CALVIN THEOLOGICAL SEMINARY

2026-27 Academic Catalog

3233 Burton Street SE
Grand Rapids, MI 49546
Phone 800.388.6034

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Calvin Theological Seminary

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Welcome to Calvin Theological Seminary!



When you are part of Calvin Seminary, you are joining a community that is focused and centered on a particular mission of discipleship. Our mission is to be “a learning community in the Reformed Christian tradition that forms church leaders–disciples–who cultivate communities of disciples of Jesus Christ.” For 150 years, we have formed and prepared disciples to serve the church around the world as the church serves the mission of God.

As a learning community of faith, we offer a number of opportunities and environments where your participation is desired and needed. We worship together. We pray together. We learn from one another and with one another.

Calvin Seminary receives students from usually 25 countries, who bring cultural and ethnic diversity that energizes classroom discussion and enriches community life. Through a number of opportunities, we learn what God is doing around the world and experience first-hand different styles of prayer and worship. We have witnessed the formation of friendships that bridge cultural barriers that last a lifetime.

You will find study at Calvin Seminary rewarding and enriching, but also sometimes stressful and challenging. You may find it hard to balance responsibilities at home, school, church, and work. Please know that you have a Christian community here ready to support you and pray for you. Your fellow students, professors, staff members and, if you participate in the vocational formation program, the group members, leader and your vocational mentor are all here to encourage you and provide support for you.

Again, we are delighted to join together as a community at Calvin Seminary and to walk alongside you in this stage of your Christian journey. We pray that God will bless you here, and through you bless others!

In his service with you,

Rev. Jul Medenblik
President

Mission

As a learning community in the Reformed Christian tradition that forms church leaders who cultivate communities of disciples of Jesus Christ, Calvin Theological Seminary serves the Christian Reformed Church in North America and wider constituencies by preparing individuals for biblically faithful and contextually effective ministry of the Word and by offering Reformed theological scholarship and counsel.

Since 1876, Calvin Theological Seminary has faithfully prepared leaders who nurture disciples and serve the church. Today, graduates of Calvin Seminary can expect to be ready for effective ministry in a rapidly changing, multicultural world. Our vision presents what we aim to do at Calvin Seminary, and how we plan to accomplish our goals through the power of the Holy Spirit.

There are many reasons why a Calvin Seminary education could be right for you. Maybe it's the Reformed perspective. Perhaps you are seeking an education that provides a solid, biblical foundation and creatively engages the multitude of joys and challenges that accompany the decision to go into ministry. There's a possibility that you are looking to explore the impact of global Christianity or are looking for an experience that deepens your own spirituality as you learn to guide the spirituality of others. Maybe you long for a student-friendly environment or an easily accessible campus and location. In all these ways and more, Calvin Theological Seminary is a great fit for today's learners and today's world.

Learning Outcomes

Student learning outcomes are articulated by each academic program and for each course. Institutional outcomes are as follows:

CONTEXT:

Discerning: Students will demonstrate awareness of how contextual factors influence ministry, and the interpretation or expression of theology.

GOSPEL:

Biblically Wise: Students will know, interpret, and apply the story of Scripture faithfully in their vocation.

Theologically Reflective: Students will understand and integrate Scripture, history and theology with ministry practice.

CALLING:

Responsive disciples: Students will demonstrate practical wisdom for communally responding to God's call to be ambassadors of reconciliation, healing, and transformation.

Making disciples: Students will demonstrate practical wisdom for witnessing and for teaching Christian practices in order to form disciples.

PERSON:

Being disciples: Students will exhibit Christlikeness, self-awareness, and interpersonal intelligence, relating to every person as a fellow image bearer of God.

Leading: Students will equip God's people to answer God's call to be faithful disciples in all areas of life.

Accreditation and Authorizations

Calvin Theological Seminary holds accredited membership in the Association of Theological Schools in the United States and Canada (ATS). ATS establishes the standards of theological education and maintains a list of those institutions accredited on the basis of such standards. The corporate office of ATS is in Pittsburgh, Pennsylvania.

The State of Michigan's Department of Licensing and Regulatory Affairs (Corporations Securities and Commercial Licensing Bureau–Schools and Licensing) has approved Calvin Theological Seminary to operate a private post-secondary educational institution in Michigan and offer certificate, masters, and doctoral degrees (http://www.michigan.gov/lara/).

The National Council for State Authorization Reciprocity Agreements (NC-SARA) has approved Calvin Theological Seminary to offer its degrees via distance education to residents of every state that is a member (http://nc-sara.org/).

Teaching Faculty

Many of our full-time teaching faculty members possess earned doctorates from leading theological schools and universities. Faculty members have distinguished themselves by their writing and speaking, by their counsel to Reformed churches and in ecumenical arenas, and by their devotion to serving students and forming them for life and ministry. As ordained pastors and active church members, they know and value the life of local congregations.

Through recognizing that the future of theology and the strength of the church depend heavily on new leadership, the faculty's first commitment is to their students. Calvin fosters close, sustained contact between professor and student as the basic ingredient in theological education. The seminary stresses preparation through a thorough knowledge of the Bible, theology, preaching, pastoral care, and missional ministry.

The Calvin Seminary teaching faculty for 2026-2027 are:

Wilson de Angelo Cunha (PhD, Leiden University)
Daniel Daley (PhD, Trinity College, Dublin)
Gayle Doornbos, adjunct (PhD, University of St. Michael's, Toronto)
Christopher Fantuzzo (PhD, University of Gloucestershire)
Michael W. Goheen (PhD, Utrecht University)
Sam Ha (PhD, Calvin Theological Seminary)
Scott E. Hoezee (MDiv, Calvin Theological Seminary)
Mary Hulst, adjunct (PhD, University of Illinois at Urbana-Champaign)
Jessica Joustra (PhD, Free University of Amsterdam and Fuller Theological Seminary)
Young Ahn Kang (PhD, Free University of Amsterdam)
Karin Maag, adjunct (PhD, University of Saint Andrews)
Julius T. Medenblik (MDiv, Calvin Theological Seminary)
Jared Michelson (PhD, University of St. Andrews)
Mark Ryan (DMin, Covenant Theological Seminary)
David M. Rylaarsdam (PhD, University of Notre Dame)
Jeff Sajdak, (DMin, Bethel University)
Albert Strydhorst
Yudha Thianto (PhD, Calvin Theological Seminary)
Gabriela Tijerina-Pike (PhD, University of Aberdeen, The School of Divinity)
Matthew J. Tuininga (PhD, Emory University)
Steven Van Zanen (DMin, Trinity International University)
Jeffrey A.D. Weima (PhD, Wycliffe College - University of Toronto)
Cory Willson (PhD, Free University of Amsterdam and Fuller Theological Seminary)

A full faculty and staff directory can be found at https://calvinseminary.edu/about/directory/

Admission Information

Admission Requirements

Calvin Theological Seminary does not discriminate in admissions, employment, and educational programs on the basis of race, color, national or ethnic origin, disability status, sex, age, income, or any other considerations made unlawful by relevant law.

Calvin Theological Seminary is a religious institution formed by and guided by the Christian Reformed Church of North America that exists to serve the Church by forming Christian leaders for biblically faithful and contextually effective ministry of the Word of God. As such, it reserves the right to make admissions decisions on the basis of religious criteria that align with the CRCNA beliefs and the Seminary's Student Code of Conduct.

As a graduate institution all applicants are expected to have a bachelor's degree from an institution whose accreditation is recognized by the U.S. Department of Education, the Council for Higher Education Accreditation, a Canadian provincial quality assurance agency, or from institutions outside the U.S. or Canada that meet standards comparable to those of the Association for Theological Schools. It is recommended that a candidate's baccalaureate preparation consist of courses in the liberal arts, including English, philosophy, history, literature, social science, and natural science. If an applicant would benefit from further study in a particular area, a learning plan will be developed. The learning plan could include specific seminary electives or additional courses from another academic institution.

In special circumstances an applicant without a bachelor's degree may be considered, as is allowed by the seminary's accrediting body, the Association of Theological Schools (ATS). If accepted these applicants would begin in a certificate program before being able to transfer into a Master's program.

Each applicant's academic, professional, and ministry background will be reviewed as part of the admissions process. The following are specific requirements for each program:

Ecclesiastical Program for Ministerial Candidacy (EPMC)

- Pursuing or completed Master of Divinity with a cumulative GPA of 2.67 or higher from a seminary accredited by ATS.
- Demonstration of the following set of character standards adopted by Synod 2000:
    - Publicly committed to Christ and his church, submitting to its discipline.
    - Exemplary in piety and holy conduct of life, a humble person of prayer who trusts in God's providence.
    - Of good reputation, emotionally mature, honest, trustworthy, reliable.
    - Caring and compassion for the lost and the weak.
    - Eager to learn and grow in faith, knowledge, and love.
    - Joyful in affirming the goodness of God's creation and communicating to others a delight in its beauty.
    - Sensitive to others in all their personal and cultural variety.

Certificate Programs

- No additional requirements

First level theological degrees (MDiv, MABT, MACL, MACMHC, MTS)

- Bachelor's degree from an accredited institution with a cumulative GPA of 2.67 or higher.

Master or Arts in Clinical Mental Health Counseling

- Bachelor's degree from an accredited institution with a cumulative GPA of 3.0 or higher.

Master of Theology (ThM)

- Master of Divinity, Master of Theological Studies, Bachelor of Divinity, or equivalent degree with a cumulative GPA of 3.0 or higher.
- Transcript evidence of a minimum of two semesters of study in Hebrew and/or Greek.
- Completion of sufficient prior study in the intended area of specialization.

Doctor of Philosophy (PhD)

- Master of Divinity, Master of Theological Studies, Master of Theology or equivalent degree, with a cumulative GPA of 3.3 or higher.
- Transcript evidence showing knowledge of Hebrew, Greek, and a modern foreign language (preferably German, French, or Dutch).
- GRE scores.
- Research paper demonstrating the ability to do theological research and analysis at an advanced level.

Doctor of Ministry (DMin)

- Master of Divinity or an equivalent of an MDiv.
- Applicants who have not earned an MDiv must meet the following six criteria:
    - An accredited master's degree (or its educational equivalent) in an area related to one's ministry setting or vocational calling.
    - Significant ministerial experience (5+ years) that enables the applicant to engage as a ministry peer with other students in this professional doctorate.
    - The ability to thoughtfully interpret scripture and the theological tradition of one's ministry context.
    - The capacity to understand and adapt one's ministry to the cultural context.
    - A basic self-understanding of one's ministerial identity and vocational calling.
    - A readiness to engage in ongoing personal and spiritual formation for one's ministry.

International Students

In addition to the above requirements, non-native English speakers must submit either a TOEFL (Test of English as a Foreign Language) exam score or an IELTS (International English Language Testing System) exam score as part of their application for admission.

- Master's degree applicants require either a minimum internet based TOEFL score of 4, with a minimum score of 4.5 in the writing section, or a minimum based IELTS score of 6.5 with a minimum score of 6.5 in the writing section.
- DMin and PhD applicants must attain a minimum TOEFL score of 4.5, with a 4.5 in the writing section, or a minimum based IELTS score of 6.5 with a minimum score of 6.5 in the writing section.

Use Calvin Theological Seminary's institutional code 1096 to order scores. Additional requirements, specific to international students, can be found on the CTS website.

Visiting PhD Students

The PhD program welcomes those who are enrolled in other PhD programs in the United States and wish to enroll in courses at Calvin Theological Seminary for one or more academic terms. The following policies apply:

- PhD students in other programs in the United States who wish to enroll as visiting PhD students at Calvin Theological Seminary should submit the following in order to apply:

    - A completed PhD application form, including a statement of purpose for study at Calvin Theological Seminary
    - A transcript of the student's doctoral work in progress
    - At least one letter of recommendation from the student's current faculty adviser and/or director of doctoral studies

- An application fee of $50.00 (which is the same as for regular applicants)
- Standardized test scores (official copies not needed)

- Visiting PhD students shall have full campus privileges and permission to audit or take for credit any courses offered at Calvin Theological Seminary.

- Visiting PhD students shall be charged a fee equal to one-sixth of the current annual PhD tuition charge for each course taken for credit. They shall be charged the current auditing fee for courses audited.

- The Doctoral Studies Committee has the right to grant a tuition scholarship of up to half of the tuition charge (excluding auditing fees) for visiting PhD students. Although visiting PhD students may apply to live in seminary housing, they are not eligible for PhD living stipends or rental subsidies.

- Like all other students, visiting PhD students shall be responsible for maintaining health insurance for themselves and their dependents.

Admission Status

Students may be admitted with the following core designations:

1. Non-degree-seeking
    a. Non-degree seeking
    b. Visiting student
    c. EPMC
    d. Auditor
2. Degree-seeking
    a. Certificate
    b. Masters
    c. Doctorate

Additionally, students may be given the following sub-designations:

1. Probationary Status
    a. Students on probation must maintain a 2.67 GPA or higher for at least two semesters in order to lift the probationary status. Additionally, probationary students may be required to take a reduced academic load.
2. Additional Requirements Status
    a. If a student is accepted into a program of study without having all of the needed academic requirements, they may be admitted with specific additional requirements that they must complete before a certain number of semesters or before graduation.
3. Certificate-to-Masters Status
    a. Students who do not possess a baccalaureate degree or its educational equivalent may begin their studies in the Seminary's certificate program. After completing one or two semesters in the certificate program, students who demonstrate the knowledge, academic skills, and ability necessary for graduate-level study, together with life experience that has prepared them for theological study at the graduate level, may be considered for admission to an MA program.

Academic Policies

Academic Integrity

Plagiarism – Inadequate Acknowledgement of Sources
Adapted with the permission of Prof. Carolyn Sharp, Yale Divinity School.

Written assignments at Calvin Theological Seminary often require consultation of and critical reflection on primary and secondary sources. Such sources include books, articles, reviews, web sites, published or orally delivered sermons, poems, and any other written, oral, or electronically mediated communication. Plagiarism is the use of intellectual property of others without proper acknowledgement. It is a form of academic dishonesty. Honesty in writing and speaking requires a balance between using words and ideas that are part of the common domain and careful ascription of borrowed ideas and words. Much information is commonly accepted and need not be acknowledged. However, ideas and words that represent the academic achievements of others may be used only with appropriate acknowledgment. The failure to so acknowledge and the pretense that these are the author's own words or ideas is plagiarism. The most obvious form of plagiarism is the direct quotation of words without quotation marks, parenthetical ascription, footnote, or endnote. Less obvious forms of plagiarism consist of paraphrases of another's words and the use of an opinion with no reference to the source.

Since Calvin Seminary views plagiarism as literary theft and academic dishonesty, the consequences of plagiarism are very serious. A professor may decide to do one or more of the following: 1) require the student to rewrite the flawed assignment or to write a new assignment; 2) give a failing grade for the assignment; and/or 3) give a failing grade for the entire course. All instances of plagiarism will be reported to the Associate Academic Dean. More severe consequences—including expulsion from CTS—are given for extreme cases of plagiarism, for multiple offenses, or for lying about plagiarism.

A student's stated lack of intent to plagiarize cannot be considered material to a case under investigation. It is therefore in students' best interest to inform themselves fully about the kinds of plagiarism that exist so that they may avoid those errors in their written work. Toward that end, the CTS faculty have supplied clarifications of plagiarism. These are intended for students' instruction only and are not to be taken as an exhaustive or definitive list.

Academic Standing

- Continuation in a certificate or first-level master's program (MDiv, MABT, MTS, MACL) requires a minimum cumulative GPA of 2.67.
- Continuation in the Master of Theology, MA in Clinical Mental Health Counseling and Doctor of Ministry programs require a minimum cumulative GPA of 3.0.
- A student whose cumulative GPA falls below the minimum will be placed on academic probation, and must reach the minimum GPA requirement in each subsequent semester or risk dismissal from the program. A student must maintain the minimum cumulative GPA for two semesters before the probationary status can be removed. Ordinarily, a student cannot graduate while on academic probation. Any student who has a cumulative GPA of 2.50 or lower is subject to immediate dismissal from the program.
- Students in the PhD program must achieve a minimum cumulative GPA of 3.33 to be considered for degree candidacy. Students whose GPA is significantly below 3.5 after one year of residence will be advised to terminate their studies or apply for a more suitable graduate program.
- Funding sources such as the Veterans Administration, ecclesiastical bodies (e.g. local church or classes), and the guaranteed student loan program will be promptly notified when a student receiving funds is placed on probation or terminated.
- A student may submit a written appeal when they are placed on academic probation. If the student has been in good standing, an appeal will be considered for extenuating circumstances. Extenuating circumstances are those that cause exceptional interference with academic

performance, and which are over and above the normal difficulties experienced in life. The appeal should indicate what has caused the drop in grades and provide a plan for successfully moving forward in their program.

Academic Dismissal and Readmission

- When a student is dismissed from an academic program, their dismissal letter will indicate whether they may reapply at a later date and what requirements are necessary for re-admission. The letter will also set a timeframe for potential re-admission. The Admissions team will only readmit a student when there is clear evidence that the difficulties previously encountered can be overcome and that eventual completion of degree requirements can reasonably be expected. If a student is readmitted, it will be under a probationary status.

Academic Grievance

- Course-related grievances should be brought to the Chief Academic Officer or the Dean of Academic Programs. If the individuals identified above are the object of the grievance or otherwise unable to serve, the grievance should be presented to the Dean of Students or the Dean of International Student and Scholar Services.

- The grievance should be presented promptly in writing, preferably with an oral report. The responsible person will investigate, interview the parties involved, and prepare a written response, normally within 30 days, depending on the nature of the investigation.

- If either party is not satisfied with the resolution, a written grievance may then be presented to the Chief Operating Officer within 10 business days of receiving the report. The Chief Operating Officer shall review the grievance, investigate any additional facts, and prepare a written response, normally within 30 business days, depending on the nature of the investigation. The decision of the Chief Operating Officer will be final.

- If the student is not satisfied with the decision of the Chief Operating Officer, he/she may appeal to the Board of Trustees at their next meeting.

- Additional information can be found under Populi Links ~ Student Life Office.

Academic Records

The Seminary keeps academic, and in the case of MACL and M.Div. students, Vocational Formation Office files five years after the student's graduation. In the case of candidacy applicants, the CTS candidacy committee assembles a file. Students and candidacy applicants have the right to review these files in the presence of the administrative assistant, upon request of the administrative officer responsible for maintaining the respective file. In the case of students to whom concerns have been communicated orally or in writing, it is advised that they consult these files; it is the student's responsibility to know what these files contain and to address concerns documented in them.

Policy for Access to Student Records

1. With reference to the faculty and authorized staff:
    - The faculty, Registrar, Director of Admissions, and authorized staff shall have free access to all materials as needed.

2. With reference to the Board of Trustees:
    - Ordinarily the materials on the basis of which the admission profile and candidacy recommendation are written shall be available to the Board of Trustees. The psychological report shall be provided only upon specific request of the Board and with the written consent of the student.

    - The President or the Academic Dean shall determine when and under what conditions other materials are released to the board.

- With the student's permission all materials in his or her file may be released to the board.

- In case of an appeal to the board by the student it is understood that the administration is authorized to release any and all materials necessary from the student's file to the board.

- Student files shall be open to all Board of Trustees members who serve on the candidacy committee. The use of this information will be limited to their function on this committee.

3. With reference to the student:
    - Academic transcripts are only sent with the student's knowledge and written permission.

    - All correspondence is open to the student.

    - Psychological Assessment: This report may be reviewed by the student in the presence of his or her Vocational Formation leader.

    - Recommendations for admission are used to prepare the student's admission profile. If a student waives their right to view recommendations, they will at no time have access to the recommendations. Students may view other parts of their application in the presence of the Registrar.

    - Seminary Counselors' Reports: The student shall have access to these reports.

4. General:
    - The student's file is confidential and except where permitted and/or requested by the student is not released to others outside the seminary.

    - In submitting and soliciting material for admission and other requirements the student must understand and agree to the policy outlined in this statement of policy.

Academic Workload

One credit hour equals approximately 40 hours of student work.

