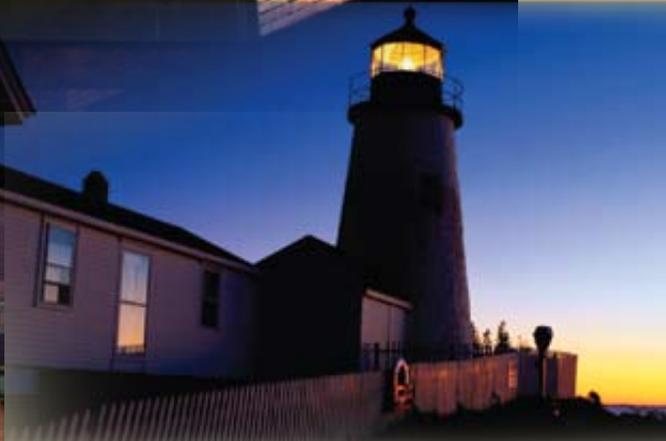


2007-2008 CATALOG



St. Paul • San Diego • Seminary of the East

BETHEL UNIVERSITY

**BETHEL
SEMINARY**

BETHEL UNIVERSITY

Mission and Vision

Bethel University has one great mission: Boldly informed and motivated by the Christian faith, Bethel University educates and energizes men and women for excellence in leadership, scholarship, and service.

This has been our calling since we were founded as a seminary for Swedish immigrants in 1871, and throughout our history as a seminary, institute, academy, junior college, and most recently, as Bethel College & Seminary.

Now renamed and reorganized as Bethel University, we are committed to being a world-class Christian university preparing women and men to serve in strategic capacities to renew minds, live out biblical truth, transform culture, and advance the gospel.

As a university, Bethel is positioned to carry out this vision as never before. To Christians around the world who seek the finest preparation for work and witness, the name “Bethel University” better conveys our broad scope of faith-based undergraduate, master’s, and doctoral programs. In addition, an efficient governance structure improves our ability to serve specialized students such as working adults and executive leaders.

In short, Bethel University is taking the next step to change the world.

Rapid growth is both behind and ahead of Bethel University. Even so, our long-standing values remain at work in every class, chapel service, and campus experience, calling up and shaping the God-given potential of each student.

Values

We are Christ-followers – orthodox, conversionist, and evangelical; rooted in the authority of Scripture.

We are character-builders – concerned with personal and spiritual formation and therefore committed to the development of whole and holy persons.

We are truth-seekers – recognizing that all truth has its source in God as revealed in creation and Scripture, and personified in Christ.

We are learners – committed to academic excellence within a community characterized by teaching, scholarship, and service.

We are reconcilers – honoring the worth and dignity of people from all races and purposely seeking to create a community that reflects the diversity of the Body of Christ.

We are salt and light – relating to the world and society in culturally relevant ways while being informed by our pietistic denominational heritage and characterized by an irenic spirit.

We are world-changers – driven to prepare graduates who will shape and change the world through exemplary leadership in the church and throughout society.

World Class Seminary

Dear Prospective Student:

Greetings!

Choosing a seminary will change the course of your life!

If you choose Bethel Seminary, you can expect to:

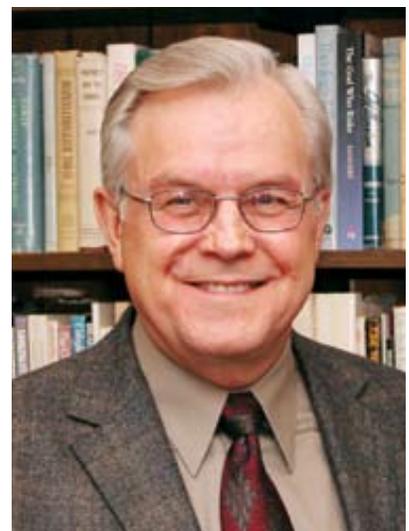
- **Connect the dots.** Faculty and staff are committed to build bridges, describe pathways, overcome barriers, and connect the truths of Bible, history, and theology *with* the disciplines that encourage spiritual and personal formation, *and integrate these with* the practice of transformational leadership.
- **Clarify how gifts, personality, and calling direct your future.**
- **Find a degree program well suited to your calling.** Bethel Seminary now offers eight different master of arts degrees, the master of divinity degree, and the doctor of ministry degree with multiple tracks in several of these programs. In addition there are certificate programs that meet special needs.
- **Understand how to relate to cultures and ethnic groups other than your own.**
- **Graduate with a sense of being well prepared academically (for post-graduate work if you choose) while deepening your spiritual life and sharpening your ministry capacities.**

Explore Bethel Seminary—throughout the United States in our multiple teaching locations, or through our leading distributed learning system, InMinistry, wherever you live. You can expect to receive the same high standard of excellence in any location or delivery system.

May God's guidance be clear as you pursue His leading,



Leland V. Eliason
Executive Director and Provost



Faculty and administration in all the regions Bethel Seminary serves commit themselves to providing every student with a compelling theological worldview, a global understanding of diverse cultures, and an integrative model of education.

Communication with Seminary Personnel

Communication with the seminary will be facilitated if correspondence and telephone calls are directed to the appropriate offices:

St. Paul Campus

Bethel Seminary	3949 Bethel Drive St. Paul, Minnesota 55112 651.638.6180
Admissions/Financial Aid	651.638.6288 or 800.255.8706 (ext. 6288)
Child Development Center	Director of Child Development Center 651.638.6147
Doctor of Ministry	Director of Doctor of Ministry Program 651.635.8083 or 800.255.8706 (ext. 8083)
Faculty and Curriculum	Executive Director and Provost 651.638.6182
Supervised Ministry and Internships	Director of Supervised Ministry 651.635.8541
Housing	Student Life Office 651.638.6165
Library	Director of Library 651.638.6183
Transcripts	Registrar 651.638.6181

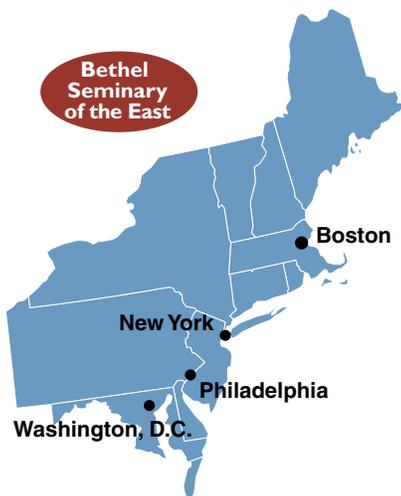
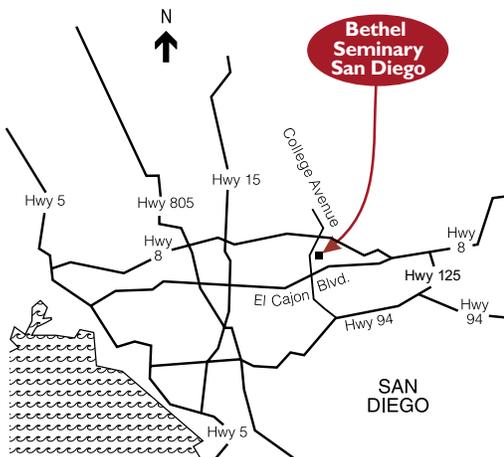
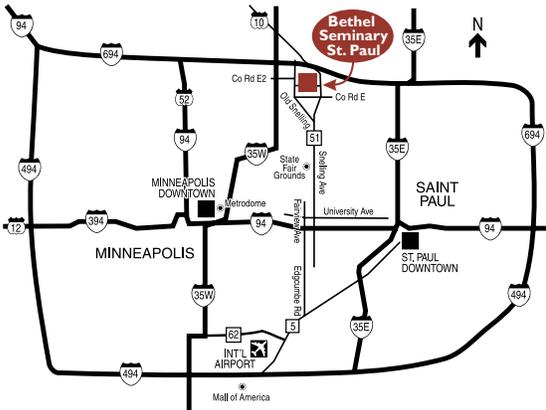
San Diego Campus

Bethel Seminary San Diego	6116 Arosa Street San Diego, California 92115 619.582.8188
Admissions/Financial Aid	Director of Admissions and Financial Aid 619.582.8188 or 800.238.4352
Supervised Ministry and Internships	Director of Supervised Ministry 619.582.8188
Transcripts	Registrar 651.638.6181

Seminary of the East Campus

Bethel Seminary of the East Administrative Offices	2325 Maryland Road, Suite 225 Willow Grove, PA 19090 215.659.1000 or 888.The.East (toll free)
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www.bethel.edu
<http://seminary.bethel.edu>



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28 Master of Arts in Community Ministry
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29 Master of Arts in Christian Thought
30 Master of Arts in Global and Contextual
Studies
30 Master of Arts in Marriage and Family Therapy
31 Master of Arts in Children's and Family Ministry
31 Master of Arts in Transformational Leadership
32 Master of Arts (Theological Studies)
32 Master of Arts (Theological Studies) with Global
and Contextual Studies Concentration
32 Master of Arts (Theological Studies) and
Master of Divinity, Modular Format (SemPM)
33 Master of Divinity
33 Master of Divinity with Concentration
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34 Master of Divinity with Concentration
in Marriage and Family Studies
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Bethel Seminary St. Paul Calendar for 2007/2008

Fall Quarter 2007

September 4-14	September School
September 7-9	Faculty Retreat
September 10-November 19	D.Min. Courses
September 19	Genesis: orientation for new students/campus program
September 22	All Seminary Retreat
September 24	Fall quarter begins, Traditional and InMinistry
October 1	Fall quarter begins, SemPM
October 10, 2 p.m.	Scholarship Awarding Ceremony
October 12	Transformational Church Initiative
October 22-November 2	InMinistry on-campus intensives (C.F.M.)
October 22-November 2	Fall Reading Weeks for on-campus programs
November 5-9	D.Min. Intensives
November 22, 23	Thanksgiving break
December 10	Last day of fall quarter

Winter Quarter 2008

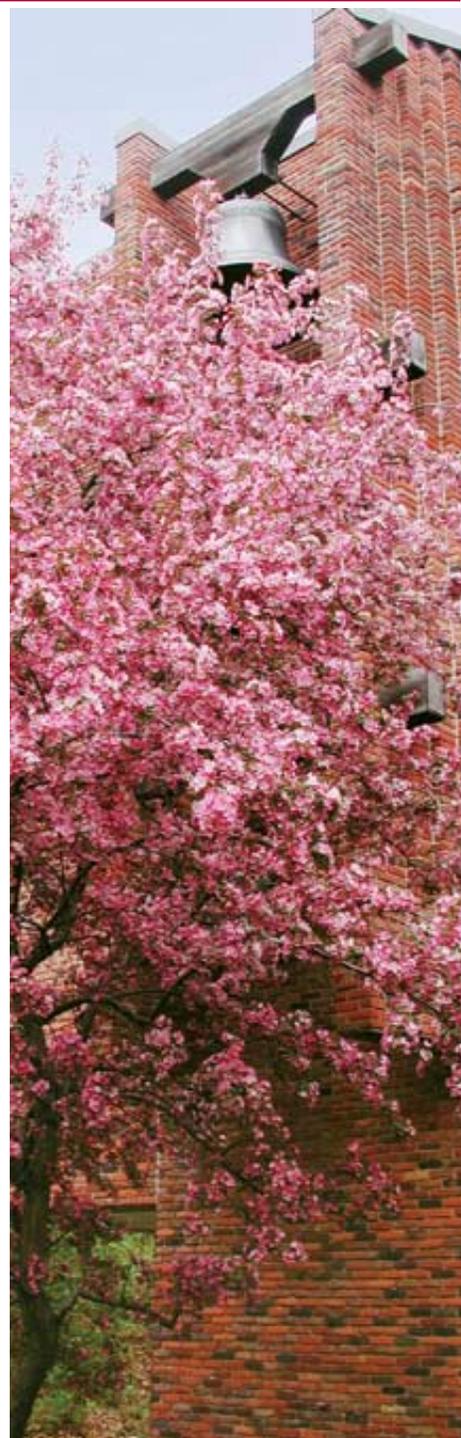
January 4, 8 a.m.	Genesis Session and registration for new day students
January 7	Winter quarter begins
January 11	Statements of Faith due for M.Div. graduating seniors
January 21	Martin Luther King Jr. Day—no classes
January 7-18	D.Min. Intensives
February 4-15	InMinistry on-campus intensives (M.Div./M.A.C.T./M.A.G.C.S.)
February 4-15	Winter Reading Weeks for on-campus programs
February 11-15	D.Min. Intensives
February 15	Statements of Faith due for M.A. graduating seniors
February 29-March 2	Seminary Faculty Retreat
March 17	Last day of winter quarter

Spring Quarter 2008

March 24	Spring quarter begins
March 24, 8 a.m.	Genesis Session and registration for new day students
April 21-May 2	InMinistry on-campus intensives (C.F.M.)
April 21-May 2	Spring Reading Weeks for on-campus programs
May 12-16	D.Min. intensives
May 21	Honors Convocation
May 26	Memorial Day—no classes
May 30	Last day of spring quarter, masters programs
May 30	Communion for graduates, families, and friends
May 31	Commencement
June 9-13	D.Min. Intensives

Summer Quarter 2008

June 16-20	June School
June 16-August 25	Summer term
July 7-25	D.Min. intensives
July 14-25	InMinistry on-campus intensives
August 11-15	D.Min. intensives
	New SemPM group (V) begins
	SemPM programs resume



Bethel Seminary San Diego Calendar for 2007/2008

Fall Quarter 2007

September 7-9	Faculty Retreat (St. Paul)
September 10-11	Faculty Work Days
September 19	Fall quarter begins
October 22-November 2	InMinistry on-campus intensives (M.A.T.L.)
October 29-November 2	Fall Reading Week
November 22, 23	Thanksgiving break
December 7	Last day of fall quarter

Winter Quarter 2008

January 7	Winter quarter begins
January 21	Martin Luther King Jr. Day—no classes
February 11-15	Winter Reading Week
February 29-March 2	Seminary Faculty Retreat
March 21	Last day of winter quarter

Spring Quarter 2008

March 31	Spring quarter begins
April 5	Good Friday—no classes
April 28-May 9	InMinistry on-campus intensives (M.A.T.L.)
May 5-9	Spring Reading Week
May 26	Memorial Day—no classes
June 13	Last day of spring quarter
June 14	Commencement

Summer 2008

June 23-August 29	Summer Term
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Bethel Seminary of the East Calendar for 2007/2008

Fall Quarter 2007

September 7-9	Faculty Retreat (St. Paul)
September 17	New Student Orientation Workshop—New York
September 18	New Student Orientation Workshop—Philadelphia
September 20	New Student Orientation Workshop—New England
September 21	New Student Orientation Workshop—Metro D.C.
September 24	New York classes begin
September 25	Philadelphia classes begin
September 27	New England classes begin
September 28	Metro D.C. classes begin
November 12-17	Fall Reading and Research Week
November 22	No classes in New England
November 23-24	No classes in Metro D.C.
December 3	New York classes end
December 4	Philadelphia classes end
December 13	New England classes end
December 14	Metro D.C. classes end

Winter Quarter 2008

December 15	New Student Orientation Workshop—New England and Metro D.C.
January 3	New England classes begin
January 4	Metro D.C. classes begin
January 5	New Student Orientation Workshop—Philadelphia and New York
January 7	New York classes begin
January 8	Philadelphia classes begin
February 18-23	Winter Reading and Research Week
February 29-March 2	Seminary Faculty Retreat
March 13	New England classes end
March 14	Metro D.C. classes end
March 17	New York classes end
March 18	Philadelphia classes end

Spring Quarter 2008

March 20	New Student Orientation Workshop—New England
March 21	New Student Orientation Workshop—Metro D.C.
March 24	New Student Orientation Workshop—New York
March 25	New Student Orientation Workshop—Philadelphia
March 27	New England classes begin
March 28	Metro D.C. classes begin
March 31	New York classes begin
April 1	Philadelphia classes begin
May 12-16	Spring Reading and Research Week—New England and Philadelphia
May 23-24	Spring Reading and Research Week (Memorial Day Weekend)—Metro D.C.
May 26	Reading and Research Week (Memorial Day)—New York
June 5	New England classes end
June 6	Metro D.C. classes end
June 9	New York classes end
June 10	Philadelphia classes end
June 21	Commencement

Summer Quarter 2008

To be determined

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Bethel Profile



BETHEL UNIVERSITY

Bethel University is a leading resource for Christian higher education with more than 5,900 students

from 34 foreign countries (and all 50 states) enrolled in undergraduate, graduate, seminary, and adult education programs. Under the university structure, Bethel Seminary continues as a world-class evangelical institution of theological education offering eight master of arts degrees, a master of divinity degree, a doctor of ministry degree, and eleven certificates. Accreditors have

praised the seminary's approach to developing whole and holy Christian leaders through three-part emphases on biblical/theological foundations, transformational leadership, and spiritual and personal formation. With locations in St. Paul, San Diego, and the eastern seaboard, as well as a model distance learning program, Bethel Seminary is breaking new ground in effective ministry training.

Vision of the Seminary



World culture is evolving rapidly. Indeed, many agree that even the rate of change is changing. These shifts mean that institutions of all kinds—business, government, church, and education—either adapt purposefully or risk obsolescence. A snapshot of our contemporary culture reveals these realities:

- People around the world and in America—including some Christians—increasingly do not believe in an ultimate truth.
- Failures of personal and moral integrity among pastors and Christian leaders are savagely damaging church communities.
- Cultural and ethnic diversity often result in divisions and strife rather than reconciliation and mutual respect.
- Leadership effectiveness is more difficult than ever to achieve.

Churches and Christian ministry agencies must therefore respond meaningfully to these realities: exponential change, capitulation to the relativity of truth, personal and spiritual brokenness, racial and ethnic barriers, and multiple demands for excellence in leadership.

At Bethel Seminary, we feel keenly the effects of these larger movements. Bethel has made intentional efforts to respond to these realities, and innovation and change continue. We're committed to educating and nurturing graduates who can respond effectively to the significant changes in contemporary world culture that are still ahead even as they engage in kingdom ministry.



Vision as the Framework for Innovation

Bethel Seminary's vision statement reflects the core values that have always impelled our work. The vision statement reads:

The passion of Bethel Seminary is to advance the gospel of Jesus Christ among all people in culturally sensitive ways. As a Spirit-empowered, biblically grounded community of learning, Bethel strives to develop and equip whole and holy persons to serve and lead so that churches and ministry agencies can become all they are called to be and do all they are called to do in the world for the glory of God.

The first sentence of this vision ties Bethel Seminary's purpose to the mission that Jesus entrusted to His church in the Great Commission. Therefore we can say, "What matters to local churches and ministry agencies matters to Bethel Seminary."

To gain clarity about what really matters, we have listened carefully to a broad spectrum of leaders from churches and ministry agencies. Feedback from major studies and focus groups (including alumni feedback) has been taken seriously. The combined populations represented in these groups include the insights of several thousand pastors and lay persons.

What are these godly Christian leaders saying about the nature of seminary education? Quite honestly, some of what we heard was hard to receive. But broad converging lines of analysis and evaluation about seminary education emerged from across North America

and around the world. As we listened, we heard a massive and growing consensus that said:

Effective ministry demands solid biblical grounding; the highest qualities of character and integrity; and significant leadership skills.

When we assessed Bethel Seminary in light of these findings, we discovered that Bethel, like most seminaries, effectively educated to meet the first of these goals (biblical grounding), but too often fell short in the others (character formation and leadership skills). We set out to change how we did seminary in order to address what was missing in seminary education.

"What matters to local churches and ministry agencies matters to Bethel Seminary."

What has happened during this process of self-examination and change has re-focused the energies of Bethel's faculty and administration. We have renewed our purpose to educate students in a holistic way for transformative leadership in God's church.

This means that the educational ethos—the corporate culture or spiritual climate of Bethel Seminary—is evolving on each campus. From top to bottom, Bethel is becoming an intentionally missional group of people who team together, straining every muscle and expending every energy to accomplish the vision to serve within churches and ministry agencies. Bethel

is becoming, at all locations, a place where people increasingly understand the truth of the gospel, grasp the contexts of diverse cultures, grow toward personal holiness and wholeness, and gain the skill and passion to lead people to transforming encounters with the Lord whom that gospel declares.

The specific ways in which this mission and vision are expressed on each campus are spelled out in the sections of this catalog that apply to each campus. The faculty and administration of all the seminary's locations are deeply committed to the mission Christ entrusted to His church as expressed in the Great Commandment and the Great Commission. Due to size and cultural contexts, specific emphases are nuanced somewhat differently on each campus. However, these differences occur in the context of ongoing, frequent communication among the faculties and administrations of all campuses.

That communication has been greatly enhanced through a compressed video linkage connecting San Diego, St. Paul, and Seminary of the East. Faculty and administration have frequent real-time dialogue about crucial matters such as interviewing and selecting candidates for faculty on all campuses, curriculum design and change, and crucial issues in student formation. A shared faculty retreat each quarter greatly contributes to the closeness that the faculty feels even though separated by thousands of miles. Finally, the distinctives of the faculty and administration on each campus serve as a catalyst to deepen our understanding and commitment to the mission and vision to which we feel called.

The History of the Seminary

John Alexis Edgren founded Bethel Seminary in 1871 to respond to the need for an educated ministry among the Baptist churches being organized by Swedish immigrants. Except for a few years (1884-1888) when the seminary was first located for a year in St. Paul, Minnesota, and then in Stromsburg, Nebraska, all of its first half-century was spent as the Swedish Department of the Divinity School of the University of Chicago and its predecessor, the Baptist Union Theological Seminary.

In 1914, the churches of the Baptist General Conference assumed full support of the seminary, moving it again to St. Paul. There it was joined on one campus with Bethel Academy, a high school that had opened its doors in Minneapolis in 1905. The new name of the combined schools was Bethel Academy and Seminary of the Swedish Baptist General Conference. During the next half-century, as the immigrant churches became completely Americanized, the educational standards of the seminary were progressively raised. A high school diploma as the entrance requirement to the seminary soon gave way to a junior college education, and finally to the baccalaureate degree that is the current academic prerequisite. The seminary now offers theological education in accordance with the standards laid down by the Association of Theological Schools.

The seminary's history reveals several distinctives that contribute to the Bethel spirit. Swedish pietism left its mark on the school. The current vision seeks to keep the curriculum Bible-centered, to emphasize the building of the spiritual life, and to embody a spirit of tolerance in areas of evangelical disagreement. At the core of the program is an unwavering loyalty to the Orthodox-Reformed formulations of the Christian faith.

A fire for evangelism and missions arose in the heart of founder John Alexis Edgren, and has marked the lives of

teachers and students throughout subsequent decades. Bethel's graduates have played a significant role in the advance of the Baptist General Conference.

God blessed the seminary with teachers of scholarly attainment, some of whom achieved fame in wide circles of influence. Men of former years, like Edgren, a philologist and biblical scholar, and Carl G. Lagergren, a theologian, laid a solid foundation on which well-trained scholars of the present continue to build.

The Baptist General Conference is a small denomination when compared to the major religious bodies. Consequently, the seminary has maintained a close relationship with the churches throughout the years. A significant portion of each seminarian's education is underwritten by tithes and offerings from the conference. The school is dependent on this constituency for support in prayers and financial assistance. In turn, the seminary is committed to the ministries of the denomination.

The seminary is still mindful of its original purpose, as outlined by the founder:

The instruction will be so conducted that above all the spiritual life may gain strength, and secondly that knowledge may be gained and understanding developed.

Edgren amplified this principle by stating its intended result in the life of the graduate to:

Go forth in the Master's service with an increased faith and a deeper insight in the Christian life, and thus be the better prepared by example and teaching to lead others.

Doctrinal Position

Since the inception of Bethel Seminary, theological studies at the school have been set within the framework of historic evangelical theology, such as the reliability of the Scriptures as the authority for Christian living and church order; the depravity of humanity, necessitating divine redemption

through personal regeneration; the virgin-born Christ as the incarnate Redeemer; the vicariously atoning death of Jesus Christ; the historicity of the resurrection; and the certainty of the return of Christ.

While faculty at Bethel are encouraged to share their personal convictions when teaching essentials of the Christian faith, Bethel has maintained an atmosphere of broad tolerance for divergent views in the peripheral areas of theological interpretation.

Theological education at Bethel has never been static. Today, as in the past, the theological position of the seminary combines the continuing foundational truths of evangelicalism with the best insights of contemporary thought. While Bethel, true to its heritage, preserves its own distinctive theology, there is healthy interaction of faculty and students with the larger ecumenical world of theological discussion. (For a more explicit statement, see the appendix "An Affirmation of Our Faith.")

Administration

Bethel Seminary is governed by a board of trustees comprising no fewer than 25 and no more than 35 persons. Sixty percent are elected by the delegates to the annual meeting of the Baptist General Conference, two are representatives of the district executive ministers council of the Baptist General Conference, and additional members are appointed by the Board of Trustees subject to confirmation by the annual meeting delegates. The president of the Baptist General Conference is an ex-officio member with voting rights. The president of Bethel University is the chief executive officer of the board. Reporting directly to the president are four administrative officers responsible for major areas of campus activity: executive vice president and provost of the seminary, executive vice president and provost of the college, executive vice president for business affairs, and executive vice president for institutional advancement.

Bethel Seminary is associated with Bethel University, a leading resource for Christian higher education with students from around the world enrolled in the seminary as well as the university's College of Arts & Sciences, College of Adult & Professional Studies, and Graduate School.

Accreditation

Bethel Seminary is accredited by the Association of Theological Schools, which is the national accrediting agency for theological schools in the United States and Canada, and by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Bethel Seminary also has received accreditation to offer the full Master of Divinity and Master of Arts (Theological Studies) at all four Bethel Seminary of the East sites: Philadelphia, New England, New York City, and Metropolitan Washington, D.C. This accreditation is granted both by the Association of Theological Schools and by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Philadelphia and New England Centers of Bethel Seminary of the East are approved for Veterans Edu-

cation. Bethel Seminary of the East is an Associate Member of the Conservative Baptist Higher Education Council.

Alumni

Graduates of the seminary now number more than 3,600. Those in active service are filling important ministry roles as missionaries, pastors, teachers, administrators, chaplains, denominational servants, and directors of Christian education and youth ministries around the world.

Seminary alumni are members of the Bethel Alumni Association, which includes graduates of all schools of Bethel University and many former students who completed less than a full program. This association provides significant support for the school.

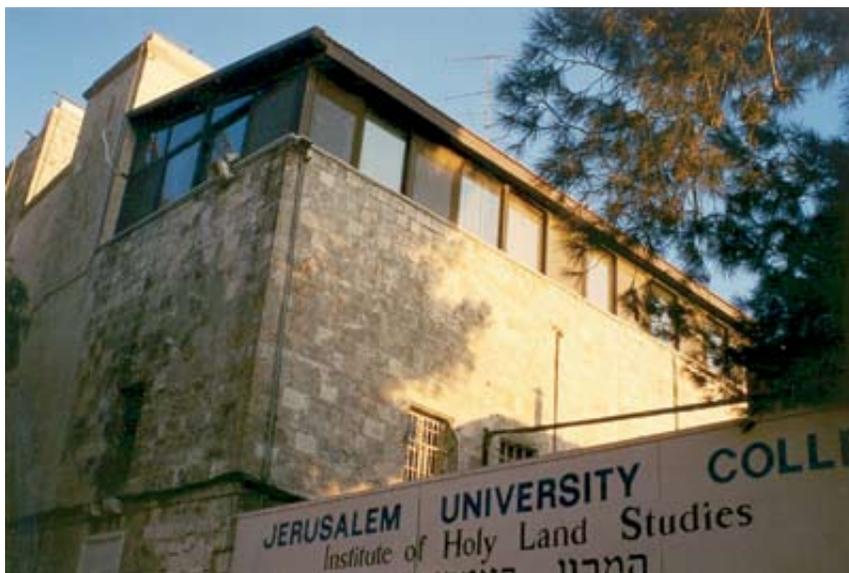
Women and Men

Bethel Seminary affirms that both women and men are created in the image of God, that they are equally recipients of the redemptive grace of God, and that the Spirit of God is conferred upon men and women alike. It also observes that the listings of spiritual gifts in Scripture make no restrictions of gender regarding recipients of those gifts.

The seminary further recognizes that there are both women and men who sense a divine calling to professional ministry. Because the seminary is not a church, it does not ordain or make the decision of who shall be ordained. In the Baptist denomination of which Bethel Seminary is a ministry, such decisions and actions are functions of the local church. Students come to us from a variety of churches, some that ordain women and some that do not.

All academic programs at Bethel Seminary will continue, as in the past, to be open to all who meet the academic, moral, and spiritual requirements for admission. No person should be required to justify his or her presence in the seminary in terms of race, gender, or age. While within evangelical Christianity, within local churches, and on the Bethel Seminary faculty, differences of opinion exist regarding the relative roles of men and women, discussions of such topics should be conducted openly and sensitively; with Christian respect for the person and convictions of others; and with primary consideration given to the teachings of the Bible, our supreme authority in matters of faith and practice.





Special Educational Opportunities

Jerusalem University College (formerly Institute of Holy Land Studies)

Students have the opportunity to supplement their seminary studies with an enriching program of studies offered abroad. Jerusalem University College offers a specialized curriculum designed to introduce students to the study of Palestine and the Near East, to provide training in the languages and literature of that area both from antiquity and the present, and to contribute to the understanding of Near Eastern cultures and peoples in ancient times, as well as its cultures and peoples today and their role in the present world scene.

The curriculum of Jerusalem University College has been designed to take advantage of the distinctive resources of study and research available in Jerusalem and throughout Israel. Historical and cultural aspects of the land are covered thoroughly in a variety of courses. These, together with geographical, archaeological, and linguistic studies, provide a unique on-the-scene exposure. This exposure is ensured through a staff of scholars and lecturers resident in the land, and therefore, best acquainted with it. The use of local Jewish and Arab expertise in some of

the classes contributes to the unique character and program of Jerusalem University College.

The major portion of the instruction is done in the English language by staff recruited from the faculties of the Hebrew University and the University of Tel Aviv. Included in the program are three weeks of archaeological and geographical field trips, together with field experience in excavation.

Further information on this program may be obtained from the Office of the Registrar at Bethel or from Jerusalem University College, 4249 E. State Street, Suite 203, Rockford, IL 61108.

Students desiring transfer credit should consult the registrar prior to enrolling in these courses.

Urban Studies

The urban studies program at Bethel Seminary includes course work and field education in cooperation with Gordon-Conwell Theological Seminary's Center for Urban Ministry Education in Boston, Mass.; the Bresee Institute of Los Angeles, Calif.; and the City Teams International Center for Urban Training in San Jose, Calif., or Philadelphia, Pa. Credit is offered by these institutions and Bethel. For further information, contact the director of supervised ministry at Bethel Seminary.

Clinical Pastoral Education

Summer or quarter programs in Clinical Pastoral Education are available for credit in various hospitals approved by the Association for Clinical Pastoral Education (see page 122 for further information). Cooperation with neighboring theological seminaries also provides opportunity for selected students to take a limited amount of course work in elective areas in other seminaries. Students may receive credit for CPE units completed prior to entering Bethel Seminary if the units were taken at an accredited CPE site and the student provides written documentation of successful completion. See page 95 for tuition and fee information.

Lifetime Education Program

Bethel Seminary graduates who enrolled after July 1, 1982, and who complete a master's degree with at least 96 credits taken at Bethel, may audit any regularly offered course or seminar (excluding SemPM and InMinistry courses) for a \$25 registration fee. Participants in the program will be assigned less work than that given to regular credit students. Courses and seminars taken under this program are not given credit toward a degree, and a maximum of five courses per year may be taken. Other conditions apply as well. The program is offered at all of Bethel Seminary's locations. InMinistry alumni may request permission to audit InMinistry courses. Instructions, cost, and application information are available online.

It is the official policy and commitment of Bethel Seminary not to discriminate on the basis of race, color, national or ethnic origin, age, gender, or disability in its educational programs, admissions, or employment practices. The president of Bethel University has designated the director of human resources as the compliance officer for the institution. Inquiries regarding compliance may be directed to: The Compliance Officer, Bethel University, 3900 Bethel Drive, St. Paul, MN 55112, 651.638.6119.

Student and Community Life

Academic Advising

Each incoming degree program student is assigned an advisor who seeks to understand the academic and vocational goals of the student, as well as his or her personal needs. Returning students are assigned advisors according to their concentrations. Students are encouraged to attend all of the group advisee/advisor meetings planned during the year.

Community Worship Opportunities

There are a variety of community worship opportunities available to students at each of our campuses. Please refer to your individual campus section for details on community life gatherings, small group prayer and Bible studies, and more.

Photo by Greg Schneider

Counseling

At registration all degree students are assigned to faculty advisors who assist students in planning their programs of study. They also will become acquainted with the students in order

“... a time is coming and has now come when the true worshipers will worship the Father in spirit and truth, for they are the kind of worshipers the Father seeks. God is spirit, and his worshipers must worship in spirit and in truth.”

John 4:23-24

to counsel them on a personal basis as needs arise. Students are encouraged to seek interviews with the provost and faculty members at any time.

Evaluation of Student Progress

Because of the seriousness of seminary education, all incoming students, including transfer students, are accepted on a provisional basis. In St. Paul, students are evaluated in a variety of formal and informal ways, including supervised ministry assessments and interpersonal communications both inside and outside the classroom. Students are also given an opportunity to report on their thinking and experience in relation to seminary academic work, participation in community life, supervised ministry, growth in life as servants of God, and progress toward their ultimate ministry goals.



The recommendations that come from the faculty and staff are received and acted upon by the Student Development Committee. Students who are failing to make adequate progress in areas of development and/or formation may be placed on probation and required to follow a developmental plan in order to continue in their degree program. Students will be notified if they are being placed on probation or if their continuance in a degree program is in question.

Multiculturalism at Bethel

Bethel strives to create an environment that welcomes students from diverse ethnic and cultural backgrounds. Each student of color who attends Bethel further diversifies and enriches the seminary community. Bethel's Dean of Multicultural Affairs and multicultural advisors are specifically interested in assisting students of color, celebrating with them, and helping them through any problems that arise.

Spiritual Life

Individuals who are called into Christian ministries are called to continuously pursue their own growth in a godly life so that their ongoing study, prayer, and experience will contribute to their being equipped to minister to others seeking Christian maturity.

Every student must examine his or her own ways of providing for this growth. It is expected that students will intentionally choose corporate and individual, inward and outward, Christian disciplines and service in which to participate on a regular basis. The particular choices will vary depending upon individual maturity in Christ, the call of God that is being responded to and developed, the church fellowship to which one belongs, and the expectations of the seminary for the development of ministering persons.

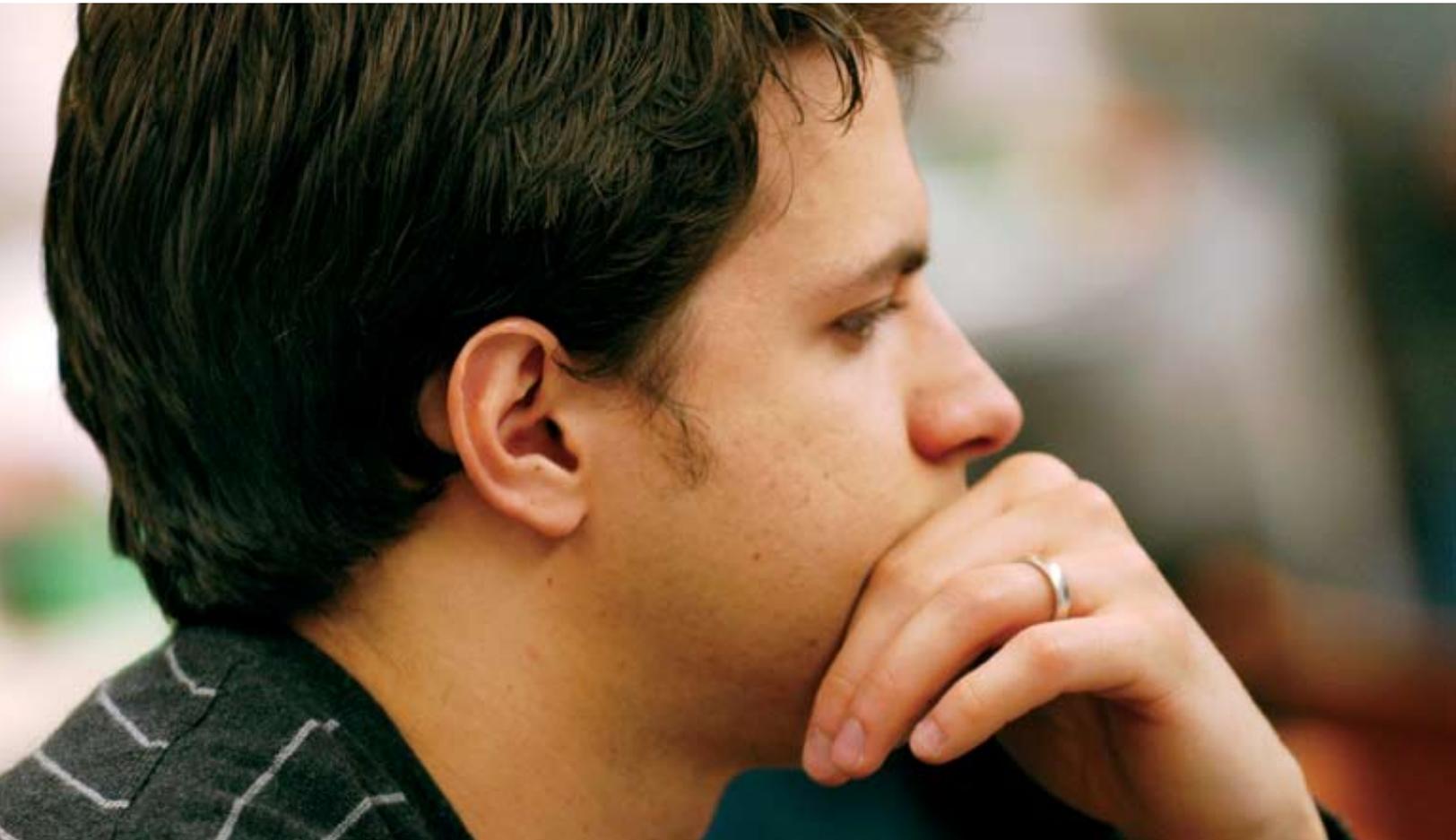
Students should reflect on the goals stated above and also on important goals of their own. They should plan, quarter by quarter, how they will attend to these priorities and seek to be accountable for their intentions.

Many opportunities are available to students for spiritual formation:

- Classes
- Community Life Gatherings with an emphasis on becoming a whole and holy community
- Chapel programs with emphases on praise and scriptural challenge
- Retreats for the whole seminary community, for couples, and for singles
- Prayer groups
- Days of prayer
- Women's organizations
- Periodic seminars (on caring, time management, stress management, finances, etc.)
- Personal one-day retreats
- Small special interest groups
- Appointments with special visitors to campus

All aspects of life at Bethel Seminary are intended to be part of the student's ongoing growth in God. Academic study and a life of prayer and service are all part of the picture. The call to be a student is a serious Christian commitment and is not less spiritual than aspects that are considered to be "devotional." It is expected that students will enter into all aspects of life at Bethel as "unto God."

Photo by Scott Strebler



Becoming Whole and Holy Persons: A Covenant for Life Together at Bethel

Bethel University is an educational community committed to integrating evangelical Christian faith with learning and life. As people created in the image of the covenant-keeping God, we covenant together to discover the mind of Christ and to become like Christ. We pursue this mission as people called by Jesus to live holy lives, according to the values, expectations, and goals of the kingdom of God. A crucial part of our mission is to develop whole and holy persons who will go into the world to serve others.

To be whole and holy means to be dedicated to God with purity of thought and action. It means that we are to serve God using the gifts and abilities that we have been given. Our community has a special calling to discover, teach, learn, and live what is true. We strive to understand the world in light of the life, death, and resurrection of Christ. This gives us a distinctive worldview, educational mission, and calling.

Our calling includes a commitment to nurture one another. We strive to elevate kingdom values over personal agendas. We attempt to measure every decision and priority in terms of our loving submission to the lordship of Christ and our commitment to one another. Christ's power within us and a clear sense of our calling gives us a joyful freedom to do God's will.

Jesus taught us that right motives and loving relationships are at the core of whole and holy living. His two greatest commands are to love God with all of our heart, soul, and mind, and to love our neighbors as ourselves.¹ These connect serving God and serving others. In grace, Scripture also gives us specific rules to guide us in living. Jesus taught that keeping these rules is an expression of love for God.² The

Bible condemns legalistic rule-keeping. It emphasizes loving relationships and pure motives in living out these rules.³

Living a Biblical Lifestyle

The Bible frequently speaks about a holy lifestyle. Such passages are found throughout the Old and New Testaments.⁴ The Bible describes character qualities and actions that should be present in the lives of believers. These include prayer, evangelism, kindness, humility, compassion, forgiveness, hospitality, personal integrity, generosity to the poor, care for the oppressed, study of God's Word, accountability to one another, recognition of the rights of others, commitment to justice, regular gathering for worship, and living in harmony.

The Bible also identifies character qualities and actions that should not be present in the lives of believers. For example: destructive anger, malice, rage, sexual immorality, impurity, lust, evil desires, greed, idolatry, slander, profanity, lying, homosexual behavior, drunkenness, thievery, and dishonesty.⁵

Special Expectations for the Bethel Community

Because of Bethel's commitment to Christ, our unique calling as an educational community, and our understanding of what it means to live in today's world, we want to state clearly some of Bethel's rules and expectations. These are based on:

- our understanding of the Bible and its importance;
- our desire to promote wellness and health in all areas: social, emotional, mental, physical, and spiritual;
- our theological and cultural heritage; and
- our understanding of our mission and calling.

