-enrollment.

Some academic work previously completed at Western may not apply to the degree program to which the student is readmitted. Reapplicants who are seeking readmission should contact the registrar regarding credit currency.

Program Change Guidelines

Western Seminary recognizes that students may begin their seminary journey in one degree program, only to find that a different program is a better fit for their vocational and ministry goals. While our desire is always to help students complete

the program that best fits their needs, we also recognize that we must protect the integrity of the institution by upholding each program's admission's standards. The following section describes the required steps for moving between different degree programs once a student is admitted to Western Seminary.

1. If a student is enrolled as a non-degree student, a Graduate Studies Certificate student, or a Graduate Studies Diploma student and would like to enroll in an MA or Master of Divinity level program, they must re-apply. The applicant can follow the returning student instructions as listed in the academic catalog.

a. Re-applications may be reviewed by the Admissions Committee, and applicants are not guaranteed admission into the MA or Master of Divinity program by virtue of their admission into the Graduate Studies Certificate or the Graduate Studies Diploma, or non-degree admission.

b. If a student applies for the Graduate Studies Certificate, Graduate Studies Diploma, or a non-degree program and then decides to change to an MA program before matriculating (i.e. starting classes), their existing application can be reviewed for the desired program. If the student is found to qualify for the MA program, the Director of Admissions or Admissions Committee may recommend they be allowed to process a degree change into the new program they wish to pursue. If the applicant is not found to qualify for the program they wish to pursue, the Admissions Committee may require successful completion of the Graduate Studies Certificate, Graduate Studies Diploma, and re-application into the more rigorous program.

2. To switch between theology MA programs, students must complete the Degree Change Form and meet the cumulative GPA standards of the desired degree program; otherwise, they must re-apply.

3. Students in any theology program must complete the full application, including the group interview, to seek admission into the Master of Arts Counseling.

4. Master of Arts in Counseling, students who wish to move into a theology MA program must re-apply, though they can use the returning student (shorter) application process.

5. Students may use the Degree Change Form to move between the theology MA programs and to move from one of the theology MA programs into the Graduate Studies Certificate, Graduate Studies Diploma, or Master of Divinity (Academic Advising uses and processes degree change forms).

6. If a student graduates from a program, they must follow the re-application process if they wish to enroll in another program at Western Seminary. For example, a graduate of the Graduate Studies Certificate must re-apply if they wish to pursue the Master of Divinity.

The re-application process is as follows:

1. Complete the standard online application in the following way: Fill out the biographical information, personal information section, and education section if needed. Answer the "Special Circumstances" question on the application with a detailed explanation of why the student is applying for the new program.

2. Request two up-to-date references, one pastoral and one personal. (Students must put unique email addresses in the additional two reference slots and make sure that they mark no from the "send email" drop-down box. They may add "returning student" as the name.)

3. Provide official transcripts from any academic work completed at an institution other than Western Seminary after the student's original admission to Western. Official transcripts must be sent from the educational institution to admissions@westernseminary.edu or mailed to 5511 SE Hawthorne Blvd. Portland, Or 97215.

4. The admissions department can waive the \$50.00 application processing fee for returning students before the application is submitted. If the application is submitted and the fee is paid, it cannot be refunded. Speak to an admissions counselor during the re-application process to have the fee waived.

Students who are readmitted are subjected to the catalog that is operative at the time of re-enrollment.

Unaccredited Undergraduate Degree Policy

An applicant with a baccalaureate degree from an unaccredited institution (see Academic Standards for Admission) may seek admission by special review. In addition to the Admission Requirements , applicants whose undergraduate degree was granted by an unaccredited institution must include the following materials when submitting their applications for admission:

- A description of the program for which the applicant's degree was granted, issued by the awarding institution; and
- A current writing sample that demonstrates the applicant's research and writing skills in form, style, and content utilizing the Turabian style.

Applicants may also be asked to provide additional information to establish the equivalency of the prior education with accredited institutions.

Undergraduate Degree Exemption Policy

Admission to Western Seminary without a baccalaureate degree is determined on a case-by-case basis. An applicant's qualifications for consideration include the applicant's maturity, educational background, ministry experience, and vocational goals. Ideally, applicants for admission without a bachelor's degree should be able to demonstrate significant life and ministry experience, as well as a readiness for graduate theological studies. Applicants without the required baccalaureate degree will preferably have completed at least 60 hours of undergraduate coursework with an earned cumulative GPA of 3.0 (on a four-point scale).

In addition to the Admission Requirements, applicants without a baccalaureate degree must include the additional supplemental materials with their application:

1. A supplemental statement explaining the applicant's professional and educational journey;
2. A current resume; and
3. A current writing sample that demonstrates the applicant's research and writing skills in form, style, and content (utilizing the Turabian style)

Tuition and Fees

Master's Level Tuition

Credit	\$ 674 per hour
Master of Counseling (Portland Campus) Credit	\$ 707 per hour
Auxiliary Courses (Perspectives, etc.)	\$ 277 per hour
Audit	\$ 175 per hour

Doctoral Level Tuition

Credit Doctor of Ministry (D.Min.)	\$ 707 per hour
Credit Doctor of Intercultural Studies (D.Int.St.)	\$ 751 per hour
Credit Doctor of Education (Ed.D.)	\$ 751 per hour
Credit Doctor of Philosophy (Ph.D.)	\$ 751 per hour
Audit	\$ 175 per hour

Term Fees

Education Resource Fee

Required for all students in programs registered for at least one course for credit each term. \$ 220 per term

Special Programs

Enrichment	\$ 175 per hour
CEU (in addition to audit or enrichment tuition cost)	Varies by Learning Activity
CTC Certificate Transformation Coaching	\$ 4,200 (\$700/class)
Advanced CTC	\$ 2,100 (\$700/class)

Other Fees

Application Processing Fee/ <i>transcript evaluation fee</i>	\$ 50
Late Registration Fee <i>After</i> Open Registration Period Ends	\$ 50 one time with first-course registration
Course Change Add Fee <i>After</i> Semester begins	\$ 50 per course
Course Change Drop Fee <i>After</i> Open Registration Period	\$ 50 per course
Advanced Standing Examination Fee	\$ 60 one-time sitting fee plus \$30 per credit on passing exams
Delinquent Account Fee - On balances under \$2,000	\$ 50 per month
Delinquent Account Fee - On balances over \$2,000	\$ 100 per month
Counseling Internship Continuation Fee	\$ 400 per class

Transcripts

For Processing Within 7-10 Business Days \$ 12 per copy

Diploma Reorder Fee \$ 30

Students with Veteran Benefits

In accordance with Title 38 US Code 3679 subsection (e), Western Seminary adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. Western Seminary will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Refund Schedule for Dropped Courses

All course [refund schedules](#) are shown in S.I.S. Please go to the Registration tab in S.I.S. and click on "Details" to view the drop deadlines and refund schedule for each class.

Financial Aid

Financial Aid

Eligibility

To be eligible for federal student aid in a given semester at Western Seminary, students must be enrolled at least half-time in a degree program. Since the only federal student aid available to students at Western Seminary is [Direct Unsubsidized Loans](#), financial need is not a factor, but there are many other [basic eligibility criteria](#) students must meet in order to qualify.

Application Process

To request a loan, please complete the [FAFSA](#) (use school code G07178), then complete the [Borrower-Based Direct Loan Request](#) form in SIS. First-time borrowers must complete [Entrance Counseling](#) and a [Master Promissory Note](#). Western Seminary's loan period is two semesters. All loan requests should be for two semesters, unless the student does not anticipate

needing a loan in the second semester. Loan requests can be submitted at any time, but disbursement may be delayed if the request is submitted after the [financial aid application deadline](#).

Awards

Students may be eligible to borrow up to \$20,500 every two semesters. However, Western Seminary recommends borrowing no more than \$13,334 in any two-semester loan period and no more than \$40,000 total in combined graduate/undergraduate borrowing at the time of repayment. This applies in aggregate to Subsidized and Unsubsidized Direct Loans, loans that have been consolidated, and Perkins Loans. These recommended loan limits are based on the expected income of a Western Seminary graduate. Students wishing to borrow in excess of these recommended limits will be asked to [provide additional information](#) regarding financial resources and future repayment.

Origination and Disbursement

Loan requests will begin to be processed for eligible students during open registration for the upcoming semester. Once a student's loan has been originated, the student will receive an email notification containing important information about the loan. Loan disbursement begins 10 days before the start of the semester, and will consist of half the overall loan amount (in the rare case of a one-semester loan, the disbursement would represent the entirety of the loan). Loan checks usually arrive in the mail the week before the semester begins, provided all paperwork was submitted by the deadline and the student is still eligible when disbursement begins. Upon receipt of the loan check, students should deposit it immediately, as it may take several days for the check to clear.

Paying Tuition

Tuition is due in full by the [tuition deadline](#), regardless of when you receive your loan check. If you anticipate you will not receive your loan check in time, you can sign up for a [monthly payment plan](#) and make the first payment.

Loan Default Rate

As of 2019, the loan default rate for Western Seminary students was 0%.

Loan Eligibility

To be eligible for Title IV (Federal Unsubsidized Loans), you must meet the following criteria:

1. Enrolled at least half-time in your program.
2. Meet the Financial Aid application deadline of August 1.
3. Complete the FAFSA, Master Promissory Note, and Entrance Counseling (links found [here](#) on our Financial Aid page).
4. Maintain good standing, including an acceptable SAP score.
5. Have an aggregate loan total of under \$138,000, considering all loans taken for your education.

Please note that all awards granted by Western Seminary are based on the information available at the time of the award. Therefore, these awards are subject to change or cancellation if we become aware of any facts, assistance, or circumstances

that differ from the basis of the award. If you have any questions or need further assistance, please don't hesitate to contact us.

What's Next after Loan origination?

1. Disbursement of loan funds will begin on the week preceding the start of term.
2. SAP (see more information below) and verification of at least half-time enrollment for the semester must be performed prior to any loan disbursements. Please review SIS for any outstanding requirements to prevent delays in disbursement (including any missing grades as all grades must be posted for prior semesters for loan funds to be disbursed).
3. Your loan funds will be requested from the federal government once confirmed that all requirements are met.
4. Upon receipt of these funds, the seminary will disburse your loan amount directly to your student account.

You have the right to cancel all or a portion of the loan(s) listed above at any time prior to the disbursement of the loan funds to the seminary simply by contacting the Financial Aid Office. In addition, if you do not want or do not need the loan funds once disbursed, please contact the Financial Aid Office within 14 days of the email notification of disbursal and we will return the funds to the federal government. If you decide after the 14 days, please contact the Financial Aid office.

Please Be Advised: If you withdraw from Western Seminary or drop below half-time at any time during the period of enrollment for this loan, please contact the Financial Aid Office immediately. Due to federal regulations we may be required to return a portion of your disbursed loan funds if you withdraw prior to completing less than 60% of the enrollment period based on calendar days. Federal loans may be subjected to this same refund policy if a student has received all F's or a combination of F(failing), I(incomplete), or W(withdrawal) grades, depending on the last date of attendance for the enrollment period.

Satisfactory Academic Progress (SAP) and Continued Eligibility for Loans:

All students receiving federal funding must meet the seminary's criteria for SAP and must be enrolled at least half-time making regular progress toward a degree. Only credits applicable to the student's degree shall be counted. The SAP policy may be viewed at <https://www.westernseminary.edu/sap>. If you have any questions regarding your loans or additional funding option, please feel free to contact the Financial Aid Office by phone at 503-517-1821 or by replying to this email.

What's Next for Disbursement?

Your loan funds will be disbursed directly to your student account. You will notice that your payment will be for an amount slightly less than the amount you requested. This is because the federal government takes out a small percentage in fees associated with direct loans (called "origination fees"). We would encourage you to consider the use of the seminary's payment plan in conjunction with or in lieu of additional loans. For more information or to sign up, please see the payment plan page in SIS. You have the right to cancel this loan by immediately contacting the Financial Aid Office within 14 days of the date of this email/notice. If you wish to return funds after 14 or more days of receiving this notice, please contact the Financial Aid office to discuss this return of funds.

Eligibility for These Funds

You must be enrolled and attend class(es) at half-time status (at least 4 credits per semester) as a degree student to be eligible for Title IV (Direct Loan) funds. You must also complete a FAFSA as well as a master promissory note and entrance counseling. Your aggregate loan limit (all loans for school you've taken out for all time) must not exceed \$138,000 at the time of application. You may not borrow more than \$20,500 per term. If you have not established eligibility by attendance in class(es) at a half-time level, or by dropping all of your classes, 100% of these funds must be returned to the seminary Financial Aid Office.

What If You Withdraw?

Should you withdraw from school or drop below half-time at any time during the period of this loan, please contact the Financial Aid Office immediately. If you withdraw completely (drop all of your classes) at some point in the term, federal regulations require that any "unearned" loan funds be returned to the lender. The percent "earned" equals the portion of the loan period completed as of the date of withdrawal. This is based on the number of calendar days in the "loan term" (first and last day of class each term as shown on the school's academic calendar). Provisions of the 1998 Higher Education Act require a certain percentage of Title IV funds to be returned to the lender when a student withdraws before completing more than 60% of the enrollment period, based on calendar days. The return of Title IV funds has no relationship to the Seminary's tuition refund policy. If you wish to receive a detail of this calculation, please contact the Financial Aid Office for a copy. Should you find it necessary to withdraw during the term, please immediately contact the Financial Aid Office.

Continued Eligibility for Loans

All students receiving federal funding must meet the seminary's criteria for SAP and must be enrolled at least half-time making regular progress toward a degree. Only credits applicable to the student's degree shall be counted. The SAP policy may be viewed at <https://www.westernseminary.edu/sap>.

If you have any questions regarding your loans or additional funding options, please feel free to contact the Financial Aid Office at finaid@westernseminary.edu or by phone at 503-517-1821.

Financial Aid Policies Institutional Aid Refund Policy

All institutional aid is considered earned if the student remains enrolled and attends at least one class such that he or she completes attendance through the end of the term in which institutional aid is received, and the student was eligible for the institutional aid at the time the aid was applied to the account. A pro-rated portion of the institutional aid received will be returned if the student officially or unofficially withdraws from the Seminary before the end of the institutional refund period.

Withdrawing or Altering of Financial Assistance

Financial aid may be withdrawn or altered for any of the following:

- Falsification of information on Financial Aid Application Forms or Application for Admission.
- Unreported income which changes the financial situation of the aid recipient.
- Failure to meet either general financial aid eligibility requirements or those specific to the award.

- Personal behavior that results in dismissal from Western Seminary

All of the above situations will be dealt with on an individual basis with a right to appeal

Resource Change Reporting

A student receiving financial aid is responsible to notify the Financial Aid Office of any resources or aid received which were not reported in the financial aid application. If such resources or aid places the student in an over-award situation, a re-evaluation and revision will be made of the award.

Confidentiality

All records and conversations between an aid applicant, his/her family, and financial aid staff are confidential and entitled to the protection ordinarily given counseling relationships. No public announcement shall be made of amounts awarded to individual students. No information concerning a student's financial aid records may be released to anyone outside the Financial Aid Office without written consent of the student. All student records will be maintained in the Student Financial Aid Office for a period of not less than three years after the last term of attendance.

Right to Appeal

If a student disagrees with the award given (or not given), he/she has the right to appeal the determination. The first step is to contact the Financial Aid Director. If the question is still unresolved, the Scholarship Review Committee serves as the final appeal source for students with grievances relative to the awarding of funds or complaints about the general administration of the program. Appeals should be submitted in writing.

Academic Policies

Each student is responsible for knowing and understanding current academic policies and procedures. Ignorance of a policy that appears in published student documents, particularly the catalog or program handbooks, is not a valid reason for granting an exception to any policy.

This Academic Catalog contains academic policies pertaining to admission requirements, program curriculum and graduation requirements (e.g., transfer credit, residency) that may differ by academic year. All other academic policies are contained in the [Student Handbook](#) and pertain to all students at the seminary, regardless of the date of program admission. Current and detailed information concerning policies specific to MA in Counseling, ThM, DMin, DInSt, and EdD degree programs is available from the respective handbooks. In addition, specific academic requirements are contained on each academic program page in this catalog.

Occasionally, changes are made in the general regulations and academic policies. A curriculum or graduation requirement, when altered, is not automatically made retroactive to currently admitted students unless the change is to the student's advantage and can be accommodated within the span of years normally required for graduation.

General Graduation Requirements

In order to graduate from the Seminary, all students must meet the following requirements:

1. Provide evidence of orthodox belief, genuine Christian character, and conduct consistent with a God-given call to a position of leadership;
2. Demonstrate an ability to use the English language with precision in both speech and writing;
3. Complete the prescribed course of study within the time limitation and achieve the required grade point average as outlined in this Academic Catalog;
4. Remove any admission provisions defined in the letter of admission;
5. Complete at least the final 20 credit hours in resident study, except for the online degree programs, which require fewer credit hours in residence (see those degree program pages in this catalog for more details); advanced program handbooks contain residency requirements for the ThM, DMin, DInitSt, and EdD programs;
6. Settle all financial obligations*, students who have not made satisfactory financial arrangements will not have access to any student services, or enrollment for a second degree;
7. Submit the application to graduate through the Student Information System.
8. Receive the recommendation of the faculty and approval by the Board of Trustees for graduation;
9. Attend the annual commencement exercises or submit a petition through S.I.S to graduate in absentia.

Master's degree students who have not completed all academic requirements may obtain permission to participate in commencement exercises if the following conditions are satisfied:

1. The remaining graduation requirements will be completed by the last day of the summer semester;
2. Eight hours (MDiv), six hours (MA), or four hours (ThM) or less remain for completion of the degree;
3. The student has registered for these courses from the regularly scheduled summer course offerings;
4. All admission provisions are removed;
5. All incompletes are satisfied;
6. All thesis or dissertation requirements are complete;
7. The appropriate graduation fee has been paid.

Degrees are recorded each semester. The last day of the semester, as indicated by the academic calendar, is the official date of graduation. Commencement exercises are held once per year. A degree is granted only when the Registrar confirms the completion of all academic requirements, the faculty votes to approve the student to graduate, and the Board of Trustees votes to award the degree to the student.

*Note: In compliance with Federal and State Regulations, transcript holds and additional fees will not be placed by students with an outstanding balance. Transcripts will not be withheld from students with an outstanding balance. Regulations state that Degree conferral and Printed Diplomas are permissible to be withheld for students with an outstanding

balance and Western Seminary retains the right to withhold these items till student balance is paid or a payment plan is initiated.

Grading

Grading

Educational programs at Western Seminary employ a common set of marks to indicate student achievement in a course. The course syllabi detail specific requirements for each level of achievement.

The following criteria are used at Western Seminary in assigning a final grade:

- A = Excellent; superior achievement of course objectives
- B = Good; commendable achievement of course objectives
- C = Satisfactory; acceptable achievement of course objectives
- D = Poor; marginal achievement of course objectives
- S = Satisfactory; adequate achievement of course objectives
- U = Unsatisfactory; insufficient achievement of course objectives
- F = Failure to advance in the course to the extent necessary for credit to be given
- W = Withdrawal; official permission granted to withdraw from the course after the final date for dropping the course

Temporary notations are used:

- I = Incomplete; a temporary extension
- IP = In Progress; continuation into subsequent term
- N = Satisfactory progress in a course that has not yet reached completion
- N- = Unsatisfactory progress in a continuing course

N and N- grades will be replaced with the appropriate Final grade once the course has reached completion.

Students enrolled in the D.Min. or D.Miss. programs should consult their program handbooks for interpretation of grades.

The minimum academic requirement for all coursework that applies to the Addiction Studies Certificate must not fall below a 75% passing grade for the course. This does not include individual grades for exams, assignments or quizzes.

Grade Points/Credit Grade Points/Credit

Grades have been assigned the following numerical values for the purpose of computing the grade point average:

Grade Points/Credit Grade Points/Credit:

- 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

Students may view grades by logging in to the Student Information System at the conclusion of each semester in which course work is attempted. Courses which are assigned a Satisfactory or Unsatisfactory grade are not computed in the grade point average. Transfer credits are not included in the determination of the grade point average.

As of Fall 2016, Western's academic committee and faculty implemented a minimum grade standard* which states, only classes in which a student receives a grade of a C- or higher will count toward graduation requirements. Meaning that if a student receives a D+, D, or D- in a required course, the class will need to be repeated to demonstrate C- work or higher and thus meet the minimum grade standard. Elective classes may be repeated if desired or a student can take a different elective and earn the minimum grade needed. Note: D+, D, or D- grades earned in a class prior to Fall 2016 (and within statute of limitations) will still count toward graduation.

A course in which a student has received a grade of C, D, or F may be repeated. When completed, only the last grade will be used in determining the grade point average. However, both grades will appear on the student's permanent record.

A student has one full semester to protest in writing any grade received. The protest must be received in the form of an Academic Petition addressed to the Registrar's Office. An Academic Petition may be accessed and submitted through the student's SIS account.

*M.A.-MFT, M.A.C, Th.M., and Doctorate students should consult their program handbook for minimum grade standards

Attendance Policies

Class Attendance Policies

Students are expected to attend and participate in classroom activities as directed by the instructor and as noted in the course syllabus. Please refer to your specific course syllabi for class attendance policies.

In order to receive credit for a course, students must attend at least 80% of the scheduled class meetings.

When a student anticipates that an absence of 20% or more of the class time is necessary, permission in advance by [academic petition](#) is required. It is the student's responsibility to make arrangements with instructors for missed class work.

Leaves of Absence/Withdrawal and Continuous Enrollment

While we hope you never have to leave, except for in the case of graduation, sometimes the unexpected can happen and your plans need to change. **Whenever possible, students should plan class withdraws and extended absences of a term or longer with their advisor.**

Class Withdrawal

Students can drop/withdraw on their S.I.S. account up to week 10 in any term. After week 10, to withdraw, you need to file an Academic Petition on S.I.S.. (Considerations: Any refunds will be as per the refund schedule at the time of withdraw. No refunds are given after week six, even if class has not started meeting. Part or all of Financial Aid may have to be returned. Speak with Financial Aid or the Registrar for more information.) Withdrawing from classes for three consecutive terms in a row will be consider making no progress and will result in removal from the program.

Sitting out a term or two

Master's and Advanced Degree students may take a leave of absence *of up to two terms before being considered inactive*. The student's standing in the program will remain active during the leave of absence. A leave of absence is permitted only for students in good standing and does not constitute a waiver of the statute of limitations for completion of the degree.

Medical Withdraw

If you have had a serious diagnosable health challenge and need to stop your studies to recover, please contact Disability Services at accommodations@westernseminary.edu for specific next steps.

Leaving Western Seminary Entirely

If you want to stop your program at Western Seminary, **please connect with your advisor or program faculty first**. In many cases, a course extension, a lighter course load, or other adjustments may address your concerns. Withdrawal requests are submitted through S.I.S, and must then be approved by the Registrar's Office. Students are asked to connect with the Registrar (registrar@westernseminary.edu) upon submission to update their student record. A withdraw is not officially completed until it has been processed by the Registrar.

Students who fail to complete coursework (either by non-registration or withdrawal) and make progress toward degree requirements for three consecutive semesters will be considered to have withdrawn from their degree program and the Seminary. Students who have withdrawn and desire to return will need to apply for readmission through the Admissions Office. Such students will be subject to the catalog requirements in effect at the time of re-entry rather than those in effect at the time of initial admission.

Reduced Credit Options

Each of Western Seminary's degree programs has its own purpose, outcomes, and integrity, as called for in the Standards of Accreditation of The Commission on Accrediting of the Association of Theological Schools (Standards 2.6, 3.6, 4, 4.3, and 4.6), and each degree program requires the level of academic rigor appropriate to its design and intended outcomes and competencies (Standard 3.2).

At least one-third of any degree granted by Western Seminary will be from credits earned at the school, and typically these credits will be earned within the degree program being sought (the one exception might be a student who, at the last minute and for extenuating circumstances, changes from one degree to another, which is a provision supported by Standard

3.13). In no case will a degree be granted solely on the basis of a combination of transfer credit, advanced standing, and/or credit that is shared with another degree program.

MDiv, MA, and Graduate Studies Diploma students may request an exemption from certain required courses. Students may initiate advanced standing requests by emailing advancedstanding@westernseminary.edu.

Advanced Standing

Western Seminary offers two types of advanced standing: advanced standing with credit (reducing the number of credits required for the degree program) and advanced standing without credit (commonly referred to as Advanced Substitution). Advanced Standing without credit enables students to substitute advanced courses for some required courses. In the case of advanced standing without credit, while there is no actual reduction in the credit hours to complete the program, students can build on prior learning experiences with advanced-level educational content. Alternatively, advanced standing with credit applies a student's prior learning experiences toward the required credits of the degree program, thereby reducing the balance of needed credits to complete the program.

The granting of advanced standing (with or without credit) is based on an assessment that evaluates a student's knowledge, competence, and skills, which would otherwise be achieved through the completion of the coursework that is part of the degree program being sought at Western Seminary. Students typically seek advanced standing when they have taken undergraduate coursework or completed other notable educational or significant vocational requirements that overlap or partially fulfill the requirements of the degree program at Western Seminary.

Students may be eligible for either advanced standing with credit, advanced standing without credit, or a combination of the two. For example, students with a substantial amount of previous work may have enough qualifying advanced-standing credit to satisfy more than one-third of the degree being sought, which is the maximum percentage that Western Seminary allows (in keeping with Standard 3.13 of The Commission on Accrediting of the Association of Theological Schools). In that case, the school may opt to apply advanced standing with credit up to the allowable maximum and, as deemed appropriate by the faculty, offer additional advanced standing without credit, which would allow the student to substitute advanced-level courses where applicable. Moreover, students who qualify for advanced standing with credit may prefer the "without credit" option to avail themselves of the advanced-level educational opportunities afforded by their advanced-standing status. Alternatively, a student may have completed previous work, which technically qualifies for advanced standing, but if the course it would replace in Western's degree program is one of the program's core courses and required for all students, irrespective of one's educational background, the school may opt for one of two possibilities: (1) apply advanced standing with credit toward an elective course within the curriculum with which there is sufficient overlap, or, if that is not possible, (2) not apply advanced standing in that instance.

Western Seminary grants advanced standing to students when (1) the undergraduate coursework under consideration is at least 80-percent equivalent to courses and outcomes within the Western Seminary curriculum, (2) they have earned at least a grade of "B" in the coursework under consideration, and (3) they have entered Western Seminary within ten years of the time they completed the coursework under consideration. Alternatively, students may seek to apply a given set of training and/or significant vocational experiences, which may overlap or partially fulfill the requirements of the degree program at Western Seminary. In either case, the school will designate a qualified faculty member to conduct advanced-standing assessments and that person then refers his or her findings to the Registrar, who updates the student's official transcript. The

school may require syllabi, textbooks, and required assignments from courses under consideration for advanced standing to determine if they meet the (minimum) 80-percent equivalency requirement. It is the responsibility of the student to acquire such documentation.

Students may request advanced standing toward the MDiv, MA(BTS), MAML, MAGL, and GSD. Advanced standing may also be granted for the Bible and theology courses only in the MAC. No advanced standing is granted toward the MABL and ThM degrees.

Shared Credit toward a Second Master's Degree

Shared Credit refers to counting credits from one master's degree toward those required for a second master's degree (what some call "stackable credentials") through the same institution. Shared credit can occur when students complete one program before beginning the second *or may occur when they are enrolled in both degrees simultaneously. Students may only be enrolled in up to two degree programs simultaneously.* Shared credit is applicable to most degree programs with some limitations pertaining to the ThM and MAC degrees. Here are two common examples of shared credit:

The first example is when a student earns a master's degree with a smaller number of credits and then seeks another master's degree with a larger number of credits (for example, first completing a Master of Arts in Ministry and Leadership and then pursuing a Master of Divinity). The credits from the first (smaller) degree may be used toward the second (larger) degree, if (a) at least one-third of the credits for the second (larger) degree are earned while the student is enrolled in that second degree, and (b) the student achieves the learning outcomes and other relevant curricular expectations for the second degree. For example, if the student had first completed a 52-credit MA, and then enrolled in an 82-credit MDiv, as many as 52 of those credits may be used toward the MDiv, if those credits align with the Western Seminary's MDiv curriculum and if the student meets all other expectations for the MDiv program as well as the other expectations regarding reduced-credit.

The second example is when a student first earns a master's degree with a larger number of credits and then seeks another master's degree with a smaller number of credits (for example, first completing a Master of Divinity and then pursuing a Master of Arts in Ministry and Leadership), or first earns one master's degree and then seeks another master's degree with an equal number of credits (e.g., the MAML and then an MA[BTS]). In this scenario, a student could not "retroactively" request all the credits of the larger (or equal) degree to be applied after the fact to the smaller (or second) degree, as this would not attend to the integrity of the second degree program (otherwise, one might wonder why the school does not simply grant the MA to every MDiv student, for example). The student can transfer credits counting toward up to two-thirds of the smaller degree, as long as at least one-third of the credits for the second (smaller) degree are earned while the student is enrolled in that second degree, and the student achieves the learning outcomes and other relevant curricular expectations for the second degree.

Students will not relinquish one degree as part of earning a second degree.

Transfer Credit

Transfer credit occurs when Western Seminary accepts credits that were earned at another accredited graduate school in an unfinished degree program. It is distinct from advanced standing (where no transcripts of graduate credit are presented) or shared credit (where credits may be used to earn more than one graduate degree). Transfer credit may not exceed two-thirds of the program's total credits.

Western Seminary normally accepts appropriate transfer credit from graduate institutions accredited by The Commission on Accrediting of the Association of Theological Schools or regional accrediting agencies recognized by the Secretary of the United States Department of Education as reliable authorities concerning the quality of education or training offered by the institutions of higher education or higher education programs they accredit. For credit to be granted, the previous work must parallel course content by a margin of 80 percent or higher, as described in Western Seminary's catalog, judged by comparison of typical course syllabi. The previous courses must be validated by an official transcript with indication of a grade of "B" (3.0) or higher. Courses assigned a passing grade, rather than a letter grade, will qualify for transfer credit without demonstrable evidence that the passing grade in that instance is the educational equivalent of "B" grade or higher. Additionally, students will ordinarily be required to demonstrate currency on the subject matter of potential transfer credit that was earned more than ten years previously.

Courses approved for transfer credit will not be considered in calculating a student's grade point average.

Transfer Credit Policy Regarding VA Students

Prior Credit, Military Education, and Training Resources

Western Seminary evaluates previous military education and training to ensure students receive credit for enrolled degrees in accordance with Title 38, Code of Federal Regulations, Sections [21.4253\(d\)\(3\)](#) and [21.4254\(C\)\(4\)](#).

The Registrar's Office, in partnership with the Admissions Office, receives transcripts and transfer evaluation requests to ensure proper credit is given. The Registrar's Office maintains the record of military transcript evaluations and credit given. Students may reach out at any point in their academic program to ensure and verify credit, transcripts, and experience has been adequately accounted for.

Statute of Limitations

All coursework for a degree offered by Western Seminary must be completed within the established time limit as measured from the date of entry to the degree program.

- **Doctor of Intercultural Studies / Doctor of Ministry / Doctor of Education:** seven years
- **Master of Divinity:** six years
- **Master of Arts:** five years
- **Master of Theology:** four years

However, we realize that students may have life and ministry circumstances that clearly require a longer course of study. The first step to approval for additional time is to map out with the student's faculty advisor a plan to complete program requirements in the *shortest reasonable timeframe*. Permission to extend the statute of limitations must be granted through the submission of an academic petition, which must include details of the proposed program plan.

Even in the case of an approved extension to the statute of limitations, all coursework applied toward degree requirements should normally be earned within ten years of the awarding of the degree. This ten-year time limit includes any coursework accepted by transfer or waived by advanced standing and begins with the start of the earliest coursework applied

to the degree. Should any coursework, transfer credit or advanced standing fall outside of the ten-year limit, the student may request to be assessed by exam for currency. Students desiring to have currency evaluated should email Andrew Pack (apack@westernseminary.edu). All coursework that exceeds the 10-year statute of limitations requires evaluation to count towards degree completion. Students who demonstrate currency will not need to repeat the course. If a currency is not demonstrated, the student will be required to repeat the course for degree completion.

Records Retention and Transcripts

The Records Office retains a variety of records pertinent to the academic progress of students. These records are available to faculty and staff who have legitimate educational interest in the student. Educational records are released to third parties only with the student's written authorization.

The Seminary retains documents received in the Admissions Office for those who apply but do not enroll for up to two years. For students who do enroll, the school retains documents in their official files for five years beyond the date of last attendance at Western. The basic application materials and the official records of academic achievement at Western are retained permanently.