Examples of workload calculations:

- Classroom/direct instruction: approx. 12 hours per credit
- Midterm Examination Preparation: 6 hours
- Final Examinations: 12 hours (including preparation)
- Reading Assignments:
    - Light - 30 pages/hour
    - Medium - 25 pages/hour
    - Dense - 20 pages/hour
    - Very dense - 15 pages/hour
- Posting in online discussion forums: 300 words = 1 hour
- Research Papers/Sermons: 2 hours/page
- Written Assignments on reading (incl above): 1 hour/page

Distance learning courses (online, hybrid) have variable direct instruction time but equivalent engaged learning time is calculated into student workload to meet course outcomes.

Accessibility, Accommodations, and Academic Support

Calvin Theological Seminary is committed to being welcoming and supportive of students with disabilities and to providing reasonable accommodations for students with documented disabilities. Students seeking accommodations should contact the Academic Office at the beginning of their program. The Academic Office will work with the student and an appropriate qualified professional or organization to review documentation and determine reasonable accommodations. Students are also encouraged to meet with their instructors during the first two weeks of class, or earlier if possible, to discuss approved accommodations. Accessibility services and academic support are available throughout a student's studies and may include, as appropriate, accommodations such as note-taking assistance, permission to audio record lectures, tutoring, enlarged-print materials, preferential seating, distraction-reduced testing environments, extended testing time, and other reasonable accommodations that provide equitable access while maintaining the essential academic requirements of each course and program.

Advanced Standing

Students may pursue advanced standing credit by using one or more of the options outlined below. Certificate students can receive a maximum of (3) credits of advanced standing, while MDiv, MABT, MACL and MTS students can receive a maximum of (18) credits, not to exceed one-third of the total degree.

Testing

- The following courses are eligible for advanced standing through testing.
    - Mission of God in the Old Testament
    - Mission of God in the New Testament
    - Systematic Theology I
    - Systematic Theology II
    - The Story of Christianity I
    - The Story of Christianity II
    - Cornerstone: Person
- The professor of each listed course will determine whether they will provide a written test, an oral test, or if the student will have a choice. Study guides will indicate what options are available for that course. The study guides will be used as the grading standard for both written and oral exams.
- The test for Mission of God in the OT, Mission of God in the NT, and Cornerstone: Person must be taken within the first year of your program. All other tests need to be taken within the first two years of your program.
- If students are unable to take a test on campus, tests may be taken off campus with an approved proctor. It is the student's responsibility to make these arrangements and email the Academic Office with the name and email of the proctor. The seminary will email the test to the proctor, who will return it by fax or email. If students take an oral test, the Academic Office will contact the appropriate professor so the professor can arrange a time to meet with the student.
- Students will be allowed only one attempt for each test and will be charged $150 per test.
- Advanced standing credits earned from testing will be awarded in one of the following ways:
    - A passing score of 85% or higher will award credit for the course.
    - A passing score between 70-85% will waive the course requirement but no credit will be awarded. Students will need to take an additional course to replace the waived credits.
    - Professors may also grant partial credit for the course and require the student to register and pay for an independent study, covering areas of the course where the student is weak.
- Advanced standing testing is also offered specifically for EPMC students in the areas of Bible Content and Hermeneutics.

Greek and/or Hebrew

Students may receive up to six credits of advanced standing in Greek and/or Hebrew without taking a placement exam by meeting the following criteria:

- *Transcript evidence of having taken at least two courses (at least six credit hours) at an accredited educational institution, earning a grade of B or higher*
- *Courses were completed within five years of applying for advanced standing.*

Students who do not meet these criteria may choose to take an exam administered by Calvin Seminary. The results of the exam determine whether Calvin Seminary will grant advanced standing transfer credit for one, two, or no courses in Greek or Hebrew. Students may take the test one time and will pay the usual cost for advanced standing exams.

Portfolio

Students may apply for advanced standing by submitting the documentation outlined below. The Academic Office can provide guidance on pursuing this option.

Bible	**History & Theology**	**Practical Theology**
Incoming students receive up to 6 credits of Advanced Standing from the following:	Incoming students receive up to 6 credits of Advanced Standing from the following:	Incoming students receive up to 6 credits of Advanced Standing from the following:
1. Portfolio artifact items might include the following: ● Undergrad course syllabi (multiple) ● Papers & book reviews ● Projects ● Tests 2. Official transcript showing all undergraduate Bible courses 3. 2-page reflection on how undergraduate courses aligned with the following Program Outcome for CTS students. *Biblically wise: Knows, interprets and applies the story of Scripture faithfully. (PO 2.1)*	1. Portfolio artifact items might include the following: ● Undergrad course syllabi (multiple) ● Papers & book reviews ● Projects ● Tests 2. Official transcript showing all undergraduate Theology and Church History courses 3. 2-page reflection on how undergraduate courses aligned with the following Program Outcome for CTS students. *Theologically reflective: Understands and integrates Scripture, history, and theology with ministry practices. (PO 2.2)*	1. Portfolio artifact items might include the following: ● Undergrad course syllabi (multiple) ● Reflection Papers, sermons, etc. ● Evidence of projects like worship services, lesson plans, etc. ● Evaluations from supervisors, etc. 2. Official transcript showing all undergraduate Practical Theology courses 3. 3-page reflection on how undergraduate courses aligned with the following Program Outcome(s) for CTS students. *Responsive disciples: Responds to God's call to be ambassadors of reconciliation, healing, and transformation. (PO 3.1)* *Making disciples: Witnesses and teaches Christian practices in order to form disciples. (PO 3.2)* *Worshiping and Proclaiming: Proclaims the gospel and helps people worship in ways that are God-glorifying and that form disciples. (PO 3.3)* *Being discipled: Exhibits growing conformity to Christ, self-awareness, and interpersonal intelligence. (PO 4.1)* *Leading: Equips God's people to answer God's call to works of ministry. (PO 4.2)*
Students will submit the above items via email to the Academic Office for review, which includes consultation with program directors.		

Childbirth Accommodation

A childbirth accommodation provides up to two semesters of scheduling flexibility with regard to assignments due or other class-related requirements, as outlined below. The determination between a one-semester or two-semester childbirth accommodation will be based on when the birth occurs or is likely to occur. If a one-semester accommodation is granted, but the situation changes significantly, it may be extended to two-semesters on agreement between the student and the Chief Academic Officer.

Students are expected to attend class and participate in seminars to the extent that the health of mother and newborn and the demands of caring for an infant allow. Consideration will be given to specific circumstances such as C-section, birth of multiples, other children at home, congenital defects, or colic, as well as accommodations for doctor's appointments or nursing.

Students with a childbirth accommodation will be allowed the following:

● Excused absences due to pregnancy or childbirth for as long as a doctor says it is necessary.
● Opportunity to make up any work missed while absent due to pregnancy or childbirth.
● Extension of deadlines that are missed due to pregnancy or childbirth. If a student will not be able to complete required work by the end of the semester, the student must secure an Incomplete Contract, which provides an extension of 30 days past the end of the semester for completing coursework. If more time is needed, this must be arranged in advance with, and approved by, the professor(s), the Registrar, and the Chief Academic Officer.
● Opportunity to make up any participation or attendance credits that are part of the professor's grading and which the student did not have the chance to earn.
● Any special services that would be provided to other students with temporary medical conditions, such as course capture and independent study.
● Any other reasonable adjustments (e.g., allowing trips to the restroom or for nursing during class or exams) that are necessary because of pregnancy or childbirth.

A student seeking a childbirth accommodation should submit the request to the Chief Academic Officer by means of the Request for Childbirth Accommodation Form. If approved, the student should inform all professors of the accommodation as soon as possible.

The student may choose to be enrolled full-time, part-time, or suspend enrollment by taking a Leave of Absence, with or without an approved accommodation, around the birth of the child.

NOTE: Before making a decision, international students should discuss the impact on their visa with the Dean of International Students.

Course Evaluation Process

Administration

Course evaluations will be administered online for all courses, including core and electives, in all degree programs. Because Calvin Seminary takes student course evaluations seriously, participation of students is required. Course evaluations will be available in Populi according to the deadlines announced in the E-News. Course evaluations will all use the same form, except for the Formation Group course evaluation, which will be a different form.

Dissemination

Faculty will be able to view individual student evaluations and summary results of their courses online after 60% of the students in the class have filled them out.

These results as well as the individual evaluations will be accessible to the Academic Office at all times.

Faculty will include reflection on the results of course evaluations in their summaries of student learning, and will submit those summaries to the Academic Services Coordinator in the Academic Office one month after receiving access to their course evaluation summaries.

Faculty serving as Formation Group Leaders will access their evaluation results in the same way as regular course evaluations. Results of Formation Group Course Evaluations will be accessible to the Director of Vocational Formation, the Academic Dean, as well as the Formation Group Leaders.

Course Requirements

Regular class attendance is expected in every course. Absence from class for a legitimate reason will be excused by the professor concerned if reported promptly to him or her. When a student's absence from the campus is necessitated by illness or some other cause, he or she is expected to notify the Academic Office promptly of such absence and its cause. In order to receive credit the student must complete all the requirements for courses such as mid-term tests, papers, and examinations. Final examinations are required in most core courses and are optional within the discretion of the professor in elective courses.

Take-home examinations may be given in core courses at the discretion of the professor; these shall be distributed and returned within a twenty-four hour period.

All out-of-class work, such as papers and reading reports, is due on the date set by the instructor in each course. In no case will this date be later than the last day of the semester. The penalty for late work submitted within the semester shall be determined and administered by the instructor.

Students who wish to be employed during their studies should take their course load expectations into consideration. As a general guideline students should expect to devote approximately 10 hours per week for each three credit semester course. If a student is taking a semester load of 15 credits, 50 hours of course work per week should be factored into the planning for extracurricular jobs.

FERPA - Release of Student Directory Information

Calvin Seminary abides by the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. Calvin Seminary has designated the following information as "Directory Information," which may be released under the provisions of FERPA:

- student's full name
- addresses (local, permanent, and CTS-assigned email)
- telephone listings (local and permanent)
- date and place of birth
- major field of study
- participation in officially recognized activities
- photograph
- dates of attendance
- degrees and awards received
- most recent previous school attended
- classification
- enrollment status (undergraduate or graduate students, full-time or part-time)

Students have a right to refuse to allow Calvin Seminary to designate any or all of those types of information about the student as directory information, so that Calvin Seminary would not release that information to non-institutional persons or organizations. To do so, the student must submit a "Request to Prevent Disclosure of Directory Information" form to the Registrar's Office within two weeks of the first day of each semester.

- Note that submitting this request means that any future request for such information from non-institutional persons or organizations will be refused. For example, Calvin Seminary would be unable to verify degree, major, or enrollment for possible employment, credit card applications, insurance purposes, mortgage information, apartment leases, etc. Students may, at a later date, authorize the release of directory (or non-directory) information on a transaction-by-transaction basis, or may cancel the "prevent disclosure of information." (Instructions for withholding and releasing information can be found on the form linked above.)

Grading

- Calvin Seminary uses the following grading scale. GPA is calculated by dividing the total number of credits attempted into the total number of grade points.

Letter grade	Grade Points
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	1.0
F	0
WF (withdrawn failing)	0

Repeating a Course:

- When a student retakes a course, only the highest grade will be calculated into GPA. However, both attempts will remain visible on the student's transcript. The course that was retaken will show the notation of (R) after it.
- If a student fails a course taken during the last semester before graduating, and if the student's situation warrants (in the judgment of the Academic Office and the professor teaching the course), the student may complete the course by taking an independent study with the professor of the course:
    - The professor determines the number of credits for the independent study based on the amount of work required for successful completion of the requirement. The number of credits may be fewer than or equal to the credits of the original course.
    - The independent study would be graded as credit/no credit. The student would need to receive credit in order to demonstrate competence. The initial "F" received would remain on the student's transcript. The professor and student would agree on a deadline for completing the independent study. Meeting the deadline would be a condition for passing the course.
    - The student must pay for the number of credits in the independent study.
    - Up to two courses may be remedied in this way. If a student fails more than two courses, all failed courses must be retaken, if they are required for graduation.

Graduation Requirements

- Cumulative GPA of 2.67 or higher for the following degrees:
    - Master of Divinity (MDiv)
    - Master of Arts in Bible and Theology (MABT)
    - Master of Theological Studies (MTS)
    - Master of Arts in Missional Theology (MAMT)
    - All Certificate Programs
- Cumulative GPA of 3.0 or higher for the following degrees:
    - Master of Arts in Clinical Mental Health Counseling (MACMHC)
    - Master of Theology (ThM)
    - Doctor of Ministry (DMin)
    - Doctor of Philosophy (PhD)

(For students pursuing ordination, the Christian Reformed Church Candidacy Committee requires a minimum cumulative GPA of 2.85 for admission to ministerial candidacy).

- Psychological Assessment for the following degrees:
    - Master of Divinity (MDiv)
    - Master of Arts in Christian Leadership (MACL)
- Oral Comprehensive Exam for the following degrees:
    - Master of Divinity (MDiv)

    - Master of Arts in Bible and Theology (MABT)
    - Master of Arts in Christian Leadership (MACL)
    - Master of Theological Studies (MTS)
- Other than the PhD (see PhD Handbook) and DMin (see DMin Handbook), there are no defined time frame requirements for completion of a program, although students are encouraged to continue active progress to continue momentum in their program and learning.

Incomplete Contracts

It is within the discretion of an instructor, upon request from a student for acceptable reasons, to extend the final due date for course work by three weekdays beyond the end of the academic term.

If a student needs additional time to complete their work, they need to fill out an Incomplete contract which must be signed by the professor by the last day of class. A contract must include the nature of the request, the due date for all work and the grounds for the extension. Acceptable reasons are limited to unusual considerations such as illness, hardship, or emergency. Verification may be required. The faculty member will assign the deadline date but it must not extend beyond 30 days after the last day of the term. If a further extension is requested, it needs to be approved by the Director of Academic Services and Registrar.

A course in which a student has an incomplete contract will show as an “IN” grade on their transcript. The course will be considered as attempted credits and not earned credits and will not affect the student’s GPA. When the contract is fulfilled, the faculty member will enter the new grade and the Incomplete grade will be replaced. A grade will be submitted no later than 10 days after the coursework deadline date. Failure to fulfill a contract will ordinarily result in a grade of “F."

Independent Studies

The following procedure will be used for Independent Studies.

1. A student interested in an Independent Study should download the appropriate form from Populi (Links) and ask a professor to direct the study. The professor and student discuss the course bibliography and requirements. The student and professor sign the form and submit it to the Academic Office for registration.

2. The Academic Office records the name of the student, topic of the study, and the name of the professor, and registers the student. The Academic Office posts a list of Independent Studies, so that other students who might be interested in the same Independent Study may talk to the Registrar and professor.

Leave of Absence

A student may request a Leave of Absence from studies for up to two semesters. A Leave of Absence form is available in Populi. At the student’s request, and for unusual circumstances, an extension of the leave may be granted. After two semesters, a student who fails to communicate with the Registrar’s Office and does not enroll in courses will be considered as withdrawn from their Seminary program. A student who, after being withdrawn, desires to return to studies needs to re-apply to the program.

Modalities

Calvin Seminary offers coursework in the following modalities. Not all modalities are offered for each degree program. See degree information for details.
Note: Videos and documents from distance courses (including in Canvas) may not be used in other settings without written permission from the instructor.

- Residential - in-person learning in a traditional classroom setting
- Online - fully online learning
- Synchronous Online - online learning that requires students to participate virtually at a regularly scheduled class time
- Hybrid - mostly online, with two required, on-campus intensives each year - one week in the fall and one week in the spring

Shared Credits

Students who complete coursework in one CTS graduate degree program may apply eligible credits toward another CTS graduate degree program, when approved by the Academic Office and consistent with ATS standards. The amount of shared credit will not exceed two-thirds of the degree receiving the credit. Each degree must maintain its own academic integrity and learning outcomes.

Technology and Equipment Requirements

1. Hardware: Windows or Mac laptop (preferably less than 5 years old). Students should not rely on a mobile device or tablet for coursework.
    a. Operation System:
        i. For PC users, Windows 11
        ii. For Mac users, OS 14 Sonoma or higher
    b. Hard Drive: Minimum of 100 GB of empty space on a hard drive, specifically if students need to create videos for coursework. Students should also plan for multiple ways to back up files. An external hard drive is recommended, but flash drives and cloud-based solutions may also be used.
    c. RAM: 8 GB RAM or higher (16+ GB recommended)
    d. Video conferencing: Webcam (integrated or external) and Microphone (integrated or external), and speakers or headphones.

2. Internet: Access to reliable high-speed internet.

3. Web-Browser: Most major web browsers are supported by our web-based systems. Browsers should be updated to the most current version.

4. Access to Canvas, the learning management system (LMS) that serves as Calvin Seminary's online classroom. Students in a restricted country, behind an external firewall, or using a VPN, might have trouble accessing the LMS.

5. Software/Systems:

    a. The Seminary will provide each student with a Google Workspace account, which gives access to all Google applications (i.e. Drive, Docs, etc)
    b. Microsoft Word, Apple Pages, or other word processor that can save to .docx or .pdf format. Microsoft PowerPoint, Apple Keynote or other presentation software that can save in .pptx or .pdf format. Calvin Seminary does not provide this software to students.
    c. Adobe Reader or other similar software for reading PDF files. A free version of Adobe Reader can be downloaded from Adobe's website.

6. Questions should be directed to the IT Helpdesk at semit@calvinseminary.edu.

Transfer Credit

Students who have completed relevant graduate-level studies at another accredited institution with a course grade of B or higher may apply for transfer credit. The previous work must be approximately parallel (80% or higher equivalence) to the content of a Calvin Seminary course. Calvin Seminary may accept up to two-thirds of a student's completed program elsewhere, but no more than half of a student's program at Calvin Seminary. Credit hours that are accepted from another institution toward the student's educational program will be counted as both attempted and completed hours.

- Transferring credits into the ***MA in Clinical Mental Health Counseling*** program requires approval from the program director. Because of licensing implications, only certain types of courses may be considered for transfer credit.
- Transfer credit into the ***ThM*** program must be approved by the ThM program director or co-director. A maximum of three credit hours of ThM level course work, taken at an accredited school, may be transferred as an elective, if approved.
- Courses may not be transferred into the ***Doctor of Philosophy*** program.
- Transferring courses into the ***Doctor of Ministry*** program requires approval from the program director and must meet the following minimum requirements:
    - The course must have a grade of 3.5 or higher

- The course must be taken at an ATS accredited school, with a Doctor of Ministry program
- A maximum of three credits may be considered for transfer.
- The course must be one that is not offered by Calvin Seminary.
- A proposal for transfer must be completed and approved by the program directors before enrollment occurs.

Withdrawals

Official Withdrawal from Studies

For a variety of reasons, such as personal, financial, academic or vocational, a student may choose to officially withdraw from studies at the Seminary. The student is required to contact the Registrar to discuss formal withdrawal. The date of official withdrawal will be effective upon communication with the academic office.

Unofficial Withdrawal from Studies

The failure of a student to remain registered as a full-time or part-time student, or to submit a Leave of Absence form, will be considered an act of unofficial withdrawal. Attempts will be made to contact the student and a deadline date for a response will be indicated. If a student fails to respond by the deadline date, they will be withdrawn from their program. If a student desires to resume studies after having withdrawn, he or she must reapply for admission.

Students who withdraw and who are holding scholarships, loans, or other indebtedness related to their tenure as Seminary students, are required to contact the financial aid officer concerning their responsibility for meeting repayment obligations. The date of withdrawal will be effective following communication with the student or failure of student response.

Course Withdrawal

A student may withdraw from a course and receive a full or partial refund according to the Financial Services refund schedule. A student may withdraw from any course without penalty up to 4:30 p.m. on the 100% refund date and with no "W" on their transcript. After that date, a student may withdraw with a partial refund and a "W" on their transcript through 4:30 p.m. on the 50% refund date. A student who withdraws from a course after that date will receive no refund and will receive a failing grade.