We recognize that not all devout Christians share these rules and expectations. However, certain issues are important for our educational missions and our life together at Bethel. They are designed to facilitate our growth, development, and learning as a community.

We view learning and the pursuit of truth as a special calling.

- We commit ourselves to integrity, excellence, consideration of different points of view, and collegiality in all of our academic work.
- We will not tolerate plagiarism and other forms of academic dishonesty.⁶

We believe that life is sacred and people have worth because they are created in God's image.⁷

- We will value human life in all its diversity and fullness, recognizing that women and men of all races, ages, and ability levels reflect the creative genius of our Maker.
- We view racism and sexism as sinful and reflective of some of the most harmful aspects of our culture. We will abstain from discrimination based on race, ethnicity, gender, age, and disability. We will also abstain from gossip, deliberate divisiveness, and malicious humor.

We believe that our relationships should reflect our connections in the body of Christ.⁸

- We affirm mutual respect and promise keeping in relationships among students, colleagues, teachers and learners, spouses, and friends.
- We grieve the hurt and destructiveness of broken relationships, especially those involving divorce and abuse. We will strive to be a community where healing occurs.

We believe our minds and bodies should be used in God-honoring ways.⁹

- We will promote the health of our bodies, minds, and emotions.
- We will abstain from illicit or non-medical use of drugs, narcotics, and other substances. We will also abstain from use or possession of alcoholic beverages and tobacco in any form.

We view sexuality as one of God's good gifts.¹⁰

- We believe that sexual intercourse and other forms of intensely interpersonal sexual activity are reserved for monogamous, heterosexual marriage. We recognize that sexual purity involves right motives as well as right behaviors.
- We prohibit the possession and use of pornographic material. In addition, we condemn sexually exploitive or abusive behavior and sexual harassment in any form.

We value the wise stewardship of resources.¹¹

- We believe all human and natural resources are a trust from God. We value work, creative expression, and wise use of time, ability, and money. We believe in wise use of natural resources. We will use them to do God's work and to benefit God's creation.
- We prohibit gambling and vandalism. In addition we reject materialism and harmful exploitation of natural resources.

We believe that maturity calls for us to exercise discretion in our behaviors.

- We believe that God is honored by careful thinking and joyful use of our creativity and imagination. While the media and the arts can be valuable forms of recreation, our commitment to learning calls us to see them as empowering and liberating ways to understand truth and beauty.
- We believe that certain forms of leisure, entertainment, and recreation are not congruent with holy living. We will make choices that are consistent with our pursuit of holiness in activities such as theater, dance, and music, or in the use of media and technology such as film, television, radio, and computers.

At times we will need to follow the biblical mandate to sacrifice our individual liberty for the good of the community.¹² When differences arise, we will choose the course that demands greater personal restraint and self-discipline. We

will strive to resolve those differences in a gracious and just manner.

Conclusions about Community Life

Community life at Bethel should be marked by mutual encouragement, sensitivity, and consideration for others. This is particularly important when dealing with our differences. One of the special values of this community is the opportunity to learn from one another, including those within other Christian faith traditions. We celebrate our diversity as well as what we hold in common.

Living out the call to whole and holy living is challenging. No one does it perfectly. Community members who struggle to follow Bethel's lifestyle expectations and who would like help in living within them are encouraged to talk with appropriate Bethel personnel to seek help in changing.

As a community we recognize that worship, fellowship, spiritual nurture, and Christian service are all essential to our growth in holiness. As members of the Bethel community, we are expected to participate in these types of activities regularly. Chapel stands out among these opportunities because it is a unifying spiritual experience for our Christian campus. All students, faculty members, and administrative leaders are expected to attend chapel regularly. Chapel is a learning experience that is enriched by the diversity of background and worship styles within the community.

As we join the Bethel community, we accept these responsibilities and conditions of membership. We agree to live according to this document and other stated expectations as they are applied to us in the student and employee handbooks. If we find ourselves unable to honor these commitments, withdrawal may be in order. We recognize that we have an obligation to hold each other accountable to biblical standards and to the commitments we have made. Appropriate action will be taken to teach, influence, discipline, or

even dismiss those who disregard these community expectations. We will strive to have all disciplinary procedures characterized by Christian love and a redemptive spirit.

As we celebrate this covenant calling to whole and holy living, we encourage and challenge each other with these three verses.¹³

Let the peace of Christ rule in your hearts, to which indeed you were called in the one body. And be thankful. Let the word of Christ dwell in you richly; teach and admonish one another in all wisdom; and with gratitude in your hearts sing psalms, hymns, and spiritual songs to God. And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through Him.

Because of its crucial role in influencing the ethos of the school, this statement of expectations is subject to change only by action of the Board of Trustees. The board holds these standards to be binding for all who voluntarily choose to become a part of the Bethel community.

1. Matthew 22:37-40.
2. John 14:15, 21.
3. Micah 6:8; Matthew 23:23-24.
4. Examples of such passages are: Exodus 20; Proverbs 6:16-19; Matthew 5-7; Galatians 5:13-25; Ephesians 4:22-5:21; Colossians 3:1-17.
5. Colossians 3:5-8; I Corinthians 6:9-10. Employees and students will not practice, advocate, or affirm these and other biblically proscribed behaviors.
6. Exodus 20:15; Romans 13:9; I Corinthians 13:5-6; I Peter 1:22.
7. Genesis 1:27; Ephesians 4:1-7, 15-16; James 2:1-13.
8. Romans 12:3-21; I Corinthians 12:12-31; Ephesians 4.
9. Romans 12:1-2; I Corinthians 6:14-15; Ephesians 5:18; I Timothy 4:8.
10. Genesis 1:27-28, 2:24-25; Exodus 20:14; Song of Songs; Matthew 5:27-30; I Corinthians 6:15-20, 7:3-5.
11. Genesis 1:28-31.
12. Romans 14:1-23; I Corinthians 6:12, 10:23-24.
13. Colossians 3:15-17.

Program Overview

ST. PAUL, SAN DIEGO, AND
SEMINARY OF THE EAST CAMPUSES



The Curriculum

Theological studies are structured on two levels: foundational and advanced. They are designed primarily to help the student become a creative and resourceful spiritual leader. Bethel Seminary's closely integrated curriculum progresses from the foundational courses to those on the advanced level.

The foundational courses, constituting the core curriculum, seek to provide the student with a comprehensive course of study integrating all the basic elements of a given discipline.

The advanced courses build upon the foundational courses in such a way that the student progresses to deeper levels of learning experience through independent study, research, and evaluation. The advanced-level courses are intended to have significant carryover

value for the active minister who must depend on his or her own resourcefulness in study.

The obvious need for a new approach to seminary education motivated Bethel to restructure its educational resources around the concept of three centers, each charged with implementing part of the Bethel Seminary vision statement. They are: the Center for Biblical and Theological Foundations; the Center for Spiritual and Personal Formation; and the Center for Transformational Leadership. Each center addresses a critical need in the preparation of people for ministry. Together these centers—like the three strands of a cord—ensure a strong seminary producing whole and holy Christian leaders for the 21st century.

In St. Paul, Bethel's educational resources are organized into teams,

each with a center dean as its leader. The three centers are interdependent, reinforcing each other. Deans ensure that each center's team engages one facet of a student's life—promoting biblical and theological learning, enhancing spiritual and personal formation, or developing transformational leadership skills. On all campuses, the goal is to invite each student to experience significant, appropriate growth in all three areas.

Departments of Study

Courses within the curriculum are divided into nine departments. Those that constitute *classical* areas are Old Testament, New Testament, historical studies, and theological studies (including philosophy of religion). Those that constitute the *applied* areas are communications and preaching,

discipleship in community, global evangelization and contextual ministry, ministry leadership, and pastoral care (including marriage and family studies). Biblical theology courses (BT) and biblical interpretation (BI) courses are included with Old Testament and New Testament courses. Courses with SP (Spiritual and Personal Formation) and TL (Transformational Leadership) identifiers are interdisciplinary courses.

Photo by Scott Strebale



Enumeration of Courses

Each course has a three-digit number with a two- or three-letter prefix. Foundational courses are numbered in the 100 series and advanced courses, 200. The 300 series denotes courses intended for Th.M. students. The 400 series indicates post-master's, pre-doctoral courses. The 500 series indicates courses taken in the D.Min. program. Courses with a "DE" suffix are InMinistry fully-distance courses. Courses with an "M" suffix are offered in the modular format. Courses with a "C" suffix are taken with other students from the theological consortium.

The prefix indicates the department as follows:

- CP - Communications and Preaching
- CF - Children's and Family Ministry
- DC - Discipleship in Community
- GC - Global Evangelization and Contextual Ministry
- HS - Historical Studies
- MF - Marriage and Family
- ML - Ministry Leadership
- NT - New Testament
- OT - Old Testament
- PC - Pastoral Care
- PH - Philosophy of Religion
- TS - Theological Studies

Degree Programs St. Paul

- Master of Arts in Christian Education
- Master of Arts in Christian Education with Youth Ministries Concentration
- Master of Arts in Children's and Family Ministry, InMinistry Format
- Master of Arts in Christian Thought
- Master of Arts in Community Ministry Leadership
- Master of Arts in Global and Contextual Studies
- Master of Arts in Marriage and Family Therapy
- Master of Arts in Transformational Leadership, InMinistry Format
- Master of Arts (Theological Studies)
- Master of Arts (Theological Studies) with Global and Contextual Studies Concentration
- Master of Arts (Theological Studies) with Marriage and Family Studies Concentration
- Master of Divinity
- Master of Divinity with a Concentration in Marriage and Family Studies
- Master of Arts in Theological Studies and Master of Divinity, Modular Format (SemPM)
- Master of Divinity, InMinistry Format
- Certificate in Biblical Studies

- Certificate in Lay Ministry
- Certificate in Theological Studies
- Certificate in Spiritual Formation
- Certificate in Adult Development and Generativity
- Certificate in Pastoral Counseling
- Certificate in Sexuality, Wholeness, and Community
- Certificate in Chaplaincy and Crisis Response
- Certificate in Special Needs and Faith Communities
- Certificate in Community Ministry Leadership
- Post-Graduate Certificate in Marriage and Family Therapy
- Doctor of Ministry in Church Leadership
- Doctor of Ministry in Congregation and Family Care

San Diego

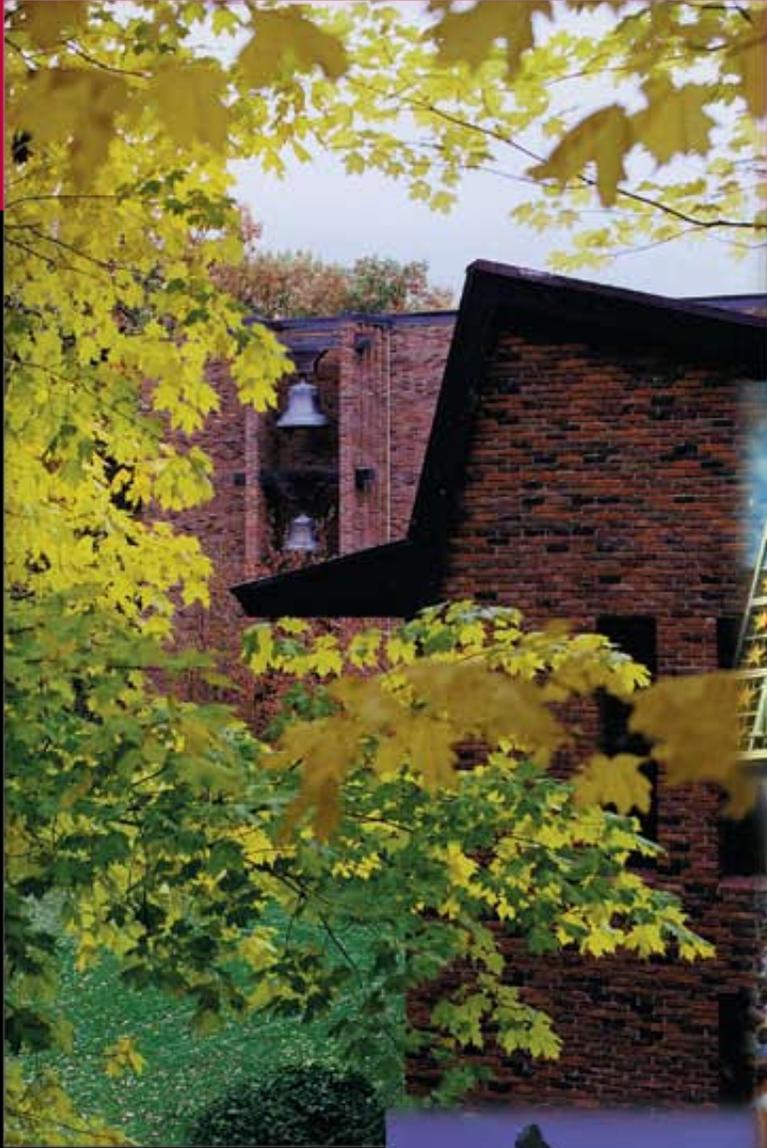
- Master of Arts in Christian Education
- Master of Arts in Marital and Family Therapy
- Master of Arts (Theological Studies)
- Master of Divinity

Seminary of the East

- Master of Divinity
- Master of Arts (Theological Studies)
- Certificate in Theological Studies

St. Paul

CAMPUS AND COMMUNITY



Vision

When the new vision statement was adopted at Bethel Seminary, the St. Paul faculty engaged this question: “How can we best accomplish this vision?” Issues of greatest concern clustered around three emphases. Bethel must offer those preparing for ministry: 1) a strong grounding in Bible, history, and theology; 2) time within the curriculum for credit devoted to character formation; and 3) more effective ways to learn the skills and wisdom of doing transformational leadership.

After an extensive evaluation and analysis, the faculty voted unanimously to restructure Bethel’s educational resources around three centers. Each center is charged with implementing part of the vision statement (included in parenthesis) for each student:

- Center for Biblical and Theological Foundations (*a Spirit-empowered, biblically grounded community of learning*)
- Center for Spiritual and Personal Formation (*develop and equip whole and holy persons*)
- Center for Transformational Leadership (*to serve and lead so that churches and ministry agencies may become all they are called to be and do all they are called to do in the world for the glory of God*)

The problem of disjointed learning experiences plagues theological education generally. The traditional division of labor between the academic disciplines fragments students’ theological education. The failure to achieve genuine integration of theoretical learning with leadership skills exacerbates this problem; the centers concept addresses precisely this fragmentation. Bethel’s leaders are focused on ensuring the integration of learning expected in each center into a holistic educational experience for each student. The activities in the three centers fundamentally interpenetrate and reinforce each other.

The three centers mean that Bethel’s educational resources are organized into three teams. Each team engages one facet of a student’s life. The goal is that student interaction with all three centers is a congruous experience leading to significant and appropriate growth in each area. Deans of the centers seek to ensure that each student grows significantly by interacting with each of the three centers.



Each center will pursue appropriate outcomes related to *being*, *thinking*, and *doing*. For instance, the Center for Biblical and Theological Foundations has as a *being* outcome a love for the Scripture. The Center for Spiritual and Personal Formation has as a *thinking* outcome the ability to express a theology of the spiritual disciplines. Academic institutions sometimes assign the conceptual and theoretical aspects of education—*thinking*—greater weight and prestige than the personal formation and skill-oriented dimensions. But in terms of ministry, all three are absolutely essential. Thus, we will ensure that each graduate has the opportunity to pursue the goals of all three centers.

The core integrative philosophy and the key visionary values embodied in the three centers concept will apply to all the delivery formats that Bethel offers. The philosophy and values are relevant as well to the San Diego and Seminary of the East campuses. Bethel Seminary San Diego will respond uniquely to the opportunities and challenges indigenous to the diverse cultures of Southern California and the Pacific Rim, as will Bethel Seminary of the East to the many people groups populating the Northeast Corridor.

Implementing this vision in St. Paul has required both calendar and curricular changes. For example, the section of the catalog describing the Center for Spiritual and Personal Formation explains how covenant groups have been designed to enable students to achieve spiritual and personal growth.

To the degree that the outcomes of each of the centers are realized in the lives of students, Bethel Seminary graduates will be equipped to *advance the gospel of Jesus Christ among all people in culturally sensitive ways*. The passion that both pulls and drives us to design and then offer this distinctive kind of seminary education at Bethel flows from God’s love for the world and the supreme model of contextualized ministry personified in the life and teachings of Jesus. Cultural sensitivity means leaving comfort zones—for Jesus it meant leaving the glory of heaven. It also means entering into someone else’s comfort zones—for Jesus it meant being born of Jewish heritage, yet He refused to become isolated and insulated within the walls that separated Jews from Samaritans. Cultural sensitivity therefore means that one is aware of, and critically evaluative of, the strengths and limits of one’s own cultures of origin and then wise and vigilant in overcoming the multiple barriers that hinder the clear expression of the gospel in one’s own and other cultures.



The historic Scandia Church is located on Bethel's St. Paul campus.

The challenges of preparing oneself to serve in the 21st century include those of being an adult learner and a lifelong learner. Our goal is to help establish disciplines and habits of being, thinking, and doing that will serve our graduates well for a lifetime.

Faculty

The faculty of Bethel Seminary are dedicated to the task of educating men and women for church vocations. All teaching faculty hold earned doctorates and several have pursued postdoctoral studies at leading universities. Most have served as pastors, executive pastors, associate pastors, missionaries, or have held crucial positions in ministry agencies. Their background of ministerial experience is invaluable as they

guide students in their theological studies. Faculty associates are carefully selected on the basis of their ministry expertise and teaching credentials.

Faculty continually avail themselves of opportunities for professional growth through sabbatical leaves for study, participation in professional societies, research, publication of significant scholarly books, and teaching in cross-cultural settings. These activities enrich and empower the professors' chief task: teaching. The ethos of learning seeks to create a faculty-student relationship in which the professor and the student both share in the learning experience, challenging the learner to be a creative and resourceful thinker, and providing a foundational experience of learning that will become the basis of contin-

ued growth in Christian leadership. Different personalities, educational backgrounds, and methods combine to create a varied pattern of theological instruction. Moreover, classroom instruction is combined with frequent opportunities for counseling and informal fellowship.

Bethel professors are active church people who render many services in the local church and in the wider framework of the District and General Conferences. Their responsibilities take the form of elective office, board membership, teaching, consultative service, assistance in pastoral placement, editing of Christian education materials, archival responsibility, continuing education courses for ministers, and a variety of speaking appointments.

Campus and Community Resources

Buildings and Facilities

In October 1965, Bethel Seminary St. Paul moved to its present campus in suburban Arden Hills. In September 1972, Bethel College moved to its location on the new campus. The campus is situated on 231 wooded acres with a 60-acre spring-fed lake. The seminary complex has been arranged to take advantage of the natural beauty of the site. Much study went into the design to achieve a community feeling for the purpose of encouraging faculty-student relationships that will best carry out the objectives of the school. The six buildings in the complex are all interconnected by covered walkways and glassed pavilions.

Campus Center

The setting has been designed for relaxation, dining, and fellowship where seminarians and faculty members mingle freely. The Scandinavian architecture is a reminder of Bethel's Swedish heritage. Faculty and student mailboxes and a student lounge are also located in the campus center.

The Chapel

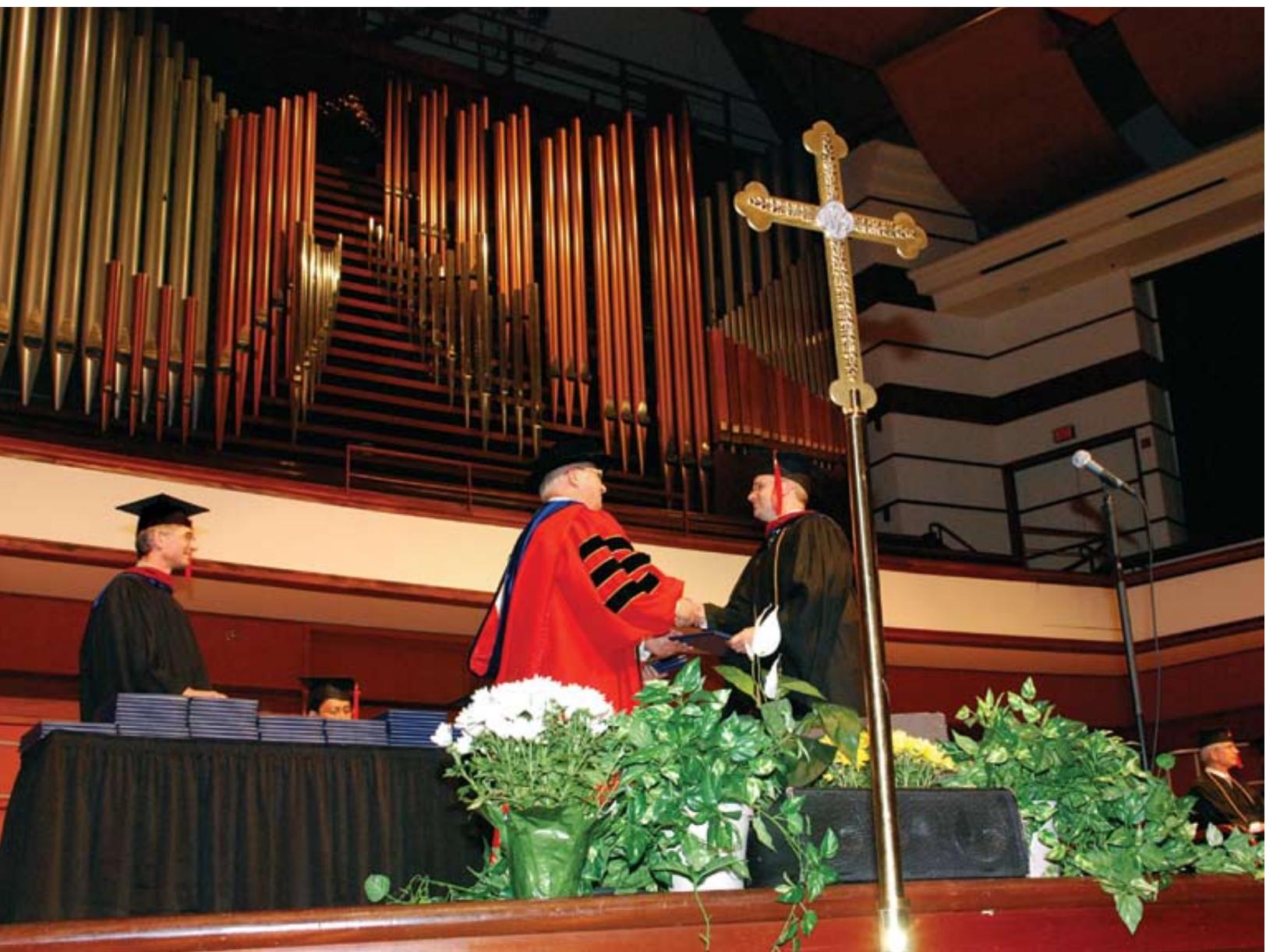
The chapel is designed to express two of the most important aspects in the life of the seminarian—the preaching of the Word and the worship of the Savior. The strength of the building in the simple but massive structure suggests the majesty and might of God and aids our experience of awe in worship. The interior focuses on three elements of our Baptist heritage—the baptistry, the pulpit, and the communion table.

A sense of fellowship and corporate worship is strengthened by the seating arrangement and the lighting.

The lower level of the chapel is designed with a large communication center and a state-of-the-art preaching laboratory for instruction and experience in preaching.

Classroom Hall

The classroom building layout lends itself well to Bethel's mode of theological pedagogy. The smaller classrooms and seminar rooms are designed to enhance learning. The same sense of intimacy is achieved in larger classrooms with elevated seating in a semicircle.



Faculty Hall

Faculty Hall is centrally located in the seminary complex and houses both the administrative and faculty offices. Traffic to and from the chapel and social center flows through the Hall, which opens to the main seminary entrance. A large skylight provides natural lighting for the spacious, friendly lobby, which opens off the thoroughfare. A balcony with faculty offices, each large enough to accommodate several students for discussion with a professor, surrounds the open shaft that extends from lobby to roof.

The Bethel Seminary Library

The Bethel Seminary Library makes every effort to effectively provide services and resources for the entire Bethel community at the St. Paul, San Diego, and Seminary of the East campuses. It strives to offer relevant, integrated, and transformational resources. To that effect, it houses print and non-print materials as well as electronic resources. The collection mainly supports the programs offered by the seminary, thus striving to be an integral part of the educational process of the institution. Due to the variety of delivery systems and campus locations, users are not confined to one place. The library serves the information needs of students and faculty throughout the United States and beyond. Additional information can be obtained by visiting the library's web page at <http://seminary.bethel.edu/library/home.htm>.

Bethel Seminary St. Paul Library is a member of CLIC (Cooperating Libraries in Consortium), MTLA (Minnesota Theological Library Association), and MINITEX Library Information Network. Daily courier service and reciprocal privileges among the previously mentioned institutions increase



the resources available. As a member of OCLC (Online Computer Library Center) the library also provides ready access to millions of materials throughout the United States and the world.

The Carl H. Lundquist Library in St. Paul consists of more than 220,000 books; about 3,000 print periodical titles (610 currently received); 2,600 electronic periodical titles; and 12,000 non-print materials. Special collections include the Nelson-Lundquist devotional books, the Klingberg Puritan Collection, the Skarstedt collection of evangelical pietism, the Bethel University archives, and the Baptist General Conference History Center.

Recreation Hall

The Recreation Hall serves many and varied needs ranging from individual and small group recreational sports to fellowship events. The facilities include a gymnasium, raquetball/handball court, weight room, and locker rooms with showers.

Student Residences

Bethel Seminary recognizes the needs of students and the varied arrangements that enhance learning. Residences for single and married students are carefully designed to provide both privacy and community life. Living in student residences is one way in which the community life can be an integral part of the educational experience for students, their spouses, and their families.

Community

Located in Arden Hills, the seminary is bordered by freeways that go directly to the heart of Minneapolis and St. Paul, and is on Highway 51, a direct route to the Midway district. This location facilitates convenient access to churches, industrial centers, and other institutions of learning, including the University of Minnesota, several liberal arts colleges, and three theological seminaries. The library resources of these educational institutions are available to seminary students, as are those of the public libraries of St. Paul and Minneapolis and the Hill Reference Library in St. Paul. The Twin Cities area also offers many opportunities for cultural enrichment.

Special Programs and Opportunities

Theological Studies After Five

The seminary recognizes the increasing number of students who must work during the day and who prefer evening classes. Classes are offered each quarter on Tuesday and Thursday evenings for both regularly enrolled students and special students who wish to take graduate courses to expand their biblical and theological knowledge. The evening school program offers students the flexible options of taking one or more courses per quarter that may or may not be used to earn a degree. Most of these courses may then be applied toward completion of a Master of Divinity degree if the M.A. degree is not taken. Students who choose to continue on toward the M.Div. degree will choose courses from the regular day schedule. The Master of Arts (Theological Studies) can be earned by taking these evening courses exclusively.

SemPM (Modular Program)

The SemPM program offers a more structured approach to earning a seminary degree. This evening school program offers individuals with busy daytime schedules the opportunity to pursue a graduate theological degree, the Master of Arts (Theological Studies), while attending class one night per week. This degree is ideally suited to those who wish to explore theological issues more deeply and to integrate the knowledge into their vocations and interests. Students in the SemPM program are enrolled in eight courses per year and are considered full-time students.

InMinistry Master of Divinity Program

The InMinistry program is designed for individuals who are already established in ministry and are eager to pursue applied graduate education, but are able to spend only limited time on the seminary campus. This program makes it possible to complete a Master of Divinity degree in five years of continuous enrollment, or one of three different master of arts degrees in three years of continuous enrollment. These degree programs incorporate two types of courses. Intensive one-week



sessions on campus are preceded by approximately three to five weeks of faculty-guided preparation using distance education methods and are followed by three to five weeks of guided application after the session. During non-intensive terms, faculty-guided distance education courses are supported by interactive technologies that allow students to learn from one another, as well as from the instructor and teaching materials.

Town and Country Ministry

As one of the five seminaries of the Minnesota Consortium of Theological Schools, Bethel participates in the Northland Ministry Partnership for Town and Country Renewal. Through this project, courses and other learning experiences are offered annually with a focus on ministry in small towns and rural areas.

Bethel Biblical Communication Initiative

Michael Binder, *Director*
Center for Transformational Leadership

In an effort to provide the best training possible to future communicators of the Gospel, Bethel Seminary St. Paul is in the process of re-envisioning how it will help prepare students to be effective preachers and communicators in the next generation. We are working to create training environments that will help students learn from the best communicators in the world and pastors who have and are building their churches through powerful biblical preaching, as well as receive ongoing mentoring opportunities with practitioners dedicated to their development. We want students to graduate with real life communication experience in ministry settings similar to those in which

they will serve. To help make this a reality, we have assembled a team of consultants who currently model and serve as world class communicators, and charge them to evaluate and reform current course offerings and experiential communications opportunities to make Bethel the place to be trained as biblically based preachers and communicators to future generations.

Statement of Purpose

At Bethel Seminary we believe that effective biblical preaching changes lives and changes the world. This belief drives us to train leaders who serve as “bridge builders,” who take the ancient, authoritative text (which never changes) and apply it in a world that is constantly changing. On the one hand, we want to do our exegesis well—we want to craft messages that are hermeneutically sound and theologically astute. On the other hand, we realize that our goal is not to inform people, but rather to transform their lives. Through our preaching and teaching we want to produce people who are fully devoted followers of Christ. We want to develop people with Christ-like convictions, Christ-like character, and Christ-like conduct. That is the challenge and privilege of being a communicator of God’s Word in the 21st century.

Key Guiding Values

- Personal Spiritual Formation
- Solid Biblical Exegesis/Hermeneutics
- Clear Structure and Communication Style
- Insightful Understanding of Audience, Context and Culture

Course offerings may be found under Program of Study, in the Center for Transformational Leadership.

The Edwin J. Omark Preaching Competition

In keeping with the seminary's theme, "The Servant of God Communicating the Word of God," Dean Emeritus Edwin J. Omark established an annual preaching scholarship competition. This is offered to encourage proficiency in biblical preaching and to develop skill in writing and delivering a sermon. The contest is open to any full-time middler or senior student. Each contestant submits an original sermon of 2,500 words to be judged by a faculty panel. The top three finalists then deliver their sermons in chapel.

Zondervan Greek Award

In an effort to inspire and reward excellence in the study of New Testament Greek, Bethel Seminary (St Paul) is partnering with Zondervan Publishing Company to offer Zondervan's Excellence in Greek Award. This award is given annually to the most outstanding student in Greek grammar and exegesis as determined by the New Testament faculty in consultation with other language instructors at the seminary. The winner will receive a prize of a Zondervan product of his or her choice, a commemorative medallion, and have his or her name engraved on a plaque displayed at the seminary library.

Alliances and Partnerships

Bethel Seminary's primary strategic partnership is with the Baptist General Conference. Bethel Seminary also works closely with the more than 50 denominations represented by our student body. In addition, we have formal and targeted strategic partnerships with the following denominations, Christian organizations, and churches:

- *The Minnesota-Wisconsin Baptist Convention of the Southern Baptist Church* has established a scholarship program with Bethel Seminary St. Paul to provide theological education to future church leaders in Minnesota and Wisconsin. As part of this program, two courses, Baptist Distinctives and Southern Baptist History, are offered at Bethel Seminary St. Paul for Southern Baptist students and other interested students.
- Bethel Seminary offers credit for six courses taught by the staff of *Young Life*.
- Bethel is affiliated with *Willow Creek Church* and students may arrange for master's degree credit in conjunction with the *Willow Creek Leadership Conference* and *Willow Creek Leadership Summit*. Please see the registrar for further details.

- Bethel Seminary will grant one year of credit for course work completed at *The Bethlehem Institute*, a ministry of *Bethlehem Baptist Church* in Minneapolis. See the registrar for information before enrolling in TBI.
- Bethel Seminary offers a Master of Arts in Christian Education with a Youth Ministries Concentration through a partnership with *Youth Leadership, Inc.*, a graduate-level youth ministry training organization (see page 28).

See the Office of the Registrar for further information on these programs.

Lectureships and Convocations

Each year the seminary brings several guest speakers to campus. Local pastors have brought expositional sermons, and missionary representatives have exposed students to the Lord's work in all parts of the world. Special lectures have addressed topics such as "Recent Developments in Theology," "Nurturing Spiritual Growth," and "The Status of Contemporary Adult Christian Education." Speakers have included Leon Morris, William Hordern, Wesley Roberts, Wesley Willis, Richard Longenecker, Robert Gundry, James Lee, Alan Millard, Edwin Yamauchi, Pablo Deiros, and Mark A. Noll.

Photo by Scott Strebbe



Adolf Olson Memorial Lectures

The Adolf Olson lectureship was established to perpetuate the memory of Professor Olson's 40-year ministry at Bethel. It is designed to bring noted theologians to the seminary for lectures in biblical and theological fields. These lectures are presented at intervals as determined by the income from the trust fund that has been established. Presenters have included John Weborg speaking on "Spirituality: Questions and Quest"; Wolfhart Pannenberg addressing the subject "Christianity, Marxism, and Liberation Theology"; and Stanley Grenz lecturing on "The Gospel and the Star Trek Generation."

Ebenezer Lectureship

The Ebenezer Lectureship was made possible by a special fund given to Bethel Seminary by the former Ebenezer Baptist Church of Duluth, Minnesota. Ray Bakke, formerly pastor of Fairfield Avenue Baptist Church in Chicago, brought the inaugural Ebenezer Lectureship, "Issues in Urban Pastoral Ministry," in April of 1978. Subsequent lecturers have included Saphir Athyal, Walter Brueggemann, Carl F. H. Henry, Howard Hendricks, Bruce Waltke, and Eugene Nida.

Photo by Scott Strebler

The Howard Carlson Memorial Lectureship in Pastoral Ministries

The Howard Carlson Lectureship was established by the family of the Reverend Howard Carlson, former executive minister of the Southwest Baptist Conference, and is designed to emphasize the practical areas of ministry, such as evangelism, discipleship, preaching, and counseling. The first Howard Carlson Lectureship was held in October 1984, and brought William E. Pannell, professor of evangelism and black studies at Fuller Theological Seminary, to address current issues in evangelism.

The Transformational Church Series

One of the best ways to infuse our seminary with the passion and ethos of churches God is using greatly is to bring their key leadership to share themselves in person. Each year, a day is set aside for the entire seminary community and area pastors and their ministry teams to hear from church leaders whose passion is to reach unchurched peoples and help them to become fully devoted followers of Christ. In October 1996, Bill Hybels and the ministry team from Willow Creek Community Church of Barrington, Illinois, present-

ed the first annual Transformational Church Series. In October 1997, the seminary hosted Erwin McManus and the ministry team from Mosaic (formerly The Church on Brady), a multiethnic ministry team from East Los Angeles. In October 1998, attendees were joined by Tony Evans and the ministry team from Oak Cliff Bible Fellowship in Dallas, Texas. In the fall of 1999, Gordon and Gail MacDonald from Grace Chapel, Lexington, Massachusetts, focused on spiritual and personal formation issues. In October 2000, the seminary hosted Henry Blackaby, revival leader and author of *Experiencing God*, who presented "A Fresh Encounter for Transformational Leaders." In October 2001, Wayne Cordeiro and the staff and ministry teams from New Hope Christian Fellowship in Hawaii presented the sixth conference in the series. The seventh event, in 2002, featured the return of Bill Hybels and the team from Willow Creek Community Church. In 2003, seminary students and local lay ministers heard from Joel C. Hunter and the team from Northland: A Church Distributed of Longwood, Florida. In 2004, the series featured Peter Scazzero and the New Life Fellowship team from Queens, New York. In 2005, Erwin McManus and the ministry team from Mosaic partnered with Bethel for a two-day event focused on "Transformed Heart, Transformed Church." And in 2006 Bethel again hosted a two-day conference featuring Pastor John Jenkins exploring the theme "Journey to Another Level."

Students who are enrolled in on-campus programs in St. Paul are required to attend the Transformational Church Series. Students in Master of Arts programs will attend a minimum of two conferences during their seminary years. Students in the Master of Divinity program will attend a minimum of three conferences during their degree program.



Degree Programs

The Master of Arts in Christian Education

The seminary confers a Master of Arts degree in Christian Education upon students who satisfactorily complete the prescribed program-related requirements. These include the completion of field education, participation in the assessment and evaluation program for two years, participation in covenant groups, the writing of a satisfactory personal statement of faith, achieving a grade point average of C (2.0) or above, financial clearance from the business office, and participation in graduation ceremonies. Graduation is not automatic when academic requirements have been met. Since the seminary aims to graduate men and women who qualify as Christian leaders, the faculty and administration will evaluate a student's qualifications in terms of spiritual, doctrinal, and professional standards as well as academic standards.

The aim of the program is to provide trained leadership for Christian educational ministries in churches, on missions fields, and in denominational offices. While the curriculum provides excellent preparation for associate roles and educational ministries in the church, it does not provide thorough pastoral training. It is not an abbreviated period of graduate study leading to a senior pastorate. A student may individualize his or her program by testing out of particular competencies.

In the context of an appreciation for the ministry of the church, the student will be expected to demonstrate ability in the following competencies:

1. to model an effective role as teacher and leader and to assist lay people to develop teaching and leadership skills;
2. to enable lay people to worship, witness, teach, minister, motivate, and apply Christian faith in life and to initiate and administer programs in these areas;
3. to communicate to, lead, motivate, manage, and administer people and programs in the discipleship ministries of the church;
4. to develop, evaluate, and administer curriculum in the church discipleship program and to serve as a resource person in the area of curriculum;
5. to function effectively in interpersonal relationships;
6. to develop specialized discipleship ministries to meet unique needs of individuals in various life stages; and
7. to function as a lifelong learner and to apply understanding of the developmental process to facilitate learning among other people.

The curriculum provides a full academic experience in the field of discipleship, yet offers a flexibility that permits some selection of courses according to the need, experience, and interest of the student. Biblical, historical, and theological studies help equip the Christian

educator for evaluating objectives, programs, and curriculum materials. The student's horizons of Christian service are broadened through classroom experiences that lead him or her to see ministry in the world. Personal attitudes and patterns of life are challenged through these encounters. The student will study under most of the teachers on the faculty.

The academic experience is broadened in other directions through the opportunity to take course work in the Graduate School of the University of Minnesota. There is also opportunity for study with students from other seminaries in the Twin Cities.

The curriculum includes supervised ministry experience. During the first year, the student is engaged in an initial church practicum; the second year requires local church leadership and supervisory experience.

Christian education students are involved with students in the Master of Divinity program in many classes. This provides for a healthy experience and interchange, allowing students to develop a better understanding of various ministry rolls. Students pursuing this degree will also take electives with peers who are also focusing on associate staff roles. Students working more than 20 hours a week may prefer to take three years for the program.

The Master of Arts in Christian Education with Youth Ministries Concentration

This concentration is designed for people interested in ministry to young people in a church or parachurch setting.

In addition to courses in family systems, family ministry, and congregational systems, students in the youth ministries concentration also take courses focusing on church and youth, communicating the gospel to teens, pastoral care of youth, and team leadership.

Students in this concentration complete an initial practicum in student ministry, followed by a part-time internship that runs concurrently with their classroom studies.

The degree will be awarded upon the completion of the requirements for the Master of Arts in Christian Education/ Youth Ministries as stipulated on page 40.

The Master of Arts in Community Ministry Leadership

Those looking to develop a theological worldview and practical skills in professional ministry for an urban church and/or agency setting may seek the Master of Arts in Community Ministry

Leadership degree. This program is designed to prepare students for leadership roles for a wide range of ministry initiatives for urban and community outreach. Students are introduced to contemporary approaches that are supported by best practices research and that continue to afford the church an opportunity to demonstrate the love of God while building relationships that lead to effective witness for His kingdom's sake. This program helps students develop innovative approaches and strategies for effective ministry while also equipping them with an adequate understanding of how the church can address human needs from a theological perspective.

Contemporary urban and community ministry is multifaceted and entails reaching many audiences through multiple means or forms of ministry for a single purpose. Complex urban issues are currently addressed through sophisticated forms of ministry including community and economic development, community organizing, youth outreach, church planting, mission agency relief, disaster relief, business ventures, and housing development. Although each approach to ministry development requires some measure of specialized training and knowledge, the approaches overlap to some extent. Therefore, this program equips students to be change agents with theoretical grounding as a foundation plus

specialized transferable skills to meet the demands for a holistic approach in an urban community context.

The Master of Arts in Community Ministry Leadership is appropriate for those seeking to be proficient in ministry development and who plan to work in an urban church-based or mission agency context. Students are expected to have the ability to do the following:

1. assess and address holistic and developmental needs of individuals, families, youth, and children in an urban context;
2. identify and evaluate the explicit and implicit theological and theoretical components of Christian ministry and its appropriateness;
3. apply community organizing and development principles for community building and comprehensive ministry initiatives in an urban context;
4. facilitate church and community level strategic program planning and implementation for transformational ministry;
5. articulate a practical theology of ministry that communicates Christian values and the role of faith and spirituality in public ministry;
6. develop essential features for management and mobilization of an effective faith-based organization for Christian ministry.

The seminary confers a Master of Arts degree in Community Ministry Leadership upon students who satisfactorily complete the prescribed program-related requirements. These include the completion of course requirements, participation in the assessment and evaluation program, the writing of a satisfactory personal statement of faith, achieving a grade point average of C (2.0) or above, financial clearance from the business office, and participation in graduation ceremonies. Graduation is not automatic when academic requirements have been met. Since the seminary aims to graduate men and women who qualify as Christian leaders, the faculty and administration will evaluate a student's qualifications in terms of spiritual, doctrinal, and professional standards as well as academic standards.