The Family Educational Rights and Privacy Act of 1974 (FERPA) governs students' rights of privacy and access to their educational records. Students have the right to inspect their files and all materials therein, except those items specifically waived by the student. Students wishing to view their files must make an appointment with the Registrar. Western Seminary students and alumni are entitled to receive transcripts of their completed course work if they have no financial obligations to the seminary. Upon the written, signed request of the student, the Records Office will issue an official transcript to appropriate institutions or individuals.

To learn more about transcripts and how to make a transcript request, please visit our [transcripts webpage](#).

Required in CA law and regulations:

CEC 94900

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=10.&title=3.&part=59.&chapter=8.&article=9.

5, CCR §71920 <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-75-private-postsecondary-education/chapter-3-institutional-operating-standards/article-3-maintenance-and-production-of-records/section-71920-student-records>

Measles Immunization Documentation

Oregon Students

In accordance with the Oregon statutory law regarding school immunizations, "... each [student] entering full-time [status must have] two doses of measles vaccine prior to the student's second quarter or semester of enrollment on an Oregon campus" ([OAR 333-050-0130](#)). If you fail to provide the Seminary with this documentation, we are legally obligated to prevent you from attending classes after your first semester. Direct MMR questions to [Student Services](#).

International Students

If you are attending Western Seminary on a non-immigrant visa (F1 international students, or R1, R2, HB1, H4 visa classes) students must provide documentation of measles vaccination prior to the student attending classes. If the student's first dose of measles vaccine was received less than 30 days prior to attendance, the student has until the beginning of the second term to provide second dose documentation.

Clinical Counseling or Marriage and Family Therapy Students

Following state laws, these programs in Oregon or California may have extra immunizations post-admission for program or practicum eligibility. Counseling students will need to provide proof of other required and suggested immunizations. These immunizations are an important way to protect your health in the community and public mental health settings. More information can be found in the [Counseling Student Handbook](#).

Student Rights and Compliance Policies

Rights and Policies

At Western Seminary, we strive to create an environment that facilitates and encourages the transformation of the personal and spiritual lives of our students. With that in mind, we have created a list of our compliance policies and processes for upholding student rights that can be found in our [Student Handbook](#).

Academic Warning, Probation and Dismissal

Entering on Academic Probation

Incoming students may be admitted on academic probation for several reasons:

1. The student's undergraduate grade point average (G.P.A.) was below the admission standard.
2. The student's baccalaureate degree was lacking or granted from a non-accredited institution. In such cases, the probationary status may be removed after the completion of 12 credit hours above the degree (or intended) program minimum standards or as outlined in your admissions letter. Work with your advisor early on to select the best classes to help you be successful and find supports and resources needed for graduate level work.

Degree Program Minimum Standards

To remain in good academic standing, students must earn and maintain a minimum term and cumulative G.P.A. above

- 2.50 for MDiv, GSC, and GSD degrees
- 3.00 or MA(BTS), MAML, MAC, ThM, DMin, EdD, and DIS degrees

Formal Academic Warning

Students who earn a low course grade(s) which results in a cumulative G.P.A. below their degree program requirement will be placed on Formal Academic Warning for the following term. This warning will appear on the student profile in S.I.S. Your Academic Advisor will connect with you to assess what occurred during the term and develop a plan to raise your G.P.A. Until this conversation takes place, an academic hold will remain on your S.I.S. account.

Academic Probation -1st Term

Students who retain a low cumulative G.P.A below their degree requirements for the second consecutive term will be placed on Academic Probation - 1st term. Probation is meant to be a reflective and rebuilding experience rather than punitive. This probationary status will appear on your student profile in S.I.S. Your Academic Advisor will connect with you to review success obstacles and provide support and inform you of available resources. A key goal in this conversation will be to discuss retaking classes, if needed, and to consider strategies to help you raise your cumulative G.P.A. to meet degree requirements. Until this conversation takes place, an academic hold will remain on your S.I.S account.

Pro-tip: If you've failed a class, consider revising your classes before the next term. Talk with your advisor about reducing your course load, taking classes that might help "lighten the load" so you can be more successful.

*ThM and doctoral students should consult their program handbooks for what grade triggers a probation.

Academic Probation - 2nd Term

Students who have been unsuccessful in raising their cumulative G.P.A after being on Academic Probation - 1st Term will be placed on Academic Probation - 2nd Term. This probationary status will appear on the student profile in S.I.S. Your Academic Advisor will connect with you to discuss the necessary adjustments to your registration for the upcoming term. Until this conversation takes place, an academic hold will remain on your S.I.S. account.

Note: Students placed on Academic Probation - 2nd Term will be limited to taking a maximum of one course in the upcoming term and must earn at least a B in that course. Students who fail to meet this requirement may be subject to academic dismissal.

Academic Dismissal

Students who have been unsuccessful in raising their cumulative G.P.A after being on Academic Probation - 2nd term will be subject to review and vote by the Academic Probations Review Committee for dismissal from their program and Western Seminary.

Students who are subject to academic dismissal will receive a notification on the student profile in S.I.S, and an academic hold which will be placed on the student's record. The Academic Probations Review Committee will review the student's academic record to determine whether the student will be dismissed from their program and from the Seminary. The student will receive a written letter from the committee once a decision has been reached.

Note: If a student desires to appeal a dismissal decision, her or she may submit a formal appeal to the Dean of Faculty.

If a student submits an appeal, the student must demonstrate that there were exceptional circumstances involved and provide evidence indicating that he or she can remove the grade point deficiency within one semester. Appeals for reinstatement will be considered for the next semester. The committee will also let the student know if/when they may reapply to the Seminary. In most cases dismissal is final, especially in cases of academic probation because of plagiarism or cheating and will be noted on official transcript.

****Students receiving benefits from the Veterans Administration should contact the Financial Aid Office to determine the impact of falling below minimum degree requirements.**

Student Privacy Rights (FERPA)

Annually, Western Seminary informs students of the [Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#), as amended.

Student Rights

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the Seminary receives a request for access. Students should submit written and signed requests to the registrar that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. WESTERN SEMINARY
Attn: Registrar
5511 SE Hawthorne Blvd.
Portland, OR 97215
503.517.1810
844.300.4458 fax
2. The right to request the amendment of the student's education records that the student believes is inaccurate. To do so, the student must clearly identify the part of the record they want to be changed, specify why it is inaccurate, and submit this request to the Registrar. If the Seminary decides not to amend the record as requested by the student, the Seminary will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student if the student receives the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - One exception is disclosure to school officials with legitimate educational interests, which permits disclosure without consent. A school official is a person employed by the Seminary in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the Seminary has contracted (such as an attorney, auditor, student loan clearinghouse, address locator, or collection agent); a person serving on the Board of Trustees; or a student serving on an official faculty committee.
 - A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
 - Upon request, the Seminary may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Seminary to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

STUDENT PRIVACY POLICY OFFICE

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Directory Information

Under the provisions of FERPA, Western Seminary may release to the public “directory information” regarding current and former students without the student’s consent. This may be in the form of, for example, campus directories or graduation programs. Directory information includes: name, photograph, spouse name, postal address, telephone number(s), email address, program of study, dates of attendance, home state/country, degree(s) conferred, and previous institutions attended.

All other information that Western Seminary maintains in its educational records can only be released with the student’s signed consent.

You have the right to withhold the release of such directory information. Please carefully consider the consequences of a decision to withhold directory information, as any future requests for such information from non-institutional persons or organizations will be refused.

Western Seminary will honor your request to withhold your information but cannot assume responsibility to contact you for subsequent permissions to release them. The institution assumes no liability for consequences for honoring your instructions to withhold directory information.

Regulations and Appeals

It is the desire of Western Seminary to be responsive to the needs of the student in all areas of his or her life. The Seminary has established policies and procedures in both academic and financial areas, as well as personal, moral, ethical, and spiritual development. These policies and procedures are intended to cover most circumstances which arise, but it is recognized that on occasion there are situations which warrant special individual consideration.

If a student feels that his or her situation warrants an exception to academic or financial policies or regulations, he or she is encouraged to file a petition with the Administrative or Financial Appeals Committee, respectively. It is the responsibility of these Committees to investigate the circumstances and make a judgment whether or not such exceptions are warranted. Petitions can be completed by logging into [SIS](#).

Other Appeals

Certain criteria for appealing decisions made by a professor or committee are presented elsewhere throughout the academic catalog or student handbook. In all other situations for which a formal appeal process is not specified, an appeal should first be directed to the chairperson of the appropriate academic center. If the student is not satisfied with the decision given by the Center Chair, he or she may then appeal to the Dean of Faculty by submitting a written statement of particulars. This statement can be submitted by emailing jmathews@westernseminary.edu. The dean will confer with the individuals involved and seek a satisfactory resolution of the problem. If the problem cannot be solved in this manner, the dean may make a decision on the matter, or, at his or her discretion, may refer it to the president for a ruling.

In addition, students living in states served by Western Seminary may have a specialized complaint process available to them:

- For students in California: An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, <http://www.bppe.ca.gov/>, (916) 574-8900 (phone); (916) 263-1897 (fax).
- For students in Oregon and all other states in the U.S.: Once the student has exhausted the institutional appeal process, students are able to pursue the [complaint process](#) established by the Higher Education Coordinating Commission for the State of Oregon.

Disabilities Accommodation Information

Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Disability Services at Western Seminary is committed to providing students with disabilities equal access to programs and services on our campus to reach their full academic and ministry potential. We work to create an environment where students with disabilities on our campus are welcomed, valued, and respected by all members of our community. Western students are assisted individually as their needs dictate. Some of the learning support services provided for students at Western include arrangements with professors for extended time on tests, helping to arrange private testing, and assisting students to secure taped texts and other materials.

By federal law (Section 504 of the Rehabilitation of 1973 and the Americans with Disabilities Act of 1990), a person with a disability is any person who:

1. Has a physical or mental impairment;
2. Has a record of such impairment; or
3. Is regarded as having such an impairment that substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning.

Disability Services reviews requests for academic accommodations due to a disability and makes recommendations as appropriate. The information you provide regarding your disability will be kept confidential and will only be used in connection with the Seminary's remedial obligations. This information will not subject you to any adverse treatment and will not be factored into your admission decision.

Application for Accommodations

What is the process for receiving accommodations?

1. Complete the [questionnaire for ADA accommodation](#).

2. Request completion of [ADA documentation](#) from a licensed professional.
3. Submit both the questionnaire and documentation to accommodations@westernseminary.edu.
4. The Disabilities Coordinator will contact the student in regards to accommodation options and additional documentation if needed.
5. If approved, a letter outlining the student's accommodations will be generated to the student's professors at the beginning of each term.
6. Ongoing support and communication from the Disabilities Coordinator with the student will take place each semester.

*If requested by the Disabilities Coordinator, please complete and submit the [Audio Recorded Lecture Policy Agreement](#).

[View our disabilities policies and procedures](#)

What process do I undergo to be tested for a disability?

If you think you might have a disability but have never been tested, contact [Disability Services](#) to discuss testing options off-campus. Due to the expertise and time involved, some tests may have a fee, which is the responsibility of the student.

Documentation for disabilities (including learning disabilities) may be provided only by qualified medical, educational, or psychological professionals. Except when there is a reasonable expectation that the nature and needs of the disability may not have changed, such documentation must reflect assessment done within the past 3–5 years.

Grievance Procedures

If a student feels they are being treated inappropriately based on their disability by any department or employee and has been unable to resolve the issue, that student is encouraged to follow these steps:

1. Meet with the Disabilities Coordinator.
2. If a satisfactory solution cannot be reached with the coordinator, the student may initiate a formal complaint with the Dean of Faculty by putting the complaint in writing to the Dean of Faculty's office at the Portland campus. A written complaint should include information regarding the action being complained of, the date it occurred, details about the action, and the relief requested. The complaint must be sent to the Dean within 30 days of the time the action occurred.
3. The Dean will investigate the complaint or assign an appropriate person to investigate the complaint. The investigation will include an interview with the student, a review of any relevant written materials, and interviews with (or a written statement from) relevant persons. The investigation will be completed within 30 days of the time the student submitted the complaint to the Dean at which point the Dean will provide the student with a written decision on the complaint.

Note: Time frames may be extended for a reasonable cause with the agreement of the complainant.

Sexual Harassment Policy

The seminary community will not tolerate sexual harassment and is committed to providing and preserving an atmosphere free from harassment in any form.

Western subscribes to Title IX which states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activities operated by recipients of Federal financial assistance".

This policy applies to all students, staff, faculty, extension students, program participants and third parties associated with Western, regardless of sexual identity or gender orientation.

Anyone who experiences harassment in the classroom or on the job should seek the assistance of the [Title IX Coordinator](#). (Please note: A corresponding policy relating to Seminary employees may be found in the Seminary's Employee Handbook.)

Western strives to provide students with resources and information in regards to Title IX. We have created a [Western Seminary Title IX Policy](#) for our community that provides policies, procedures, resources, and contact information. If you have any questions or concerns in regards to Title IX or Sexual Misconduct, or would like further information in regards to the training that the Title IX has done please contact the [Title IX Coordinator](#) or Deputy Coordinators. All contact information can be found in the Sexual Misconduct handbook.

It is the policy of the seminary to enforce Title IX of the Federal Legal Code and to create an academic and employment environment free of sexual harassment.

- Conducting Fair and Thorough Trauma-Informed Investigations from Grand River Solutions, 11/28,30/2024
- From One Title IX Coordinator to Another: A Practical Approach to Navigating Beyond Compliance in a Post Regulatory World from Grand River Solutions, 11/8-9/2024

Student Services

The mission of Student Services is to promote and foster gospel-centered transformation through community connection, compassionate advocacy, and academic support at every stage of a student's time at Western Seminary.

Community Connection

We host a number of different events, webinars, chapel experiences, and fun get-togethers throughout the academic year. Whether it's a theology discussion or a lunch on the lawn, we are doing our best to help you build relationships with your peers as you go through your studies. We value and understand the importance of connection and not walking this road alone.

Compassionate Advocacy

Whether you need academic accommodation, talk to someone about a hard experience while on campus, need help getting in touch with a department on campus, or just need a safe place to talk our offices and ears are for you. Our team works hard with both students and faculty to make accommodations smooth and seamless for both parties and level the playing field for all our students. Our Title IX Coordinator is also a part of our team and is a resource for you if ever needed.

We also work hard to keep all of our compliance forms and needs up to date, and will make sure to remind you if we ever need anything.

Academic Support

Much like what is listed under Compassionate Advocacy, we work hard, along with your advisor, to make sure that you are academically supported throughout your time here. Our department enjoys teaming up with our staff and faculty to ensure that you have smooth sailing in your program. When something does come up, we are all quick to help problem solve and resolve the situation as quickly, and professionally, as possible.

We also have programs like the Writing Center that can help you grow your writing and editing skills with your papers.

Student Services exists for you! Please come to us for anything big or small, and our team will greet you with care, kindness, and an eagerness to help. We value you and want you to succeed in your studies and outside the classroom.

Helpful Student Services Contacts

Academic Issues?

- Academic counsel: Advisor

Financial Issues?

- Benevolence fund: Katie Wilcox | kwilcox@westernseminary.edu | 209.684.0024
- Financial aid: Financial Aid Office | finaid@westernseminary.edu | 503.517.1814
- Financial petitions: Business Office | cashier@westernseminary.edu | 503.517.1882

Personal or Spiritual Issues?

- Director of Student Development: Andy Peloquin | apeloquin@westernseminary.edu | 503.517.1815
- Director of Student Development and Events: Emily Howden | ehowden@westernseminary.edu | 503.517.1813

Miscellaneous

- International student information: Andy Peloquin | apeloquin@westernseminary.edu | 503.517.1815
- Veteran's information: Financial Aid Office | finaid@westernseminary.edu | 503.517.1814

Any other questions...

- General Student Services: studentservices@westernseminary.edu
- San Jose Student Services: Katie Wilcox | kwilcox@westernseminary.edu | 209.684.0024

Placement Services

The Placement Office exists to facilitate the placement of Western Seminary's students and alumni with employers that have job opportunities available. We invite you to visit our Employment Opportunities Database for the most up-to-date information related to current jobs and internship opportunities available to Western students and alumni. The Employment Opportunity Database is an internet-based tool that allows employers to post openings that may be of interest to our students and graduates. This service is free to all Western Seminary students and alumni. These services can be accessed on the [Placement site](#).

Academic Calendar

2024–2025 Academic Year

Western Seminary's semesters are based on a minimum 14-week term, with shorter sessions occasionally held within each term. In addition, each credit hour earned by students is based on 45 hours of combined instruction and coursework that is specified in the syllabus for each course.

2024 Fall Semester

Financial Aid Applications Open	June 1
Open Registration	June 1 – July 31
Returning Student Financial Aid App. Deadline	August 1
New Student Financial Aid App Deadline	August 15
Classes Begin	August 31
Labor Day Holiday	September 2
Tuition Due	September 6
Thanksgiving Recess	November 28-29
Classes End	December 6

2025 Spring Semester

Financial Aid Applications Open	October 1
Open Registration	October 1 – Nov. 30
Returning Student Financial Aid App. Deadline	December 1
New Student Financial Aid App. Deadline	December 15
Classes Begin	January 4
Tuition Due	January 10
Martin Luther King, Jr. Holiday	January 20
Good Friday	April 18
Classes End	April 11

2025 Summer Semester

Financial Aid Applications Open	February 1
Open Registration	February 1 - March 31
Returning Student Financial Aid App. Deadline	April 1
New Student Financial Aid App Deadline	April 15
2025 Graduation Ceremony (Portland + Global)	April 26
Classes Begin	May 3
Tuition Due	May 8
Memorial Day Holiday	May 26
2025 NorCal Graduation Celebration	May 14
Juneteenth Holiday	June 19
July 4th Holiday	July 4
Classes End	August 8

NON-CREDIT PROGRAMS

The Advanced Studies Certificate

The Advanced Studies Certificate (ASC) is designed for individuals who desire limited and focused theological training, but who either do not desire graduate credit for their work or who do not meet the prerequisites to receive graduate credit. No formal academic credit is earned in the ASC program. Learning Units (LUs) are awarded. ASC participants make the same choices among available tracks as those offered to Graduate Studies Certificate participants. Participants who wish to pursue this type of program for graduate credit should take the Graduate Studies Certificate option.

Admission Requirements

Participants entering the certificate program are expected to present evidence of Christian faith, character, promise, and maturity. A high school diploma is required; a baccalaureate degree is not required.

Advanced Studies Certificate Requirements

To earn an Advanced Studies Certificate, a participant must complete 18 LUs. Courses are offered through any location. This provides opportunity for individuals to study and learn while remaining in their home area and ministries. In-person courses may only be taken by formal institutional approval.

Advanced Studies Certificates are currently offered in four areas: Biblical and Theological Studies, Intercultural/Global Leadership Studies, Pastoral and Church Ministry Studies, and Women's Transformational Leadership Studies.

Biblical and Theological Studies Concentration

Participants select eight LUs of course work from any location in the areas of BL, BT, CH, CS, and TH studies. Eight LUs may be taken from any course or a combination of non-course seminar events, with the advisor's approval. The final two LUs are granted for successful completion of an integrative project, demonstrating the ability to combine course principles in a practical ministry application.

Intercultural / Global Leadership Studies Concentration

Participants select eight LUs of coursework from any campus in the CS, GL, or IS area. Eight LUs may be taken from any course or a combination of non-course seminar events, with the advisor's approval. The final two LUs are granted for successful completion of an integrative project, demonstrating the ability to combine course principles in a practical ministry application.

Pastoral and Church Ministry Studies Concentration

Participants select eight LUs of course work from any campus in the areas of CA, CS, ML, PT, or WL studies. Eight LUs may be taken from any course or a combination of non-course seminar events, with the advisor's approval. The final two LUs

are granted for successful completion of an integrative project, demonstrating the ability to combine course principles in a practical ministry application.

Women's Transformational Leadership Concentration

Participants select eight LUs of coursework from any campus in the areas of CS or WL studies. Eight LUs may be taken from any course with the advisor's approval. The final two LUs are granted for successful completion of an integrative project, demonstrating the ability to combine course principles in a practical ministry application.

The Advanced Certificate in Transformational Coaching

OFFERED VIRTUALLY

Program Objectives

Western Seminary's Level 2 ICF Accredited Coach Training Program offers the Advanced Certificate in Transformational Coaching program for individuals who desire focused coach training that prepares them to coach on a professional level. The certificate can be applied toward credentialing with the International Coaching Federation (ICF). The certificate program is an excellent supplement to the degree programs currently offered through the Seminary.

Students can apply coaching courses to select degrees via the Advanced Standing process.

Admission Requirements

Students entering the Advanced Certificate in Transformational Coaching on a non-graduate status are expected to give evidence of Christian faith, character, promise, and maturity. Students wanting to establish an account and register for classes will fill out the [application](#) for entry to the program.

Advanced Certificate in Transformational Coaching Requirements

Please note: There are four components to the certificate: 9 coach training courses, mentoring and supervision, assessments of competency, and logged coaching hours. Once you have completed the requirements below, are assessed, and apply for certification, you are then awarded the ACTC certificate, which can be used to apply for credentialing with the International Coaching Federation.

Required Coach Training Course: 6 unit

CO200	Introduction to Coaching
CO201	Coaching Change, Transition, and Transformation
CO207	The Language of Coaching
CO270	The Coaching Relationship
CO208	Your Coaching Practice
CO230	Group Mentor Coaching

Open Coach Training Electives: 1 units

(Select 1 unit from the options below)

CO202	Life and Personal Coaching
CO203	A Coach Approach to Leading and Managing
CO204	Coaching for Spiritual Transformation
CO205	The Neuroscience of Coaching
CO206	Using Assessments, Inventories, and Tools in Coaching
CO209	Coaching Through Conflict

Advanced Coaching Courses: 2 units

CO231	Advanced Coaching Supervision
CO229	Advanced Competencies Assessment Final

Coaching Experience: 80 hours

Logged Coaching Experience Hours

Coach Certification

Students will receive certification following the completion of the coach training, mentor coaching, supervision, logged coaching hours, and evaluations demonstrating PCC level competencies as defined by the International Coaching Federation (ICF). Completing our Level 2 ICF accredited training program successfully will allow you to apply for ICF ACC credential after you log 100 hours of coaching or for ICF PCC credential after you log 500 hours.

CERTIFICATE AND DIPLOMA PROGRAMS

The Graduate Studies Certificate Program

Program Objectives & Requirements

Western Seminary offers the short and flexible Graduate Studies Certificate (GSC) program for individuals who require limited and focused theological training to enter a ministry role or for personal growth and development. Since these credits could also be subsequently applied to diploma or degree programs (depending upon the specific curricular requirements of each), the GSC is suitable for those who wish to enroll in seminary without making the commitment required for longer programs. GSC students are able to select the discipline in which they will take most (or all) of this coursework.

The program may be appropriate for:

- Ministry directors and staff in a local church;
- Mission personnel in professional and non-professional roles who seek formal biblical, theological and missiological training;
- Christian school educators who need to further their education in biblical and theological studies;
- Laypersons and marketplace leaders who desire to deepen their preparation for effective lay ministry;
- Individuals who need a “trial year” in seminary to better define their vocational aspirations;
- Spouses of Western students who wish to participate in some aspect of their spouse’s education.

Students who wish to pursue this type of program, but on an enrichment (non-credit) basis, should pursue the Advanced Studies Certificate.

Admission Requirements

Students entering the certificate program for credit are expected to present a baccalaureate degree and give evidence of Christian faith, character, promise, and maturity. The same admission standards, materials, and procedures as for the M.Div. program are required. Applicants who seek admission, but who do not meet admission requirements, may seek special consideration from the Admissions Committee.

Certificate Requirements

To earn a certificate for credit a student must complete 16 credit hours of study with a 2.5 cumulative grade point average. Students, with advisor consent, will choose one concentration area of at least 8 credits grouped around a common discipline or theme, and the remaining hours (up to the required 16) as open electives. Students anticipating or considering

later applying these credits towards a 30-hour Graduate Studies Diploma or a master's degree (MA or MDiv) should consult with their advisor to ensure that credits earned in the certificate program will apply toward their future degree program.

Many courses are offered by an intensive (in-person) schedule, or through a variety of distance learning formats. The intensive module permits study through convenient scheduling options throughout the year. The distance learning format provides opportunity to individuals outside Portland, San Jose, or Sacramento to study and learn while remaining in their home area and ministries. All credits applied toward the degree requirements should normally be earned within ten years of the awarding of the degree. Alternatively, new or re-entering students whose prior coursework exceeds the ten-year limit may request to demonstrate current competency by examination up to the advanced standing credit limitations for each degree program as specified elsewhere in this catalog.

Graduate Studies Certificate Curriculum Plan

Concentration Studies: 8 credits

Courses in one area with advisor consent.

Open Electives: 8 credits

Portland, San Jose, or Sacramento

The Graduate Studies Diploma Program

Program Objectives & Requirements

Western Seminary offers the flexible, one-year Graduate Studies Diploma (GSD) program for individuals with varying objectives for theological education.

The program may be appropriate for:

- Ministry directors and staff in a local church;
- Mission personnel in professional and non-professional roles who seek formal biblical, theological and missiological training;
- Christian school educators who need to further their education in biblical and theological studies;
- Laypersons and marketplace leaders who desire to deepen their preparation for effective lay ministry;
- Individuals who need a “trial year” in seminary to better define their vocational aspirations;
- Spouses of Western students who wish to participate in some aspect of their spouse’s education.

Since these credits could also subsequently be applied to M.A. or M.Div. degree programs (depending upon the specific curricular requirements for each), the GSD is also suitable for those who wish to enroll in seminary without making the

commitment required for a degree program. GSD students are able to select the discipline in which they will take most (or all) of this coursework. The diploma program, by itself, is typically not adequate preparation for vocational ministry. While it is not intended to provide a full level of training and education for pastoral, church-planting, and teaching ministries, it does provide a foundation of biblical education and ministry skills helpful for bi-vocational ministries and those serving in a support capacity. The program is designed to fulfill minimum educational requirements of certain parachurch and mission organizations. The diploma program may be used as the equivalent of the first year of either the M.Div. or M.A. programs.

Admission Requirements

Students entering the diploma program are expected to present a baccalaureate degree and give evidence of Christian faith, character, promise, and maturity. The same admission standards, materials, and procedures as for the M.Div. program are required. Applicants who seek admission, but do not meet admission requirements, may seek special consideration from the Admissions Committee.

Diploma Requirements

To earn a diploma, a student must complete 30 semester hours of study with a 2.5 cumulative grade point average. Many courses are offered by an intensive (in-person) schedule, or through a variety of distance learning formats. The intensive module permits study through convenient scheduling options throughout the year. The distance learning format provides opportunity for individuals outside the Portland area to study and learn while remaining in their home area and ministries. All credits applied toward the degree requirements earned within ten years of the awarding of the degree. Alternatively, new or re-entering students whose prior coursework exceeds the ten-year limit may request to demonstrate current competency by examination up to the advanced standing credit limitations for each degree program as specified elsewhere in this catalog.

Graduate Studies Diploma Curriculum Plan

Biblical and Theological Studies: 8 credits

Any course with a BL, BT, CH, NT, OT, TH prefix.

Concentration Studies: 8 credits

Courses in one area with advisor consent.

Open Electives: 14 credits

The Addiction Studies Certificate

Program Overview

The Addiction Studies Certificate program prepares practitioners of personal integrity and spiritual maturity to provide effective, ethical, culturally inclusive, professional addiction counseling from a Christian worldview. The program provides the specialized knowledge and professional skills for a wide range of addiction counseling professions and ministries with special emphasis on the treatment of Chemical Dependency. This curriculum is specifically designed to prepare individuals to test for certification under the International Certification & Reciprocity Consortium (IC & RC) through application with its affiliated state organizations (CCAPP). (Since requirements for certification or licensure differ between agencies and organizations, individuals are advised to seek additional information on certification and/or licensing with the agency or organization they wish to pursue.) The Addiction Studies Certificate may be completed concurrent with the MAC or as a stand-alone certificate program. It should be noted that this certificate is offered alongside the MAC program, and therefore, coursework will be oriented toward graduate-level work, and standards of admissions remain the same.

Admission Requirements

In addition to the general requirements for admission to the Seminary, applicants for the Addiction Studies Certificate program must possess a four-year baccalaureate degree or its educational equivalent from a college or university accredited by a United States association holding membership in one of the seven regional accrediting associations, membership in the Association of Universities and Colleges in Canada, membership in the Association for Biblical Higher Education, or from an institution which maintains similar academic requirements and standards. Additionally, applicants must present a GPA of 3.0 or higher, including a breadth of liberal arts. Applicants who do not meet these general academic requirements may petition the Admissions Committee for consideration. A recommendation from the applicant's pastor and three personal recommendations regarding the applicant's Christian character and leadership also are required.

Applicants must give evidence of personal character, interpersonal relationships, goals, motivation, and potential for future addiction counseling career and ministry. These will include a vital spiritual life, growing and nurturing relationships with people, commitment to a biblical/theological worldview, and vocational aspirations involving the care and nurture of people.

Certificate Credit Requirements

Upon approval by the program director and the registrar's office, transfer of up to 6 credit hours of is allowed from a California state-approved graduate counseling program. Students must have earned a grade of B or higher for a course to be considered for transfer (courses assigned a passing grade rather than a letter grade will not be considered), and coursework should normally have been completed no more than five years prior to matriculation to Western Seminary. Students may request to be assessed by exam for currency on courses to be transferred that are more than five years old.

Of the 30 credits hours required for the Addiction Studies Certificate program, a minimum of 24 credit hours must be completed through coursework at Western Seminary. All work leading to the Certificate should be completed within five years from the time of matriculation. Permission to extend the five-year statute of limitation must be granted through submission of

an academic petition. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree. All credits applied toward the degree requirements earned within ten years of the awarding of the certificate. Alternatively, new or re-entering students whose prior coursework exceeds the ten-year limit may request to demonstrate current competency by examination up to the advanced standing credit limitations for each degree program as specified elsewhere in this catalog.

Addiction Studies Certificate Curriculum Plan

Counseling Studies: 30 credits

AC530	Addiction Studies Practicum	1
AC531	Addiction Studies Internship I	1
AC532	Addiction Studies Internship II	1
AC541	Addictive Behavior: Treatment and Counseling	2
AC542	Advanced Addiction Counseling	2
AC543	Addiction Group Dynamics	1
CN500	Professional Orientation	1
CN501	Clinical Foundations: The Helping Relationship	2
CN504	Suicide Prevention and Crisis Intervention	1
CN506	Legal and Ethical Issues in Counseling	3
CN513	Multicultural Counseling: Theory and Techniques	3
CN517	Physiology and Psychopharmacology	3
CN519	Addiction Counseling	3
CN520	Group Counseling	3
CN521	Crisis and Trauma Counseling	3

MASTER'S PROGRAMS

The Master of Divinity Degree Program

Program Overview

Our MDiv Program fully equips aspiring pastors and teachers for gospel-centered ministry in a post-Christian world. It is designed for those preparing for vocational ministry, including the pastorate, chaplaincy, and Christian education. Historically, the MDiv degree has been the recommended program for those preparing for ordination. It is also the foundational degree for the Doctor of Ministry program and other advanced degree programs oriented towards theological research and teaching.

The MDiv course of study, designed to assist the local church in the training and nurturing of godly leaders and pastoral theologians, is guided by five overarching educational values that the Seminary believes are essential to that objective. Those values are:

- Outcome-based instruction
- Spiritual and character formation
- Mentor relationships
- Church relatedness
- Global and cultural awareness

Program Goals and Student Learning Outcomes

The Master of Divinity program goals include:

- Develop students' knowledge of the biblical and theological foundations of the Faith
- Foster students' spiritual life and moral integrity
- Equip students' capacity for cultural engagement
- Expand students' competencies for ministry leadership

The MDiv student learning outcomes encompass multiple dimensions of the graduate's life and work. This means that the MDiv student's educational experiences are intended to produce growth in knowledge, character, and skills for ministry. Many of these outcomes are best achieved and measured in the context of ministry rather than the classroom. Consequently, many of the educational experiences bring the classroom and the ministry context together in partnership to prepare the student for a life of effective ministry.

Program Learning Outcomes:

- Students understand and integrate Scripture into decision making and problem-solving.
- Students translate biblical texts accurately from the original languages, based on grammatical and syntactical insights.
- Students effectively judge between competing ideas and apply theological truth.
- Students exhibit Christ-like integrity that encompasses their personal and public life.
- Students are committed to an ongoing process of spiritual formation that is clearly grounded in the Gospel.
- Students demonstrate cultural awareness in theological thinking and ministerial practice.
- Students apply a biblical, missional, and transformational approach to ministry.
- Students communicate biblical teaching that bridges the contextual nuances of Scripture and those of the audience.
- Students empower God's people to engage their gifts in the work of ministry.
- Students demonstrate mastery of the key principles of their chosen area of ministry through effective service in that area.