Family Emergency

Calvin Seminary will work with students who have family or medical emergencies (death of an immediate family member or a personal medical emergency) in order to make arrangements for finishing their academic work.
In the case of a personal medical emergency, the student must submit to the Registrar a written document from a physician stating that the student's medical condition prohibits the student from continuing study for the academic term.

- Students may seek approval for an Incomplete Contract in courses that cannot be completed by the end of the term.
- Students may request a withdrawal from one or more courses after the drop/add period has ended.
    - In the case of a withdrawal, the student receives no credit for the course. The course will be given a grade of "W", which does not affect GPA (even after the final withdrawal deadline).
    - A tuition refund will be issued based on the percentage of the course remaining (rounded to the nearest 10%).

Academic Programs

- Certificate in Christian Leadership
- Certificate in Mental Health and Ministry
- Commissioned Pastor Certificate
- Master of Divinity (MDiv)
- Master of Arts in Clinical Mental Health Counseling (MACMHC)
- Master of Theological Studies (MTS)
- Master of Arts in Missional Theology (MAMT)
- Master of Arts in Bible and Theology (MABT)
- Master of Arts in Christian Leadership (MACL)
- Master of Theology (ThM)
- Doctor of Ministry (DMin)
- Doctor of Philosophy (PhD)
- Ecclesiastical Program for Ministerial Candidacy (EPMC)

Graduate Certificates

Certificate in Christian Leadership (CCL)

The Certificate in Christian Leadership (CCL) provides an opportunity for church staff, volunteer ministry staff, and other interested people to enhance their understanding, training, and ability to serve.

Degree Requirements
(Residential, Online, Hybrid or CBTE)

Course	Credit Hours
5710 Cornerstone: Person	2
5115 Biblical Interpretation for Ministry	1
Choose two of the following:	4-6
5220 Mission of God in the Old Testament	
5320 Mission of God in the New Testament	
5421 Systematic Theology I	
5422 Systematic Theology II	
5641 The Gospel in a Multicultural and Multifaith World	
5453 Christian Theology in Reformed Confessions	
General Electives*	8
Total Credits	***15-17***

*Students may choose to apply the general electives toward a concentration. All concentrations and corresponding coursework must be approved by the student's advisor.

Certificate of Mental Health and Ministry

This certificate equips pastors, teachers, parachurch leaders, and others to address the emotional and religious health of people in their community and themselves. It will also enable students to discern if they want to pursue further studies in the MA in Clinical Mental Health Counseling.

Degree Requirements

(Residential and Synchronous Online)

Course	Credit Hours
6101 Faith and Mental Health: Ethical Integrations	3
6104 Foundations in Clinical Mental Health Counseling	3
Choose three of the following:	9
6102 Professional Orientation, Laws, and Ethics	
6103 Human Development & Lifespan Psychology	
6209 Trauma and Crisis Counseling	
6210 Counseling Theory and Methods I	
6211 Counseling Theory and Methods II	
6212 Research Design and Program Evaluation	
6213 Diagnosis and Psychopathology	
6214 Counseling Techniques, Strategies and the Helping Relationship	
6215 Counseling Theories & Methods	
6230 Group Dynamics, Techniques, and Counseling	
6231 Clinical Assessment, Measurement, and Testing in Counseling	
6234 Career Development and Counseling	
6235 Social and Cultural Diversity in Counseling	
6236 Treatment Planning in Clinical Mental Health Counseling	
6237 Addiction Therapies	
6411 Spiritually Integrated Psychotherapy	
6412 Interpersonal Communication in Mental Health Counseling	
Total Credits	***15***

Commissioned Pastor Certificate

(Residential, Hybrid, or Online)

This certificate assists in the formation of church leaders as they move to become commissioned pastors. The certificate will ordinarily be 8-20 credits in the traditional modalities (residential, hybrid, or online) or 2-4 competencies in the CBTE modality. All coursework will be offered at a master's level and will be stackable into an MDiv or other MA degree.

CRC History
5584 Christian Reformed Church History

CRC Polity/Church Order
5583 Christian Reformed Church Polity

Reformed Creeds and Confessions
5453 Christian Theology in Reformed Confessions

Reformed Perspective
5453 Christian Theology in Reformed Confessions
5622 Forming Worshiping Communities
5421, 5422 Systematic Theology I or II
5518 Ethics and the Christian Life
5461, 5462 The Story of Christianity I or II

Reformed Hermeneutics
5115 Biblical Interpretation for Ministry
5301 Greek Tools for Exegesis
5303 Greek Fundamentals I
5304 Greek Fundamentals II
5201 Hebrew Tools for Exegesis
5203 Biblical Hebrew I
5204 Biblical Hebrew II

Basic Bible Knowledge
5220 Mission of God in the Old Testament
5320 Mission of God in the New Testament

The Art of Preaching
5651 Gospel Preaching and Communication

The Heart of a Pastor
5576 Theological Education as Formation for Ministry
5632 Leadership in Ministry
5710 Cornerstone Person
5610 Foundations for Pastoral and Spiritual Care

The Call of a Pastor
5710 Cornerstone Person
5632 Leadership in Ministry

Church Planting Concentration

(offered in partnership with Resonate Global Mission)

Students interested in pursuing the church planting concentration should contact the CTS Academic Office and Tim Sheridan (tsheridan@crcna.org) at Resonate Global Mission.

Course	Credit Hours
5641 The Gospel in a Multicultural and Multifaith World	2
5643 Evangelism and Discipleship Skills	2
Church Planter Training through Resonate Global Mission	4 (advanced standing applied upon completion)
Total Credits	***8***

Master's Degrees

Master of Divinity (MDiv)

The MDiv program is Calvin Seminary's most comprehensive degree, preparing students for the widest range of ministry opportunities: pastor, chaplain, campus minister, K-12 Bible teacher, non-profit ministry leader, missionary, church planter, and (with further education) professor.

MDiv Program Curriculum
Given the variety of vocational futures of MDiv students, the MDiv curriculum has two ways to learn Greek and Hebrew. The desired outcome or competency of both language tracks is faithful biblical exegesis, which includes analysis of biblical languages.

Track one: Students can take two courses (six credits total) for each language, learning and memorizing the grammar, vocabulary, and structure. This option is recommended for those pursuing a degree after the MDiv.

Track two: Students take one course (3 credits) for each language, learning to use a Bible tool for grammatical analysis. This option may be chosen by students who will do regular exegesis in ministry.

Variation: Students may decide to mix track one and track two, doing six credits of one language, and three credits of the other.

In its approach to helping students reach competency in preaching, the MDiv curriculum recognizes not only that students have a variety of vocational aspirations, but also that they enter the program with a variety of preaching skills and experiences. All MDiv students will start by taking a three-credit course: Gospel Preaching and Communication. From there, students will proceed through electives based on need and vocational plans.

Candidacy for Ministry
Students preparing for ordained ministry in the Christian Reformed Church must meet the synodical requirements for candidacy. They must have demonstrated academic, personal, and professional readiness for ministry, and a cumulative GPA of 2.85 or higher. Candidates must also take CRC History (2 credits), CRC Polity (2 credits), and Christian Theology in Reformed Confessions (2 credits) as electives.

Concentrations
MDiv students may choose a concentration. Concentrations allow for more specialized study related to a student's ministry interests or provide more thorough preparation for students who are considering doctoral study in a particular field.

Under the direction of their advisor, students are allowed to create their own concentrations. To obtain a concentration, students must take eight elective credits (generally four electives) in their area of concentration. A student may have more than one concentration, as long as no credits count toward more than one concentration. Students whose vocational plans include at least a moderate amount of preaching are strongly encouraged to pursue the preaching concentration.

Preaching Concentration

Course	Credit Hours
5651 Gospel Preaching and Communication	3
Take five credits from the following:	5
5655 Preaching Lab (1 cr)	
5656 Preaching Practicum (1 cr)	
(1) credit preaching elective	
Total Credits	***8***

Church Planting Concentration
(offered in partnership with Resonate Global Mission)

Students interested in pursuing the church planting concentration should contact the CTS Academic Office and Tim Sheridan (tsheridan@crcna.org) at Resonate Global Mission.

Course	Credit Hours
5641 The Gospel in a Multicultural and Multifaith World	2
5643 Evangelism and Discipleship Skills	2
Church Planter Training through Resonate Global Mission	4 (advanced standing applied upon completion)
Total Credits	***8***

Master of Divinity (MDiv)
Degree Requirements
(Residential or Hybrid)

Course	Credit Hours
Vocational Formation	
5751 In-Context Learning (100 hours)	1
5752 In-Context Learning (100 hours)	1
5753 In-Context Learning (100 hours)	1
5754 In-Context Learning (100 hours)	1
5781 ICL Cross-Cultural	2
5741 Formation Group Year 1	1
5742 Formation Group Year 2	1
5743 Formation Group Year 3	1
Cornerstone Courses	
5710 Person	2
5712 Context	2
5714 Gospel	2
5716 Mission	2
Core	
5220 Mission of God in the Old Testament	3
5320 Mission of God in the New Testament	3
5235 Interpreting the Old Testament	3
5335 Interpreting the New Testament	3
5421 Systematic Theology I	3
5422 Systematic Theology II	3
5461 The Story of Christianity I	3
5462 The Story of Christianity II	3
5518 Ethics & the Christian Life	3
5610 Foundations for Pastoral and Spiritual Care	3
5622 Forming Worshiping Communities	2
5651 Gospel Preaching and Communication	3
5641 The Gospel in a Multicultural & Multifaith World	2
5643 Evangelism and Discipleship Skills	2
5632 Leadership in Ministry	2
5579 Capstone	1
Language	
Choose one group:	6
5201 Hebrew Tools for Exegesis 5301 Greek Tools for Exegesis **OR** 5303 Greek Fundamentals I 5304 Greek Fundamentals II *(applied toward general elective requirement)* 5203 Hebrew Fundamentals I 5204 Hebrew Fundamentals II *(applied toward general elective requirement)*	
General Electives	22
(Those seeking CRC candidacy must take the following courses as part of the 22 credit elective requirement):	
5584 CRC History	2
5583 CRC Polity	2
5453 Christian Theology in Reformed Confessions	2
Total Credits	***87***

Master of Arts in Clinical Mental Health Counseling (MACMHC)

The MACMHC is a professional and theologically grounded degree, designed to satisfy the regulatory educational requirements in the state of Michigan for the Licensed Professional (LPC) designation. The MACMHC is also designed to prepare students to sit for the National Counselor Examination (NCE), which is a requirement for licensure in many states.

Degree Requirements

(Residential or Synchronous Online)

Course	Credit Hours
Clinical Counseling	
6102 Professional Orientation, Laws and Ethics in Counseling	3
6103 Human Development and Lifespan Psychology	3
6104 Foundations in Clinical Mental Health Counseling	3
6209 Trauma and Crisis Counseling	3
6212 Research Design and Program Evaluation	3
6213 Diagnosis and Psychopathology	3
6214 Counseling Techniques, Strategies and the Helping Relationship	3
6230 Group Dynamics, Techniques and Counseling	3
6231 Clinical Assessment, Measurement and Testing in Counseling	3
6234 Career Development and Counseling	3
6235 Social and Cultural Diversity in Counseling, Psychology and Therapy	3
6215 Counseling Theories and Methods	3
6411 Spiritually Integrated Psychotherapy	3
6236 Treatment Planning	3
6216 Family Systems	3
6237 Addiction Therapies	3
Clinical Practice	
6901 Clinical Counseling Practicum	3
6902 Clinical Counseling Internship I	3
6903 Clinical Counseling Internship II	3
Capstone	
6908 Counseling, Psychology, and Mental Health Capstone	3
Total Credits	***60***

Attendance Policy

The attendance policy for the Master of Arts in Clinical Mental Health Counseling program is at the program level, is non-negotiable, and applies to every class.

Punctual attendance is required. Absences will not be excused. More than two absences (i.e. missing class sessions) will result in a reduction of your final grade by a full letter. For any absence, it is the student's responsibility to retrieve class notes and other pertinent information from fellow classmates. More than three absences will result in an automatic failing grade for the course.

For students taking a course in the 12-week model, each week constitutes a class session. For students taking a course in the monthly model, each weekend represents three class sessions (i.e., Friday evening, Saturday morning, and Saturday afternoon). Arriving to class more than 30 minutes late will be counted as an absence. Late arrivals under 30 minutes will be penalized at the discretion of the professor. Once a student registers for the residential section or the synchronous online section, you must remain in that section for the entire semester. Alternating between sections throughout the semester is not allowed.

Students that register for a synchronous online section must be situated in a stationary and quiet space that is conducive to academic learning for the entire duration of the class. Online students that are mobile (i.e. cell phone, car, walking, etc.) will not be allowed into class and will be recorded as absent. Online students are required to be visible for the entire duration of class. The computer video must remain on for the entire class section. It is the student's responsibility to ensure that their internet connection is adequate. Students that lack sufficient video conferencing technology for online learning will not be allowed to register for an online section of a course.

Master of Theological Studies (MTS)

The MTS is a flexible academic program designed to prepare students for further academic study or other careers that would be enriched by a strong theological education.

Concentrations
Students are allowed to create their own concentrations, with advice from the Program Director. To obtain a concentration, students must take eight elective credits (generally 4 electives) in their area of concentration. All of those can be used for elective credit in their MTS program. A student may have more than one concentration, as long as no credits count toward more than one concentration.

Degree Requirements
(Residential, Online or Hybrid)

Course	Credit Hours
Core	
5710 Cornerstone Person	2
5303 Greek Fundamentals I	3
5304 Greek Fundamentals II	3
5203 Hebrew Fundamentals I*	3
5204 Hebrew Fundamentals II*	3
5220 Mission of God in the Old Testament	3
5320 Mission of God in the New Testament	3
5579 Capstone	1
Choose one of the following:	3
5235 Interpreting the Old Testament	
5335 Interpreting the New Testament	
Choose one of the following:	3
Systematic Theology I	
Systematic Theology II	
Choose one of the following:	3
5461 The Story of Christianity I	
5462 The Story of Christianity II	
Choose two of the following:	5-6
5518 Ethics and the Christian Life	
5641 The Gospel in a Multicultural and Multifaith World	
7101 ThM Research Methodology (*Residential Students Only*)	
One Interpreting the Bible Course *(not used above)*	
One Systematic Theology Course *(not used above)*	
One Story of Christianity Course *(not used above)*	
General Electives	19-20
Total Credits	***55***

There is no one program plan that applies to all MTS students. Advisers will guide students in course choices.

* MTS students who intend to focus on theological rather than biblical studies may take two semesters of college Latin in place of Hebrew I and II.

Any MTS student may take a semester of Latin in place of an elective, or two semesters of Latin in place of two electives. Latin may be taken prior to a student's matriculation at Calvin Seminary or during a student's course of study. Although Calvin Seminary does not currently offer Latin, MTS students are encouraged to take Latin at a local college or study it on their own. In order to receive credit for Latin, students will be required to pass a competency exam administered by Calvin Seminary Faculty.

Master of Arts in Missional Theology (MAMT)

The MAMT is offered at Calvin Seminary's Phoenix campus. The program develops skills for missional ministry, including exegeting ministry contexts, a kerygmatic and missional reading of Scripture, and forming disciples through worship and proclamation.

Degree Requirements

Course	Credit Hours
3106 Prolegomena: Gospel and Biblical Story	2
3107 Prolegomena: Biblical Worldview and Missional People	2
3108 Prolegomena: Western Story and Missionary Encounter	2
3109 Scripture and Hermeneutics	2
3110 Pentateuch and Historical Books	2
3111 Wisdom and Poetry	2
3206 Prophets	2
3207 Gospels and Acts	2
3208 Pauline and General Epistles	2
3209 Ancient and Medieval Church History	2
3210 Gathered Life of the Church	2
3211 Scattered Life of the Church	3
3306 Doctrine I	2
3307 Doctrine II	2
3308 Cultural Spirits and Spirituality I	2
3309 Cultural Spirits and Spirituality II	2
3310 Reformation and Modern Church History	2
3311 Global Christianity, World Religions and Pluralism	2
Total Credits	***37***

Master of Arts in Bible and Theology (MABT)

The MABT program enriches students' spiritual lives, their understanding of the Christian faith, and their leadership potential.

Degree Requirements

(Residential, Online or Hybrid)

Course	Credit Hours
Core	
5710 Cornerstone Person	2
5220 Mission of God in the Old Testament	3
5320 Mission of God in the New Testament	3
5201 Hebrew Tools for Exegesis	3
5301 Greek Tools for Exegesis	3
5579 Capstone	1
Choose one of the following:	3
5235 Interpreting the Old Testament	
5335 Interpreting the New Testament	
Choose one of the following:	3
5461 The Story of Christianity I	
5462 The Story of Christianity II	
Choose one of the following:	3
5421 Systematic Theology I	
5422 Systematic Theology II	
General Electives	15
Total Credits	***39***

Master of Arts in Christian Leadership (MACL)

Through the MACL program, students will be empowered to learn, grow, and enrich their ministry—all within a theologically rich community of students, professors, and mentors.

Degree Requirements

(Residential, Online or Hybrid)

Course	Credit Hours
Vocational Formation	
5751 In-Context Learning (100 hours)	1
5752 In-Context Learning (100 hours)	1
5741 Formation Group Year 1	1
5742 Formation Group Year 2	1
Cornerstone Courses	
5710 Person	2
5712 Context	2
5714 Gospel	2
5716 Mission	2
Core	
5115 Biblical Interpretation for Ministry	1
5220 Mission of God in the Old Testament	3
5320 Mission of God in the New Testament	3
5579 Capstone	1
Choose one of the following:	2-3
5421 Systematic Theology	
5422 Systematic Theology II	
5641 The Gospel in a Multicultural & Multifaith World	
5453 Christian Theology in Reformed Confessions	
Choose one of the following:	3
5461 The Story of Christianity I	
5462 The Story of Christianity II	
General Electives	13-14
Total Credits	***39***

Concentrations

Students in the MACL program will choose or develop a concentration in an area of interest to them. To obtain a concentration, students will need a minimum of eight elective credits in their chosen area (ordinarily four elective courses). Here is a *sample* list of concentrations that a student could choose:

- Advanced Urban Ministry
- Bible Instruction
- Organizational Management and Administration
- Discipleship and Faith Formation
- Missional Ministry
- Pastoral Care
- Pastoral Ministry
- Worship

Church Planting Concentration

(offered in partnership with Resonate Global Mission)

Students interested in pursuing the church planting concentration should contact the CTS Academic Office and Tim Sheridan (tsheridan@crcna.org) at Resonate Global Mission.

Course	Credit Hours
5641 The Gospel in a Multicultural and Multifaith World	2
5643 Evangelism and Discipleship Skills	2
Church Planter Training through Resonate Global Mission	4 (advanced standing applied upon completion)
Total Credits	***8***

Master of Theology (ThM)

The ThM program is designed as a post-MDiv/MTS degree and introduces students to academic research and study in a specialized area of biblical, theological, or ministry studies. It is designed to give pastors and others the opportunity to extend their education and training in a particular field, and it serves as excellent preparation for doctoral work.

With permission, ThM students may select courses designed for students in other degree programs. All of these courses are three credits for ThM students. ThM students may also take up to two independent study courses (three for synchronous online students).

Degree Requirements

(Residential or Synchronous Online)

Course	Credit Hours
7101 Research Methodology	3
Specialization Electives	9
General Electives	6
Choose one of the following groups:	6
(3) credit general elective	
7794 Major Paper	
OR	
7795 Thesis Research	
7796 Thesis (including oral exam)	
Total Credits	***24***

ThM Thesis Deadline

Students have two semesters to complete a thesis. If a thesis is registered in the fall semester, a defense-ready copy is due by April 20 of the following spring (and graduation will occur in May). If a thesis is registered in the spring semester, a defense-ready copy is due by November 10 of the following fall (and graduation will occur in December). These deadlines allow time for defending the thesis and making any subsequent corrections. If you do not submit a defense-ready thesis by April 20 (for May graduation) or November 10 (for December graduation), graduation will be postponed until the next semester.

For more information on the ThM program, please see the ThM Program Handbook.