Photo by Tana Barty

The Master of Arts in Christian Thought

Those looking for a systemic understanding of the Christian worldview may choose the Master of Arts in Christian Thought. The heart of this degree program is significant work in philosophy of religion. The program integrates this with related study in theology and Bible to enhance the study of philosophy. The class work in this program addresses worldview issues from a distinctively Christian point of view. It will include opportunities to study both with resident faculty and with outstanding visiting scholars.

An important goal of this program is to equip students for ministries where clear communication of the Christian worldview is essential. Graduates may choose professional or lay work in evangelism/discipleship, or teach-

ing in churches in student or campus ministry or other parachurch contexts. This program can also prepare exceptional students for doctoral study in philosophical theology or a related area. Students who plan to pursue doctoral work in theology, especially with the intention of teaching in evangelical contexts, are strongly urged to study the biblical languages. (See the program director to discuss options.)

The seminary confers a Master of Arts degree in Christian Thought upon students who satisfactorily complete the prescribed program-related requirements. These include the completion of course requirements, participation in the assessment and evaluation program, participation in covenant groups, the writing of a satisfactory personal statement of faith, achieving a grade point average of C (2.0) or above, financial

clearance from the business office, and participation in graduation ceremonies. Graduation is not automatic when academic requirements have been met. Since the seminary aims to graduate men and women who qualify as Christian leaders, the faculty and administration will evaluate a student's qualifications in terms of spiritual, doctrinal, and professional standards as well as academic standards. (This degree is offered through the St. Paul residential program and the InMinistry program.)

Photo by Scott Strebbe



The Master of Arts in Global and Contextual Studies

The Master of Arts in Global and Contextual Studies (M.A.G.C.S.) builds upon an appropriate undergraduate degree and integrates insights from the other disciplines at Bethel Seminary. The program introduces students to the biblical, theological, historical, cultural/contextual, and strategic foundations for an informed and effective communication of the Christian message across cultures, whether overseas or among the growing ethnic populations within the United States. Students may enroll in either the traditional or the InMinistry version of the program.

Traditional M.A.G.C.S. students are required to complete a ministry practicum (supervised ministry experience) with an approved mentor (a minimum of one term of study) within a cross-cultural environment, either with an approved overseas partner or in a domestic environment with relevant opportunities for cross-cultural ministry in the U.S. Partners can be churches with significant cross-cultural ministries in the U.S.; mission agencies or field missionaries working among specific people groups or urban centers overseas; overseas seminaries; or overseas churches and national church leaders who target specific people groups

or who have diversified or specialized urban ministries among multiple ethnic groups.

The InMinistry M.A.G.C.S. requires students to complete at least one intensive (or two courses) in an approved international context, and allows the option of completing as many as one-half of the normal on-campus intensives (or six intensive courses) at approved international extension sites. The remaining six intensives are offered at St. Paul, San Diego, or Bethel Seminary of the East locations.

The M.A.G.C.S. enhances the development of practical ministry skills related to the following key issues:

1. a relevant theology for effective cross-cultural ministry;
2. an accurate understanding of the contemporary world and its needs;
3. an interdisciplinary perspective for planning and leading effective ministries;
4. the cultural dimensions of effective global and contextual ministry;
5. the ability to accurately exegete a cultural—especially urban—context;
6. incarnational models for effective cross-cultural ministry;
7. contextualization of the Christian message; and
8. the utilization of points of contact within other religious traditions.

The seminary confers a Master of Arts degree in Global and Contextual Studies upon students who satisfactorily complete the prescribed program-related requirements. These include the completion of course requirements, participation in the assessment and evaluation program, the writing of a satisfactory personal statement of faith, achieving a grade point average of C (2.0) or above, financial clearance from the business office, and participation in graduation ceremonies. Graduation is not automatic when academic requirements have been met. Since the seminary aims to graduate men and women who qualify as Christian leaders, the faculty and administration will evaluate a student's qualifications in terms of spiritual, doctrinal, and professional standards as well as academic standards.

The Master of Arts in Marriage and Family Therapy

The Master of Arts in Marriage and Family Therapy program is designed from the perspective of family systems for persons who would like to work with couples and families as a licensed marriage and family therapist in a variety of settings, including working as a member of a church staff as a marriage and family specialist. This degree program prepares students for doctoral studies in marriage and family if they wish to continue their education.

Quarterly formation covenants throughout the program, satisfactory completion of the practicum readiness process, a 375-hour, nine-month practicum during the second or third academic year, and completion of a senior statement of faith and integrative project are necessary for completion of the program. In addition to maintaining a cumulative grade point average of 2.0 or higher (C average), M.A.M.F.T. students are required to hold a cumulative grade point average of 3.0 or higher (B average) in their required MF courses to graduate with an M.A.M.F.T. degree from Bethel.

The seminary confers a Master of Arts in Marriage and Family Therapy de-

Photo by Scott Strebbe





gree upon students who complete the prescribed sequence of courses and the senior requirements. However, graduation is not automatic when academic requirements have been met. Since the seminary aims to graduate men and women who qualify as Christian leaders, the faculty and administration will evaluate a student's qualifications in terms of spiritual, doctrinal, and professional standards as well as academic standards. Program standards and policies are further described in the MFT Student Handbook, which is binding for all students.

Marriage and family therapy courses meet during the day on Mondays and Tuesdays, or during one-week intensives. Biblical, theological, and historical courses are taken as part of the present seminary offerings in the daytime or evening. This schedule gives both predictability and flexibility.

In addition to the regular seminary admission requirements, a student applying for this program will need: at least 18 semester hours in the social sciences (e.g., family studies, sociology, anthropology, early childhood studies, social work, psychology, etc.); one course in basic counseling skills; 100 hours of volunteer work and/or professional work experience with individuals, couples, and/or families; and an undergraduate GPA of at least 3.0.

In addition to regular seminary application materials, applicants to this program will need: two references from supervisors of volunteer and/or professional work experience; a personal profile; and a 1,500-2,000 word paper discussing personal family experience. A group interview is also required of

all qualified applicants. The application deadline is April 1.

Course work meets the academic requirements for licensure as a marriage and family therapist in most states, but additional supervised clinical practice and the taking of a licensing examination would typically be needed to obtain actual licensure.

A Master of Arts in Marital and Family Therapy is offered in San Diego. It incorporates distinctives necessary for California licensure. For further information, see pages 66 and 71.

The Master of Arts in Children's and Family Ministry

The Master of Arts in Children's and Family Ministry (offered through the InMinistry program) is designed for the emerging cadre of professionals who minister to the special needs of children and families. This program is specially designed for those ministering in churches, child evangelism organizations, Christian schools, professional organizations, and missions agencies focused on ministry to children and families. The program allows non-resident students currently serving in professional or lay volunteer ministry to complete the degree requirements through a distributed learning format, with a mixture of distance courses and on-campus intensives taught at the St. Paul campus. The 24-course sequence is accomplished in approximately 40 months.

A hallmark of this program is the link between classroom learning, peer interaction, and practical application

in the day to day ministry context of the student. This program includes 12 courses focused on biblical and theological foundations. These include hermeneutics, both Old and New Testament, systematic theology, and church history. In addition, the professional emphasis of this degree program focuses on ministry to children and families in a congregational context. Special emphasis is placed on spiritual formation in children, human development and family systems, curriculum and program development, dynamics of staffing leadership, and current trends in children's and family ministry.

The seminary confers a Master of Arts degree in Children's and Family Ministry upon students who satisfactorily complete the prescribed program-related requirements. These include the completion of course requirements, participation in the assessment and evaluation program, the writing of a satisfactory personal statement of faith, achieving a grade point average of C (2.0) or above, financial clearance from the business office, and participation in graduation ceremonies. Graduation is not automatic when academic requirements have been met. Since the seminary aims to graduate men and women who qualify as Christian leaders, the faculty and administration will evaluate a student's qualifications in terms of spiritual, doctrinal, and professional standards as well as academic standards.

The suggested sequence of courses for the Master of Arts in Children's and Family Ministry degree is listed on page 41.

The Master of Arts in Transformational Leadership

The Master of Arts in Transformational Leadership (offered through the InMinistry program) prepares emerging leaders for ministry in churches and missions organizations. The Master of Arts in Transformational Leadership is a cooperative venture between Bethel Seminary and designated partner churches or missions agencies that provide a supervised ministry site and

sponsor a student or student cohort group. This unique educational setting provides a day-to-day ministry context for study, leadership development, and ministry application. The program allows non-resident students currently serving in professional ministry to complete the degree requirements through a distributed learning format, with a mixture of distance courses, local on-site mentored leadership courses, and on-campus intensives taught at the St. Paul campus. The 24-course sequence is accomplished in approximately 36 months.

A hallmark of this program is the link between classroom learning, peer interaction among the cohort group, and practical application in the day-to-day supervised ministry context of the student. This program includes 12 courses focused on biblical and theological foundations. These include hermeneutics, both Old and New Testament, systematic theology, and church history. In addition, the professional emphasis of this degree program focuses on principles of transformational leadership, team leadership, communication and organizational leadership, and mentored leadership development.

The seminary confers a Master of Arts in Transformational Leadership upon students who satisfactorily complete the prescribed program-related requirements. These include the completion of course requirements, participation in the assessment and evaluation program, the writing of a satisfactory personal statement of faith, achieving a grade point average of C (2.0) or above, financial clearance from the business office, and participation in graduation ceremonies. Graduation is not automatic when academic requirements have been met. Since the seminary aims to graduate men and women who qualify as Christian leaders, the faculty and administration will evaluate a student's qualifications in terms of spiritual, doctrinal, and professional standards as well as academic standards (See Evaluation of Student Progress under Student and Community Life, and Developmental Probation under Academic Information and Policies.)

The suggested sequence of courses for the Master of Arts in Transformational Leadership degree is listed on page 46.

This program is offered with some cohorts meeting on the San Diego campus. See the San Diego Associate Registrar for details.

The Master of Arts (Theological Studies)

The Master of Arts (Theological Studies) is intended for persons who seek to integrate their faith and learning as committed and informed Christians and to relate their theological studies to their vocations and interests. This program is available both during the regular day program and in special evening classes. This degree is especially appropriate for:

1. persons preparing for service in world missions when their main focus is in an area such as medicine, education, agriculture, or mechanics;
2. persons choosing to serve in parachurch organizations and Christian social agencies;
3. persons planning to teach religion in an academic or other graduate setting;
3. persons pursuing further graduate work; and
4. laypersons who desire to equip themselves for more effective witness in and through their local church.

A student must declare a concentration in one of six areas: biblical studies, pastoral care, history, theology, global and contextual studies, or marriage and family studies. Three of the concentrations are available to evening students: biblical studies, pastoral care or global and contextual studies. The first four concentrations allow the student to choose electives within the respective departments. The last two are prescribed curricula. Although Greek is not required, students will want to give consideration to taking Greek for expanded skills in biblical study and interpretation.

The degree requires the completion of 96 credits, participation in the first-year self-assessment and evaluation program, participation in covenant groups,

the writing of a satisfactory personal statement of faith, achieving a grade point average of C (2.0) or above, financial clearance from the business office, and participation in graduation ceremonies. Graduation is not automatic when academic requirements have been met. Since the seminary aims to graduate men and women who qualify as Christian leaders, the faculty and administration will evaluate a student's qualifications in terms of spiritual, doctrinal, and professional standards as well as academic standards. The professional supervised ministry program is not required, and thus the seminary does not assume responsibility for placement assistance upon completion of this degree.

The Master of Arts (Theological Studies) with Global and Contextual Studies Concentration

The Master of Arts (Theological Studies) with Global and Contextual Studies concentration is intended for those who want to further the cause of world evangelism, but who will function in various roles other than those associated with preaching and the pastorate. The program provides for a sound knowledge of the Scriptures, principles of interpretation, and the ability to communicate across social and cultural boundaries. This degree requires the completion of 96 credits and the other graduation requirements for the Master of Arts degree as stipulated on page 45.

The Master of Arts (Theological Studies) and Master of Divinity, Modular Format (SemPM)

Bethel Seminary's modular approach to ministry preparation began in the fall of 1993, and has been well-received by students in the program. Two degrees are available in this format: the Master of Arts (Theological Studies) and the Master of Divinity.

The "Three Centers" philosophy at Bethel is woven into this delivery sys-

tem. Both the MA(TS) and the M.Div. degrees are grounded in biblical foundations, in transformational leadership, and in personal and spiritual formation.

The class schedules and course calendars are designed for students who need maximum flexibility. Classes meet one night per week, typically on Monday evenings. Approximately 20 hours of directed independent study are expected between class periods. This requires essentially the same amount of “involvement time” as a traditionally scheduled course. For most students, this will allow full-time employment while pursuing the degree.

The program is designed to encourage on-time completion. Approximately 25 students move through the sequence of courses together, providing the opportunity for interaction, shared insight, and mutual support. This model has been shown to have a powerful effect on student success. Students who remain continuously enrolled have full-time status throughout the program.

The M.A.(T.S.) degree requires the completion of 96 credits, participation in the self-assessment and evaluation program, the writing of a satisfactory personal statement of faith, achieving a grade point average of C (2.0) or above, financial clearance from the business office, and participation in graduation ceremonies. The M.A. program is completed in three years, and is considered to be a generalist degree.

Students wishing to pursue the M.Div. degree will take 48 credits beyond the prescribed M.A. track. All course work in the M.A. program contributes directly to the M.Div. degree (Greek track, applied generalist), but the M.A.(T.S.) will not be granted. Students who wish to pursue a specific concentration in the Master of Divinity program are advised to work with the registrar early in their programs to discuss appropriate elective courses. Students should also meet with the director of supervised ministry to develop a plan for completion of the required internships.

Students desiring to continue the M.Div. on the Monday-evening-only format can complete the degree in six quarters. However, other options are

available for the additional courses. Students may take courses during the day or evening, in modular or quarter formats, in one-week intensives, or as independent studies. (Students are limited to a maximum of three independent studies in elective areas only.) Tuition for each course will be the standard rate at the time each class is taken.

The Master of Divinity

The Master of Divinity program is designed to provide a balanced background of studies, with courses taken from each of the departments of study. The aim of the program is to guide students in a process of growth through cognitive studies, skill courses and experiences, self-assessment measures, counseling, and community life that leads to self-understanding and spiritual maturity. Such preparation should also develop an attitude that learning and growth are a lifelong process.

The M.Div. degree is designed to prepare persons for professional ministry in the church (e.g., pastor, missionary, chaplain, denominational minister, parachurch leader). It seeks to graduate people who have knowledge and experience of the Christian faith, who give evidence of emotional and spiritual maturity, who relate to others with integrity, who possess skills for ministry, and who meet the educational requirements for ordination. Specifically, it seeks to develop leaders who:

1. understand the contents of the Old and New Testaments, and have the ability to interpret the Scriptures using appropriate methods;
2. have knowledge of the history and theology of the church;
3. are able to formulate their own theological positions with awareness of past and present alternatives;
4. are committed to the evangelism and discipleship of all peoples within those peoples' own cultural contexts;
5. are sensitive to ethical problems and oppose social injustice;
6. understand and are skilled in preaching, evangelism, teaching, and counseling;
7. are able to develop, administer, and evaluate programs and ministries;

8. model the practice of prayer, worship, a servant attitude, and personal discipleship; and
9. are able to function as lifelong learners.

For graduation with a Master of Divinity degree, a student must complete a minimum of 144 credits and maintain at least a C (2.0) average. Failure to meet the deadlines indicated in the calendar will incur forfeiture of candidacy for a year. In addition, the following requirements must be met by all candidates for a degree.

1. participate in covenant groups;
2. complete supervised ministry requirements including the three-year assessment and evaluation program;
3. write a personal statement of faith acceptable to the faculty;
4. present a clearance of financial accounts; and
5. participate in graduation ceremonies unless approval has been given by the Academic Programs Assessment and Accreditation Committee to graduate *in absentia*.

However, graduation is not automatic when academic requirements have been met. Since the seminary aims to graduate qualified Christian leaders, the faculty and staff will, on an ongoing basis, evaluate a student's readiness in terms of spiritual, developmental, doctrinal, and professional standards as well as academic standards.

The Master of Divinity with a Concentration in Christian Thought

A concentration in Christian Thought serves students whose sense of leading points toward teaching, evangelism, discipleship, and apologetics within a pastoral context. In supplementing the broader ministry preparation provided by the M.Div., this concentration gives students a systemic grasp of the Christian worldview. The program may appeal to those who approach church life with a passion for reaching people with the gospel and for strengthening believers by helping them know the reasons for faith.

The M.Div. requires at least three academic years. The seminary's regular course offerings mean students may fulfill academic requirements during the regular terms. Students in this concentration will also have opportunities to study with outstanding visiting scholars in philosophy of religion during intensives scheduled in June and September.

All M.Div. students participate in internships with the department of supervised ministry. Those who sense a call to outreach or discipleship ministry using the concentration in Christian Thought may develop their internships with those ministries in view. The department of supervised ministry handles the details of this process.

The Master of Divinity with a Concentration in Marriage and Family Studies

Designed to prepare persons who wish to provide pastoral leadership, this program enables students to understand family systems, to teach, to preach, and to administer programs in ways that are sensitive to family issues and to understand systemic dynamics of congregational life.

The M.Div. portion of the program (including the Marriage and Family concentration courses) takes three academic years.

Marriage and Family courses meet during the day on Mondays and Tuesdays. Biblical, theological, historical, and applied ministry courses are taken as part of the present seminary offerings in the daytime or evening. This schedule allows both predictability and flexibility.

The Post-Graduate Certificate in Marriage and Family Therapy is designed for Master of Divinity graduates with concentrations in Marriage and Family Studies. Certificate requirements include four additional MF courses and a nine-month practicum. A separate application process is required for admission to the certificate sequence. See page 36 for additional information.

Students completing the Post-Graduate Certificate in Marriage and Family Therapy sequence meet the academic requirements for licensure as a marriage and family therapist in most states, but additional supervised clinical practice and the taking of a licensing examination would typically be needed to obtain actual licensure.

The InMinistry Master of Divinity Program

The InMinistry Master of Divinity program makes the Master of Divinity degree available to nonresident students currently serving in ministry positions. The ministry setting provides a laboratory for application of course material, as well as questions posed in the courses.

Students attend courses on campus twice a year, involving two one-week intensives during each session. Advance assignments are completed using a variety of modalities during the pre- and post-campus periods. This allows students to complete four on-campus courses a year.

Students also take two distance courses a year in their ministry settings. These courses will be mediated by the instructor through a variety of other appropriate technologies such as the internet and audio and videotapes. Students complete one ministry practicum each year. The on-campus and distance courses combined allow a student to take seven courses a year and to complete the Master of Divinity in approximately five years.

Entering students and continuing students will be together in the same classes, their ministry experience providing the common foundation. The ministry experience component of the InMinistry program takes the place of the supervised ministry component of the on-campus Master of Divinity program. Contact the Office of Admissions for information on financial aid.

Bethel Seminary, at its sole discretion, reserves the right to revise, replace, or eliminate curricula, delivery systems, or programs at any time as necessary to streamline, improve, or expand learning opportunities.

Concentrations

Men and women in vocational Christian service must be prepared to serve in a broad range of ministries. The servant of God, properly trained, will know how to teach, preach, evangelize, counsel, administrate, and relate helpfully to people. Because of the growing demand for specialization in Christian ministry, however, most students will select defined concentrations in specific vocational interests. While the core courses in the curriculum lay the foundation for a multifaceted ministry, the advanced courses include the students' concentrations. Students choose these courses in consultation with their advisors. In addition, students will also engage in required supervised internship experiences where they have the opportunity to develop and apply their growing ministry skills.

The post-core courses are selected from among all three centers. Concentrations in the Center for Biblical and Theological Foundations include the disciplines of historical studies, biblical studies (both Old Testament and New Testament), and theological studies (including philosophy of religion). Transformational Leadership concentrations include those focusing on discipleship in community, global evangelization and contextual ministry, ministry leadership, and preaching and communication. The Center for Spiritual and Personal Formation offers concentrations in pastoral care and marriage and family studies. For all concentrations, the advanced courses consist of a balance of courses from all areas.

A concentration is defined as a cluster of advanced courses beyond the core, designed intentionally for vocational specialization either in one discipline exclusively or in two or more disciplines from the same area. Students anticipating diversified ministries requiring competence in several disciplines may choose the generalist distribution. This requires a minimum of one advanced course in each discipline within the area chosen. The concentration will be noted on the students' transcripts.

In the non-concentration area, students may take courses in any of the disciplines, with the exception of Hebrew, where the cap is three courses. In addition, during the student's total program of study, there is a cap of 10 courses for any one discipline. This maximum of 10 includes both core courses and electives in the discipline.

For further information on the distribution of courses in degree programs and available concentrations, see pages 53-54.

Admission to a Discipline

The student intending to receive a concentration in a specific discipline must be pursuing course work in the Master of Divinity degree program, is expected to meet specific criteria for admission to the discipline, and must fulfill specified requirements for continuance in the discipline. A faculty advisor will provide insight and assistance in planning a degree program and concentration.

Admission to the seminary does not ensure admission to a particular discipline, and admission to the discipline does not ensure placement in that discipline. The seminary reserves the right to consider as part of admission to and continuance in a discipline those personal qualities, general health, scholastic achievement, conduct, attitude, or other standards seen as appropriately related.

Master of Divinity Language Tracks

Preaching the biblical gospel is central to Christian ministry. Therefore, Bethel's faculty believes that Master of Divinity students should learn the biblical languages. All M.Div. students are required to take a biblical language track. Students enrolled in the M.Div. in marriage and family studies are encouraged to take the Hebrew track, though they may instead choose the Greek track.

In the **Greek language track** students come to seminary with one year of college Greek completed or plans to take two quarters of Elementary Greek in the first year of study. Upon successfully passing the Greek qualifying

examination, the student registers for the New Testament 110, 111, and 112 series in which Greek exegesis is required. Students who wish to expedite their programs may choose to enroll in Greek language study prior to their first quarter of enrollment.

The **Hebrew language track** is offered for students pursuing a concentration in one of the applied areas for which Hebrew language study is preferable to Greek language study. Both elementary and intermediate courses in Hebrew are required. Exegetical methods of study will be covered in the language courses. After completing two Hebrew language courses, students will enter the Old Testament 111, 112, and 113 series.

Students desiring proficiency in both biblical languages may elect the **Greek and Hebrew language track**. Students will complete elementary Greek, pass the qualifying exam, and continue with the New Testament 100-level courses that require Greek exegesis. Hebrew language courses are taken the year after elementary Greek, and are followed by the Old Testament 100-level courses that require Hebrew exegesis.

For students in the nontraditional delivery systems (SemPM and InMinistry), a variety of accommodations have been made to allow students to pursue language study. **See the program directors for further information.**

Supervised Ministry

All Master of Divinity and Master of Arts in Christian Education students must participate in supervised ministry throughout their degree programs. See pages 40-52 for full details.

Certificate Programs

Bethel Seminary is dedicated to the training of men and women for Christian ministries. Many students will be ordained and will spend all their working time in church and related vocations. Increasingly, however, large numbers of capable and committed Christians express the need for more depth and background in knowledge and experience in order for them to serve Christ

"In our quest for the fullness of the Spirit, we have sometimes forgotten that a Spirit-filled intelligence is one of the powerful weapons for pulling down Satanic strongholds."

Richard Lovelace



Photo by Scott Strebler

more effectively in their churches and communities. They also want to understand and appreciate the dimensions of their own faith to a greater extent.

In addition, many college graduates are not certain about their future vocations. A limited course of study gives them a basis for deciding whether a church vocation might be what God desires for them.

Certificate programs include:

- The Certificate in Theological Studies
- The Certificate in Lay Ministry
- The Certificate in Biblical Studies
- The Certificate in Spiritual Formation
- The Certificate in Adult Development and Generativity
- The Certificate in Pastoral Counseling
- The Certificate in Sexuality, Wholeness, and Community
- The Certificate in Chaplaincy and Crisis Response
- The Certificate in Special Needs and Faith Communities
- The Certificate in Community Ministry Leadership
- The Post-Graduate Certificate in Marriage and Family Therapy

The Certificate in Theological Studies is awarded upon completion of 48 credits taken in any or all areas of curriculum. Only Hermeneutics is required. All other courses are selected according to student interest and need after consultation with an advisor.

The Certificate in Lay Ministry is awarded upon completion of 48 credits designed to produce understanding and skills in basic areas of the curriculum. Leadership, involvement, and outreach are stressed. A typical pattern of courses would be as follows:

BT501	Hermeneutics	4
SP505	Disciplines of Spiritual and Personal Formation.....	2
TS505	Christian Social Ethics	4
GC501	Introduction to Global & Contextual Ministries.....	4
GC505	Evangelism for Discipleship	4
	Elective in Discipleship in Community	4
	Elective in Biblical Studies	4
	Elective in Theology	4
	Other electives	18
	Total Credits.....	48

The Certificate in Biblical Studies is awarded upon completion of 24 credits. The program requires four biblical studies courses, one theology or ethics course, and one course from the applied area.

The Certificate in Spiritual Formation is awarded upon completion of 24 credits. The program requires one course each in multicultural studies and systems theory, and 4 courses in the area of concentration.

The Certificate in Adult Development and Generativity is awarded upon completion of 24 credits. The program requires one course each in multicultural studies and systems theory, and 4 courses in the area of concentration.

The Certificate in Pastoral Counseling is awarded upon completion of 24 credits. The program requires one course each in multicultural studies and systems theory, and 4 courses in the area of concentration.

The Certificate in Sexuality, Wholeness, and Community is awarded upon completion of 24 credits. The program requires one course each in multicultural studies and systems theory, and 4 courses in the area of concentration.

The Certificate in Chaplaincy and Crisis Response is awarded upon completion of 24 credits. The program requires one course each in multicultural studies and systems theory, and 4 courses in the area of concentration.

The Certificate in Special Needs and Faith Communities is awarded upon completion of 24 credits. The program requires one course each in multicultural studies and systems theory, and 4 courses in the area of concentration.

The Certificate in Community Ministry Leadership is awarded upon completion of 8 credits. The program requires four courses (two credits each) in Community Ministry Leadership, selected based on student interest and ministry demand, as determined by the program director.

Post-Graduate Certificate in Marriage and Family Therapy

The Graduate Certificate in Marriage and Family Therapy is awarded upon completion of up to 53 credits including marriage and family concentration courses, formation courses, and supervised clinical experience. This certificate is designed for professionals with master's degrees from counseling and psychological services programs or Master of Divinity graduates with concentrations in Marriage and Family Studies who desire further academic specialization in the area of marriage and family therapy. This certificate program is designed to meet the academic requirements for licensure as a marriage and family therapist in most states, but additional supervised clinical practice and the taking of a licensing examination would typically be needed to obtain actual licensure.

Certificate students would also participate in assessment and formation activities required of M.A.M.F.T. students.

MF Concentration Courses

MF501	Foundations of MF Studies	4
MF551	Families in Context: Gender, Class and Culture	4
MF561	Dynamics of Family Interaction	4
MF502	Individual Development with the Family	4
MF552	Challenges Over the Life Cycle.....	4
MF562	Individual and Family Psychopathology	4
MF503	Theories of Marriage and Family Therapy	4
MF553	Marriage and Family Assessment	4
MF563	Advanced Clinical Issues	4
MF555	Professional and Ethical Issues in MFT	2
MF654	Research Design and Evaluation in MFT	4
MF653	Diagnosis and Treatment Planning	3

Formation Courses

SP502	Disciplines of Spiritual/Personal Formation	1
SP602	Disciplines of Theological Reflection	1

Clinical Experience

Practicum Readiness Process0
 MF70x Clinical Experience I.....3
 MF70x Clinical Experience II.....3
 MF70x Clinical Experience III3

In addition to regular seminary application materials, certificate applicants need: two references from supervisors or professional work experience; a personal profile; and a 1,500-2,000 word paper discussing personal family experience. A group interview is also required of all qualified applicants. The application deadline is April 1.

The Doctor of Ministry Program

The Doctor of Ministry is the highest professional degree for ordained persons in the parish or related ministries. It is to be distinguished from other doctoral degrees such as the Th.D., S.T.D., and Ph.D. in that its primary emphasis is on the practice of ministry. The course and project work often is interdisciplinary in nature and usually involves applied exercises including library research and writing. A significant proportion of the program's requirements is to be met in the setting of the applicant's ministry rather than in residence.

Special Features

Leaders don't come "one size fits all," and neither should leadership training. The best programs are geared specifically to your needs, your goals and your ministry context. That's why Bethel Seminary has developed three unique and distinct offerings within our Doctor of Ministry degree program.

Traditional Doctor of Ministry. Bethel Seminary's traditional Doctor of Ministry program is nationally recognized, setting new standards in post-graduate theological education. It is dedicated to producing transformed, godly leaders ready for 21st century ministry and is convenient, relevant, progressive, focused and empathetic. The traditional program offers two degree tracks: church leadership and congregation and family care.

Leading from the Inside Out. The Leading from the Inside Out Doctor of Ministry program focuses not only on sharpening leadership skills, but also on developing the inner life and character of the leader, preparing you to implement that same character development with leaders in your own ministry context. The program arms you with the theory, reflection, and resources necessary to facilitate spiritual and character formation in the lives of your church leaders and help you create a comprehensive leadership formation process within your church family.

Emerging Leaders. With its revolutionary program design and innovative delivery system, Bethel Seminary's Doctor of Ministry for Emerging Leaders program challenges you to take your leadership skills to an entirely new level. Master practitioners and scholars lead five different, carefully selected cohort groups in an intensive two-year course of study. In addition, each cohort will write a leadership volume to be published as part of a five-book leadership series.

Bethel's Doctor of Ministry (D.Min.) program emphasizes four issues critical to effective and satisfying ministry studies.

Collegial Support. Bethel's program emphasizes the relational dimension of learning through colleague groups and mentorship. Clusters of students with like concentrations and ministry interests interact with and support one another through the duration of the program.

Current Technology. Bethel provides computer software and guidance, enabling each student to participate in a system that ensures rapid transfer of information between student and advisor and among students. Students are required to use a computer to participate in the D.Min. program because

of enhanced capability for research and communication.

Educational Advising. Each student develops a relationship with a Bethel faculty member or faculty associate who serves as an ongoing project advisor. Each advisor evaluates students' course project proposals and reports, thesis project proposals and reports, and can provide additional consultation as able.

Ministry Applications. Employing an approach that integrates reflection and practice, Bethel's program places learning and growth in the context of ministry. Participants consistently draw upon their studies as they design and implement their ministry projects. The program structure requires students to remain in active ministry while they pursue their education.

Publishing Project. In the Emerging Leaders Doctor of Ministry program, students will be involved in a publishing project focusing on the cohort's subject matter, which will culminate in a book being published under the name of, and edited by, the cohort's professor of record. Each student will have an opportunity to make significant contributions to the book being published.



Photo by Scott Strehle

Traditional Program

In the traditional program students are free to choose between two tracks (*Church Leadership* or *Congregation and Family Care*), as well as pursuing a more specific concentration within the track. This allows students to select up to four electives over the course of their program. Courses are offered in the summer on the St. Paul campus and in January on the San Diego campus.

The Doctor of Ministry in Church Leadership

The Doctor of Ministry in Church Leadership program is designed for pastors and ministry staff of churches as well as for those carrying leadership responsibilities in other Christian organizations. For persons in the program, it will develop personal and spiritual well-being for ministry effectiveness and satisfaction; increase capacities for understanding congregations and leading effectively in situations of change; and provide opportunity for development of understandings and skills in one or more of the major strategic areas of ministry leadership.

This program is driven by the conviction that the challenge for the 21st-century church is primarily a challenge for leadership. Whatever the roles, goals, or contexts of ministry, the ultimate questions in this dawning postmodern era will be, “What kind of leadership is needed for a renewed and revitalized church?” and “How can such leadership be developed?”

Bethel’s program blends ministry experience with future-oriented instruction to prepare persons committed to Christian ministry for leadership in the 21st century.

Earning the Doctor of Ministry in Church Leadership degree requires completion of 48 quarter credits. All persons in the program will take three required courses (18 credits): Personal Well-Being and Ministry Effectiveness; Understanding Congregational Systems; and Thesis Proposal Workshop. The remaining work in the program can be spread over a number of ministry areas

“Bethel’s D.Min. program brings first-rank Christian scholars and innovative Christian leaders on campus for . . . ongoing dialogues with students.”

Rev. David L. Frisbie,
Minneapolis inner-city
church planter

or may be focused in a concentration. Concentrations listed below can be completed in a three-year period (two weeks of residence for two of the three years; three weeks for one of the years) with all work being taken in St. Paul during July and/or San Diego during January sessions. A concentration consists of two advanced-level courses (12 credits) plus the thesis project (six credits) being focused in the area of concentration. The other 12 credits of the program consist of two additional six-credit courses, which may be taken from offerings in other ministry areas. Each course is preceded by preparatory assignments and followed by a ministry application experience.

Organizational Systems (OS) for persons wishing to focus primarily on developing their abilities to lead Christian congregations/organizations in change and in the promotion of organizational health.

Evangelism/Discipleship (ED) for persons wishing to focus primarily on developing their abilities to lead in the growth of the Christian community quantitatively through evangelism and qualitatively through the nurture of individuals and groups.

Faith Communication (FC) for persons wishing to focus primarily on developing their abilities to lead through effective preaching and teaching of the beliefs and practices of the Christian faith.

For persons not wishing to select a concentration, a Generalist (G) program may be taken. It consists of three

required courses, four electives, and a thesis project in an area of choice.

The Doctor of Ministry in Congregation and Family Care

The Doctor of Ministry in Congregation and Family Care program is designed for pastors and ministry staff of churches as well as for those carrying specific responsibilities in the areas of pastoral care and spiritual formation. Persons in the program will explore the most common spiritual, mental health, and relational issues encountered in ministry; plan appropriate strategies of care and guidance for those issues; attain insight into how their own spiritual, mental, emotional, theological, and cultural formation affects their ministries; and practice contextualization and theological reflection with regard to issues of human need and pastoral care.

Earning the Doctor of Ministry in Congregation and Family Care degree requires completion of 48 quarter credits. All persons in the program will take three required courses (18 credits): Whole and Holy: The Person of the Minister; Understanding Systems: Family and Congregation Contexts; and Thesis Proposal Workshop. The remaining work in the program can be spread over a number of ministry areas or may be focused in a concentration. Concentrations listed below can be completed in a three-year period (two weeks of residence for two of the three years; three weeks for one of the years) with all work being taken in St. Paul during July and/or San Diego during January sessions. A concentration consists of two advanced-level courses (12 credits) plus the thesis project (six credits) being focused in the area of concentration. The other 12 credits of the program consist of two additional six-credit courses, which may be taken from offerings in other ministry areas. Each course is preceded by preparatory assignments and followed by a ministry application experience.

Marriage and Family Studies (FS) for persons wishing to focus primarily on developing their skills for effective care with individuals and groups.

Pastoral Care (PC) for persons wishing to focus primarily on the care of both the pastor/leader and the community to which they minister.

Spiritual Formation (SF) for persons wishing to focus primarily on developing their own spirituality and their capacity to lead in processes designed to deepen the spirituality of individuals and groups.

For persons not wishing to select a concentration, a Generalist (G) program may be taken. It consists of three required courses, four electives, and a thesis project in an area of choice.

Leading from the Inside Out

In the Leading from the Inside Out program, students will be armed with the theory, reflection, and resources necessary to facilitate spiritual and character formation in the lives of their church leaders. This program will also equip students to pass their training along to emerging leaders in their own congregations by implementing a *Leadership Central* program in their churches. *Leadership Central* replicates the Leading from the Inside Out program at the local church level, assisting pastors in developing new leaders who are gifted and equipped for effective service in formal leadership roles.

Earning a Doctor of Ministry in the Leading from the Inside Out program requires the completion of 48 quarter credits. All persons in this program will complete seven courses, including the Thesis Proposal Workshop (Research Methodology & Design) and the completion of an acceptable dissertation.

Emerging Leaders Program

In the Emerging Leaders program students choose a cohort based on the focus of study. The students begin as a cohort and stay together for the duration of their program. There are no electives as the curriculum offerings are focused on helping students develop expertise in a specific area of study. The Emerging Leaders program also makes use of distributive learning technolo-

gies, which reduces the time required to complete the course work from three years to two years. Another unique aspect of this program is that students are exposed to a professor of record who is a proven scholar/practitioner in the subject being studied and who serves as the cohort's primary mentor.

Earning a Doctor of Ministry in the Emerging Leaders program requires the completion of 48 quarter credits. All persons in this program will complete six courses focused on the cohort subject matter as determined by the cohort professor(s), as well as the Thesis Proposal Workshop (Research Methodology and Design) and the completion of an acceptable dissertation. Two of the courses in the Emerging Leaders program will be delivered via Blackboard™, Bethel's distributive learning technology, and require no on-site classroom work.

Current cohorts scheduled to launch are posted on the seminary website

Admission to the Program

Prospective Doctor of Ministry students must apply to the program through the Bethel Seminary St. Paul campus.

Part-time visiting students from other ATS-accredited D.Min. programs may take up to two courses (12 credits, based on availability) that may be transferred into their current D.Min. programs.

Admission to the Doctor of Ministry program requires: a minimum of three years post-M.Div. in some form of professional ministry and a Master of Divinity degree or its equivalent from an accredited school, with a grade point average of 3.0 on a four-point scale. Applicants who have not completed the full equivalent of a three-year seminary degree but who have at least a two-year seminary degree may apply for provisional admission to the program. If accepted, the student must complete the equivalent work for the M.Div. degree, as well as the regular D.Min. requirements. An M.Div. equivalency is defined as a minimum of 128 graduate quarter credits, and must include Bethel's Master of Divinity

core requirements. Further information about equivalency is available from the Doctor of Ministry office, 651.635.8083.

Additional materials required with the application include: an application fee of \$50; college and graduate transcripts; a personal statement detailing the applicant's ministry experience (four to six pages); a statement of personal objectives for the D.Min. program (three to five pages); specified letters of reference; and a letter of support for your involvement in the program from the congregation and/or board of the institution in which you minister. An admission interview may be required. Complete information may be obtained through the Office of Admissions.

Persons interested in completing the program in less than the normal time may do so by transferring up to 12 quarter credits into the program. These credits may be for doctoral-level work not applied to a completed degree program at other accredited seminaries or for special pastoral or congregational development programs offered by agencies with which Bethel has formed a cooperative educational arrangement. The program's duration may also be shortened by taking additional courses in either the second or third year through the offerings on either the St. Paul or San Diego campuses.

Doctor of Ministry Candidacy

The qualifications to become a candidate for the D.Min. degree are: completion of 36 quarter hours of course work with completed projects, completion of the thesis proposal workshop, and an approved thesis project proposal. When those pieces are complete, a letter will be sent to the student informing him or her of candidacy status.

Requirements by Degree Program

Master of Arts in Christian Education

Required Courses

BT501	Hermeneutics.....	4
DC501	Discipleship in Community.....	4
GC502	Intro. to Global & Contextual Ministries.....	2
GC505	Evangelism for Discipleship.....	4
HS501	Early Church to Reformation or	
HS502	Church in the Modern World.....	4
NT501	The Gospels.....	4
NT502	Acts and Pauline Letters.....	4
OT501	Genesis - Ruth.....	4
OT502	I Samuel - Song of Songs.....	4
OT503	Isaiah - Malachi.....	4
PC501	Introduction to Pastoral Care.....	4
SP505	SPF: Foundations and Traditions.....	2
TL501	Culture and Ministry.....	4
TS501	Systematic Theology I.....	4
TS502	Systematic Theology II.....	4
TS503	Systematic Theology III.....	4
TS505	Christian Social Ethics or	
CP501	Introduction to Preaching.....	4

Concentration Courses and Electives

DC705	Personal and Ministry Development.....	4
ML513	Transformational Leadership.....	4
ML720	Congregational Systems.....	4
*4 DC Electives.....		16

*Electives can include CF622 and/or CF651

Supervised Ministry and Other Requirements

TL551	Field Education Practicum.....	0
TL552	Professional Internship.....	4
SP001	Formation Assessments.....	0
Transformational Church Series.....		0
Senior Statement of Faith.....		0

A minimum of eight courses in DC is required for the degree, including the professional internship. Students must select DC electives from at least two of the three age groups. A minimum of 96 quarter credits is required for graduation from an M.A. program. The student is responsible to meet all graduation deadlines and requirements.

Master of Arts in Christian Education/Youth Ministries

Required Courses

BT501	Hermeneutics.....	4
DC501	Discipleship in Community.....	4
GC502	Intro. to Global & Contextual Ministries.....	2
GC505	Evangelism for Discipleship.....	4
HS501	Early Church to Reformation or	
HS502	Church in the Modern World.....	4
NT501	The Gospels.....	4
NT502	Acts and Pauline Letters.....	4
OT501	Genesis - Ruth.....	4
OT502	I Samuel - Song of Songs.....	4
OT503	Isaiah - Malachi.....	4
PC501	Introduction to Pastoral Care.....	4
SP505	SPF: Foundations and Traditions.....	2
TL501	Culture and Ministry.....	4
TS501	Systematic Theology I.....	4
TS502	Systematic Theology II.....	4
TS503	Systematic Theology III.....	4
TS505	Christian Social Ethics or	
CP501	Introduction to Preaching.....	4

Concentration Courses and Electives

DC635	Foundations of Youth Leadership.....	4
DC636	Communicating the Gospel to Teens.....	4
DC661	Team Leadership.....	4
ML513	Transformational Leadership.....	4
PC710	Pastoral Care of Youth or	
PC726	Addictive and Compulsive Behaviors.....	4
PC745	Family Systems or	
PC742	Ministering to Families.....	4
DC705	Personal and Ministry Development.....	4

Supervised Ministry, Formation, and Other Requirements

TL551	Field Education Practicum.....	0
TL552	Professional Internship.....	4
SP001	Formation Assessments.....	0
Transformational Church Series.....		0
Senior Statement of Faith.....		0

A minimum of 96 quarter credits is required for graduation from an M.A. program. The student is responsible to meet all graduation deadlines and requirements.