Admission Requirements

In addition to the general requirements for admission to the Seminary, applicants for the MDiv program must possess a four-year baccalaureate degree or its educational equivalent from a college or university accredited by a United States association holding membership in one of the six regional accrediting associations, membership in the Association of Universities and Colleges in Canada, membership in the Association for Biblical Higher Education, or from an institution which

maintains similar academic requirements and standards. Additionally, MDiv applicants must present a GPA of 2.5 or higher, including a breadth of liberal arts. Applicants who do not meet these general academic requirements may petition the Admissions Committee for consideration. A recommendation from the applicant's pastor and three personal recommendations regarding the applicant's Christian character and leadership also are required.

Program Specializations and Concentrations

The intent of a ministry specialization is to equip the student with the skills, insights, and training experiences necessary for a distinctly defined ministry role. Ten credits of course work reflect a thoughtful blend of required courses and open electives designed to impart the character, knowledge, and skill outcomes deemed essential for each role. Additionally, Western Seminary offers Master of Divinity students the option to complete a Reformed Specialization that is intentionally designed to meet the needs of students pursuing ordination in a Reformed or Presbyterian denomination. This will involve a combination of Western Seminary courses, transfer credits from an approved seminary of the Reformed tradition, or individualized studies under the supervision of an approved ministry supervisor. Interested students are encouraged to contact the Academic Dean's Office for further information.

The purpose of program concentrations is to provide a focused, intensive preparation in one narrow area of emphasis. They may be ministry-specific, academically oriented, or a combination of both. Program concentrations consist of at least six credits of course work in one area of emphasis, chosen in consultation with one's faculty advisor. Courses selected for a program concentration may not come from the core of the MDiv program. Program concentrations include:

- Bible
- Chaplaincy
- Church and Culture
- Church History
- Church Planting
- Christian Spirituality
- Coaching
- Educational Ministry
- Evangelism
- Family Ministry
- Global Leadership
- Greek
- Hebrew
- Intercultural Studies
- Pastoral Care
- Women's Transformational Leadership
- Worship
- Youth Ministry

Students may choose from among the concentrations listed above or may propose a new concentration drawn from courses offered by Western Seminary (subject to approval). Appropriate course work from other graduate institutions might also be used in designing a concentration (subject to transfer credit provisions). These must be acceptable graduate-level work, with at least 50% of the credits being taken at Western. Students may complete both a ministry specialization and a program concentration, but no more than two hours of credit may overlap and be applied to both. No course may be applied to more than one concentration. Please consult with the Registrar's Office for additional information.

Please Note: The specific concentrations available to Western Global students will depend on the list of courses currently available in an online format and on the student's ability to travel to a physical location to take courses if needed to complete the concentration.

Biblical Language Options

Students will be able to read the Bible as it was written and encounter the depths of meaning that can get lost in translation. In addition, students will learn the essential grammar and syntax of the biblical languages, be able to read advanced commentaries with greater understanding, and be better equipped to evaluate said commentaries, articles, and theological books on their own. Students will also learn to use various software to find word meanings, parsing, etc.

Degree Requirements

Students may complete their studies in as few as six semesters, with a minimum of 82 credits required for graduation. The MDiv program requires a common core of 70 credits including biblical, theological, Christian formation, and applied ministry studies. In addition, students will take 10 credits of electives and mentored ministry approved by a faculty member.

The Master of Divinity degree is conferred upon the attainment of certain personal and academic requirements. In addition to the general seminary requirements, degree candidates must (1) give evidence of a genuine Christian character, orthodox belief, and conduct consistent with a God-given call to a position of leadership; (2) complete all courses in the prescribed M.Div. curriculum with a minimum grade point average of 2.5.

All work leading to the Master of Divinity must be completed within six years from the time of matriculation. Permission to extend the six-year statute of limitations must be granted through the submission of an academic petition. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree. All credits applied toward the degree requirements must be earned within ten years of the awarding of the degree. Alternatively, new or re-entering students whose prior coursework exceeds the ten-year limit may request to demonstrate current competency by examination up to the advanced standing credit limitations for each degree program as specified elsewhere in this catalog.

Master of Divinity Curriculum Plan

Foundational Studies: 10 credits

BT501	Hermeneutics	2
BT502	Understanding Biblical Theology	2
CS501	Learning to Love God and Others	2

CS502	Growing in Prayer and Other Key Spiritual Disciplines	2
MF501	Introduction to Theological Study and Ministry Formation	2

Biblical Studies: 28 credits

BL501	Interpreting Genesis to Song of Solomon	4
BL502	Interpreting the Prophets and Gospel	4
BL503	Interpreting Acts to Revelation	4
NT521	Greek Grammar	3
NT522	Greek Reading and Syntax	3
NT523	Greek Syntax and Reading	2
OT521	Hebrew Grammar	3
OT522	Hebrew Grammar and Reading Narrative Texts	3
OT523	Hebrew Syntax and Reading	2

Theological Studies: 18 credits

CH501	Wisdom from Church History	4
TH501	Knowing the Living God: Theology I	4
TH502	Glorifying the Word of Life: Theology II	4
TH503	Living as the Community of the Spirit: Theology III	4
TH504	Integrating Ministry and Theology	2

Ministerial Studies: 18 credits

ML501	Theology and Practice of Gospel-Centered Ministry	2
ML502 - or-	Transformational Leadership	2
WL504	Women in Leadership	2
ML503	Nurturing Faithful Disciples	2
ML504	Taking the Gospel to Diverse Cultures	2
ML505	Applied Pastoral Counseling: Caring for People in a Broken World	2
ML506	Ministerial Ethics	2
ML507	Gospel Responses to Contemporary Challenges	2
ML508	Preaching Gospel-Centered Messages	2
MF531	Ministry Leadership Formation Lab I	1
MF532	Ministry Leadership Formation Lab II	1
MF533-34	Ministry Leadership Formation Lab III - IV (P/F graded, lab fee; as needed)	0

Open Electives: 8 credits

The Master of Arts (Biblical and Theological Studies) Degree Program

Program Overview

The purpose of the Master of Arts (Biblical and Theological Studies) (MABTS) degree is to provide a graduate-level understanding of biblical and theological disciplines for students seeking specialized education. It is ideal for students with various academic goals who realize the need for graduate study in theological and biblical disciplines; persons seeking a solid theological education to enhance their chosen professions and prepare them to fill a vital ministry role; students building a substantial academic foundation for doctoral studies; and for those serving with parachurch organizations or other specialized ministries who desire advanced biblical/theological competency. The Master of Divinity (MDiv) is recommended for those seeking ordination (chaplaincy), or those anticipating subsequent Doctor of Ministry Studies.

Program Goals and Student Learning Outcomes

The MA (Biblical and Theological Studies) program goals include:

- Cultivate skills in the efficient study and interpretation of Scripture.
- Provide theoretical and practical skills in one area of focused specialization.
- Promote growth in Christian maturity demonstrated through effective interpersonal relationships.

Program learning outcomes:

- Students understand and integrate Scripture into decision-making and problem-solving.
- Students effectively judge between competing ideas and apply theological truth.
- Students exhibit Christ-like integrity that encompasses their personal and public life.
- Students are committed to an ongoing spiritual formation process clearly grounded in the Gospel.

Admission Requirements

In addition to the general requirements for admission to the Seminary, applicants for the MABTS program must possess a four-year baccalaureate degree or its educational equivalent from a college or university accredited by a United States association holding membership in one of the seven regional accrediting associations, membership in the Association of Universities and Colleges in Canada, membership in the Association for Biblical Higher Education, or from an institution which maintains similar academic requirements and standards. Additionally, MA applicants must present a GPA of 3.0 or higher, including a breadth of liberal arts. Applicants who do not meet these general academic requirements may petition the Admissions Committee for consideration. A recommendation from the applicant's pastor and three personal recommendations regarding the applicant's Christian character and leadership are also required.

Degree Requirements

Students may complete their studies in as few as four semesters with a minimum of 56 credit hours required for graduation for the Open Track and 62 credit hours for the Exegetical Track. The Open Track is designed around a common core of 36 credits and a combination of electives for an additional 20 credits. The Exegetical Track is designed around the same core of 36 credits but then focuses on taking the student from the original text to the sermon for an additional 26 credits.

The MABTS degree is conferred upon attaining certain personal and academic requirements. In addition to the general seminary requirements, degree candidates must (1) give evidence of a genuine Christian character, orthodox belief, and conduct consistent with a God-given call to a position of leadership; (2) complete all courses in the prescribed MA curriculum with a minimum grade point average of 3.0.

All work leading to the MABTS must be completed within five years of matriculation. Permission to extend the five-year statute of limitations must be granted by submitting an academic petition. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree. All credits applied toward the degree requirements must be earned within ten years of awarding the degree. Alternatively, new or re-entering students whose prior coursework exceeds the ten-year limit may request to demonstrate current competency by examination up to the advanced standing credit limitations for each degree program as specified elsewhere in this catalog.

Master of Arts (Biblical and Theological Studies) Curriculum Plan

Foundational Studies: 12 credits

BT501	Hermeneutics	2
BT502	Understanding Biblical Theology	2
CS501	Learning to Love God and Others	2
CS502	Growing in Prayer and Other Key Spiritual Disciplines	2
MF501	Introduction to Theological Study and Ministry Formation	2
ML506	Ministerial Ethics	2

Biblical Studies: 12 credits

BL501	Interpreting Genesis to Song of Solomon	4
BL502	Interpreting the Prophets and Gospel	4
BL503	Interpreting Acts to Revelation	4

Theological Studies: 12 credits

TH501	Knowing the Living God: Theology I	4
TH502	Glorifying the Word of Life: Theology II	4
TH503	Living as the Community of the Spirit: Theology III	4

Church History: 2 credits

CH502 Learning from Church History

2

Program Electives: 12 credits

With the advisor's consent, select courses from BL, BT, CH, NT, OT, or TH prefixes. Students are encouraged to consider using part of these electives for study in the biblical languages.

Open Electives: 6 credits

MA(BTS) Exegetical Track

- This track has 62 credits
- Students in the exegetical track are advised to take spiritual formation classes (CS501, 502, MF501) and RE500 within their first year.
- Students in this track will follow a strict schedule, with four credits in church history and the full language track, including Greek and Hebrew Exegesis.
- This track highlights the commitment to the Biblical languages at Western.
- This track is tailored for students interested in Th.M. or Ph.D. level education.

Classes in this Track

RE500 Research methods	2
BT501 Hermeneutics	2
BT502 Understanding Biblical Theology	2
BL501 Interpreting Genesis to Song of Solomon	4
BL502 Interpreting the Prophets and Gospel	4
BL503 Interpreting Acts to Revelation	4
TH501 Knowing the Living God: Theology I	4
TH502 Glorifying the Word of Life: Theology II	4
TH503 Living as the Community of the Spirit: Theology III	4
CH501 Learning from Church History	4
CS501 Loving God and Others	2
CS502 Growing in Prayer and Other Key Spiritual Disciplines	2
MF501 Introduction to Theological Study and Ministry Formation	2
NT521 Greek I	3

NT522 Greek II	3
NT523 Greek III	2
NT524 Greek Exegesis	2
OT521 Hebrew I	3
OT522 Hebrew II	3
OT523 Hebrew III	2
OT524 Hebrew Exegesis	2
ML508 Homiletics	2

The Master of Applied Biblical Leadership Degree Program

OFFERED ON THE PORTLAND AND ONLINE CAMPUSES

Program Overview

The purpose of the Master of Applied Biblical Leadership (MABL) program is to prepare experienced ministry leaders enriching their biblical, theological, and pastoral skills for the church and other ministries. It is designed for those who have been doing full-time ministry or bi-vocational equivalent for half a decade or longer but have not had graduate Bible education and want to fill out gaps in their training and get a deeper foundation for their present and future ministry.

The MABL course of study is a three-year cohort program done through a combination of online resources and synchronous instruction. It is designed to assist the local church in the training and nurturing of godly leaders and pastoral theologians, guided by four overarching educational values, which the Seminary believes are essential to that objective.

Program Values, Goals and Student Learning Outcomes

The Master of Applied Biblical Leadership program values include:

- Outcome-based instruction
- Spiritual and character formation
- Integrated curriculum
- Church relatedness

Program goals include

- To equip students to demonstrate knowledge of the biblical and theological foundations of the faith
- To foster student's spiritual life and moral integrity
- To enrich student's pastoral theology
- To expand student's competencies for ministry leadership

Program learning outcomes:

- Students demonstrate ongoing, gospel-centered personal and spiritual formation.
- Students apply biblical truth to life and ministry through appropriately utilizing biblical interpretation and theological reflection.
- Students effectively judge between competing ideas and apply theological truth in ministry settings.
- Students display effective ministry competence and leadership in a global ministry setting.

Admission Requirements

Applicants for the MABL Program must possess a four-year baccalaureate degree or its educational equivalent from a college or university accredited by a United States association holding membership in one of the seven regional accrediting associations, membership in the Association of Universities and Colleges in Canada, membership in the Association for Biblical Higher Education, or from an institution that maintains similar academic requirements and standards. Additionally, applicants must present a GPA of 3.0 or higher, including a breadth of liberal arts. Applicants who do not meet these general academic requirements may petition the seminary for consideration through the seminary's Undergraduate Degree Exemption policy. A recommendation from the applicant's pastor and three personal recommendations regarding the applicant's Christian character and leadership abilities also are required.

In addition to these requirements, applicants to the MABL program must possess a strong foundational knowledge of Bible and at least a half a decade of full-time ministry experience and current full-time ministry involvement to enable them to participate in peer-to-peer learning done during class with other experienced pastors and highly experienced faculty facilitators. Recognizing the diverse backgrounds of applicants, this requirement of full-time ministry experience and involvement may be met in a variety of ways, including bi-vocational ministry experience. The deep relationships developed in the cohort enable friendship and trust which enhance mutual growth in knowledge, character, and skills for ministry. Discussions and assignments are done for immediate application in the student's ministry context, enriching both the classroom and church life.

Applicants for the MABL are required to meet the following additional admissions criteria to be admitted to a Leadership Cohort:

- Document their past and current full-time ministry involvement.
- Provide contact information of a ministry leader for a personal interview to review their character and competence.
- Complete a personal interview with a core faculty member of the seminary's choosing who will assess their competency in the various topics and their leadership skills.
- Make a three-year commitment to the 9 courses to be used to complete the MABL program.

Transfer Credit, Advanced Standing, and Residence Requirements

Because of the unique cohort model of the MABL, students must complete all 36 hours of the three-year program in Leadership Cohort gatherings. No transfer or advanced standing is allowed for the MABL.

Degree Requirements

The MABL program requires the completion of three sequences done in a Leadership Cohort: 12 credits of applied biblical studies, 12 credits of applied theological studies, and 12 credits of applied ministerial studies. There are no electives in this degree program though students are welcome to choose to add other courses to meet their own ministerial competence or to complete another Western's Master's degree programs.

The MABL degree is conferred upon the attainment of certain personal and academic requirements. Degree candidates must (1) give evidence of a genuine Christian character, orthodox belief, and conduct consistent with a God-given call to a position of leadership; (2) complete all courses in the prescribed curriculum with a minimum grade point average of 3.0.

This degree is designed to be completed in three years through a Leadership Cohort involvement. Students who must drop out of their cohort due to unanticipated personal circumstances may petition to re-enter the program with a subsequent cohort. The program has a five-year statute of limitations for degree completion. Permission to extend the five-year statute of limitations must be granted through the submission of an academic petition. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree. All credits applied toward the degree requirements should be earned within ten years of the awarding of the degree.

Master of Applied Biblical Leadership Curriculum Plan

Applied Biblical Studies: 12 credits

BL591 Applied Integrative Biblical Literature: Genesis to Song of Solomon	4
BL592 Applied Integrative Biblical Literature: Prophets and Gospels	4
BL593 Applied Integrative Biblical Literature: Acts through Revelation	4

Applied Theological Studies: 12 credits

TH591 Applied Integrative Theology I: Knowing the Living God	4
TH592 Applied Integrative Theology II: Glorifying the Word of Life	4
TH593 Applied Integrative Theology III: Living as the Community of the Spirit	4

Applied Ministerial Studies: 12 credits

ML591 Growing in Character and Spiritual Disciplines	4
ML592 Theology and Practice of Team Leadership	4
ML593 Theology and Practice of Pastoring People and Ministries	4

The Master of Arts in Ministry and Leadership Degree Program

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OFFERED ON THE ONLINE, PORTLAND, AND SAN JOSE CAMPUSES

Program Overview

The Master of Arts (MA) in Ministry and Leadership program is to equip people for ministry in the local church and other related contexts. The MAML focuses on practical scholarship and core ministry skills required for ecclesiological, parachurch, and academic settings. Ideal for those seeking to serve as discipleship or spiritual formation pastors, leaders in Christian organizations, and those serving as ministry specialists (e.g., coaching, mission and culture, pastoral care, evangelism, youth ministry, etc.). Students will take a common sequence of courses to build the core outcomes in Christian spirituality studies, biblical and theological studies, and ministry studies. As students proceed with their classroom studies, they are challenged to sharpen their ministry skills in a chosen place of ministry. Interaction between student, faculty advisor, and ministry mentor will facilitate the refining of ministry effectiveness by identifying areas of strength to be honed and areas of critical weakness to be improved. Building on the core foundational areas, students will develop specialized ministry and leadership skills through their electives.

Program Goals and Student Learning Outcomes

Program learning outcomes:

- Students apply a biblical, missional, and transformational approach to ministry.
- Students are committed to an ongoing process of spiritual formation that is clearly grounded in the gospel.
- Students demonstrate cultural awareness in theological thinking and ministerial practice.
- Students understand and integrate Scripture in decision making and problem solving.
- Students effectively judge between competing ideas and apply theological truth.
- Students exhibit a Christ-like integrity that encompasses their personal and public life.
- Students demonstrate mastery of the key principles of their chosen area of ministry through effective service in that area.

Admission Requirements

In addition to the general requirements for admission to the Seminary, applicants for the MA in Ministry and Leadership program must possess a four-year baccalaureate degree or its educational equivalent from a college or university accredited by a United States association holding membership in one of the seven regional accrediting associations, membership in the Association of Universities and Colleges in Canada, membership in the Association for Biblical Higher Education, or from an institution which maintains similar academic requirements and standards. Additionally, MA applicants must present a GPA of 3.0 or higher, including a breadth of liberal arts. Applicants who do not meet these general academic requirements may petition the Admissions Committee for consideration through the seminary's Undergraduate Degree Exemption policy. A recommendation from the applicant's pastor and three personal recommendations regarding the applicant's Christian character and leadership also are required.

Transfer Credit and Advanced Standing

Upon approval by the registrar's office, transfer of up to 26 hours credit is allowed toward the MA program from graduate institutions accredited by the Association of Theological Schools. Students must have earned a grade of B or higher for a

course to be considered for transfer and coursework should normally have been completed no more than five years prior to matriculation to Western Seminary. Students may request to be assessed by exam for currency on courses to be transferred that are more than five years old. The transferability of credits earned at Western and transferred to another institution is at the discretion of the receiving institution.

Alternatively, students may receive advanced standing of up to 13 credit hours of the 26 credit hours of transfer credit allowed toward their program if they are able to demonstrate current competency in required coursework based on prior study (based on parallel undergraduate work or transfer credit that is ineligible for consideration based on age). Advanced standing is allowed for up to eight credits of the required BL courses (501, 502, 503) and eight credits of the required TH courses (501, 502, 503). They may qualify for four additional credits of advanced electives for the remaining credits in each of these required courses. Consult the registrar's office for information on eligibility of transfer credit and advanced standing.

Degree Requirements

The MA in Ministry and Leadership program requires a common core of 42 credits including biblical, theological, Christian spirituality, and applied ministry studies. In addition, students select an elective track of 10 credits consisting either of a ministry specialization or a self-designed sequence of electives.

The Master of Arts in Ministry and Leadership degree is conferred upon the attainment of certain personal and academic requirements. In addition to the general seminary requirements, degree candidates must (1) give evidence of a genuine Christian character, orthodox belief, and conduct consistent with a God-given call to a position of leadership; (2) complete all courses in the prescribed MA curriculum with a minimum grade point average of 3.0.

Students may complete their MA studies in as few as four semesters. All work in the MA in Ministry and Leadership degree must be completed within five years from the time of matriculation. Permission to extend the five-year statute of limitations must be granted through the submission of an academic petition. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree. All credits applied toward the degree requirements earned within ten years of the awarding of the degree. Alternatively, new or re-entering students whose prior coursework exceeds the ten-year limit may request to demonstrate current competency by examination up to the advanced standing credit limitations for each degree program as specified elsewhere in this catalog.

Master of Arts in Ministry and Leadership Curriculum Plan

Foundational Studies: 10 credits

BT501	Hermeneutics	2
BT502	Understanding Biblical Theology	2
CS501	Learning to Love God and Others	2
CS502	Growing in Prayer and Other Key Spiritual Disciplines	2
MF501	Introduction to Theological Study and Ministry Formation	2

Biblical Studies: 12 credits

BL501	Interpreting Genesis to Song of Solomon	4
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BL502	Interpreting the Prophets and Gospel	4
BL503	Interpreting Acts to Revelation	4

Theological Studies: 14 credits

TH501	Knowing the Living God: Theology I	4
TH502	Glorifying the Word of Life: Theology II	4
TH503	Living as the Community of the Spirit: Theology III	4
TH504	Integrating Ministry and Theology	2

Ministerial Studies: 6 credits

ML501	Theology and Practice of Gospel-Centered Ministry	2
ML502 -or-	Transformational Leadership	2
WL504	Women in Leadership	2
ML506	Ministerial Ethics	2

Program electives: 6 credits

With advisor approval, select 6 credits from courses with CA, CN, CO, CS, GL, JM, ML, PT, WL or YM prefixes.

Open Electives: 4 credits

MF531	Ministry Formation Lab I	1
MF532	Ministry Formation Lab II	1

The Master of Arts in Global Leadership Degree Program

Program Overview

Admissions to the MAGL are currently paused.

The purpose of the Master of Arts (MA) in Global Leadership (MAGL) program is to equip Christians for ministry leadership in a global context. It combines the core ministry and leadership skills with a focused ministry specialization preparing one to work in diverse cultural settings of the world. There is a growing need for leadership in the “Global South” – the regions of Asia, Africa, and Central/South America in addition to the diverse cultural settings of Europe and North America. The program is designed to serve students from one global setting preparing to serve in another, or for students in one setting preparing to serve with individuals from diverse global and cultural groups. It provides both the foundation and the expertise for service as a bi-vocational or professional worker in a variety of contexts. It also serves as an excellent degree program for those preparing for doctoral studies in intercultural leadership or intercultural education.

Students will take a common sequence of courses to build the core outcomes in Christian spirituality studies, biblical and theological studies, and ministry studies. Students take specialized courses preparing them to understand and work effectively in diverse cultural settings, including the life-long skill of being a self-directed learner in diverse and changing cultural settings.

A distinctive element of the program is a four-semester sequence of mentorship that is designed in partnership with the specific needs of a particular global setting or ministry organization. In concert with the requirements of the identified ministry setting or organization, the student selects eight credits of ministry specialization studies required for that field. Those areas have included specializations such as, but not limited to leadership development, intercultural education, business as mission, intercultural counseling, relief and development, Spanish, coaching, and TESOL.

MA Program Goals and Student Learning Outcomes

The MA in Global Ministry program goals include:

- Cultivate skills in the efficient study, interpretation and application of Scripture to life and ministry
- Promote growth in Christian maturity demonstrated through effective interpersonal relationships
- Develop understanding and skill in self-awareness, social competence, and ministry formation in diverse cultural settings
- Provide theoretical and practical skills for global leadership of ministry

Program learning outcomes:

- Students understand and integrate Scripture in decision making and problem solving.
- Students are committed to an ongoing process of spiritual formation that is clearly grounded in the Gospel.
- Students demonstrate cultural awareness in theological thinking and ministerial practice.
- Students display competent leadership in a global ministry setting.

Admission Requirements

In addition to the general requirements for admission to the Seminary, applicants for the MAGL program must possess a four-year baccalaureate degree or its educational equivalent from a college or university accredited by a United States association holding membership in one of the seven regional accrediting associations, membership in the Association of Universities and Colleges in Canada, membership in the Association for Biblical Higher Education, or from an institution which maintains similar academic requirements and standards. Additionally, MA applicants must present a GPA of 3.0 or higher, including a breadth of liberal arts. Applicants who do not meet these general academic requirements may petition the Admissions Committee for consideration. A recommendation from the applicant's pastor and three personal recommendations regarding the applicant's Christian character and leadership also are required.

Degree Requirements

Students may complete their studies in as few as five semesters, or two years, including field leadership mentorship. The program is designed around a biblical and theological core of 24 credit hours, a personal and spiritual formation sequence of 4

credit hours, a global leadership sequence of 12 credit hours, and a ministry specialization sequence of 8 credit hours. These 8 credits of ministry specialization are designed in consultation with the program director to develop an area of expertise suited for global ministry. A significant part of the program is a mentored internship lasting four semesters that includes the development of an effective ministry in a global, multicultural context.

The MAGL degree is conferred upon the attainment of certain personal and academic requirements. In addition to the general seminary requirements, degree candidates must (1) give evidence of a genuine Christian character, orthodox belief, and conduct consistent with a God-given call to a position of leadership; (2) complete all courses in the prescribed MA curriculum with a minimum grade point average of 3.0.

All work leading to the MAGL degree program must be completed within five years from the time of matriculation. Permission to extend the five-year statute of limitations must be granted through the submission of an academic petition. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree. All credits applied toward the degree requirements earned within ten years of the awarding of the degree. Alternatively, new or re-entering students whose prior coursework exceeds the ten-year limit may request to demonstrate current competency by examination up to the advanced standing credit limitations for each degree program as specified elsewhere in this catalog.

Master of Arts in Global Leadership Curriculum Plan

Foundational Studies: 4 credits

CS501	Learning to Love God and Others	2
MF501	Introduction to Theological Study and Ministry Formation	2

Biblical Interpretation Studies: 12 credits

BL501	Interpreting Genesis to Song of Solomon	4
BL502	Interpreting the Prophets and Gospels	4
BL503	Interpreting Acts to Revelation	4

Theological Studies: 12 credits

TH501	Knowing the Triune God: Theology I	4
TH502	Glorifying the God of Our Salvation: Theology II	4
TH503	Living as the Community of the Spirit: Theology III	4

Global Leadership Studies: 12 credits

GL501	Spiritual Formation and Discipleship in the Global Context	2
GL502	Theology in the Global Context	2
GL503	Leadership in the Global Context	2
GL504	Cultural Apologetics for Global Leadership	2
GL531	Field Leadership Mentorship I	1

GL532	Field Leadership Mentorship II	1
GL533	Field Leadership Mentorship III	1
GL534	Field Leadership Mentorship IV	1

Note: Check with your program advisor for GL531-534 details.

Ministry Specialization Studies: 8 credits

Restricted ministry electives focusing on one area of ministry specialization with program director approval.

The Master of Arts in Counseling Degree Program

Program Overview

The purpose of the Master of Arts (MA) in Counseling program is to equip practitioners of personal integrity and spiritual maturity who will provide effective, ethical, culturally inclusive, professional counseling from a Christian worldview. The program prepares Christian counselors with the knowledge, skills, and insight needed to practice in clinical mental health counseling settings, nonprofit organizations, or church and parachurch organizations.

Western's counseling program incorporates an integrative approach from a biblical worldview that seeks to understand, explain, and treat emotional, relational, behavioral, and spiritual problems that people face in life. The counseling program places an emphasis personal and spiritual formation of the developing counselor as well as integration of theological and spiritual understanding in their work. The program equips students to provide counseling services to individuals, couples, and families.

Four major areas of study are included in the MA program: biblical, theological, counseling, and spiritual integration. The program provides a quality classroom experience with teaching and mentorship from faculty who are experienced and active practitioners in the counseling field. A wide variety of teaching methods assist individuals who have different learning styles and allow for flexibility. Classes are scheduled primarily on Mondays and occasional weekend intensives with working adults in mind. This program is a brick and mortar program requiring students to attend the majority of courses on campus with a select number of courses offered online. Western Seminary emphasizes learning by doing. Each student participates in clinical experience in practicum and internship positions counseling clients in the community. Another critical component is the personal examination and reflection that takes place in a variety of settings, including practicum/internship classes and mentoring with faculty. Students will reflect upon the practical application of theory and what meaning it has for them personally and professionally.

Portland Campus Program (*CACREP accredited*)

Western Seminary's Portland MA in Counseling degree specializing in Clinical Mental Health Counseling is CACREP accredited. This means that the content and characteristics of the program have been designed and evaluated to meet

rigorous standards of the profession. The educational foundation consists of 60 semester hours of graduate study in counseling covering core content in:

- Professional Counseling Orientation and Ethics
- Social and Cultural Diversity
- Human Lifespan Development
- Career Development
- Counseling Practice and Relationships
- Group Counseling and Group Work
- Assessment and Diagnostic Process
- Research and Program Evaluation
- And professional knowledge and skills needed for Clinical Mental Health Counselors.

While Western Seminary cannot obtain the individual approval of every state, courses are designed to address the knowledge, skills, and dispositions required by CACREP standards. Students are encouraged to contact state licensing agencies to determine specific requirements. Western has built elective credits into the curriculum allowing the program to flex with state requirements.

Child and Youth Specialization

Additionally, students in the Portland counseling program may choose to take 8 extra credits with an emphasis in work with children and adolescents. Upon completion, each graduate will receive a certificate of completion and will have completed educational requirements for certification in Parent-Child Interaction Therapy (PCIT).

In addition to completing 60 or more semester credits of counseling coursework, all students complete clinical experience of 700 hours, including at least 280 client contact hours.

Sacramento and San Jose Programs

Western Seminary's Sacramento and San Jose locations offer Master of Arts in Counseling built on the same curriculum as the Portland program (listed above) with additional coursework in marriage, couple, and family counseling. While not CACREP accredited, the MAC program conducted in San Jose and Sacramento is approved by the California Board of Behavioral Sciences as meeting the educational and experience requirements in preparation for both a Licensed Professional Clinical Counselor (LPCC) license and a Marriage and Family Therapy (MFT) license in California.

Sacramento and San Jose courses are held at convenient times for working adults. The MA in Counseling degree program is designed to be completed in three or four years. Courses are sequenced strategically to maximize academic achievement, personal growth, and the integration of counseling and theology.

The Sacramento site of Western Seminary is currently in the process of closing and a teach out is being conducted for current students. No new students will be admitted to the Sacramento MAC program.

Program Objectives and Student Learning Outcomes

From 2022 to 2024 the core faculty of the MAC program have engaged in a process to revise the program objectives to faithfully reflect the institutional priorities and current state of the profession. We have gathered input from current and past students and community partners. Each affirmed the value of three dimensions of theological foundations, personal and spiritual formation, and professional excellence. These objectives were adopted by the core counseling faculty in 2024.

Program Objective:	Definition:
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Theological Discernment (Conviction)	Students attain a foundational understanding of Scripture and the theological implications that form a biblical worldview and are able to apply it in authentic and ethical counseling practice with diverse populations.
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Personal & Spiritual Formation (Character)	<p>A. Dispositions: Students demonstrate gospel-transformed character marked by authenticity, self-awareness, openness, humility, ethical practice, and respect for all cultures. (Measured by standardized assessment of Dispositions - CCS-R)</p> <p>B. Spiritual Growth: Students are <i>engaged</i> in an ongoing process of spiritual formation that is grounded in the Gospel and integrates the formative impacts of life events.</p>
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Professional Excellence (Competency)	<p>A. Knowledge: Students demonstrate knowledge of 8 core areas + CMHC entry-level specialty expected of professional counselors and are prepared to serve as practitioners, leaders, and advocates in the counseling profession.</p> <p>B. Skill: Students demonstrate competence in counseling skills for individuals, families, and groups appropriate for professional counselors serving diverse populations. (Measured by the CCS-R).</p> <p>C. Integration: Students demonstrate competence in integrating spirituality and biblical themes in clinical work congruent with client needs and clinical settings.</p>
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Admission Requirements

In addition to the general requirements for admission to the Seminary, applicants for the combined MA and certificate program are expected to present an accredited baccalaureate degree (or its equivalent) with a cumulative grade point average of 3.0 or higher (on a 4.0 scale), including a breadth of liberal arts. Applicants who do not meet these general academic requirements may petition the Admissions Committee for consideration. A recommendation from the applicant's pastor and three personal recommendations regarding the applicant's Christian character and leadership also are required.