Areas of Concentration

- History of Christianity
- Missiology
- New Testament
- Old Testament
- Pastoral Care
- Philosophical and Moral Theology
- Systematic Theology
- Worship

Doctorate Degrees

Doctor of Ministry (DMin)

The DMin program is designed for current ministry leaders. Through the program, students will be more fully formed in their role as ministry leaders, grow in the knowledge of appropriate theories, and develop in the practice of ministry.

DMin Program Course Work

The coursework phase: students complete all foundational and track courses. Foundational courses are taken in a hybrid format. Electives may be taken in the purely online format with the approval of the Directors. Arrangements for independent courses must be made in conjunction with the professor.

- Mid-program: students develop the Project Proposal, complete the Human Subjects Review, and all evaluations and review processes that are necessary to the continuation of the work into the Candidacy phase.
- Candidacy: students develop, document, and defend the approved project in order to be awarded the Doctor of Ministry degree.

For full information on DMin program policies and requirements, please see the DMin Program Handbook.

Doctor of Philosophy (PhD)

The PhD equips scholars for teaching and research in colleges, theological seminaries, and universities, as well as for general church leadership. Concentrations are offered in the history of Christianity, New Testament, systematic theology, philosophical theology, and moral theology.

PhD Program Course Work
Courses focus on areas of current faculty interest and research. They are designed to introduce students to proper research methods and their application as well as to important theological issues and developments.

Students are required to complete a total of twelve PhD courses for credit in biblical or theological content areas. Full-time students take six courses per year (typically three per semester) for two years. Part-time students take either four courses per year for three years or three courses per year for four years. At least three courses must be taken in the student's discipline of specialization and at least two courses in each of the other three areas.

In addition to the twelve required PhD courses in biblical or theological content areas, students in the program must take the seminar, "Teaching and Student Formation," for credit during the first two years in the program, and are expected to take the "Dissertation Seminar," if they have completed the required PhD courses and their comprehensive examinations. Students must take the dissertation seminar for at least two years if their dissertation is not yet finished. These seminars are offered on a credit/no credit basis and do not count toward the twelve required courses in the program.

For full information on PhD program policies and requirements, please see the PhD Program Handbook.

Special Programs

Ecclesiastical Program for Ministerial Candidacy

The Ecclesiastical Program for Ministerial Candidacy (EPMC) is designed for students who aspire to be Ministers of the Word in the Christian Reformed Church and who are studying or have studied at a seminary other than Calvin Theological Seminary. All students intending to seek candidacy in the CRCNA are required to meet the overall standards for candidacy that have been officially established by the Synod of the CRCNA.

Calvin Theological Seminary offers this program on behalf of the synod of the Christian Reformed Church and the Candidacy Committee, a standing committee that processes all candidacy recommendations to Synod. This ecclesiastical program applies to students who are following the route to ministry outlined in Article 6 of the *Church Order of the Christian Reformed Church*.

This program gives students an orientation to the theology, history, and ministry of the Christian Reformed Church, and walks with students on the ministry formation journey to ministerial candidacy in the Christian Reformed Church.

The nine-credit program is offered in a 24-month online mentor-focused format and courses are offered in Spanish as well as English.

It is important for prospective EPMC students to acquaint themselves with program requirements and apply to the EPMC program as early as possible in their MDiv program, preferably after their first year.

Those interested in the EPMC program should contact Rev. Susan LaClear, Director of Candidacy for the CRCNA (slaclear@crcna.org) for more information.

Competency Based Theological Education (CBTE)

Calvin Seminary currently offers the Master of Arts in Christian Leadership (39 credits) and the Certificate in Christian Leadership (15-17 credits) in a Competency Based Theological Education (CBTE) format.

Competency-Based Design
The MA and the Certificate program design is centered on guiding a student toward competence in specific, robust, holistic program competencies. These competencies are multidimensional in that they each encapsulate a combination of content, character, and craft. Importantly, students must demonstrate sufficient competence in these various dimensions.

Contextual Formation
At its core, the CBTE learning journey is one of discipleship. In this way, holistic, integrated learning should happen in the student's ministry context as much as possible. Rather than leave one's ministry context in order to "go to seminary," CBTE helps students cultivate and maximize their learning in context. By participating in CBTE, students add structure, accountability, team support, and new perspective to their learning.

Customized training
Learning experiences are individualized to meet the diverse needs of diverse students where multiple learning paths can develop the same competencies.

Supervised Practice
CBTE students are supervised by a team of mentors that commits to challenging and supporting the student throughout their learning and formation journey. This team is intentionally diverse in order to provide the student with multidimensional support, perspective, and feedback. The team consists of a faculty mentor, a vocational mentor, and a personal mentor.. One of the main roles of the mentor team is to evaluate progress toward achieving proficiency in program competencies. Mentor teams help students identify and process in-context learning experiences. The teams also work with students to design and adapt learning experiences, monitor their progress, and provide valuable feedback and evaluation. Through a master assessment process, the mentor team determines when a student has demonstrated sufficient competence in a program competency.

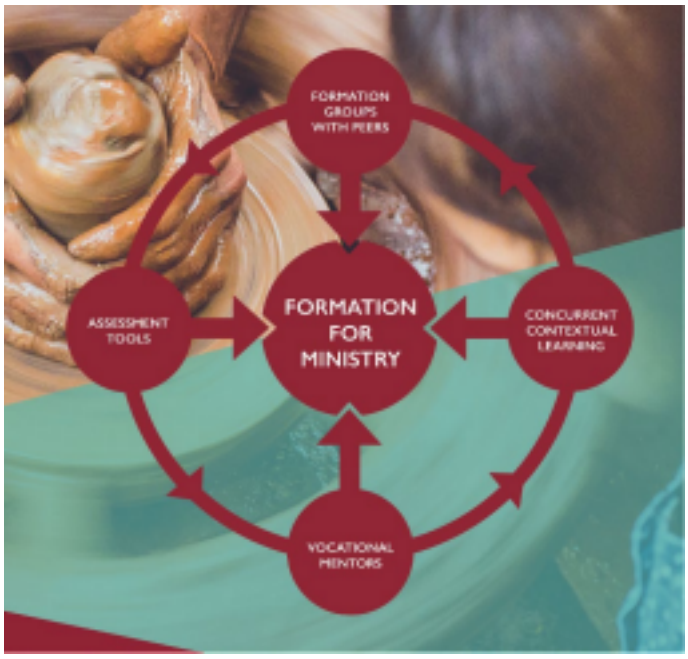
The Certificate in Christian Leadership is nested within the Master of Arts. Upon earning a certificate, students can apply to the Master of Arts in order to develop the remaining competencies.

- Competency 1: Discerning Context (3 credits)
    - ○ Demonstrates awareness of how contextual factors influence ministry.
- Competency 2: Biblically Wise (6 credits)
    - ○ Knows, interprets and applies the story of Scripture faithfully.
- Competency 3: Theologically Reflective (6 credits)
    - ○ Understands and integrates Scripture, history, and theology with ministry practices.
- Competency 4: Responsive Disciples (6 credits)
    - ○ Responds to God's call to be ambassadors of reconciliation, healing, and transformation.
- Competency 5: Making Disciples: Witnessing (3 credits)
    - ○ Embodies a winsome witness and articulates gospel presentations that respond to specific socio-cultural contexts and offer good news holistically.
- Competency 6: Making Disciples: Training (3 credits)
    - ○ Develops and carries out a plan for discipling others into a holistic path of formation.
- Competency 7: Being Discipled (6 credits)
    - ○ Exhibits growing conformity to Christ, self-awareness, and interpersonal intelligence.
- Competency 8: Leading (6 credits)
    - ○ Equips God's people to answer God's call to works of ministry.

CBTE at Calvin Seminary is designed to make theological education more flexible, collaborative, affordable, and practical. These values shape the student experience. High standards are maintained through a robust process of feedback and assessment, as students develop holistically.

Vocational Formation

The Vocational Formation Office (VFO) at Calvin Theological Seminary oversees an intentional and structured curricular vocational formation plan embedded in the Master of Arts in Christian Leadership (MACL) and Master of Divinity (MDiv) degree programs. The combination of exceptional academic learning and deliberate formation is vital for ministry preparation. In this curricular formation process, the VFO uses several tools, including strength-based and psychological assessments, formation groups, concurrent contextual learning opportunities, vocational mentorship, and an ongoing active reflection pedagogy for self-assessment and growth.



For students in the MACL and MDiv degree programs, the goal of participation in the formation process is to adequately form each student's character, heart, and leadership for ministry. There are several components to this process.

A. Formation Groups

- Students engage in peer-to-peer learning contexts called Formation Groups. Seasoned Ministry Leaders lead these groups in their regular gatherings. Each degree program has specific formation group requirements.
    - MDiv: 3 academic years (3 credits)
    - MACL: 2 academic years (2 credits)

B. Assessments

- To raise students' self-awareness of strengths and areas for development, students participate in two assessments.
    - The Birkman Assessment: The Birkman Assessment is a positive behavioral and occupational assessment tool. Students will gain knowledge of their personality strengths, vocational interests and understanding of themselves and others. This assessment is a forty-minute online questionnaire followed by a scheduled debrief conversation focusing on specific results. The Birkman Assessment is discussed in formation groups and classes as well.

- Psychological Assessment: MACL and MDiv students will complete a battery of standardized and time-tested psychological tools early in their seminary education, typically in the first September of their studies. Students have the opportunity to meet with a clinical psychologist for 1-2 interviews. The testing data and the interview are combined to produce a comprehensive psychological assessment. This assessment is shared with the seminary and reviewed by the VFO to confirm any requirements. Students will then review their report with their vocational mentor and learn of any recommendations or requirements arising from the report. If counseling is required, students may request financial assistance from the seminary.

C. In-Context Learning (ICL)

- Residential students in the MACL and MDiv degree programs will serve in a contextual learning environment concurrent with their coursework for the first four semesters (MDiv) or the first two semesters (MACL). ICL placements for residential students ordinarily take place starting in the fall semester. Distance students will propose and design their ICL (including timing) in consultation with the Director of the VFO.

D. Vocational Mentors

- The presence of a mentor aids in the formation that comes through ICL work. As such, students engaged in all ICL work must have a Vocational Mentor for the entirety of their ICL. The VFO will work to equip and onboard mentors for all ICL work.

E. Cross-Cultural In-Context Learning (ICL CC)

- Diverse cultural/theological/interpersonal settings aid student formation as well. Therefore, MDiv students will participate in a 200-hour Cross Cultural In-Context Learning course. Students can complete this internship concurrently during a school year or in the summer between academic semesters.

F. Clinical Pastoral Education (CPE)

- Many students have found that participation in Clinical Pastoral Education is incredibly worthwhile. The VFO will partner with any ACPE-accredited CPE site chosen by a student. Entry into most CPE programs is often competitive, requiring interviews and applications initiated by the student. Students can use CPE to meet various curricular demands, including Cross-Cultural ICL.
    - PLEASE NOTE: Those in the MACL with a concentration in the Pastoral Care program **must** complete an entire unit (400-440 hours) of CPE to complete their degree. In some instances, MDiv students may need to complete a unit of CPE as part of their formation process.

Academic Calendar 2026-2027

DMin SUMMER 2026	
April 1-July 31	Summer DMin courses
June 1-5	Residential week
SUMMER 2026	
May 18 - August 28, 2026	Schedule varies by course
September 4, 2026	Summer term grades due
FALL SEMESTER 2026	
September 7	Labor Day (no classes)
September 8	First day of class
September 9	Convocation (regular class schedule)
September 8-15/16-23/24-Oct 9	Drop course with full refund/75% refund/50%refund
October 10+	Drop course with failing grade and no refund
October 5-9	Distance learning intensives
October 6-12 (Tuesday-Monday)	Residential reading week
October 12	No class: Canadian Thanksgiving
October 12-16	Distance learning reading week
November 23-27	U.S. Thanksgiving break
December 14	Last day of classes; fall Incomplete Contracts due
December 15-16	Reading days
December 17-18	Course examinations
DMin WINTER 2026	
Oct 1, 2026-Feb 28, 2027	Winter DMin courses
January 11-15, 2027	Residential week
JANUARY TERM 2027	
January 4-22	3 weeks of classes – exact schedule varies by course
January 5	Fall semester grades due
January 18	No class: Martin Luther King Jr Day
January 4-5/ 6-7/ 8-11	Drop course with full refund/75% refund/50% refund
SPRING SEMESTER 2027	
January 25	First day of classes
January 25-Feb 1/ Feb 2-9/ 10-25	Drop course with full refund/75% refund/50%refund
February 15	J-term grades due
February 22-26	Distance learning intensives; residential reading week
February 26+	Drop course with failing grade and no refund
March 1-5	Distance learning reading week
March 9-12	Oral comp exams
March 26	Seminary closed: Good Friday
March 29	Easter Monday: no class
April 5-9	Spring Break
May 3	Last day of class
May 4-7	Reading days
May 10-14	Course examinations
May 10-14	PhD dissertation defenses (mornings)
May 15	Commencement
June 3	Spring semester grades due

*Drop/Refund dates vary due to course length. See the Financial Services webpage for information.

International Student Services

At Calvin Theological Seminary we rejoice in the diversity of our student body and are grateful for our international students. The presence of international students on our campus enriches our communal life. We value the opportunity to get to know one another, to work together, and to support each other in our studies. We pray that your time here will prepare you well for your future service for our Lord Jesus Christ.

We offer some resources that may be of benefit to you, including our Friends Around the World program, Conversation Groups, and our Rhetoric Center program to help with proofreading papers. We have put together a webpage with information on these programs as well as other important information for international students. These resources can be found at Populi Links.

As an international student, you must be enrolled full-time in a program at Calvin Theological Seminary and have a valid non-immigrant visa status: an F-1 or J-1 status. Additional information about maintaining status can be found here.

According to the Department of Homeland Security (DHS), “an F-1 student is a non-immigrant who is pursuing a ‘full course of study’ to achieve a specific educational or professional objective, at an academic institution in the United States that has been designated by the DHS to offer courses of study to such students, and has been enrolled in SEVIS” (the Student and Exchange Visitor Information System).

According to the Department of State regulations [22 CFR 62.1(b)], “The purpose of the Program is to provide foreign nationals with opportunities to participate in educational and cultural programs in the United States and return home to share their experiences, and to encourage Americans to participate in educational and cultural programs in other countries.”

If there is something that is unclear, do not hesitate to ask any questions you may have about what’s written–or not written–on the website! We are ready and willing to help you in any way that we can. Our doors are open to welcome and to serve you.

Contact
Sarah Chun
Dean of International Student and Scholar Services
sc038@calvinseminary.edu

Housing Information

Calvin Theological Seminary has housing available to its students. Rent amounts are on the housing website. Rents are set on a year-by-year basis. The types of apartments are as follows:

On-Campus Housing: Knollcrest East

- 18 large two-bedroom apartments located in the Sigma and Omega buildings ● 12 three-bedroom apartments located in the Bavinck, Kuyper, and Berkhof buildings ● 12 small two-bedroom apartments located in the Bavinck, Kuyper, and Berkhof buildings

All buildings listed above include a basement with a fully equipped laundry facility (free of charge), storage, and playroom space. Each apartment includes wireless internet, a stove, a refrigerator, and an air-conditioning unit.

There are two playground areas on site, as well as patrolled campus security. A utility charge is built into the monthly rental fee.

Off-Campus Housing: 3300 Burton

CTS's new apartment building was completed in 2025 and replaces the Englewood Apartments. The new building is conveniently located across the street from CTS and includes the following:

- 7 one-bedroom apartments
- 19 two-bedroom apartments
- 20 three-bedroom apartments

Each apartment includes a refrigerator, stove, dishwasher, and a washer and dryer. The building has ample storage, a community room, and an outdoor area with a playground, gas grills, and firepit. Campus Safety also regularly patrols the apartment complex.

Single Students Sharing an Apartment

Prices vary based on the type of apartment that is shared.

Housing Application

The housing application deadline is April 1. Applications are to be filled out online via Calvin Seminary's website. You may fill out a housing application once you have applied for admission and have been assigned a User ID and password by our IT Office. Applicants cannot be assigned to an apartment until the student enrolls.

Contact

semhousing@calvinseminary.edu

Financial Information

The Office of Financial Aid establishes cost of attendance budgets that are used to determine eligibility for financial aid. These budgets include estimates for tuition, rent, books and other expenses.

Tuition and Fees

Tuition

- Certificate, Master of Divinity, Master of Arts, and Master of Theological Studies students are billed $650 per credit hour.
- Master of Theology students are billed $889 per credit hour.
- Doctor of Philosophy students are billed a flat rate of $22,450 during years one and two, and a flat rate of $11,225 for years three and four. The annual continuation fee is $455.
- Doctor of Ministry tuition is monthly, and set by cohort for the duration of the program. See the Tuition Rates and Fees page on Populi/Links.

Books

Students must purchase their own books. Students should come with enough funds to purchase books and any other items necessary for beginning study, even if the student is expecting financial aid. Any scholarship or loan money that is remaining in the student's account after tuition has been paid may be used for the cost of books and other expenses. The book allowance is based on full-time enrollment, but expenses may vary depending on the course and degree program. The book allowance for an academic year is $850.

Rent

The budget for rent is based on the cost of living in Calvin Theological Seminary owned housing. This may be located on campus or at our apartments a short distance from campus. For detailed housing costs, please see the housing information in this document.

Other Expenses

Other expenses include allowances for transportation, clothing, recreation, medical insurance, utilities, and other miscellaneous living expenses. These expenses vary greatly based on the individual student. The estimates are considered reasonable, but modest, and are determined after surveying segments of our student body.

The list below shows most of the fees at Calvin Theological Seminary (excluding late fees). It is updated every year.

Description	Fee for 2026-2027
Auditor: Certificate/Masters students. Community members *(PhD students may audit courses at no charge.)*	$125 per credit hour
Advanced Standing Test Fee	$165
Continuation Fee: PhD	$455 per year after year 4
Graduation Fee	$150
Student in non-credit online resource	$150 per course for one year of access
Visitor: Visiting Scholar	$0 (One course per semester is free)
Visitor: Spouse of a full-time student	$0

Refund Schedule

A specific refund schedule for each term is posted on the Academic Calendar. The general schedule for a semester is as follows:

- up to 10% of course completed: 100% refund
- 10-20% of course completed: 75% refund
- 20-40% of course completed: 50% refund
- 40%+of course completed: no refund*

*After the last drop date, there is no refund (outside of the Family Emergency refund policy listed in the Student Handbook).

Financial Aid

Calvin Theological Seminary offers discounts and scholarships to all students in a certificate, masters, or doctorate program. Additionally, CTS participates in the USA Federal loan program as well as Canada student loans if students desire to take out any loans.

Discounts and Scholarship Awards

Certificate students of any enrollment status and masters students who are enrolled in fewer than five credits qualify for a 25% discount toward tuition. Masters students who are enrolled in five or more credits are eligible for our academic and named scholarships that cover 30% or more of tuition.

A student's program application serves as his or her initial financial aid application. If accepted, the student's award will be in the acceptance letter. Unless noted, the award will be the annual amount that will be distributed evenly between fall and spring semesters. CTS does not offer scholarships for the J-Term or Summer Term.

The offered amount is renewable annually as long as students maintain a 2.67 gpa or higher. Scholarship amounts will also be adjusted if a student switches programs and/or between full-time, part-time, or less-than-part-time enrollment status. Scholarship renewal forms are due by March 1st annually. The form is located in the Financial Aid section in Populi Links.

For more details on the financial aid process and its policies, as well as details about loans, please go to the Financial Aid section in Populi Links.

Any discrepancy between the scholarship descriptions printed on our website and the official protocol governing a scholarship will be decided in favor of the official protocol kept on file in the Development Office.

Course Descriptions

Course Numbering Explanation

2xxx Maestría de Artes En Formación de Liderazgo (MA in Leadership Formation) courses

3xxx Master of Arts in Missional Theology (MAMT)

4xxx CBTE competencies–see page 41 above

5xxx First Degree courses (MDiv, MA, MTS)

6xxx Master of Arts in Clinical Mental Health Counseling (MACMHC)

7xxx ThM courses

8xxx DMin courses

9xxx PhD courses

* Most first degree electives may be taken by ThM students for 3 credits; different assignments are given to students in different degree programs. When registering, ThM students must choose the “T” option.