Master of Arts in Children’s and Family Ministry—InMinistry

Required Courses

BT501	Hermeneutics	4
HS503	Church History Survey	4
NT501	The Gospels	4
NT502	Acts and Pauline Letters	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs	4
OT503	Isaiah - Malachi	4
SP500	SPF: Foundations and Traditions	4
TL501	Culture and Ministry	4
TS501	Systematic Theology I	4
TS502	Systematic Theology II	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Concentration Courses and Electives

CF501	Intro. to Children’s and Family Ministry	4
CF502	Development Across the Life Cycle	4
CF622	Advocacy for Children	4
CF651	Curriculum Development and Assessment	4
CF652	Creativity and Models of Content Delivery	4
CF661	Dynamics of Staffing and Leadership	4
CF662	Children’s and Family Ministry Admin.	4
DC/PC742	Ministering to Families	4
PC/DC745	Family Systems	4
PC713	Pastoral Care of Children & Families	4

Supervised Ministry and Other Requirements

CF551, 2	Mentored Leadership Development	4
SP001	Formation Assessments	0
TL001	Vocational Assessments	0
	Senior Statement of Faith	0

A minimum of 96 quarter credits is required for graduation from an M.A. program. The student is responsible to meet all graduation deadlines and requirements.

Master of Arts in Christian Thought

Required Courses

BT501	Hermeneutics	4
HS501	Early Church to Reformation	4
HS502	Church in the Modern World	4
NT501	The Gospels	4
NT502	Acts and Pauline Letters	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs	4
OT503	Isaiah - Malachi	4
SP500	SPF: Foundations and Traditions	4
TL501	Culture and Ministry	4
TS501	Systematic Theology I	4
TS502	Systematic Theology II	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Concentration Courses and Electives

PH606	Apologetics	4
PH744	Perspectives on Evil and Suffering	4
PH652	Logic	4
PH723	Theology and Science	4
PH654	Epistemology	4
TS605	Theology and Contemporary Culture	4
TS627 or TS626	Salvation/Christology	4
TS714	Non-Traditional Religions Movements or	
GC702	World Religions	4
	2 Electives	8

Supervised Ministry and Other Requirements

SP001	Formation Assessments	0
	Transformational Church Series	0
	Senior Statement of Faith	0

Consult the guide sheet in the registrar’s office for the suggested sequence of courses.

A minimum of 96 quarter credits is required for graduation from an M.A. program. The student is responsible to meet all graduation deadlines and requirements.

Requirements by Degree Program

Master of Arts in Christian Thought— InMinistry

Required Courses

BT501	Hermeneutics	4
HS503	Church History Survey	4
NT501	The Gospels	4
NT502	Acts and Pauline Letters	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs	4
OT503	Isaiah - Malachi	4
SP500	SPF: Foundations and Traditions	4
TS501	Diversity and Pluralism	4
TS501	Systematic Theology I	4
TS502	Systematic Theology II	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Concentration Courses and Electives

PH606	Apologetics	4
PH654	Epistemology	4
PH651	Critical Thinking	4
PH723	Theology and Science	4
PH744	Perspectives on Evil/Suffering	4
TS605	Theology and Contemporary Culture	4
Two of the following: Theology and Art, Theology and Literature, Movie Theology		8
CTL Elective		4
SPF Elective		4

Supervised Ministry and Other Requirements

ML555,6,7	Mentored Leadership Development (M.A.C.T.)	4
SP001	Formation Assessments	0
TL001	Vocational Assessments	0
Senior Statement of Faith		0

A minimum of 96 quarter credits is required for graduation from an M.A. program. The student is responsible to meet all graduation deadlines and requirements.

Master of Arts in Community Ministry Leadership

Required Courses

BT501	Hermeneutics	4
HS501	Early Church to Reformation (<i>may substitute HS502 or HS503</i>)	4
ML513	Transformational Leadership	4
NT501	The Gospels	4
NT502	Acts and Pauline Letters	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs	4
OT503	Isaiah - Malachi	4
SP500	SPF: Foundations and Traditions	4
TL501	Culture and Ministry	4
TS501	Systematic Theology I	4
TS502	Systematic Theology II	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Concentration Courses and Electives

GC603	Compassionate Urban Ministry	4
GC601	Str Cult, the Poor and Urban Ministry or	
GC650	Missions in the Global Urban Context	4
GC661	Facilitating Community Development	4
GC662	Creating Faith-Based Organizations	4
GC663	Effective Ministry Planning and Developmt	4
TS/GC664	Meth. in Practical and Contextual Theology	4
GC702	Implementing Change Strategies	4
CF, MF, or Team Leadership Elective		4
SPF Elective		4

Supervised Ministry and Other Requirements

SP001	Formation Assessments	0
ML551	Mentored Leadership Development	4
Transformational Church Series		0
Senior Statement of Faith		0

A minimum of 96 quarter credits is required for graduation from an M.A. program. The student is responsible to meet all graduation deadlines and requirements.



Requirements by Degree Program

Master of Arts in Global and Contextual Studies

Required Courses

BT501	Hermeneutics	4
GC501	Intro. to Global & Contextual Ministries	4
HS503	Church History Survey	4
ML513	Transformational Leadership	4
NT501	The Gospels	4
NT502	Acts and Pauline Letters	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs	4
OT503	Isaiah - Malachi	4
SP500	SPF: Foundations and Traditions	4
TS501	Systematic Theology I	4
TS502	Systematic Theology II	4
TS503	Systematic Theology III	4

Concentration Courses and Electives

GC610	Cross-Cultural Communication	4
GC611	Christianity in Culture	4
GC650	Missions in the Global Urban Context	4
GC651	World Religions	4
GC660	Change Agency	4
GC671	Cross-Cultural Experience	4
GC672	Cross-Cultural Church Planting	4
GC or BTF	Elective	4
SPF	Elective	4

Supervised Ministry and Other Requirements

SP001	Formation Assessments	0
GC551	Cross-Cultural Ministry Practicum I	4
GC561	Cross-Cultural Ministry Practicum II	4
	Transformational Church Series	0
	Senior Statement of Faith	0

A minimum of 96 quarter credits is required for graduation from an M.A. program. The student is responsible to meet all graduation deadlines and requirements.

Master of Arts in Global and Contextual Studies — InMinistry

Required Courses

BT501	Hermeneutics	4
GC501	Intro. to Global & Contextual Ministries	4
HS503	Church History Survey	4
ML513	Transformational Leadership	4
NT501	The Gospels	4
NT502	Acts and Pauline Letters	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs	4
OT503	Isaiah - Malachi	4
SP500	SPF: Foundations and Traditions	4
TS501	Systematic Theology I	4
TS502	Systematic Theology II	4
TS503	Systematic Theology III	4

Concentration Courses and Electives

GC610	Cross-Cultural Communication	4
GC611	Christianity in Culture	4
GC650	Missions in the Global Urban Context	4
GC651	World Religions	4
GC660	Change Agency	4
GC671	Cross-Cultural Experience	4
GC672	Cross-Cultural Church Planting	4
GC or BTF	Elective	4
SPF	Elective	4

Supervised Ministry and Other Requirements

SP001	Formation Assessments	0
GC551,2,3	Cross-Cultural Ministry Practicum I	4
GC561,2,3	Cross-Cultural Ministry Practicum II	4
	Transformational Church Series	0
	Senior Statement of Faith	0

A minimum of 96 quarter credits is required for graduation from an M.A. program. The student is responsible to meet all graduation deadlines and requirements.

Requirements by Degree Program

Master of Arts in Marriage and Family Therapy

Required Courses

BT501	Hermeneutics	4
HS501	Early Church to Reformation (<i>may substitute HS502 or HS503</i>)	4
NT501	The Gospels.....	4
NT502	Acts and Pauline Letters.....	4
OT501	Genesis - Ruth.....	4
OT502	I Samuel - Song of Songs (<i>may substitute OT503</i>)	4
SP502	Disciplines of Spiritual/Personal Formation	1
SP602	Disciplines of Theological Reflection.....	1
TS501	Systematic Theology I	4
TS502	Systematic Theology II.....	4
TS503	Systematic Theology III	4

Concentration Courses and Electives

MF501	Foundations of MF Studies.....	4
MF502	Ind. Development within the Family	4
MF503	Theories of Marriage and Family Therapy	4
MF551	Families in Context: Gender, Class, and Culture	4
MF552	Challenges over the Life Cycle.....	4
MF553	Marriage and Family Assessment	4
MF555	Professional and Ethical Issues In M.F.T.	4
MF561	Dynamics of Family Interaction	4
MF562	Individual and Family Psychopathology	4
MF563	Advanced Clinical Issues	4
MF653	Diagnosis and Treatment Planning	3
MF654	Research Design and Evaluation in M.F.T.....	4
MF751	Integration Sem.: Worldview, Ethics, Pract.....	4

Clinical Experience

Practicum Readiness Process (See Associate Director)

MF701	Clinical Experience I.....	3
MF702	Clinical Experience II	3
MF703	Clinical Experience III	3

Other Requirements

SP001	Formation Assessments	0
	Senior Statement of Faith/M.F.T. Integrative Project.....	0

A minimum of 96 quarter credits is required for graduation from an M.A. program. The student is responsible to meet all graduation deadlines and requirements.

Master of Arts (Theological Studies)

Required Courses

BT501	Hermeneutics	4
DC501	Discipleship in Community.....	4
GC502	Intro. to Global & Contextual Ministries	2
GC505	Evangelism for Discipleship.....	4
HS501	Early Church to Reformation.....	4
HS502	Church in the Modern World	4
NT501	The Gospels.....	4
NT502	Acts and Pauline Letters.....	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs	4
OT503	Isaiah - Malachi	4
SP505	SPF: Foundations and Traditions.....	2
TL501	Culture and Ministry.....	4
TS501	Systematic Theology I	4
TS502	Systematic Theology II.....	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Concentration Courses and Electives

5 Concentration Electives	20
3 Free Electives (outside the area of concentration)	12

Supervised Ministry and Other Requirements

SP001	Formation Assessments	0
	Transformational Church Series	0
	Senior Statement of Faith	0

Concentrations Available

Biblical Studies, Historical Studies, Pastoral Care, Theological Studies

A minimum of 96 quarter credits is required for graduation from an M.A. program. The student is responsible to meet all graduation deadlines and requirements.



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Requirements by Degree Program

Master of Arts (Theological Studies) with Marriage and Family Studies Concentration

Required Courses

BT501	Hermeneutics	4
DC501	Discipleship in Community	4
GC502	Intro. to Global & Contextual Ministries	2
GC505	Evangelism for Discipleship	4
HS501	Early Church to Reformation (<i>may substitute HS502 or HS503</i>)	4
NT501	The Gospels	4
NT502	Acts and Pauline Letters	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs	4
OT503	Isaiah - Malachi	4
PC500 or PC501	(per advisor)	4
SP505	SPF: Foundations and Traditions	2
TL501	Culture and Ministry	4
TS501	Systematic Theology I	4
TS502	Systematic Theology II	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Concentration Courses and Electives

MF501	Foundations of MF Studies	4
MF502	Ind. Development within the Family	4
MF551	Families in Context: Gender, Class and Culture	4
MF552	Challenges over the Life Cycle	4
MF561	Dynamics of Family Interaction	4
CTL Elective		4
BTF Elective		4
CTL or BTF Elective		4

Supervised Ministry and Other Requirements

SP001	Formation Assessments	0
	Transformational Church Series	0
	Senior Statement of Faith	0

A minimum of 96 quarter credits is required for graduation from an M.A. program. The student is responsible to meet all graduation deadlines and requirements.

Master of Arts (Theological Studies) with Global and Contextual Studies Concentration

Required Courses

BT501	Hermeneutics	4
DC501	Discipleship in Community	4
GC501	Intro. to Global & Contextual Ministries	4
GC505	Evangelism for Discipleship	4
HS501	Early Church to Reformation	4
HS502	Church in the Modern World	4
NT501	The Gospels	4
NT502	Acts and Pauline Letters	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs	4
OT503	Isaiah - Malachi	4
SP505	SPF: Foundations and Traditions	2
TL501	Culture and Ministry	4
TS501	Systematic Theology I	4
TS502	Systematic Theology II	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Concentration Courses and Electives

GC610	Cross-Cultural Communication	4
GC611	Christianity in Culture	4
GC650	Missions in the Global Urban Context	4
GC651	World Religions	4
GC660	Change Agency	4
GC672	Cross-Cultural Church Planting or	
GC733	Church Planting in Muslim Contexts	4
1 GC Elective		4
1 Free Elective (outside the area of concentration)		2

Supervised Ministry and Other Requirements

SP001	Formation Assessments	0
	Transformational Church Series	0
	Senior Statement of Faith	0

A minimum of 96 quarter credits is required for graduation from an M.A. program. Concentration electives must be taken at the advanced (600+) level. The student is responsible to meet all graduation deadlines and requirements.

Requirements by Degree Program

Master of Arts (Theological Studies)—SemPM

Required Courses

BT501	Hermeneutics	4
DC501	Discipleship in Community	4
DC746	Small Groups in the Church	4
GC501	Intro. to Global & Contextual Ministries	4
GC505	Evangelism for Discipleship	4
HS503	Church History Survey	4
ML513	Transformational Leadership	4
ML610	Communication and Org. Leadership	4
ML705	Personal/Ministry Development	4
NT501	The Gospels	4
NT502	Acts and Pauline Letters	4
NT503	Hebrews through Revelation	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs	4
OT503	Isaiah - Malachi	4
PC501	Introduction to Pastoral Care	4
SP500	SPF: Foundations and Traditions	4
TL501	Culture and Ministry	4
TS501	Systematic Theology I	4
TS502	Systematic Theology II	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4
TS794	Integrative Seminar	4

Supervised Ministry and Other Requirements

ML550	Theology and Christian Community	4
SP001	Formation Assessments	0
	Transformational Church Series	0
	Senior Statement of Faith	0

A minimum of 96 quarter credits is required for graduation from an M.A. program. The student is responsible to meet all graduation deadlines and requirements.

Master of Arts in Transformational Leadership—InMinistry

Required Courses

BT501	Hermeneutics	4
GC503	Introduction to Missions and Evangelism	4
HS503	Church History Survey	4
NT501	The Gospels	4
NT502	Acts and Pauline Letters	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs	4
OT503	Isaiah - Malachi	4
TL501	Culture and Ministry	4
TS501	Systematic Theology I	4
TS502	Systematic Theology II	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Concentration Courses and Electives

ML513	Transformational Leadership	4
ML602	Ministry Leadership Foundations	4
ML610	Communication and Org. Leadership	4
ML622	Measurement-Based Leadership	4
ML650	Self-Leadership	4
ML661	Team Leadership	4
ML792	Senior Integrative Seminar	4
TS605	Theology and Contemporary Culture	4

Ministry Experience

ML551,2,3	Mentored Leadership Development I	4
ML561,2,3	Mentored Leadership Development II	4
ML571,2,3	Mentored Leadership Development III	4

Other Requirements

SP001	Formation Assessments	0
TL001	Vocational Assessments	0
	Senior Statement of Faith	0

A minimum of 96 quarter credits is required for graduation from an M.A. program. The student is responsible to meet all graduation deadlines and requirements.



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Requirements by Degree Program

Master of Divinity— Greek/Hebrew Track

Required Courses

BT501	Hermeneutics	4
CP501	Introduction to Preaching.....	4
CP551	Preaching Practicum A & B.....	4
DC501	Discipleship in Community.....	4
GC501	Intro. to Global & Contextual Ministries.....	4
GC505	Evangelism for Discipleship.....	4
HS501	Early Church to Reformation.....	4
HS502	Church in the Modern World	4
ML513	Transformational Leadership	4
NT521	Elementary Greek I.....	4
NT522	Elementary Greek II.....	4
NT531	Intermediate Greek	4
NT551	The Gospels.....	4
NT552	Acts and Pauline Letters	4
OT521	Hebrew Language I	4
OT522	Hebrew Language II	4
OT551	Genesis - Ruth	4
OT552	I Samuel - Song of Songs.....	4
OT553	Isaiah - Malachi	4
PC501	Introduction to Pastoral Care	4
SP500	SPF: Foundations and Traditions.....	4
SP600	SPF: Self in Community.....	4
SP700	SPF: Integration Seminar	4
TL501	Culture and Ministry.....	4
TS501	Systematic Theology I.....	4
TS502	Systematic Theology II.....	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Concentration Courses and Electives 28

Supervised Ministry and Other Requirements

TL551	Field Education Practicum	0
TL552	Professional Internship	4
SP001	Formation Assessments	0
TL001	Vocational Assessments.....	0
	Transformational Church Series	0
	Senior Statement of Faith.....	0

A minimum of 144 quarter credits is required for graduation in the M.Div. program.

Master of Divinity— Greek Track

Required Courses

BT501	Hermeneutics	4
CP501	Introduction to Preaching.....	4
CP551	Preaching Practicum A & B.....	4
DC501	Discipleship in Community.....	4
GC501	Intro. to Global & Contextual Ministries.....	4
GC505	Evangelism for Discipleship.....	4
HS501	Early Church to Reformation.....	4
HS502	Church in the Modern World	4
ML513	Transformational Leadership	4
NT521	Elementary Greek I.....	4
NT522	Elementary Greek II.....	4
NT531	Intermediate Greek Grammar.....	4
NT551	The Gospels.....	4
NT552	Acts and Pauline Letters	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs.....	4
OT503	Isaiah - Malachi	4
PC501	Introduction to Pastoral Care	4
SP500	SPF: Foundations and Traditions.....	4
SP600	SPF: Self in Community.....	4
SP700	SPF: Integration Seminar	4
TL501	Culture and Ministry.....	4
TS501	Systematic Theology I.....	4
TS502	Systematic Theology II.....	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Concentration Courses and Electives 36

Supervised Ministry and Other Requirements

TL551	Field Education Practicum	0
TL552	Professional Internship	4
SP001	Formation Assessments	0
TL001	Vocational Assessments.....	0
	Transformational Church Series	0
	Senior Statement of Faith.....	0

A minimum of 144 quarter credits is required for graduation in the M.Div. program.

Requirements by Degree Program

Master of Divinity— Hebrew Track

Required Courses

BT501	Hermeneutics.....	4
CP501	Introduction to Preaching.....	4
CP551	Preaching Practicum A & B.....	4
DC501	Discipleship in Community.....	4
GC501	Intro. to Global & Contextual Ministries.....	4
GC505	Evangelism for Discipleship.....	4
HS501	Early Church to Reformation.....	4
HS502	Church in the Modern World.....	4
ML513	Transformational Leadership.....	4
NT501	The Gospels.....	4
NT502	Acts and Pauline Letters.....	4
NT503	Hebrews through Revelation.....	4
OT521	Hebrew Language I.....	4
OT522	Hebrew Language II.....	4
OT551	Genesis - Ruth.....	4
OT552	I Samuel - Song of Songs.....	4
OT553	Isaiah - Malachi.....	4
PC501	Introduction to Pastoral Care.....	4
SP500	SPF: Foundations and Traditions.....	4
SP600	SPF: Self in Community.....	4
SP700	SPF: Integration Seminar.....	4
TL501	Culture and Ministry.....	4
TS501	Systematic Theology I.....	4
TS502	Systematic Theology II.....	4
TS503	Systematic Theology III.....	4
TS505	Christian Social Ethics.....	4

Concentration Courses and Electives 36

Supervised Ministry and Other Requirements

TL551	Field Education Practicum.....	0
TL552	Professional Internship.....	4
SP001	Formation Assessments.....	0
TL001	Vocational Assessments.....	0
	Transformational Church Series.....	0
	Senior Statement of Faith.....	0

A minimum of 144 quarter credits is required for graduation in the M.Div. program. Concentration courses must be taken at the advanced level. Electives must be taken from all three centers; see individual guidesheets for further information. The student is responsible to meet all graduation deadlines and requirements.

Master of Divinity— Greek Track (SemPM Completion)

Required Courses

BT501	Hermeneutics.....	4
CP501	Introduction to Preaching.....	4
CP551	Preaching Practicum A & B.....	4
DC501	Discipleship in Community.....	4
DC746	Small Groups in the Church.....	4
GC501	Intro. to Global & Contextual Ministries.....	4
GC505	Evangelism for Discipleship.....	4
HS503	Church History Survey.....	4
HS610	American Christianity.....	4
ML513	Transformational Leadership.....	4
ML610	Communication and Org. Leadership.....	4
ML705	Personal/Ministry Development.....	4
NT521	Elementary Greek I.....	4
NT522	Elementary Greek II.....	4
NT531	Intermediate Greek Grammar.....	4
NT501	The Gospels.....	4
NT502	Acts and Pauline Letters.....	4
NT503	Hebrews through Revelation.....	4
NT641	Greek Exegesis.....	4
OT501	Genesis - Ruth.....	4
OT502	I Samuel - Song of Songs.....	4
OT503	Isaiah - Malachi.....	4
PC501	Introduction to Pastoral Care.....	4
SP500	SPF: Foundations and Traditions.....	4
SP600	SPF: Self in Community.....	4
SP700	SPF: Integration Seminar.....	4
TL501	Culture and Ministry.....	4
TS501	Systematic Theology I.....	4
TS502	Systematic Theology II.....	4
TS503	Systematic Theology III.....	4
TS505	Christian Social Ethics.....	4
TS794	Integrative Seminar.....	4
CP Elective	.....	4
GC Elective	.....	4

Supervised Ministry and Other Requirements

ML550	Theology and Christian Community.....	4
TL552	Professional Internship.....	4
SP001	Formation Assessments.....	0
TL001	Vocational Assessments.....	0
	Transformational Church Series.....	0
	Senior Statement of Faith.....	0

A minimum of 144 quarter credits is required for graduation in the M.Div. program.

Requirements by Degree Program

Master of Divinity—InMinistry Greek Track

Required Courses

BT501	Hermeneutics	4
CP501	Introduction to Preaching.....	4
CP551,2	Preaching Practicum A & B	4
DC501	Discipleship in Community.....	4
GC501	Intro. to Global & Contextual Ministries	4
GC505	Evangelism for Discipleship.....	4
HS501	Early Church to Reformation.....	4
HS502	Church in the Modern World	4
ML513	Transformational Leadership	4
NT521	Elementary Greek I	4
NT522	Elementary Greek II.....	4
NT531	Intermediate Greek Grammar.....	4
NT501	The Gospels.....	4
NT502	Acts and Pauline Letters	4
NT641	Greek Exegesis	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs.....	4
OT503	Isaiah - Malachi	4
PC501	Introduction to Pastoral Care	4
SP500	SPF: Foundations and Traditions.....	4
SP600	SPF: Self in Community.....	4
TL501	Culture and Ministry.....	4
TS501	Systematic Theology I.....	4
TS502	Systematic Theology II.....	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Emphasis Courses and Electives

Credits from Center of Emphasis	12
TS/ML/SP794 Integrative Seminar	4
Two courses from each of the other centers	16

Supervised Ministry and Other Requirements

ML581,2,3 Mentored Leadership Development I	4
ML591,2,3 Mentored Leadership Development II	4
SP001 Formation Assessments	0
TL001 Vocational Assessments.....	0
Senior Statement of Faith.....	0

A minimum of 144 quarter credits is required for graduation in the M.Div. program.

Master of Divinity—InMinistry Hebrew Track

Required Courses

BT501	Hermeneutics	4
CP501	Introduction to Preaching.....	4
CP551,2	Preaching Practicum A & B	4
DC501	Discipleship in Community.....	4
GC501	Intro. to Global & Contextual Ministries	4
GC505	Evangelism for Discipleship.....	4
HS501	Early Church to Reformation.....	4
HS502	Church in the Modern World	4
ML513	Transformational Leadership	4
NT501	The Gospels.....	4
NT502	Acts and Pauline Letters	4
NT503	Hebrews through Revelation.....	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs.....	4
OT503	Isaiah - Malachi	4
OT521	Hebrew Language I	4
OT522	Hebrew Language II	4
OT640	Hebrew Bible Readings.....	4
PC501	Introduction to Pastoral Care	4
SP500	SPF: Foundations and Traditions.....	4
SP600	SPF: Self in Community.....	4
TL501	Culture and Ministry.....	4
TS501	Systematic Theology I.....	4
TS502	Systematic Theology II.....	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Emphasis Courses and Electives

Credits from Center of Emphasis	12
TS/ML/SP794 Integrative Seminar	4
Two courses from each of the other centers	16

Supervised Ministry and Other Requirements

ML581,2,3 Mentored Leadership Development I	4
ML591,2,3 Mentored Leadership Development II	4
SP001 Formation Assessments	0
TL001 Vocational Assessments.....	0
Senior Statement of Faith.....	0

A minimum of 144 quarter credits is required for graduation in the M.Div. program.

Requirements by Degree Program

Master of Divinity—InMinistry Greek and Hebrew Track

Required Courses

BT501	Hermeneutics	4
CP501	Introduction to Preaching.....	4
CP551,2	Preaching Practicum A & B	4
DC501	Discipleship in Community.....	4
GC501	Intro. to Global & Contextual Ministries	4
GC505	Evangelism for Discipleship.....	4
HS501	Early Church to Reformation.....	4
HS502	Church in the Modern World	4
ML513	Transformational Leadership	4
NT521	Elementary Greek I	4
NT522	Elementary Greek II.....	4
NT531	Intermediate Greek Grammar.....	4
NT501	The Gospels.....	4
NT502	Acts and Pauline Letters	4
NT641	Greek Exegesis	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs.....	4
OT503	Isaiah - Malachi	4
OT521	Hebrew Language I	4
OT522	Hebrew Language II	4
OT640	Hebrew Bible Readings.....	4
PC501	Introduction to Pastoral Care	4
SP500	SPF: Foundations and Traditions.....	4
SP600	SPF: Self in Community.....	4
TL501	Culture and Ministry.....	4
TS501	Systematic Theology I.....	4
TS502	Systematic Theology II.....	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Emphasis Courses and Electives

TS794	Integrative Seminar	4
	Two courses from CTL.....	8
	Two courses from CSPF	8

Supervised Ministry and Other Requirements

ML581,2,3	Mentored Leadership Development I	4
ML591,2,3	Mentored Leadership Development II.....	4
SP001	Formation Assessments	0
TL001	Vocational Assessments.....	0
	Senior Statement of Faith.....	0

A minimum of 144 quarter credits is required for graduation in the M.Div. program.

Master of Divinity—InMinistry Greek/Children's & Family Ministry

Required Courses

BT501	Hermeneutics	4
CF501	Intro. to Children's & Family Ministry.....	4
CP501	Introduction to Preaching.....	4
CP551,2	Preaching Practicum A & B	4
GC501	Intro to Global & Contextual Ministries	4
GC505	Evangelism for Discipleship.....	4
HS503	Church History Survey	4
HS610	American Christianity.....	4
CF661	Dynamics of Staffing and Leadership.....	4
NT521	Elementary Greek I	4
NT522	Elementary Greek II.....	4
NT531	Intermediate Greek Grammar.....	4
NT501	The Gospels.....	4
NT502	Acts and Pauline Letters	4
NT641	Greek Exegesis	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs.....	4
OT503	Isaiah - Malachi	4
PC713	Pastoral Care of Children & Families.....	4
SP500	SPF: Foundations and Traditions.....	4
TL501	Culture and Ministry.....	4
TS501	Systematic Theology I.....	4
TS502	Systematic Theology II.....	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Concentration Courses and Electives

CF502	Development Across the Life Cycle	4
CF622	Advocacy for Special Needs Children and Families.....	4
CF651	Curriculum Development and Assessment	4
CF652	Creativity and Models of Content Delivery	4
DC/PC742	Ministering to Families	4
PC745	Family Systems.....	4
	Three BTF Electives	12
	Integrative Seminar (TS/TL/SP794) or BTF Elective	4

Supervised Ministry and Other Requirements

CF551,2	Mentored Leadership Development.....	4
SP001	Formation Assessments	0
TL001	Vocational Assessments.....	0
	Senior Statement of Faith.....	0

A minimum of 144 quarter credits is required for graduation in the M.Div. program.

Requirements by Degree Program

Master of Divinity—InMinistry Greek/Christian Thought

Required Courses

BT501	Hermeneutics	4
CP501	Introduction to Preaching	4
CP551,2	Preaching Practicum A & B	4
DC501	Discipleship in Community	4
GC501	Intro. to Global & Contextual Ministries	4
HS503	Church History Survey	4
HS610	American Christianity	4
ML513	Transformational Leadership	4
NT521	Elementary Greek I	4
NT522	Elementary Greek II	4
NT531	Intermediate Greek Grammar	4
NT501	The Gospels	4
NT502	Acts and Pauline Letters	4
NT641	Greek Exegesis	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs	4
OT503	Isaiah - Malachi	4
PC501	Intro. to Pastoral Care	4
PH606	Apologetics	4
SP500	SPF: Foundations and Traditions	4
SP600	SPF: Self in Community	4
TS500	Diversity and Pluralism	4
TS501	Systematic Theology I	4
TS502	Systematic Theology II	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Concentration Courses and Electives

TS605	Theology and Contemporary Culture	4
One of Theology and Art, Theology and Literature, or Theology and Cinema		
PH654 or PH723		4
PH651	Critical Thinking	4
PH744	Perspectives on Evil/Suffering	4
CTL Elective		4
SPF Elective		4
CTL or SPF Elective		4

Supervised Ministry and Other Requirements

ML555,6,7	MLD - CT	4	
ML591,2,3	Mentored Leadership Development	4	
SP001	Formation Assessments	0	
TL001	Vocational Assessments	0	
Senior Statement of Faith			0

A minimum of 144 quarter credits is required for graduation in the M.Div. program.

Master of Divinity—InMinistry Greek/Ministry Leadership

Required Courses

BT501	Hermeneutics	4
CP501	Introduction to Preaching	4
CP551,2	Preaching Practicum A & B	4
DC501	Discipleship in Community	4
GC501	Intro. to Global & Contextual Ministries	4
HS503	Church History Survey	4
HS610	American Christianity	4
ML513	Transformational Leadership	4
NT521	Elementary Greek I	4
NT522	Elementary Greek II	4
NT531	Intermediate Greek Grammar	4
NT501	The Gospels	4
NT502	Acts and Pauline Letters	4
NT641	Greek Exegesis	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs	4
OT503	Isaiah - Malachi	4
PC501	Intro to Pastoral Care	4
SP500	SPF: Foundations and Traditions	4
SP600	SPF: Self in Community	4
TL501	Culture and Ministry	4
TS501	Systematic Theology I	4
TS502	Systematic Theology II	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Concentration Courses and Electives

ML602	Ministry Leadership Foundations	4
ML610	Communication and Org. Leadership	4
ML622	Measurement Based Leadership	4
ML661	Team Leadership	4
BT/ML791	Case Studies in Transformational Leadership	4
TL794	Integrative Seminar	4
TS605	Theology and Contemporary Culture	4
GC Elective		4
SPF Elective		4

Supervised Ministry and Other Requirements

ML551,2,3 or ML581,2,3	Mentored Leadership Development	4	
ML561,2,3 or ML591,2,3	Mentored Leadership Development	4	
SP001	Formation Assessments	0	
TL001	Vocational Assessments	0	
Senior Statement of Faith			0

A minimum of 144 quarter credits is required for graduation in the M.Div. program.

Master of Divinity—InMinistry Hebrew/Ministry Leadership

Required Courses

BT501	Hermeneutics	4
CP501	Introduction to Preaching.....	4
CP551,2	Preaching Practicum A & B	4
DC501	Discipleship in Community	4
GC501	Intro. to Global & Contextual Ministries	4
HS503	Church History Survey	4
HS610	American Christianity	4
ML513	Transformational Leadership	4
NT501	The Gospels.....	4
NT502	Acts and Pauline Letters.....	4
NT503	Hebrews through Revelation.....	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs.....	4
OT503	Isaiah - Malachi	4
OT521	Hebrew Language I	4
OT522	Hebrew Language II	4
OT640	Hebrew Bible Readings.....	4
PC501	Intro. to Pastoral Care	4
SP500	SPF: Foundations and Traditions.....	4
SP600	SPF: Self in Community.....	4
TL501	Culture and Ministry.....	4
TS501	Systematic Theology I.....	4
TS502	Systematic Theology II.....	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Concentration Courses and Electives

ML602	Ministry Leadership Foundations.....	4
ML610	Communication and Org. Leadership	4
ML622	Measurement Based Leadership.....	4
ML661	Team Leadership	4
BT/ML791	Case Studies in Transformational Leadership.....	4
TL794	Integrative Seminar	4
TS605	Theology and Contemporary Culture	4
GC Elective	.....	4
SPF Elective	.....	4

Supervised Ministry and Other Requirements

ML551,2,3 or ML581,2,3		
	Mentored Leadership Development.....	4
ML561,2,3 or ML591,2,3		
	Mentored Leadership Development.....	4
SP001	Formation Assessments	0
TL001	Vocational Assessments.....	0
Senior Statement of Faith.....		0

A minimum of 144 quarter credits is required for graduation in the M.Div. program.



Photo by Scott Strebler

Description of Concentrations

Note: The concentrations listed below apply to the master of divinity degree, single language track, in the traditional delivery system. They are modified for dual language tracks.

Applied Area

Children's & Family Ministry

This concentration is currently available only in the InMinistry delivery format. Concentration courses include CF501 (in lieu of DC501), HS503 (in lieu of HS501), HS610 (in lieu of HS502), PC713 (in lieu of PC501), CF661 (in lieu of ML513), CF502, PC745, DC742, SP500, CF622, CF651, CF652, ML551,2,3, and four electives from the Center for Biblical and Theological Foundations.

Community Ministry

In this concentration, Bethel students prepare to work with populations commonly found in an urban ministry context. Any community group is considered a possible candidate for community ministry, but special attention is given to at-risk groups or groups with special needs. Concentration courses: GC603, GC661, GC662, GC663, GC702; two CTL, one BTF, one SPF.

Discipleship in Community

The Discipleship in Community concentration is provided for the student who plans to be involved with both the pastoral and educational ministries of the church. The aim of the concentration is to build skills and understanding in educational studies, integrating them with biblical, theological, and histori-

cal disciplines. A student's particular ministry call and goals will influence course selection. Areas of focus include: general discipleship, family ministries, adult ministries, youth ministries, children's ministries, women's ministries, or teaching for transformation. (Electives: Five DC, two CTL, one BTF, one SPF)

Family Ministry

The Family Ministry concentration helps students develop ministry approaches to entire families. While many graduates will serve in positions such as children's ministry, youth ministry, or associate pastorates, they are equipped to offer programs and pastoral care that focus on nurturing families throughout their various life stages. Those interested in private counseling and licensure should pursue licensure in a Marriage and Family Therapy program. (Concentration courses include: DC742, DC745, PC711; two of CF501, DC636, DC741; DC or MF elective; PC or MF elective; one BTF, one CTL)

Marriage and Family Studies

The Marriage and Family Studies concentration allows students to learn the skills both to provide pastoral leadership and to understand family systems. It teaches students to teach, preach, and administer programs in ways that are sensitive to family issues, and to understand systemic dynamics of congregational life. Concentration courses include: MF501, MF502, MF551, MF552, MF561; two SP or PC; one BTF, one CTL.

Global and Contextual Studies

Urgent concerns for world evangelization focus the Global and Contextual Studies concentration on what is necessary to develop leaders for a multicultural partnership with churches around the world. A thorough biblical and theological foundation with emphasis on cross-cultural studies is provided. The aim is developing prayerful support of missions in order to start and multiply churches to produce disciples who meet the needs of people in Christ's name. (Concentration courses include: GC610, GC611, GC650, GC660, GC672 or GC733; two CTL, one SPF, one BTF)

Pastoral Care

The concentration in Pastoral Care enables students to prepare for the counseling tasks common in ministry settings as well as for preventive educational efforts in the church. It uses the pastoral framework, but also aims at preparing laypeople to effectively reach out to hurting people. (Electives: TS753 or PC744, six PC, one BTF, one CTL)

Ministry Leadership

The Ministry Leadership concentration is designed for individuals anticipating service as pastors of local churches. Recognizing the diversity of roles demanded of the pastor, the concentration's primary focus is on development of the knowledge, attitudes, and skills of an effective servant leader. Opportunity is also provided for work in spirituality, pastoral care, and preaching. (Electives: Five ML, two CTL, one BTF, one SPF)

Preaching and Communication

This concentration is focused on training communicators to transform the world. Students focusing in this area will be trained to live and communicate biblical truth in a variety of settings through classroom work and communication in live settings. Students will develop skills in sermon preparation and delivery, integration of biblical exegesis and understanding the audience. The personal and spiritual development of the communicator will be a key focus of this concentration. (Electives: Five preaching, two CTL, one SPF, one BTF)

Youth Ministry

This concentration prepares students to lead ministries to young people in both church and parachurch settings. A theological foundation and philosophical understanding of ministry to youth and their families in light of current issues is developed. Specific competencies are attained through course work, an initial practicum, and a professional internship. The experiential component focuses on the integration of theology, theory, and practice. (Concentration courses include: DC635, DC636, DC661, PC710 or PC726, DC745 or DC742, DC705, one SPF, two BTF)

Classical Area

Christian Thought

A concentration in Christian Thought serves students whose sense of leading points toward teaching, evangelism, discipleship, and apologetics within a pastoral context. In supplementing the broader ministry preparation provided by the master of divinity, this concentration gives students a systemic grasp of the Christian worldview. The program may appeal to those who approach church life with a passion for reaching people with the gospel and for strengthening believers by help-

ing them know the reasons for faith. Students in this concentration will also have opportunities to study with outstanding visiting scholars in philosophy of religion. Students participate in internships with the department of supervised ministry. Those who sense a call to outreach or discipleship ministry using the concentration in Christian Thought may develop their internships with those ministries in view. Available in St. Paul only. (Electives: TS241, TS201, 202 or 203; one TS, three PH, one SPF, two CTL)

Historical Studies

This concentration prepares students for ministry by selecting courses designed to describe Christian diversity. Orthodox, Catholic, and Protestant experiences in Europe and America will enrich one's understanding of Christendom. It will also inspire solidarity with a geographical and temporal world, which will foster a truly international mission. (Electives: HS601, HS602, or HS603; four HS; one OT, NT, or TS; two CTL; one SPF)

New Testament

This concentration seeks to assist those students who desire to preach and teach authoritatively from the Greek New Testament and/or seek to pursue further graduate training in this area. It does so by building upon the basic beginning Greek with which a student enters the concentration and the four required Greek New Testament courses in the core curriculum. (Electives: four NT; two OT, TS, or HS; two CTL; one SPF)

Old Testament

Students will strengthen their ministry preparation by learning the essentials of the Hebrew language, develop exegetical skills in interpreting the Hebrew Bible, and gain a deeper appreciation for the theological messages of the Old Testament. (Electives: four OT; two TS, HS, or NT; two CTL; one SPF)

Theological Studies

The student will be helped to develop expertise in responding to the critical theological, ethical, and apologetic issues faced today. This concentration will benefit men and women in a variety of ministries including church, parachurch, higher education, writing, and chaplaincy. This program will enhance understanding of theological issues and the skills of theological analysis and synthesis. (Electives: HS601, 602, or 603; four TS; one HS, OT, or NT; two CTL; one SPF)

Combined Areas

Biblical Exposition

This concentration is designed for those who anticipate a pulpit ministry focused on biblical expositional preaching. Hebrew and/or Greek language study is required. By selecting courses from both the classical and applied areas, the student is helped to integrate language study with a proclamation ministry.

Generalist Area

Students who anticipate placement requiring competence in several disciplines or where specialization is not necessary may wish to choose the Generalist concentration as a way of strengthening their ministry skills. Courses are chosen from the various departments on the basis of the student's particular interest and vocational goals. Students are required to take a minimum of one advanced course in each department of the Generalist concentration area.

InMinistry Master of Divinity Program: Structure of an Average Year *

Quarter	Stage of Course Work	Duration	General Dates
WINTER	Intensive Course	10 weeks total	January - March
	Pre-Campus Assignments	3 weeks	
	On-Campus Intensive(s) ✓	1 week / class	
	Post-Campus Assignments	5 weeks	
SPRING	Distance Course	10 weeks total	March - May
SUMMER	Intensive Course	10 weeks total	June - August
	Pre-Campus Assignments	3 weeks	
	On-Campus Intensive(s) ✓	1 week / class	
	Post-Campus Assignments	5 weeks	
FALL	Distance Course	10 weeks total	September - December

* NOTE: Running concurrently with the annual schedule are contextualized learning components, which are done entirely at a distance — one each year in the master of divinity program.

✓ It is possible to take up to two intensives during the winter and summer quarters. The on-campus components of these courses are scheduled for consecutive weeks.

Students interested in taking out a student loan must be continuously enrolled in the program—that is, taking at least two courses each winter and summer term, and taking at least one course each spring and fall term.

SemPM Program: Structure of an Average Year

Classes meet Monday evenings. New groups start in August.

January-March	March-May	June/July	July/August	August/Sept	October-December
5:30-7:30 p.m. Course 1 (10 weeks)	5:30-7:30 p.m. Course 3 (10 weeks)	5:30-9:45 p.m. Course 5 (5 weeks)	5:30-9:45 p.m. Course 6 (5 weeks)	<i>Summer Break</i>	5:30-7:30 p.m. Course 7 (10 weeks)
Break	Break		Break		
8-10 p.m. Course 2 (10 weeks)	8-10 p.m. Course 4 (10 weeks)				8-10 p.m. Course 8 (10 weeks)

Students enrolled continuously in the program are considered to be full time.