Entering counseling students are expected to bring a foundational knowledge of psychology. If deficiencies are indicated, remedial work will be required. Counseling students may satisfy these deficiencies in one of the following two ways: Complete the appropriate undergraduate course(s) at an approved institution, or complete a recommended course of self-study.

Applicants must give evidence, by way of application and interview, of personal character, interpersonal relationships, goals, motivation, and potential for future clinical counseling career and ministry. These will include a vital spiritual life, growing and nurturing relationships with people, commitment to a biblical/theological worldview, and vocational aspirations involving the care and nurture of people.

Transfer Credit and Advanced Standing

Upon approval by the Center Chair and the registrar's office, transfer of up to 8 credits of Bible and theology is allowed toward the MA in Counseling program from graduate institutions accredited by the Association of Theological Schools. Transfer of up to 12 credits is allowed from a state-approved graduate counseling program. Students must have earned a grade of B or higher for a course to be considered for transfer (courses assigned a passing grade rather than a letter grade will not be considered). The course(s) to be transferred must parallel the Western Seminary course content (80% or higher equivalence), as judged by comparing course descriptions in course syllabi and aligning the course objectives.

For transfer of courses which include Key Performance Indicators (KPIs) used for Program Assessment and demonstration of Student Learning Outcomes, students may be asked to provide samples of previous coursework or complete key assignment to demonstrate competence in this area of curriculum. The clinical course sequence including CN501, CN503, CN530, CN531, CN532, and CN533 must be completed at Western Seminary.

Coursework should normally have been completed no more than five years prior to matriculation to Western Seminary. Students may request to be assessed by exam for currency on courses to be transferred that are more than five years old. Transferability of credits earned at Western and transferred to another institution is at the discretion of the receiving institution.

Degree Requirements

Students may complete their studies in as few as eight semesters with a minimum of 68 credits required as a minimum for graduation from the CMHC specialization in Portland or 71 total credits required to complete the MCFC specialization at the California locations. The program is designed around a common core of 60-63 credits of counseling coursework, 4 credits of biblical studies, and 4 credits of theological studies.

The Master of Arts in Counseling degree is conferred upon the attainment of certain personal and academic requirements. In addition to the general seminary requirements, degree candidates must (1) give evidence of a genuine Christian character, orthodox belief, and conduct consistent with a God-given call to a position of leadership; (2) complete all courses in the prescribed MA curriculum with a minimum grade point average of 3.0; (3) pass the Counselor Preparation Comprehensive Exam during their final semesters in the program, which is in preparation for national licensure exams; (4) complete a comprehensive integrative paper; (5) provide evidence of 30 hours (20 hours of individual and 10 hours of group) of personal counseling during the program; and (6) complete minimally 700 hours of clinical experience including at least 280 direct contact hours.

All work leading to the Master of Arts in Counseling must be completed within five years from the time of matriculation. Extensions may be made for completion beyond five years by conferral with and approval of academic advisor. Reinstatement to the program after more than 12 months withdrawal requires reapplication and Admissions Committee action and may subject the student to additional requirements for the degree. All credits applied toward the degree requirements must be earned within ten years of the awarding of the degree. Alternatively, new or re-entering students whose prior coursework exceeds the ten-year limit may request to demonstrate current competency by examination up to the advanced standing credit limitations for each degree program as specified elsewhere in this catalog.

Grading Policy

Students must maintain a 3.0 or above GPA in their counseling courses (including required bible and theology classes). If term or cumulative G.P.A. drops below 3.0, students will receive either academic warning or academic probation as per the Student Handbook. A student has one full semester to protest in writing any grade received.

Exceptions from the School's Student Handbook, unique to the Counseling program, are:

- Grades of "C+" or below in any required counseling course will result in a re-take of the class. If a second attempt does not surpass a "C+" grade, the student will be referred to the Student Development Committee for dismissal from the Counseling program.
- A "C+" or below grade in one of the student's practicum or internship courses will activate the Professional Assessment of Candidates (PAC) Committee to initiate a remedial plan in addition to requiring a re-take of the course.
- If a student receives a C+ or below in three or more classes, even if a course has been successfully retaken, the student will be referred to the Student Development Committee for dismissal from the Counseling program.

If the Student Development Committee moves to dismiss, the student will be given the opportunity to appeal the referral with the Counseling Faculty and/or Student Development Committee before the action to dismiss is implemented.

Professional Assessment of Candidates (PAC Review)

Western Seminary counseling faculty review each student every six months to ensure progress is made toward professional identity as a mental health professional. Students who are doing well receive encouragement. If concerns are indicated, members of the PAC Review committee meet with the student to discuss plans for strengthening their academic and professional candidacy. In rare situations, the committee may advise students to develop other vocational goals or may make a referral to the Student Development Committee for suspension or dismissal from the program. The PAC Review process is intended to encourage students and support them while they develop as counseling professionals.

Master of Arts in Counseling Curriculum Plan

Biblical Studies: 4 credits

BL506	Old Testament Literature for Counselors	2
BL507	New Testament Literature for Counselors	2

Theological Studies: 4 credits

TH506	Theology I for Counselors	2
TH507	Theology II for Counselors	2

Counseling Studies: 60 credits

CN500	Professional Orientation	1
CN501	Clinical Foundations: The Helping Relationship	2

CN502	Psychotherapeutic Systems	3
CN503	Advanced Counseling: Theory and Techniques	3
CN504	Suicide Prevention and Crisis Intervention	1
CN505	Psychopathology	3
CN506	Legal and Ethical Issues in Counseling	3
CN507	Human Life Span Development	3
CN508	Integrative Issues in Counseling	1
CN509	Advanced Integration in Counseling	2
CN510-PDX	Marriage, Couple, and Family Counseling	3
CN511-CA in place of CN510	Family Systems Therapy	3
CN512-CA in place of CN510	Marriage and Couple Counseling	3
CN513	Multicultural Counseling: Theory and Techniques	3
CN514	Research & Program Evaluation	3
CN515	Testing and Assessment	3
CN517	Physiology and Psychopharmacology	3
CN518	Career Development: Theory and Techniques	3
CN519	Addiction Counseling	3
CN520	Group Counseling	3
CN521	Crisis and Trauma Counseling	3
CN522-CA	Child and Adolescent Therapy	1
CN523-CA	Human Sexuality	1
CN530	Clinical Counseling Practicum	2
CN531	Clinical Counseling Internship I	3
CN532	Clinical Counseling Internship II	3
CN533	Advanced Clinical Counseling Internship	1
CN5XX	Counseling electives (Consult with department advisor)	2 (CA students are required to take CN522 and CN523 and do not take electives)
CN561	Comprehensive Clinical Integration Paper	0

- Clinical Mental Health Counseling Specialization (Portland Campus) 60 hours counseling studies + 4 hours biblical studies + 4 hours theological studies.
- Marriage, Couple, and Family Counseling Specialization (Sacramento and San Jose Locations) 63 hours counseling studies + 4 hours biblical studies + 4 hours theological studies.

Child and Youth Counseling emphasis (*Portland Campus only*)

Each year the Counseling Department admits a limited number of counseling students at the Portland Campus to an emphasis on Child and Youth Counseling within the MA program. In addition to the 60 required credit hours of counseling courses listed above, Child and Youth Counseling students use their electives toward the following required courses, bringing their total to 74 credit hours. Upon completion of the emphasis, students will receive confirmation of the completion of Child and Youth Counseling coursework. CY531 will also be required for students who do not complete a child/youth emphasis for their program internship class experience.

CY531 (Replaces CN531, 2 or 3)	Child/Youth Clinical Counseling Internship	3
CY541	Introduction to Working with Children	2
CY542	Introduction to Working with Adolescents	2
CY543	Child Assessment and Treatment in Parent-Child Interaction Therapy (PCIT) Part One	2
CY544	Advanced Child and Family Counseling: PCIT Part Two	2

The Master of Arts in Counseling with Addiction Studies Certificate

Program Overview

The Addiction Studies Certificate program prepares practitioners of personal integrity and spiritual maturity to provide effective, ethical, culturally inclusive, professional addiction counseling from a Christian worldview. The program provides the specialized knowledge and professional skills for a wide range of addiction counseling professions and ministries with special emphasis on the treatment of Chemical Dependency. This curriculum is specifically designed to prepare individuals to test for certification under the International Certification & Reciprocity Consortium (IC & RC) through application with its affiliated state organizations (CCAPP). (Since requirements for certification or licensure differ between agencies and organizations, individuals are advised to seek additional information on certification and/or licensing with the agency or organization they wish to pursue.) The Addiction Studies Certificate may be completed concurrent with the MAC program or as a stand-alone certificate program. It should be noted that this certificate is offered alongside the MAC program and therefore coursework will be oriented toward graduate level work and standards of admission remain the same.

Addiction Studies: 5 credits

Students who are enrolled in the M.A. in Counseling and the Addiction Studies Certificate concurrently may complete the certificate with 5 credits of additional courses as listed below (AC530, AC531, and AC532 are also required if the original practicum and internship coursework was not completed in a context offering addiction treatment). Please consult with an academic advisor or Addiction Studies Coordinator for further details.

AC541	Addictive Behavior: Treatment and Counseling	2
AC542	Advanced Addiction Counseling	2
AC543	Addiction Group Dynamics	1

ADVANCED PROGRAMS

The Master of Theology Degree Program

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OFFERED ON THE PORTLAND CAMPUS

Program Overview

The Master of Theology (ThM), facilitates the development of advanced competencies beyond that which is cultivated in other graduate-level programs. The program is designed to serve current and prospective pastors, teachers, scholars, and others who may benefit from advanced training in biblical and theological studies. Aims that accord with the program's purpose include preparation for Ph.D. studies, acquisition of proficiencies for teaching, sharpening for continued effective ministry, and focused research in a particular area of study.

At Western, the ThM program is shaped by a commitment to rigorous and integrative Christian scholarship done in service of the church. This is evident in the following items that distinguish the ThM program at Western:

- **Academic Excellence.** At every phase of the program, ThM students develop skills necessary to achieve a high level of academic success. To that end, our ThM program provides many opportunities for students to sharpen their critical thinking and writing skills through both coursework and independent research.
- **Spiritual Vitality.** Recognizing that biblical and theological research should take place primarily in the service of the church and its ministry in the world, the program continually challenges students to address the spiritual significance of their academic pursuits.
- **Theological Integration.** We understand the value of each of the various biblical and theological disciplines and, consequently, we encourage students to draw on the resources that each provides in their research and coursework. The ThM thesis is expected to reflect this commitment to interdisciplinary integration.

Along with the above items, the ThM program is unique in terms of its flexibility. The modular, intensive design of ThM seminars allows students to complete much of their coursework during occasional on-campus visits. In addition to this, the Western ThM allows students to customize the program to meet their specific academic and ministerial goals.

ThM seminars are offered within the five main areas:

- Systematic and biblical theology
- Historical theology
- Pastoral Theology
- New Testament
- Old Testament

Many other components contribute to the strength of Western's ThM Program:

- ThM seminars are designed to maximize participation through paper presentations, critique, and content discussion, all of which will prepare the student for doctoral seminars.
- ThM Colloquia sharpen critical reading skills in the context of a learning community where relationships with professors and other like-minded students are cultivated.
- The writing of the ThM thesis joins a student with two faculty readers who advise and mentor throughout the thesis process: from research to rough draft to final publication.
- At the program's completion, students must successfully defend their thesis and pass comprehensive oral exams before a faculty committee.
- Participation at national and regional meetings of the Evangelical Theological Society (ETS) is encouraged. Our ThM students regularly read papers at regional ETS meetings, and some have done so at national ETS meetings.
- ThM students may also submit articles for potential publication on Western's faculty website, *Transform*.
- Graduate fellowships are available at Western, linking ThM students and professors in close relationships and providing opportunities for students to teach, grade papers and exams, and carry out research.
- Western has a working relationship with the Jerusalem University College (JUC) in Israel. This allows interested students to join the Israel Study Tour, participating in the Geographical and Historical Setting of the Bible course at a ThM level for program credit.

Program Learning Outcomes:

Program learning outcomes:

- Students apply insights from multiple disciplines to particular theological problems.
- Students are conversant with a wide variety of theological traditions and committed to evangelical theology.
- Students demonstrate mastery of degree program content and their chosen subject by means of critical and independent thinking.
- Students demonstrate the ability to develop and execute a research plan that produces essays and monographs suitable for publication.
- Students engage academics holistically, embracing the synergy of scholarship and piety.
- Students orient their research in, with, and toward the church.

Admission Requirements

All students should exhibit evidence of a vital and growing spiritual life, teachability, and growing Christian integrity, especially regarding academic and scholarly honesty. Students should also be able to provide goals and motivation to match the ThM program's outcomes. A prospective Master of Theology student must hold either a three-year Master of Divinity (MDiv) degree or, in some instances, an academic Master of Arts (MA) degree. The specific requirements for each are the following:

Master of Divinity (MDiv)

A prospective ThM student may hold a three-year Master of Divinity (MDiv) degree or a comparable graduate theological degree from a graduate-level institution accredited by the Association of Theological Schools (ATS) in the United States and Canada. A cumulative grade point average of 3.0 (on a 4.0 scale) is required. Studies within the MDiv program must approximate the following requirements:

- 10 credits of Biblical studies
- 2 credits of hermeneutics
- 4 credits of church history
- 8 credits of Greek
- 8 credits of Hebrew
- 12 credits of systematic theology.

In addition, the successful applicant must demonstrate an ability to work in any language considered necessary for the chosen field of study. Proficiency in English composition is also required. This latter requirement shall be determined by submitting, along with the application, a research paper written during previous studies that reflects grammatical and compositional competency. The Director will interview all applicants to verify these competencies and confirm a student's communication skills, ministry experience, and intercultural awareness.

Master of Arts (MA)

A prospective ThM student may hold a two-year Master of Arts (MA) degree or a comparable graduate theological degree. Such a degree must provide an equivalent theological background with evidence of an aptitude for advanced theological study from a graduate-level institution accredited by the Association of Theological Schools (ATS) in the United States and Canada.

A cumulative grade point average of 3.0 (on a 4.0 scale) is required. In addition, the successful applicant must demonstrate an ability to work in any language considered necessary for the chosen field of study, as well as completing an academic program which approximates the credit requirements listed above. Proficiency in English composition is also required. This latter requirement shall be determined by submitting, along with the application, a research paper written during previous studies that reflects grammatical and compositional competency.

A student seeking entrance into the ThM program with an academic MA degree must also show competency in communication, interpersonal relationships, intercultural awareness, and practical ministry. In accordance with this, the ThM

director will interview a prospective student to give him/her the opportunity to demonstrate competency in these areas. Although this is not an exhaustive listing and is not intended to be a checklist, some of the areas that will be investigated include:

- Significant ministry experience
- Pastoral/ministerial/communication preparation
- Intercultural awareness
- Demonstrated ability to develop significant interpersonal relationships
- Teaching/counseling/leading experience indicating competency in communication

Residence Requirements:

Of the 25 credit hours required for the ThM program, at least 13 must be completed through resident study coursework at Western Seminary's Portland Campus. **This normally looks like four to five one-week trips to the Portland campus to engage in classroom interaction while completing preparatory studies at home.**

Degree Requirements:

The ThM program includes a total of 25 credits and consists of Research Seminars (12 credits), Advanced Electives (8 credits), Research and Writing Methods (2 credits), ThM Colloquia (no credits), ThM thesis (3 credits), and Comprehensive Examination (no credits). Students may take up to two (2) credits of independent study.

- **ThM Seminars.** Students participate in four ThM seminars (12 credits). Students are encouraged to choose seminars according to their academic interests and to focus on their areas of specialization as they complete required projects and assignments.
- **Advanced Electives.** Students select eight credits from advanced masters-level electives suitable for their program focus (with program director approval). A student may count additional ThM seminars (above and beyond the minimum requirement of four seminars) toward the eight advanced elective credits.
- **Master of Theology Colloquia (RE604).** Students participate in two semesters of ThM Colloquia during their program. The Colloquia are taken for non-credit with a Pass/No-Pass mark from the program director for participation.
- **Research and Writing Methods (RE600).** This course helps develop the skills needed to satisfy the thesis requirement and prepare the student for future research and scholarly writing.
- **Master of Theology Thesis (RE602).** Students complete a three-credit-hour thesis guided by two faculty mentors. The thesis seeks to make a worthy contribution to the fund of theological knowledge by exhibiting excellence in scholarly research, logical presentation, and literary quality.
- **Comprehensive Examination.** The examination includes both an oral defense of a student's ThM thesis and an oral investigation of a student's competency in his/her concentration courses.

Master of Theology Curriculum Plan: 25 credits

RE600	Graduate Research and Writing	2
RE602	Thesis	3
RE604	Colloquia (P/F graded; must be completed twice)	0
	ThM Seminars	12
	Advanced electives (can include additional ThM seminars)	8

The Doctor of Ministry Degree Program

OFFERED ON THE PORTLAND CAMPUS

Program Overview

The purpose of the Doctor of Ministry (DMin) program is to enhance the practice of ministry for persons who hold the MDiv or an MA in biblical, theological, or ministerial studies (or their educational equivalents) and who have engaged in ministerial leadership. It is an advanced professional degree intended for persons engaged in substantial vocational Christian leadership service, such as pastors, chaplains, educators, missionaries, and leaders in parachurch ministries.

The distinctive nature of Western Seminary's DMin centers on its distinctive program focus: the transforming power of the gospel. Whether in preaching, leadership, pastoral care, or the personal life of the ministry practitioner, the gospel is transformational. A ministry of lasting influence demands a message of eternal significance—the gospel of Jesus Christ. Western's DMin program connects students to an internationally recognized faculty that affirms this conviction, lives by it, and serves by it. DMin students will enroll in a particular cohort (see below) and then take courses with the men and women in this cohort. After finishing the coursework, a DMin student will prepare a dissertation intended to make a unique and significant contribution to the field of ministry leadership.

Ongoing maturity in gospel ministry demands more than the acquisition of fresh biblical and theological insights—even as it demands more than the cultivation of the most contemporary pastoral skills. It necessitates the formation of a ministerial character that is, itself, gospel-shaped. As such, both our faculty and staff are oriented towards meaningful engagement with each student as they face the personal and professional challenges unique to their respective contexts, cultures, and callings.

The DMin is an in-service program designed to enhance the ministry vision, wisdom, character, and competence of those currently serving in a ministry leadership role. The program is not separate from the student's ministry but intends to integrate higher learning with ministry relevance. Time invested in doctoral studies should result in personal enrichment and ministry improvement.

Program Goals and Learning Outcomes

The Program goals include:

- To enhance and increase the knowledge of the ministry practitioner
- To refine and supplement the skills of the ministry practitioner
- To prompt and deepen the character of the ministry practitioner

Program learning outcomes:

- Students display an advanced understanding of the Bible as interpreted through the hermeneutic of the gospel.
- Display a corresponding application of the gospel to such ministry expressions as preaching, leadership, and spiritual formation.
- Display the capacity to evaluate past and present expressions of pastoral ministry in diverse contexts when set against the context of the gospel.
- Display for publication a doctoral-level dissertation that makes a new and essential contribution to the field of pastoral ministry as informed by the gospel.

Admission Requirements

The DMin degree is an advanced professional doctorate that builds on an accredited Master's degree in a ministry-related area and upon significant ministry experience. In terms of the prerequisite educational requirements for admission to the DMin degree program, applicants possessing the MDiv degree from an institution that is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS), and who complete that program with a cumulative GPA of 3.0 or higher, are ordinarily considered strong candidates for DMin studies. However, those who apply to the DMin degree program without an accredited MDiv degree may still be admitted, provided they satisfactorily demonstrate satisfaction of the following criteria:

- (1) the ability to thoughtfully interpret Scripture and the theological tradition of their ministry context
- (2) the capacity to understand and adapt their ministry to its cultural context
- (3) a basic self-understanding of their ministerial identity and vocational calling
- (4) a readiness to engage in ongoing personal and spiritual formation for their ministry
- (5) an accredited master's degree (or educational equivalent) in an area related to their ministry setting or vocational calling
- (6) significant ministerial experience (both past and on-going) that enables them to engage as a ministry peer with other students in this advanced professional doctoral program.

Western Seminary assesses an applicant's readiness for admission to the DMin program through such means as a formal application, analysis of academic and vocational experience, input from personal references, evaluation of writing samples, and oral interviews (when needed). In some cases where the satisfaction of the above criteria based on initial application materials is unclear, an applicant may be asked to provide samples of past coursework materials and/or supplemental short essays explaining how the applicant believes certain criteria are satisfied.

An applicant with a Master of Divinity or other master's degree (or educational equivalent) in an area related to their ministry setting or vocational calling, but from an unaccredited institution may seek admission by special review. A copy of the institution's catalog, setting forth faculty credentials, curriculum, facilities, and learning resources, shall be submitted at the time of application. Any additional documentation the applicant wishes to submit to assist the Committee in its decision is welcome. If the review is favorable, the student will be admitted on academic probation.

A set of admission materials must be completed and on file in the Admissions Office before action can be taken. These materials include an admission application; four professional and personal references; and official transcripts of all college,

graduate-level, and seminary education. In addition, doctoral applicants must provide a 10–15 page sample of writing and research skills. This commonly takes the form of a seminary research paper, articles for publication or distribution, or materials produced for use in one's ministry. The sample selected should reflect the applicant's writing skills in form, style, and content. All application materials must be submitted by the application deadline stated on the Western DMin Website, www.westernseminary.edu/DMin. For a schedule of DMin courses, please see the DMin website.

Degree Requirements (Cohort Track)

The DMin program is a 30-credit hour program, consisting of two foundational courses (6 credits total), six cohort courses (18 credits total), a dissertation project (6 credits total), and a final dissertation demonstration. In keeping with their personal and ministerial goals, students will enroll in one of our cohorts, committing thereby to take the courses pre-scheduled for the cohort selected. What cohorts are on offer for new enrollment will vary from year to year, with new cohorts in new subject areas being introduced periodically. Currently, we offer cohorts in the following areas:

- Pastoral and Ministry Leadership
- Transformational Preaching
- Theology in Ministry
- Biblical Languages in Ministry
- Church and Society
- Faith, Reason, and the Christian Worldview
- Spiritual Formation and Soul Care

All cohorts typically begin with DM701 Effecting Gospel-Centered Transformation as the first class. Along the way, students will take DM702 Research Design and Methodology. This class helps with the research and writing of the DMin dissertation. The remaining six classes are required, non-elective classes, and fit with the ministry focus of the cohort. The student must take all the classes associated with his/her specific cohort.

Courses encompass four-month enrollment periods, with a week-long intensive seminar scheduled approximately in the middle of the course. Pre-intensive preparation and post-intensive projects are part of each course and are completed by the student over the enrollment period. Specific dates for courses are available on the website or from the DMin Office.

Sample Elective DMin Cohort Courses

Preaching Galatians	Dr. Dane Ortlund
Rediscovering the Christian Vision of Sexuality	Dr. Todd Wilson
Preaching and Application	Dr. Zack Eswine
C.S. Lewis and Friends on Making Disciples in a Post-Christian World	Dr. Dwain Tissell
Preaching Old Testament Literature	Dr. Steve Mathewson
The Leader's Spiritual Growth	Dr. Darryl Dash

Doctor of Ministry Curriculum Plan

Required DMin Courses:

DM701	Effecting Gospel-Centered Transformation	3
DM702	Research Design and Methodology	3
DM791	D.Min. Dissertation	6+
Various	Cohort-Specific Courses	18

Total: 30+ credits

The Doctor of Intercultural Studies Degree Program

OFFERED BY DISTANCE THROUGH THE PORTLAND CAMPUS

Program Overview

The purpose of the Doctor of Intercultural Studies (DIS) program is to develop theologically competent ministry in an intercultural context by equipping students with advanced knowledge and skillsets that integrate the study of theology with a variety of cognate disciplines that enhance ministerial practice. The program is an advanced professional degree intended for those who face the challenge of a pluralistic society and who work within an intercultural, global context. Mature church leaders from “Global South”—the regions of Asia, Africa, and Central/South America — countries who participate in the program ensure cross-fertilization of perspectives and spiritual insights with those from North America and Europe. The program serves persons engaged in vocational Christian ministry roles, such as denominational and mission agency leaders, church planters, and gospel messengers in various forms of service in global ministry.

The Doctoral of Intercultural Studies is an in-service program introducing the student to the literature and resources of intercultural ministry. The program emphasizes the integration of the relational interactionist paradigm with theoretical formulation and intercultural ministerial application. All of this is applied by the students to their ministry context. The program is not separate from the student's ministry but intends to integrate higher learning with practical relevance. Time invested in doctoral studies should result in personal enrichment and ministry improvement. Faculty members serve as consultants to assist students to be more fruitful in their ministry context. The DIS program is research-based and includes two research courses: one covers the proposal draft and the other research design.

Program Learning Outcomes

Program learning outcomes:

- Students demonstrate a theological understanding of the issues and practices of intercultural ministry.

- Students demonstrate doctoral-level research, communicating effectively in both written and oral forms.
- Students engage in academics as a whole person in character formation, embracing the synergy between scholarship and piety, without which credibility and viability are compromised.
- Students demonstrate competence in the understanding of local and global ministry.

Admission Requirements

Applicants for the DIS program must possess an Association of Theological Schools' (ATS) accredited MDiv or a comparable two-year master's degree in appropriate intercultural, biblical, and theological disciplines with a GPA of 3.0 or higher and present at least two years of effective intercultural ministry experience relevant to the proposed DIS program focus. Doctoral applicants who are otherwise qualified but whose graduate degree is not an MDiv, or other specified master's degree may seek admission by establishing the educational equivalence of the admissions requirements. Interested parties are invited to contact the Director of Admissions or the Director of the DIS program for further information.

Doctoral students must have written and oral skills in English appropriate for research and dialogue at the post-graduate level. Applicants for whom English is not their first language must pass an entry written and oral English examination (TOEFL) with a minimum score of 25 on each of the four section tests of the TOEFL-IBT or 7.0 or above in each area with a 7.0 overall score on the IELTS. If the DIS student intends to enter the United States on a student visa, at least three months are necessary to secure admission approval and visa documentation.

If the applicant has completed a higher education degree in English from an accredited institution, they may apply for a TOEFL/IELTS waiver.

Residence Requirements

Of the 36 credits required for the DIS, a minimum of 6 credits should be taken in residence study at Western's Portland campus through intensive modules. (Exceptions are made for international students and internationally-located students.)

Degree Requirements

The DIS program includes a total of 36 credits and consists of core required courses (24 credits), intercultural studies electives (6 credits), dissertation coursework (6 credits), including a comprehensive examination.

The doctoral program is completed through one-week periods of intensive study and interaction, followed by longer periods of reflection and application to ministry in the field. On a full-time study basis, the equivalent of a two to three years necessary to complete the doctorate. It is understandable to spread this over a longer period to ensure excellence in scholarship and integration with ministry. Much flexibility in scheduling is possible.

Four components are included in the program: program focus, competency modules, comprehensive examination, and dissertation.

Program Focus: The program focus expresses the student's opportunities or concerns in ministry. For example, it may be a fundamental question of understanding the group being reached, identifying ministry opportunity and formulating a strategy for evangelism and church-building among that group, or development of a leadership training program appropriate for a particular group.

Competency Modules: Competency modules include lectures, seminars, practical assignments, and fieldwork intended to introduce the student to a specific area and, through student-faculty interaction, chart the applications to the individual student's educational and intercultural ministry. These modules are comparable to what is often called "courses" in post-graduate studies.

General Education and Specialization Studies: All students are required to receive general education in intercultural education by earning 24 credits. Each student will be guided by his/her program focus throughout the DIS program. Development in an area of specialization is facilitated by six credits of electives, six credits of research methodology, and six credits of dissertation research.

Comprehensive Examination: The written comprehensive examination is an opportunity for students to demonstrate their understanding and application of intercultural and practical insights into the program focus of their choice.

Dissertation: The DIS dissertation is the result of research, reading, reflection and fieldwork centered around the program focus. It contains recognition and clarification of a major topic in mission and a process to research the topic at hand, leading to implementation in ministry or career advancement. The dissertation brings together work done in the competency modules and the refining of thought through interaction with faculty and field research.

Doctor of Intercultural Studies Curriculum Plan

Required Courses: 24 credits

IS701	Intercultural Education	3
IS702	Cultural Anthropology	3
IS703	Proposal and Research Design	3
IS704	Intercultural Leadership and Mentorship	3
IS706	Foundations and History of Missions	3
IS707	Theology of Missions	3
IS709	Contextualization	3
IS710	Integrated Research Methodology	3

Elective Courses: 6 credits

Students will choose electives in an area of specialization in consultation with the program director. (6)

Dissertation and Comprehensive Exam: 6+ credits

IS790	Proposal and Comprehensive Exam	1
IS791	Dissertation Research and Writing	5+

Total: 36+ credits

The Doctor of Education in Intercultural Education

OFFERED ON THE PORTLAND CAMPUS

Program Overview

The purpose of the Doctor of Education in Intercultural Education (EdD) is to equip people for educational positions in global intercultural settings in teaching, training, and research. This includes formal teaching in colleges and/or seminaries to informal or non-formal training of Christian workers in intercultural and global settings. There is a growing need for educational leadership in the “Global South”—the regions of Asia, Africa, and Central/South America. The center of gravity of Christianity is shifting from Europe and North America to these emerging societies and nations. In light of this global trend, and in keeping with Western Seminary’s mission to provide “with and for the church advanced training for strategic ministry roles,” the EdD in Intercultural Education provides specialized training for educators in these growing regions of the world. The EdD program is research-based and includes two research courses: one covers the proposal draft and the other on research design.

The Doctor of Education in Intercultural Education is an in-service program introducing the student to the literature and resources of intercultural education. The program emphasizes the integration of relational interactionist paradigm with theoretical formulation and intercultural education application. All of this is applied by the students to their educational context.

Program Learning Outcomes

The program goals include mastery of disciplines in intercultural education disciplines, graduate-level understanding of biblical and theological disciplines, growth in Christian maturity and integrity, and increased capacity to engage in educational administration, teaching, training, and research.

Program learning outcomes:

- Students demonstrate a theological understanding of the issues and practices of intercultural educational ministry.
- Students demonstrate doctoral-level research, communicating effectively in both written and oral forms.
- Students engage academics as a whole person in character formation, embracing the synergy between scholarship and piety, without which credibility and viability are compromised.
- Students demonstrate competence in the understanding of local and global education.
- Students carry out the pedagogical task of teaching and training others for gospel-centered intercultural education.

Admission Requirements

Applicants for the EdD program must possess an Association of Theological Schools’ (ATS) accredited MDiv or a comparable two-year master’s degree in appropriate intercultural, biblical, and theological disciplines with a GPA of 3.0 or higher and present at least two years of effective intercultural ministry experience relevant to the proposed EdD program focus. Doctoral applicants who are otherwise qualified but whose graduate degree is not an MDiv, or other specified master's

degree may seek admission by establishing the educational equivalence of the admissions requirements. Interested parties are invited to contact the Director of Admissions or the Director of the EdD program for further information.

Doctoral students must have written and oral skills in English appropriate for research and dialogue at the post-graduate level. Applicants for whom English is not their first language must pass an entry written and oral English examination (TOEFL) with a minimum score of 25 on each of the four section tests of the TOEFL-IBT or 7.0 or above in each area with a 7.0 overall score on the IELTS. If the EdD student intends to enter the United States on a student visa, at least three months are necessary to secure admission approval and visa documentation.

If the applicant has completed a higher education degree in English from an accredited institution, they may apply for a TOEFL/IELTS waiver.

Residence Requirements

Of the 42 credits required for the EdD, a minimum of 6 credits should be taken in residence study at Western's Portland campus through intensive modules. (Exceptions are made for international students and internationally-located students.)

Degree Requirements

The EdD program includes a total of 42 credits and consists of core modules (30 credits), specialization electives (6 credits), dissertation coursework (6 credits), including a comprehensive examination.

The program is usually completed through one-week periods of intensive study and interaction, followed by longer periods of reflection and application to ministry in the global context of educational service. On a full-time study basis, the equivalent of a three-year period is necessary to complete the doctorate. It is understandable to spread this over a longer period of time to ensure excellence in scholarship and integration with ministry. Much flexibility in scheduling is possible. Four components are included in the doctoral program: program focus, competency modules, comprehensive examination, and dissertation.

Program Focus: The program focus expresses the student's opportunities or concerns in intercultural education. Students in the EdD program should identify educational challenges or ministry opportunities within an intercultural context to be the program focus, guiding him/her throughout the program in research and dissertation completion.