** ThM level courses may be taken by MDiv, MA and MTS students for 2 credits; different assignments are given to students in different degree programs. When registering, MDiv, MA, and MTS students must choose the number without the “T.”

Course	Name	Credits	Description
3100	Prolegomena: Gospel, Story, Mission	2.00	An introduction to the core dynamic that will shape the theological curriculum. The course examines the gospel, the biblical narrative, and mission as central to the theological curriculum.
3101	Prolegomena: Missionary Encounter with Western Culture	2.00	An introduction to the core dynamic that will shape the theological curriculum. The course examines a missionary encounter with Western culture as central to the theological curriculum.
3102	Interpreting Scripture: Biblical Authority and Hermeneutics	2.00	An introduction to the authority of Scripture and to biblical hermeneutics. We will introduce a doctrine of Scripture and a biblical hermeneutics of listening as the foundation for reading Scripture.
3103	Understanding Our Missional Context: Exegeting the City	2.00	A study of our missional context attending to an anthropological and ethnographic analysis of Phoenix as an urban missional setting to enable leaders to exegete and understand the city in which they minister.
3104	Reading the Old Testament: Pentateuch and Historical Books	2.00	An introduction to the Pentateuch and historical books of the Old Testament. The course pays special attention to a kerygmatic and missional reading with implications for the 21st century that equips leaders for ministry.
3105	Reading the Old Testament: Poetry and Wisdom	2.00	An introduction to the poetic and wisdom literature of the Old Testament. The course pays special attention to a kerygmatic and missional reading with implications for the 21st century that equips leaders for ministry.

3106	Prolegomena: Gospel and Biblical Story	2.00	An introduction to the formative core shaping the theological curriculum, specifically the gospel and the biblical narrative.
3107	Prolegomena: Biblical Worldview and Missional People	2.00	An introduction to the formative core shaping the theological curriculum, specifically a biblical worldview and a missional people.
3108	Prolegomena: Western Story and Missionary Encounter	2.00	An introduction to the formative core shaping the theological curriculum, specifically a missionary analysis and encounter with Western culture.
3109	Scripture and Hermeneutics	2.00	An introduction to the authority of Scripture and to a biblical hermeneutic of listening.
3110	Pentateuch and Historical Books	2.00	An introduction to a kerygmatic and missional reading of the Pentateuch and historical books of the Old Testament.
3111	Wisdom and Poetry	2.00	An introduction to a kerygmatic and missional reading of the poetic and wisdom literature of the Old Testament.
3200	Reading the Old Testament: Prophets	2.00	An introduction to the prophetic literature of the Old Testament. The course pays special attention to a kerygmatic and missional reading with implications for the 21st century that equips leaders for ministry.
3201	Reading the New Testament: Gospels and Acts	2.00	An introduction to the gospels and Acts. The course pays special attention to a kerygmatic and missional reading with implications for the 21st century that equips leaders for ministry.
3202	Doctrine: Prolegomena, God, and Creation	2.00	An introduction to systematic theology as a scriptural, contextual, and missional discipline, to the doctrine of God, and to the doctrine of creation and humanity.

3203	Understanding Our Missional Context: Spirits of Our Age	2.00	A study of our missional context attending to various idolatrous spirits of our age.
3204	Church History: Ancient Church	2.00	An introduction to the history of the early church. The course pays special attention to the encounter of the gospel with the Hellenistic culture in the first decades of the church.
3205	Leading a Missional Congregation: Formation	2.00	An introduction to formation or discipleship in a missional congregation. The course discusses formation in the local congregation in the areas of discipleship, pastoral care, and training families.
3206	Prophets	2.00	An introduction to a kerygmatic and missional reading of the prophetic literature of the Old Testament.
3207	Gospel and Acts	2.00	An introduction to a kerygmatic and missional reading of the gospels and Acts in the New Testament.
3208	Pauline and General Epistles	2.00	An introduction to a kerygmatic and missional reading of the Pauline literature of the New Testament.
3209	Ancient and Medieval Church History	2.00	The story of the ancient and medieval church's missional encounters with cultures, including the church's faithful contextualization and syncretistic accommodation.
3210	Gathered Life of the Church	2.00	An introduction to the institutional and communal life of the local congregation.
3211	Scattered Life of the Church	3.00	An introduction to the witnessing life of the local congregation in the midst of the world including a demographic study and tour of Phoenix.

3300	Reading the New Testament: General Epistles	2.00	An introduction to the general epistles of the New Testament. The course pays special attention to a kerygmatic and missional reading with implications for the 21st century that equips leaders for ministry.
3301	Reading the New Testament: Paul	2.00	An introduction to the Pauline literature of the New Testament. The course pays special attention to a kerygmatic and missional reading with implications for the 21st century that equips leaders for ministry.
3302	Doctrine: Sin and Salvation (Israel, Eschatology, Christology)	2.00	An introduction to the doctrines of sin and salvation with focus on Israel, eschatology, and Christology in biblical, contextual, and missional perspective.
3303	Leading a Missional Congregation: Leadership and Cultural Issues	2.00	An introduction to leading a missional congregation in the context of idolatrous cultural spirits.
3304	Church History: Medieval and Reformation	2.00	An introduction to the history of the medieval and reformation church. The course pays special attention to the encounter of the gospel with the various cultural contexts of Christendom Europe in these periods.
3305	Leading a Missional Congregation: Evangelism, Neighborhood, and Public Square	2.00	An introduction to leadership in a missional congregation. The course discusses the areas of evangelism, outreach and involvement in the neighborhood, and engagement of the public square.
3306	Doctrine I	2.00	An introduction to basic themes in systematic theology including prolegomena, God, creation and humanity, sin and salvation, Israel and the nations.
3307	Doctrine II	2.00	An introduction to basic themes in systematic theology including Jesus and eschatology, crucifixion and resurrection, the Spirit, church and sacraments, benefits of salvation and the consummation.

3308	Cultural Spirits and Spirituality I	2.00	An introduction to selected cultural spirits of our day and a spirituality for standing firm.
3309	Cultural Spirits and Spirituality II	2.00	An introduction to selected cultural spirits of our day and a spirituality for standing firm.
3310	Reformation and Modern Church History	2.00	The story of the Reformation and Modern church's missional encounters with cultures, including the church's faithful contextualization and syncretistic accommodation.
3311	Global Christianity, World Religions and Pluralism	2.00	An introduction to the global church, religious pluralism, and a missionary encounter with world religions.
3400	Understanding Our Missional Context: Missiology and World Religions	2.00	An introduction to the missiology, religious pluralism, and the study of world religions.
3401	Understanding Our Missional Context: Missiology and Global Church	2.00	An introduction to missiology, the global church and its theology.
3402	Doctrine: Salvation (Spirit, Church, Benefits of Christ, Consummation)	2.00	An introduction to the doctrine of salvation with focus on Spirit, church, benefits of Christ and consummation in biblical, contextual, and missional perspective.
3403	Leading a Missional Congregation: Leadership and Spiritual Life	2.00	An introduction to leadership in a missional congregation. The course discusses the areas of leadership and the spiritual and personal life of a pastor.
3404	Church History: Post-Reformation to Present	2.00	An introduction to contemporary church history from the post-Reformation era to the present. The course pays special attention to the encounter of the gospel with the various cultural contexts of the churches in these periods.

3405	Leading a Missional Congregation: Preaching, Teaching and Worship	2.00	An introduction to leadership in a missional congregation. We will discuss the areas of preaching, teaching and worship.
4110	Discerning Context	3.00	Demonstrates awareness of how contextual factors influence ministry.
4120	Biblically Wise	6.00	Knows, interprets and applies the story of Scripture faithfully.
4130	Theologically Reflective	6.00	Understands and integrates Scripture, history, and theology with ministry practices.
4140	Responsive Disciples	6.00	Responds to God's call to be ambassadors of reconciliation, healing, and transformation
4150	Making Disciples: Witnessing	3.00	Embody a winsome witness and articulate gospel presentations that respond to specific socio-cultural contexts and offer good news holistically.
4160	Making Disciples: Training	3.00	Develop and carry out a plan for discipling others into a holistic path of formation.
4170	Being Discipled	6.00	Exhibits growing conformity to Christ, self-awareness, and interpersonal intelligence.
4180	Leading	6.00	Equips God's people to answer God's call to works of ministry.
5115	Biblical Interpretation for Ministry	1.00	This course introduces the basic principles of interpreting the Bible, namely, Reformed hermeneutics, thereby equipping students in the fundamental task of explaining the meaning of the original biblical text (exegesis) so that it can function as the authoritative foundation for the application of that text for the church today.

5125	Taste and See: A Study Tour of Biblical Lands	2.00	Come, experience the world of the Bible through explorations of the culture, geography, and history of Israel and Palestine (or surrounding lands). See for yourself the diverse array of landscapes that make up the land from Dan to Beersheva. Taste the spring waters of Mt. Hermon. Walk in the footsteps of Jesus and his disciples. Hear the cacophony of sounds and languages that comprise the cultural mosaic of the Old City of Jerusalem. Meet people who live in the land and gain insight into the region's current religious and political tensions. In this course, you will visit archaeological and sacred sites of biblical, historical, and religious significance that are sure to illuminate your reading of Scripture.
5201	Hebrew Tools for Exegesis	3.00	This course introduces biblical Hebrew and equips students with the basic knowledge and skills necessary for exegetical study of the old Testament.
5203	Hebrew Fundamentals I	3.00	This course begins preparing students to use biblical Hebrew in ministry by means of instruction in vocabulary, grammar, syntax, and elementary exegesis beginning with the basics of the Hebrew alphabet and pronunciation to the initial introduction to the Qal verb stem.
5204	Hebrew Fundamentals II	3.00	This course continues preparing students to use biblical Hebrew in ministry by resuming the instruction in vocabulary, grammar, syntax, and exegesis that began in 301. In this course, students will learn the remaining Hebrew verb stems and continue to sharpen their exegetical skills.
5205	Hebrew Review	1.00	Offers opportunity to secure and build upon gains made in Biblical Hebrew I in order to provide a solid foundation for using Hebrew in exegesis.
5206	Hebrew Review II	1.00	This course reviews key material learned in Biblical Hebrew II, including a review of the verbal system, basic syntax, and analysis of clauses.

5220	Mission of God in the Old Testament	3.00	This course introduces students to the theology and message of the Old Testament. Emphasis falls upon the Old Testament as a witness to the Missio Dei, Israel's covenantal vocation, as well as on fundamental theological themes like covenant, divine presence, kingdom, and eschatology. The course will also introduce students to the Old Testament's literary shape and general historical setting. Finally, the 'Mission of God in the Old Testament' encourages students to articulate the OT's importance for ministry and theological thinking in the context of the Church.
5235	Interpreting the Old Testament	3.00	Interpreting the Old Testament: Creation Theology in the Old Testament. This course introduces students to creation texts in the Old Testament in various canonical sections (Torah, Prophets, Writings). The course will explore the meaning of creation in the Old Testament, highlighting the existential function of creation for Israel's faith. We will also explore creation texts in the broader context of the Ancient Near East. Moreover, the course will help students identify the relationship between creation theology and the good news of the Old Testament. Finally, the course will emphasize developing interpretive skills consisting in a close reading of several creation texts from the perspective of rhetorical criticism.
5236	The Deuteronomistic History	2.00	The close relation in style, vocabulary, and content that links together the books of Deuteronomy and the Former Prophets has led to the idea that these books constitute a "Deuteronomistic History." Towards examining this thesis, our itinerary will include extensive book-by-book ports of call in Joshua, Judges, Samuel, and Kings. We include Deuteronomy here, not for its role in the Pentateuch, but to discover whether, and, if so, how its theology shapes the theology and historiography of the Former Prophets.
5237	Theology of the Pentateuch	2.00	An introduction to the history and theology of the Pentateuch with special attention to Genesis 1-11, the patriarchal narratives, the exodus, the different blocks of "law," and their implications for biblical theology, Christian life, and ministry.

5283	Biblical Study Tour to Turkey and Greece	2.00	Travel to biblical and other archaeological sites in Turkey and Greece connected with Paul's Missionary journeys, and the Seven Churches of Revelation 2-3, in order to better understand the relevant biblical texts in their historical and social context.
5295	Psalms	2.00	Brief Course Description: Provides basic knowledge of Hebrew poetry and genres of the Psalms, a close reading of selected psalms, and emphasis on the psalms of prayer, lament, thanksgiving in prayer, song, preaching and pastoral care.
5301	Greek Tools for Exegesis	3.00	This course introduces biblical Greek and equips students with the basic knowledge and skills necessary for exegetical study of the New Testament.
5303	Greek Fundamentals I	3.00	Introduces students to fundamental elements of New Testament Greek grammar and basic function of the parts of a Greek sentence, and provides understanding of Greek morphology and its significance for exegesis.
5304	Greek Fundamentals II	3.00	Introduces Greek grammar, vocabulary, and syntax (building on Greek Fundamentals I) and the reading of the Greek New Testament, with emphasis on the use of Bible software as well as the exegetical application of the genitive case, adverbial participles, and conditional sentences.
5305	Greek Review	1.00	This course concentrates on the uses of the genitive, adverbial participles, conditional sentences, and tenses and moods, as well as teaching students how to construct a clausal outline.
5306	Greek Review II	1.00	This course is geared primarily for students who have just taken the Greek courses but need or desire more training in the significance of grammatical distinctions and the reading of the Greek New Testament text. Others who want more experience in Greek grammar and reading may also join this class.

5320	Mission of God in the New Testament	3.00	We will survey the grand story of the missio Dei in the New Testament. We will explore the mission of God to redeem and restore God's fallen world, including themes such as the image of God, covenant, blessing, suffering, community, and shalom. We will make connections to contemporary ministry issues such as creation stewardship, self-identity, gender relations, anti-racism, immigration, economic justice, etc.
5335	Interpreting the New Testament	3.00	This course will explore the interpretation of the New Testament through two angles: first, through a survey of the basic principles of interpreting a biblical text; and second, through a survey of some of the major debates in recent years regarding the analysis of New Testament texts in their ancient Jewish, Greek, and Roman contexts. Special attention will be given to grammatical, literary, and social contexts, as well as theological themes such as the kingdom of God, Christology, eschatology, and other similar themes.
5345	I and II Thessalonians	2.00	
5346	Luke-Acts: A Journey into Divine Reality	2.00	
5360	Hebrews	2.00	The book of Hebrews often takes a back seat to the Gospels and the letters of Paul. However, there are a number of important issues, particularly regarding Christology, that are addressed in Hebrews either uniquely, or more thoroughly, than they are anywhere else in the New Testament. This course will present a detailed analysis of the whole book of Hebrews, and introduce students to many important introductory and interpretive issues, while particularly focusing on the important ideas described in Hebrews that are not as accessible in other New Testament texts (including Jesus' relationship to Melchizedek and ongoing priesthood, the Levitical context of atonement, Jesus' session at the right hand of the Father, and other related topics).

5361	The Seven Letters of Revelation	2.00	A detailed study of Rev. 2-3, as well as the relationship of these key chapters to the Book of Revelation as a whole, with the goal of equipping participants to preach and/or teach a series on the "Seven Letters to the Seven Churches."
5368	I Corinthians	2.00	Studies the historical context, social setting and epistolary structure of 1 Corinthians, emphasizing the major themes and issues of this letter and its message for the church today.
5369	Women in the New Testament	2.00	This course will explore the roles of women in the New Testament in order to better understand how they served Jesus-following communities, and how they fit into the dynamics of the earliest Christian communities. Rather than theological, this class will primarily be biographical in nature. Each week we will explore texts in the New Testament where women are named or described, in order to discuss and describe their roles through their actual lives. Ultimately, the goal is to understand Jesus' relationship to women, and to understand Jesus through the eyes of the women that loved him and served him.
5395	Revelation	2.00	
5421	Systematic Theology I	3.00	Drawing from Scripture, the Christian tradition, and contemporary thought, this course offers an engaging integrative exploration of Christian teaching about God, creation, humanity, and Christ, showing how these key teachings strengthen our trust in the triune God and undergird faithful discipleship and ministry in today's world. The course raises fundamental theological questions and considers how our answers to these questions connect to the proclamation of the gospel, Christian worship, life together in Christian community, and Christian witness in the context of secular Western thought and non-Christian religions. This course aims to renew participants' sense of wonder at who God is, deep awareness of our need as bearers of God's image who have fallen into sin, and gratitude for God's gracious action in creation, providence, and redemption.

5422	Systematic Theology II	3.00	Drawing from Scripture, Christian tradition, and contemporary reflection, this course will introduce students to the Holy Spirit, especially the work of the Holy Spirit in applying the benefits of Christ both to individual lives, and to the Christian community. The course will consider connections between course topics and ministry in the contemporary world. Our engagement with these topics intends to renew in us a sense of gratitude and wonder at the grace of God while strengthening our knowledge and love of God, and our passion for God's mission in the world today.
5443	Death, Care for the Dying, and Christian Funerals	2.00	This course will consider Christian death through some of the following questions: Where does death fit into the life of the Christian? How can we journey alongside the dying in meaningful ways? How do we understand medical technology and intervention in terminal disease, including the hospice movement? How can pastors guide people toward funerals that reflect their primary identity in Christ and point the world to the value of this identity?
5451	The Reformation Through the Lens of Exile	2.00	This course will focus on understanding the Reformation through the lens of exile, beginning with John Calvin's personal experience and theological insights, and ending with the English Puritans' attempts to set up a purified religious community on the east coast of North America in the first decades of the 17th century. Along the way, we will consider the conflicts that emerged between those who left their home countries for reasons of faith and those who remained behind, analyze the challenges faced by religious refugees, and investigate how the experience of religious exile profoundly shaped the theologies and practices of Protestant communities in the Reformation era.
5453	Christian Theology in Reformed Confessions	2.00	Introduces Reformed theology through a study of confessions, from the Reformation era (Belgic Confession, Heidelberg Catechism, Canons of Dort) and the more recent past (Contemporary Testimony, Belhar Confession), and through the basic elements of the Reformed worldview grounded in this confessional theology.

5461	The Story of Christianity I	3.00	This course brings together missiology, discipleship, worship, theology, and history in an engagement with the story of the Christian church from first-century to the late Middle Ages from a global perspective. Students will encounter monks, martyrs, leaders, and lay people and learn how their practices and teachings continue to shape Christian witness today.
5462	The Story of Christianity II	3.00	The Story of Christianity II introduces students to the global history of Christianity from 1300 to the present. It explores how Christians have been shaped by various contexts and struggled to follow Christ amid a variety of major challenges. Key themes include reformation, conflict, colonialism, missions, racism, secularization, and globalization.
5506	Philosophy for Understanding Theology	2.00	Surveys the history of philosophy from Plato to postmodernism, reviews the historical interaction of philosophy with Christian faith and theology--both positive and negative, and emphasizes the importance of good philosophy for sound theology.
5518	Ethics and the Christian Life	3.00	Ethics and the Christian Life trains students in a Christ-centered understanding of the moral life, which it presents as the practice of following Christ in obedience, love, service and suffering, as individuals and as the church, witnessing to the gospel in every area of life. It prepares students to practice, teach, and apply this Christ-centered ethic in various contexts of ministry.
5528	Political Theology	2.00	What are the political implications of the gospel? How should Christians engage politics? Should the church or pastors be involved in politics? If so, how? What does a just society look like, and how should Christians seek to bring it about? This course explores how Christian theologians and philosophers, such as Augustine, Aquinas, Luther, Calvin, Locke, Smith, Kuyper, Bonhoeffer, King, Gutierrez, and others, have sought to answer these questions, and how we might apply their best insights to our own contexts.