D.Min. Traditional and Leading from the Inside Out Programs: Structure of an Average Year

YEAR ONE	Pre-Course Work 3 Months	On-Campus Intensive # 1 5 Days	Project Proposal 45 Days	Project Completion 7½ Months			
	Pre-Course Work 3 Months	On-Campus Intensive # 2 5 Days	Project Proposal 45 Days	Project Completion 7½ Months			
YEAR TWO	Pre-Course Work 3 Months	On-Campus Intensive # 3 5 Days	Project Proposal 45 Days	Project Completion 7½ Months			
	Pre-Course Work 3 Months	On-Campus Intensive # 4 5 Days	Project Proposal 45 Days	Project Completion 7½ Months			
YEAR THREE	Pre-Course Work 3 Months	On-Campus Intensive # 5 5 Days	Project Proposal 45 Days	Project Completion 7½ Months			
	Pre-Course Work 3 Months	On-Campus Intensive # 6 5 Days	Project Proposal 45 Days	Project Completion 7½ Months			
THESIS SCHEDULE	Thesis Proposal Draft 3 Months	Thesis Proposal On-Campus Workshop (Year 2 or 3) 5 Days	Thesis Proposal Completion 60 Days	Submission Chapters 1-2 3 Months	Submission Chapters 3-4 3 Months	Submission Chapters 5-7 3 Months	Submission Final Revision 3 Months

Emerging Leaders Program: Structure of an Average Year

YEAR ONE	Pre-Course Work 3 Months	On-Campus Intensive 5 Days	Project Proposal 45 Days	Project Completion 7½ Months			
	Pre-Course Work 3 Months	Blackboard Course 10 Weeks	Project Proposal 45 Days	Project Completion 7½ Months			
	Pre-Course Work 3 Months	On-Campus Intensive 5 Days	Project Proposal 45 Days	Project Completion 7½ Months			
YEAR TWO	Pre-Course Work 3 Months	On-Campus Intensive 5 Days	Project Proposal 45 Days	Project Completion 7½ Months			
	Pre-Course Work 3 Months	Blackboard Course 10 Weeks	Project Proposal 45 Days	Project Completion 7½ Months			
	Pre-Course Work 3 Months	On-Campus Intensive 5 Days	Project Proposal 45 Days	Project Completion 7½ Months			
THESIS SCHEDULE	Thesis Proposal Draft 3 Months	Thesis Proposal On-Campus Workshop 5 Days	Thesis Proposal Completion 60 Days	Submission Chapters 1-2 3 Months	Submission Chapters 3-4 3 Months	Submission Chapters 5-7 3 Months	Submission Final Revision 3 Months

Student Activities, Services, and Resources

Appeal Process

Students with concerns in any area of due process related to student life may appeal to the Student Development Committee. The Student Development Committee has the authority to recommend a development plan for students and to recommend dismissal.

Further appeals beyond this committee will be directed to the full faculty. Written requests should go to the Office of Student Life.

Students with concerns regarding academic issues or policies should address their appeals to the Academic Programs Assessment and Accreditation Committee.

Athletics

The Student Senate coordinates a variety of intramural athletics, and facilities are available for football, basketball, handball, racquetball, floor

hockey, ping pong, and cross-country running. The campus is also ideal for cross-country skiing in the winter. Outdoor tennis courts are available during the summer. A training room with weight and aerobic workout machines is located adjacent to the seminary gymnasium.

Seminary students are also invited to use the Sports and Recreation Center located on the university campus. This building houses a six-lane running track, and indoor basketball, tennis, and volleyball courts.

Bethel University

Bethel Seminary St. Paul is located on the campus of Bethel University. With a student body of approximately 6,000 students, Bethel University offers myriad opportunities and services. Undergraduate course work for students or spouses is available in numerous areas of study. Social, cultural, and

athletic activities are abundant. The university also offers adult education and degree completion, as well as several graduate programs.

Community Life Gatherings

The St. Paul campus community meets once per week for a half-hour Community Life Gathering. These events are designed to be informative, worshipful, welcoming, and conversational. They are organized around different themes each quarter. Examples of past themes include: reconciliation, worship, whole and holy living, integrated living, and virtue. The schedule is coordinated by the Office of Student Life.

Photo by Tara Patty



Child Development Center—St. Paul Campus

The Bethel Child Development Center, a laboratory school of the early childhood education department of the College of Arts & Sciences at Bethel, is located in Seminary Village. Several services are available to the seminary community through the center, including an infant program, extended daycare for children ages 16 months through kindergarten, a preschool program, and parent education seminars. A subsidy of up to \$60 a month is available for the children of full-time seminarians during the school year. Further information and fee schedules may be obtained by contacting the director of the Child Development Center (651.638.6147).

Computer Center

Bethel Seminary is dedicated to the ongoing development of ministers for the 21st century and beyond. Since ours is an increasingly technological society, we are committed to providing students with the competencies and skills they will need to minister in this electronic age. We strongly encourage all degree program students to come to campus with their own personal computers, or access to a personal computer, for use throughout their seminary careers. Instructors will increasingly seek to integrate course content with technological developments and tools for use in ministry.

Bethel Seminary presently has numerous computers available for student use in the library. They contain word-processing, spreadsheet, and other software programs. All equipment is available free of charge.

Students also have access through the network to the internet, the Bethel intranet, Bethel email, and more.

Counseling

At registration all degree students are assigned to faculty advisors who assist them in planning their programs of study. Advisors will also become

acquainted with students in order to counsel them on a friendly basis as needs arise. Students are encouraged to seek interviews with the provost and faculty members at any time. The North Central Career Development Center also is involved in counseling first- and second-year students. This occurs within the requirements of the supervised ministry program.

Bethel Seminary provides two resources for full-time degree students who desire counseling:

Faculty advisors and members of the Student Development Committee. Students who need advice or counsel regarding a problem or situation they are facing should feel free to come to their faculty advisors or a member of the Student Development Committee. Our faculty will try to assist students in one or two sessions, but if additional counseling is needed, they will refer them to the Office of Student Life.

Professional counseling. Bethel Counseling Services provides students with a range of professional counseling and consultation options. The goal is to promote personal wholeness, specifically in areas of personal and/or relational difficulty, which may interfere with academic and professional goals. Students who seek counseling are people who want to learn more about themselves and who desire growth in their relationships with others and with God.

Counseling services are provided free of charge to Bethel students and their spouses. Appointments may be made in person at the Counseling Center in Townhouse H on the university campus, or by calling the center at 651.638.8540. Brochures are available through the Office of Student Life.

Disability Services

Bethel Seminary provides services and reasonable accommodations for students with documented disabilities. Examples include sensory, physical, systemic, learning, and psychiatric disabilities. Students enrolled in Bethel courses should contact the instructor as soon as possible if disability-related

accommodations are needed. Accommodations for students with documented disabilities are set up through the Office of Disability Services. For further information about these services or to request accommodations, contact Kathy McGillivray, director of disability services, at 651.635.8759.

Employment

Most students find it a financial necessity to work part time while in seminary. Many students are involved in paid positions within local churches in the Twin Cities. Various businesses have regular contact with Bethel in order to provide part-time employment opportunities for students. Students should plan to arrive in the Twin Cities area early enough to interview and secure employment before classes begin.

Food Service

Lunches and light refreshments are available during the day at the seminary, and students may also purchase meal tickets for the university dining hall.

Health Insurance

Students are required to participate in a hospital insurance plan. This may be done by purchasing a policy from an insurance company of the student's own choosing or by participating in a plan where the student or his or her spouse is employed. A listing of health plans is available through the Office of Student Life.

Health Services

Health service facilities are located on the university campus. A registered nurse is on duty at regular hours Monday through Friday with a physician on campus at scheduled times during the week. This service is provided at no cost to full-time students. Health service hours and the schedule of the campus physician are listed in the Student Handbook.



Housing

On-campus housing for both single and married students consists of one-, two-, and three-bedroom apartments as well as efficiency apartments for singles. These residences provide many conveniences, easy accessibility to the seminary academic complex, and opportunity for involvement and deepening relationships in community life. Campus housing is also economical when compared to similar housing in the area.

The apartments are grouped together with surfaced parking lots adjoining. They are air-conditioned and carpeted, and include washers and dryers on each floor. Each apartment has an entry hall with a guest closet; a large living room; a dining area; and one, two, or three bedrooms. Kitchens are equipped with General Electric appliances, including two-door refrigerator-freezers, ductless range hoods, self-cleaning ovens, and garbage disposals. Bathrooms are ceramic tiled.

A housing application and other information are included in the materials sent by the Office of Admissions. A detailed housing policy is available through the Office of Student Life (651.635.8655).

Many students find it necessary to live off campus. In many cases this is

desirable because of the proximity of employment or bus routes for spouses who are working. Numerous apartments are available in the area.

Music

Opportunities for students and faculty to minister to the community through music are available at Community Life Gatherings. Vocal and instrumental soloists and small groups are welcome to participate in this way. Interested musicians should contact the Office of Student Life.

Placement

The seminary seeks to prepare graduates who qualify for ordination, but the successful placing of a graduate in a position involves several variables, such as the needs of the specific church or agency, the availability of the graduate, and his or her competency for ministry. Students are encouraged to establish a denominational relationship early in their seminary experience to prepare for placement and ordination, if that is their goal. Representatives from several denominations and mission agencies regularly visit the campus to meet with students.

Students should use their required supervised ministry experiences as opportunities to build a resume of experiences that will lead naturally toward

their ministry goals. Service within the chosen denominational setting, contacts with established pastors, and attendance at denominational conferences and ministerial meetings build a network of relationships that facilitate placement.

Students are expected to take the initiative in seeking placement upon graduation since most ministry placement is done through established national and district offices. The supervised ministry office is available for placement counseling, to help students communicate with their officials, and to make students aware of placement opportunities. Those who feel called to overseas ministry are urged to communicate with appropriate mission agencies early in their seminary careers.

Provost's Forum

The provost of the seminary occasionally hosts an open forum for students. This provides the student body with an opportunity for interaction with administration regarding areas of concern.

Publications

The St. Paul campus distributes E-Announcements twice a week to all students, providing information on campus activities, announcements, and other items of special interest. Students are responsible for the information included in the E-Announcements.

Each fall the Office of Student Life coordinates the printing of the *Seminary Directory*, which includes photos of all students, staff, and faculty, as well as contact information for each person listed.

The *Student Handbook* contains all information pertaining to academia and student life and is issued to incoming students.

Heart & Mind magazine, published three times a year, is sent to prospective and current students as well as alumni. Its purpose is to highlight how God is working in the seminary community and to provide stimulating articles by faculty and other contemporary theologians.

Registration for Courses at Other Seminaries

Bethel Seminary is a member of the Minnesota Consortium of Theological Schools. The other member schools are Luther Theological Seminary, St. John's Divinity School, The St. Paul Seminary School of Divinity, and United Theological Seminary. Because of this association, it is possible for full-time degree students to take courses at other member institutions. To do so, the following procedure has been established:

1. Contact the registrar, who will send a form to the appropriate consortium registrar;
2. Register for the course on regular registration materials;
3. Pay the tuition rate of Bethel Seminary (except summer);
4. Complete appropriate registration forms at the consortium school on or before the first day of class (in courses with limited enrollment, the registrar will work with the appropriate consortium registrar);
5. The consortium registrar will send a transcript back to Bethel.

Courses taken at a consortium school must be electives. Required courses may not be taken without approval of the Academic Programs Assessment and Accreditation Committee.

Small Group Experiences

The context of a small group can provide a time to take a break from responsibilities, deepen relationships with a number of people, provide needed support in a place of trust, and offer new insights to keep students growing and maturing. Opportunities for such group involvement are available through advisor/advisee group meetings, formation groups, and in a variety of other settings throughout the year.

Special Events

A number of special events coordinated by the Office of Student Life are designed to enrich community life, facilitate open discussion of ideas and issues, and provide opportunities to develop meaningful relationships. These events, sponsored by various campus groups (e.g., Student Senate, Village Hosts, Woman-to-Woman, International Students, etc.), encourage interaction beyond the classroom and other administrative functions. Events include seminars on information not covered in the curriculum; in-depth interaction through weekend retreats; banquets; concerts; and entertainment for the entire community. Special programs are also planned for children and spouses of seminary students.

Student Senate

The Student Senate functions as a clearinghouse for student opinion, activity, and expression. The Senate consists of special interest coordinators and class representatives. In addition to the president, the Senate consists of representatives from the junior, middler, and senior classes. Coordinators give oversight to community life, recreation, academic affairs, spiritual life, missions, women student issues, minority student concerns, international student interests, Seminary Village concerns, single student issues, and student publication matters. The major purposes of the Senate are to promote and serve student interests, lead in student-desired directions, and sustain the welfare of the student body. The Student Senate president is the main liaison between students and administration. The special interest coordinators are responsible for the planning of an integrated and meaningful program of student activities.

Women's Organizations

The first woman student enrolled in the seminary in 1880. By 1912, women were a consistent part of the student body. Today the seminary still seeks to meet the needs of both female students and the wives of students who are a part of the community. Although separate meetings deal with the unique needs of each group, all meetings of any women's group on campus are open to women students, wives, faculty, and staff members.

SemWomen provides opportunities for all students, but especially women seminarians, to address questions related to ministerial call, servant leadership, personal spiritual growth, ways that our culture affects women and men in ministry, and other similar topics. Regular meetings are planned by the Student Senate representative and faculty advisor.

Woman-to-Woman provides opportunity for fellowship and personal growth for all student wives. A variety of programming is planned by the leadership team, made up of student wives, an advisor from the Department of Student Life, and one faculty wife.

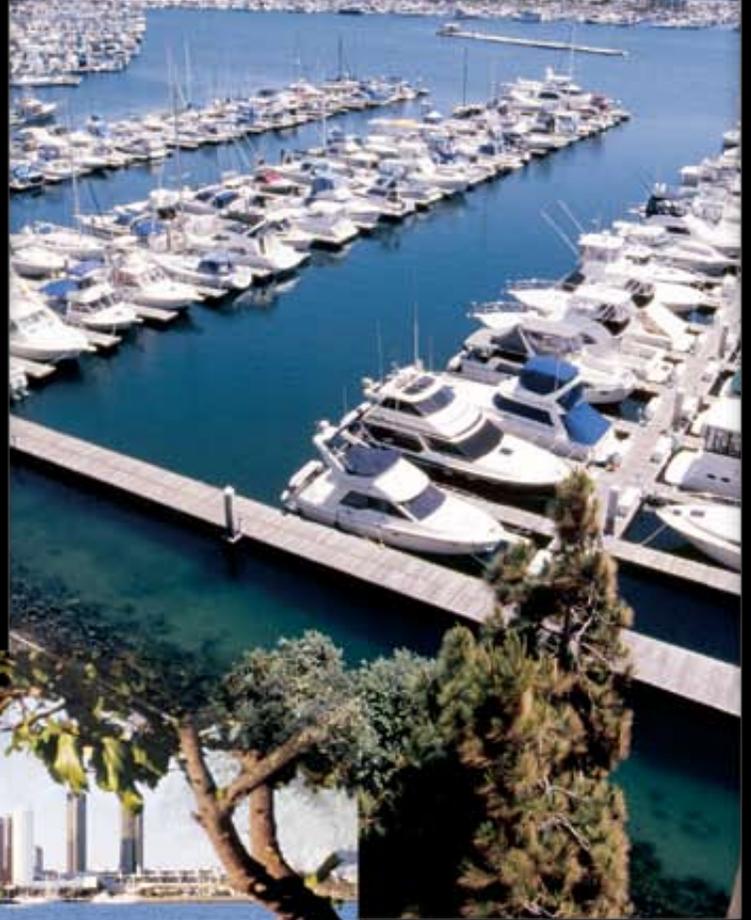
Woman-to-Woman activities may include potluck suppers, an annual retreat, exercise classes, seasonal activities, craft nights, Saturday morning coffees, and Bible studies. Although specific programming may vary from year to year, Woman-to-Woman seeks to help each woman make the most of the seminary experience.

Tutorial Assistance

Limited peer tutorial assistance is available to students through the Office of Student Life.

San Diego

CAMPUS AND COMMUNITY



Photos by Greg Schneider

Bethel Seminary San Diego

In 1977, Bethel Seminary broadened its ministry and opened a campus in San Diego, Calif. Using the facilities at College Avenue Baptist Church, Bethel Seminary San Diego began offering courses that would lead students to degrees in the Master of Arts (Theological Studies), the Master of Arts in Christian Education, the Master of Divinity, and the Master of Arts in Marital and Family Therapy.

San Diego was chosen as the seminary's location because it is a community of ethnic diversity, burgeoning growth, enormous spiritual need, and a large concentration of military personnel—factors offering unlimited opportunities for intercultural ministry experience. Proximity to Mexico offers another opportunity for cross-cultural ministry experience.

In February 1990, Bethel Seminary San Diego moved into a newly completed \$2 million seminary building that houses offices, classrooms, a student center, and expanded library facilities with more than 80,000 volumes.

The library, which has increased in size by about 4,000 books annually, also includes back issues of more than 1,200 periodical titles.

San Diego Focus and Distinctive Characteristics

Southern California is a unique place. It has a wonderful climate and geography as well as many enviable recreational opportunities. It is a region characterized by energetic innovation; it frequently gives birth to national trends that preview the future of the country and the world. The ethnic diversity of the immediate environment of Bethel Seminary San Diego is remarkable. A recent report of the San Diego Association of Governments' (SANDAG) executive committee forecasts that the region's population will reach 3.83 million people in the year 2020. Ethnic groups (Hispanics,

Asians, African Americans, and many others) have and will continue to come, while the population of European descent seems to be leveling off. There is great diversity in the city. Hispanic peoples, for example, come from more than a dozen separate countries, and the magnitude and vigor of their community are unmatched anywhere in the United States. The South and Southeast Asian influence can be felt in nearly every neighborhood as San Diego is also an increasingly strategic entrepôt and partner with Asian countries on the dynamic Pacific Rim.

The greater San Diego metropolitan area is an ideal setting for creative and effective Christian living and learning. A stimulating ethnic diversity characterizes the larger community and the student body. The leadership of Bethel Seminary San Diego is committed to the development of biblical and theological education that is emancipatory, transformative, and contextualized for all peoples.

Contextualization is the process of communicating the meaning of the Word of God in terms that are maximally relevant for each of the cultures of today's world. It answers this question: How do we transfer what was said by "holy people of old" who lived in ancient cultural contexts, through our own cultural understandings as modern students, into the languages and worldviews of peoples who live in still different contexts? We ask this question in our classes while at the same time remaining committed to the position that biblical truth is absolute and must not be compromised. Animated by the Spirit of God, we are energized to obey our Lord Jesus Christ's command to communicate His gospel to all peoples everywhere.

Each student at Bethel Seminary San Diego, therefore, is embraced as a unique gift from God. Every member of the community of scholars is appreciated for the context from which they have come and in which they thrive. Insofar as is possible, we attempt to make the student's learning relevant to her or his life situation and calling.

Each learner's family and community background, language of preference, traditions of worship, and vision of life are taken seriously as arenas for theological contextualization.

Theological teaching and learning at Bethel Seminary San Diego are designed to reach the highest standards of biblical scholarship, personal devotion, and community relevance. The process of interpreting Holy Scripture is informed by the most proven methods of research. The meanings of the Word of God are derived and applied using context-sensitive, grammatico-historical exegesis and contemporary theological methodology. Time-honored strategies for understanding the Bible are combined with field-proven, social scientific models to conceptualize the gospel message in the cultures and maximize its impact in the lives of those who seek God's truth in contemporary societies.

Training for evangelism and mission at Bethel Seminary San Diego emphasizes the indigenization of methods for outreach and the message of the gospel of Jesus Christ. Language and culture learning are valued and emphasized as appropriate for cross-cultural ministries. Church-planting techniques and the dynamics of church leadership and management are communicated in ways that respect the ethos and worldviews of the peoples we serve.

At Bethel Seminary San Diego, the training of pastoral counselors and professional therapists is based on the holistic truths of the evangelical Christian faith. As Christ heals the whole person, our students receive professional counseling preparation that integrates the spiritual, psychological, biological, and social domains of human experience. Focusing on marriage and family relationships equips our students to bring the grace of God to despairing people within the contexts of their internal confusion and relational disarray.

Bethel Seminary San Diego is dedicated to providing outstanding theological education in an environment that

embraces human diversity and celebrates godly wholeness. Biblical studies, theological learning, ministry preparation, and personal discipleship are all embraced by a commitment to strategic contextualization for life in every society. A graduate of Bethel is prepared to understand the many historical traditions of applied and situative faith and to incarnate the gospel of Christ in any environment to which God may call him or her.

Faculty

The faculty at Bethel Seminary San Diego includes six full-time members and more than 30 faculty associates, five of whom also teach at the St. Paul campus. They are highly respected theologians and scholars. Two of these professors served on the translation and editorial team for the *New International Version Study Bible*. Others contribute regularly to evangelical journals and Christian magazines. Many are noted authors in their field.

Bethel Seminary San Diego faculty associates are from Southern California and surrounding areas. These are practitioners such as pastors, youth workers, licensed marriage and family therapists, licensed clinical psychologists, and many other ministry leaders who bring knowledge and experience from a variety of ministries to ensure that our programs stay on the cutting edge and incorporate contemporary approaches to ministry.

Academics

Concentrated biblical and theological studies are combined with the study of current social issues and intensive practical training to equip graduates for effective Christian servant leadership.

Four degree programs are offered:

- the Master of Arts in Christian Education (M.A.C.E.);
- the Master of Arts in Marital and Family Therapy (M.A.M.F.T.);
- the Master of Arts (Theological Studies) [M.A.(T.S.)]; and
- the Master of Divinity (M.Div.).

Degree concentrations include biblical studies, theological studies, pastoral care, missions, marital and family therapy, and Christian education.

Since many graduate students juggle career, ministry, family life, and studies, classes at the San Diego campus are conveniently scheduled during mornings, afternoons, and evenings.

Photo by Greg Schneider



Bethel Seminary Library

The Bethel Seminary Library makes every effort to effectively provide services and resources for the entire Bethel community at the St. Paul, San Diego, and Seminary of the East campuses. It strives to offer relevant, integrated, and transformational resources. To that end, the library houses print and non-print materials as well as electronic resources; it now shares the entire online resources with the University Library. The collection mainly supports the programs offered by the seminary, thus striving to be an integral part of the educational process of the institution. Due to the variety of delivery systems and campus locations, our users are not confined to one place. The library serves the information needs of students and faculty throughout the United States and beyond. Additional information can be obtained by visiting the library's webpage.

Bethel Seminary San Diego Library is a member of CLIC (Cooperating Libraries in Consortium), MTLA (Minnesota Theological Library Association), SCATLA (Southern California Theological Library Association), and MINITEX Library Information Network. Reciprocal borrowing privileges among the previously mentioned institutions increase the resources available. As a member of OCLC (Online Computer Library Center), the library also provides ready access to millions of materials throughout the United States and the world.

The Price Memorial Library in San Diego consists of more than 82,000 books; about 1,200 periodical titles (200 currently received); more than 16,000 unique electronic journal titles; and 1,500 non-print materials. The collection includes Spanish language publications, international resources, and the Turnbull Rare Books.

Students

Currently, more than 200 women and men study at the San Diego campus. These students represent a wide variety of vocational, cultural, and denominational backgrounds, with undergraduate degrees from colleges and universities across the country and around the world. A wide

diversity in age and ministry experience exists among the students. While some students enter seminary immediately following college graduation, others come to seminary in the midst of a career change, sensing God's call to ministry later in life. Bethel Seminary San Diego welcomes such differences and the enrichment they bring to the community.

Photo by Greg Schneider



Degree Programs

The Master of Arts in Christian Education

The seminary confers a Master of Arts in Christian Education degree upon students who satisfactorily complete the prescribed program-related requirements. These include the completion of field education; participation in the assessment and evaluation program for two years, including Profiles of Ministry; a major comprehensive examination covering competencies in Christian education; the writing of a satisfactory personal statement of faith; achieving a grade point average of C (2.0) or above; financial clearance from the Business Office; and participation in graduation ceremonies. A student may individualize his or her program by testing out of particular competencies.

The aim of the program is to provide trained leadership for Christian educational ministries in churches, on mission fields, and in denominational offices. While the curriculum provides excellent preparation for educational service in the church, it does not provide thorough pastoral training. It is not an abbreviated period of graduate study leading to the pastorate.

In the context of an appreciation for the ministry of the church, the student

will be expected to demonstrate ability in the following competencies:

1. to model an effective role as a teacher and a leader and to assist lay people to develop teaching and leadership skills;
2. to enable lay people to worship, witness, teach, minister, motivate, and apply Christian faith in life and to initiate and administer programs in these areas;
3. to communicate, lead, motivate, manage, and administer people and programs in the educational ministries of the church;
4. to develop, evaluate, and administer curriculum in the church educational program and to serve as a resource person in the area of curriculum;
5. to function effectively in interpersonal relationships;
6. to understand the foundations of religious education and to conceptualize these understandings in the church educational ministry;
7. to develop specialized ministries to meet unique needs of individuals in the educational program; and
8. to function as a lifelong learner and to apply understanding of the developmental process and learning to facilitate learning among other people.

The curriculum provides a full academic experience in the field of Christian education, yet offers a flexibility that permits some selection of courses

according to the need, experience, and interest of the student. Biblical, historical, and theological studies help equip the Christian educator for evaluating objectives, programs, and curriculum materials. The student's horizons of Christian service are broadened through classroom experiences that lead him or her to see ministry in the world. Personal attitudes and patterns of life are challenged through these encounters. The student will study under most of the teachers on the faculty.

The curriculum includes supervised ministry experience. During the first year the student is involved in observation of local church life. The second year requires local church leadership and supervisory experience. Christian education students are involved with students in the M.Div. program in many classes. This provides for a healthy experience and interchange and reduces the likelihood of problems in misunderstanding and interpersonal relationships that sometimes occur in local churches between the pastor and the Christian education director. Students in the program will, however, have a number of class experiences they share only with other Christian education students and faculty. Students working more than 20 hours a week may prefer to take three years for the program.

The Master of Arts in Marital and Family Therapy

This program is designed from the perspective of family systems for persons who would like to work with couples and families as a licensed marriage and family therapist in a variety of settings, including private practice, clinics, agencies, schools, and churches as a marriage and family specialist. This degree program prepares students for doctoral studies in marriage and family if they wish to continue their education.

A 500-hour, 12-month practicum and three academic years (including one summer) are necessary for the completion of the program.

All students admitted to the Marital and Family Therapy (MFT) program for the fall 2007 quarter and after are required to complete a minimum of 15 hours of individual psychotherapy provided by a licensed MFT, LCSW, or psychologist of their own choosing. Each student will work out, and be fully responsible for, the financial arrangements with their therapist.

Marital and family therapy courses are scheduled to provide a combination of predictability and flexibility for the convenience of students who are working. Biblical, theological, and historical courses are taken as part of the present seminary offerings in the daytime or evening. Contact the Office of Admissions for further information on this year's schedule.

Course work meets the academic requirements for licensure as a marriage and family therapist in California as well as in most other states.

Photo by Greg Schneider



The Master of Arts (Theological Studies)

The Master of Arts (Theological Studies) is intended for persons who seek to integrate their faith and learning as committed and informed Christians and relate their theological studies to their vocations and interests. This degree is especially appropriate for:

1. persons preparing for service in world missions when their main focus is in an area such as medicine, education, agriculture, or mechanics;
2. persons planning to teach religion in an academic or other graduate setting;
3. persons choosing to serve in parachurch organizations and Christian social agencies;
4. laypersons who desire to equip themselves for more effective witness in and through their local churches; and
5. persons pursuing further graduate work.

A student must declare a concentration in one of five areas: biblical studies, historical studies, theological studies, pastoral care, or missions. The professional supervised ministry program, except for SP504 Disciplines of Spiritual and Personal Formation, is not required, and thus the seminary does not assume responsibility for placement assistance upon completion of this degree. The degree will be awarded upon the completion of 24 courses; participation in the first-year self-assessment and evaluation program; the writing of a satisfactory personal statement of faith; achieving a grade point average of C (2.0) or above; financial clearance from the Business Office; and participation in graduation ceremonies.

Admission requirements are the same as for the other degree programs.

The Master of Arts (Theological Studies) with Global and Contextual Studies Concentration

The Master of Arts (Theological Studies) with Global and Contextual Studies Concentration is intended for those who want to further the cause of world evangelization but will function in various roles other than those associated

with preaching and the pastorate. The program provides for a sound knowledge of the Scriptures, principles of interpretation, and the ability to communicate across social and cultural distances. There is balance between required courses and the opportunity for students to select widely according to their gifts and ministry objectives. This degree will be awarded upon the completion of 24 courses and the other graduation requirements for the master of arts degree as stipulated on page 72.



Photo by Greg Schneider



Photo by Greg Schneider

The Master of Divinity

This program is designed to provide a balanced background of studies with the courses taken from each of the departments of study. The aim of the program is to guide students in a process of growth through cognitive studies, skill courses and experiences, self-assessment measures, counseling, and community life that leads to self-understanding and spiritual maturity. Such preparation should also develop an attitude that learning and growth are a lifelong process.

The Master of Divinity degree is designed to prepare persons for profes-

sional ministry in the church (e.g., pastor, missionary, chaplain, denominational minister, parachurch leader). It seeks to graduate people who have knowledge and experience of the Christian faith, who give evidence of emotional and spiritual maturity, who relate to others with integrity, who possess skills for ministry, and who meet the educational requirements for ordination. Specifically, it seeks to develop leaders who:

1. understand the contents of the Old and New Testaments, and have the ability to interpret the Scriptures using appropriate methods;
2. have knowledge of the history and theology of the church;

3. are able to formulate their own theological positions with awareness of past and present alternatives;
4. are committed to the evangelism and discipleship of all peoples within their own cultural contexts;
5. are sensitive to ethical problems and oppose social injustice;
6. understand and are skilled in preaching, evangelism, teaching, and counseling;
7. are able to develop, administer, and evaluate programs and ministries;
8. model the practice of prayer, worship, a servant attitude, and personal discipleship; and
9. are able to function as lifelong learners.

The seminary confers a Master of Divinity degree upon students who complete the prescribed sequence of courses and senior requirements. However, graduation is not automatic when academic requirements have been met. Since the seminary aims to graduate men and women who qualify as Christian leaders, the faculty and administration will evaluate a student's qualifications in terms of spiritual, doctrinal, and professional standards as well as academic standards.

For graduation with a Master of Divinity degree, a student must complete a minimum of 36 courses and maintain at least a C (2.0) average. In addition, the following requirements must be met by all candidates for a degree.

Failure to meet the deadlines indicated in the calendar will incur forfeiture of candidacy for a year. Candidates must:

1. participate in a spiritual formation program;
2. complete supervised ministry requirements, including the three-year assessment and evaluation program and the Profiles of Ministry;
3. write a personal statement of faith acceptable to the faculty;
4. present a clearance of financial accounts; and
5. participate in graduation ceremonies unless approval has been given by the Academic Programs Assessment and Accreditation Committee to graduate *in absentia*.

The Master of Divinity with a Concentration in Marriage and Family Studies

Designed to prepare persons who wish to provide pastoral leadership, this program prepares students to understand family systems; to teach, to preach, to administer programs in ways that are sensitive to family issues; and to understand systemic dynamics of congregational life. The M.Div. portion of the program (including the marriage and family concentration courses) takes three academic years.

Concentration

Men and women in vocational Christian service must be prepared to serve in a broad range of ministries. The servant of God, properly trained, will know how to teach, preach, evangelize, counsel, administrate, and relate helpfully to people. Because of the growing demand for specialization in Christian ministry, however, most students will select defined concentrations in specific vocational interests. While the core courses in the curriculum lay the foundation for a multifaceted ministry, the advanced courses include the student's concentration. Students choose these courses in consultation with their advisors.

The post-core courses are selected from two broad areas: applied and classical. The applied area includes the disciplines of discipleship in community, global evangelization and contextual ministry, ministry leadership, communications and preaching, pastoral care, and marital and family therapy. The classical area includes the disciplines of historical studies, New Testament, Old Testament, and theological studies.

To earn a concentration in marital and family therapy, a student needs 28 credit hours of MFT courses. They are: MF504 Theories of Marital and Family Therapy I; MF505 Theories of Marital and Family Therapy II; MF506 Individual Development and the Family Life Cycle; MF557 Families in Context: Gender, Class and Culture; MF565 Dynamics of Family Process; MF608 Sexuality and Intimacy in Couples

and Families; MF718 Child Abuse Assessment and Intervention; MF719 Substance Abuse Assessment and Intervention; MF720 Domestic Violence Assessment and Intervention; MF726 Aging and Long Term Care; and two credits from the MFT electives.

A concentration is defined as a cluster of five related courses beyond the core, designed intentionally for vocational specialization either in one discipline exclusively or in two or more disciplines from the same area. A concentration in one area may recommend courses in the two-course section. Students anticipating diversified ministries requiring competence in several disciplines may choose the generalist distribution in either the applied or classical area. For the five-course section, this requires a minimum of one advanced course in each discipline within the area chosen. The concentration will be noted on the student's transcript.

During the student's total program of study, there is a cap of 10 courses for any one discipline, including both core and post-core courses.

For specific information on the distribution of courses and available concentrations, see the Appendix.

Admission to a Discipline

The student intending to receive a concentration in a specific discipline must be pursuing course work in the Master of Divinity degree program, is expected to meet specific criteria for admission to the discipline, and must fulfill specified requirements for continuance in the discipline. A faculty advisor will provide insight and assistance in planning a degree program and concentration.

Admission to the seminary does not ensure admission to a particular discipline, and admission to the discipline does not ensure placement in that discipline. The seminary reserves the right to consider, as part of admission to and continuance in a discipline, those personal qualities, general health, scholastic achievement, conduct, attitude, or other standards seen as appropriately related.

Photo by Greg Schneider





Photo by Larry Hansen

Master of Divinity Language Tracks

Preaching the biblical gospel is central to Christian ministry. Therefore, Bethel's faculty believes M.Div. students should learn the biblical languages. All M.Div. students are required to take a biblical language track. Students who pursue a concentration in one of the classical areas (biblical studies, historical studies, New Testament, Old Testament, theological studies) or a classical generalist program must take the Greek/Hebrew track.

Students in classical disciplines or other students desiring proficiency in both biblical languages will choose the Greek and Hebrew language track. This track requires three quarters each of Hebrew and Greek, including OT521, OT522, OT531, NT521, NT522, and NT531. The fourth quarters of Hebrew and Greek (OT640; NT641) may be taken as biblical studies electives.

The Greek language track and the Hebrew language track are offered for students pursuing a concentration in one of the applied areas, for whom one or the other languages is preferred.

In the Greek language track, students take four quarters of Greek, including NT521, NT522, NT531, and NT641. Exegetical methods of study will be covered in these language courses. Students who have taken undergraduate Greek may achieve advanced standing by passing the Greek qualifying exam. Those who pass this exam are not required to take NT521 and NT522, but must replace these courses with biblical studies electives.

In the Hebrew language track, students take four quarters of Hebrew, including OT521, OT522, OT531, and OT640. Exegetical methods of study will be covered in these language courses.

Supervised Ministry

All Master of Divinity and Master of Arts in Christian Education students are required to participate in supervised ministry throughout their degree programs. See page 140 for a complete description of these requirements.

TL551 (TL101) Field Education Practicum: This course begins in the winter or summer quarter and continues throughout the academic year, or can be done during the summer months in full-time ministry situations. Following orientation classes at the beginning of the winter or summer quarter, the student engages in supervised ministry in a local setting. Emphasis is placed upon the development of practical ministry skills, the integration of biblical and theological studies with actual ministry, and the importance of theological reflection in this process.

TL552 (TS102) Professional Internship: This course begins in the fall or spring quarter, and runs concurrently with the academic year. The student engages in ministry in an area related to his or her intended field of service.

Requirements by Degree Program

Master of Arts in Christian Education

BI501	Hermeneutics.....	4
CP501	Introduction to Preaching.....	4
DC501	Discipleship in Community.....	4
HS501 or HS502	Early Church to Reformation or Church in the Modern World.....	4
GC502	Introduction to World Missions.....	2
GC505	Evangelism for Discipleship.....	4
NT501	The Gospels.....	4
NT502	Acts and Pauline Letters.....	4
OT501	Genesis - Ruth.....	4
OT502	I Samuel - Song of Songs.....	4
OT503	Isaiah - Malachi.....	4
PC501	Introduction to Pastoral Care.....	4
TL510	Celebrating Diversity and Embracing Unity.....	4
TS501	Systematic Theology I.....	4
TS502	Systematic Theology II.....	4
TS503	Systematic Theology III.....	4
TS505	Christian Social Ethics.....	4

Concentration Courses and Electives

DC513	Leadership in Ministry.....	4
DC601	Foundations of Christian Education.....	4
ML704	Professional Development in Ministry.....	4
2 DC Electives	.....	8
2 DC Age-group Electives	.....	8

Supervised Ministry and Other Requirements

SP504	Disciplines of Spiritual and Pers. Formation.....	2
TL551	Field Education Practicum.....	0
TL552	Professional Internship.....	0
Profiles of Ministry	.....	0
Senior Statement of Faith	.....	0

A minimum of eight courses in DC is required for the degree, including the professional internship. Students must select DC electives from at least two of the four age groups.

Master of Arts in Marital and Family Therapy

Prerequisite for those without an undergraduate/graduate degree in counseling or related discipline; credits do not apply toward the M.A.M.F.T.: PC500 Principles of Counseling

BI501	Hermeneutics.....	4
HS650	Christian Lives in History.....	4
NT501	The Gospels.....	4
NT502	Acts and Pauline Letters.....	4
Any two of the following three:		
OT501	Genesis - Ruth.....	4
OT502	I Samuel - Song of Songs.....	4
OT503	Isaiah - Malachi.....	4
TS501	Systematic Theology I.....	4
TS503	Systematic Theology III.....	4
TS505	Christian Social Ethics.....	4
TS755	Theology and M.F.T. Theory.....	4

Concentration Courses and Electives

MF565	Dynamics of Family Process.....	2
MF557	Families in Context: Gender, Class, and Culture.....	4
MF506	Individual Development and Family Life Cycle.....	4
MF606	Psychopharmacology and M.F.T.	3
MF564	Individual and Family Psychopathology.....	4
MF608	Sexuality and Intimacy in Couples and Families.....	2
MF559	Psychological Assessment in M.F.T.	4
MF560	Professional and Ethical Issues in M.F.T.	4
MF655	Research Design and Evaluation in M.F.T.	4
MF504	Theories of Marital and Family Therapy I.....	4
MF504L	Theories of M.F.T. Lab I.....	1
MF505	Theories of Marital and Family Therapy II.....	4
MF505L	Theories of M.F.T. Lab II.....	1
MF718	Child Abuse Assessment and Intervention.....	1
MF719	Substance Abuse Assessment and Intervention.....	2
MF720	Domestic Violence Assessment and Intervention.....	2
MF726	Aging and Long Term Care: M.F.T. Perspectives.1	

Clinical Experience

Practicum Readiness Process (See practicum coordinator)		
MF705	Supervised Clinical Experience I.....	3
MF706	Supervised Clinical Experience II.....	2
MF707	Supervised Clinical Experience III.....	2
MF708	Supervised Clinical Experience IV.....	2

Other Requirements

Assessments
Senior MFT Paper
15 hours of individual psychotherapy

A minimum of 96 credits is required for graduation. The student is responsible to meet all graduation deadlines and requirements. The associate registrar will be happy to answer questions and offer guidance.

Requirements by Degree Program

Master of Arts (Theological Studies)

BI501	Hermeneutics	4
DC501	Discipleship in Community	4
GC502	Introduction to World Missions	2
GC505	Evangelism for Discipleship	4
HS501	Early Church to Reformation	4
HS502	Church in the Modern World	4
NT501	The Gospels	4
NT502	Acts and Pauline Letters	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs	4
OT503	Isaiah - Malachi	4
TL510	Celebrating Diversity and Embracing Unity	4
TS501	Systematic Theology I	4
TS502	Systematic Theology II	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Concentration Courses and Electives

5 Concentration Electives	20
3 Free Electives	12

Supervised Ministry and Other Requirements

SP504	Disciplines of Spiritual and Pers. Formation	2
Junior Assessments		0
Senior Statement of Faith		0

Concentrations Available

Biblical Studies, Historical Studies, Pastoral Care, Theological Studies, Global and Contextual Studies

In the case of a Global and Contextual Studies concentration, students take GC501 in place of GC502, and seven upper-level missions electives, two of which are GC610 Cross-Cultural Communication and GC671 Cross-Cultural Experience. Only one free elective is offered in this degree program.

A minimum of 96 quarter credits is required for graduation from an M.A. program. Concentration electives must be taken at the advanced (600+) level, with the exception of NT503, which may count as a biblical studies elective. The student is responsible to meet all graduation deadlines and requirements. The associate registrar will be happy to answer questions and offer guidance.

Master of Divinity— Greek/Hebrew Track

BI501	Hermeneutics	4
CP501	Introduction to Preaching	4
CP551A	Preaching Practicum A	2
CP551B	Preaching Practicum B	2
DC501	Discipleship in Community	4
GC501	Introduction to World Missions	4
GC505	Evangelism for Discipleship	4
HS501	Early Church to Reformation	4
HS502	Church in the Modern World	4
ML504	Worship	4
ML510	Ministry Practice and Polity	4
ML513	Transformational Leadership	4
NT501	The Gospels	4
NT502	Acts and Pauline Letters	4
NT521	Elementary Greek I	4
NT522	Elementary Greek II	4
NT531	Intermediate Greek	4
OT501	Genesis - Ruth	4
OT502	I Samuel - Song of Songs	4
OT521	Hebrew Language I	4
OT522	Hebrew Language II	4
OT531	Intermediate Hebrew	4
PC501	Introduction to Pastoral Care	4
TL510	Celebrating Diversity and Embracing Unity	4
TS501	Systematic Theology I	4
TS502	Systematic Theology II	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Concentration Courses and Electives	28
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Supervised Ministry and Spiritual Formation

SP501	Disciplines of Spiritual and Pers. Formation	4
TL551	Field Education Practicum	0
TL552	Professional Internship	4

Other Requirements

Junior, Middler, Senior Assessments
Profiles of Ministry
Senior Statement of Faith

A fourth quarter of Hebrew (OT640) and/or a fourth quarter of Greek (NT641) may be taken as electives.