Competency Modules: Doctoral courses are designed around lectures, seminar presentations, practical assignments, and fieldwork. In addition to core courses, each student may choose a specific educational area for specialization by using six credits of electives.

General Education and Specialization Studies: All students are required to receive general education in intercultural education by earning 24 credits.

Each student will be guided by his/her program focus throughout the EdD program. Development in an area of specialization is facilitated by six credits of electives, six credits of research methodology, and six credits of dissertation research.

Comprehensive Examination: The written comprehensive examination is an opportunity for students to demonstrate their understanding and application of intercultural and educational insights to their program focus.

Dissertation: The EdD dissertation is the result of research, reading, reflection, and fieldwork centered around the program focus. It contains recognition and clarification of a major topic in intercultural education and a process to research

the topic at hand, leading to implementation in ministry and career advancement. The dissertation brings together work done in the competency modules and the refining of thought through interaction with faculty and field research.

Doctor of Education in Intercultural Education Curriculum Plan

Core Modules: 30 credits

IE701	Intercultural Education	3
IE702	Cultural Anthropology	3
IE703	Proposal and Research Design	3
IE704	Intercultural Leadership and Mentorship	3
IE705	Intercultural Communication for Education	3
IE706	History, Philosophy, and Theology of Intercultural Education	3
IE707	Learning, Teaching, and Technology in Intercultural Education	3
IE708	Transformational Change and Intercultural Discipleship	3
IE709	Contextualization	3
IE710	Integrated Research Methodology	3

Specialization Modules: 6 credits

Students will choose electives in an area of specialization in consultation with the program director. (6)

Dissertation and Comprehensive Examination: 6+ credits

IS790	Proposal and Comprehensive Exam	1
IS791	Dissertation Research & Writing	5+

Doctor of Philosophy in Intercultural Education

OFFERED ON THE PORTLAND CAMPUS

Program Overview

Western Seminary's Doctor of Philosophy in Intercultural Education degree is an advanced, academically oriented degree that prepares people for theologically and interculturally related vocations of teaching and research in theological schools, colleges, and universities or in other settings appropriate to the degree.

The program emphasizes the integration of the paradigm of relational interactionism with theoretical formulation and intercultural educational application within the student's ministry context.

Program Learning Outcomes

The Ph.D. Program Learning Outcomes conform to the fulfill Western Seminary's Mission Statement: "Western Seminary serves as a catalyst and resource for spiritual transformation by working with and for the church to equip men and women for strategic ministry roles."

Program learning outcomes:

- Students demonstrate a theological understanding of the issues and practices of intercultural educational ministry.
- Students demonstrate original research and writing that advances theological and intercultural understanding for the academy and for communities of faith; and demonstrate capacities for the vocation of theological scholarship in research, teaching and learning, and formation.
- Students exhibit evidence of gaining a comprehensive knowledge of related disciplines in intercultural education.
- Students display the ability to teach and research in theological schools, colleges, and universities or in other settings.
- Students demonstrate the ability to engage in Gospel-Centered intercultural education in accordance with the institutional mission statement of Western Seminary i.e. "Gospel-Centered Transformation."

Admission Requirements

In addition to the standard application process, applicants for the Ph.D. must possess an Association of Theological Schools (ATS) accredited Master of Divinity or comparable MA degree in appropriate education, theological, and intercultural disciplines with a GPA of 3.5 or higher. They must also have at least two years of effective intercultural ministry experience relevant to the proposed Ph.D. program focus.

A Ph.D. is considered a terminal degree. Therefore, applicants must provide writing samples that include a strong research component. Applicants must also have an interview with the Director of the Ph.D. program to demonstrate attitude, discipline, motivation, and the ability to complete theoretical research.

Residence Requirements

Of the 60 credits required for the Ph.D., a minimum of 6 credits should be taken in residence study at Western's Portland campus through intensive modules. (Exceptions are made for international students.)

Degree Requirements

Research Focus: The program focus expresses the student's specific area of research in intercultural education. Students in the Ph.D. program should identify educational challenges or ministry opportunities within an intercultural educational context be the research focus, guiding him/her throughout the program in research and dissertation completion.

Competency Modules: Doctoral courses are designed around lectures, seminar presentations, practical assignments, and fieldwork. In addition to core courses, each student chooses a specific educational area for specialization by using twelve credits of electives.

General Education and Specialization Studies: All students are required to receive general education in intercultural education by earning 39 credits. Each student will be guided by his/her research focus throughout the Ph.D. program.

Development in an area of specialization is facilitated by twelve credits of electives, nine credits of research methodology, and nine credits of dissertation research.

Comprehensive Examination: The written comprehensive examination is an opportunity for students to demonstrate their understanding and application of intercultural and educational insights to their program focus.

Dissertation: The Ph.D. dissertation is the result of reading, research, and reflection centered around the research focus. It contains recognition and clarification of a major topic in intercultural education and a process to research the topic at hand, leading to implementation in ministry and career advancement. The dissertation brings together work done in the competency models and the refining of thought through interaction with faculty and integration of research findings.

Doctor of Philosophy in Intercultural Education Curriculum Plan

Core Courses: 18 credits

PH801	Intercultural Education	3
PH802	Cultural Anthropology	3
PH803	Proposal and Research Design	3
PH804	Intercultural Leadership & Mentorship	3
PH805	Intercultural Communication for Education	3
PH806	History, Philosophy, and Theology of Intercultural Education	3
PH807	Learning, Teaching, and Technology in Intercultural Education	3
PH808	Transformational Change and Intercultural Discipleship	3
PH809	Contextualization	3
PH810	Integrated Research Methodology and Dissertation Writing	3
PH811	Orality & Interculturality	3
PH812	Ethnicity and Interculturality	3
PH813	Qualitative and Quantitative Research & Methods	3

Specialization Modules: 12 credits

Students will choose electives in an area of specialization in consultation with the program director.

PH8XX Elective Courses Generally, 4 three-credit courses

Dissertation and Comprehensive Examination: 9 credits

PH890	Dissertation Proposal and Comprehensive Exam	2
PH891	Dissertation Research and Writing	7

Total 60 credits

California BPPE Addendum

Western Seminary BPPE Addendum to the 2024-2025 Academic Catalog

This addendum is to supply information to students at the San Jose and Sacramento campuses in relation to Western Seminary's status with the Bureau of Private Postsecondary Education (BPPE) in the state of California.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

The 2023-24 Academic Catalog is in operation from Sept. 2, 2023- Aug. 9, 2024

Additional Notices

Western Seminary is a private institution, that it is approved to operate by the BPPE, and that approval to operate means compliance with state standards as set forth in the CEC and 5, CCR.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834 P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, (888) 370-7589 or (916) 574-8900, or by fax (916) 263-1897.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet Web site, www.bppe.ca.gov.

Western Seminary does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Physical Locations

San Jose

6601 Camden Ave

San Jose, CA 95120

408 356-6889

Sacramento

290 Technology Way Ste 300

Rocklin, CA 95765

408 356-6889

Portland

5511 SE Hawthorne BLVD

Portland, OR 97215

Address in CA where classes are held

San Jose

6601 Camden Ave, Rm 501-504

San Jose, CA 95120

Sacramento

290 Technology Way Ste 300, Rm 208

Rocklin, CA 95765

Website:

www.westernseminary.edu

Facilities

San Jose

Our San Jose location consists of 3 classrooms, 1 shared use kitchenette, a private study area/meeting room, and a reception room with administrative space. Additionally there are 2 non-gender specific restrooms.

The three classrooms (Rooms 502, 503, 504) can seat a maximum of 25 students each and contain what is needed to meet educational needs.

The shared kitchenette has a shared refrigerator, coffee machine and meeting area, The reception room (Room 501) has a lounge space, meeting table and reception/administration desk. Additionally, it has some food amenities.

Sacramento

Our Sacramento site consists of classroom 208 which is able to accommodate 13 students and is 700 sq feet. It is being expanded to 1400 sq feet and will be able to accommodate 26 students. The classroom contains what is needed to meet educational needs. There are bathrooms available for student use as well that is just down the hall from classroom 208.

Library Services

Our Library is administered centrally from Portland, OR with a wide variety of digital resources available for student use as well as borrowing privileges for physical copies. This includes e-books as well as electronic database access. Our library staff is eager to assist with resource or research needs that you may have. Additionally there are a number of reference volumes physically available for student use at our San Jose location. Students can access library services at <https://www.westernseminary.edu/students/library>.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Western Seminary is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the credits or degree you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Western Seminary to determine if your credits or degree will transfer.

Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written

application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Dept. of Labor Standard Occupation Codes for our degrees:

MA in Counseling

- 21-1011.00 [Substance Abuse and Behavioral Disorder Counselors](#)
- 21-1013.00 [Marriage and Family Therapists](#)
- 21-1014.00 [Mental Health Counselors](#)

Master of Divinity

- 21-2011.00 [Clergy](#)
- 21-2021.00 [Directors, Religious Activities and Education](#)
- 21-2099.00 [Religious Workers, All Other](#)

MABTS, MAML, GSD, GSC

- 21-2021.00 [Directors, Religious Activities and Education](#)
- 21-2099.00 [Religious Workers, All Other](#)

Housing

Western Seminary does not supply any student housing, nor does it assist in finding housing. We would encourage you to check local resources for housing options such as rental websites, church housing information, and the like. The [City of San Jose](#) government estimates that a studio or 1 bedroom apartment would cost approximately \$2,144/2,402 per month, respectively.

Cost of Enrollment

Below, you will find an estimated cost for your total program of study, both for institutional and non-institutional charges (the latter being the required CPCE exam for counseling students). These are based on current tuition and fee charges for 2023-24 so the final amount may be more if these rates go up. Institutional charges include the non-refundable application fee of \$50, the tuition rate for 2023-24 is \$661/credit, and each semester is the required \$220 Education Resource Fee. Non-institutional charges for the MA in Counseling program are the \$150 fee to take the required CPCE exam paid to the third-party test administrator.

Program	Estimated Time to Complete	Total Cost
Graduate Studies Certificate (16 credits)	2-3 semesters	\$11,286
Graduate Studies Diploma (30 credits)	4-6 semesters	\$22,522
Addiction Studies Certificate (30 credits)	4-6 semesters	\$22,522
MA in Biblical and Theological Studies (56 credits)	5 years	\$40,372
MA in Biblical Leadership (36 credits)	5 years	\$27,147

MA in Counseling (71 credits)	5 years	\$50,431
MA in Ministry Leadership (52 credits)	5 years	\$37,722
Master of Divinity (84 credits)	6 years	\$58,864

Cancellation, Withdraw and Refund Policy

Western Seminary shall refund 100% of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed two hundred fifty dollars (\$250) if notice of cancellation is made through attendance at the first class session, or the seventh day after enrollment, whichever is later. In addition, the student may withdraw from a course after instruction has started and receive a pro-rata refund for the unused portion of the tuition and other refundable charges if the student has completed 60% or less of the instruction for the academic term. Withdrawal from Western Seminary may be done by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance. Withdrawal or leave of absence in relation to this must be done by completing the forms in SIS. The pro rata date is from when the form is submitted. If you wish to cancel the enrollment agreement, you must do so in writing by sending an email to studentservices@westernseminary.edu.

Course Descriptions

Addiction Counseling (AC)

AC530 – Addiction Studies Practicum

This course provides a supervised practicum experience in a clinical setting that includes a range of counseling opportunities with chemically dependent and co-occurring disordered clients. The student confers regularly with an on-site supervisor, and receives regular peer and faculty feedback/evaluation in this practicum class. The internship requires that the student apply classroom knowledge to interviewing, assessment, diagnosis, treatment planning, and treatment of individual, marital, and family dysfunction related to substance abuse/addiction. Enrollment restricted to Addiction Studies Certificate students. (Sacramento and San Jose only). Pre-requisites: CN501, CN504, and CN506. 1 credit. Additional Details for California students: Due to certification requirements, the student must complete 15 seat hours in Internship classes for a total of 45 hours. Additionally, students must perform at least 21 hours in each of the 12 core competencies of an addictions counselor at their placement setting(s). Students are expected to promote health and wellness, utilize empirically supported psychotherapeutic techniques, recognize issues of development and maladjustment in their clients, find and utilize resources for the clients benefit, and handle documentation of services, treatment plans, progress notes, and agency paperwork as a professional. Enrollment is limited to students who are prepared for internship by having taken prerequisite courses, having passed the basic counseling skills proficiency evaluation in Clinical Foundations, having completed a minimum of 10 hours of personal therapy, and after clearance from the Professional Assessment of Candidates Committee. CAMFT membership and professional liability insurance are required 4999.33 (3) A-K., 4999.33 (d) 1-10. 1 credit.

AC531 – Addiction Studies Internship I

This course provides a supervised internship experience in a clinical setting that includes a range of counseling opportunities with chemically dependent and co-occurring disordered clients. The student confers regularly with an on-site supervisor, and

receives regular peer and faculty feedback/evaluation in this internship class. The internship requires that the student apply classroom knowledge to interviewing, assessment, diagnosis, treatment planning, and treatment of individual, marital, and family dysfunction related to substance abuse/addiction. Enrollment restricted to Addiction Studies Certificate students. (Sacramento and San Jose only). Pre-requisites: CN 501, CN504, CN506, and AC530. 1 credit. Additional Details for California students: Due to certification requirements, the student must complete 15 seat hours in Internship classes for a total of 45 hours. Additionally, students must perform at least 21 hours in each of the 12 core competencies of an addictions counselor at their placement setting(s). Students are expected to promote health and wellness, utilize empirically supported psychotherapeutic techniques, recognize issues of development and maladjustment in their clients, find and utilize resources for the clients benefit, and handle documentation of services, treatment plans, progress notes, and agency paperwork as a professional. Enrollment is limited to students who are prepared for internship by having taken prerequisite courses, having passed the basic counseling skills proficiency evaluation in Clinical Foundations, , having completed a minimum of 10 hours of personal therapy, and after clearance from the Professional Assessment of Candidates Committee. CAMFT membership and professional liability insurance are required 4999.33 (3) A-K., 4999.33 (d) 1-10. 1 credit.

AC532 – Addiction Studies Internship II

This course provides a supervised internship experience in a clinical setting that includes a range of counseling opportunities with chemically dependent and co-occurring disordered clients. The student confers regularly with an on-site supervisor, and receives regular peer and faculty feedback/evaluation in this internship class. The internship requires that the student apply classroom knowledge to interviewing, assessment, diagnosis, treatment planning, and treatment of individual, marital, and family dysfunction related to substance abuse/addiction. Enrollment restricted to Addiction Studies Certificate students. (Sacramento and San Jose only). Pre-requisites: CN501, CN504, CN506, AC530 and AC531. Additional Details for California students: Due to certification requirements, the student must complete 15 seat hours in Internship classes for a total of 45 hours. Additionally, students must perform at least 21 hours in each of the 12 core competencies of an addictions counselor at their placement setting(s). Students are expected to promote health and wellness, utilize empirically supported psychotherapeutic techniques, recognize issues of development and maladjustment in their clients, find and utilize resources for the clients benefit, and handle documentation of services, treatment plans, progress notes, and agency paperwork as a professional. Enrollment is limited to students who are prepared for internship by having taken prerequisite courses, having passed the basic counseling skills proficiency evaluation in Clinical Foundations, having completed a minimum of 10 hours of personal therapy, and after clearance from the Professional Assessment of Candidates Committee. CAMFT membership and professional liability insurance are required 4999.33 (3) A-K., 4999.33 (d) 1-10. 1 credit.

AC541 – Addictive Behavior: Treatment and Counseling

In this course, students will develop a working knowledge of the 12 core competencies of an addiction counselor. Personal and professional growth issues will be discussed, including stress management. Special emphasis will be placed on treatment planning across treatment settings. The student will develop the ability to utilize established screening and assessment tools for treatment planning and intervention for individuals with substance use disorders. Students will be exposed to the primary theories in the field of addictions and heir implications for treatment and practice. Prerequisite: CNS529 or CN519. (Sacramento and San Jose only.) 2 credits.

AC542 – Advanced Addiction Counseling

This course looks at current trends in addictions treatment and the treatment of co-occurring disorders. Students develop a practical understanding of evidenced based practices in the field of addictions counseling as well as “cross-over” approaches used in mental health settings that can address the needs of clients who have both substance use disorders and other mental health conditions. Additionally, students will develop an understanding of the medically based treatment approaches and settings. Prerequisites: CN519 and 541. (Sacramento and San Jose only.) 2 credits.

AC543 – Addiction Group Dynamics

This course provides an overview of the principles of group dynamics and process specifically related to the addiction recovery population. Pre- or co-requisite: CN520 . (Sacramento and San Jose only.) 1 credit.

AC570 – Select Topics in Addiction Counseling

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

AC580 – Individualized Research

An elective course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

Biblical Literature (BL)

Biblical Literature is the study of the literature of the Bible which takes into consideration the language, history, culture, and geography of the ancient world. The discipline focuses on the major sections of Scripture which are studied as to their literary, thematic, and theological contributions. Each Biblical Literature course involves the study of the historical setting, specific purpose, and thematic development of the biblical materials with a view to identifying principles for application. Serious effort is made to discover the dynamic relevancy of the biblical materials for today.

BL501 – Interpreting Genesis to Song of Solomon

This initial course in biblical literature lays a foundation for study of the Bible by introducing Bible study methods. It begins with a focus on the biblical covenants and God's kingdom program. Our examination of the Pentateuch will focus on the great attributes of God and his gracious plan for redemption of sinful humanity. The historical books will show how God works among His people, blessing obedience and chastening the disobedient. We will conclude with a focus on the fear of the Lord and the practical lessons found in the Wisdom Books and Psalms. Recommended pre- or co-requisite: BT501 and 502. 4 credits.

BL502 – Interpreting the Prophets and Gospels

This course in Biblical Literature builds on the foundation of BL501 showing how God's redemptive and kingdom programs are carried forward and advanced by the Prophets and Gospels. Students will discover how the promises of God concerning the Messiah are fulfilled in Jesus Christ. The study of the Gospels will demonstrate how Jesus' teachings, miracles, parables, death and resurrection advance the great story of the Bible. The course will include practical application of biblical

truths encouraging students to have a meaningful encounter with God's word and grow spiritually. Recommended pre- or co-requisite: BT501, BT502, Recommended pre-requisite: BL501. 4 credits.

BL503 – Interpreting Acts to Revelation

This course in Biblical Literature builds on the foundation of BL501 and 502 showing how God's redemptive and kingdom programs are carried forward and advanced through the church in the Apostolic Period. The Book of Acts, Paul's Epistles, the General Epistles and Revelation will be studied with a view to discovering how they advance and complete the story of the Bible. The course will include practical application of biblical truths encouraging students to have a meaningful encounter with God's word and grow spiritually. Recommended pre- or co-requisite: BT501, BT502. Recommended pre-requisites: BL501, BL502. 4 credits.

BL506 – Old Testament Literature for Counselors

(M.A. in Counseling students only.) This course helps the student to understand the canonical scope of the Bible and to highlight truths found in Old Testament biblical literature that contribute to an understanding of gospel-centered transformation in counseling settings. Basic skills for interpreting Scripture will be introduced and illustrated in surveying Old Testament passages central to contemporary counseling issues. Required for M.A. in Counseling students only; other degree students enroll in BL501. 2 credits.

BL507 – New Testament Literature for Counselors

(M.A. in Counseling students only.) This course highlights truths found in New Testament biblical literature that contribute to understanding a life of faith. Students will explore key texts and themes that include the life, death, and resurrection of Jesus in the gospel message as well as instructions for daily living particularly germane to contemporary counseling issues. Required for M.A. in Counseling students only; other degree students enroll in BL502. 2 credits.

BL520 – Exposition of Genesis

This course involves a detailed study of Genesis with emphasis on the institutions, persons, and events that shaped the rest of history. Key principles of life are examined in light of further biblical amplification. 2 credits.

BL522 – Exposition of Deuteronomy

Deuteronomy is the canonical link between the Pentateuch and the prophets. We will look at different issues important for the study of the book, like authorship, structure, theology, date and outlook of the book. We will examine its influence on the believer's life, one's walk with God, one's behavior in the larger community as well as its influence on the whole Bible. 2 credits.

BL523 – Life of Moses

Apart from Jesus Christ, no person in history has made such a deep and lasting impression on the world as Moses. This class focuses on the life and writings of Moses as he is called of God, brings his people out of Egypt, mediates the God's giving of the Law, and leads Israel on their march to the border of the promise land. Moses' accomplishments, failures and relationship with God will be considered as we study the life of this "servant of God" (Rev. 15:3). 2 credits.

BL524 – Exposition of Psalms

This course offers an exposition of the Psalms with attention to theology and personal application. Students will learn how to understand these poems in their formal categories and how to incorporate basic concepts from the Psalms in life and ministry. 2 credits.

BL526 – Exposition of Isaiah

The life and times of this evangelical prophet, evaluation of his character, exposition of his message, and an examination of his culture and Messianic emphasis. 2 credits.

BL528 – The Dead Sea Scrolls

The purpose of this class is to get acquainted with the literature, history, theology and culture of the Dead Sea scrolls and to struggle with questions like, who put the scrolls in the caves, and what is the link with the Qumran settlement? What is the link between the people described in the scrolls and early Christianity? How do the Dead Sea scrolls help our understanding of the establishment of the canon? This and many more questions will be dealt with in this class. 2 credits.

BL541 – Life of Christ

The life of Jesus Christ is the very foundation of biblical Christianity. This course is devoted to the study of the life and teachings of Jesus as recorded in the four Gospels. Attention is given to the major events and turning points in His ministry and the interpretation of Jesus' teachings. The historical, cultural, and geographical setting provides the context for our interpretation and understanding of Jesus' ministry. 2 credits.

BL543 – Exposition of Romans

This course is designed to lead the student in a study of the book of Romans. The structure and argumentation of this all-important epistle will be considered. Special emphasis will be given to the major doctrinal themes and ethical issues with a view to practical application to the local church and its ministry. 2 credits.

BL546 – Exposition of Galatians

Paul was engaged in a battle for the gospel in Galatians. By focusing on the interpretation of the letter, Paul's counterattack against the false teachers will be explored. Particular emphasis will also be placed on Paul's view of the law and his theology of justification. In addition, the application of the letter to the world of today will be discussed. 2 credits.

BL552 – Exposition of Pastoral Epistles

This course is an expository study of 1 and 2 Timothy and Titus, with emphasis on the theological and practical relevance of the pastorals for society, for the church, and for church leadership. 2 credits.

BL555 – Hope as Exiles: Exposition of 1 Peter

This course is an exegetical/expository study of 1 Peter, with attention to the Greek language, theological themes, literary structure, hermeneutical issues, and relationship to other parts of the Bible. Emphasis will also be placed on practical relevance for society, the church, and church ministry/leadership. 2 credits.

BL562 – Biblical Prophecy

Prophecy is one of the major literary and theological themes of the Bible. This course lays a foundation for interpreting and expounding biblical prophecy by examining God's covenant promises with Israel and then tracing the fulfillments and anticipated fulfillments through Scripture. Major texts to be examined will be selected from Isaiah, Jeremiah, Ezekiel, Daniel, Zechariah, Matthew, 1 and 2 Thessalonians, 1 Corinthians 15, 2 Peter and Revelation. The goal of this course is to help students construct a biblical eschatology to serve as a foundation for their teaching and preaching ministry.

BL563 – Jesus in the Bible and History

A look at the study of the Historical Jesus, what it can and cannot do for us and its usefulness in our modern context. We will take a close look at certain key events in Jesus' ministry as a part of the class and class discussion, as well as the array of approaches the topic has produced in NT studies.

BL566 – Greece and Turkey Study Tour

This is a course designed to give the student knowledge of the Gentile world the Apostle Paul encountered as he set out on his missionary journeys. Focus will be given to Hellenistic, Roman, and Jewish cultures, as they intersected in the Mediterranean world. Study of key passages in both the book of Acts and various Pauline epistles will be made. All of this will be enriched by on site experiences, beginning with Paul's birthplace, and ending with Paul's ministry in Athens. On site emphases will include Ephesus, Philippi, Corinth, and Athens. In addition to the significant cities of the missionary travels of Paul, selected cities mentioned from the book of Revelation will be visited. The focus is on the movement of Christianity from its roots in first century Judaism to the Grecian-Roman world in which it expanded. 2 credits.

BL570 – Select Topics in Biblical Literature

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

BL580 – Individualized Research

An elective course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

BL592Y – Interpreting the New Testament I: The Gospels

In this course you will examine the OT background to the NT, become familiar with the historical, social, and cultural environment of the Gospels, the character of each of the Gospels, and student the teaching of Jesus and his particular self-understanding. In addition, considerable attention will be devoted to the matter of contextualization, that is, how properly to live into and live out the message of the Gospels in our particular social, cultural, and personal contexts.

BL620 – Exposition of Genesis

This course involves a detailed study of Genesis with emphasis on the institutions, persons, and events that shaped the rest of history. Key principles of life are examined in light of further biblical amplification. 2 credits.

BL622 – Exposition of Deuteronomy

Deuteronomy is the canonical link between the Pentateuch and the prophets. We will look at different issues important for the study of the book, like authorship, structure, theology, date and outlook of the book. We will examine its influence on the believer's life, one's walk with God, one's behavior in the larger community as well as its influence on the whole Bible. 2 credits.

BL623 – Life of Moses

Apart from Jesus Christ, no person in history has made such a deep and lasting impression on the world as Moses. This course focuses on the life and writings of Moses as he is called of God, brings his people out of Egypt, mediates the giving of the Law, and leads Israel on their march to the border of the promised land. Moses' accomplishments, failures and relationship with God will be considered as we study this "bond-servant of God" (Rev. 15:3) in the historical, geographical and cultural context of his life. 2 credits.

BL624 – Exposition of Psalms

Throughout the history of Judaism and the Church, the book of Psalms has occupied a special place within the lives of believers. In the Psalms we find encouragement, comfort, hope, and inspiration as they express the whole range of human experience and emotions. In this class we will explore these ancient/new strategies in order to gain some striking insights into the teachings of this very familiar book. 2 credits.

BL626 – Exposition of Isaiah

The life and times of this evangelical prophet, evaluation of his character, exposition of his message, and an examination of his culture and Messianic emphasis. 2 credits.

BL628 – The Dead Sea Scrolls

The purpose of this class is to get acquainted with the literature, history, theology and culture of the Dead Sea scrolls and to struggle with questions like, who put the scrolls in the caves, and what is the link with the Qumran settlement? What is the link between the people described in the scrolls and early Christianity? How do the Dead Sea scrolls help our understanding of the establishment of the canon? This and many more questions will be dealt with in this class. 2 credits.

BL641 – Life of Christ

The life of Jesus Christ is the very foundation of biblical Christianity. This course is devoted to the study of the life and teachings of Jesus as recorded in the four Gospels. Attention is given to the major events and turning points in His ministry and the interpretation of Jesus' teachings. The historical, cultural, and geographical setting provides the context for our interpretation and understanding of Jesus' ministry. 2 credits.

BL643 – Exposition of Romans

The course is designed to lead the student in a study of the book of Romans. The structure and argumentation of this all important epistle will be considered. Special emphasis will be given to the major doctrinal themes and ethical issues with a view to practical application to the local church and its ministry. 2 credits.

BL653 – Exposition of Hebrews

This course involves the study of the book of Hebrews both synthetically and analytically. Historical context of composition and the intrinsic literary structure will receive special attention. 2 credits.

BL662 – Biblical Prophecy

This course lays a foundation for interpreting and expounding biblical prophecy by examining God's covenant promises with Israel and then tracing the fulfillments and anticipated fulfillments through Scripture. The goal of this course is to help students construct a biblical eschatology to serve as a foundation for their teaching and preaching ministry. Students will have the opportunity to interact with a variety of prophetic viewpoints with a view to establishing their own biblically based understanding of prophecy. 2 credits.

BL663 – Jesus in the Bible and History

A look at the study of the Historical Jesus, what it can and cannot do for us and its usefulness in our modern context. We will take a close look at certain key events in Jesus' ministry as a part of the class and class discussion, as well as the array of approaches the topic has produced in NT studies.

BL670 – Select Topics in Biblical Literature

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

Biblical Theology (BT)

BT501 – Hermeneutics

In this course you will study the foundational principles and interpretive procedures of the grammatical-historical method of biblical interpretation. You will also apply these principles and procedures in the study of the Biblical text. 2 credits.

BT502 – Understanding Biblical Theology

The purpose of this class to introduce students to the subject and history of biblical theology, to investigate the unity of the Bible; to discover the ongoing flow of the revelatory and redemptive process, structured around God's major covenants, that reaches its climax in Jesus Christ; to learn a gospel-centered and Christocentric hermeneutic; and to explore the necessity and implications of biblical theology for ministry in the local church. 2 credits.

BT511 – Advanced Hermeneutics

The purpose of this class is to investigate biblical interpretation in light of current theological, philosophical, ecclesiological, historical and social challenges. The student will be exposed to current scholarship on a variety of hermeneutical topics and will learn to both defend and demonstrate the authority of the whole of Scripture by interpreting to hear the Word of God. Enrollment limited to students granted advanced standing in BT501. 2 credits.

BT520 – Theology of the Pentateuch

The first five books of Hebrew Scripture form the foundation for the progressive unfolding of the remainder of the Bible. You will learn the origins, development and principles of biblical theology and will apply the practice of biblical theology to difficult and celebrated texts in these books. Prerequisite: BL501. 2 credits.

BT525 – Theology of the Old Testament

In the mid-60's, biblical theology was declared to be in a state of "crisis," with some pronouncing it "exhausted," a "failure," or "dead." Yet since that time new perspectives have breathed new life and vigor into this field. This course will address the issues involved in approaching the Old Testament (the Tanak) theology, involving the purpose, methods, scope, and practical value of doing biblical theology of the Old Testament (Hebrew Bible). 2 credits.

BT532 – Theology of Luke and Acts

This class will examine key themes in Luke-Acts. Special attention will be paid to the development of the portrait of Jesus, the program of God, and the call to disciples. 2 credits.

BT533 – Pauline Theology

You will examine the theological contributions of the Apostle Paul as you learn the methods and principles of biblical theology. You will analyze such topics as Christology, the law, the human as sinner, atonement, justification, reconciliation, new life in Christ, church and eschatology. You will also look at such foundational topics as the relationship of Paul's theology to the Old Testament and to Jesus. 2 credits.

BT537 – Priestly Messiah, Temple & Apocalyptic

This class will explore three important and interconnected themes throughout the Bible that are foundational for understanding the identity of Jesus and the mission of his followers: The temple, the royal-priesthood, and the role of apocalyptic literature in the Bible. We will begin with Genesis 1-3 and focus on (1) the portrait of Eden as a cosmic, heaven-on-earth mountain where (2) God and his royal-priests partner together so that (3) humanity can become the revealers of God's will and kingdom on earth as in heaven. We will then trace the development of these three ideas throughout the Hebrew Bible, focusing on the role and calling of Israel's prophets, kings and priests. Finally, we will see how these themes are carried forward in the New Testament Gospel accounts, the letter to the Hebrews, and in the Revelation. 2 Credits.

BT570 – Select Topics in Biblical Theology

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

BT611 – Advanced Hermeneutics

The purpose of this class is to investigate biblical interpretation in light of current theological, philosophical, ecclesiological, historical and social challenges. The student will be exposed to current scholarship on a variety of hermeneutical topics and will learn to both defend and demonstrate the authority of the whole of Scripture by interpreting to hear the Word of God. 2 credits.

BT620 – Theology of the Pentateuch

The first five books of Hebrew Scripture form the foundation for the progressive unfolding of the remainder of the Bible. You will learn the origins, development and principles of biblical theology and will apply the practice of biblical theology to difficult and celebrated texts in these books. Prerequisite: BLS 501. 2 credits.

BT651 – Understanding Biblical Theology

This class will introduce students to the subject and history of biblical theology, to investigate the unity of the Bible, to delve into the contents of the individual biblical books and show the links between them, to discover the ongoing flow of the revelatory and redemptive process that reaches its climax in Jesus Christ, and to explore the necessity and implications of biblical theology for ministry in the local church. 2 credits.

BT660 – ThM Seminar in Biblical Theology

Occasional seminars chosen to fit the interests and needs of students and faculty. 3 credits.