5550	Theology as Apologetics	2.00	Many of the most pressing objections to the viability of Christian belief in modernity are more directly theological than philosophical. Questions about the authority and historicity of the bible, the 'exclusivity' of Christianity, controversial Christian moral claims, the relation between divine sovereignty and human responsibility, the compatibility of final judgment and divine love, and so on, are all less what we might think of as 'apologetic' or 'philosophical' questions. Instead, they most directly concern controversial topics in Christian dogmatics. This course will introduce the fraught relationship between 'apologetics' and 'theology', identifying positive and negative ways that theology and apologetics can relate. Most of the course will then evaluate a set of key challenges to or 'defeaters' for the viability of Christian belief, outlining the answers to these challenges offered in constructive, Reformed systematic theology.
5573	Theological Education as Formation I: MABT and MTS	1.00	The process of spiritual formation is intentionally engaged so that habits developed through theological education will form students holistically for ministry. [Year 1, Fall term.]
5574	Theological Education as Formation II: MABT and MTS	1.00	The process of spiritual formation is intentionally engaged so that habits developed through theological education will form students holistically for ministry. [Year 1, spring term.]
5576	Theological Education as Formation for Ministry	2.00	The process of spiritual formation is intentionally engaged so that habits developed through theological education will form students holistically for ministry.
5579	Capstone Integrative Seminar	1.00	
5583	Christian Reformed Church Polity	2.00	Prepares students for effective leadership and ministry in the CRC by introducing principles and structures of CRC polity and exploring case studies in church governance and administration, with reference to Church Order and the Synodical Regulations.

5584	Christian Reformed Church History	2.00	An Intro to the basic outline of CRC History and some key ethical and theological positions of the CRC. The course focuses on the key elements of CRC identity in North America, including the struggle for liberty, Christian education, and tensions about Americanization-that are essential knowledge for effective ministry in the CRC.
5610	Foundations for Pastoral and Spiritual Care	3.00	This course is designed to prepare students to engage in complex biblical and theological reflection to provide effective pastoral and spiritual care that is socially, culturally, and contextually appropriate and relevant. Pastoral and spiritual caregivers journey with people and communities to help them live more faithfully in a fallen and broken world. Whether through personal or relational challenges, setbacks, tragedies, sickness, or other painful experiences, there are moments in human experience where the way people make sense of the world and understand life is challenged, compromised, or outright shattered. It is in those moments—at the edges of meaning—where we find opportunities for pastoral and spiritual care that assist in healing, faith development, and spiritual growth. The person of the caregiver, the presence of the caregiver, the capacity for critical empathic listening, and the relationship between the caregiver and the careseeker and/or community are essential components to effective pastoral and spiritual care. Special attention is given to each of these crucial elements during the semester. This course establishes a foundation for students to become effective caregivers.
5617	Human Suffering and Pastoral Care	2.00	Engages the spiritual struggle to embrace the realities of human suffering and the loving nature of God through a variety of theological perspectives from classical and popular texts.

5618	Spiritual Care in Death and Dying	2.00	This course examines the roles of loss, grief, tragedy, and trauma in relation to death and dying, as well as a variety of religious and spiritual care responses. Students will engage in an in-depth study of caring for individuals and communities that are faced with the inevitable human experience of death and dying. This course will establish a foundation for ministry leaders to enhance their capacity for both attention to—and remaining present—while the individual or community of careseekers are in the midst of experiencing illness, prolonged stages of dying, and death (both expected and unexpected). The course will attend to theological, spiritual, cultural, emotional, and psychological dynamics. Special attention will be given to how the narrative construction can facilitate healing, or can be counter-productive to the process of grief work.
5620	Worship Planning	0.50	An intensive practice-based study of worship planning, coordination, and leading through regular participation in hands-on planning and review of chapels and other seminary worship events, weekly discussions, readings, and retreats.
5622	Forming Worshipping Communities	2.00	A pastorally and prophetically oriented exploration of Trinitarian, covenantal public worship practices and their connection with ministries of public witness, evangelism, discipleship, pastoral care, and congregational leadership. Students practice skills for leading contextually fitting public worship services and for equipping worshipers and worship leaders to participate more actively and deeply.
5623	Worship in the Early Modern Era	2.00	
5624	Worship and Formation for Ministry	2.00	This course is built around the Calvin Symposium on Worship. Students will engage in Symposium learning as reflective practitioners--setting goals for formation, doing pre-Symposium research on speakers, reflecting in an integrated way on one's learning, and prioritizing resolutions for ministry.

5625	Worshiping with the Reformers	2.00	One of the biggest and most tangible outcomes of the Reformation was the transformation in the ways people worshiped. From the sacraments to the layout of the worship space, from preaching to prayer, singing, and catechetical instruction, early modern Christians lived through dramatic changes that durably reshaped their worship practice. This course brings these worship experiences to life, laying out the theological and biblical reasonings presented by the Reformers for these changes and highlighting how these transformations reshaped Protestants' communal, household, and private worship practices. Through lectures, seminar discussions, and close reading of primary and secondary sources, this course will help participants gain a clearer understanding of the Reformation's impact on worship, and the roots and significance of current worship practices.
5627	Planning and Leading Congregational Worship	2.00	Surveys prominent theological motifs and how they have been reflected in artistic expressions of Christian worship throughout church history, including a study of prayer, texts, sermons, hymnody, architectural forms, and implications for congregational worship today.
5632	Leadership in Ministry	2.00	This course combines theory and praxis for the sake of the church by helping students explore and engage Scripture, understand themselves, reflect on knowing others and the contexts in which they have served or will serve.
5640	Missional Spiritual Formation	1.00	The focus of this course will be on the nature of Christian spiritual formation and its significance for Christian mission, with particular attention to context. Students will gain a deeper understanding of spiritual formation in Christ and a fuller awareness of the relationship between spiritual formation and mission. The readings and experiences are designed to explore Christian spiritual formation and mission in different contexts, with the goal of preparing students to encourage people from a variety of contexts to grow in Christlikeness.

5641	The Gospel in a Multicultural and Multifaith World	2.00	This course introduces a foundational theology and essential practices that guide Christian engagement with people of other cultures and religious communities. The complex and interwoven nature of culture and religion is explored from a biblical-Reformed theological perspective. Students are taught to honor the goodness of creation and the dignity of the image of God across people groups, cultures, and religions. Special attention is given to religious experience, tradition, and ritual practices through the lenses of general revelation and Scripture. Students engage in Christian practices of receptive humility and reflective commitment which honor the universal common humanity of God's image bearers while upholding the unique and universal salvific significance of Jesus.
5643	Evangelism and Discipleship Skills	2.00	This course focuses on the practical skills needed to share the good news of Jesus and to make disciples who reflect in word, deed and lifestyle the gospel of the kingdom. It examines the biblical teachings about the nature, beauty, power and glory of the gospel of Jesus Christ as well as the diverse ways in which this message is received "good news" to those who receive it. The course equips students to minister effectively in diverse cultural, ethnic and socio-economic settings. Throughout the course students engage in discipleship practices that involve their head, heart, and hands. This holistic approach to formation corresponds to the cosmic breadth of the gospel which addresses our relationships to God, self, others, and the created world. Emphasis will be placed on discerning God's presence amidst the joys and sorrows, beauty and injustices of the social contexts in which they live and serve. They learn how to first be a guest and learner rather than to take on the role of host or savior of the community. As they grow in self-awareness, cultural humility and intelligence students will learn how to submit to the sanctifying work of the Spirit who works in them and through them to bring the good news of God's shalom in Jesus.

5645	Contemporary Issues and Opportunities in Global Mission	2.00	This course surveys contemporary issues and opportunities in global mission, informed by the dramatic expansion of Christianity in Africa, Asia, and Latin America even as it wanes in Europe and North America. Topics could include short-term missions, immigration and international students, persecution and peace-making, Pentecostalism and the prosperity gospel, Scripture-use across cultures, cross-cultural partnerships and reciprocity, Business-as-Mission, unreached and unengaged peoples, and missionary member-care.
5646	Mission in the 21st Century: New Horizons for an Enduring Mission	2.00	
5651	Gospel Preaching and Communication	3.00	An introductory preaching course that will teach students the basic components of sermon composition, using Paul Scott Wilson's The Four Pages of the Sermon as a grammar and template to learn sermon construction. The course seeks to instruct students on the art of proclaiming the Gospel in every sermon.
5652	Gospel Communication: Oratory and Delivery	1.00	
5653	Preaching in Pictures: Illustrations, Images, and Vividness	1.00	
5654	The Form of the Sermon: Structure, Flow, and Clarity	1.00	
5657	Effective Storytelling for Preaching	1.00	In this elective course the student will study the function of narratives and the telling of stories as part of preaching vibrant sermons. Why does story work well in helping make sermons more indelible? What can the preacher learn from the dictum commonly taught in creative writing courses of "Show, Don't Tell"? Through readings and through the writing of sermons the student will both reflect on this aspect of Homiletics and put it into practice.

5661	Formational Reading of Scripture	2.00	
5662	Integrating Faith with Pedagogy	2.00	This course examines how a Christian perspective influences not only the content of the curriculum, but also the way in which we teach. The course considers general pedagogical principles as well as specific examples of good pedagogy. A lesson plan project which exemplifies the ideas we worked on will be a major part of the work of the course.
5672	Truth, Reconciliation, and Hearts Exchanged: A Canadian Model	2.00	This course is an introduction to Hearts Exchanged, a learning and action journey designed to equip Reformed Christians to engage with Indigenous people as neighbours and fellow image- bearers. Hearts Exchanged is a broader initiative of the CRC in Canada focused on community accountability to the kairos-call of the Truth and Reconciliation Commission. In this introduction to Hearts Exchanged students are invited to formation for contextualized ministry by learning about: Indigenous stories, practices and treaty traditions; followed by critical consideration of historical interactions between Indigenous peoples and settlers; and then reflection on the gifts and responsibilities of contemporary reconciliation efforts, such as the Truth and Reconciliation Commission. Students will be challenged for transformation of heart and mind through encounters with the genius of Indigenous ways of being, honest dialogue about the harms of colonialism, and encounter 'hearts broken' stories and experiences. This learning journey is also intended as preparation for relationships with Indigenous communities that are marked by mutual respect and reciprocity.

5673	Intergenerational Faith Formation for a Changing Church	2.00	While much in our world and day-to-day lives undergoes rapid change, Jesus' invitation to follow him and be formed in his image remains consistent. However, many popular age-and-stage based approaches to discipleship separate generations and too often fall short of their original intent. How can today's ministry leaders be equipped to form the faith of others–especially younger people? This course will prepare leaders to translate the what and why of the gospel into practical implications for everyday Christian life, understand holistic approaches to intergenerational faith formation, gain skills in implementing a robust plan for discipleship, and personally embody a life of discipleship.
5675	Human Sexuality	2.00	Explores the wonders of human sexuality from biological, theological, and pastoral perspective, and considers issues of human sexuality that underlie much of pastoral care and counseling in a manner that seeks to overcome nearly 2000 years of Platonic dualism, a heresy that has harmed the Church for centuries.
5678	Pop Christian Culture and the Formation of the Christian Imagination	2.00	This course explores the visions of the Christian life in popular Christian literature, with a particular focus on how these visions shape and form the Christian imagination. With curiosity and generosity, students will critically engage with best-selling Christian books, such as Jesus Calling, Sacred Heart, Crazy Love, What Happens Next, Mess and Moxie, Free Forgiving What You Can't Forget, Practicing the Way, and others. Students will seek to discern how these books shape the Christian imagination about God and the Christian life, critically evaluate the visions they present through a theological lens, and understand why they resonate within the contemporary ecclesial landscape.
5710	Cornerstone: Person	2.00	The process of spiritual formation is intentionally engaged so that habits developed through theological education will form students for ministry.

5712	Cornerstone: Context	2.00	This course introduces students to the practice of discerning and interpreting context for Christian praxis that includes a variety of ministries and vocational callings. Students will first be invited to reflect on a biblical and theological basis for discerning context. Students will then be exposed to a cursory overview of qualitative examination and practical theological method as a way of comprehending the impact that context has on persons, churches, and the larger community. The practice of discerning context will include the critical engagement of culture, social location, race and ethnicity, nationality, history and heritage, the role of family and communities of origin, and the role of religious traditions and the commensurate biblical and theological interpretations. Special attention will also be given to how the neglect of contextual awareness works to undermine ministry effectiveness and can further lead to the spiritual and emotional harm of individuals and communities. By the end of this course, students must demonstrate a foundational understanding of contextual analysis, and the basic methodology tools that are necessary for developing a life-long investigatory posture of curiosity and humility as they endeavor to serve the global church and the Kingdom of God in all its vastness, complexity, mystery, and multiplicity.
5714	Cornerstone: Gospel	2.00	The Gospel is the message of how God, out of his love, sent his Son, Jesus, for us and our salvation. Through Christ's life, death, and resurrection he has atoned for human sin and conquered death and the devil. By so doing, God has offered the restoration of the relationship between humans and God, other humans, and creation. This course will intentionally integrate Scripture and theology (historical, philosophical, moral, and systematic) for the purpose of understanding the Gospel as it has been received in various times and places, and connecting the Gospel to Christian discipleship and vocation in the world we inhabit.
5716	Cornerstone: Calling	2.00	

5741-5743	Formation Group 1-3	1.00	Formation Groups are intended to normalize peer learning in the curricular formation process at Calvin Seminary. This peer learning formation process will be stimulated by guided reflection questions, shared written material among students, and the presence of a seasoned ministry leader who will act as a "Guide." This course will also encourage students to engage in an Action/Reflection process for learning and formation.
5751 - 5754	In-Context Learning 1 - 4	1.00	In-Context Learning (ICL) is the course where students engage in ministry praxis and learning for 100 hours per semester (or, roughly 8-10 hours per week), guided by an equipped on-site mentor. Students are placed in their ICL sites at the discretion of the Vocational Formation Office after the VFO has prayerfully taken into account the Birkman and Student Profile information. Through direct ministry engagement, mentor-led and personal reflection, along with various assessments, each student will gain a deeper awareness of who Jesus Christ has redeemed them to be. The ICL learning and experience will shape a student's developing sense of calling, growth in ministry skills and leadership, and place them regularly at the intersection of theological insight and the real-time demands, challenges, and opportunities of ministry leadership. Residential students who are already serving in a ministry, or who have a specific ministry setting which they are already engaged in, should inform the VFO as soon as possible. Failure to do so by July 1 preceding a student's first in-residence fall semester, will result in the student being required to engage in the work ICL assigned by the VFO. (Syllabus including class times and assignment can be found in Canvas.)
5781	Cross-Cultural Internship	2.00	This course requires you to engage in your Cross-Cultural in-context ministry for a total of 200 hours. You will design a proposal giving you primary direction as to what and how your 200 hours unfolds. Expectations and requirements from the VFO are clearly outlined in the proposal instructions.
5791	Ministry Based Elective	2.00	

5990	Independent Study: First Degree	2.00	
5992	Major Paper: _____	3.00	Major paper for first degree students.
6101	Faith and Mental Health: Ethical Integrations	3.00	This course introduces students to the field of clinical counseling, mental health, and the integration of faith. Special attention will be given to various paradigms of integration, professional ethics, and how faith and psychology can intersect with Christian praxis in a manner that discourages stigma and shame and promotes wellness and wholeness. Students will survey various images of mental and emotional ailment, along with concomitant paradigms of healing, maintenance, and recovery. Students will have the opportunity to imagine ways how their role as a clinical counselor and mental health provider can promote healing and recovery within individuals, the church, and the community at large.
6102	Professional Orientation, Laws, and Ethics in Counseling	3.00	This course introduces students to the history and current field of clinical mental health counseling within the broader mental health field, and orients students to the ethical principles and standards, and the salient legal issues that are foundational to the practice of counseling. Through a combination of peer-reviewed research, case studies, articles, other forms of scholarship and educational media, coupled with the consideration of a Christian worldview, students will explore hypothetical situations that involve clients, regulatory entities, institutions and organizations, the community, and professional behavior, all of which will require students to engage with the application of the professional code of ethics in counseling. The course will provide students with a historical overview of the clinical mental health counseling profession, and challenge students to crystalize the counselor’s professional identity, roles, functions, and relationships with other human services providers. Ultimately, students will acquire the requisite knowledge to arrive at professional ethical decisions about client care and develop a professional orientation that is conducive to the ongoing advancement of the clinical mental health counseling field.

6103	Human Development and Lifespan Psychology	3.00	An overview of human growth including physical, emotional, cognitive, intellectual, social, personality and spiritual changes as they occur across the lifespan from birth to life's completion. Special attention is given to culturally diverse ways of perceiving these developments as they inform views of health and well-being in the practice of counseling.
6104	Foundations in Clinical Mental Health Counseling	3.00	This course provides students with an introduction and historical overview of the clinical mental health counseling profession. Professional identity, roles, functions, relationships with other human services providers, credentialing and licensing processes are explored. Principles of prevention, intervention, consultation, education and advocacy are emphasized. Consideration is given to the role of a Christian worldview within the practice of professional counseling.
6105	HEKM LIB: Information, Research, Resources	0.00	
6209	Trauma and Crisis Counseling	3.00	This course will equip students with the fundamental knowledge and theories of trauma and crises, how it intersects with human experience, and various modes of intervention and care. Students will be introduced to the effects of natural disasters, physical and emotional violence, human atrocities, and other trauma-causing events that undermine and impede mental and emotional well-being in individuals and groups, as well as principles of professional, communal, and indigenous interventions and responses. This course will emphasize the use of appropriate clinical diagnosis when encountering trauma and crisis, as well as culturally and developmentally appropriate responses in the face of trauma-inducing events. Students will have the opportunity to apply trauma and crisis intervention theory and models to a variety of concrete human experiences such as sexual assault, suicide, war, veterans, domestic violence, disaster relief, divorce, terminal illness, and a variety of other experiences of pain and loss. Students will also learn how faith and spirituality can be used as tools for coping with trauma and facilitating the recovery process.

6210	Counseling Theory and Methods I	3.00	Students will examine the development of person-oriented theories and approaches to clinical counseling and will be enabled to develop skills and practice counseling methods based upon interpersonal, cognitive, behavioral, and psychodynamic approaches. Course competencies and learning outcomes will include: (1) understanding the nature of the person of the counselor on the therapeutic process, (2) understanding the overarching themes and foundational concepts to a variety of clinical counseling theories including behavioral, cognitive, existential, and psychodynamic approaches, (3) understanding and presenting the basic elements of case conceptualization, (4) practicing counseling skills and theoretical techniques via in-class assignments including role-play and other volunteer clients in the community, (5) understanding and applying aspects of clinical counseling theory to a range of mental health conditions and client populations and, (6) practice developing a personal theoretical orientation with special attention to personal, cultural, and social awareness.
6211	Counseling Theory and Methods II	3.00	Counseling Methods and Theories II will build upon the counseling principles and foundations that were explored in the first course. In addition to a deeper analysis of psychanalytical, humanistic and cognitive behavioral theories, further exploration and practice into Gestalt therapy, motivational interviewing, DBT, systems theory and other new and post-modern approaches to therapy. The course will include theoretical grounding, overview of techniques and case conceptualization, and classroom practice. By the end of the course, students will be able to conceptualize cases from different modalities and provide an appropriate treatment plan grounded within each modality.