Requirements by Degree Program

Master of Divinity— Greek Track

BI501	Hermeneutics	4
CP501	Introduction to Preaching.....	4
CP551A	Preaching Practicum A.....	2
CP551B	Preaching Practicum B.....	2
DC501	Discipleship in Community.....	4
GC501	Introduction to World Missions	4
GC505	Evangelism for Discipleship.....	4
HS501	Early Church to Reformation.....	4
HS502	Church in the Modern World	4
ML504	Worship.....	4
ML510	Ministry Practice and Polity.....	4
ML513	Leadership in Ministry	4
NT501	The Gospels.....	4
NT502	Acts and Pauline Letters	4
NT503	Hebrews through Revelation.....	4
NT521	Elementary Greek I	4
NT522	Elementary Greek II.....	4
NT531	Intermediate Greek	4
NT641	Greek Exegesis	4
OT501	Genesis - Ruth.....	4
OT502	I Samuel - Song of Songs.....	4
OT503	Isaiah - Malachi	4
PC501	Introduction to Pastoral Care	4
TL510	Celebrating Diversity and Embracing Unity.....	4
TS501	Systematic Theology I.....	4
TS502	Systematic Theology II.....	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Concentration Courses and Electives 28

Supervised Ministry and Spiritual Formation

SP501	Disciplines of Spiritual and Pers. Formation.....	4
TL551	Field Education Practicum	0
TL552	Professional Internship	4

Other Requirements

Junior, Middler, Senior Assessments
 Profiles of Ministry
 Senior Statement of Faith

Master of Divinity— Hebrew Track

BI501	Hermeneutics	4
CP501	Introduction to Preaching.....	4
CP551A	Preaching Practicum A.....	2
CP551B	Preaching Practicum B.....	2
DC501	Discipleship in Community.....	4
GC501	Introduction to World Missions	4
GC505	Evangelism for Discipleship.....	4
HS501	Early Church to Reformation.....	4
HS502	Church in the Modern World	4
ML504	Worship.....	4
ML510	Ministry Practice and Polity.....	4
ML513	Leadership in Ministry	4
NT501	The Gospels.....	4
NT502	Acts and Pauline Letters.....	4
NT503	Hebrews through Revelation.....	4
OT501	Genesis - Ruth.....	4
OT502	I Samuel - Song of Songs.....	4
OT503	Isaiah - Malachi	4
OT521	Hebrew Language I	4
OT522	Hebrew Language II	4
OT531	Intermediate Hebrew	4
OT640	Hebrew Bible Readings.....	4
PC501	Introduction to Pastoral Care	4
TL510	Celebrating Diversity and Embracing Unity.....	4
TS501	Systematic Theology I.....	4
TS502	Systematic Theology II.....	4
TS503	Systematic Theology III	4
TS505	Christian Social Ethics	4

Concentration Courses and Electives 28

Supervised Ministry and Spiritual Formation

SP501	Disciplines of Spiritual and Pers. Formation.....	4
TL551	Field Education Practicum	0
TL552	Professional Internship	4

Other Requirements

Junior, Middler, Senior Assessments
 Profiles of Ministry
 Senior Statement of Faith

A minimum of 144 quarter credits is required for graduation in the M.Div. program. Concentration courses must be taken at the advanced level, with the exception of pastoral care and M.F.T. courses. The student is responsible to meet all graduation deadlines and requirements. The associate registrar will be happy to answer questions and offer guidance.

Student Services and Resources

Appeal Process

Students with concerns in any area of due process related to student life may appeal to the student affairs committee. The committee will be appointed by the faculty for students who feel that individual circumstances warrant exceptions from published policy. The student affairs committee will include one faculty member, one member of the administration, and one student representative. Further appeals beyond this committee will be directed to the full faculty. Written requests should be submitted to the associate registrar's office.

Bookstore

Bethel Seminary San Diego operates a bookstore that enables students to purchase all required textbooks at the lowest possible cost.

Computer Access

Bethel Seminary San Diego's library has IBM-compatible computers connected to a main laser printer that students may use. There are also typewriters available for student use.

Employment

Most students find it a financial necessity to work part time while in seminary. Many students are involved in paid positions within local churches in the San Diego area. Various businesses have regular contact with Bethel in order to provide part-time employment opportunities for students.

Health Insurance

Students are required to participate in a hospital insurance plan. This may be done by purchasing a policy from an insurance company of the student's own choosing or by participating in a plan where the student or spouse is employed.

Placement

The seminary seeks to prepare graduates who qualify for ordination or for M.F.T. licensure in California, but the successful placing of a graduate in a position involves several variables, such

as the needs of the specific church or agency, the availability of the graduate, and his or her competency for ministry. Students are encouraged to establish a denominational relationship early in their seminary experience to prepare for placement and ordination, if that is their goal. Representatives from several denominations and mission agencies regularly visit the campus to meet with students.

Students should use their required supervised ministry experiences as opportunities to build a résumé of experiences that will lead naturally toward their ministry goals. Service within the chosen denominational setting, contacts with established pastors, and attendance at denominational conferences and ministerial meetings build a network of relationships that facilitate placement.

Students are expected to take the initiative in seeking placement upon graduation since most ministry placement is done through established national and district offices. The Office of Supervised Ministry is available for placement counseling, to help students communicate with their officials, and to make students aware of placement opportunities. Those who feel called to overseas ministry are urged to maintain contact with appropriate mission agencies beginning early in their seminary careers.

Publications

Heart & Mind magazine, published three times a year, is distributed to prospective and current students and alumni. Its purpose is to highlight how God is working in the seminary community as well as to provide stimulating articles by faculty and other contemporary theologians.

The San Diego M.F.T. department publishes *The Bridge*, a newsletter to keep in touch with alumni, the San Diego therapeutic community, and local churches.

The *SW Friends* newsletter is a periodic publication of interest to a wide-ranging constituency in the southwest U.S., primarily highlighting San Diego-related events, programs, and opportunities to students, alumni, parents, and friends of Bethel University and Bethel Seminary San Diego.

The *Student Handbook*, which is updated annually, contains all information pertaining to academia and student life and is issued to all incoming students.

Student Senate

The seminary Student Senate is active on the San Diego campus, contributing in numerous ways to enhance the educational experience of each student as well as ministering to the entire seminary community. Specifically, the Senate exists to promote and serve student interests, to lead and guide in student desired initiatives, and to establish and sustain the welfare of the student body.

Additionally, the senate is in charge of facilitating worship opportunities, programming periodic seminars and other student activities, enhancing internal communication, and serving as liaisons between the student body and faculty and administration. Senators are elected to a one-year term at the beginning of the school year in the fall. All students are eligible to serve.

Disability Services

Bethel Seminary provides services and reasonable accommodations for students with documented disabilities. Examples include sensory, physical, systemic, learning, and psychiatric disabilities. Students enrolled in Bethel courses should contact the instructor as soon as possible if disability-related accommodations are needed. Accommodations for students with documented disabilities are set up through the Office of the Associate Dean. For further information about these services or to request accommodation, contact Kent Eaton, associate dean, at 619.582.8188, ext. 223.

Seminary of the East

CAMPUS AND COMMUNITY



Bethel Seminary of the East Teaching Centers

Philadelphia Center

Cheltenham Baptist Church
1601 North Limekiln Pike
Dresher, PA 19025
215.659.1000
215.641.4804 (fax)
Tyrone Perkins, Director

New England Center

Faith Baptist Church
22 Faith Avenue
Auburn, MA 01501-1806
508.721.0888
508.721.0888 (fax)
508.230.9335
Noel Sherry, Director

New York Center

First Baptist Church of Flushing
142-10 Sanford Avenue
Flushing, NY 11355
718.539.6822, ext. 218
718.939.9136 (fax)
Michael Herbert, Center Director
Iris Holder, Henry Kwan, Director Team

Metropolitan Washington, D.C. Center

First Baptist Church of Glenarden
3600 Brightseat Road
Landover, MD 20785-2414
301.386.9415
301.386.6270 (fax)
301.386.6275
Esther Gordon, Director

Bethel Seminary of the East Administrative Offices

2325 Maryland Road, Suite 225
Willow Grove, PA 19090
215.659.1000
888.The.East (toll free)
215.659.1066 (fax)

History of Bethel Seminary of the East

In the 1960s, Conservative Baptists began to dream of a seminary in the Northeast Corridor of the United States. On October 3, 1979, a feasibility committee was formed to study the needs and desires of corridor churches. On March 23, 1982, at Nanuet, N.Y., the committee presented its analysis to messengers from 44 of those churches. In the fall of 1983 a constitution and bylaws were accepted and Seminary of the East was inaugurated as a graduate school of ministry preparation.

The vision included a church-based discipleship model of training that would have flexibility and sensitivity to issues of contextualization. It would also concern itself with developing a student's intellect, character, and skills. The need for renewal and evangelism in the dense population of the Northeast helped to fuel the vision.

Seminary of the East opened its first teaching center in 1985 in Dresher, Pa., using the facilities of Cheltenham Baptist Church. The second teaching center opened in the second largest city in New England—Worcester, Mass.—in 1987. In 1990, a third teaching center opened in New York City. In April of 1996, as an extension of the Philadelphia Center, classes were held for the first time in Baltimore, Md. Most recently, the Metropolitan Washington, D.C. Center opened in Landover, Md., in the fall of 2003. Since the initial class of 10 men and one woman began in the fall of 1985, 198 students have graduated and are serving churches, para-church agencies, and various mission organizations.

To enhance its ability to provide quality theological education to the evangelical churches of the Northeast, Seminary of the East entered into a management agreement in 1995 with Bethel College & Seminary in St. Paul, Minn., a Baptist General Conference institution with similar doctrinal commitments, values, and vision. This agreement encour-

aged Seminary of the East to continue its emphasis on equipping Christian leaders in the areas of “thinking, being, and doing” for the challenges of ministry in the Northeastern United States. In June 2000, Seminary of the East was approved by the Association of Theological Schools to operate as an extension of Bethel Seminary's accredited programs, and in June 2002 Bethel Seminary of the East became a fully merged partner with Bethel College & Seminary, now Bethel University.

Distinctive Characteristics

Bethel Seminary of the East's programs are characterized by:

1. Academic rigor and excellence: Qualified faculty with earned doctorates and with pastoral or missions experience teach courses at the graduate level. Full-time faculty teach in all centers to ensure academic quality and to interact with students.
2. Adult education model: Educational programs follow adult learning principles and practices. Education centered on the learner, rather than the teacher, enables students to assume responsibility for advancing their own education. Student-faculty interaction is frequent and collegial.
3. Convenient and flexible scheduling: Classes typically are held on weekday afternoons and evenings to accommodate working professionals and persons in vocational ministry. Some Saturday classes are also offered. Each quarter is 11 weeks long.
4. Ministry involvement: Students are actively involved in church or para-church ministry throughout their graduate study program. Students choose ministries and churches to suit their ethnic, linguistic, ecclesiastical, and demographic preferences.

5. **Mentoring:** Local ministry mentors provide knowledge, experience, and encouragement to the students in their ministry contexts and guided learning experience components. Mentors are trained by the seminary and work in partnership with the faculty and each student, thereby enriching the entire learning community.

Mentors participate in a Community Day of Learning scheduled for the opening day of each quarter. By attending the courses their students will be taking, mentors are better able to provide guidance and feedback throughout the quarter on guided learning experiences and other issues.

6. **Guided learning experiences:** To maximize their spiritual formation and ministry skills development, students participate in customized learning venues called guided learning experiences. Students work in conjunction with the course professor and local ministry mentors, and earn academic credit for their work.

7. **Spiritual formation:** The seminary is vitally concerned with students' character development and spiritual formation. The curriculum promotes the acquisition of godly attitudes, spiritual disciplines, and character traits commensurate with Christian

leadership ideals. Consistent mentoring sessions between students and mentors are a vital part of this aspect of the seminary's theological education.

First-, second-, and third-year students participate in spiritual formation with their peers and a designated faculty member, and meet in the context of a discipleship group each week. (M.A. students participate in first- and second-year spiritual formation.) The discipleship groups play a significant, supportive role in the spiritual development of each student. At this time, students and faculty members meet to discuss issues of mutual concern in Christian living, to pray for one another, and to practice theological reflection.

8. **Community life:** Students live in close proximity to the churches and ministries in which they are involved, rather than to the seminary. Classes are typically held one to two days a week, and as a result of these days of concentrated community, students find that their seminary friendships are as close as any they have experienced in previous educational environments. The adult education format, which depends on students responsibly participating in a learning community, supports an atmosphere of collegiality.

The Teaching Centers

Bethel Seminary of the East offers classes at four locations in the Northeastern United States: Dresher, Pa.; Auburn, Mass.; Flushing, N.Y.; and metropolitan Washington, D.C. In each area, classes are held at churches. These multiple locations are intended to make seminary education accessible to students and enable them to remain in their local churches and communities. The use of existing church facilities also enables the seminary to invest its resources in the development of people rather than in buildings. Bethel Seminary of the East is grateful to these churches for the use of their facilities.

Visiting the Centers

The seminary welcomes inquiries by mail, phone, email, or personal visit. Interested students are encouraged to attend the Community Day of Learning or to arrange a visit at the center they wish to attend. Seminary faculty, staff, and students are available to discuss how the seminary may be able to meet a prospective student's leadership development needs.

Each center hosts the Community Day of Learning for students, their mentors, and prospective students on the first day of class each quarter. The Community Day of Learning is designed to acquaint prospective students with the programs offered by Bethel Seminary of the East, to provide an opportunity to meet professors and students, and to attend classes.

Prospective students are also welcome to visit a center on any class day. Contact the appropriate center office to arrange your visit. The director will be glad to meet with interested persons to answer questions and provide orientation. Prospective students are invited to dine with students or faculty and share in an informal time of getting acquainted, as well as to share in the more formal interaction of classes.



PHILADELPHIA CENTER

The Philadelphia Center is located in the northern Philadelphia suburb of Dresher on the campus of the Cheltenham Baptist Church on North Limekiln Pike (Route 152). Classes are held primarily on Tuesdays; some Saturday classes are also offered.

Directions to the Philadelphia Center

From PA Turnpike, Exit 339 Fort Washington: The exit ramp ends at Pennsylvania Avenue. Turn right onto Commerce Drive. Continue straight past one stop sign and one traffic light. (Street name changes to Pinetown Road, then to Broad Street.) You will come to a “T” in the road. Turn right onto Limekiln Pike. After approximately one mile, turn right into the parking lot of Cheltenham Baptist Church.

From PA Turnpike, Exit 343 Willow Grove: Follow Route 611 north. Turn left onto Blair Mill Road (PBC/Penn. Business Campus on far left corner). Continue the entire length of Blair Mill to Route 63 (Welsh Road). Turn right onto Welsh (Allegro Company on left side). At the first traffic light turn left onto Dreshertown Road. At the first traffic light turn right onto Limekiln Pike. After approximately one-half mile, turn left into the parking lot of Cheltenham Baptist Church.

From Philadelphia: Take 309 north. Exit at Fort Washington (immediately after the PA Turnpike Fort Washington exit). Follow directions from Fort Washington (*above*).

From the North: Take 309 south to Butler Pike exit and turn left. Turn right onto Meetinghouse Road (large sign for Temple University, Ambler campus). Follow road’s entire length. Turn right onto Limekiln Pike. After approximately one-half mile turn left into the parking lot of Cheltenham Baptist Church.

NEW ENGLAND CENTER

The New England Center is conveniently located in Auburn, Mass., at Faith Baptist Church. Classes are held primarily on Thursdays; some Saturday classes are also offered.

Directions to the New England Center

From East or West on MASS Pike (I-90): Take Exit 10 (Auburn, Worcester). After going through the toll booth, take the exit ramp to the right (Route 12 South, Charlton). Turn left at the light onto Faith Avenue. The church is .2 miles on the right.

From Connecticut on I-395: Take Exit 6B (Route 20 West, Charlton). **Do NOT take exit 6A, 20 East, Auburn.** Follow 20 West over the interstate. Take the first right onto Faith Avenue. Faith Baptist Church is about .4 miles on the left.

From West on Routes 12 or 20: Follow Route 12 or 20 to where they merge. When they divide again at the light, follow Route 12 East. Travel approximately .7 miles to Friendly’s Restaurant on the right. Faith Avenue is the next right after Friendly’s.

From the North: Take I-290 South to Exit 6B (Route 20 West, Charlton). Exit onto Route 20 and take an immediate right onto Faith Avenue. The church is .4 miles on the left.

NEW YORK CENTER

The New York Center is located at First Baptist Church in Flushing, N.Y. Classes are held on Mondays and Saturdays.

Directions to the New York Center

From New Jersey and Pennsylvania: Take the George Washington Bridge (\$4 toll). After you cross the bridge you

will be on the Cross Bronx Expressway (I-95). Extra time may be needed since traffic is often slow on the Cross Bronx, even on weekends. Continue straight ahead about five miles on the Cross Bronx and take the exit for the Whitestone Bridge (\$3.50 toll). As you leave the bridge, stay to the right. Continue 1.5 miles and take the Linden Place exit (near the New York Times building). Do not turn onto Linden Place, but continue straight ahead on the service road to the end. Turn left onto College Point Boulevard. Go about 3/4 mile and turn left onto Sanford Avenue. (Candlewood Inn is on the corner.) Go four blocks to Union Street. First Baptist Church is on the right. Entrances to the church parking lot are on Sanford Avenue and on Union Street.

From Long Island: Take the Long Island Expressway and get off at exit 24 (Kissena Boulevard exit). Turn right onto Kissena Boulevard and go about 3/4 mile. Turn right onto Sanford Avenue. Go one block to Union Street. First Baptist Church is on the right. Entrances to the church parking lot are on Sanford Avenue and on Union Street.

From Manhattan: Take the Queens Midtown Tunnel (\$3.50 toll). After you leave the tunnel, you will be going east on the Long Island Expressway. Go 7.5 miles and get off at exit 24 (Kissena Boulevard exit). Turn left onto Kissena Boulevard and go about 3/4 mile. Turn right onto Sanford Avenue. Go one block to Union Street. First Baptist Church is on the right. Entrances to the church parking lot are on Sanford Avenue and on Union Street.

By Subway: Take the #7 to Main St. Flushing (the last stop). Walk south on Main Street and bear left onto Kissena Boulevard. Walk two blocks and then turn left onto Union Street and walk one block. The church is on the right.

METROPOLITAN WASHINGTON, D.C. CENTER

The Metropolitan Washington, D.C. Center is located at First Baptist Church of Glenarden, 3600 Brightseat Road, Landover, Md. Classes are held on Thursdays and Fridays.

Directions to the Metropolitan Washington, D.C. Center

From North/South: Take I-495/95 Capital Beltway to Exit 17B, Landover. (Landover Mall will be on your right.) Bear right at the first stop light on Brightseat Road. (Landover Mall will still be on your right.) Proceed through three traffic lights. The church will be on the left approximately one-half mile past the third traffic light.

From Washington, D.C.: Take Route 50 East (John Hanson Highway) to Route 410 (East West Highway). Follow the exit to the right; bear right at the end of the exit. Proceed to the traffic light, which will be Pennsy Drive; make a left. At the next traffic light make a right onto Ardwick Ardmore Road (Crestar Bank will be on your right). Go through three traffic lights and turn right at the next corner onto Brightseat Road. Go approximately 200 yards to the church on your right.

Photo by Larry Hansen



Degree Programs

The Curriculum

Bethel Seminary of the East offers courses leading to the Master of Divinity degree, the Master of Arts (Theological Studies), and the Certificate in Theological Studies. These programs provide preparation for Christian service in the United States and overseas. The curriculum is designed to help students become better trained in the areas of “thinking, being, and doing” in Christian theology and ministry.

The Master of Divinity Program

The purpose of the Master of Divinity program is to prepare men and women for Christian ministries, including the pastorate, youth ministries, missions, and other ministries within a church or parachurch context. The seminary offers the Master of Divinity degree upon satisfactory completion of the degree requirements as published in the catalog in effect at the time of the student’s enrollment. The completion of 144 quarter hours is required for the granting of the Master of Divinity degree.

Subsequent changes in graduation requirements as published in the catalog or as amended by the seminary faculty may be substituted. Students taking more than six years to complete their

studies must meet the requirements for graduation as published in the catalog in effect no more than four years prior to the date of their graduation.

Master of Divinity

- BT501 Hermeneutics4
- CP511 Homiletics I.....4
- CP561 Homiletics II.....4
- DC501 Discipleship in
Community.....4
- GC501 Introduction
to Global Ministry.....4
- GC515 Evangelism and
Church Growth.....4
- HS501 Early Church to
Reformation4
- HS502 The Church in the
Modern World4
- HS620 American Christianity.....4
- ML513 Transformational
Leadership.....4
- NT521 Elementary Greek I.....4
- NT522 Elementary Greek II4
- NT531 Intermediate Greek
Grammar.....4
- NT561 The Gospels4
- NT562 Emergence of the
Christian Community.....4
- OT521 Hebrew Language I.....4
- OT522 Hebrew Language II.....4
- OT551 Genesis - Ruth4
- OT552 I Samuel - Song of Songs4
- OT553 Isaiah - Malachi.....4
- PC501 Introduction
to Pastoral Care.....4
- SP511 Spiritual Formation I4
- SP551 Spiritual Formation II4
- SP651 Spiritual Formation III4
- TL501 Culture and Ministry.....4
- TS505 Christian Social Ethics.....4
- TS507 Systematic Theology I.....4
- TS508 Systematic Theology II4
- TS509 Systematic Theology III.....4
- TS510 Systematic Theology IV.....4
- TS791 Senior Seminar0

Concentration Courses

and Electives.....24
(must include at least one course in Spiritual Formation)

Guided Learning Experiences

In selected pastoral theology and communication courses, students are required to complete a guided learning experience as part of the course. Each student's guided learning experience is the basis for the synthesis between learning and practice. Under the supervision of their course professors and their local ministry mentors, students identify learning needs and outcomes and appropriate learning tasks related to the acquisition and improvement of ministerial skills. The guided learning experiences are the equivalent of ministry practicums.

Spiritual Formation

Students earn 16 credit hours in spiritual formation. During the first three years, students participate in the spiritual formation track associated with their particular year of study, exploring issues related to spirituality, call to ministry, and ministry preparedness.

As part of their work in spiritual formation, students are required to participate in discipleship groups that meet for one class period during the class day. The purpose of these small groups, facilitated by faculty members, is to provide instruction in the theology of the spiritual life and to create an environment of support and accountability that will foster spiritual growth. Mentors in the ministry context are key to spiritual and character formation since they observe and guide students in the context of ministry in a local church or parachurch setting. In addition, students enroll in one spiritual formation course as part of their program electives.

Master of Arts (Theological Studies) Program

The Master of Arts (Theological Studies) is intended for persons who seek to integrate their faith and learning as committed and informed Christians and to relate their theological studies to their vocations and interests. This degree is intended to prepare:

1. persons who are serving as youth or associate pastors;

2. persons preparing for service in world missions when their main focus is in an area such as medicine, education, agriculture, or mechanics;
3. persons planning to teach religion in an academic or other graduate setting;
4. persons choosing to serve in parachurch organizations and Christian social agencies;
5. laypersons who desire to equip themselves for more effective witness in and through their local church;
6. persons pursuing further graduate work.

A student must declare a concentration in one of two areas: biblical and theological studies, or leadership effectiveness. The degree will be awarded upon the completion of 96 credits.

Master of Arts (Theological Studies)

Required Courses

BT501 Hermeneutics.....	4
DC501 Discipleship in Community.....	4
GC501 Introduction to Global & Contextual Ministries.....	4
GC515 Evangelism and Church Growth.....	4
HS501 Early Church to Reformation...	4
HS502 Church in the Modern World	4
NT511 The Gospels	4
NT512 Emergence of Christian Community.....	4
OT501 Genesis - Ruth	4
OT502 I Samuel - Song of Songs	4
OT503 Isaiah - Malachi.....	4
SP511 Spiritual Formation I	4
SP551 Spiritual Formation II	4
TL501 Culture & Ministry	4
TS505 Christian Social Ethics.....	4
Systematic Theology: Students will select 3 Systematic Theology courses:	
TS507 Foundaton	
TS508 Christ	
TS509 Holy Spirit/Salvation	
TS510 Church/Eschatology	

Concentration Courses (5) and Electives (1).....24

Other requirements: Senior Capstone Experience

Concentration in Leadership Effectiveness: Students will select five Leadership concentration courses (ML513 + 4 600-level or above concentration courses)

Concentration in Biblical/Theological Studies: Students will select five Bible/Theology concentration courses.

Certificate in Theological Studies

The Certificate in Theological Studies at Bethel Seminary of the East is offered for those individuals who want more depth and background in biblical studies and theology to enhance their current ministries and occupations; for those individuals needing biblical and theological studies for missions and parachurch organizations; or for individuals seeking direction regarding their future vocations who want a limited course of study to guide them in making a decision about vocational Christian ministry. The 48-credit certificate requires the following courses comprising 20 credits:

SP511 Spiritual Formation I	4
BT501 Hermeneutics.....	4
TL501 Culture and Ministry	4
ML513 Transformational Leadership...4	
Systematic Theology: Students will select 1 Systematic Theology courses:	
TS507 Foundaton	
TS508 Christ	
TS509 Holy Spirit/Salvation	
TS510 Church/Eschatology	

Students obtain the remaining 28 credits in the certificate program by electing to take other courses in the seminary's curriculum, bringing the total to 48 credits required for the awarding of the Certificate in Theological Studies.

Prerequisites and Requirements for Course Work

- First-year students are required to attend an orientation workshop at the beginning of the first term of study as a prerequisite for registering for future courses with guided learning experiences. Students will be oriented to Bethel Seminary of the East and receive training on the

construction of a learning contract in preparation for courses with attached guided learning experiences. Students will also receive instruction on selecting mentors.

- Prerequisites for courses are noted in the course descriptions.

The Mentoring Program

Bethel Seminary of the East's mentoring program has its roots in the past, when followers of Jesus Christ sought a discipling relationship with godly leaders of their own generation. Our roots extend to persons such as Charles Spurgeon and his "pastors' college" in the 19th century, to Jonathan Edwards and David Brainerd in the 18th century, to the Puritans of the 17th century, and to those who gathered around Augustine in the early history of the church in the fourth century. They go back, in fact, to the

days when young Timothy was disciplined by the Apostle Paul, and the 12 disciples were trained by Jesus Christ. Bethel Seminary of the East aspires to continue the practice of viable mentoring and discipleship to enhance our program of theological education and ministry preparation.

Bethel Seminary of the East's integral link with local ministry is seen most clearly in its mentoring program. Students come to Bethel Seminary of the East with their local ministry's affirmation of their fitness and call to ministry, as well as a commitment by their churches to provide a nurturing base in which they can develop attitudes and skills conducive to effective ministry and spiritual growth.

Following the orientation and guided learning experience workshop (at the beginning of each term), students will

be assisted with the selection of mentors. The center director assists students in the selection of two mentors who form a mentoring team, along with seminary faculty, for the supervision and oversight of guided learning experiences.

Mentors maintain an ongoing involvement in students' seminary experiences in two ways. Mentors are required to attend the first day of class each term for the "Community Day of Learning." There, they participate in classes with their students to see how the guided learning experience complements the course to which it is attached. The mentors attend workshops designed to enhance their skills and capabilities. Also, weekly sessions between mentors and students focus on attitudes, information, skills, and other topics that might enhance students' spiritual and character formation, ministry skills development, and preparation for ministry.

Each term, mentors complete general progress reports to assess student growth and overall performance.

The course professor and the mentoring team enable the student, through mutually approved guided learning experiences, to develop Christian character, to expand in practical knowledge, and to improve in ministry skills. Activities for the guided learning experiences are determined on the basis of the perception students have of their own needs, as clarified through counsel with the course professor and their mentoring teams. Guided learning experiences help students:

- develop patterns for change and growth in the areas of spiritual and character formation;
- acquire competencies to be ready for ministry;
- assess current learning and skill needs;
- apply the course material to a specific ministry context; and
- gain graduate academic credit for work they do in ministry.



Further information on the mentoring program can be found in *The Mentoring Community: A Manual for Students and Mentors* produced by Bethel Seminary of the East.

Student Information

Application for Admission

Bethel Seminary of the East invites applications from persons who are deeply committed to Christ and His kingdom, and whose gifts and call to ministry have been affirmed by a local body of Christian believers. Students applying to the Master of Divinity program must hold a bachelor's degree and demonstrate that they are capable of graduate-level work. Persons seeking admission to Bethel Seminary of the East must complete and submit the following materials to the Seminary of the East Director of Admissions:

1. A formal application for admission and the required personal statements with a nonrefundable fee of \$20. (Online application fee is \$25.)
2. Official transcripts of college work from all schools attended. If the applicant has not completed his or her college degree at the time of application, a partial transcript must be sent. A complete transcript should then be requested after the student has earned the degree.

3. If the applicant has attended another seminary, a transcript of such work must be sent.
4. A recommendation form from the applicant's pastor.
5. A recommendation form from church leadership where the applicant is a member.
6. Two references from individuals such as a previous professor, current employer, or professional or ministry colleague.

Applicants should begin the application process at least three months prior to the beginning of the term in which they plan to enroll. Terms commence in mid-September, early January, and early April. Application materials can be obtained from any center office or by calling 1.888.The East.

Directions for applying online:

1. Go to the Bethel Seminary website at seminary.bethel.edu.
2. Roll your cursor over the "Admissions" tab on the left side and click on "Seminary of the East Admissions."
3. Click on "Apply Online."
4. Under "First-Time Applicants," click on "Create Your Account" and follow the instructions.

Application Process

The director of admissions and the admissions committee will review each completed application. On the basis of the submitted documents, the admissions committee will decide if Bethel Seminary of the East can meet the educational needs of an applicant, and if the applicant is prepared for graduate-level seminary training. Applicants will be notified in writing of acceptance to the seminary.

Special Students

For students intending to take 12 or fewer credit hours, a special student application may be submitted. Special student status cannot be extended beyond 12 credit hours. After the completion of 12 credit hours, special students must complete the full application process for matriculation and acceptance into a degree or certificate program if they intend to continue their seminary education.



Academic Policies

Transfer of Credit

Students may transfer credit from graduate courses in another accredited school for which they have not received a degree. Transfer credit will be approved only if comparable courses are included in the curriculum of Bethel Seminary of the East, and after students successfully complete one full term at Bethel Seminary of the East. Only courses with a grade of “C” or above will be considered for a transfer of credits. Applicants desiring a transcript evaluation for transfer credit prior to enrollment should discuss the request with the registrar.

Academic Load

Students who take the maximum number of courses available, based on their year of study, are considered full-time students. Students are strongly advised to stay in course sequence and follow the track of courses that applies to their year of study. Students are cautioned that lighter loads may produce schedule conflicts and an extended course of study.

Auditing

See policy on page 89.

Registration Procedures

During the latter part of each term, students preregister online or by mail for the succeeding term’s courses. Preregistration is required of all students and is the basis for tuition billing. Failure of current students to preregister will result in a late fee charge.

Add/Drop Policy

See *Registration Changes* on page 93.

Withdrawal

• **Temporary withdrawal for one or more terms:** Students who do not enroll at the seminary for one term or more must officially withdraw. Students withdrawing from their program of study for any period of time must indicate the reason for their withdrawal by completing a withdrawal form and submitting it to the director of academic programs.

Students who are officially withdrawn and return to the seminary one or more terms later must request readmission in writing from the director of admissions.

• **Permanent withdrawal from school:** Students who voluntarily leave Bethel Seminary of the East, or who are dismissed for disciplinary reasons, must file an official withdrawal form with the center director to be eligible for tuition refunds. Refunds are granted in accordance with the schedule (see *Refunds* on pages 96-97 and *Financial Aid Refunds* on page 100-101).

Ordering Books

Students will be given booklists prior to the start of each term. Suggested places to order books at significant discounts also will be provided at that time.

The Bethel Seminary Library

The Bethel Seminary Library makes every effort to effectively provide services and resources for the entire Bethel community at the St. Paul, San Diego, and Seminary of the East campuses. It strives to offer relevant, integrated, and transformational resources. To that end, the library houses print and non-print materials as well as electronic resources. The collection mainly supports the programs offered by the seminary, thus striving to be an integral part of the educational process of the institution. Due to the variety of delivery systems and campus locations, users

are not confined to one place. The library serves the information needs of students and faculty throughout the United States and beyond. Additional information can be obtained by visiting the library’s webpage at www.bethel.edu/library.htm.

Bethel Seminary Library is a member of CLIC (Cooperating Libraries in Consortium), MTLA (Minnesota Theological Library Association), SEPTLA (Southeastern Pennsylvania Theological Library Association), and MINITEX Library Information Network. Reciprocal borrowing privileges among the previously mentioned institutions increase the resources available. As a member of OCLC (Online Computer Library Center), the library also provides ready access to millions of materials throughout the United States and the world.

Bethel Seminary of the East maintains its own library collection at each teaching location, as well as electronic access to the other libraries of Bethel Seminary. Also, through agreements with seminaries and universities in each of the geographical areas in which Bethel Seminary of the East is located, students have access to additional libraries. Students at the Philadelphia center have access to all Southeastern Pennsylvania Library Association (SEPTLA) libraries with full borrowing privileges. Students at the Metro D.C., New York, and New England centers have varying degrees of access to theological libraries within their regions. (See page 23 for further information on the Bethel Seminary Library.)

Course Evaluation/Grading

See *Grades* on pages 91.

Student Services

Convocation and Chapels

Convocation and periodic chapels provide opportunities for corporate worship, enrichment of community life, biblical preaching, and exposure to God's work in the world through visiting Christian leaders. From time to time, students, faculty, and staff devote a portion of a day to corporate and small-group prayer as well.

Spouses

See *Courses for Spouses* on page 101.

Insurance

Students are required to participate in a hospital insurance plan. This may be done by purchasing a policy from an insurance company of the student's own choosing or by participating in a plan where the student or his or her spouse is employed. The seminary has arranged a health insurance plan for those students who are not already insured. Students may contact their center director for information.

Placement and Career Development

This program of the seminary is designed to assist students in relating academic pursuits, personal interests, skills, and values to career goals. The process begins by ensuring that students are involved in Christian ministry while at school. Students' development is enhanced by the use of guided learning experiences and weekly discipleship meetings both at school and in the ministry setting.

While informal dialogues are a part of the seminary's attempt to serve students in their career choices during their final year, the school seeks to help students find placement in Christian ministry in the following ways: personal counsel and assistance by the director of placement, providing counsel by seminary personnel for students seeking direction for future ministry, and facilitating periodic visits from

organizational representatives who interview interested students. Each center maintains a ministry positions notebook.

The Student Handbook

The student handbook contains detailed information concerning the academic and administrative policies and procedures of Bethel Seminary of the East. It functions as a "reference manual" for students in answering the questions that arise through the course of their studies. It also explains expectations and responsibilities of students as members of the Bethel Seminary of the East community.

Discipleship Groups

Students enrolled in spiritual formation are required to attend and participate in their assigned discipleship groups. Through weekly meetings, students will interact with faculty and other students for the purposes of theological reflection, prayer support, community building, and accountability for the guided learning experience.

Financial Information

Bethel Seminary of the East has always been supported prayerfully and financially by people of God who have a vision for leadership training. The seminary has deliberately chosen to place its primary resources in people rather than in buildings and property. Partnership with local churches and Christian organizations, and the use of their facilities rather than the building of campuses, continues to minimize our operating costs.

We have sought to keep tuition comparable to other graduate-level schools in an effort to minimize the hurdles encountered in obtaining a quality ministry education. We therefore have a continuing need for an increasing number of financial supporters. A gift to Bethel Seminary of the East is an investment in the future of the church of Jesus Christ. All funds are invested directly in support of the mission of the seminary to train ministry leaders.

All contributions to Bethel Seminary of the East are tax-deductible under the governance of the laws of the Internal Revenue Service of the United States.

Tuition rates and fees for the 2007-2008 academic year are listed on pages 95-96. All tuition rates and fees are subject to change.

Tuition payment is due in full on or before the first class day of each term. Special payment arrangements may be considered on an individual basis. Unpaid balances of more than 30 days will be subject to a 1 percent finance charge at the end of each month. Tuition reimbursement plans are contracted apart from the seminary and do not alter the payment due date. The student is responsible for payment reaching the seminary when due, regardless of the source of payment.

Financial Aid

Church Aid

Congregations in which students minister and are being mentored will often provide financial aid. This may be in the form of a regular salary, or a stipend for the ministry role served in the church, or in the form of tuition or living expenses. Each situation is unique, and students are encouraged to seek out potential support through the mentors in their churches.

Student Ministries, Inc.

Student Ministries, Inc. (SMI) is a nonprofit Christian mission agency that enables seminary students to receive support for the ministries in which they serve. The support comes from tax-deductible contributions by donors whom students contact. Student Ministries, Inc. requires that seminary students be affiliated with local churches, engage in supervised ministries of eight or more hours weekly, and maintain an evangelical doctrinal position. Students may obtain additional information about Student Ministries, Inc. from the center director at each site. Instructions for applying for financial aid can be found on page 98.

Program of Study

ST. PAUL, SAN DIEGO, AND
SEMINARY OF THE EAST CAMPUSES



Photos by Scott Struble

Academic Information and Policies

Pre-Seminary Studies

Prospective seminary students who know that they are headed in the direction of Christian ministry should plan their college courses so as to derive maximum benefit from theological studies. The seminary urges a strong emphasis on the liberal arts. The essential foundations for a minister's later professional studies, as well as his or her future responsibilities in the ministry, lie in a broad and comprehensive college education.

Many students, however, sense the call of God to some form of Christian service when their college work has been completed or nearly completed. Such students may not have a concentration in the liberal arts. The seminary still encourages these students to apply.

The Function of Pre-Seminary Studies

College courses prior to theological seminary should provide the cultural and intellectual foundations essential to an effective theological education. They should issue in at least three broad kinds of attainment.

1. The college work of a pre-seminary student should result in the ability to use certain tools of the educated person:
 - a. The ability to write and speak English clearly and correctly. English composition should have this as a specific purpose, but this purpose should also be cultivated in all written work. Course work in speech will aid significantly.
 - b. The ability to think clearly. In some persons this ability is cultivated through courses in philosophy or specifically in logic. In others, it is cultivated by the use of scientific method or by dealing with critical problems in connection with literary and historical documents.

- c. The ability to read at least one foreign language and in some circumstances more than one.
2. The college work of a pre-seminary student should result in increased understanding of the world:
 - a. The world of ideas. This includes knowledge of English literature, philosophy, and psychology.
 - b. The world of nature. This is provided by knowledge of the natural sciences, including laboratory work.
 - c. The world of human affairs. This is aided by knowledge of history and the social sciences.
3. The college work of the pre-seminary student should result in a sense of achievement:
 - a. The degree of mastery of a field of study is more important than the credits and grades received.
 - b. The sense of achievement may be encouraged through academic concentration, or through "honors" work or other plans for increasingly independent work with as much initiative from the student as he or she can muster with profit.

The Subjects in Pre-Seminary Study

The following are suggested areas of study for a student's college years. The student's work in these fields of study should be evaluated on the basis of mastery of the fields rather than in terms of semester hours or credits. To make this suggestion more practical, students are encouraged to take three-fourths of their college work in the following specific areas:

- English—language, composition, and literature
- Speech—fundamentals, argumentation, group communication, persuasion, oral interpretation, and drama
- History—ancient, modern European, American, and non-Western cultures

Philosophy—orientation in history, content, and method

Natural Sciences—the physical and life sciences

Foreign Language—one or more of the following linguistic avenues to human thought and tools of scholarly research: Latin, Greek, Hebrew, German, and French—with Greek especially recommended. Students who anticipate postgraduate studies are urged to undertake these disciplines early in their training.

Religion or Christianity—Increasingly, biblical studies, together with an introduction to the major religious traditions and theological problems, are becoming viable options for pre-seminary studies. The area of concentration among the above suggestions will depend on the interests and abilities of the student.

The Nature of this Recommendation

There has been no attempt in the preceding paragraphs to list all of the work that would be profitable for the pre-seminary student. It is possible to include many other elements in one's college studies while still fulfilling the ideal program for an adequate foundation for seminary studies. The aim is to prepare persons who understand the world and develop the ability to communicate effectively the Word of God to that world.

Further, the preceding paragraphs offer only suggestions. Students who have completed college work and have not followed these suggestions are still urged to apply to seminary if God is prompting such action.

Admission Requirements

Christian Experience

Bethel Seminary attempts to reflect from its heritage the distinctive spirit of nonconformity that emphasizes simple and direct involvement in worship and devotion, concern over secular standards in pleasure and materialism, and vigorous participation in the witness and mission of the church. Therefore, the seminary invites applications from persons who are deeply committed to Christ and His kingdom. Such commitment should be joined with acceptance of the Bible as God's uniquely inspired revelation, an evangelical position on doctrine, a life of purity and righteousness, and a desire to communicate the gospel in creative ways whenever and wherever the opportunity arises.

Moreover, acceptable students are those who seek opportunities for worship through regular church attendance and voluntarily participate in church life and functions. Each prospective student is expected to be a member in good standing of a local congregation of believers.

Students are expected to lead lives that are distinctly Christian in personal habits and in social relationships. While legalism is disdained, the seminary stresses conservative conduct in matters of personal behavior and expects students' conduct to be a matter of discretion and responsibility.

Bethel does not discriminate against any worthy student on grounds of age, gender, race, color, ethnic or national origin, or on the basis of physical disability. Bethel values diversity in its student body.

College Degree

The seminary requires for admission a four-year degree from a regionally accredited college or university.