BT661 – Theological Interpretation of Scripture

In this course we will examine the growth and tenants of Theological Interpretation of Scripture always applying it to how we should personally approach the interpretation of the Scriptures. Discussion surrounding typology/allegory, history/theology, pre-critical exegesis, and the role of the Holy Spirit in interpretation will be engaged with. 3 credits

BT662 – Kingdom of God

Jesus Christ focused his ministry and teaching in a unified manner on the Kingdom of God. But the nature and ministry of the Kingdom of God has been misunderstood by the church ever since. We will develop a biblical theology of the Kingdom of God. We will look at the Old Testament anticipation of the Kingdom as the context that guided Jesus' own understanding. We will look at the integration of Jesus' Kingdom ethics, ministry, and parables to develop a biblical understanding of the Kingdom of God that is to guide the current ministry of the church with regard to social justice and gospel proclamation. 3 credits

BT663 – Presence of God

This class will focus on seeing the presence of God as it plays out on all the pages of Scripture, from Eden to the New Heavens and New Earth. We will give attention to preliminary matters such differentiating between types of God's presence and what it means to be in the presence of God. With this foundation set, we will spend the majority of our time excavating the biblical text to see how this theme unfolds canonically and to help us understand its relation to God's redemptive purposes. We will conclude our class with points of application as we ask how this biblical theological theme affects the categories of systematic theology and how it should affect our Christian life. 3 credits

BT670 – Select Topics in Biblical Theology

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

Chaplaincy Ministry (CA)

CA501 – The Chaplaincy

In this course students are introduced to and equipped for the mission field of chaplaincy ministry. A wide range of topics is covered, from possible areas of service to various expectations placed upon military, law enforcement, and institutional chaplains. 2 credits.

CA505 – Hospital Chaplaincy

The unique nature of hospital chaplaincy is investigated in this course. Attention is given to appropriate relationships with hospital staff and patients and their families, issues such as death and dying, and other features pertinent to hospital ministry. Work is done in case studies, and fieldwork is engaged in actual hospital visits. 1 credit.

CA506 – Military Chaplaincy

Particular attention is given to the nature and work of the military chaplaincy. Students explore expectations related to work in a multi-faith environment, and learn how the various branches of the military function relative to their chaplains. Emphasis is given to life and ministry issues (such as frequent mobility, separation from family, etc.) peculiar to persons in the military. Practical matters pertaining to such things as securing endorsement and appointment as a chaplain are also treated. 1 credit.

CA530 – Chaplaincy Practicum

An intense, guided field education experience in the student's area of ministry concentration. Veteran, career chaplains in military or institutional settings, carefully supervise the student as he/she gains expertise in the military chaplaincy or in one of the institutional chaplaincies for which the Seminary provides training. 1-4 credits.

CA531 – Clinical Pastoral Education

This course consists of an intense, guided field education experience in an approved Clinical Pastoral Education (CPE) program. CPE covers pastoral formation, competence, and reflection. Participation can be either part-time (Level 1 followed by Level 2) or full-time (Level 1 and 2 combined) and must be completed within one semester; subsequent semesters of the experience require additional class registration. Approval required. 1-2 credits.

CA570 – Select Topics in Chaplaincy Ministry

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

CA580 – Individualized Research

An elective course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

Child and Youth Counseling (CY)

CY531 – Internship Case Conference I

This course will provide peer and professional feedback and evaluation of the student's counseling internship experience. The student will apply theoretical knowledge in the clinical setting to interviewing, assessment, diagnosis, and treatment. Pre-requisites: CN501, CN502, CN504, CN505, CN506, CN530. Portland campus. 3 credits.

CY541 – Introduction to Working with Children

This course is designed for the novice who desires to learn the ins and outs of child development. We will consider the power of play for children and how to incorporate playfulness in a therapeutic manner. Students will gain an overview of treatment modalities to address the most common conditions for children 0-12. Students will learn the basics skills necessary to begin working with infants, children, and their families. Participants will learn to identify and assist children who have experienced trauma.

CY542 – Introduction to Working with Adolescents

This course examines adolescent growth and developmental stages, explores normal and abnormal adolescent behaviors, identifies common adolescent problems/symptoms, highlights the role and importance of caregivers, and presents counseling techniques and skills to address the most common concerns of this age range. Students will learn the basics skills necessary to begin working with adolescents and their caregivers.

CY543 – Child Assessment & Treatment in Parent-Child Interaction Therapy(PCIT) Pt.1

This course is an introduction to Parent Child Interaction Therapy. Students will receive an overview of the theoretical foundations of PCIT and the DPICS coding system. Students will learn play therapy techniques and gain mastery of the Child-Directed Interaction (CDI)- therapist skills. This class is highly interactive, and participants will engage in role playing, case observations, and coaching with families. Students will learn the assessment process, childhood disorders that are best treated with PCIT and research that supports PCIT with children 3-7. Students will conduct a clinical interview, accurately diagnose common childhood disorders, and assess PCIT inclusion criteria.

CY544 – Child Assessment & Treatment in Parent-Child Interaction Therapy(PCIT) Pt.2

This course builds on existing experience and coursework in counseling with children. Students will integrate previous knowledge and be prepared to implement an evidence -based treatment modality with fidelity. Students will learn and practice dyadic teaching skills to help parents acquire new skills. We will explore advanced counseling techniques to use with children and their caregivers. Students will engage in direct coaching of caregivers to increase learning and implementation of parenting skills in real time. The purpose of this course is to master the second phase of PCIT, Parent Directed interactions (PDI). This course along with CY543 serves as a foundation for meeting the PCIT International Training Guidelines for developing necessary competencies as a PCIT therapist.

CY570 – Select Topics in Child and Youth Counseling

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

CY580 – Individualized Research

This is an elective research course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1- 2 credits.

Christian Spirituality (CS)

Effective ministry leadership requires much more than the acquisition of professional skill; for Christian ministry, as shaped and enabled by the Spirit of Christ, flows from one's progressively renewed character. Leaders are called to serve as incarnate models of the truths that they seek to impart to others. Learning how to cooperate with and submit to God's transforming grace is therefore an essential priority for every Christian minister. Because of this importance of genuine godliness, Western's curriculum makes spiritual formation an overarching priority. In other words, every course seeks to make some meaningful contribution to the development of Christian character. The foundation for this incremental growth is established by a series of core courses in spiritual formation. Subsequent courses from every discipline then reaffirm and expand these fundamental principles and priorities so as to nurture spiritual growth in every student.

CS501 – Introduction to Christian Spirituality

At the center of Christian spirituality is Jesus and his gospel and our fellowship with our Triune God through him. This class seeks to elucidate the implications of a gospel-centered spirituality. The course focuses on union with Christ, the work of the Holy Spirit, grace-based motivational structures, and a gospel-centered approach to change.

CS502 – Practicing Christian Spirituality

Pray constantly. Let the Word dwell in you richly. God's Word has given God's people patterns of personal and corporate practices intended for fellowship with our Triune God and the building up of his people. This class will explore the theology and gospel-centered practice of spiritual disciplines and Christian practices.

CS511 – Readings in Spiritual Classics

In this course you will read works addressing issues such as spiritual maturity, discipleship, prayer, and the use of spiritual disciplines. Authors chosen will represent Protestant, Catholic and Orthodox perspectives. 2 credits.

CS570 – Select Topics in Christian Spirituality

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

CS580 – Individualized Research

An elective course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

Church History (CH)

To understand and prepare for contemporary ministry, a Christian leader needs to understand the major movements in church history from Pentecost to the present. Western's courses introduce you to key classic writings, theological controversies and developments, and examine timeless ministry principles from an historical perspective.

CH501 – Wisdom from Church History

In this course we will learn from the history of the Church from Pentecost to the present. We will focus on (1) the Church's people who, as saints and sinners, have been the flesh and blood of its history; (2) the Church's doctrine which has developed throughout its history; (3) the Church's writings which have exerted a tremendous impact on its history; and (4) the Church's movements which have composed the ebb and flow, the progress and regress, of its history. We will also consider what the past can contribute to the present, seeking to learn lessons from the history of the Church for our own lives, ministries, doctrines, and churches. 4 credits.

CH502 – Insight and Inspiration from Church History

In this course we will learn from the history of the Church from Pentecost to the present. We will focus on: (1) the Church's people who, as saints and sinners, have been the flesh and blood of its history; (2) the Church's doctrine which has developed throughout its history; (3) the Church's writings which have exerted a tremendous impact on its history; and (4) the Church's movements which have composed the ebb and flow, the progress and regress, of its history. We will also consider what the past can contribute to the present, seeking to learn lessons from the history of the Church for our own lives, ministries, doctrines, and churches. 2 credits.

CH505 – History of Mission

You will examine the dynamic factors God has used in the expansion and spread of His church. Analyze successes and failures in mission endeavors, from era to era, by both Eastern and Western churches. Study strategies used by missionaries throughout the ages as a guide to forming a personal strategy of mission and an understanding of practical aspects and principles of world missions. 2 credits.

CH561 – Life and Theology of Bonhoeffer

We will grapple with Bonhoeffer's call to costly discipleship and Christian community, engage his *Ethics* as it addresses today's pressing moral challenges, and explore his penetrating question, "Who is Jesus Christ for us today?" Together, we will unpack Dietrich's provocative concepts and enigmatic phrases, such as "cheap grace," "the Church-for-others," "non-religious Christianity," the "God-of-the-gaps," a "world-come-of-age," and "only a suffering God can help" in order to integrate Bonhoeffer's ethics and Christ-centered spirituality into a life of discipleship. 2 credits.

CH570 – Select Topics in Church History

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

CH660 – ThM Seminar in Church History

Occasional seminars chosen to fit the interests and needs of students and faculty. 3 credits.

CH670 – Select Topics in Church History

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

Coaching Ministry (CO)

CO500 – Introduction to Coaching

This course provides students with a basic foundation for understanding and practicing coaching. Topics covered include: core coaching skills, coaching conversation model, the biblical basis for coaching, and how the student can use coaching in his or her ministries or workplace. 1 credit.

CO501 – Coaching Change, Transition, and Transformation

This course provides students the knowledge and skills necessary for coaching individuals and groups through change. Attention is given to understanding different types of change, how to support people going through transitions, and how to use coaching to initiate positive change. Prerequisite: CO500. 1 credit.

CO502 – Life and Personal Coaching

This course provides students with practical tools that can be used when coaching clients through a wide range of personal, life and family issues. Special attention is given to helping students explore how to start a coaching practice, covering topics such as: marketing, legal and financial considerations, networking, and defining your coaching niche. Prerequisite: CO500. 1 credit.

CO503 – Coaching Approach to Leading and Managing

This course provides students the knowledge and skill necessary for taking a coach approach to working with teams, managing direct reports/volunteers, and leading within a church or other organization. Prerequisite: CO500. 1 credit.

CO504 – Coaching Spiritual Transformation

This course provides students the knowledge and skills necessary to apply coaching to faith conversations. Attention is given to how a dialogical approach can be effective for evangelism and discipleship, how coaching can be expressed in the ministries of a local church, and the relationship between coaching competencies and Christian practices. Prerequisite: CO500. 1 credit.

CO505 – Coaching as a Brain-Based Approach to Learning

In the coaching relationship, the coach is a learning partner in the growth of the person being coached (PBC). This class will provide information on different learning styles, cognitive preferences, and learning processes that reflect how the brain works in order to generate powerful results in the PBC. Skill development focuses upon incorporating the knowledge of learning into coaching questions, statements, and listening. Prerequisite: CO500. 1 credit.

CO506 – Using Assessments, Inventories, and Tools in Coaching

This course provides students an overview of various assessments, inventories, and tools for creating awareness with coaching clients. Among the instruments addressed will be the Myers-Briggs Type Indicator (MBTI), the Leadership Practices Inventory 360 (LPI 360), Strengths Finder 2.0 and DiSC. Attention will be given to discerning which instruments are most useful in which client situations, what steps are necessary for utilizing various instruments, and how to promote effective client engagement with instruments. Prerequisite: CO500. 1 credit.

CO507 – The Language of Coaching

This course helps the coaching student make proper use of powerful language elements such as metaphors, stories, formulas, yellow-flag words, and distinctions. Knowing and using these language elements improves the coaches powerful questioning, active listening, and direct communication. Prerequisite: CO500. 1 credit.

CO508 – Advanced Growing Your Coaching Practice

This advanced course focuses on creating dynamic coaching relationships. Focus is given to orienting around strengths and high performance patterns. This course introduces students to the basics of establishing a coaching practice, ethical issues in coaching, and how to expand their coaching clientele. Prerequisite: CO530. 1 credit.

CO509 – Coaching Through Conflict

This course provides students the knowledge and skills necessary to help individuals and teams navigate conflict. Attention is given to understanding how people handle conflict and how scripture calls Christians to respond differently. Several different conflict resolution models are presented along with coaching tools to equip the coach when working with conflicted teams.

CO529 – CTC Competency Assessment

Coaching Final Assessment Prep

The Coaching Final Assessment Prep class is designed to help the coaching student feel confident and ready to pass their final recorded session for their Certificate for Transformational Coaching (CTC). During the semester the coaching student will receive five mentor coaching sessions with our Director of Coaching. During these sessions the student will be able to express where they feel they are struggling and excelling with their coaching conversations. The coaching student will receive real-time feedback from the Director of Coaching and an assigned coach. The five sessions will be scheduled throughout the semester and conducted online using the Zoom platform.

Benefits of the class are...

- Accessible and easy online format
- Practical and real-time feedback from Western's Director of Coaching
- Confidence building conversations
- Suggested resources that will move you forward in your coaching conversations
- Readiness to pass your final recorded session

CO530 – Coaching Supervision

This course allows students the opportunity to coach and be coached in an environment that includes faculty and peer feedback for the purpose of enhancing their ability to coach with greater effectiveness. Special attention is given to a student's desires for advancing toward appropriate ICF competency level and the ICF certification process. Course is conducted via telephone. Prerequisite: CO500, two other MCS courses, and at least 25 hours of documented coaching experience. 1 credit. May be repeated.

CO531 – Advanced Coaching Supervision

The Advanced Coaching Supervision class is a one-on-one mentoring experience designed to give the coach in training real time supervision and feedback for their coaching experience with current clients. Upon completion, each coach in training should take away a rich experience having interacted with a seasoned coach and the confidence to become a thriving coach within their own ministry or work setting

CO532 – ACTC Research Project

In this Research Project, the student will research and explore the businesses of four professional coaches and their businesses. This will include developing interview questions for and conducting a personal interview with each selected coach. The student will also articulate the critical components and characteristics of a successful coach and coaching business. 1 credit.

CO570 – Select Topics in Coaching

Occasional special courses chosen to fit the interests and needs of students and faculty. 1 credit.

Counseling Studies (CN)

These courses form the foundation of the Master of Arts in Counseling program and are intended for individuals preparing to seek licensure as professional counselors or marriage and family therapists.

CN500 – Professional Orientation

The focus of this course is the study of the history and development of the counseling profession and the systems of community and inter-disciplinary care. Special emphasis will overview community resources in a multicultural society, including community agencies providing social services, like mental health, corrections, chemical dependency, child and adolescent treatment, and family services. The accessibility of these services and the need to address institutional and social barriers that impede access, equity, and success will be considered. Program development/management, prevention, education, and interagency collaboration will be included. No Prerequisites. 1 credit.

CN501 – Clinical Foundations: The Helping Relationship

This course introduces the student to basic skills necessary for effective counseling—attending/listening, warmth, empathy, respect/acceptance, genuineness/authenticity, concreteness, confrontation, immediacy, self-disclosure and strategies for

change. The role of faith in psychotherapy is explored. Activities include reading, lecture, observation, role-play, and student audio/video recorded clinical practice. Students are also introduced to skills needed for clinical intervention and the accomplishment of therapeutic goals in diverse settings. 4980.36 (C) (3) No Prerequisites. 2 credits.

CN502 – Psychotherapeutic Systems

This course provides a historical and theoretical overview of major counseling theories. Students study the history of the discipline of counseling and are exposed to contemporary models of counseling that are consistent with current professional research and sensitive to our multicultural context, to assist them in beginning to develop their own model of counseling. 4980.36 (C), 4980.36 (d) A, (4999.33 A) No prerequisites. 3 credits.

CN503 – Advanced Counseling: Theory & Techniques

In this course, the student has an opportunity to develop advanced skill in the utilization of theory and the application of counseling constructs. The course includes an emphasis on assessment and treatment planning, the implication of psychopathology in treatment, and clinical interventions that are evidenced based. Issues such as the counseling process in a multicultural society, and an orientation to wellness and prevention are also discussed. 4999.33 M. 4980.36 (d) A.

Prerequisites: CN501, CN502. 3 credits.

CN504 – Suicide Prevention and Crisis Intervention

This course includes the counselor's role in suicide prevention and intervention, both individually and as part of an interdisciplinary team. An overview of the effects of a suicide attempt on the individual in crises as well as a discussion of how suicide attempts/completions affect family members will be included. Additionally, the recovery process surrounding loss and bereavement is addressed. No Prerequisites. 4999.33L (Advanced Specialty Course). 1 credit.

CN505 – Psychopathology

This course will focus on diagnosis and it introduces the students to treatment of major psychopathologies. The principles of the diagnostic process, including differential diagnosis and the use of current diagnostic tools, such as the DSM-5, is the focus of study. Established diagnostic criteria for mental or emotional disorders, and treatment modalities will be discussed. No prerequisites. Additional Details for California Students: The impact of co-occurring substance use disorders and medical disorders is included. Students become familiar with the continuum of care and placement criteria for patients with mental and emotional disorders. Additionally, students meet consumers and family members of consumers of mental health services to enhance their understanding of the experience of mental illness, treatment, and recovery. 4980.36 (c) (B), 4980.36 (C) (c) (5), 4999.33 G, 4999.33 (2) (3). 3 credits.

CN506 – Legal and Ethical Issues

This course includes an overview of professional ethics and state law as applied to counseling in private and state agencies. Topics addressed include: professionalism, licensure, abuse reporting processes, clinical notes, electronic health reporting, and practice issues. Prerequisite: CN501. Additional Details for California Students: The course is designed to familiarize students with the codes and standards of practice contained in the AAMFT Professional Code of Ethics, the CAMFT Professional Code of Ethics, and the BBS Laws and Regulations Relating to the Practice of Marriage, Family, and Child

Counseling and the practice of Professional Clinical Counseling. Emphasis is on legal and ethical issues specific to the practice of marriage and family therapy and professional clinical counseling in California including but not limited to: scope of practice, dual relationships, privileged communications under law, ethical issues in terminating treatment, informed consent, confidentiality, child/elder abuse & reporting, record keeping including HIPPA compliance, electronic communication, telehealth, clients who are a danger to self or others, treatment of minors with or without parental consent, and sex with clients. Functions and relationships with other human service providers, including addiction recovery programs, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients are also included. 3 credits. *This course contains a California required workshop on Child Abuse and Reporting. 4999.33 I

CN507 – Human Life Span Development

This course covers human development, including biological, psychological, sexual, sociological, and cognitive development from conception to death, including aging and long-term care. Diagnostic and therapeutic issues that are particular to each phase of development are highlighted. No prerequisites. Additional Details for California Students: The impact that personal and social insecurity, disability, psychopathology, social stress, low educational levels, poverty, inadequate housing, and malnutrition have on human development is also included. This course contains a California required workshop: Aging and Long-Term Care. Thus, it satisfies 3 of 7 hours required for elder issues in California,--specifically biopsychosocial aspects of aging and long-term care. (4980.39), 4980.36 (B) A., 4999.33B, 4999. (d) (1) (2). 3 credits.

CN508 – Integrative Issues in Counseling

This course explores theological and psychological systems of integration, providing for discussion of the difference between spirituality, religion, beliefs, and worldview. Models and foundational skills of integration are explored, and mental health from a Christian world-view is discussed. The course assists students as they develop a model of integrative thought and practice. (Advanced Specialty Course.) No prerequisites. 1 credit.

CN509 – Advanced Integration in Counseling

This course is part two of the required integration classes. It will explore the conceptual distinctions between spiritual and pathological experiences, and help students apply spiritual assessment and intervention in clinical settings. Focus points will include issues surrounding the person of the counselor in the integrative task through a lens of spiritual formation. A special emphasis is placed on developing a personal framework for integration which is both clinically and biblically sound which will guide their current and future professional practice. (Advanced Specialty course.) CN508 prerequisite. 2 credits.

CN510 – Marriage, Couple, & Family Counseling

This course will include the theoretical and practical approaches to understanding and intervening with families. A review of the major family system theories will be covered. This course also focuses on the principles of effective couple therapy. It prepares students to assess couple relationships and apply effective counseling interventions that promote therapeutic change to the broad range of issues involved in couple counseling. The course will introduce several models of couple therapy from a range of behavioral, emotional, and cognitive therapies, including the common factors model. Recommended

prerequisites: CN501,502,505,506,507. 3 credits. *If California students plan to work with couples and families in California, you are advised to take Family Systems Therapy (3 units) and Marriage and Couple Counseling (3 units) instead of this course. The BBS requires 6 units in Couple and Family Therapy. If Portland students would like to be eligible for licensure in California, in addition to this course it is recommended you take three credits of elective courses including Premarital Counseling, Parent Skills Training, and Counseling Adolescents or Child Assessment.

CN511 – Family Systems Therapy

This course includes theoretical and practical approaches to understanding and intervening with families. The student gains an understanding of Family Systems Theory and learns to identify and apply the concepts of several schools of family therapy. Students formulate their own responses to several of the most prominent schools of family therapy as they begin to develop their own approach to working with families. Recommended prerequisites: CN501,502,505,507, and CM506. (4980.36 (c) A, 4980.36 (d) A.

CN512 – Marriage and Couple Counseling

This course focuses on the principles of effective couples' therapy. It prepares students to assess couple relationships and apply effective counseling interventions that promote therapeutic change in the broad range of issues involved in marriage & couple counseling. The course will introduce several models of couple therapy from a range of behavioral, emotional and cognitive therapies, including the common factors model. Recommended prerequisites: CN501,502,505,507, and CN506 or CM506. 4980.36 (c) A, 4980 (d) A

CN513 – Multicultural Counseling: Theory and Techniques

and substance use/abuse are discussed. Prerequisite: CN501. Additional Details for California Students: While the course examines a wide variety of social and cultural issues, special emphasis is placed on the therapist's development of cross-cultural, inter-cultural, and multi-cultural competencies, involving awareness of personal/cultural values and biases, awareness of client worldviews, and the development of culturally appropriate and relevant intervention strategies. Identity development, processes of intentional and unintentional oppression and discrimination, promoting cultural social justice, and individual and community strategies for working with and advocating for diverse populations is discussed. The counselor's role in eliminating biases and prejudices is included. 4980.36 (c) (C), 4980.36 (E), 4999.33F. 3 credits

CN514 – Research & Program Evaluation

This course includes the study of research design, research methods, & statistical methods used in conducting research, statistical analysis of research data, and the use of research to inform evidence-based practice. Needs assessment, program evaluation, and the importance of research in advancing the profession of counseling are also included. 4999.33 (c) (1) (H). No prerequisites. 3 credits.

CN515 – Testing and Assessment

This course provides an introduction to assessment, appraisal, and testing, including an introduction to instruments that are available to the counselor for use in diagnostic and therapeutic interventions within a counseling setting. Spiritual assessment will be included. Prerequisite: CN514. Additional Details for California Students: Standardized and non-standardized testing

and other assessment techniques, norm-referenced tests, criterion-referenced tests, statistical concepts, and social and cultural factors related to assessment and evaluation of individuals and groups, are included. Ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling are also discussed. 4999.33, (c) (1) (E). 3 credits.

CN517 – Physiology and Psychopharmacology

This course provides an overview of basic psychopharmacology, including an introduction to the interaction between neurophysiology and psychotropic medication, and a discussion of how such interactions influence psychotherapy treatment planning and intervention. It includes the biopharmaceutics and physiological effect of addictive behavior, focusing on alcohol and other recreational drugs, especially as to tolerance, withdrawal, and addiction patterns. No prerequisites. Additional Details for California Students: Basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications is included so that the student can make appropriate referrals for medication evaluations and so that side effects of those medications can be identified and monitored. 4999.33, (c) (1) (J). 3 credits.

CN518 – Career Development: Theory & Techniques

This course begins with an exploration of the theology of work and moves to an examination of career selection, career development theories and techniques, decision-making models, occupational information sources and systems, as well as lifestyle and career decision-making. No prerequisites. Additional Details for California Students: Discussion of multicultural issues in career development, rehabilitation counseling, and the inter-relationships between work, family, and other life roles and factors is included. Additionally, students are exposed to career assessment instruments and take several assessment instruments to learn to use them and to evaluate their own results and career choices. 4999.33 (c) (1), (C). 3 credits.

CN519 – Addiction Counseling

This course includes the study of substance abuse, co-occurring disorders, and addiction. Emphasis is placed on the major approaches to identification, evaluation, treatment, case management, and prevention of substance abuse and addiction. Legal, ethical, and medical aspects of substance abuse, populations at risk, role of support persons, support systems, community resources, and the management/administration of agencies are included. An introduction to the classification of psychoactive drugs, the neurobiology of addiction, principles of drug actions, use of drugs and side effects, the addiction cycle, and theories of addiction and recovery provide a background for understanding the treatment of addiction. Addiction will be examined from both a worldview perspective and from a spiritual perspective. 4999.33 K. Prerequisites: CN501, CN505, and CN507. 3 credits.

CN520 – Group Counseling

This course provides an overview of group theories and techniques, developmental stages in groups, the principles of group dynamics, and group process components as applied to various therapeutic settings and problems. Prerequisite: CN501. Additional Details for California Students: Therapeutic factors in group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and the evaluation of the effectiveness of group work is included. 4980.36 (d) A, 4999.33. D. 3 credits.

CN521 – Crisis and Trauma Counseling

This course provides an overview of the effects of crises, disasters, abuse, and other trauma-causing events on persons of all ages, including the cognitive, affective, behavioral, and neurological effects associated with crisis/trauma. Content will include the counselor's role individually and as a part of an interdisciplinary team in responding to both small and large-scale trauma and the recovery process surrounding loss and bereavement. Emphasis will include culturally specific strategies, inclusion of local community resources, and spiritual support in treatment planning. Recommended prerequisites, CN501,505,506,507.

Additional Details for California Students: The course includes detection, assessment, and intervention in abusive situations, including, but not limited to: child abuse, spousal/partner abuse, and elder/dependent adult abuse and neglect) State reporting requirements are also considered. Brief, intermediate, and long-term approaches; assessment strategies for clients in crisis; and principles of intervention for individuals, including those with mental or emotional disorders, are emphasized. 4999.33.

*This course satisfies 7 hours+ of coursework in child abuse assessment and reporting as specified in Section 28. 4999.33 (d) (8), (9), (10), 4999.33L. 3 credits.

CN522 – Child and Adolescent Therapy

This course provides an overview of the major treatment modalities for children and adolescents. It exams normal and abnormal behaviors, common problems of children and adolescents, and presents counseling techniques and skills for working with children and adolescents. Prerequisites: CN501,505,507. (4980.36 (d) A.

CN523 – Human Sexuality

This course provides an overview of the theological, physiological, psychological, and sociocultural factors associated with sexual behavior and gender identity. The assessment and treatment of sexual dysfunction as well as referrals sources will be included. Recommended prerequisites: CN505,507 is recommended. 4999.33 (d) (7).

CN530 – Clinical Counseling Practicum

This course consists of a supervised practicum experience in a clinical setting that provides a range of counseling opportunities. The student confers regularly with an on-site supervisor, and receives regular peer and faculty feedback/evaluation in this practicum class. The practicum experience requires that the student utilize previous training in interviewing, assessment, diagnosis, development of prognosis, and treatment of clients who seek clinical services. Prerequisites: CN501,502,,505,and 506. Additional Details for California students: Students are expected to promote health and wellness, utilize empirically supported psychotherapeutic techniques, recognize issues of development and maladjustment in their clients, find and utilize resources for the clients benefit, and handle documentation of services, treatment plans, progress notes, and agency paperwork as a professional. Enrollment is limited to Professional Clinic Counseling Concentration students who are prepared for internship by having taken prerequisite courses, having passed the basic counseling skills proficiency evaluation in Clinical Foundations, having completed a minimum of 10 hours of personal therapy, and after clearance from the Professional Assessment of Candidates Committee. CAMFT membership and professional liability insurance are required 4999.33 (3) A-K., 4999.33 (d) 1-10. 2 credits. *Application for Associate status with the BBS requires no less than 280 hrs. of face to face supervised clinical experience counseling individuals, families, or groups. No hours earned while a clinical counselor trainee may count toward the 3,000 hours of post-degree internship hours

CN531 – Clinical Counseling Internship I

This course consists of a supervised practicum experience in a clinical setting that provides a range of counseling opportunities. The student confers regularly with an on-site supervisor, and receives regular peer and faculty feedback/evaluation in this practicum class. The practicum experience requires that the student utilize previous training in interviewing, assessment, diagnosis, development of prognosis, and treatment of clients who seek clinical services. Pre-requisites: CN501,502,504,505,506, and 530. Additional Details for California students: Students are expected to promote health and wellness, utilize empirically supported psychotherapeutic techniques, recognize issues of development and maladjustment in their clients, find and utilize resources for the clients benefit, and handle documentation of services, treatment plans, progress notes, and agency paperwork as a professional. Enrollment is limited to Professional Clinic Counseling Concentration students who are prepared for internship by having taken prerequisite courses, having passed the basic counseling skills proficiency evaluation in Clinical Foundations, having completed a minimum of 10 hours of personal therapy, and after clearance from the Professional Assessment of Candidates Committee. CAMFT membership and professional liability insurance are required 4999.33 (3) A-K., 4999.33 (d) 1-10. 3 credits.

CN532 – Clinical Counseling Internship II

This course consists of a supervised practicum experience in a clinical setting that provides a range of counseling opportunities. The student confers regularly with an on-site supervisor, and receives regular peer and faculty feedback/evaluation in this practicum class. The practicum experience requires that the student utilize previous training in interviewing, assessment, diagnosis, development of prognosis, and treatment of clients who seek clinical services. Pre-requisites: CN501,502,504,505,506, and 531. Additional Details for California students: Students are expected to promote health and wellness, utilize empirically supported psychotherapeutic techniques, recognize issues of development and maladjustment in their clients, find and utilize resources for the clients benefit, and handle documentation of services, treatment plans, progress notes, and agency paperwork as a professional. Enrollment is limited to Professional Clinic Counseling Concentration students who are prepared for internship by having taken prerequisite courses, having passed the basic counseling skills proficiency evaluation in Clinical Foundations, having completed a minimum of 10 hours of personal therapy, and after clearance from the Professional Assessment of Candidates Committee. CAMFT membership and professional liability insurance are required 4999.33 (3) A-K., 4999.33 (d) 1-10. 3 credits.

CN533 – Advanced Clinical Counseling Internship

This course consists of a supervised practicum experience in a clinical setting that provides a range of counseling opportunities. The student confers regularly with an on-site supervisor, and receives regular peer and faculty feedback/evaluation in this practicum class. The practicum experience requires that the student utilize previous training in interviewing, assessment, diagnosis, development of prognosis, and treatment of clients who seek clinical services. Pre-requisites: CN501,502,504,,505,506, and 532. Additional Details for California students: Students are expected to promote health and wellness, utilize empirically supported psychotherapeutic techniques, recognize issues of development and maladjustment in their clients, find and utilize resources for the clients benefit, and handle documentation of services, treatment plans, progress notes, and agency paperwork as a professional. Enrollment is limited to Professional Clinic Counseling Concentration students who are prepared for internship by having taken prerequisite courses, having passed the

basic counseling skills proficiency evaluation in Clinical Foundations, having completed a minimum of 10 hours of personal therapy, and after clearance from the Professional Assessment of Candidates Committee. CAMFT membership and professional liability insurance are required 4999.33 (3) A-K., 4999.33 (d) 1-10. 1 credit.

CN539 – Advanced Internship Case Conference

This course will provide professional feedback and evaluation of the student's counseling practicum experience. The student will apply theoretical knowledge in the clinical setting to interviewing, assessment, diagnosis, and treatment. Pre-requisites: CN(S)501, CN502/CNS504, CN(S)505, CN(S)506, CN(S)530-534, and CN504/CNS557. 0 credit plus \$400 Counseling Internship Continuation Fee.

CN540 – Helping Clients Manage Chronic Pain

One in three people in the US struggle with chronic pain. With few solutions, the need for mental health assistance is significant. This course will prepare you to provide psychoeducation and support to clients that struggle with or have family members that are battling chronic pain

CN541 – Gottman Couples Therapy Level 1

This course provides an introduction and certification in the Gottman Method Couples Therapy Level I. Students will also explore other approaches to couples counseling and their efficacy. 1 credit.

CN542 – Gottman Couples Therapy Level 2

This course provides an introduction and certification in the Gottman Method Couples Therapy Level II. Focus will be given in applying principles to couples therapy. Prerequisite: Gottman Level I Certification. 1 credit.