6212	Research Design and Program Evaluation	3.00	This course will provide hands-on, participatory research and program evaluation activities. Students will conduct program evaluation projects that encourage the learning of fundamental skills in counseling research, but also provide additional practice and theory building in statistics and basic research methods. Specific concepts will include the importance of research in counseling, basic perspectives in social science research, the fundamentals of measurement in social sciences, sampling techniques, research design, application of statistical methods in real world situations, data analysis, ethical issues in research, and the critical evaluation of research methods and results.
6213	Diagnosis and Psychopathology	3.00	This course is a graduate-level overview of psychopathology. The course will introduce students to the DSM-V, its history and current usage. The course will review most of the commonly occurring psychological disorders, including etiological theories, prevalence and epidemiology, common comorbidities, associated features, and treatment approaches. The course will also address how to conduct a comprehensive assessment and evaluation session(s) and how to generate information that is used to make an accurate diagnosis. Effects of culture, gender, and race on assessment and diagnosis will also be discussed.
6214	Counseling Techniques, Strategies, and the Helping Relationship	3.00	In this course, students will study, explore, and practice some of the foundational and advanced counseling techniques used by professional counselors in the mental health field. Students are exposed to a variety of counseling techniques that are designed to increase the student's competency, skill, and insight in the helping relationship. Students will learn the relationship between the particular techniques selected by the counselor/therapist, and the problems presented by clients. Students will have an opportunity to develop a framework that incorporates, among other things, a wholistic understanding of the client in the pursuit of their desired counseling goals and outcomes, prevention methods and practices, and the client’s pursuit of psychological and emotional stability, wholeness, healing, and recovery.
6215	Counseling Theories & Methods	3.00	

6230	Group Dynamics, Techniques, and Counseling	3.00	This course introduces students to a theoretical and experiential understanding of group counseling and clinical development. Special attention will be given to learning principles of group dynamics, developmental stage theories, group member roles, treatment-interfering behaviors, leadership styles in groups, theories of group counseling, types of groups, and professional preparation standards for group leaders. It will also examine therapist and group member bias and faith integration. Students should expect to participate as a member in group-related activities for the purposes of cultivating knowledge, self-awareness and building mindfulness within the group dynamic. It will also enhance cross cultural, racial, and ethnic empathy. As a clinical professional in training, this course will prepare you to assess, develop, and run a group from beginning to end.
6231	Clinical Assessment, Measurement, and Testing in Counseling	3.00	
6234	Career Development and Counseling	3.00	This course provides students with an overview of the major career development theories and decision-making models. Special emphasis is on the critical examination of vocation and career development theories and their application to the counseling process.
6235	Social and Cultural Diversity in Counseling, Psychology, and Therapy	3.00	This course will introduce students to a plethora of multicultural and pluralistic themes in the field of professional clinical mental health counseling. Students will be exposed to theories, models, and competencies of multicultural counseling, and gain a better understanding of how culture and heritage, power and privilege, worldviews and social location, and faith and spirituality impact individuals and groups in the field of clinical counseling. Students will learn strategies for overcoming barriers, biases, prejudices, and injustices that can undermine the work of professional counseling.

6236	Treatment Planning in Clinical Mental Health Counseling	3.00	This course provides an in-depth examination of addictive processes and substance-related and behavioral disorders affecting individuals and family systems. Students explore the etiology, assessment, diagnosis, and treatment planning of addictive disorders across the continuum of use, misuse, abuse, and dependency, with attention to biological, psychological, social, cultural, and spiritual dimensions of addiction.
6237	Addiction Therapies	3.00	This course provides an in-depth examination of addictive processes and substance-related and behavioral disorders affecting individuals and family systems. Students explore the etiology, assessment, diagnosis, and treatment planning of addictive disorders across the continuum of use, misuse, abuse, and dependency, with attention to biological, psychological, social, cultural, and spiritual dimensions of addiction.
6411	Spiritually Integrated Psychotherapy	3.00	This course is designed to meet the educational requirements for the Association for Clinical Pastoral Education (ACPE) Spiritually Integrated Psychotherapy (SIP) certification. The SIP program is a multi-disciplinary, inter-spiritual, multi-racial community of persons gathered for education, connection, and formation in the work of spiritually integrated psychotherapy. It serves licensed and pre-licensed mental health professionals (i.e., counselors, social workers, marriage and family therapists, pastoral counselors, psychologists, psychiatrists, addiction specialists, life coaches, and more), as well as graduate students in any of those disciplines, who seek to explore the ways spirituality, religion, and the search for meaning influence their own lives and the lives of their clients.

6412	Interpersonal Communication in Mental Health Counseling	3.00	This elective course provokes thought and discussion about the interpersonal communication opportunities and problems faced by Christians as they seek to live the life of faith in contemporary society. Course material focuses on the theories and the practice of interpersonal communication. Topics include identity construction, perception, emotion, verbal and non-verbal interaction, listening, relationships, culture, conflict, and new technologies. This course will be especially helpful to those in the field of mental health counseling with a specifically Christian perspective.
6901	Clinical Counseling Practicum	3.00	Students will complete 100 hours of supervised counseling practice. The focus will be on the development and application of clinical skills. Emphasis will be placed on the major perspectives of counseling including how a Christian worldview impacts practice. Faculty approval is required prior to registration.
6902	Clinical Counseling Internship I	3.00	Students will complete 300 hours of supervised internship experience. The focus will be on understanding principles, ethics, and practices of mental health counseling in the context of actual counseling practice, training, and case presentation.
6903	Clinical Counseling Internship II	3.00	A continuation of Internship I, the focus is on principles, ethics and processes of mental health counseling related to clinical practice. The course will include 300 hours of supervised internship experience. Faculty approval is required prior to registration.
6908	Counseling, Psychology, and Mental Health Capstone	3.00	
7101	ThM Research Methodology	3.00	Develops research paper writing skills, and introduces basic research and Biblical methodologies. Students learn to analyze scholarly articles, write a 15-20 page research paper, meet with professors in the area of their specialization (biblical, theological, ministry) to finish the first draft, and then rewrite the paper.

7220	Mission of God in the Old Testament	3.00	This course introduces students to the theology and message of the Old Testament. Emphasis falls upon the Old Testament as a witness to the Missio Dei, Israel's covenantal vocation, as well as on fundamental theological themes like covenant, divine presence, kingdom, and eschatology. The course will also introduce students to the Old Testament's literary shape and general historical setting. Finally, the 'Mission of God in the Old Testament' encourages students to articulate the OT's importance for ministry and theological thinking in the context of the Church.
7221	Theodicy and the Old Testament	3.00	
7236	The Deuteronomistic History	3.00	The close relation in style, vocabulary, and content that links together the books of Deuteronomy and the Former Prophets has led to the idea that these books constitute a "Deuteronomistic History." Towards examining this thesis, our itinerary will include extensive book-by-book ports of call in Joshua, Judges, Samuel, and Kings. We include Deuteronomy here, not for its role in the Pentateuch, but to discover whether, and, if so, how its theology shapes the theology and historiography of the Former Prophets.
7295	Psalms	3.00	Provides basic knowledge of Hebrew poetry and genres of the Psalms, a close reading of selected psalms, and emphasis on the psalms of prayer, lament, thanksgiving in prayer, song, preaching and pastoral care.
7311	I and II Thessalonians	2.00	Studies the historical context, social setting, and epistolary structure of 1 and 2 Thessalonians, and emphasizes the major themes and issues of these letters and their message for the church today.
7313	Colossians	3.00	An exegetical-theological study that explores the message and significance of the Lordship of Jesus in the historical context of the Colossians. The letter provides a vision and power to face and overcome legalistic challenges then and now.

7314	Matthew's Gospel	2.00	
7330	Paul the Letter Writer	3.00	
7335	Interpreting the New Testament	3.00	
7344	Luke-Acts (NT)	3.00	Because Luke wrote two books, an advanced study of Luke-Acts offers the advanced student an interesting opportunity to analyze not only the life of Jesus, but also the way that this same author describes the birth and early life of the Church in the aftermath of Jesus' ministry. C.K. Barrett once argued that Luke viewed his two-part project as a "New Testament." Whether this is an overstatement or not, it is clear that Luke's two-volume project offers interpreters a chance to view Jesus and the birth of the Church through a singular vision. This course will analyze Luke-Acts as a single, two-volume literary and narrative work, and will explore recent scholarship concerned with interpretive issues, including the structure and grammar of the books, their possible sources, and discussions regarding their historical veracity and consistency.
7346	Luke-Acts: A Journey into Divine Reality	3.00	

7352	New Testament Criticism	3.00	This course is a survey of the history, methods, and results of the critical study of the New Testament as it has been pursued for the last 150 years. Not only will we seek to understand the methods of New Testament criticism, we shall weigh its effectiveness and analyze its presuppositions. We shall study proponents of the most severe criticism—and read their more conservative critics. This is also a course about skills. What are the tools that New Testament exegetes employ in their work? What research resources are essential for bibliographic work or textual criticism? Finally, this is a course designed to help students understand the state of New Testament scholarship for the various disciplines of New Testament studies. For example, we shall look into the state of research in synoptic criticism, the current debates surrounding the Fourth Gospel, or Paul and the Jewish law. In each of these we shall hope to discern the state of current discussion.
7360	Hebrews	3.00	The book of Hebrews often takes a back seat to the Gospels and the letters of Paul. However, there are a number of important issues, particularly regarding Christology, that are addressed in Hebrews either uniquely, or more thoroughly, than they are anywhere else in the New Testament. This course will present a detailed analysis of the whole book of Hebrews, and introduce students to many important introductory and interpretive issues, while particularly focusing on the important ideas described in Hebrews that are not as accessible in other New Testament texts (including Jesus' relationship to Melchizedek and ongoing priesthood, the Levitical context of atonement, Jesus' session at the right hand of the Father, and other related topics).
7369	Women in the New Testament	3.00	This course will explore the roles of women in the New Testament in order to better understand how they served Jesus-following communities, and how they fit into the dynamics of the earliest Christian communities. Rather than theological, this class will primarily be biographical in nature. Each week we will explore texts in the New Testament where women are named or described, in order to discuss and describe their roles through their actual lives. Ultimately, the goal is to understand Jesus' relationship to women, and to understand Jesus through the eyes of the women that loved him and served him.

7395	Revelation	3.00	
7422	Systematic Theology II	3.00	
7432	Reformed Symbolics: Catechisms and Confessions in the Global Church	3.00	A study of Reformed catechisms and confessions developed in the sixteenth and seventeenth centuries and intended for use in the churches in Europe and the global world as the Europeans sailed across the oceans to colonize and to spread Reformed Protestantism in the foreign lands.
7435	Faith Formation in the Early Church	3.00	This seminar will explore how the Holy Spirit used early Christian leaders to form people's faith and life. Looking at the ministry of martyrs, monks, and bishops in the first few centuries (100-600 A.D.), we will examine worship practices, leadership strategies, pedagogical habits, spiritual disciplines, and theology. Through their work with early Christians and each other, students will not only gain a basic understanding of faith formation practices but also grow in faith, hope, and love.
7438	Life and Thought of Augustine (HC)	3.00	Studies the thought of Augustine as related to his life and work, with emphasis on his place in the development of Christian doctrine.
7439	The Scottish Reformation (HC)	3.00	The history of the Reformation in Scotland during its first hundred years offers a fascinating insight into the challenges faced by church leaders and laypeople in implementing and shaping the course of the movement from a minority group to the official confession of the realm. This course explores the origins of Scottish Presbyterianism from the Reformation Parliament of 1560 to the death of Samuel Rutherford in 1661. Topics covered include ecclesiology, changes in worship, the training of pastors, Reformed doctrine, and issues of church and state.
7443	Early Modern Calvinism in the Global South	3.00	

7451	The Reformation Through the Lens of Exile	3.00	This course will focus on understanding the Reformation through the lens of exile, beginning with John Calvin's personal experience and theological insights, and ending with the English Puritans' attempts to set up a purified religious community on the east coast of North America in the first decades of the 17th century. Along the way, we will consider the conflicts that emerged between those who left their home countries for reasons of faith and those who remained behind, analyze the challenges faced by religious refugees, and investigate how the experience of religious exile profoundly shaped the theologies and practices of Protestant communities in the Reformation era.
7452	Living as a Religious Minority: The French Huguenots	3.00	This class will examine the impact of the Reformation in France from its earliest years to the Revocation of the Edict of Nantes in 1685. Through a close analysis of key primary and secondary sources, students will investigate key aspects of the French Reformation, including the varied responses to the call for religious reform in France, the complex links between religious conflict and political resistance, and the challenging realities of worship, ecclesiology and discipline in a minority context.
7455	Puritanism and Orthodoxy	3.00	Examines post-Reformation theological developments, emphasizing English Puritanism and the scholastic systems of Calvinism and Lutheranism in the late sixteenth and seventeenth century.
7459	Theology of John Calvin	3.00	An introduction to the thought of John Calvin and his influence on the Reformed tradition. The primary emphasis is on the reading and analysis of designated topics in Calvin's Institutes with selections from his other writings.
7461	The Reformed Dogmatics of Herman Bavinck	3.00	Topics may include: metaphysical foundations of theology including the relation of Christian truth to universal human experience, doctrines of God, creation, humanity, Christ, and more. The course may be broad survey, or focus on one area, depending on the time offered.

7491	Seminar in the History of Christianity: The English Puritans and Nadere Reformatie	3.00	
7493	PhD Seminar in the History of Christianity: John Calvin as Pastor and Reformer	3.00	
7505	Warranted Christian Belief	3.00	Warranted Christian Belief is a seminar course on Reformed epistemology as developed by Alvin Plantinga in his book by that name.
7511	Philosophical Issues in Christian Theology	3.00	Studies the philosophical treatments of the doctrine of God, including the nature, attributes, and knowability of God.
7528	Political Theology	3.00	What are the political implications of the gospel? How should Christians engage politics? Should the church or pastors be involved in politics? If so, how? What does a just society look like, and how should Christians seek to bring it about? This course explores how Christian theologians and philosophers, such as Augustine, Aquinas, Luther, Calvin, Locke, Smith, Kuyper, Bonhoeffer, King, Gutierrez, and others, have sought to answer these questions, and how we might apply their best insights to our own contexts.
7543	Theology of the Atonement	3.00	Examines the doctrine of the atonement historically and systematically, with special attention to various theories of atonement and criticism of those theories.
7546	Theology of Herman Bavinck	3.00	This course examines the theology of Herman Bavinck as an “orthodox” and “modern” thinker, with a primary focus on his Reformed Dogmatics. Attention will also be given to his works in Reformed ethics, social and political thought, worldview, and revelation.

7550	Theology as Apologetics	3.00	Many of the most pressing objections to the viability of Christian belief in modernity are more directly theological than philosophical. Questions about the authority and historicity of the bible, the 'exclusivity' of Christianity, controversial Christian moral claims, the relation between divine sovereignty and human responsibility, the compatibility of final judgment and divine love, and so on, are all less what we might think of as 'apologetic' or 'philosophical' questions. Instead, they most directly concern controversial topics in Christian dogmatics. This course will introduce the fraught relationship between 'apologetics' and 'theology', identifying positive and negative ways that theology and apologetics can relate. Most of the course will then evaluate a set of key challenges to or 'defeaters' for the viability of Christian belief, outlining the answers to these challenges offered in constructive, Reformed systematic theology.
7593	Christianity and Racism	2.00	
7595	ThM Independent Study: _____	3.00	
7620	Sacraments and Sacramentality in Ecumenical Perspective	3.00	
7621	History of Christian Worship	3.00	Studies Christian worship practices in each major period in church history.
7622	Theology of Worship and the Sacraments	3.00	Studies Reformed theological writings on corporate worship and the sacraments and examines how their enduring themes are reflected in worship practices today.
7623	Warranted Christian Belief (PT)	3.00	This course provides an in-depth study of Christian philosophical epistemology by reading and discussing Warranted Christian Belief written by Alvin Plantinga, one of the foremost analytic philosophers in the world.
7624	Forming Worshipping Communities	3.00	

7625	Worshiping with the Reformers	3.00	One of the biggest and most tangible outcomes of the Reformation was the transformation in the ways people worshiped. From the sacraments to the layout of the worship space, from preaching to prayer, singing, and catechetical instruction, early modern Christians lived through dramatic changes that durably reshaped their worship practice. This course brings these worship experiences to life, laying out the theological and biblical reasonings presented by the Reformers for these changes and highlighting how these transformations reshaped Protestants' communal, household, and private worship practices. Through lectures, seminar discussions, and close reading of primary and secondary sources, this course will help participants gain a clearer understanding of the Reformation's impact on worship, and the roots and significance of current worship practices.
7641	The Gospel in a Multicultural and Multifaith World	3.00	
7643	Evangelism and Discipleship Skills	2.00	This course focuses on the practical skills needed to share the good news of Jesus and to make disciples who reflect in word, deed and lifestyle the gospel of the kingdom. It examines the biblical teachings about the nature, beauty, power and glory of the gospel of Jesus Christ as well as the diverse ways in which this message is received "good news" to those who receive it. The course equips students to minister effectively in diverse cultural, ethnic and socio-economic settings. Throughout the course students engage in discipleship practices that involve their head, heart, and hands. This holistic approach to formation corresponds to the cosmic breadth of the gospel which addresses our relationships to God, self, others, and the created world. Emphasis will be placed on discerning God's presence amidst the joys and sorrows, beauty and injustices of the social contexts in which they live and serve. They learn how to first be a guest and learner rather than to take on the role of host or savior of the community. As they grow in self-awareness, cultural humility and intelligence students will learn how to submit to the sanctifying work of the Spirit who works in them and through them to bring the good news of God's shalom in Jesus.

7653	Abraham Kuyper and Herman Bavinck on Theology as Science and Liturgy: A Philosophical Appraisal	3.00	
7696	Oliver O'Donovan's Moral and Political Theology: A Philosophical Appraisal	3.00	This course offers an in-depth exploration of the moral and political theology of Oliver O'Donovan, one of the most significant Christian ethicists of the late 20th and early 21st centuries. Through close reading of O'Donovan's major works—Resurrection and Moral Order, The Desire of the Nations, The Ways of Judgment, and his trilogy of Ethics as Theology—students will critically examine the philosophical, theological, and political foundations of his thought. Particular attention will be given to O'Donovan's engagement with the classical Christian tradition (Augustine, Aquinas), modern political philosophy, and contemporary debates on authority, law, freedom, and public ethics. The course will also assess O'Donovan's influence and critics, situating his work in dialogue with Reformed theology, natural law theory, political liberalism, and postmodern critiques of sovereignty.
7700	Written Expression	1.00	Introduces English writing skills needed for preparing academic papers and engaging in other forms of nonfiction writing. Topics addressed include selecting a topic, engaging sources appropriately, developing a thesis and an outline, following good English style, crafting paragraphs and transitions, and avoiding plagiarism.
7744	Gospel of Liberty: Salvation, Morality, and Politics in Early American Evangelicalism	3.00	
7794	Major Paper: _____	3.00	
7796	Thesis:	6.00	

8010	The Abbey	1.00	Since the third century Christians have constructed and utilized Abbeys. The Abbey played a powerful role in the life of all those who inhabited it, and also those who lived in the vicinity of the Abbey. For those living in the Abbey, life was communal, filled with constant and consistent spiritual learning, and was a place of productivity for self and always also for others. In fact, often through the labor of those living in the Abbey there would be an abundance (of food, skill, resources) to share with those in need and living nearby. Those seeking refuge from persecution, those in need of education, and those who were simply hungry and thirsty could find help from the Abbey. In short, those living in the Abbey were focused on their life with God, while also having a deep and ongoing concern for the lives and context all around them. We want to use this notion of an Abbey to describe a portion of your Doctoral studies. Within the CTS Doctor of Ministry program the Abbey is designed to occur at the onset of your Doctoral studies as a place for you to draw near to God and listen well to the Holy Spirit. It is also intended to be a place where you begin to give expression to your scholarly questions. Using a combination of personal reflection, formal writing, and communal conversation, the goal of this course is that students clarify and deepen their spiritual and scholarly focus as this new Doctoral adventure begins.

8011	Ethnography	3.00	This seminar considers how ethnography might be employed as a pastoral discipline. Students will be introduced to the process of applying systematic ethnographic methods in a congregational setting. Ethnography typically involves the observation and study of people in their natural settings. Here we focus on churches and their contexts (neighborhoods, districts, towns, cities). Ethnography's potency resides in its ability to undermine assumptions and give voice to those who have been previously muted (diverse kingdom and listening well). It allows for reinterpretation and restructuring in a way that nurtures the creation of better maps and better stories. Along the way, though, ethnography may yield more complicated and less linear explanations of congregational culture(s) (life and ministry are complex). The course will also introduce students to the scholarship of engagement through a central, culminating project that will engage the students in the study of a local congregation. These original ethnographic studies of congregations will give particular attention to two aspects: (1) the nature of a church as a social institution and (2) the vision of society that is implicit in the practices of the congregation. Throughout the course we will be building a theoretical and analytical "toolbox" for considering the church as a social institution embedded within a wider societal context (excellent research). The "toolbox" will, hopefully, allow students to attend to the actual life of the church and, in turn, process those patterns and habits through a theological lens that allows for strengthened congregations (serve local churches and leaders).