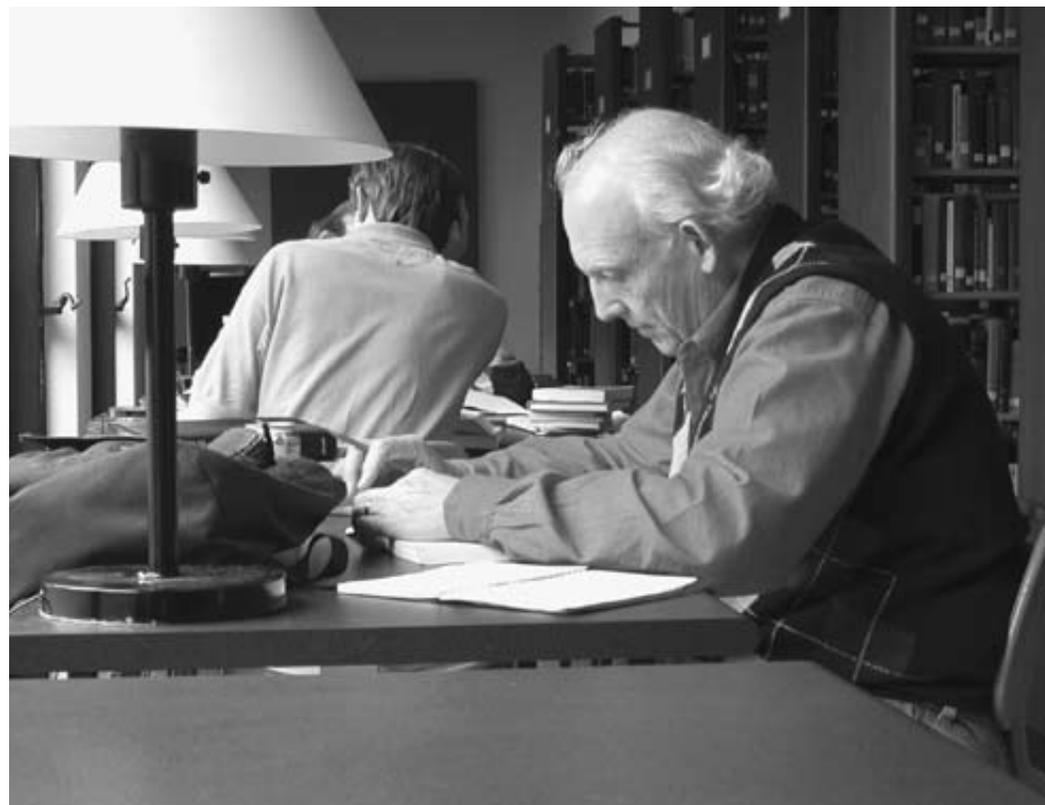
Applicants holding professional baccalaureate degrees from regionally accredited schools are urged to have at least 75 semester hours of credit in liberal arts. Prospective students with such degrees are advised to have their college transcripts evaluated by the Office of the Registrar to determine whether deficiencies in liberal arts work are significant enough to demand further study in these areas.

Prospective students with baccalaureate degrees from colleges not regionally accredited, including Bible colleges, may be admitted upon evidence of ability to pursue graduate studies. In such cases, the applicant's scholastic record in college and his or her scores on the Graduate Record Examination may be taken into consideration. The transcripts of such graduates will be evaluated for weaknesses in liberal arts, and if such weaknesses exist, further work will be required.

Greek Studies

For students who have completed Greek language courses prior to entering seminary, an examination covering basic vocabulary, morphology, and elementary syntax is used to determine readiness for entrance into New Testament exegetical courses. Students who pass the Greek qualifying examination will then receive advanced standing in the Elementary Greek courses and will be able to select other courses in place of the basic language courses.

Master of divinity students in the Greek track may enroll in the New Testament courses after having earned a grade of 70 percent or above on either the final exam in the Elementary Greek course or on the Greek Qualifying Examination. Students who earn between 70 and 80 percent on either of these exams will be encouraged by the course instructor to do further study before they continue in the New Testament track.



Application for Admission

Since the Admissions Committee is interested in all information that will assist in the evaluation of an applicant's ability, achievement, commitment to Christ, and promise, the seminary requires that each applicant supply the following materials:

1. A formal application for admission, which should be on file at least two months before the anticipated starting date.
2. A nonrefundable application fee of \$20, which should accompany the application.
3. Official transcripts of college work from all schools attended. If the applicant has not completed his or her college degree at the time of application, a partial transcript should be sent. (Copies will not be accepted.) A complete transcript then should be requested after the student has earned his or her degree.
4. If the applicant has attended any other seminary or graduate school, a transcript of such work must be sent, along with a statement of honorable dismissal and recommendation.
5. A letter of recommendation from the applicant's pastor.
6. A letter of recommendation from the church of which the applicant is a member.
7. Two references from individuals such as educators, employers, or professional colleagues.
8. Students from colleges not regionally accredited may be asked to present satisfactory scores from the GRE (Graduate Record Examination).
9. A group interview may be required upon the request of the Admissions Committee.

Prospective students are encouraged to visit any of our locations. Free housing and meals are available in St. Paul and San Diego. To set up an appointment in:

- St. Paul, call the director of admissions at 612.638.6288, or outside the Twin Cities call toll-free 800.255.8706, ext. 6288.

Photo by Scott Sireble



- San Diego, phone 619.582.8188, or outside the San Diego area call toll-free 800.238.4352.
- Seminary of the East, call 215.659.1000 or toll-free 888.The.East.

Former students not enrolled within the last academic year must apply for re-enrollment in the seminary. Students who have not been enrolled within the last three years must reapply, and will fall under the catalog requirements at the time of their readmission.

Special Students

A limited number of qualified students may be permitted to enroll in classes as special or nondegree students. Such students are not degree candidates, although some may subsequently become so. Permission to enroll as a special student involves completing the application form for that purpose and providing a transcript of college work. Such students normally would not enroll for more than two courses per quarter. Not more than 25 percent of the courses required for a degree may be taken while enrolled under special student status.

Scholastic Regulations Academic Advising

Each incoming degree program student is assigned an advisor who seeks to understand the academic and vocational goals of the student, as well as his or her personal needs. Returning students are assigned advisors according to their concentrations. Students are encouraged to attend all of the group advisee/advisor meetings planned during the year.

Academic Integrity

Written material submitted must be the original work of the student. Academic dishonesty constitutes a serious violation of scholarship standards at Bethel and can result in denial of credit and possible dismissal from the school. Any act that involves misrepresentation regarding the student's academic work is forbidden. Academic dishonesty includes cheating on assignments or exams, plagiarism, fabrication of research, multiple submissions of work in different courses, misrepresentation of academic records, the facilitation of academic dishonesty, and depriving others of necessary academic resources.

Students are expected to be good stewards of the learning resources available to them. Misuse of library or technological resources will not be tolerated. This includes destroying, hiding, removing,

or keeping library materials and damaging or modifying computer programs without permission. Engaging in software piracy, hacking, constructing viruses, and knowingly introducing viruses into a system will be considered breaches of integrity.

Students charged with academic dishonesty have the right to appeal any disciplinary action. Contact the chair of the Academic Programs Assessment and Accreditation Committee (APAAC) for details on the appeal process. For more information consult the “Academic Integrity” brochure available in the registrar’s office.

Academic Load

Four courses each quarter, 15-16 quarter hours, is a full-time load for students who wish to complete an M.A. degree in two years or an M.Div. degree in three years. Three courses each quarter, 11-12 quarter hours, however, is also considered a full-time load and is recommended for students who must spend considerable time in outside employment. Seven quarter hours per term is considered half time. Students in the SemPM modular program have full-time status as long as they stay continuously enrolled in the program. InMinistry students typically take 7-8 courses per year. For financial aid purposes, this is considered less than full-time status. Consult the Office of University Financial Aid for further details.

Normal progress toward the degree is defined as completing work at a rate which, if continued, will result in completion of the degree within the specified time limit. Students are encouraged to take family, ministry, and work responsibilities into account when planning their course schedules.

A student whose grade point average is lower than 3.0 (B) is not permitted to carry more than four courses a quarter. A reduced load will be required when employment, the care of a church, or other activities conflict with satisfactory school work. A student who works 40 hours or more a week must demonstrate his or her ability to earn a B average carrying an academic load of three courses before he or she may increase the course load.

Academic Policy

Each student is responsible for knowing the academic regulations and other program requirements of the school. While the academic dean, the student’s faculty advisor, and the registrar may provide appropriate reminders, the primary responsibility for knowing and fulfilling all policies rests with the individual student.

Academic Probation

A student who achieves less than a C (2.0) average is placed on academic probation for the following quarter. Failure to obtain a 2.0 average for the year will result in dismissal.

Advanced Standing

Students are encouraged not to duplicate undergraduate-level work in their seminary studies. Thus, a formal program of advanced standing by qualifying examination is in operation with the understanding that a student who is permitted to waive a requirement will take at least one advanced course in that department. The purpose of such substitution is to provide the student with a better educational experience. Both student and advisor should give serious consideration to the substitutions that are made.

Forms for advanced standing may be obtained in the registrar’s office and must be returned to that office for proper recording on the student’s permanent record.

Appeals Process for Academic Matters

Regulations are formed in keeping with academic policy and the best interest of the entire student body. The Academic Programs Assessment and Accreditation Committee (APAAC) will take action on petitions for adjustments or exceptions to academic rules or policies upon written request by the student. If students believe they have a justifiable concern about any matter of academic procedure (e.g., grade, Supervised Ministry), they should confer with the instructor about the problem. If a satisfactory solution is not reached, an appeal may be made to APAAC through

the registrar. The appeal must be submitted by the student in writing within six months of the date the problem arose. Following a thorough review, the APAAC will advise the student in writing of its decision.

Auditing Courses

All master’s-level degree students in the traditional program and their spouses may audit courses without charge during any quarter the student enrolls in a course for credit, with the number of audited courses not to exceed the number of courses taken for credit. To have the auditing fee waived, spouses must complete a registration form for that purpose. InMinistry students may apply to audit InMinistry courses for a fee. Information and application forms are available online. Pastors and full-time employees of Christian ministry agencies and their spouses, as well as senior citizens (60 years of age or older), may audit courses for a minimal fee. For an audit to be recorded on a transcript, regular attendance at the class sessions and participation in the class, when feasible, is required. Individual instructors may also require some portion of class assignments for auditors.

Other persons wishing to audit courses should possess a four-year degree or its equivalent, and will be required to complete an “Application to Audit.” If the person is not a college graduate, he or she may submit a petition indicating the reason for taking the class and college work completed.

Students who audit a course and then wish to receive credit at a later date must register again for the course. In no case will a student be allowed to change an audit to a credit after the first week of the course. Students who have taken Elementary Greek at the undergraduate level may audit NT108-109 as a review before entering NT110.

Change in Degree Program or Campus

Students are admitted into the degree program for which they apply. Should the student’s vocational interests change, he or she must make formal application to change to another degree

program. A change in campus or delivery system, even while pursuing the same degree, constitutes a change in degree program and requires formal application. Students who make changes must meet the requirements in effect at the time of change to the new program.

Change in Delivery System

Students are admitted into the delivery system for which they apply (day/evening program, SemPM, and InMinistry). Should a student wish to change to another delivery system, he or she must make formal application in the registrar's office, and must secure approval from the director of the program that he or she wishes to enter. A \$100 fee will be assessed at the time of the change. Students who change delivery systems must meet the requirements in effect for the degree in the new delivery system at the time of the change.

Class and Chapel Attendance

Students are expected to attend classes regularly. Those who find themselves unable to do so should drop the course completely. Unexcused absences, not to exceed the number of course hours a week, are allowed without penalty. Students participating in a course with a week-long intensive cannot pass the course if they miss more than one day of the intensive.

Since the chapel experience and the Community Life Gatherings are both symbolic and expressive of our corporate life as a Christian community, students are expected to attend when they are on campus. Set within the context of various traditions, the primary emphasis of the chapel service is the worship of God expressed in a variety of ways, including the proclamation of the Word, prayer, music, and meditation. Time is also set aside for focusing on other aspects of our corporate life, such as fellowship, growth in mind and spirit, small group experiences, the sharing of concerns, lectureships, and forums.

Classification of Students

Master of Divinity degree students are classified at the beginning of the fall

quarter as juniors, middle, and seniors on the basis of having completed the following number of credits:

Junior	0-36 credits
Middler I	37-72 credits
Middler II	73-108 credits
Senior	109-144 credits

Students in the M.A. programs who complete their programs in two years are classified as juniors the first year (0-48 credits) and seniors the second year (49-96 credits).

Special students are those who are only part time and not enrolled in a degree program. No more than 25 percent of the courses required for a degree may be taken while enrolled under special student status. At Seminary of the East, no more than 12 credits may be taken under special student status.

Courses in Nonacademic Settings

The faculty has established a policy whereby any student wishing to obtain credit for a seminar or course conducted in a nonacademic setting must meet the following stipulations:

1. The amount of time spent in the course must be 60 hours for a two-quarter-hour course, 90 hours for a three-quarter-hour course, and 120 hours for a four-quarter-hour course.
2. The course must be taken under the direct guidance of a Bethel professor who will oversee the work.
3. Credit must be arranged with the registrar before taking the course.
4. A written evaluation must be prepared and submitted to the Bethel professor overseeing the work.
5. Tuition will be billed by Bethel at the current fee for course credit.

Course Numbers

500s-700s	Master's level, graduate credit
800s-900s	Doctor of Ministry level

Course Papers

All assigned course and term papers in all degree programs (with the exception of those in Marriage and Family Studies) are to be submitted in thesis form in conformity with the most recent edition of Kate L. Turabian's *A Manual for Writers*. When

this manual is not sufficient, the student should refer to *The Chicago Manual of Style*. Students submitting papers in the Marriage and Family Studies and Marital and Family Therapy programs should follow the requirements of the fifth edition of *The Publication Manual of the American Psychological Association*. In addition, students are expected to use inclusive language.

Developmental Probation

At Bethel Seminary we take seriously our goal to prepare whole and holy Christian leaders. Consequently, we are concerned not only with academic preparation, but also with spiritual and personal formation. Students who are failing to make adequate progress in areas of development and/or formation may be placed on probation and required to follow a developmental plan in order to continue in their degree program. Students will be notified if they are being placed on probation or if their continuance in a degree program is in question.

Examinations

No week of final examinations is scheduled, but the professor may elect to give a final examination through a variety of means. Faculty members seek to be sensitive to student needs in the scheduling of examinations.

Family Educational Rights and Privacy Act of 1974

Bethel Seminary complies with the requirements established by the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380).

In general, the purpose of the act is to give students access to their educational records maintained by the school, and to protect students' rights to privacy by limiting the transfer of their records without their consent.

As provided by the act, the seminary has the right to release at its discretion the following information with respect to each student presently or previously enrolled: the student's name, address, telephone number, date and place of birth, church membership and denominational affiliation, program

of study, dates of attendance, degree earned, previous educational agencies or institutions attended by the student, and awards and honors. Students may withhold directory information by notifying the registrar in writing within two weeks after the first day of classes for that quarter. Requests for nondisclosure will be honored by this institution for only one academic year. Thus, authorization to withhold directory information must be filed annually in the Office of the Registrar.

The law further provides students with the right to review information contained in their educational records, with the exception of reference forms or other material for which the student has waived his or her right to access for recommendations received prior to January 1, 1975. This information includes application for admission, copies of correspondence to the student, and transcripts of college and/or seminary work. In order to review the material belonging to his or her educational record, the student must make written request of the appropriate administrative office, which will set up a time for the student to do so within 10 days.

Grades

The faculty has adopted a four-point grading system with 12 levels as follows:

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+	1.3
D	1.0
D-	.7
F	.0

Bethel Seminary serves students who are preparing for a variety of ministry contexts. Some students will pursue further graduate study. As a result, Bethel strives to maintain a grading system that accurately reflects the quality of a student's work and capacity for advanced study.

Students are expected to demonstrate

“Leadership is first of all not something one does but something one is.”

Leighton Ford

graduate-level writing skills—including correct grammar, spelling, and punctuation—in all course work, and to fulfill course requirements as listed in the course syllabus. Professors are encouraged to define their grading criteria and policy on late work and incompletes in each course syllabus. Grades will be assigned using the full range of letter grades (A-F), representing the following levels of performance:

- A** Excellent work submitted; evidence of outstanding ability to synthesize and use course knowledge; consistent evidence of creativity and originality; insightful contributions in class; consistent demonstration of integrative and critical thinking skills; regular class attendance; and respectful interaction.
- B** Good work submitted; evidence of substantial ability to analyze and use course knowledge; evidence of creativity and originality; thoughtful contributions in class; demonstration of integrative and critical thinking skills; regular class attendance; and respectful interaction.
- C** Acceptable work submitted; evidence of adequate ability to analyze and use course knowledge; appropriate contributions in class; attempts at integration and critique; regular class attendance; and respectful interaction.
- D** Poor work submitted; little evidence of ability to analyze and use course knowledge; inconsistent evidence of mastery of course content; few contributions in class; no attempts at integration and critique; inconsistent class attendance; and respectful interaction.
- F** Inadequate work submitted; insufficient evidence of ability to analyze and use course knowledge; inappropriate

and/or disrespectful contributions in class; poor class attendance; or failure to complete course requirements.

Please note that a grade of C represents satisfactory performance, and that students are required to hold a cumulative grade point average of 2.0 or higher (C average) to graduate with a degree from Bethel.

The grade of F may be superseded by a second grade when the student retakes the course. The first F remains on the transcript but is removed from computation of the grade point average.

- I** Incomplete (granted for emergency situations only).
- P** Pass. C work or above (course without grade points).

Students are allowed to take three advanced-level courses on a Pass/Fail basis. Such courses, however, may not be in the student's concentration in the M.A. program or the M.Div. program if the student is pursuing a concentration. The work in a Pass/Fail course must be of at least C level for a grade of Pass. The decision to take a course Pass/Fail must be made within the first two weeks of the quarter and the appropriate form completed for that purpose. Students should realize that the professor has the prerogative to require a letter grade if he or she feels that the nature of the material involved demands such evaluation. No core courses may be taken on a Pass/Fail basis. Students may take more than three Pass/Fail courses only if they take more than the minimum number of courses required for graduation in that degree program.

- W** Withdrawal is allowed during the third through seventh weeks of the quarter. From the eighth week, a grade of F is recorded for withdrawals. SemPM modular students receive a W if they withdraw in writing by the fourth class session of a five-week course. Students enrolled in year-long courses will be granted a withdraw on a prorated basis, with three weeks being equal to one week of the course.

Incomplete Course Work

Students are expected to submit all work by the dates set by the course instructors and complete all course requirements on or before the last day of the quarter.

The grade “Incomplete” is temporary and will be granted only in unusual circumstances (such as serious illness or critical emergencies) and will not be considered for a student who is simply behind in the assignments.

No Incomplete will be granted automatically. The student is responsible to submit the Incomplete Contract to the Office of the Registrar no later than the last day of the quarter. The date for completion of the work will be arranged with the professor involved, but that date cannot extend beyond one quarter. If the work is not completed by the specified date, the grade indicated on the contract will be entered on the student’s record. Special problems regarding a student’s eligibility to receive the Incomplete will be referred to the Academic Programs Assessment and Accreditation Committee.

Graduation Requirements

Students are responsible for meeting the graduation requirements set forth in the catalog at the time of their matriculation. Candidates for a degree in the Master of Arts or the Master of Divinity programs must have completed at least 48 quarter credits in residence.

Commencement is held only in the spring of each year. Students must make written application to graduate during the fall quarter of the year in which the student anticipates graduation. Any student who fails to do so by February 1 will not be listed for graduation that year. All degrees are voted by the Board of Trustees upon the recommendation of the faculty.

The registrar will complete a curriculum check at the end of the fall quarter of the year in which the student has applied for graduation. In addition to academic requirements for graduation, students in the Master of Arts or Master

of Divinity programs must fulfill the following requirements:

1. Participate in the self-assessment and evaluation program;
2. Participate in covenant groups or other formation experience as indicated in the degree program;
3. Complete Supervised Ministry requirements, including Profiles of Ministry, if required in the degree program;
4. Write a personal statement of faith acceptable to the faculty;
5. Achieve a grade point average of C (2.0) or above. In addition, St. Paul and San Diego students in the MFT program are required to hold a cumulative grade point average of 3.0 or higher (B average) in their marriage and family courses in order to graduate with an M.A.M.F.T. degree from Bethel; and
6. Present a clearance on financial accounts.

Participation in graduation ceremonies is expected. Students must request permission to graduate *in absentia*. Requests to graduate *in absentia* must be made in writing to the Office of the Registrar by April 1. Students whose attendance status changes after April 1 must contact the registrar’s office to notify them of the change, and will be charged a \$100 administrative fee.

Students must complete all degree requirements in the academic year in which they plan to graduate.

Harassment Policies

Bethel Seminary is committed to providing a Christ-centered community where students, faculty, and staff can work together in an atmosphere free from all forms of harassment, exploitation, or intimidation, including racial and sexual harassment. All members of the Bethel community are expected to educate themselves about sexual and racial harassment. Copies of the harassment policies are available in the Office of the Provost in St. Paul, and the Office of the Dean and Executive Officer in San Diego and Seminary of the East, as well as in the libraries. To file an informal or formal complaint, please contact the compliance officer in St. Paul, or

the dean at the San Diego or Seminary of the East campuses.

Honors

The following criteria are established by the faculty for the determination of graduation honors for students in the master of arts programs and the master of divinity program: minimum cumulative grade point average of 3.60 cum laude; 3.75 magna cum laude; 3.90 summa cum laude. Honors for programs are based on the cumulative average as of April 1 prior to graduation and will be adjusted at the close of the record on the students’ transcript only, not on the diploma.

Students who have committed acts of academic dishonesty are not eligible to receive honors.

Students of Hebrew language who meet the scholastic requirements are inducted each spring into the Hebrew Honor Society *Eta Beta Rho*.

Independent Study

An independent study course provides the student with an opportunity to pursue a specialized area that may not be explored through normal course offerings. Approximately 120 hours of study (for a four-quarter-hour class) will be involved in such courses over a two-quarter period. The student must submit a written proposal to the professor for approval. If the proposal is accepted, both the student and the professor sign the Form for Independent Study Course, return it to the registrar, and complete the necessary registration. A surcharge of \$175, in addition to regular tuition, will be charged for independent studies.

The Institute of Theological Studies offers a program of independent courses in biblical studies, church history, pastoral care, and missions. Each course includes recorded lectures, a printed study guide, and a bibliography. These materials may be ordered for a modest fee. Catalogs of the program are available from the registrar. To receive graduate credit, the student must register for an independent study course at Bethel and study under the direction

of one of the school's instructors. Some additional work may be required. These taped courses are open to enrollment also by those who have not yet entered the seminary.

Only three independent study courses may be taken in the student's degree program. None may be substituted for required courses. Any course that the student takes in a nonacademic setting will count as an independent study course. Students may take a maximum of 20 credits in their degree program in combination of independent studies, correspondence courses, or extension courses.

International Students

International students enter the United States on an F-1 visa, and the permit to stay is issued for the duration of full-time study or until 60 days following graduation. Thirty days prior to the expiration date on their visas, students are expected to file an application for extension on Form 1-538, which may be obtained in the Office of Student Life at the College of Arts & Sciences (651.638.6161).

Full Course of Study

International students with an F-1 student visa are required to carry at least three courses (11 quarter credits) each quarter to maintain their legal status to remain in the United States. Students who require exceptions to the full course of study are required to report to the international student advisor.

Employment

A Social Security number is required prior to any type of employment. International students are allowed to work no more than 20 hours per week on campus while school is in session; 40 hours per week during holidays and vacation periods. Off-campus employment without authorization is not allowed.

Savings Accounts

Students who wish to open a savings account in a bank or who have permission to work must obtain a Social Security number (or tax account number). This number is obtained by filing form SS-5. Check with the Office of Student

Life at the College of Arts & Sciences for further information. Students in San Diego and Seminary of the East should consult the associate registrar.

Medical Insurance

Medical insurance is required for international students and dependents. It must contain the provision to fly the student home if necessary, or to fly his or her body home in the event of death. This may cost up to \$850 per year for an individual student. Contact the seminary Office of Student Life for health insurance information.

If you have any concerns regarding Form 1-20, maintenance of status, medical insurance, Social Security card, on-campus and off-campus employment, curricular practical training, optional practical training, program extension, change of level/degree, transfer, reinstatement, change of status, travel, dependents, etc., please contact the international student advisor at 651.638.6161.

Military Service

Upon involuntary military call-up, a student so affected will be granted a withdrawal from courses with a full refund. If 70 percent of the course work has been completed, no refund will be granted and an incomplete will be activated and remain in force until one year after completion of active status. If the statute of limitations is exceeded, a grade of W will be assigned automatically.

Prerequisites

BT101/BI101 Hermeneutics is a recommended prerequisite to admission in all of the Old Testament and New Testament courses with the exception of Greek language courses. Old Testament, New Testament, and Systematic Theology required courses should be taken in sequence. Advanced Old Testament courses are not to be taken before completing the beginning sequence. CP101 Introduction to Preaching is required before taking any Preaching Practica. Preaching Practicum A is also a prerequisite to Preaching Practicum B and advanced preaching courses.

Registration

Fall registration for entering students in St. Paul is held during the summer or the orientation session. Students may meet with their faculty advisors to plan and receive approval for course selections. Registration for winter and spring quarters may be done at this time also. Continuing students register for the new academic year either in May or late September and must secure approval from their faculty advisors and the Office of Formation and Placement. Students may change their registration for winter and spring quarters at registration days held in late November and February, respectively. Students who register outside the regular registration times will be subject to fines. Students not on the official class list will be asked to leave class to complete registration. In no case will students be permitted to register for two classes that overlap meeting times.

San Diego and Seminary of the East students should consult the associate registrar for information on registration dates and times.

Registration Changes

Students desiring to drop or add courses must fill out a change in registration form and secure the approval of the professor involved and the faculty advisor before returning the form to the registrar. Mere absence from class sessions will not constitute withdrawal. Courses may not be added, or changed from audit to credit, after the first week of the quarter. Students may change from credit to audit, or drop the course, through the seventh week of the quarter. After the second week of class, a grade of W will be entered for each dropped course. From the eighth week a grade of F will be recorded unless the student appeals to the Academic Programs Assessment and Accreditation Committee citing exceptional circumstances. Failure to submit a written petition form will result in an automatic F. Students enrolled in year-long courses will be granted withdrawals on a prorated basis, with three weeks of the yearlong course being equivalent to one week of a quarter course.

Statement of Faith

All master of arts and master of divinity candidates are required to submit a personal statement of faith in their senior year. The purpose of the statement is to provide the student an opportunity to think through his or her faith in an integrated way. Instruction sheets are distributed the spring quarter preceding the year in which the student plans to graduate. Students must meet all deadlines established for submitting their statements or incur a \$50 fine.

Papers will not be accepted more than two weeks following the due date, thus postponing the student's graduation to the following year.

Time Limits for Degrees

All requirements for the Master of Divinity degree are to be met within eight years of the time of the student's initial enrollment, with the exception of the InMinistry program, in which the time limit is 10 years. Requirements for the Master of Arts day program must be completed within six years, and for the Master of Arts (Theological Studies) evening program within eight years. The Doctor of Ministry program must be completed within four years of enrollment. Students are encouraged to consider all other commitments, including family, ministry, and work, when planning their course schedules.

Requests for extensions in the Doctor of Ministry program require approval of the Doctor of Ministry Committee. Approvals for extensions of the time limit in the master's programs require special action of the faculty upon written appeal from the student.

Transcripts

Transcript requests for all campuses must be submitted to St. Paul in writing and personally signed. No transcripts are issued for students with unpaid accounts. All transcripts from other schools in the student's file remain the property of Bethel Seminary and cannot be released to the student or other parties. Bethel Seminary releases transcripts only of course work completed at the seminary.

Transfer of Credit

Complete or nearly complete transfer credit is normally granted for course work taken at other accredited, graduate-level seminaries. Upon presentation of a statement of honorable dismissal from another seminary, the transcript will be evaluated in terms of required courses and standards of Bethel Seminary. Partial credit may be given for course work taken at nonaccredited seminaries upon completion of validation examinations. Credits for courses graded below C (2.0) will not be accepted. Credits for courses taken more than 15 years prior to the transfer will not be accepted. Candidates for a degree are required to take a minimum of 48 credits in residence. Transfer students will normally be required to complete at least one course in each core discipline at Bethel.

A student with an M.A. (or its equivalent) in religious studies from Bethel or another school may be granted advanced standing toward an M.Div. or M.A. degree. To receive the M.Div.

degree, such persons will be required to take at least two years of full-time academic work (96 credits) and meet all of the other M.Div. requirements. To receive the M.A. degree, such persons will be required to take at least one year of full-time academic work (48 credits) and meet all of the requirements of the M.A. degree. See the registrar for complete details.

Verification of Student Status

Verification of student status for loans, insurance, etc., is made through the Office of the Registrar.

Veterans

The seminary is approved for veteran's educational benefits. If a veteran finds it necessary to discontinue school during the course of any quarter, tuition will be refunded in accordance with accepted government regulations.

Withdrawal

Students withdrawing from the seminary must confer with the Office of Student Life and their advisors, and submit to the associate registrar of their campus a completed petition form before any refunds can be given. If a student withdraws from the seminary and subsequently desires to re-enroll, the student must submit a letter requesting readmission. This letter must indicate what the student has done since leaving seminary, current goals, and how seminary fits into those goals.

Photo by Scott Strehle



Cost of Education for 2007-2008

Bethel Seminary is a part of the missionary enterprise of the Baptist General Conference. It is supported by the churches of the conference in order to train competent leaders for places of service in the United States, Canada, and overseas. The greater part of the cost of educating a seminary student is cared for by supporters of Bethel Seminary. The Board of Trustees reserves the right to change any charges or regulations listed in this catalog.

Tuition and Fees for the Traditional Program

Application fee (nonrefundable)	\$20
Tuition, 2007-08, full-time enrollment, 48 quarter hours	\$14,400
Tuition, per quarter hour	\$300
Tuition, per 4-credit course.....	\$1,200
Student activity fee, per quarter.....	\$10
San Diego campus library fee.....	\$10
Independent study surcharge (in addition to course tuition)	\$175
Marriage and Family Therapy Supervised Clinical Experience Continuation Fee	\$250
(see pages 126, 127)	

Note: Tuition is due the first day of the quarter. Registration is not complete until tuition has been paid or arrangements made with the Business Office. There is a 1 percent monthly finance charge for late payment.

Auditing Charge

Normal charge per 4-credit course	\$200
Pastors and full-time employees of Christian ministry agencies (and their spouses), per course	\$100
Senior citizens, per course	\$100

Master's degree students and their spouses may audit courses (with the exception of InMinistry courses) without charge. See page 89. Bethel Seminary graduates who qualify for the Lifetime Education program may audit courses for a \$25 registration fee per course. See page 12.

Assessment, Testing, and Participation Fees

These fees are charged in addition to regular tuition for these courses. Tuition is charged at \$300 per quarter hour.

M.A.T.S. students:

SP505 Participation fee (St. Paul)	\$25
SP001 Assessments (St. Paul)	\$400
SP504 Testing fee (San Diego)	\$200

M.A.C.E. students:

SP505 Participation fee (St. Paul)	\$25
SP001 Formation assessments (St. Paul).....	\$400
TL552 Vocational assessments (St. Paul)	\$300
SP504 Testing fee (San Diego)	\$200
TL552 Assessments (San Diego)	\$190

M.A.C.M.L. students:

SP500 Participation fee (St. Paul)	\$25
SP001 Formation assessments (St. Paul).....	\$400

M.A.C.T. students:

SP500 Participation fee (St. Paul)	\$25
SP001 Formation assessments (St. Paul).....	\$400

M.A.G.C.S. students:

SP500 Participation fee (St. Paul)	\$25
SP001 Formation assessments (St. Paul).....	\$400

M.A.M.F.T. students:

SP502 Participation fee (St. Paul)	\$50
SP001 Formation assessments (St. Paul).....	\$400
SP602 Participation fee (St. Paul)	\$100
MF504 Assessments (San Diego)	\$200
PC500 Participation fee (St. Paul)	\$20

M.Div. students:

SP500 Participation fee (St. Paul)	\$25
SP600 Participation fee (St. Paul)	\$25
SP700 Participation fee (St. Paul)	\$25
SP001 Formation assessments (St. Paul).....	\$400
SP101 Participation fee (San Diego).....	\$200
TL552 Vocational assessments (St. Paul)	\$300
TL552 Assessments (San Diego)	\$190

Spouses may take assessments at a reduced rate. See the Department of Supervised Ministry for details (St. Paul).

Tuition and fees are due the first day of each quarter.

Clinical Pastoral Education Fee

Students enrolled in Clinical Pastoral Education programs (CPE) and registered for PC705 (PC205) will pay the difference between the usual tuition for up to three courses and the charges by the hospital training center for one unit (440 hours) of CPE. See the registrar for further details.

Student Activity Fee

Per quarter

Per quarter	\$10
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This fee entitles students to the various noninstructional services of the seminary.

Registration Fees

Change of registration fee (per time)	\$10
Change of delivery system fee (per change).....	\$100
Late registration fee.....	\$25
Preaching practica drop fee.....	\$50
Special registration fee	\$50 per year
(Applies to students engaged in off-campus programs while maintaining student status)	
Independent study fee.....	\$175 plus tuition

Late Payment Fee

Registration is not considered complete until tuition has been paid in full at the beginning of each quarter or arrangements made for payment. There is a 1 percent finance charge monthly for late payment.

Housing

Monthly Apartment Rates

Single students:

Large efficiency	\$495
One-bedroom with one occupant.....	\$610
Two bedroom with two occupants.....	\$375

Married students or single parents:

One bedroom	\$610
Two bedroom	\$750
Three bedroom.....	\$870

Late payment fee, per month 1%

Transcripts

Transcripts cannot be issued until all accounts are paid in full. The charge for each transcript issued is \$2. Requests for transcripts must be made in writing.

Graduation Fees

Certificate fee	\$10
M.A., M.Div.	\$40

A refund of \$5 will be made upon return of cap, gown, and hood. Diplomas will not be granted until satisfactory arrangements have been made for financial obligations to the school. Candidates for degrees from San Diego and Seminary of the East should consult the associate registrar on their campus for commencement fees.

Tuition Payment

Tuition is due in full at the beginning of each term. Students who are unable to meet this obligation may apply for a Federal Stafford Loan through the Office of University Financial Aid. Loan applications should be made well in advance of registration for funds to be available at the beginning of the quarter.

Enrollment in classes for succeeding terms is dependent on full payment of the previous term's expenses. Students whose accounts are in arrears must have authorization from the Business Office before they will be allowed to register for subsequent terms.

Tuition and Fees for SemPM Program

Application fee (nonrefundable)	\$20
Tuition per credit hour.....	\$300
Student activity fee, per quarter.....	\$10
Assessments	\$400
M.A. SP001 Formation assessments	\$400
M.Div. Completion TL002 Vocational assessments ..	\$300

Tuition and Fees for InMinistry Program (M.Div., M.A.C.F.M., M.A.C.T., M.A.G.C.S., and M.A.T.L.)

Application fee (nonrefundable)	\$20
Tuition, per credit hour.....	\$300
SP001 Formation assessments.....	\$400
TL001 Vocational assessments (not M.A.C.T.).....	\$300

Testing fees for assessments will be charged at the time the assessment is offered.

Most InMinistry assessments are designed to be taken online, although some may need to be proctored. Interpretations will take place during on-campus intensives:

Unreturned assessment materials.....	\$50
Retake assessment(s).....	\$100

Tuition and Fees for Doctor of Ministry Program

Traditional Program

Tuition, annual.....	\$3,433.89
Thesis project and graduation fee	\$650
Continuation fee (per year beyond fourth year).....	\$125

Tuition is charged in four quarterly billings of \$858.47.

Leading From the Inside Out Program

Tuition, annual.....	\$4,263
Thesis project and graduation fee.....	\$650
Continuation fee (per year beyond fourth year).....	\$125

Tuition is charged in four quarterly billings of \$1,066.

Emerging Leaders Program

Tuition, annual.....	\$5,513
Thesis project and graduation fee	\$650
Continuation fee (per year beyond fourth year).....	\$125

Tuition is charged in four quarterly billings of \$1,378.

Refunds—St. Paul

Students who find it necessary to drop courses or discontinue school after registration and who complete the necessary forms for that purpose will be granted refunds according to the following scale:

Before the first day of the quarter	100%
During the first week	95%
After one week	90%
After two weeks.....	80%
After three weeks	60%
After four weeks.....	40%
After five weeks.....	No refund

Students who register for courses, do not attend, and do not fill out the appropriate withdrawal paperwork in the registrar's office will be charged 25 percent of the course tuition.

Students who drop summer courses will be refunded at the same rate as above for the first three weeks, with no refund granted after that time. In the one-week June and July sessions, one day of class is considered two weeks of the course, and refunds are granted accordingly. In the two-week September session, one day is considered one week.

InMinistry courses will be granted at the above rate, though starting dates for the courses may be different than the first day of the quarter. Please check with the registrar's office for specific course refund schedules.

Refunds in the SemPM (modular) program for five-week courses will be granted based on the following schedule:

- Written withdrawal prior to the start of the first class session: 100 percent refund
- Written withdrawal prior to the start of the third class session: 40 percent refund
- No refunds will be granted after the start of the third class session.

Refunds for the Doctor of Ministry Program

A student registered in the Doctor of Ministry program is billed for the entire program in a quarterly installment basis. There is no provision for a tuition refund in the event of withdrawal or termination from the program. If a student withdraws, or is terminated from the program, any future quarterly billing installments will cease, and the student will be responsible for any outstanding balance on his or her student account.

Students who believe individual circumstances warrant exceptions from published refund policy should address their appeals to the APAAC through the Office of the Registrar.

Refunds—San Diego

In accordance with California law, application, registration, and tuition fees are fully refundable up to three full days following the date of payment of those fees, provided that the student has not attended classes, participated in educational activities, or utilized any educational materials or services of the seminary, and provided that the student files a written cancellation form with the associate registrar.

If a student begins classes and then withdraws, and does not cancel enrollment within three days following the payment of fees, monies will be refunded according to the following policy:

After one week	90%
After two weeks.....	80%
After three weeks	70%
After four weeks.....	60%
After five weeks.....	50%
After six weeks	No refund

Note: Specific refund schedules for courses less than 10 weeks in length are published in the course brochures.

Refunds—Seminary of the East

Before the first day of the quarter	100%
On the first day of class.....	95%
After 1st day of class	90%
On or after 2nd class meeting.....	80%
On or after 3rd class meeting.....	60%
On or after 4th class meeting.....	40%
On or after 5th class meeting.....	No refund

Students dropping a course that meets on a block schedule will be granted refunds on a prorated basis with two weeks equal to one meeting on the standard refund policy.

Students dropping a course that meets through the entire academic year will be granted refunds on a prorated basis with three weeks equal to one meeting on the standard refund policy.

Financial Aid

Principles

The financial aid program at Bethel Seminary is designed to assist students who have limited resources and to aid students in financial planning for their seminary education. It is hoped that each student will be able to work out a financial plan that avoids undue financial pressure, excessive employment, or unmanageable indebtedness. The student is responsible for his or her educational and living expenses. However, the seminary seeks to assist the student in meeting expenses through a combination of grants, scholarships, loans, and employment.

The financial aid program is based on the following principles, which have been approved by the Association of Theological Schools:

1. The primary purpose of a financial aid program for theological students is to assist in their educational preparation for church occupations and to make possible the enrollment of promising candidates by providing assistance to students who demonstrate financial need.
2. Financial need is defined as the difference between the total cost of attending seminary and the amount of the resources available to the student.
3. Financial assistance consists of grants-in-aid, loans, employment, and scholarships.
4. The family of a student, whether the student is unmarried or married, is expected to make every reasonable effort to assist the student with his or her educational expenses.
5. Students are expected to provide a major share of their expenses through savings and other assets or through work where feasible.
6. In the case of a married student with no children, the spouse who has completed formal education normally is expected to be gainfully employed. The spouse's total earnings are to be considered as a part of the total family income. Because of the importance of this source of income, student couples who hope for financial aid should not normally anticipate that increased aid will offset loss of income resulting from having children.
7. The student's home church is encouraged to assist with the costs of preparation for the ministry in cases where the student demonstrates financial need.
8. Financial assistance is granted on the basis of need on a year-to-year basis, with reapplication and review each year.
9. In cases where a student receives outside aid in the form of grants, scholarships, or other awards, the seminary reserves the right to adjust Bethel's gift aid so that the total award does not exceed the student's tuition charges.

Sources of Financial Aid

Sources of financial aid include gift aid from Bethel in the form of grants and/or scholarships; Federal Stafford Loans, both subsidized and unsubsidized; employment on or off campus; denominational and/or local church grants; and military benefits.

Applying for Financial Aid

To apply for financial aid at Bethel Seminary, a student must submit both the Free Application for Federal Student Aid (FAFSA) and the Bethel University Financial Aid Application. The FAFSA, which serves to assess financial need, is available on the web (www.fafsa.ed.gov). The Bethel University Financial Aid Application is available from the Office of University Financial Aid or on the web (www.bethel.edu/finaid/sem). The results of both forms will indicate eligibility for most types of financial aid, including grants and student loans. Students applying for endowed and restricted scholarships will need to complete an additional online application.

Information on financial aid application forms is available through the Office of University Financial Aid or online at www.bethel.edu/finaid/sem.

International Student Grants

Certain funds are available to aid qualified foreign students who would like to study at Bethel and who show potential for Christian leadership in their own countries. The university does not assume responsibility for expenses incurred for travel, vacation periods, or family obligations. Grants are given for one year but are renewable upon evidence of satisfactory adjustment and progress, and if continued study is clearly indicated in terms of the purposes of the program. Application is made through the Office of Seminary Admissions and Recruitment.