CN561 – Comprehensive Clinical Integrative Paper

In the Comprehensive Clinical Integrative Paper, the student articulates a professional summation of their developing integration of clinical and theological knowledge as well as spiritual and personal growth experiences and awareness. 0 credit.

CN562 – Spiritual Formation for Counselors

In this course, the student has opportunity to incorporate biblical truth and apply spiritual practices to life and counseling with an ultimate goal of relational growth and spiritual transformation. 0 credit.

CN570 – Select Topics in Counseling

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

CN580 – Individualized Research

An elective course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

Doctor of Ministry (DM)

DM701 – Effecting Gospel Centered Transformation

The aim of this course is to rediscover the Christian gospel as the mega-narrative of the entire Bible, the hermeneutical ingredient necessary to understand the sacred text in keeping with its Spirit-intended meaning. The students will then explore various and practical expressions of ministry (e.g. corporate worship, preaching, pastoral care) as a consequence of recognizing the Bible as a gospel book. In addition, an entire day will be allocated to introducing the dissertation phase: broadly outlining the process, stimulating potential topics, and alerting the students to resources available for their research. 3 credits.

DM702 – Research Design and Methodology

This is a core doctoral course covering research and design methodologies. Students will learn the basics for research at a doctoral level, including the use of library and internet, writing skills, and selection of methodology for ministry application and dissertation completion. Students will become familiar with proper form and style, and will be prepared to write a dissertation proposal. 3 credits.

DM702A – Research Design and Methodology Part 1

This is the first of three parts of core doctoral coursework in basic research and design. Emphasis throughout all three courses is given to determining a dissertation theme, writing and research skills, and putting together a proposal. 1 credit.

DM702B – Research Design and Methodology Part 2

This is the second of three parts of core doctoral coursework in basic research and design. Emphasis throughout all three courses is given to determining a dissertation theme, writing and research skills, and putting together a proposal. 1 credit.

DM702C – Research Design and Methodology Part 3

This is the third of three parts of core doctoral coursework in basic research and design. Emphasis throughout all three courses is given to determining a dissertation theme, writing and research skills, and putting together a proposal. 1 credit.

DM710 – Select Topics in Transformational Preaching

Occasional special courses chosen to fit the interests and needs of students and faculty. 3 credits.

DM720 – Select Topics in Pastoral Leadership

Occasional special courses chosen to fit the interests and needs of students and faculty. 3 credits.

DM730 – Select Topics in Theology in Ministry

Occasional special courses chosen to fit the interests and needs of students and faculty in the area of theology in ministry. 3 credits.

DM740 – Select Topics in Biblical Languages in Ministry

Occasional special courses chosen to fit the interests and needs of students and faculty. 3 credits.

DM750 – Select Topics in Faith, Reason, and Christian Worldview

Occasional special courses chosen to fit the interests and needs of students and faculty in the area of faith, reason, and Christian worldview. 3 credits.

DM760 – Select Topics in Church and Society

Occasional special courses chosen to fit the interests and needs of students and faculty in the area of Church and society. 3 credits.

DM780 – Individualized Research

This is an elective research seminar course designed to meet the specific needs of the individual student. The course must be approved by the program director and the faculty advisor assigned to supervise the study. 3 credits.

DM791 – D.Min Dissertation

Application is conducted and evaluation made of ministry-related materials developed during the course. The product demonstrates the strengthening of the actual practice of ministry. It includes planning, doing, assessing, and reporting of ministry effectiveness. 1-6 credits.

Global Leadership (GL)

GL501 – Spiritual Formation and Discipleship in the Global Context

This course is an investigation into the meaning of biblical spirituality and its relationship to faith and practice within contemporary cultural contexts and amidst the trials and challenges of serving in a global context. This course seeks to apply gospel-centered evangelical spirituality so that students can learn how to grow in spiritual maturity and stand firm in the gospel as global leaders in whichever context they serve. 2 credits.

GL502 – Theology in the Global Context

This course will consider some major doctrines of systematic and historical theology and explore how they could be applied and humbly taught in contextually appropriate and culturally-communicative ways for global contexts. This course will encourage the formulation of critical and constructive theological reflection in order to engage the common challenges of the Majority World and each student's specialized ministry. 2 credits.

GL503 – Leadership in the Global Context

This course will explore ways to discern leadership styles in global contexts, and it will seek to apply humble leadership philosophies according to each student's life and ministry context. This course will help students grow in effective ministry competence and leadership in a global setting by learning the skills of adjusting leadership styles, serving as learners, and discerning cultural in order to lead in a culturally-respectful way that honors the gospel. 2 credits.

GL504 – Cultural Apologetics for Global Leadership

As the world increasingly globalizes and changes, many cultures merge into supranational and supracultural ideologies. The Christian leader in the global context must not hide from the spirit of the age and its fallen value systems. Rather, the global church should be equipped and active in engaging the mindset of the age with the truth of God's law and the grace of God's gospel. This course seeks to equip students to think biblically, discern theologically, interact compellingly, and contend graciously with the global ideologies that fall short of God and his gospel.

GL531 – Field Leadership Mentorship I

Building upon fundamental principles introduced in MF501, this course serves as a foundation for GL532-534, during which students will experience formative growth toward personal, spiritual, missional, and intercultural readiness. This mentorship seminar, an integral part of the MAGL program, prepares students to reflect on how each developmental component is shaping their ministry specialization. Students will reflect on what they are learning in their MA Core, Global Leadership, and Specialization courses in a guided process of self-directed learning in the context of community. Prerequisite: MF501. 1 credit.

GL532 – Field Leadership Mentorship II

Utilizing the strategy and structure of GL531, each of the three Field Leadership Mentorship seminars in this sequence will create opportunities for students to personally and corporately reflect on their personal, spiritual, missional, and intercultural development and readiness. As a mentorship community, students will gauge their progress and develop the spiritual discipline of lifelong learning, establishing priorities based upon roles, values, and relationships. Prerequisite: GL531. 1 credit.

GL533 – Field Leadership Mentorship III

Utilizing the strategy and structure of GL531, each of the three Field Leadership Mentorship seminars in this sequence will create opportunities for students to personally and corporately reflect on their personal, spiritual, missional, and intercultural development and readiness. As a mentorship community, students will gauge their progress and develop the spiritual discipline of lifelong learning, establishing priorities based upon roles, values, and relationships. Prerequisite: GL532. 1 credit.

GL534 – Field Leadership Mentorship IV

Utilizing the strategy and structure of GL531, each of the three Field Leadership Mentorship seminars in this sequence will create opportunities for students to personally and corporately reflect on their personal, spiritual, missional, and intercultural development and readiness. As a mentorship community, students will gauge their progress and develop the spiritual discipline of lifelong learning, establishing priorities based upon roles, values, and relationships. Prerequisite: GL533. 1 credit.

GL570 – Select Topics in Global Leadership

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

GL580 – Individualized Research

An elective course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

GL602 – THEOLOGY IN THE GLOBAL CONTEXT

This course will consider some major doctrines of theology and explore how they could be applied and humbly taught in contextually appropriate and culturally-communicative ways for global contexts. This course will encourage the formulation of critical and constructive theological reflection in order to engage the common challenges of the Majority World and each student's specialized ministry.

Hebrew Scripture (OTS)

Courses in the area of Hebrew Scripture (the "Old" Testament) are designed to lead you into the discovery of the riches of the larger part of the Bible by a variety of means. First, you will learn the language of the Old Testament Scriptures as a means for a more authentic encounter with its meaning. Second, you will learn the manner of the Old Testament Scriptures. That is, you will discover the nuances of text and truth that are not easily translated. Together, these will serve as a means for deepening your own spiritual life before the Lord, and for enriching your ministries of His word in a wide variety of presentations. We believe the teaching of biblical languages in a practical, hands-on manner, to be an essential element in the thorough preparation for the ministry of the word by God's servants in the decades to come.

OT624 – Hebrew - Exegesis

In this course students will learn and apply the principles of exegesis to a specific Greek text. Prerequisite: NT523. 2 credits.

Intercultural Education (IE)

IE701 – Intercultural Education

Basic educational principles, as well as how those principles will be worked out differently in differing cultural contexts, must be understood. Cultural differences in learning and reasoning styles are considered with their implications for intercultural ministries. Educational methods including onsite and distance learning will be examined and evaluated. Educational variations across cultures will also be covered.

IE702 – Cultural Anthropology

Anthropological theories, methodologies and techniques of culture are surveyed to develop an appreciation and understanding of commonalities, complexities and diversities of various people-groups for ministry, including education. A holistic understanding of man is presented in preparation for a holistic Christian ministry of contemporary cross-cultural workers. 3 credits

IE703 – Proposal and Research Design

This is an introductory module in basic research design and survey of methodologies. During these sessions, the student's Program Focus gradually emerges, the overall Learning Contract for completion of the program is drafted and approved, and a framework for research planning in anticipation of conducting research and writing the dissertation is presented. 3 credits

IE704 – Intercultural Leadership & Mentorship

This course will investigate leadership and mentorship in intercultural contexts with a Gospel- centered-emphasis. The selection, development of leaders, and the implementation of leadership principles and practices in intercultural contexts will be discussed. The creation of a personal development plan which assists leaders to facilitate leadership development in cross-cultural contexts will be addressed. 3 credits

IE705 – Intercultural Communication for Education

This introductory course in intercultural communication will assist students to learn principles of intercultural communication then apply them to Christian educational ministry. The learning process includes class lectures and discussions, readings in both scholarly and popular literature, and reflective papers. This course provides a framework of intercultural communication for Christian educational ministries, e.g. teaching, training, translation, hermeneutics and discipleship. 3 credits.

IE706 – History, Philosophy and Theology of Intercultural Education

Intercultural education is a relatively new field of study in educational curriculum. Historically and culturally, intercultural education emerged recently due to the phenomena such as globalization, ethnic and cultural diversity. Though short in history, intercultural education is rich in content in terms of philosophy and theology as covered in this course. 3 credits

IE707 – Learning, Teaching, and Technology in Intercultural Education

This course will explore the characteristics, purposes, and processes of intercultural education. Differences in the cultural backgrounds, educational contexts and learning styles of students requires teaching to be contextually appropriate and pedagogical flexible. The goals and roles of teachers and learners in intercultural education will be examined, as will the evaluation and use of appropriate technology. 3 credits

IE708 – Transformational Change & Intercultural Discipleship

An overview of the “relational transformational change paradigm” for ministry in general and an in-depth study on its application to intercultural discipleship. 3 credits.

IE709 – Contextualization

This seminar will cover the debate and literature concerning contextualization. Theological, theoretical, and methodological dimension of contextualization are being covered in a seminar format in this course. 3 credits

IE710 – Integrated Research Methodology

Various types of qualitative & quantitative methodologies pertinent to missiological research will be surveyed and compared. Specific methodologies and skills (e.g., ethnography, survey) will be studied with the expressed purpose of preparing students to conduct research for their dissertation. 3 credits

IE770 – Select Topics in Intercultural Education

Occasional special courses chosen to fit the research interests and needs of students and faculty. 3 credits.

IE780 – Individualized Research

This is an elective research study designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for significant learning experience. Approval required. 1-3 credits.

IE790 – Intercultural Education Dissertation: Proposal and Comprehensive Exam

During this semester, the dissertation proposal, which the student started at the beginning of the program, must be finalized and approved by the dissertation committee. The student must also successfully pass a comprehensive examination that assesses the student's knowledge of content covered in the coursework and the integration of that content with the student's proposal focus. 1 credit

IE791 – Intercultural Education Dissertation: Research and Writing

The dissertation is a comprehensive statement of the central problem of the student's doctoral program and the proposed solution or course of action in ministry that has been developed during the program of study. It will include library and field research and, in many cases, the results of field-testing of programs proposed. The dissertation project integrates both the student's previous experience and the completed studies. 1-5 credits

Intercultural Studies (IS)

In light of the cultural diversity in America and globally, anyone called of God to minister will be working across cultural and social barriers. Our goal is to prepare God's people to recognize and creatively minister with effectiveness across these barriers. Students are given strategies and skills to develop effective interpersonal relationships, and to analyze culture and society. Emphasis is placed on intercultural understanding and effective local and global ministry.

IS501 – Communicating Christ in Culture

Ministry is communication. The content must be known and experienced so the proclamation will have substance and credibility. After learning what we are to communicate, we must learn how to communicate. The course imparts fundamental concepts that will equip the student to communicate across personal and cultural barriers. 2 credits.

IS502 – Perspectives on World Ministry

This course provides practical direction to students in discharging the mandate of the Church to go into all the world and to make disciples. Emphasis is balanced between the imperatives of evangelism and edification. The course gives insights into missiology, and its applications to the ministry of the local church. 3 credits.

IS505 – History of Mission

The dynamic factors God has used in the expansion and spread of His church. Successes and failures in mission endeavors, from era to era, by both Eastern and Western churches and events are analyzed. Strategies used by missionaries throughout the ages are studied as a guide to forming a personal strategy of mission and an understanding of practical aspects and principles of world missions. 2 credits.

IS526 – Religions of the World

A survey of each major world belief system is presented in order to learn the common themes expressed in different religions. Strategies are examined for establishing an effective witness to the uniqueness of Christ to each of the major religions. Includes field trips to local places of worship. 2 credits.

IS541 – Applied Cultural Analysis

Through an incarnational approach to ministry, this course seeks to inculcate a respect for, and understanding of, cultural diversity. Recognizing that cultural units are the social reality through which revelation was given and ministry is conducted, the student will develop basic skills for learning culture, including its patterns and networks. The course seeks to equip the student for a lifelong process of cultural learning, enabling effective ministry in multi-cultural settings. Prerequisite: IS508. 2 credits.

IS542 – Applied Anthropology

Concepts of culture and cultural effects on the communication of God's Word in different societies. Cultural assumptions and resulting patterns of attitudes and behaviors, as well as the need to use anthropological tools for field study, are identified. 2 credits.

IS570 – Select Topics in Intercultural Studies

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

IS580 – Individualized Research

An elective course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

IS581 – Survey of Missiological Literature I

This is a reading course for a survey of missiological literature in four areas: biblical and theological foundations, missions history and theory, cultural anthropology, and contextualization. 2 credits.

IS582 – Survey of Missiological Literature II

This is a reading course for a survey of missiological literature in four areas: evangelism and church planting strategies, discipleship, theological education, and contemporary issues in missiology (e.g., urban, diaspora, poverty). 2 credits.

IS701 – Intercultural Education

Basic educational principles, as well as how those principles will be worked out differently in differing cultural contexts, must be understood. Cultural differences in learning and reasoning styles are considered with their implications for intercultural ministries. Educational methods including onsite and distance learning will be examined and evaluated. Educational variations across cultures will also be covered.

IS702 – Cultural Anthropology

Anthropological theories, methodologies and techniques of culture are surveyed to develop an appreciation and understanding of commonalities, complexities and diversities of various people-groups for ministry, including education. A holistic understanding of man is presented in preparation for a holistic Christian ministry of contemporary cross-cultural workers. 3 credits

IS703 – Proposal and Research Design

This is an introductory module in basic research design and survey of methodologies. During these sessions, the student's Program Focus gradually emerges, the overall Learning Contract for completion of the program is drafted and approved, and a framework for research planning in anticipation of conducting research and writing the dissertation is presented. 3 credits

IS704 – Intercultural Leadership and Mentorship

This course will investigate leadership and mentorship in intercultural contexts with a Gospel-centered-emphasis. The selection, development of leaders, and the implementation of leadership principles and practices in intercultural contexts will be discussed. The creation of a personal development plan which assists leaders to facilitate leadership development in cross-cultural contexts will be addressed. 3 credits

IS705 – Principles of Intercultural Communication

This introductory course in intercultural communication will assist students to learn principles of intercultural communication then apply them to Christian educational ministry. The learning process includes class lectures and discussions, readings in both scholarly and popular literature, and reflective papers. This course provides a framework of intercultural communication for Christian educational ministries, e.g. teaching, training, translation, hermeneutics and discipleship. 3 credits.

IS706 – Foundations and History of Missions

This is a foundational course for the Doctor of Intercultural Studies program. Basic understanding of the field of missiology and historical review of Christian missions are essential elements for this course. This course provides the students with an opportunity to study the missionary expansion of Christianity. Students will not only study the history of missions in general, but they will also be able to study the history of missions in their particular field of interest. 3 credits

IS707 – Theology of Missions

Themes and issues of both biblical and contemporary theology of mission are surveyed and reviewed, leading to the formulation of theological foundation for missionary effort, mission practice and mobilization. 3 credits

IS709 – Contextualization

This seminar will cover the debate and literature concerning contextualization. Theological, theoretical, and methodological dimension of contextualization are being covered in a seminar format in this course. 3 credits

IS710 – Integrated Research Methodology

Various types of qualitative & quantitative methodologies pertinent to missiological research will be surveyed and compared. Specific methodologies and skills (e.g., ethnography, survey) will be studied with the expressed purpose of preparing students to conduct research for their dissertation. 3 credits

IS721 – Diaspora Missiology

This is an introductory course on “diaspora missiology” which is a new way of studying and strategizing the phenomenon of “people on the move from their homeland.” The methodology of “case study” will be employed to present the basic theoretical understanding and practical approaches of “diaspora missiology” dealing with several groups with special emphasis on Filipino and Chinese. 3 credits

IS770 – Select Topics in Intercultural Studies

Occasional special courses chosen to fit the research interests and needs of students and faculty. 3 credits.

IS780 – Individualized Research in Intercultural Studies

An elective course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program director required. 3 credits.

IS790 – Intercultural Studies Dissertation: Proposal and Comprehensive Exam

During this semester, the dissertation proposal, which the student started at the beginning of the program, must be finalized and approved by the dissertation committee. The student must also successfully pass a comprehensive examination that assesses the student’s knowledge of content covered in the coursework and the integration of that content with the student’s proposal focus. 1 credit

IS791 – Intercultural Studies Dissertation: Research and Writing

The dissertation is a comprehensive statement of the central problem of the student's doctoral program and the propose solution or course of action in ministry that has been developed during the program of study. It will include library and field research and, in many cases, the results of field-testing of programs proposed. The dissertation project integrates both the student's previous experience and the completed studies. 1-5 credits

Jewish Ministry (JM)

JM531 – Jewish Ministry Practicum I

Prerequisite: MF500. 1 credit each for four semesters.

JM532 – Jewish Ministry Practicum II

Prerequisite: MF500. 1 credit each for four semesters.

JM533 – Jewish Ministry Practicum III

Prerequisite: MF500. 1 credit each for four semesters.

JM534 – Jewish Ministry Practicum IV

Prerequisite: MF500. 1 credit each for four semesters.

Ministry Formation (MF)

Because Western students are being prepared for positions of ministry leadership, practical experience in ministry is an essential complement to classroom instruction. This ministry experience is even more valuable when it comes under the personalized tutelage of a seasoned and respected practitioner. To that end, all students in the professional masters' level programs are required to take at least six units in mentored ministry. The first course covers personal assessment, designed to explore each student's personality type, gifting, leadership style and other factors that might inform a wise vocational choice within the framework of God's call. The remaining two-four courses consist of experience in the form of ministry to which the student senses a divine call. This ministry experience entails supervision and assessment by the student, a faculty advisor, and a field mentor. Thorough evaluation of key competencies will be done both during and at the conclusion of each field experience.

MF501 – Foundations of Ministry Formation

The Bible has much to say about the ongoing growth of the minister in both the leader's life and personal development. This class focuses on essential principles of ministry formation and vocational longevity. The course explores a biblical theology of the Christian leader, vocational fit, emotional health, pastoral habit, disposition, and the life of the mind. This class will consider argumentation, writing, and archival research for seminary training and ministry work.

MF531 – Ministry Formation Lab I

You will engage in ministry in a local church or Christian organization in order to increase ministry competencies and grow in Christian character. You will develop skills in theological reflection in community as you discuss actual ministry case studies. You will attain skills to be a lifelong learner through the implementation of a personal development plan in light of your degree outcomes. You will learn how to gain wisdom from an experienced ministry mentor and you will become adept at receiving healthy feedback from others in the Christian community. Prerequisite: MF501. 1 credits.

MF532 – Ministry Formation Lab II

You will engage in ministry in a local church or Christian organization in order to increase ministry competencies and grow in Christian character. You will develop skills in theological reflection in community as you discuss actual ministry case studies. You will attain skills to be a lifelong learner through the implementation of a personal development plan in light of your

degree outcomes. You will learn how to gain wisdom from an experienced ministry mentor and you will become adept at receiving healthy feedback from others in the Christian community. Prerequisite: MF531. 1 credit.

MF533 – Ministry Formation Lab III

You will engage in ministry in a local church or Christian organization in order to increase ministry competencies and grow in Christian character. You will develop skills in theological reflection in community as you discuss actual ministry case studies. You will attain skills to be a lifelong learner through the implementation of a personal development plan in light of your degree outcomes. You will learn how to gain wisdom from an experienced ministry mentor and you will become adept at receiving healthy feedback from others in the Christian community. Prerequisite: MF532. 0 credits (Pass/No pass).

MF534 – Ministry Formation Lab IV

You will engage in ministry in a local church or Christian organization in order to increase ministry competencies and grow in Christian character. You will develop skills in theological reflection in community as you discuss actual ministry case studies. You will attain skills to be a lifelong learner through the implementation of a personal development plan in light of your degree outcomes. You will learn how to gain wisdom from an experienced ministry mentor and you will become adept at receiving healthy feedback from others in the Christian community. Prerequisite: MF533. 0 credits (Pass/No pass).

MF539 – Advanced Ministry Formation Lab

You will engage in ministry in a local church or Christian organization in order to increase ministry competencies and grow in Christian character. You will develop skills in theological reflection in community as you discuss actual ministry case studies. You will attain skills to be a lifelong learner through the implementation of a personal development plan in light of your degree outcomes. You will learn how to gain wisdom from an experienced ministry mentor and you will become adept at receiving healthy feedback from others in the Christian community. Prerequisite: MF534. 0 credits (Pass/No pass). May be repeated.

MF580 – Individualized Research

An elective course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

Ministry Leadership (ML)

The Division of Pastoral and Church Ministries comprises those areas of ministry that are primarily local church based. Each discipline seeks to help students develop a theologically sound philosophy of ministry and those skills needed to apply effectively that philosophy in a wide variety of settings. Instruction is offered by both resident faculty (all of whom remain active in a variety of church ministries) and current full-time ministry practitioners so that a stimulating blend of perspectives and wisdom is provided.

ML501 – Theology and Practice of Gospel-Centered Ministry

Those who desire to serve effectively as ministry leaders must be able to articulate a sound biblical theology of ministry and apply that theology to the ministry environment of the 21st century. This course is designed to help students integrate an understanding of the Word and the world in the development of a personal, Gospel-centered philosophy of ministry. 2 credits.

ML502 – Transformational Leadership

This is a core leadership course that builds upon ML501 and is designed for those who intend to be future leaders, committed to leading evangelical renewal. This course will move from definitions to the core of a godly leader; how to take a ministry through a vision process; engage in strategic planning, decision-making, and implementation; build great teams; work through conflict and change; delegate tasks; and effectively mentor the next generation of leaders. Prerequisite: ML501. 2 credits.

ML503 – Nurturing Faithful Disciples

This course will provide the student with a biblical and theological framework for the edification of the Body of Christ which will contribute to evangelical renewal. Attention will be given to the process of nurturing disciples in such a way that they become reproducing disciples and ministry leaders. Specific ministry skills will be cultivated which contribute to personal, relational, and corporate growth in Christ. 2 credits.

ML504 – Taking the Gospel to Diverse Cultures

You will learn to articulate the gospel clearly and to develop your own skills in personal evangelism as well as through the local church. You will gain skill to communicate across personal and cultural barriers. 2 credits.

ML505 – Applied Pastoral Counseling - Caring for People in a Broken World

This course will focus on how to help people deal with the problems, crises and issues of their lives in the context of a broken world. Attention will be given to understand the role and limits of pastoral counseling, the development of one's own style and abilities, and the various challenges and methods of helping people move in a healing direction. Special focus will be given to skill development by role and live practice. 2 credits.

ML506 – Ministerial Ethics

In order to maintain and model ethical integrity, church and ministry leaders must be able to discern right from wrong, and apply that discernment consistently in life and ministry. You will become acquainted with some of the fundamental issues involved in developing a biblical approach to ethics. Building on this basis and growing in moral sensitivity and Christian character, you will become equipped to navigate difficult situations and the ethical dangers associated with ministry leadership. 2 credits.

ML507 – Pastoral Apologetics: Gospel Responses to Contemporary Challenges

You will develop an ability to address questions about the truthfulness or believability of Christianity through a biblically based and personally relevant apologetic strategy. You will develop strategies to identify and respond to crucial challenges to the truth of Christianity. 2 credits.

ML508 – Preaching Gospel-Centered Messages

In this course, you will be immersed into the biblical/theological foundations that define expositional preaching. Correspondingly, you will be introduced to the skills necessary to prepare and deliver relevant sermons that reflect the meaning and shape of a biblical text as discerned by a grammatical, historical, contextual, redemptive hermeneutic.

Prerequisites: BT501 and 502. 2 credits.

ML509 – Church Planting for God's Mission

This course considers biblical, theological, and practical dynamics of evangelical church planting, specifically as an integral part of God's history-long mission. Students will examine, analyze, discuss, and critique various church planting models, methods, and aspects of ministry through the lens of a church planting team. The class culminates in each team's creation of a theological vision for a prototype church plant. 2 credits.

ML510 – For the Life of the City: Reimagining Urban Ministry

This course will focus on the complex dynamics of ministry in cities. Attention will be given to a theology of the city and ministry contextualization for urban contexts. Special focus will be given to the unique challenges of urban ministry, including reaching the creative class, inner-city ministry, pluralism, multiculturalism, secularism, violence, gentrification, and economic viability. 2 credits.

ML511 – Practical Church Leadership and Eldership

The goal of this course is to provide a biblical, theological, and practical explanation of the local church. Particular attention will be given to understanding the centrality of the local church to the Christian life, congregational rule within canonical perspective, the relationship between congregational rule and elder leadership, a baptistic understanding of the ordinances, how these polity distinctives are conducive to a culture of discipleship, and the importance and unimportance of contextualization. Though grounded in academic study, this course does not target academics, but pastors/elders and engaged church members.

ML521 – Premarital Counseling

This course will focus on the rationale, tools, and procedures for premarital education and counseling. The student will be credentialed in the use of SYMBIS materials. 1 credit.

ML570 – Select Topics in Ministry Leadership

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

ML580 – Individualized Research

An elective course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

ML591 – Growing in Character and Spiritual Disciplines

This advanced course for experienced ministry leaders will equip them to identify and deal with the sources of shame, guilt and other harmful factors in their lives through a biblically-informed manner, resulting in a process of Christ-centered mending of the soul with the support of classmates through honest discussion and shared spiritual disciplines. Students will consider their own areas for growth in character and how to identify and encourage others in their character development. Students will demonstrate their ability to use the skills developed in the class in local church teaching and ministry. 4 credits.

ML592 – Theology and Practice of Team Leadership

This course for experienced ministry leaders will equip them to become more effective at approaching leadership from a foundation of pastoral theology as well as practicing leadership with wisdom and skill. Among the critical topics: guiding ministry leaders to be missional, visionary, strategic, and tactical, exploring how to build high-functioning teams, recruiting and developing good team members, addressing unhealthy team interactions. The aim is to create a healthy corporate culture in church leadership based on sound pastoral theology. 4 credits.

ML593 – Theology and Practice of Pastoring People and Ministries

This course builds upon the philosophy of team leadership in ML592 and will equip experienced ministry leaders to become more effective leaders and pastors who can coach leaders to creating vision/direction, hone processes and procedures, and work through organizational development as well as carry out the essential pastoral practices of soul care in individuals and groups. Emphasis will also be given to thinking theologically about the role of a shepherd, as well as the essential practices necessary for loving the body of Christ. 4 credits.

New Testament (NT)

The Greek language is the gateway to the interpretation of the New Testament and its application to your personal growth and ministry. The required courses provide you with grammar, vocabulary, and syntax and with the ability to read theologically significant passages of the New Testament. In the elective courses you will learn exegesis and exegete some of the premier books of the New Testament, while integrating hermeneutics and exposition. Together these courses will start you down the path of being a lifelong learner and user of the Greek text. In addition to the courses listed below, already-designed courses exist in such areas as eschatological literature, the General Epistles, critical problems, and advanced Greek grammar and reading. Although these courses are not expected to be offered in a regular classroom format over the next three years, students may request them as independent studies. Alternative areas of New Testament studies may also be pursued through the NT580/680 Individualized Research option described below.

NT521 – Greek Grammar

Recognizing the importance of using the original language for the interpretation of the New Testament, you will begin to gain a foundational knowledge of Greek. You will learn a portion of the essentials of grammar and adequate vocabulary by covering the noun and indicative verb systems. 3 credits.

NT522 – Greek Grammar and Syntax

Recognizing the importance of using the original language for the interpretation of the New Testament, you will continue the foundation studies of Greek by learning participles, nonindicative moods, and more vocabulary. Then, building upon the foundation of grammar and vocabulary, you will begin to learn the basic syntax of Koine Greek. Selected Greek texts will be read and translated. Prerequisite: NT 521. 3 credits.

NT523 – Greek Syntax and Reading

Building upon the foundation of grammar and vocabulary, you will continue to learn the basic syntax of Koine Greek. Selected Greek texts will be read and translated. The focus will be on translation, grammatical analysis, theological thinking, and Christian living. Prerequisite: NT522. 2 credits.

NT524 – Greek Exegesis

In this course students will learn and apply the principles of exegesis to a specific Greek text. Prerequisite: NT512 or NT523. 2 credits.

NT543 – Exegeting Romans

The epistle to the Romans is the most important theological treatise in the New Testament. By exegesis of the Greek text, you will trace the argument of the author and do an intensive study of the great themes of salvation, righteousness and justification, sin and the fall, identification in Christ, the Holy Spirit and sanctification, Israel's future, spiritual gifts, responsibility to the state, the judgment seat of Christ, the relationship of Jews and Gentiles, and other matters including the significance of the law for the believer. You will give special attention to the recent debate over the meaning of justification as raised by the new perspectives on Paul and the law. You will also study the authorship, date, structure, and place of origin of the epistle. Prerequisite: NT513 or consent of the instructor. 2 credits.

NT553 – Exegeting Hebrews

Few books of the New Testament so clearly exalt the person of Jesus Christ as prophet, priest and king, and so convincingly call the believer to persevere by faith in worship of Him. Interpreting Hebrews will lead you to spiritual renewal in mind and in heart. The warning passages and the theology of the epistle are a special focus, along with the matters of authorship, date, recipients, style and vocabulary. Prerequisite: NT513 or consent of the instructor. 2 credits.

NT555 – Hope as Exiles: Exposition of 1 Peter

This course is an expository study of 1 Peter, with attention to the Greek and English language, theological themes, literary structure, hermeneutical issues, and relationship to other parts of the Bible. Emphasis will also be placed on practical relevance for society, the church, and church ministry/leadership. Both Greek and non-Greek students can take this course. 2 credits.

NT557 – Exegeting Johannine Epistolary Literature

The nature of fellowship with God is the basis of spiritual formation. Perhaps no other Epistles deal with this as well as do these Epistles from the Disciple whom Jesus loved. Using the Greek text, you will study the Epistles of John to understand the

great themes of truth and love. You will produce exegetical products including an inductive commentary and a biblical theology. You will also be introduced to the structure, authorship, style, and problem passages of the Epistles. Prerequisite: NT513 or consent of the instructor. 2 credits.

NT558 – Exegeting New Testament Apocalyptic Literature

The interpretation of the Apocalypse of John continues to be a challenge to the Church. Comparing the Apocalypse with its antecedents in the Old Testament and the intertestamental literature, your exegetical study will include various interpretive systems and such problems as the rapture of the Church; the relationship of the seals, trumps and bowls; the antichrist or beast; the harlot; and the nature of both the Messianic Kingdom and the new heavens and the new earth. Prerequisite: NT513 or consent of the instructor. 2 credits.

NT570 – Select Topics in New Testament Language and Literature

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

NT580 – Individualized Research

An elective course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

NT615 – Engaging in Textual Criticism

Understanding the textual history of our New Testament enables us to evaluate English translations and the making of Greek texts. This course enables you to evaluate various methods of textual criticism, exposes you to major textual problems, and provides direct contact with facsimiles of important ancient manuscripts of the text. You will focus on building your own method of textual criticism. Prerequisite: NT512. 2 credits.