8012	Interpreting Culture and Ministry Context	3.00	This course introduces students to the process of exegeting culture and social contexts, and the correlating impact it has on individuals, churches, and the surrounding communities, all for the purpose of creating effective and appropriate and efficacious ministry. Attention will also be paid to the relationship between that exegetical findings of culture/ context and the personal development and role of the individual leader within that context. Through an interdisciplinary approach that engages dynamic leadership, practical theology, and qualitative research design, students will cultivate skills that give rise to ministry and leader development models that are informed by appropriate intersectional analysis, the diversity of voices and influences found in one's ministry setting and context, and relevant biblical and practical theological reflection. Ultimately, effective pastoral leaders will learn the life-long craft of listening to and evaluating their environment and the work of the Holy Spirit within them for the sake of advancing the Kingdom. Because this course is a seminar and inductive in nature, doctoral students are required to come with significant data from their own ministry context to contribute to this curated conversation.
8013	The Mission of the Church	3.00	Within the overall curriculum design of the DMin program, the vision for this course on the Mission of God is to expose students to the depth and breadth of the gospel and of God's mission in the world--a mission that extends beyond Sunday mornings, ordained ministry, and the four walls of the church. Many of you play a pastoral role within the local church and work in another vocational context in the public square. For those primarily serving within church contexts, it is important that we keep our vision of the church and pastoral leadership firmly anchored in the broader vision of God's mission that animated Christ's own identity and mission. This identity and mission were imparted to the disciples and the church and compels us to reflect on God's purposes for all facets of human life in society. For those whose vocational context includes the public square (education, business, non-profits, civil service), the mission of God is just as important in guiding your imagination, actions, and work. This vision not only helps you grasp the meaning and purpose your work has in God's economy, but it can also spark an imagination of how God intends for you and others to participate in his mission in and through your daily work. We will go about exploring this biblical vision of the mission of God and its vocational ramifications through the following learning goals.

8015	Transformational Leadership	3.00	Mission isn't the activity of leaders, churches, and people. Mission is fundamentally an attribute of God. All who are part of God's Kingdom will grow to reflect this mission. And, those who are called to lead in this mission, must understand the transformational component of what it means to lead in God's Kingdom. Leaders, churches, organizations - and everything they engage - will be changed. With this underlying assumption, students in Transformational Leadership will read, learn, discuss and write about what it means to lead well as agents of this transformation. Engaging VUCA, liminal spaces, increased self awareness and more, students will develop applied case studies through conversation and reading that are focused on developing our personal and contextual awareness of what it means to be engaged in God's transformational work in our world.
8016	Qualitative Research for Ministry Contexts	3.00	Guided by the Doctor of Ministry (DMin) program's six distinctive values, this course introduces DMin learners to qualitative research methods appropriate for ministry-based and praxis-oriented inquiry. The course equips learners to design, conduct, and communicate qualitative research with theological depth and methodological integrity. Emphasis is placed on qualitative inquiry as an interdisciplinary practice of listening, interpretation, and reflection, enabling learners to address complex, diverse ministry questions and serve local church and ministry needs in faithful, ethical, and contextually grounded ways.
8017	Beatitudes as Discipleship	3.00	It has often been said that no passage in the Bible has been written on, preached on, and celebrated as much as Matthew's version of Jesus' beatitudes. And yet, despite all of the attention it has received, there is still considerable debate about the best way to read these beatitudes. While there are numerous valid and helpful reading strategies, this course will focus on a virtue-ethics approach to Jesus' beatitudes. This approach will help us to understand the personal, spiritual, and ecclesiological benefits of personal virtue formation. This formational approach will be supplemented by other virtue-forming passages in Scripture and will focus on healthy reading and application strategies.

8250	Spiritual Abuse and Trauma in Ministry: Leadership for Justice and Healing	3.00	This course is designed to equip ministry leaders with the knowledge and tools to recognize, address, and prevent spiritual abuse within their communities. Focusing on healing and restorative practices, the course provides a framework for creating safe, just spaces while fostering leadership that promotes justice, accountability, and emotional recovery for those impacted by spiritual trauma. (This elective will count toward the concentration in Spiritual Formation & Missional Leadership or Urban Ministry & Prophetic Method.)
8251	DMin elective	3.00	
8252	Thick Skin, Tender Hearts: Spiritually Healthy Preachers and Teachers	3.00	

8253	Making Disciples and Doing Justice: How We Are Formed Together as the Body of Christ	3.00	This course will discuss the relationship of the concept of justice described in the Old and New Testaments to Christ's call to "make disciples" and the church's work in fostering growth as followers of Jesus. Central to the church's mission and identity is the missional task of making disciples. This is much more than attracting church attenders or even members. With the guidance and power of the Holy Spirit, we are called to bring others (and ourselves) more deeply into the life and ministry of the Body of Christ. But how do we do this? Looking to scripture, we find that a central part of spiritual development is often directed toward practices of justice. Being discipled involves being apprenticed in the justice and righteousness of God. Through the readings, reflections, and conversations, students will become more familiar with the theological and biblical scholarship concerning justice, while also prayerfully examining the practices of discipleship that have contributed to their own formation as followers of Jesus. As justice has become a sensitive topic in our current cultural and political climate, a key aspect of this course will be collaboratively thinking through the preaching, teaching, and practices of justice within our different ministry contexts, especially as those practices relate to shaping us as followers of Jesus.

8360	Leaders in a Time of Hope Against Hope	3.00	Leadership today is in crisis. We live in a time of extreme challenges but also a time of opportunities (kairos). Traditional models of ecclesial leadership are not responding to the challenges. Possibilities for change seem remote and the lack of healthy and inspiring models is appalling. How to maintain hope for a church accommodated to the spirit of our days, and captive to the propaganda, commercial and political ideologies, that control the media world and through it our own lives? What to do when credibility before society is eroding rapidly and young people are abandoning our congregations and looking for reasons to live their faith outside of traditional church settings? A fresh and creative leadership is urgently needed, A new prophetic imagination and praxis is indispensable to respond to our present dilemma. It is costly but possible to rise and be faithful to God in our duties toward God, neighbor, and creation. In this course we will explore and discuss, from a biblical perspective, controversial topics like immigration, women's ministries, creation care and radical love to our neighbors (the "others") and find ways to respond to them. The course aims to provide inspiration, hope, and light for our days when the horizons are closed. (This elective will count toward the concentration in Spiritual Formation & Missional Leadership or Urban Ministry & Prophetic Method.)
8610	Directed Study: _____	3.00	Independent study for DMin

8910	Mid-Phase Assessment	3.00	This course is for DMin students who have completed (or will complete while taking 8910) twenty-four (24) credits worth of courses in the Calvin Seminary Doctor of Ministry Program. Normally speaking, these 24 credit hours are comprised of four Foundational courses and four Elective Credits for a total of 24 credits. This course is designed to assess the students' ability to move from course based doctoral studies to research and writing associated with their DMin dissertation project. As such, this course has three components (each of which is explained more fully in the syllabus): An Oral Exam A Thesis Proposal An Internal Review Proposal (IRB)
8929	Dissertation Research and Writing	8.00	
9101	Research Methodology	3.00	Examines theory and methods in theology intended to provide a foundation for graduate and post-graduate research.
9102	Dissertation Seminar	1.00	A seminar for students preparing and writing dissertation proposals and chapters. Participants read and respond to drafts of dissertation proposals and chapters written by members of the seminar.
9103	Teaching and Student Formation	3.00	A seminar to prepare students to teach theology and engage in student formation at a college or seminary level.
9213	The Book of Isaiah and Its Reception in Early Judaism (OT)	3.00	
9215	Tragedy or Success? The Garden of Eden Narrative in Historical and Biblical Theology	3.00	

9216	Creation Theology in the Old Testament	3.00	
9220	The Theology and Message of Isaiah 40-66	3.00	
9330	Paul the Letter Writer (NT)	3.00	
9334	The New Testament and Jewish Tradition	3.00	This course seeks to study the New Testament alongside several important Second Temple texts, including: the Septuagint, the Dead Sea Scrolls, the Apocrypha, and the Old Testament Pseudepigrapha. While it is certainly the case that Jesus had conflicts with many Jewish leaders during his ministry, and his teaching was in many ways an innovative refinement of his Jewish heritage, this course will study the ways that the New Testament writers were still products of their Jewish milieu, even as they represented a development in their tradition based upon the advent of Christ. This course will explore important critical issues such as intertextuality, avoiding linguistic fallacies, and making effective use of critical editions of primary sources. This course will explore the history behind the texts, such as the Second Temple Jewish diaspora, and the development of the Qumran community. This course will help students to identify and analyze thematic and theological trajectories within Second Temple Judaism that will amplify and enrich their reading of the New Testament.
9341	1 Corinthians	3.00	
9342	Gospels	3.00	

9344	Luke-Acts (NT)	3.00	Because Luke wrote two books, an advanced study of Luke-Acts offers the advanced student an interesting opportunity to analyze not only the life of Jesus, but also the way that this same author describes the birth and early life of the Church in the aftermath of Jesus' ministry. C.K. Barrett once argued that Luke viewed his two-part project as a "New Testament." Whether this is an overstatement or not, it is clear that Luke's two-volume project offers interpreters a chance to view Jesus and the birth of the Church through a singular vision. This course will analyze Luke-Acts as a single, two-volume literary and narrative work, and will explore recent scholarship concerned with interpretive issues, including the structure and grammar of the books, their possible sources, and discussions regarding their historical veracity and consistency.
9345	1 & 2 Thessalonians	3.00	
9351	Jesus and the Gospels in Modern Study	3.00	
9352	New Testament Criticism	3.00	This course is a survey of the history, methods, and results of the critical study of the New Testament as it has been pursued for the last 150 years. Not only will we seek to understand the methods of New Testament criticism, we shall weigh its effectiveness and analyze its presuppositions. We shall study proponents of the most severe criticism—and read their more conservative critics. This is also a course about skills. What are the tools that New Testament exegetes employ in their work? What research resources are essential for bibliographic work or textual criticism? Finally, this is a course designed to help students understand the state of New Testament scholarship for the various disciplines of New Testament studies. For example, we shall look into the state of research in synoptic criticism, the current debates surrounding the Fourth Gospel, or Paul and the Jewish law. In each of these we shall hope to discern the state of current discussion.
9393	Seminar on the Gospels	3.00	

9430	Documents & Issues in Reformed and Post-Reformation Thought	3.00	Examines select documents from the Reformation and post-Reformation eras, emphasizing the techniques of research and analysis.
9431	Scripture and Interpretation in the 16th and 17th Centuries	3.00	Examines the doctrine and interpretation of Scripture in the sixteenth and seventeenth centuries, emphasizing the development of the Reformed tradition of exegesis and hermeneutics.
9432	Reformed Symbolics: Confessions and Catechisms in the Global Church	3.00	A study of Reformed catechisms and confessions developed in the sixteenth and seventeenth centuries and intended for use in the churches in Europe and the global world as the Europeans sailed across the oceans to colonize and to spread Reformed Protestantism in the foreign lands.
9434	The Theology of John Calvin	3.00	Investigates the theology of John Calvin by examining his primary texts, including the Institutes, commentaries, sermons, correspondence, and polemical literature, and analyzes past and present interpretations of Calvin's theology.
9435	Faith Formation in the Early Church	3.00	This seminar will explore how the Holy Spirit used early Christian leaders to form people's faith and life. Looking at the ministry of martyrs, monks, and bishops in the first few centuries (100-600 A.D.), we will examine worship practices, leadership strategies, pedagogical habits, spiritual disciplines, and theology. Through their work with early Christians and each other, students will not only gain a basic understanding of faith formation practices but also grow in faith, hope, and love.
9436	Reformed Doctrine of God in 16th-17th Century	3.00	Examines the doctrine of God in the sixteenth and seventeenth centuries, emphasizes the exegetical, dogmatic, and philosophical development of Reformed theology.
9437	Arminius and Arminianism	3.00	Examines the work of Jacob Arminius in the context of late sixteenth- and early seventeenth-century Protestantism, including his theology, controversies, and the development of Reformed and Remonstrant theology to the Synod of Dort.

9438	Life and Thought of Augustine (HC)	3.00	Studies the thought of Augustine as related to his life and work, with emphasis on his place in the development of Christian doctrine.
9439	The Scottish Reformation (HC)	3.00	The history of the Reformation in Scotland during its first hundred years offers a fascinating insight into the challenges faced by church leaders and laypeople in implementing and shaping the course of the movement from a minority group to the official confession of the realm. This course explores the origins of Scottish Presbyterianism from the Reformation Parliament of 1560 to the death of Samuel Rutherford in 1661. Topics covered include ecclesiology, changes in worship, the training of pastors, Reformed doctrine, and issues of church and state.
9441	Puritans and Colonialism	3.00	
9443	Early Modern Calvinism in the Global South (HC)	3.00	
9452	Living as a Religious Minority: The French Huguenots	3.00	This class will examine the impact of the Reformation in France from its earliest years to the Revocation of the Edict of Nantes in 1685. Through a close analysis of key primary and secondary sources, students will investigate key aspects of the French Reformation, including the varied responses to the call for religious reform in France, the complex links between religious conflict and political resistance, and the challenging realities of worship, ecclesiology and discipline in a minority context.
9490	Gospel of Liberty: Salvation, Morality, and Politics in Early American Evangelism	3.00	
9493	PhD Seminar in the History of Christianity: John Calvin as Pastor and Reformer	3.00	

9511	Philosophical Issues in Christian Theology (ST)	3.00	Studies the philosophical treatments of the doctrine of God, including the nature, attributes, and knowability of God.
9520	Sacraments and Sacramentality in Ecumenical Perspectives	3.00	
9523	Warranted Christian Belief (ST)	3.00	This course provides an in-depth study of Christian philosophical epistemology by reading and discussing Warranted Christian Belief written by Alvin Plantinga, one of the foremost analytic philosophers in the world.
9540	Theology of Revelation	3.00	A study of biblical, historical, and contemporary sources on the Christian doctrines of revelation and the knowledge of God, with a focus on the need for divine revelation, the nature of revelation, and the validation and reception of revelation. This course examines basic questions about revelation: (1) Why do we need divine revelation? (2) How does God reveal himself to us? What forms does revelation take? (3) How is revelation validated for believers?
9542	Theology of the Incarnation	3.00	Examines the doctrine of the incarnation historically and systematically, with special attention to patristic, medieval, and modern developments.
9543	Theology of the Atonement (ST)	3.00	Examines the doctrine of the atonement historically and systematically, with special attention to various theories of atonement and criticism of those theories.
9544	The Theology of Karl Barth	3.00	Studies Karl Barth's theology through a survey of the development of his thought and a careful study of selections from his Church Dogmatics.
9545	Theology of the Trinity	3.00	Studies biblical sources, confessional statements, and classic and contemporary theological formulations of the Christian doctrine of the Trinity.

9546	Theology of Herman Bavinck	3.00	This course examines the theology of Herman Bavinck as an “orthodox” and “modern” thinker, with a primary focus on his Reformed Dogmatics. Attention will also be given to his works in Reformed ethics, social and political thought, worldview, and revelation.
9549	Issues in Theological Anthropology	3.00	This seminar explores various issues in theological anthropology, emphasizing the exegetical, historical, and systematic development of some aspect of Christian anthropology (e.g., sin, image of God, etc).
9550	Topics in Karl Barth and Herman Bavinck	3.00	
9551	Nature of Theology and Doctrine	3.00	Studies basic issues in theological prolegomena, including the sources, nature, and object of theology, the use of Scripture in theology, and the nature of doctrine.
9552	Twentieth-Century Dutch Reformed Theology	3.00	
9553	Abraham Kuyper and Herman Bavinck on Theology as Science and Liturgy: A Philosophical Appraisal	3.00	
9611	Philosophical Issues in Christian Theology (PT)	3.00	Studies the philosophical treatments of the doctrine of God, including the nature, attributes, and knowability of God.
9612	Philosophical Foundations of Modern Theology	3.00	Studies the major philosophers who influenced the foundations of modern theology--Kant, Hegel, and Schleiermacher.

9613	Post-Enlightenment Critique of Religion	3.00	Assesses two important phases in the post-enlightenment critique of religious belief: the naturalistic explanation of religious belief ventured by Feuerbach, Marx, Nietzsche, and Freud (1840-1960): and the global rejection of such notions as truth and moral objectivity by which any religion or system of belief might recommend itself as authoritative(since 1960).
9623	Warranted Christian Belief (PT)	3.00	This course provides an in-depth study of Christian philosophical epistemology by reading and discussing Warranted Christian Belief written by Alvin Plantinga, one of the foremost analytic philosophers in the world.
9640	Theology of Revelation	3.00	A study of biblical, historical, and contemporary sources on the Christian doctrines of revelation and the knowledge of God, with a focus on the need for divine revelation, the nature of revelation, and the validation and reception of revelation. This course examines basic questions about revelation: (1) Why do we need divine revelation? (2) How does God reveal himself to us? What forms does revelation take? (3) How is revelation validated for believers?
9653	Abraham Kuyper and Herman Bavinck on Theology as Science and Liturgy: A Philosophical Appraisal	3.00	

9696	PhD Seminar: Oliver O'Donovan's Moral and Political Theology: A Philosophical Appraisal	3.00	This course offers an in-depth exploration of the moral and political theology of Oliver O'Donovan, one of the most significant Christian ethicists of the late 20th and early 21st centuries. Through close reading of O'Donovan's major works—Resurrection and Moral Order, The Desire of the Nations, The Ways of Judgment, and his trilogy of Ethics as Theology—students will critically examine the philosophical, theological, and political foundations of his thought. Particular attention will be given to O'Donovan's engagement with the classical Christian tradition (Augustine, Aquinas), modern political philosophy, and contemporary debates on authority, law, freedom, and public ethics. The course will also assess O'Donovan's influence and critics, situating his work in dialogue with Reformed theology, natural law theory, political liberalism, and postmodern critiques of sovereignty.
9717	Christian Political Theology	3.00	
9721	Social Teaching of the Christian Churches	3.00	Analyzes Ernst Troeltsch's The Social Teaching of the Christian Churches and collateral readings,and a few important twentieth-century theologians (Karl Barth, Reinhold and H. Richard Niebuhr, John Paul II).
9722	Christian Social Ethics	3.00	
9732	The Theology of Vocation	3.00	In the Reformed tradition, the idea of vocation plays a central role in understanding and assessing the shape a Christian life is to take. This course will be devoted to understanding this idea. It will begin with a review of the basic western attitudes towards work, as expressed in the works of Plato, Aristotle, Augustine, Aquinas, Bruno, Marx, and Freud. Against this background, the course will then focus on the development of the protestant theology of vocation. The third part will be devoted to various recent critiques of the Reformed idea of vocation.
9734	Puritans and Colonialism	3.00	

9743	Christian Moral Tradition (MT)	3.00	This seminar explores major thinkers of the Christian moral tradition, such as Augustine, Aquinas, Kant, Mill, Bonhoeffer, and MacIntyre, taking a critical approach to some of the most formative perspectives on love, virtue, natural law, utilitarianism, and deontology.
9744	Gospel of Liberty: Salvation, Morality, and Politics in Early American Evangelicalism	3.00	
9797	PhD Seminar: Oliver O'Donovan's Moral and Political Theology: A Philosophical Appraisal (MT)	3.00	This course offers an in-depth exploration of the moral and political theology of Oliver O'Donovan, one of the most significant Christian ethicists of the late 20th and early 21st centuries. Through close reading of O'Donovan's major works—Resurrection and Moral Order, The Desire of the Nations, The Ways of Judgment, and his trilogy of Ethics as Theology—students will critically examine the philosophical, theological, and political foundations of his thought. Particular attention will be given to O'Donovan's engagement with the classical Christian tradition (Augustine, Aquinas), modern political philosophy, and contemporary debates on authority, law, freedom, and public ethics. The course will also assess O'Donovan's influence and critics, situating his work in dialogue with Reformed theology, natural law theory, political liberalism, and postmodern critiques of sovereignty.
9905	PhD Independent Study	3.00	
9995	Dissertation:	0.00	