NT624 – Greek Exegesis of Galatians

In this course students will learn and apply the principles of exegesis to a specific Greek text. Prerequisite: NT 523 or NT512. (2 credits)

NT646 – Exegeting Galatians

Paul was engaged in a battle for the gospel in Galatians. By focusing on the interpretation of the letter Paul's counterattack against the false teachers will be explored. Particular emphasis will also be placed on Paul's view of the law and his theology of justification. In addition, the application of the letter to the world of today will be discussed. 2 credits.

NT653 – Exegeting the Book of Hebrews

Few books of the New Testament so clearly exalt the person of Jesus Christ as prophet, priest and king, and so convincingly call the believer to persevere by faith in worship of Him. Interpreting Hebrews will lead you to spiritual renewal in mind and in heart. The warning passages and the theology of the epistle are a special focus, along with the matters of authorship, date, recipients, style and vocabulary. Prerequisite: NT513 or consent of the instructor. 2 credits.

NT657 – Exegeting Johannine Epistolary Literature

The nature of fellowship with God is the basis of spiritual formation. Perhaps no other Epistles deal with this as well as do these Epistles from the Disciple whom Jesus loved. Using the Greek text, you will study the Epistles of John to understand the great themes of truth and love. You will produce exegetical products including an inductive commentary and a biblical theology. You will also be introduced to the structure, authorship, style, and problem passages of the Epistles. Prerequisite: NT513 or consent of the instructor. 2 credits.

NT658 – Exegeting New Testament Apocalyptic Literature

The interpretation of the Apocalypse of John continues to be a challenge to the Church. Comparing the Apocalypse with its antecedents in the Old Testament and the intertestamental literature, your exegetical study will include various interpretive systems and such problems as the rapture of the Church; the relationship of the seals, trumps and bowls; the antichrist or beast; the harlot; and the nature of both the Messianic Kingdom and the new heavens and the new earth. Prerequisite: NT513 or consent of the instructor. 2 credits.

NT660 – ThM Seminar in New Testament

Occasional seminars chosen to fit the interests and needs of students and faculty. 3 credits.

NT670 – Select Topics in New Testament

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

NT680 – Individualized Research

This is an elective research seminar course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

Old Testament (OT)

Courses in the area of Hebrew Scripture (the “Old” Testament) are designed to lead you into the discovery of the riches of the larger part of the Bible by a variety of means. First, you will learn the language of the Old Testament Scriptures as a means for a more authentic encounter with its meaning. Second, you will learn the manner of the Old Testament Scriptures. That is, you will discover the nuances of text and truth that are not easily translated. Together, these will serve as a means for deepening your own spiritual life before the Lord, and for enriching your ministries of His word in a wide variety of presentations. We believe the teaching of biblical languages in a practical, hands-on manner, to be an essential element in the thorough preparation for the ministry of the word by God’s servants in the decades to come.

OT515 – Biblical Aramaic

An overview of the Biblical Aramaic grammar with an inductive study of the Aramaic portions of the Old Testament as found in the books of Daniel and Ezra. 2 credits.

OT521 – Hebrew Grammar

Our aim in this class is to train you to read and understand what the original writers of the OT said in their own language. Therefore, we will begin in this class to lay a good foundation for Biblical Hebrew. You will learn the basic grammar up and the paradigms of the 4 most common *binyanim* (paradigms) and we will practice our Hebrew. You will further sharpen your Hebrew skills by doing exercises, by learning basic vocabulary, and by the use of appropriate Hebrew language tools. 3 credits.

OT522 – Hebrew Grammar and Reading Narrative Texts

Building on the foundation laid in OT521, we continue to study the verbal system, finishing the verb paradigms and start reading the book of Ruth and Jonah. You will be introduced to Biblical Hebrew Syntax. Prerequisite: OT 521. 3 credits.

OT523 – Hebrew Syntax and Reading

Building upon the foundation of grammar and vocabulary, you will learn the basic elements of Hebrew syntax. Selected Hebrew texts will be read and translated. The focus will be on grammatical and syntactical analysis, basic exegetical method in order to guide us through translation, theological ramifications and application for the Christian life. Prerequisite: OT522. 2 credits.

OT524 – Hebrew Exegesis

In this course, students will learn and apply the principles of exegesis to the book of Malachi. Prerequisite: OT512 or OT523. 2 credits

OT525 – Exegesis of Proverbs

This course is designed to give students an understanding of wisdom literature, and Proverbs in particular, with the goal of encouraging students to preach the book. Exegetical and preaching skills will be the focus of the class. 2 credits.

OT530 – Exegesis of Micah

In this study, we will look at how the message of the book fits in with the overall message of the Scriptures. We will answer the questions: How should we structure the book? What is its coherence? What are the themes? Why does it seem so fragmentary? In this course, will examine the book of Micah in its canonical, historical, theological and literary contexts. The class will work through the exegesis of the text, applying the results of careful exegesis, literary analysis and the information from various commentaries and scholarly literature. 2 credits.

OT570 – Select Topics in Old Testament

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

OT580 – Individualized Research

An elective course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

OT615 – Biblical Aramaic

An inductive study of the Aramaic portions of the Old Testament as found in the books of Daniel and Ezra and some extra biblical material. 2 credits

OT625 – Exegesis of Proverbs

This course is designed to give students an understanding of wisdom literature, and Proverbs in particular, with the goal of encouraging students to preach the book. Exegetical and preaching skills will be the focus of the class. 2 credits.

OT629 – Exegesis of Hosea

In this course, will examine the book of Hosea, the first book of the Minor Prophets, in its historical, theological and literary contexts. The class will work through the exegesis of the Hebrew text, consulting all available tools like various commentaries, literary analysis etc. to arrive at the interpretation of the text. The book of Hosea is more than a story about a man and his wife, it is also the story about the people of Israel and their God who are in covenantal relationship; it is about the right way to approach God, it is about the Lord's Messiah. Consequently, there are significant applications to be made to believers in our modern context. 2 credits.

OT630 – Exegesis of Micah

In this study, we will look at how the message of the book fits in with the overall message of the Scriptures. We will answer the questions: How should we structure the book? What is its coherence? What are the themes? Why does it seem so fragmentary? In this course, will examine the book of Micah in its canonical, historical, theological and literary contexts. The class will work through the exegesis of the text, applying the results of careful exegesis, literary analysis and the information from various commentaries and scholarly literature. 2 credits.

OT660 – ThM Seminar in Old Testament

Occasional seminars chosen to fit the interests and needs of students and faculty. 3 credits.

OT661 – ThM Seminar in History and Literature of the Intertestamental period

The student will examine the history and literature of Second Temple Judaism to discover how they illuminate the study of the Bible. In this examination, the student will focus on the forces that shaped the history of Second Temple Judaism and the literature that resulted from this period. This course will pay special attention to the nature of Second Temple Judaism as a response to the Old Testament and an anticipation of the New Testament. 3 credits.

OT662 – Seminar: History and Literature of the Intertestamental Period

The student will examine the history and literature of Second Temple Judaism in order to discover how they illuminate the study of the Bible. In this examination, the student will focus on the forces that shaped the history of Second Temple Judaism and the literature that resulted from this period. This course will pay special attention to the nature of Second Temple Judaism as a response to the Old Testament and an anticipation of the New Testament. 3 credits.

OT670 – Select Topics in Old Testament

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

OT671 – Messiah in the Old Testament

In this course, we will examine the Old Testament Messianic prophecies, look at the question if the Old Testament is Messianic, talk about the history of the study of Messianism, and look at the different descriptions of Messiah. We will deal with Messiah in the Pentateuch, Messiah in the Historical writing, Messiah in the Psalms and Messiah in the Prophets.

OT672 – History of Israel

In this class, we will do an overall survey of the political and cultural history of ancient Israel during the Old Testament period, post second temple up until the rise of Modern Anti-Semitism at the end of the 19th Century. Emphasis will be given to understanding Israel's history within the broad context of the Near Eastern world history and on the history of the Jews. Special emphasis is given to the question of what is History with a special emphasis on the study of Historiography. 2 credits.

OT673 – OT Law against its Ancient Near Eastern Background

This course is an exegetical study of the legal portions of the Pentateuch, focusing mainly on the Decalogue and the Covenant Code (Ex. 20:22-23:19). We will carefully examine the various moral and civil laws, with the aim to understand the nature, function and the Ancient Near Eastern environment in which these laws were formulated. We will also discuss the relevance of Old Testament laws for the New Testament Christian. 2 credits.

OT674 – Prophets and Prophecy

In this course, we will study the function and message of the Old Testament prophets from the beginning of the prophetic movement in Israel until after the exile. Our aim will be first on the idea of prophecy, (its practice in the Old Testament and in the New Testament) and the message of the prophets and the application of this message. The prophets not only spoke of the world to come; they also spoke to people(s) in the world in which they lived. Our study of selected portions will help you to learn the forms of prophetic speech, the role of the prophet in the life of ancient Israel, the use of prophetic passages in contemporary preaching and ministry of God's word. 2 credits.

OT680 – Individualized Research

This is an elective research seminar course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

Pastoral Theology (PT)

Effective ministry depends upon the practical implementation of a carefully crafted theology of ministry. Therefore, the courses in this discipline are designed to enable students to apply a sound theology of ministry in the work of the pastoral ministry. This is accomplished by providing both opportunity for reflection on issues of theory and practical guidance for performing the varied responsibilities of spiritual leadership in pastoral ministry. Among these responsibilities are accurate,

relevant, clear, and persuasive expository preaching of the Word of God; management and administration of human and material resources; leadership in worship; the work of evangelism; skillful disciple making; and emphasis on missions.

PT501 – Pastoral Care and Leadership

This is a pastoral elective designed for those who intend to be effective pastors in ministry. This course will build on the leadership principles of ML502 and apply to the local church. Specific leadership issues include self-leadership; managing systems and structures; board governance and staff development; assimilation; creating and managing budgets; innovation and ministry; measuring success; dealing with conflict; and wisdom in transitions. PT501 is also designed to cover core issues in pastoral care: weddings, funerals, visitation; care to the sick and dying; and the ministry of the sacraments. 2 credits.

PT502 – Theology and Practice of Worship

The biblical concept of worship and the appropriate utilization of music in its public forms. Identifies the conditions, qualities, and ingredients that most enhance the integrity and meaningfulness of public worship. 2 credits.

PT507 – Develop Life-Changing Bible Study Curriculum

Learn how to write, select and adapt Bible study curriculum that is biblically sound, relevant, and applicable to all arenas of life. Grow in confidence in training discussion leaders to shepherd biblically stimulating and relationally healthy small groups and curriculum-writing teams that can create materials appropriate for neighborhood and/or church-based Bible studies. 2 credits.

PT511 – Advanced Expository Preaching

This course is designed to further develop the skills essential to the expository method of preaching as introduced in ML508. As such, significant attention will be devoted to identifying the purpose and structure of a preaching portion and to translating these into a preaching form that faithfully communicates the meaning of the biblical text. Attention will also be given to enhancing communication skills necessary for the delivery of an effective sermon (introductions, conclusions, illustrations, etc). The student will prepare and preach sermons that will be video-taped and evaluated by professor and peers. Prerequisites: BT501, BT502, ML508. 2 credits.

PT521 – Developing Strong Families

The divine design for marriage and family roles and responsibilities is explored in order that the Christian leader may reflect and model godliness in these important relationships. Attention is given to improving both one's own faithfulness and equipping one to provide counsel and spiritual nurture in such areas as pre-marital and marital counseling and parenting. 2 credits.

PT570 – Select Topics in Pastoral Theology

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

PT580 – Individualized Research

An elective course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

PT670 – Select Topics in Pastoral Theology

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

PT680 – Individualized Research

This is an elective research seminar course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

PhD. Courses (PH)

PH801 – Intercultural Education

Basic educational principles, as well as how those principles will be worked out differently in differing cultural contexts, must be understood. Cultural differences in learning and reasoning styles are considered with their implications for intercultural ministries. Educational methods including onsite and distance learning will be examined and evaluated. Educational variations across cultures will also be covered.

PH802 – Cultural Anthropology

Anthropological theories, methodologies and techniques of culture are surveyed to develop an appreciation and understanding of commonalities, complexities and diversities of various people-groups for ministry, including education. A holistic understanding of man is presented in preparation for a holistic Christian ministry of contemporary cross-cultural workers. 3 credits

PH803 – Proposal and Research Design

This is an introductory module in basic research design and survey of methodologies. During these sessions, the student's Program Focus gradually emerges, the overall Learning Contract for completion of the program is drafted and approved, and a framework for research planning in anticipation of conducting research and writing the dissertation is presented. 3 credits

PH804 – Intercultural Leadership & Mentorship

This course will investigate leadership and mentorship in intercultural contexts with a Gospel-centered-emphasis. The selection, development of leaders, and the implementation of leadership principles and practices in intercultural contexts will be discussed. The creation of a personal development plan which assists leaders to facilitate leadership development in cross-cultural contexts will be addressed. 3 credits

PH805 – Intercultural Communication for Education

This course examines theories of communication in light of a relational theological framework with application in Christian educational ministry. The course will help students explore, understand, appreciate, and research the essential variables within intercultural communication in educational contexts as well as understand the adjustments necessary for positive growing relationships and effective educational ministry in intercultural and/or multicultural contexts. 3 credits

PH806 – History, Philosophy and Theology of Intercultural Education

Intercultural education is a relatively new field of study in educational curriculum. Historically and culturally, intercultural education emerged recently due to the phenomena such as globalization, ethnic and cultural diversity. Though short in history, intercultural education is rich in content in terms of philosophy and theology as covered in this course. 3 credits

PH807 – Learning, Teaching, and Technology in Intercultural Education

This course will explore the characteristics, purposes, and processes of intercultural education. Differences in the cultural backgrounds, educational contexts and learning styles of students requires teaching to be contextually appropriate and pedagogical flexible. The goals and roles of teachers and learners in intercultural education will be examined, as will the evaluation and use of appropriate technology. 3 credits

PH808 – Transformational Change & Intercultural Discipleship

An overview of the “relational transformational change paradigm” for ministry in general and an in-depth study on its application to intercultural discipleship. 3 credits.

PH809 – Contextualization

This seminar will cover the debate and literature concerning contextualization. Theological, theoretical, and methodological dimensions of contextualization are being covered in a seminar format in this course, with the selection of Chinese and Muslim as case studies. 3 credits

PH810 – Integrated Research Methodology and Dissertation Writing

Various types of qualitative & quantitative methodologies pertinent to missiological research will be surveyed and compared. Specific methodologies and skills (e.g., ethnography, survey) will be studied with the expressed purpose of preparing students to conduct research for their dissertation. 3 credits

PH811 – Orality & Intercultural Education

Intercultural education is not relevant only to literate people because around 80% of the world's population prefer to learn and communicate through oral means. This requires a deep dive into intercultural education in relation to orality. Understanding the oral origin and nature of God's revelation can lead to the appreciation and application of oral hermeneutics. This course also covers relevant oral pedagogical theories that lead to practical application in the multiple contexts of oral culture. 3 credits

PH812 – Ethnicity and Interculturality

Teacher/trainer in intercultural education is to realize the complexity and fluidity of ethnicity in contemporary society. By developing intercultural sensitivity, improving intercultural communication and increasing intercultural competence, then Kingdom laborers can become wise navigators in the landscape of complex ethnicity and be faithful stewards serving interculturality. 3 credits

PH813 – Qualitative and Quantitative Research Methodology

There are two categories of research approaches: quality and quantitative research methodology. A survey of both types of research will be covered and sample approaches will be illustratively selected, pending on the make-up of students enroll in this course. Also, mixed method of research will be introduced and illustrated in this course. 3 credits

PH880 – Individualized Study for Specialization

An elective course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

PH890 – Dissertation: Proposal and Comprehensive Exam

During this course, the dissertation proposal, which the student started at the beginning of the program, must be finalized and approved by the dissertation committee. The student must also successfully pass a comprehensive examination that assesses the student's knowledge of content covered in the coursework and the integration of that content with the student's proposal focus. 2 credits

PH891 – Dissertation: Research and Writing

The dissertation is a comprehensive statement of the central problem of the student's doctoral program and the propose solution or course of action in ministry that has been developed during the program of study. It will include library and field research and, in many cases, the results of field-testing of programs proposed. The dissertation project integrates both the student's previous experience and the completed studies. 1-7 credits

Research (RE)

RE600 – Graduate Research and Writing

Necessary tools and methodology required for graduate-level study concentrating on the theological disciplines are examined in this course. Investigation is made of various library research tools, including the use of the computer in research and writing. Also studied are matters of proper form and style for academic writing. The course is required of students selecting the thesis option in their programs and is available as an elective for all students. 1 credit.

RE601 – ThM Guided Research

For students in the non-thesis Th.M. track, one or two credit hours per semester are scheduled until the guided research projects are completed. Two credit hours are required for completing the program. 1-2 credits, as needed. Pre- or co-requisite: RE600.

RE602 – ThM Thesis

For students preparing a thesis, one or two credits per semester are scheduled until the thesis is completed. Minimum credits required: 4 credits. Pre- or co-requisite: RE600.

RE604 – ThM Colloquia

Learning to read critically and charitably is an invaluable skill for both the Church and the Christian Academy. In this course, students will read a significant work in either systematic theology, church history, biblical theology, or biblical studies together with faculty representatives. Book analysis will be led by both students and faculty. The ThM Colloquia receive a Pass/Fall mark from the program director for participation. 0 credits.

Theology (TH)

The theology faculty at Western is committed to the personal development of a theology grounded in the Word and focused on the world. The goal is theological and holistic thinking, mastery of a practical theological method, and integrating biblical truths with a ministry-oriented worldview. You will personalize answers to problem areas and apply your theological insights in your life and ministry.

TH501 – Knowing the Living God: Theology I

You will begin to cultivate your ability to think theologically by exploring how theology is done in various approaches in order to develop a practical theological method. Then you will probe God's progressive revelation focusing on the nature and authority of Scripture before pondering God's triune nature and work along with the reality and impact of other spiritual beings. Your passion for carrying out God's mission in His world will expand as you begin to understand how the Father's revelation has impacted the world He created. 4 credits.

TH502 – Glorifying the Word of Life: Theology II

Continuing the process of learning to think theologically you will now apply yourself to biblical revelation regarding the Son as the source of life. You will investigate humanity, its dignity as image of God and its depravity as sinful beings. You will study the person and atoning work of Messiah Jesus: His incarnation, life, death, resurrection, exaltation, and return. You will explore in depth the themes of His atoning work. Contemplating the majesty of the Son's work in light of the depth of sin will invigorate our worship and impel our work for His kingdom. Recommended pre- or co-requisite: TH501. Prerequisite: TH501. 4 credits.

TH503 – Living as the Community of the Spirit: Theology III

You will culminate the process of learning to think theologically by exploring the Spirit's life-giving work in the many aspects of our salvation. You will investigate the church as God's covenant community and instrument of His present working, ending with the consummation of His kingdom program in end time events. Throughout the course the Spirit will transform us as we see our part in His grand work. Recommended pre- or co-requisite: TH501. Prerequisite: TH501. 4 credits.

TH504 – Integrating Ministry and Theology

Building on the exegetical, theological and ministerial foundations laid in the seminary curriculum, students will build an integrative approach to key issues in pastoral ministry. Prerequisite or Corequisite: TH501, TH502, TH503. 2 credits.

TH506 – Theology I for Counselors

(M.A. in Counseling students only.)

This course equips students to conceptualize professional counseling through a biblical worldview by highlighting core theological concepts related to bibliology, theology proper, anthropology, hamartiology, Christology, and soteriology.

Students will develop a gospel-centered understanding of key theological topics as they relate to the work of a professional counselor. Required for M.A. in Counseling students only; other degree students enroll in TH501.

Recommended pre- or co-requisite: BL506, BL507. 2 credits.

TH507 – Theology II for Counselors

(M.A. in Counseling students only.) This course equips students to conceptualize professional counseling through a biblical worldview by highlighting core theological concepts related to pneumatology and ecclesiology. Students will then explore robust theological thinking around the intersection of sin, suffering, pathology, and the theological basis and purpose of counseling. Required for M.A. in Counseling students only; other degree students enroll in TH502. Prerequisite: TH506. 2 credits.

TH522 – The Trinity and the Christian Life

This course concerns the focused study of the doctrine of God's triune being. It will begin with a brief evaluation of the history and outcome of the early church's formulation of Trinitarian doctrine and then turn to address how this doctrine is currently being reexamined and reformulated. The emphasis of the class will be on Scripture's own teachings and how God's word shapes the way contemporary Christians understand the Trinity and the ways this foundational doctrine comprehensively influences the life of the believer.

TH523 – Prayer and Providence

Understanding the role of prayer in divine sovereignty is an essential question in the believer's life. It is a part of grasping the balance between God's providential guidance of the world and secondary causes such as obedience and sin. These sorts of questions merit our best efforts, for they lie at the heart of Christianity. You will do careful work to comprehend the various themes the Bible uses to describe providence and prayer, interact with the major contemporary and historical approaches, and grapple with some of the deep questions for ministry and life from personal and ministry perspectives. 2 credits.

TH525 – Christology

A study of central aspects of the Person of Christ: The virgin conception, incarnation, deity and humanity of Christ, his sinless and obedient life in the power of the Spirit, will be the main areas treated. In the process, important issues regarding the Trinitarian framework for Christology, the relation of two natures in Christ, his impeccability, will be discussed and studied

biblically, philosophically, and theologically. In the end, the practical relevance of the life of Christ to living the Christian life will also be given strong consideration. 2 credits.

TH526 – Religions of the World

A survey of each major world belief system is presented in order to learn the common themes expressed in different religions. Strategies are examined for establishing an effective witness to the uniqueness of Christ to each of the major religions. Includes field trips to local places of worship. 2 credits.

TH527 – Equipping for Spiritual Warfare

Spiritual warfare begins with evangelism and discipleship and goes on to helping people traumatized by involvement with the demonic. Knowing the types and limits of satanic stratagems against Christians and the church is essential in our increasingly pagan society. From a strong biblical and theological foundation, we will develop practical methodologies to help people find freedom from spiritual bondage. 2 credits.

TH528 – Evaluating Approaches to Sanctification

Every discipleship method and every exhortation to maturity in Christ originates from a specific theological understanding of sanctification, what one ought to do in order to grow into Christlikeness. This course studies intensively the major models of sanctification and evaluates them against such key passages as Romans 6 and Galatians 5 with the goal of helping you integrate a theology of sanctification which is biblically based and readily applicable to your life and ministry. 2 credits.

TH531 – Philosophy for Public Theology

Through this course, students will understand significant eras of Western philosophy (i.e., ancient, medieval, enlightenment, and modern/contemporary/postmodern). Students will evaluate how various philosophies have shaped our present moment. Likewise, students will understand how the employment of philosophical ideas might bolster the task of public theology and how an understanding of philosophy helps to engage not only the conclusions to which people arrive but the processes and presuppositions by which they come to conclusions. 2 Credits. Cross-listed with ML531.

TH570 – Select Topics in Theology

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

TH580 – Individualized Research

An elective course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

TH622 – The Trinity and the Christian Life

This course concerns the focused study of the doctrine of God's triune being. It will begin with a brief evaluation of the history and outcome of the early church's formulation of Trinitarian doctrine and then turn to address how this doctrine is currently being reexamined and reformulated. The emphasis of the class will be on Scripture's own teachings and how God's

word shapes the way contemporary Christians understand the Trinity and the ways this foundational doctrine comprehensively influences the life of the believer.

TH623 – Prayer and Providence

Understanding the role of prayer in divine sovereignty is an essential question in the believer's life. It is a part of grasping the balance between God's providential guidance of the world and secondary causes such as obedience and sin. These sorts of questions merit our best efforts, for they lie at the heart of Christianity. You will do careful work to comprehend the various themes the Bible uses to describe providence and prayer, interact with the major contemporary and historical approaches, and grapple with some of the deep questions for ministry and life from personal and ministry perspectives. 2 credits.

TH625 – Christology

A study of central aspects of the Person of Christ: The virgin conception, incarnation, deity and humanity of Christ, his sinless and obedient life in the power of the Spirit, will be the main areas treated. In the process, important issues regarding the Trinitarian framework for Christology, the relation of two natures in Christ, his impeccability, will be discussed and studied biblically, philosophically, and theologically. In the end, the practical relevance of the life of Christ to living the Christian life will also be given strong consideration. 2 credits.

TH628 – Evaluating Approaches to Sanctification

Every discipleship method and every exhortation to maturity in Christ originates from a specific theological understanding of sanctification, what one ought to do in order to grow into Christlikeness. This course studies intensively the major models of sanctification and evaluates them against such key passages as Romans 6 and Galatians 5 with the goal of helping you integrate a theology of sanctification which is biblically based and readily applicable to your life and ministry. 2 credits.

TH631 – ThM Seminar: Philosophy for Theologians

Anyone who has studied theology for very long comes to realize the importance of philosophy for understanding the most important theological issues. Key terms, concepts, and debates are almost incomprehensible without some understanding of the underlying philosophical issues. This class will equip theology students to engage these theological discussions by introducing them to those philosophers and philosophical issues most important for understanding historical and contemporary theology. 2 credits.

TH660 – ThM Seminar in Systematic Theology

Occasional seminars chosen to fit the interests and needs of students and faculty. 3 credits.

TH661 – ThM Seminar in Doctrine of Scripture

In this class, we will develop a biblical theology of the Word of God, study the development of the Canon and the history of the Doctrine, and evaluate contemporary presentations, models, and challenges in light of our findings, attempting to determine how the Bible is the Word of God and how it is to function in the life of the church and the Christian. 3 credits.

TH662 – ThM Seminar in Trinity

This course concerns the focused study of the doctrine of God's triune being. It will begin with a brief evaluation of the history and outcome of the early church's formulation of Trinitarian doctrine and then turn to address how this doctrine is currently being reexamined and reformulated. The emphasis of the class will be on Scripture's own teachings and how God's word shapes the way contemporary Christians understand the Trinity and the ways this foundational doctrine comprehensively influences the life of the believer. 3 credits.

TH663 – ThM Seminar in Atonement

The death and resurrection of Christ has been central to the Christian faith since its inception, yet contemporary theologians and pastors are questioning precisely how the doctrine of the atonement is supposed to function in the church and the life of the believer. In this class, we will develop a biblical theology of the atonement, paying close attention to the Old Testament sacrificial system and the relevant New Testament teachings, study the history of the doctrine of the work of Christ, and evaluate contemporary presentations, models, and challenges in light of our findings. 3 credits.

TH664 – ThM Seminar in Pneumatology

A biblical theology of the Holy Spirit will be developed. From this, the person and work of the Holy Spirit in historical theology, systematic theology and contemporary contexts will be analyzed. 3 credits.

TH665 – ThM Seminar in Philosophy for Theologians

Anyone who has studied theology for very long comes to realize the importance of philosophy for understanding the most important theological issues. Key terms, concepts, and debates are almost incomprehensible without some understanding of the underlying philosophical issues. This class will equip theology students to engage these theological discussions by introducing them to those philosophers and philosophical issues most important for understanding historical and contemporary theology. 3 credits.

TH666 – ThM Seminar in Gospel and Other Religions

The rise of religious pluralism as a cherished way of life has caused many to question the need for belief in the gospel or even the proclamation of the gospel. In this class, we will develop a Christian theology of religions by analyzing the biblical data on religions, religious activity, idolatry, and salvation, evaluate different positions on the necessity of the gospel for salvation, then answer pertinent questions regarding missions, revelation, truth and salvation in other religions, and interreligious dialogue and cooperation. 3 credits.

TH667 – ThM Seminar in 20th Century Theology

A study of the dominant and influential theological movements and theologians of the twentieth-century. 3 credits.

TH670 – Select Topics in Theology

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

TH680 – Individualized Research

This is an elective research seminar course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

Women's Transformational Leadership (WL)

WL501 – Pastoral Understanding of Women

This course fosters an understanding of the issues that impact effective biblical strategies for pastoral care to women. Students discover how the physiological, psychological, cultural and spiritual aspects of a woman affect good pastoral care. Featured is an understanding of seasons and transitions in life cycles against the background of societal role change for women, and the impact of physiological changes, nurturing needs and feminine perspective. Gender and cultural stereotypes are examined, and biblical strategies for developing friendships, mentor/protégé relationships, group support and other helps for shepherding women are presented. 2 credits.

WL502 – Women in Pain, Part 1

Increasing awareness of experiences that cause deep pain in women's lives enables one to offer strategic pastoral care and referral when needed. Issues discussed in this course may include breast cancer, same-sex attraction, eating disorders, sexual abuse, suicide, widowhood, post-abortion stress, pornography, domestic violence, and depression. Students learn how, from a biblical basis, to help women grieve losses, begin transition to health, and secure professional help when needed. 1 credit.

WL503 – Women in Pain, Part 2

This course examines additional issues that generate emotional pain in women's lives. Issues discussed may include infant/child death, religious abuse, infertility, terminal illness, physical disabilities, military families, parents in pain, homelessness, and incarcerated women. Students will learn how to offer effective pastoral care and create an environment of grace and a healing community. 1 credit.

WL504 – Women in Leadership

In this course students explore four essential components of being a Christian woman in leadership: call, character, craft, and competencies. Concerning the call of a woman in leadership, attention is given to understanding and valuing what motivates a person to lead. Students learn how to define and develop Christlike character and integrity of heart in private and public arenas. The art of leadership is examined, including cycles, styles, and gender issues. The many facets of being a change agent, communicator, and mentor are investigated, and insights are gained from biblical and historical examples of women in leadership. 2 credits.

WL505 – Building Relational Ministries for Women

Students learn how to build and advance – from vision to reality – relational ministries featuring four components: cast the vision, build the team, discern the needs, and mold the ministry. The focus is on relational components, such as building

and strengthening a leadership team, accurately discerning the needs of individual women and molding ministry around that unique profile while developing spiritual friendships and mentoring relationships. Students will learn how to enhance ministry effectiveness by reflecting emphasis in promotion, evaluation and celebration. 1 credit.

WL506 – Develop and Deliver Life-Changing Bible Messages

Learn how to prepare and deliver messages that are biblically accurate, relevant and applicable. Use homiletic principles and skills to prepare and evaluate messages. Expand ability to involve audience, to maximize visuals, to include humor, and to modify content to fit situation. Prepare to speak with clarity and passion. Explore elements of effective devotionals, special event messages, and retreat series. 2 credits.

WL507 – Develop Life-Changing Bible Study Curriculum

Learn how to write, select and adapt Bible study curriculum for women that is biblically sound, relevant, and applicable to all arenas of a woman's life. Grow in confidence in training discussion leaders to shepherd biblically stimulating and relationally healthy small groups and curriculum-writing teams that can create materials appropriate for neighborhood and/or church-based women's Bible studies. 1 credit.

WL508 – Develop Your Discipling and Evangelism Potential

As Jesus encountered individuals at all stages of development, He worked to challenge each of them to the next level of spiritual formation and transformation. This interactive course will stir you to become a reproducing disciple-maker within your circle of influence or ministry. It will also help you answer key questions such as: What is a disciple? What is a disciple's mission and motivation? Where am I in the disciple-making process; in becoming a disciple who makes disciples? How do I disciple a new believer in the basic doctrines of the faith? In addition, you will receive fresh motivation and training in evangelism to prepare you to share effectively your faith in a post-modern culture, with friends, family, work associates and strangers. 1 credit.

WL570 – Select Topics in Women's Pastoral Leadership

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

WL580 – Individualized Research

An elective course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.

Youth Ministry (YM)

These courses provide both theoretical and practical instruction and experience for men and women preparing for a ministry with youth. The courses provide a firm foundation of knowledge, perspective, and ministry practice to ensure continued personal and professional development consistent with biblical values.

YM501 – Developing a Theological Model for 21st Century Youth Ministry

The historical, philosophical, and theological underpinnings of youth ministry will first be introduced. Then popular models of contemporary youth ministry (both congregational and para-congregational) will be described and evaluated. 2 credits.

YM502 – Managing Youth Ministry

Specific competencies for leadership and management of youth ministry will be imparted, including the tasks of organizing, equipping, training, program assessment, staff relationships and personnel evaluation. Specific emphasis will be given to developing a growing and multiplying ministry. 2 credits.

YM503 – Spiritual Formation of Youth

You will gain insight into effective nurturing of an adolescent's spiritual life through mentoring, spiritual direction, discipleship, and shepherding. You will also gain greater insight into the emergence of adolescent spiritual maturity. 1 credit.

YM570 – Select Topics in Youth Ministry

Occasional special courses chosen to fit the interests and needs of students and faculty. 1-2 credits.

YM580 – Individualized Research

An elective course designed to meet the specific needs of the individual student. Direct guidance by a professor within the discipline gives an opportunity for a significant learning experience. Approval of program coordinator required. 1-4 credits.