Student Loan Funds

Federal Stafford Loans are available to assist post-secondary education students in obtaining low-cost loans for educational expenses. A qualified graduate student may borrow up to \$8,500 per academic year in a subsidized loan. Additional amounts are available in an

Continued on page 100



Photo by Scott Strehle

Grants and Scholarships

Students enrolled for at least eight (8) credits per quarter may be eligible for institutional grants and scholarships. Listed below is a brief description of available awards.*

Program	Annual Amount	Criteria	Comments	Eligible Campus/Programs
Bethel University Graduate Grant	100% tuition for the third quarter of enrollment	Graduates from College of Arts & Sciences beginning full time the quarter immediately following graduation. Third quarter tuition is free after successfully completing two quarters at full-time status.	Complete Bethel University Financial Aid Application; not renewable	All campuses All programs
BGC Grant	\$600	Students who are members of BGC churches enrolled for 8+ credits/quarter	Bethel University Financial Application. Awarded summer, fall, winter and spring; \$150/quarter	All campuses All programs
Campus Crusade/Young Life Grant	15% of tuition	Currently employed full time by Campus Crusade or Young Life	Bethel University Financial Aid Application	St. Paul campus San Diego campus All programs
International Student Grant	Varies	Office of Seminary Admissions and Recruitment selects recipients	Renewable	St. Paul campus only Traditional program only
Kern Scholarship	100% tuition	Selection committee nominates individuals to Kern Foundation	Funded by Kern Foundation, renewable, not need-based; March 1 deadline	St. Paul campus only Traditional program only
Multicultural Grant	\$400/quarter	Only available on St. Paul campus	Complete Bethel University Financial Aid Application; renewable	St. Paul campus only
Incoming Student Scholarships	\$2,000	New Traditional students starting in the fall, or new SemPM and InMinistry students starting in the summer.	Renewable; apply online at www.bethel.edu/finaid/sem/index	St. Paul campus only All programs
Scholarships/Returning Students**	\$300-\$2,000	Students taking 8+ credits/quarter	Students complete separate scholarship application online; not renewable	St. Paul campus only All programs
Seminary Grant	\$400-\$2,000	Students taking 8+ credits/quarter, need-based	Apply using Bethel University Financial Aid Application and FAFSA	All campuses All programs
Spouse Tuition Grant	50% tuition discount on one course/quarter	Spouse of student enrolled full-time (8+ credits per quarter) in degree program. Recipients are not eligible for other institutionally funded grants or scholarships.	Need-based; apply using Bethel University Financial Aid Application and FAFSA	All campuses All programs

*Current InMinistry and SemPM students who began studies prior to June 2006 are not eligible to receive funds from the programs listed above. Students in this category will continue to receive the automatic 15 percent tuition discount until graduation, provided enrollment continues without interruption.

**Bethel's San Diego campus also has some scholarship money available to returning students. Please contact the San Diego Office of Admissions for application forms, procedures, and deadlines.

unsubsidized loan. The interest rate for these loans will vary according to existing regulations. Bethel recommends that students not accumulate sizable loans during their seminary education.

The Seminary Emergency Loan Fund is available to qualified students on a non-interest-bearing basis for the term of the loan. The generous gift of a friend of the seminary has made this loan fund possible. Loans will be limited to a maximum of \$500 to any one student at one time. For each loan the borrower will sign a promissory note payable to Bethel University. A minimum fee of \$1 will be charged for any amount under \$100. For any amount over \$100, there will be a charge of \$1 per \$100 per month. The maximum length of the loan period is 120 days. Loans generally are not open to students during their first quarter of residency, and are for emergencies only.

Additional information pertaining to financial assistance is available from the Office of University Financial Aid or online at www.bethel.edu/finaid/sem.

Assistantships

A limited number of assistantships are open to students with good academic records. Each student works under the supervision of one or more faculty members. Students should contact individual faculty members directly to inquire about potential opportunities.

Financial Aid Satisfactory Academic Progress Policy

Federal regulations require that all financial aid recipients progress at a reasonable rate (“make satisfactory progress”) toward achieving a certificate or degree. This requirement applies to all terms regardless of whether or not the student received financial aid. Progress is reviewed annually, after the spring quarter. Progress is measured by the student’s cumulative grade point average, credits earned in relation to those attempted, and the maximum time frame allowed to complete the

academic program.

1. Cumulative Grade Point Average: Students who are not meeting the cumulative grade point standards as defined by the Registrar’s Academic Progress, Probation, and Dismissal Policy will be placed on financial aid probation. A cumulative GPA of 2.0 is required to maintain satisfactory academic progress.
2. Cumulative credits earned: Each student must complete the minimum percentage of cumulative attempted credits. The minimum percentage is 66.67. For example, a student who has attempted 24 credits but only completed 12 has reached a percentage of 50 percent and is therefore not making satisfactory academic progress.
3. Maximum time frame: Students must complete their degree in a maximum of 216 attempted credits (M.Div.) or 144 attempted credits (M.A.). Students are no longer eligible to receive financial aid after they have reached these maximums. For example: If a student has already attempted 208 credits, the student will only be eligible for federal aid for an additional eight credits.

Earned credits, for purposes of this policy, are those in which the student earns a grade of A, A-, B+, B, B-, C+, C, C-, D+, D or P. (Maximum allowable credits graded under the “P” option are defined by the registrar.)

Financial Aid Probation and Termination

Students who do not meet the above standards of satisfactory progress at the end of the academic year (spring quarter) will automatically be placed on financial aid probation for the following academic year. Financial aid may still be received during the probation period. At the end of the probation period, the student must again be making satisfactory academic progress as outlined above or financial aid will be terminated. Students will be removed from financial aid probation if they are again making satisfactory academic progress. Students who are academi-

cally dismissed (and not reinstated on appeal) by the Office of the Registrar are immediately terminated from financial aid without a probation period.

Appeals

Students who fail to meet satisfactory academic progress standards and lose financial aid eligibility can appeal this decision. The appeal must be made in writing and should be accompanied by appropriate supporting documentation. Appeals should be submitted to the Office of University Financial Aid and will be evaluated by the Financial Aid Committee. Acceptable reasons for appeal include injury or illness of the student, illness or death of an immediate relative of the student, or other extenuating circumstances beyond the student’s control.

Re-establishing Financial Aid Eligibility

Students who have had their financial aid terminated due to lack of satisfactory academic progress may choose to enroll without benefit of financial aid. Such students may request a review of their academic record after any term in which they are enrolled without the receipt of financial aid to determine whether they have met the satisfactory academic progress standards. If the standards are met, financial aid eligibility is restored for subsequent terms of enrollment. Students should consult with a financial aid counselor in the Office of University Financial Aid if they have any questions about this policy, the appeal process, or reinstatement of financial aid eligibility.

Financial Aid Refunds

There are four sources of financial aid: Federal Government (Title IV funds), State Governments, Bethel University, and private third-party organizations (i.e., Dollars for Scholars). Financial aid is refunded in accordance with policies established by each entity. Refunds are first calculated for federal funds, then state funds, then Bethel/third-party funds.

1. Federal (Return of Title IV Funds) Refund Policy. If a student withdraws or is expelled from Bethel after a term has begun, the school or the student may be required to return some of the federal aid funds awarded to the student. This “Return of Title IV Funds” policy is required by federal rules and went into effect at Bethel on July 1, 2000.

The federal formula requires a return of Title IV (federal) aid if the student received federal financial assistance in the form of a Pell Grant, Supplemental Educational Opportunity Grant, Stafford Loan, or PLUS Loan and withdrew on or before completing 60 percent of the term. The percentage of Title IV aid to be returned is equal to the number of days remaining in the term divided by the number of calendar days in the term. Scheduled breaks of more than four consecutive days are excluded.

2. Financial Aid Refunds for Institutional and Third-Party Funds. After calculating the federal refund policy, Bethel calculates the potential refunds of state, institutional, and private funds.

Students who borrow a Minnesota SELF loan are subject to the Minnesota refund calculation. Students with institutional aid and/or third-party sources of gift aid will have their aid reduced by the same percent as their tuition was reduced.

Sample Refund Calculation. Because there are several different refund policies involved in most withdrawals, students may still owe money to the school after all calculations are completed. Students considering withdrawal are encouraged to visit a financial aid counselor and simulate the financial

effect of withdrawing before officially withdrawing from the university.

Suppose a student is enrolled for 12 credits and withdraws from all classes after completing 30 days of a 69-day quarter. This student borrowed excess Stafford loan to use for living expenses, and received a check for \$2,390 prior to withdrawing. Sample charges and financial aid are listed below. After applying all the refund calculations, this student will owe Bethel \$1,951, and will owe \$2,609 in Stafford Loans (\$6,000 loan minus \$3,391 refund to lender = \$2,609).

Refund Calculation Summary		
	Account Activity	Running Balance
Tuition	\$ 3,600	
Student Activity Fee	\$ 10	
Total Charges	\$ 3,610	\$ 3,610
Stafford Loan posted Oct. 10	\$ (6,000)	\$ (2,390)
Credit refunded to student Oct. 17	\$ 2,390	\$ -
Student withdrew from all classes Oct. 26		
Tuition Refund—40% (Oct. 26)	\$ (1,440)	\$ (1,440)
Stafford Loan Refunded to Lender (Nov. 2)	\$ 3,391	\$ 1,951

Courses for Spouses

Wives and husbands of seminary students are encouraged to take advantage of the stimulating opportunities for study while on campus. As an incentive to study, special tuition credit is available for spouses of students in the master's programs while both are enrolled in course work. This benefit is given to those who apply and have a demonstrated need.

The Office of Admissions will be happy to send information about the certificate and degree programs, or about taking one or more selected courses. Those desiring to take seminary work for credit should submit an application form and a transcript of their college work. Upon approval of those materials, the spouse who demonstrates need will receive up to one class each quarter for one-half tuition. An added benefit for spouses of master's

level degree students in the resident programs is free audits in all seminary level courses; audited courses must not exceed the number of courses taken for credit by the spouse. Due to the technical nature of distance courses, the spouse audit benefit does not apply to the InMinistry program.

The “Three Centers” Philosophy of Seminary Education

One question shapes Bethel Seminary’s educational philosophy: “What kind of leadership does the 21st-century church need?” Our answer: The 21st-century church needs leaders who possess 1) theological wisdom; 2) personal and spiritual wholeness; and 3) leadership ability. Ministers must develop in each of these three areas. This is why Bethel Seminary has organized its educational resources around three centers: The Center for Biblical and Theological Foundations, the Center for Spiritual and Personal Formation, and the Center for Transformational Leadership. Each center plays a vital role in enhancing and maximizing the spiritual leadership capacities of every graduate in every discipline.

The Foundation of God’s Transforming Word. God’s Word *informs* in order to *transform*. God and His Word are the source for all personal and societal transformation. One’s thinking, character, and service are transformed as one is brought under the authority of His Word. The truth of God’s Word informs our theology, transforms our personal lives, and grounds our transformational ministry. Biblical truth must not only be understood, it must also be experienced and communicated so that its transformational power is unleashed in our own lives and in the lives of those we are called to serve.

A Commitment to Integrative Education. At Bethel Seminary, we see no final conflict between academic excellence and the development of whole and holy spiritual leaders. Each student must develop in the areas addressed by each center and integrate this growth with learning gained in the other two

centers. Insights gained in one center stimulate development in the areas addressed by the other two centers. Our educational aim is nothing less than the full integration of academic knowledge with lived practice, of biblical exegesis with spiritual life and leadership: “If you don’t do it, you don’t know it.”

A Diverse Learning Community.

The world is increasingly diverse, fragmented, and broken. Ministry brings Christians face to face with these realities. At Bethel Seminary, men and women from diverse backgrounds are united around a common allegiance to the Lordship of Jesus Christ. In Bethel Seminary’s learning community, students are equipped with the theological knowledge and ministry skills to address the kingdom concerns of personal salvation, racial reconciliation, and social justice.

Photo by Greg Schneider



Whole Life Curriculum. The three centers are the foundation for a “whole life” curriculum that develops men and women into transformational leaders. Faculty members and administration embody the integrative themes of Bethel’s curriculum. We believe that faculty are constantly teaching and learning. Faculty participate in life together as scholar-practitioners who engage students in the transformational-educational process not only in the classroom, but as a way of life.

Making Connections. A Bethel Seminary education is about making connections—connecting people with the living Word of God; connecting men and women from diverse backgrounds to form a transformational learning community; and connecting Bethel Seminary’s graduates with opportunities for service and spiritual leadership around the world.

The Center for Biblical and Theological Foundations

Old Testament

New Testament

Historical Studies

Theological Studies



Photos by Scott Strehle



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Through teaching and mentoring, faculty members in the Center for Biblical and Theological Foundations seek to lead students to mature understandings of the Bible and the Christian worldview. The goal is that each student will know God's Word, reflect on its teaching theologically, and apply it appropriately. Knowing the Bible includes not just learning its content, but developing good skills of Bible interpretation, in many cases including the use of biblical languages.

Reflecting theologically means not only learning historical and theological ideas, but gaining skills of critical and reflective thought. And application means allowing Christian truth to shape experiences of spiritual growth, both individually and communally, and finding points of integration by which the Christian worldview controls the practices of ministry and leadership.

The Center for Biblical and Theological Foundations includes work in the disciplines of Old Testament, New

Testament, history, and theology. The biblical disciplines include Hebrew and Greek language and interpretation. In history and theology, a student will find courses in church history, historical theology, systematic theology, philosophy of religion, and theological ethics. This area supports study in Christian thought, which at Bethel involves an integrative process of learning in apologetics, philosophy of religion, and theology.

“New believers need massive doses, over long periods of time, of spiritual stimulants that will transition them to the kinds of thoughts, habits, responses, and patterns of living that will make them truly unique in Jesus Christ. . . New believers today come into the kingdom literally saturated with mental and lifestyle addictions to non-truth values such as relativism, pluralism, hedonism, sensualism, materialism, temporalism, and existentialism. All counter to the teachings of Christ.”

Joseph Stowell

Old Testament

Paul W. Ferris Jr.
David M. Howard Jr.
Peter Vogt
Daniel Watson

Old Testament study is the disciplined examination of the Hebrew Bible. Work in Old Testament uses tools like Hebrew language, historical background, archeological data, and cultural insight so that students of God’s Word can enter into the social context where God first inspired humans to write the Bible. A primary goal of study in the Old Testament is enabling students to use these

tools so they can accurately uncover the meaning of God’s self-expression. Engagement with the Old Testament provides understanding that Christians will synthesize into a comprehensive and captivating Christian worldview. Study of the Old Testament also encourages readers to see their own lives as part of the great story of God’s dealing with His creation. So academic Bible study is not just an end in itself, but leads to another goal, giving fuel to spiritual life and guidance for transformational ministry.

Objectives:

Study in Old Testament enables students to:

1. develop skills of disciplined Bible study, especially in the Old Testament;
2. understand the geographical, historical, and cultural contexts that form the background of the Old Testament and its books;
3. acquire a sequential knowledge of the major themes of the Hebrew Bible;
4. understand how the wisdom of the Old Testament shapes Christian living and ministry; and
5. find inspiration and clear direction for passionate devotion to Christ and transformational service to His church and to the world.

1. Basic Studies

BI502 (BI102) • Linguistics and Biblical Interpretation. An exploration of the nature and significance of language in relation to biblical and theological studies. Topics will include discourse and narrative analysis, the nature of grammar and syntax, word meanings, and social/ cultural aspects of language. The course will also include an examination of the nature and philosophy of contemporary Bible translations. *San Diego only. Four hours.*

BT501/BI501 (BT101/BI101) • Hermeneutics. An introduction to the relationship of writer, text, and reader in the interpretation process (philosophical hermeneutics) and to methods for

studying the Bible (exegesis). Students will gain practical skill in interpreting the primary literary genres of Scripture. This course should be taken as soon as possible after entering seminary. *Four hours.*

BT/BI501 is a prerequisite for all advanced courses in Old Testament in St. Paul.

BT/BI501 is a recommended prerequisite for all advanced courses in Old Testament in San Diego and Seminary of the East.

The sequence of core courses (OT501, OT502, and OT503; or OT551, OT552, and OT553) is designed to give students a general understanding of:

1. the nature of the Old Testament literature;
2. the content of the Old Testament;
3. contemporary approaches to the Old Testament; and
4. the relevance of the message of the Old Testament for today. Students enrolled in the Greek/Hebrew language track will normally commence the sequence of Old Testament language courses in the fall quarter of their second year. Students will then commence the Old Testament courses after they have completed one year of Hebrew.

OT501 (OT101) • Genesis-Ruth. An examination of the books of Genesis through Ruth, including the contents, major themes, and theological messages of each. Special emphasis is placed on the nature and significance of God’s promises and covenants with His people. Special attention also is given to legitimate ways of reading the Bible. This involves understanding the particular qualities of narrative literature and of Old Testament law, and developing a valid hermeneutic for interpreting them. Prerequisite or concurrent enrollment: BT501/BI501. *Four hours.*

Course descriptions apply to all Bethel locations unless otherwise noted.

OT502 • **1 Samuel-Song of Songs.** An examination of the books of 1 Samuel through Song of Songs, including the contents, major themes, and theological messages of each. Special emphasis is placed on the human and divine dimensions of the kingdom of God, as well as continuity of themes with earlier Scriptures. Special attention also is given to legitimate ways of reading the Bible. This involves understanding the particular qualities of Hebrew poetic and wisdom texts, and developing a valid hermeneutic for interpreting them. Exposure to proper methods of interpreting Old Testament narrative texts is presupposed. Prerequisites: BT501/BI501 and OT501. Prerequisite OT501 does not apply to San Diego or BSOE. *Four hours.*

OT503 (OT103) • **Isaiah-Malachi.** An investigation into Israel's prophetic literature. While students are introduced to recent scholarship on this material, the primary emphasis will be on the persuasive nature of Hebrew prophecy and the content and theology of the prophetic books. This course also includes a review of selected issues of Bible introduction. Prerequisites: BT501/BI501, OT501, and OT502. Prerequisites OT501 and OT502 do not apply to San Diego or BSOE. (Note: OT502 not required for some degree programs.) *Four hours.*

OT521 (OT108) • **Hebrew Language I.** The basic elements of biblical Hebrew are studied. *Four hours.*

OT522 (OT109) • **Hebrew Language II.** A continuation of Hebrew Language I, focusing on the strong verb. Prerequisite: OT521. *Four hours.*

OT531 (OT110) • **Intermediate Hebrew Grammar.** A review and expansion of first-year morphology and syntax, with translation of selected passages and continued vocabulary building. Special attention is given to syntax, textual criticism, and translation techniques. Prerequisite: OT522.

OT551 (OT111) • **Genesis-Ruth (Hebrew).** An examination of the books of Genesis through Ruth, including the contents, major themes, and theological messages of each. Special emphasis

is placed on the nature and significance of God's promises and covenants with His people. Special attention also is given to legitimate ways of reading the Bible. This involves understanding the particular qualities of narrative literature and of Old Testament law, and developing a valid hermeneutic for interpreting them. Students will build on their Hebrew knowledge and exegetical skills. Prerequisites: BT501/BI501 and Hebrew Language sequence (OT521-522). Prerequisite does not apply to BSOE. *Four hours.*

OT552 (OT112) • **1 Samuel-Song of Songs (Hebrew).** An examination of the books of 1 Samuel through Song of Songs, including the contents, major themes, and theological messages of each. Special emphasis is placed on the human and divine dimensions of the kingdom of God, as well as continuity of themes with earlier Scriptures. Special attention also is given to legitimate ways of reading the Bible. This involves understanding the particular qualities of Hebrew poetic and wisdom texts, and developing a valid hermeneutic for interpreting them. Exposure to proper methods of interpreting Old Testament narrative texts is presupposed. Students will build on their Hebrew knowledge and exegetical skills. Prerequisites: BT501/BI501, OT551, and Hebrew Language sequence. Prerequisite does not apply to BSOE. *Four hours.*

OT553 (OT113) • **Isaiah-Malachi (Hebrew).** An investigation into Israel's prophetic literature. While students are introduced to recent scholarship on this material, the primary emphasis will be on the persuasive nature of Hebrew prophecy and the content and theology of the prophetic books. Students will build on their Hebrew knowledge and exegetical skills. This course also includes a review of selected issues of Bible introduction. Prerequisites: BT501/BI501, OT551, OT552, and Hebrew language sequence. (Note: OT552 is not required for some degree programs.) Prerequisite does not apply to BSOE. *Four hours.*

OT554 (OT114SE) • **Psalms and Wisdom.** This course is designed to introduce the student to the beauty and

power of Hebrew poetry as it presents itself in the book of Psalms and the wisdom books. It will provide a general literary and theological overview of these books, as well as in-depth studies of certain key sections of the Psalter, especially with regard to how the ancient poets used literary form to enhance theological meaning. Essential to this class is its attempt to probe the profundity of spiritual experience expressed in these books. *Seminary of the East only. Four hours.*

OT640 (OT115) • **Hebrew Bible Readings.** In St. Paul, this is a full-year course of Hebrew Bible reading for students who have completed the Hebrew Old Testament sequence. Prerequisite: OT521 and OT522. *Four hours.*

OT640 (OT115) • **Hebrew Bible Readings.** For San Diego students, this course is an introduction to the principles and methodology of Old Testament exegesis through the systematic study of a biblical book in the Hebrew text. Attention will be given to essential issues such as textual criticism, historical background, literary genre and structure, and the contribution of synthesized exegesis to the development of biblical theology. The biblical book studied may vary from year to year. San Diego prerequisite: OT531. *Four hours.*

2. Advanced Studies

In St. Paul, OT501 is prerequisite for all advanced OT courses.

OT601 (OT211) • **Exposition of Genesis.** An investigation into the book of Genesis, with special emphasis on the nature and theology of Israel's primeval history, and the patriarchal narratives. Emphasis will also be placed on the theological and homiletical value of selected texts. *Four hours.*

OT602 (OT212) • **Exposition of Exodus.** An investigation into Israel's literary traditions of the nation's exodus from Egypt. The focus will be on the nature and theology of the deliverance narratives and on the Sinaitic revelation. Emphasis also will be placed on the significance of this revelation in Israelite history and theology, as well as its relevance for today. *Four hours.*

OT603 (OT214) • **Exposition of Deuteronomy.** An investigation into the literary form and theology of the book of Deuteronomy. Emphasis will be placed on the nature of covenant relationship and the significance of the book of Deuteronomy in Israelite and Christian tradition. *Four hours.*

OT605 (OT222) • **Exposition of the Book of Judges.** An investigation into the book of Judges as a representative sample of Deuteronomistic historiography. Emphasis will be placed on the literary nature of the book, its distinctive message, and its relevance for the church today. *Four hours.*

OT609 (OT227) • **Exposition of Ezra and Nehemiah.** The postexilic period contains a rich story of the struggles of a small community of believers against a loss of ethnic and religious identity, political persecution, and economic failure. Through the stirring of God's Spirit, bold new steps were taken to preserve the faith and solidarity of the covenant people. *Four hours.*

OT610 (OT231) • **Exposition of the Book of Job.** An investigation into the special literary qualities and message of the book of Job. Emphasis will be placed on the contribution made by this book to a biblical understanding of grief and suffering, and how God's sovereignty, justice, and wisdom are related to human behavior. The pastoral implications of its message for today will be explored. *Four hours.*

OT611 (OT232) • **Exposition of the Book of Psalms.** A study of the prayers for God's help in times of trouble, hymns of praise to worship God the King, and the nation's hopes for the future coming of the Messianic Son of David. *Four hours.*

OT612 (OT233) • **Exposition of the Book of Proverbs.** An introduction to the setting of the book of Proverbs in the wisdom milieu of the ancient Near East. Each section of the book will be mined for the practical wisdom it provides. Application will be made to our contemporary experience and ministry. *Four hours.*

OT613 (OT240) • **Exposition of Isaiah.** A study of Isaiah's call for Judah to trust God, the great King and Savior of the nation. God will judge all proud nations, forgive the people's sin through the death of the suffering servant, and establish His eternal kingdom. *Four hours.*

OT614 (OT241) • **Exposition of Jeremiah.** A seminar on Jeremiah's doubts about his call, his powerful preaching of judgment and hope, his agony and lamentations concerning repeated threats and persecutions, and his commitment to unveil the deceptive message of the religious leaders of his day. *Four hours.*

OT615 (OT243) • **Exposition of Ezekiel.** A study of the ministry and message of Ezekiel, paying particular attention to his understanding of his

audience, his response to the conditions of his audience, and his method of communicating his message. *Four hours.*

OT616 (OT244) • **Exposition of Daniel.** An analysis of the visions and stories in Daniel to understand how the sovereign rule of God over the world brings hope to Babylonians as well as Israelite exiles who wait for His future kingdom amidst persecution. *Four hours.*

OT618 (OT253) • **Exposition of Amos.** A detailed study of the text, structure, and background of Amos' critique of social oppression against the poor, false expectations of blessing by the rich, and empty ritual at Israelite places of worship. *Four hours.*

OT620 (OT256) • **Exposition of Micah.** An analysis of the message of the prophet Micah with special emphasis on the methods used to persuade his audience to transform their view of reality. *Four hours.*

OT700 (OT235) • **Exposition of Proverbs, Ecclesiastes, and Song of Songs.** An investigation into the role of wisdom in Israelite society and the distinctive nature of Israelite wisdom literature. Special emphasis will be placed on the ancient Near Eastern cultural environment from which this material arose, as well as the relevance of Israelite wisdom in developing a biblical ethic for today. *Four hours.*

OT707 (OT261) • **Literary Backgrounds to the Old Testament.** An examination of the ancient Near Eastern cultural background to the Old Testament. Special emphasis will be placed on the relationship between literary forms and motifs inside and outside the Old Testament. *Four hours.*

OT710 (OT264) • **Historical Geography and Archaeology.** An understanding of the time, place, and culture in which God's revelation was delivered. Topics covered include regional aspects of the land of the Bible, the relationship of humans to their environment, the concept of "place" and its effects, and the theological concept of "land." *Four hours.*



Photo by Scott Strehle

OT716 (OT213) • Old Testament Theology.

A discussion of various theological perspectives on such prominent themes in the Old Testament revelation as creation, anthropology, sin, covenant, sacrifice, and law. Cross-listed with BT716. *Four hours.*

OT751 (OT260) • Seminar in Old Testament. Discussion of problems currently being raised by Old Testament research with extended reading in relevant contemporary literature. Topics of investigation are determined on the basis of student need and interest. Prerequisite: permission of the professor. *Four hours.*

OT670 (OT270) • Independent Study in Old Testament. Research and study by arrangement with the professor. (*Permission is required.*)

3. Advanced Courses in Biblical Theology

BT631 (BT211) • History of Interpretation. Minor attention will be given to the schools and movements from the Apostolic Age to the middle of the 19th century, with major concentration on the schools and movements from the middle of the late 19th century to the present day. Offered according to demand. *Four hours.*

BT750 (BT212) • Seminar in Biblical Theology: Old Testament. Discussion of major themes currently being debated as the result of recent resurgent interest in the biblical theology of the Old Testament. *Four hours.*

BT716 (BT213) • Old Testament Theology. A discussion of various theological perspectives on such prominent themes in the Old Testament revelation as creation, anthropology, sin, covenant, sacrifice, and law. Cross-listed with OT716. *Four hours.*

Course descriptions apply to all Bethel locations unless otherwise noted.

“Faith is not opposed to knowledge; it is opposed to sight. And grace is not opposed to effort; it is opposed to earning. Commitment is not sustained by confusion, but by insight. The person who is uninformed or confused inevitably will be unstable and vulnerable in action, thought, and feeling.”

Dallas Willard

New Testament

Jeannine Brown	Thorsten Moritz
Dan Gurtner	Mark Strauss
Brian Labosier	

Study in New Testament is the disciplined exploration of God’s revelation to the church. By using tools like Greek language, historical background, and cultural insight, students of God’s Word can enter into the social milieu of the first Christian century. A primary goal of study in the New Testament is developing students’ ability to use all available tools so that they can accurately discover the meaning of God’s self-revelation. Interacting with the New Testament creates the knowledge base that a believer uses when building a comprehensive Christian worldview. It must also invite readers to see their own lives as part of the great mission of God to call out a people for His own name. Thus, academic study of the Bible is not an end in itself, but points beyond itself, stimulating spiritual life and shaping all transformational ministry.

Objectives:

Study in New Testament enables students to:

1. develop skills of disciplined Bible study, including reading the New Testament;
2. understand the historical contexts of the New Testament and its books;
3. understand major themes of the Bible written by the church;
4. understand how the wisdom of the New Testament shapes Christian living and ministry; and
5. find inspiration and clear direction for passionate devotion to Christ and transformational service to His church and to the world.

1. Basic Studies

BT501/BI501 (BT101/BI101) • Hermeneutics.

An introduction to the relationship of writer, text, and reader in the interpretation process (philosophical hermeneutics) and to methods for studying the Bible (exegesis). Students will gain practical skill in interpreting the primary literary genres of Scripture. This course should be taken as soon as possible after entering seminary. *Four hours.*

BT/BI501 is a **prerequisite** for all advanced courses in New Testament in St. Paul.

BT/BI501 is a **recommended** prerequisite for all advanced courses in New Testament in San Diego and Seminary of the East.

NT521, NT522 (NT108, NT109) •

Introduction to the Greek Language.

Presentation of fundamentals pertaining to the Greek verb, noun, and clause with respect to forms and simple relationship (syntax). Reading and understanding of materials with elementary vocabulary. Equivalent to a year of undergraduate Greek. Students who have received undergraduate credit for elementary Greek may not receive graduate credit for NT521 and NT522. Auditing is allowed with permission; see page 89. *Eight hours.*

2. Introduction to Exegesis

The first task of exegesis is to understand what the writer actually said in the language and the setting of his day. This means that the student needs to become acquainted with the grammatical, lexical, textual, literary, and historical aspects of the biblical text, and needs to know and use the various exegetical aids that are available.

“We live in what may be the most anti-intellectual period in the history of Western civilization. . . We must have passion—indeed hearts on fire for the things of God. But that passion must resist with intensity the anti-intellectual spirit of the world.”

R. C. Sproul

NT501 (NT101) • **The Gospels.** An introduction to the reading of the individual Gospels within their first-century contexts. The goal of this course is to develop the student's capacity to articulate the point of a Gospel text in the context of the completed narrative and with sensitivity to the author's conceptual framework. Prerequisite: BT501/BI501. *Four hours.*

NT502 (NT102) • **Acts and Pauline Letters.** The Acts of the Apostles and the Pauline letters will be surveyed, and there will be an examination of introductory issues pertaining to this literature. The focus of the course will be on English exegesis from selected passages of Acts and the Pauline letters. Prerequisite: BT501/BI501. In St. Paul prerequisite: NT501. San Diego recommended prerequisite: NT501. *Four hours.*

NT503 (NT103) • **Hebrews through Revelation.** A consideration of historical and critical problems, a survey of contents, and exposition of selected passages. Prerequisite: BT501/BI501; In St. Paul prerequisite: NT501; In San Diego recommended prerequisites: NT501 and NT502. *Four hours.*

NT511 (NT101SE) • **The Gospels.** An exploration of the radical nature of the life and teachings of Jesus Christ, as well as their transmission and incorporation into the Gospels. This course is built around a study of key passages in the English Bible. Recommended prerequisite: BT501. *Seminary of the East only. Four hours.*

NT512 (NT102SE) • **Emergence of the Christian Community.** An exploration of God's work in and through the new covenant community of the early church, especially as described in the Acts of the Apostles, the Pauline Epistles, the General Epistles, and Revelation. This course is built around a study of key passages in the English Bible. Recommended prerequisites: BT501 and NT511. *Seminary of the East only. Four hours.*

NT531 (NT110) • **Intermediate Greek Grammar/Using Greek in New Testament Exegesis.** A review of morphology, a survey of syntax, translation, and vocabulary building. Prerequisite: passing of Greek qualifying exam. *Three or four hours.*

NT532 (NT110SE) • **Intermediate Greek Grammar/Using Greek in New Testament Exegesis.** A study of intermediate Greek grammar combined with in-depth exegesis of selected New Testament passages. Prerequisites: NT521 and NT522 (or passing the Greek qualifying examination). *Four hours.*

NT551 (NT111) • **The Gospels (Greek).** An introduction to the reading of the individual Gospels within their first-century contexts, using the students' knowledge of Greek. The goal of this course is to develop the student's

capacity to articulate the point of a Gospel text in the context of the completed narrative and with sensitivity to the author's conceptual framework. Prerequisites: BT501/BI501 and NT531. *St. Paul only. Four hours.*

NT552 (NT112) • **Acts and Pauline Letters (Greek).** The Acts of the Apostles and the Pauline letters will be surveyed, and there will be an examination of introductory issues pertaining to this literature. The focus of the course will be on Greek exegesis from selected passages of Acts and the Pauline letters. Prerequisites: BT501/BI501, NT531, and NT551. *St. Paul only. Four hours.*

NT561 (NT111SE) • **The Gospels (Greek).** An exploration of the radical nature of the life and teachings of Jesus Christ, as well as their transmission and incorporation into the Gospels. This course is built around a study of key passages in the Greek text of the Gospels. Recommended prerequisites: BT501 and NT532. *Seminary of the East only. Four hours.*

NT562 (NT112SE) • **Emergence of the Christian Community (Greek).** An exploration of God's work in and through the new covenant community of the early church, especially as this is described in the Acts of the Apostles, the Pauline Epistles, the General Epistles, and Revelation. This course is built around a study of key passages in the Greek text of this portion of the New Testament. Recommended prerequisites: BT501, NT532, and NT561. *Seminary of the East only. Four hours.*

NT641 (NT114) • **Greek Exegesis.** This course is focused on exegesis of the Greek text. Translation and syntactical work will be the backbone of the course, with some attention provided to text-critical, lexical, and grammatical review. Prerequisite: passing of Greek Qualifying Exam, and NT531 or equivalent. *St. Paul and San Diego. Four hours.*

3. Advanced Studies

In St. Paul, NT501 is prerequisite for all advanced courses.

NT601-604 (NT200-203) • **Book Studies on the Gospels.** A concentrated study in the interpretation of one of the Gospels. The meaning of the author will be examined, as well as various critical questions relating to the study of the Gospels. *Four hours.*

NT605 (NT204) • **Acts.** Consideration will be given to the book's relationship to the third Gospel, authorship, date, place of writing, destination, speeches, original text, purposes, structure, and an exegesis of an English version. *Four hours.*

NT606-614 (NT205-213) • **Book Studies on the Pauline Letters.** An in-depth analysis of one or more of the Pauline letters. The central theological themes of the letter will be explored, and there will also be an examination of introductory questions and the relevance of the letter for today's world. *Four hours.*

NT615-619 (NT214-218) • **Book Studies on the General Letters and Revelation.** An exegetical study of one or more of the General Letters or the book of Revelation. Attention will be devoted to introductory issues, the meaning of the book, its theological contribution, and the message for the contemporary church. *Four hours.*

NT631 (NT219) • **Advanced Greek Grammar.** An introduction to the science of linguistics; a study of clauses and other large elements in the sentence; a survey of grammatical terms; the use of grammars, lexicons, concordances, and other tools for exegesis; and translation of selected passages from some of the more difficult books of the New Testament. *Four hours.*

NT702 (NT222) • **The Parables of Jesus.** The meaning, authenticity, and theology of the parables, as well as the principles and praxis of interpreting parables, will be studied. *Four hours.*

NT643 (NT223) • **Greek Readings.** Involves translating various selections from the Septuagint, New Testament, and early Christian literature. *Four hours.*

NT705 (NT224) • **New Testament Background.** A study of the Jewish and Greco-Roman historical, religious, and literary background of the New Testament. Emphasis will be placed on primary source material. *Four hours.*

NT709 (NT252) • **The Historical Jesus.** This course is a study of the origin and development of the three quests for the historical Jesus. The critical methodologies of each quest will be studied, along with the various portraits of Jesus proposed by the scholars of these quests. The context for the course will be the worshiping community as it encounters Jesus and the renewal of worship that flows from meeting Him.

NT750 (NT220) • **Seminar in Textual Criticism.** A study of paleography, sources of information about the text (Greek manuscripts, ancient versions, and patristic quotations), history of the text, principles of evaluation of variant readings, and actual evaluation of variant readings. *Four hours.*

NT751 (NT221) • **Seminar in the Canon of the New Testament.** A study of the reasons for the initial delay in the emergence of an NT canon and for its eventual emergence, the principles of selection, and the history of the development of the canon. The last item will be treated both chronologically and in terms of the individual books that were accepted or rejected. *Four hours.*

NT670 (NT270) • **Independent Study in New Testament.** Research and study by arrangement with the professor.

4. Advanced Courses in Biblical Theology

BT717 (BT200) • **New Testament Theology.** A detailed study of some of the themes of the New Testament from the standpoint of biblical theology. *Four hours.*

BT751 (BT201) • **Seminar in Biblical Theology: New Testament.** Selected themes from the biblical theology of the New Testament will be examined. The course may concentrate on synoptic, Johannine, or Pauline theology. *Four hours.*

BT705 (BT202) • **Unity of the Bible.** An attempt to discern the unity of all of Scripture using a biblical theology approach. *Four hours.*

BT670 (BT270) • **Independent Study in Biblical Theology.** Research and study by arrangement with the professor. *(Permission is required.)*

Historical Studies

Chris Armstrong
Wayne Hansen
Richard Kantzer
James D. Smith III

History is the science of individuals in time. By using the tools of bibliography, students learn that the important task of church history is to ponder meanings, not just to list information; to interpret, but not to predict. A significant goal of investigating church history is assisting students to gain a sense of perspective. Without seeking to control human behavior, historical study does provide a maturity of understanding about events in the contemporary world. Interacting with the ideas, personalities, and events of the past gives Christians a wider base. This interaction does not end simply with cognitive understanding, however, for it also leads to an appreciation of God's providence in the past and a conviction of God's work in the present. In these ways, among others, history inflames the student's passion for God and so helps build the groundwork both for Christian living and Christian ministry.

Course descriptions apply to all Bethel locations unless otherwise noted.

Objectives:

Study in church history enables students to:

1. acquire an orderly grasp of the church's development as an institution from the first century to the contemporary world;
2. employ sound methods for interpreting the artifacts of the past;
3. interpret key events in the church's struggle with persecution, success, heresy, and schism;
4. analyze the role of church tradition as it relates to the Bible;
5. explore the efforts of Christian leaders to maintain the church's identity and mission as it engaged cultures; and
6. find wisdom for pursuing spiritual growth through the transforming power of God.

1. Survey of Christianity

HS501 (HS101) • **Church History: From the Early Church to the Reformation.** An introduction to the major movements within Christian history from the beginnings of the church to the 16th century. Students will also be introduced to basic methodology and bibliographical tools used in the study of the past. *Four hours.*

HS502 (HS102) • **Church History: The Church in the Modern World.** An introduction to the major movements within Christian history since the Protestant Reformation of the 16th century. Students will also be involved in primary research in the field of church history. St. Paul and Seminary of the East recommended prerequisite: HS501. *Four hours.*

HS503 (HS103) • **Church History Survey.** An introduction to the major movements within Christian history from the beginnings of the church to the present era. Basic methodology and bibliographical tools used to study the past are part of this course. *Four hours.*

Course descriptions apply to all Bethel locations unless otherwise noted.

HS601 (HS201) • **History of Christian Thought: The Early Church to Scholasticism.** A survey of the major historical, cultural, and theological factors influencing the development of doctrine to Aquinas, with major analysis of the work of the Ante- and Post-Nicene councils and their subsequent influence on the articulation of the structure of theological thought. (Cognate credit with TS601.) St. Paul prerequisite: HS501. *Four hours.*

HS602 (HS202) • **History of Christian Thought: Wycliffe to Wesley.** An analysis of theological renewal based on inductive study from the writings of Wycliffe, Hus, Luther, Calvin, the Anabaptists, Elizabethan-American Puritans, and John Wesley. (Cognate credit with TS602.) St. Paul prerequisite: HS501 or HS502. *Four hours.*

HS603 (HS203) • **History of Christian Thought: 19th Century to the Present.** An analysis of contemporary theology as it is reflected in the formative periods of the 19th and 20th centuries, with particular reference to the modern era and its significance to contemporary church life. (Cognate credit with TS603.) St. Paul prerequisite: HS502. *Four hours.*

HS703 (HS204) • **Christian Classics.** An evaluation of important Christian literature from Augustine's *Confessions* to C. S. Lewis' *Till We Have Faces*. Attention will be directed to the context of several types of classics, as well as to their authors and messages. *Four hours.*

HS708 (HS208) • **History of World Missions.** A survey of missionary movements on the major continents with special emphasis on biographies, types of mission fields, and missionary strategy. (Cognate credit with GC708.) *Four hours.*

HS715 (HS206) • **History of the Jews Since 70 C.E.** The course of Jewish history from the fall of the Temple to the present. Attention is given both to Jewish groups and to developments in Judaism. Particular emphasis is given to American Jewish history, the modern state of Israel, and Jewish-Christian relations. *Four hours.*

HS717 (HS205) • **Eastern Christendom.** A study of Orthodox Christianity from the Byzantine period and conversion of the Slavic lands to the centuries under Islam and the Russian Renaissance of the 20th century. Theological distinctives of orthodoxy such as theosis, icons, and liturgy will be explored. Contemporary orthodox dialogue with Roman Catholic theology and its participation in the World Council of Churches will be assessed. *Four hours.*

2. Medieval and Early Modern Church

HS605 (HS210) • **Protestant Reformation.** A study of the varieties of Protestantism during the 16th century. The contributions of several reformers to biblical study, liturgical worship,

“The leaders and shapers of the Reformation, the Puritan and Pietist movements, and the first two awakenings included trained theologians who combined spiritual urgency with profound learning, men who mastered the culture of their time and were in command of the instruments needed to destroy its idols and subdue its innovations: Luther and Calvin, Owen and Franke, Edwards and Wesley, Dwight and Simeon.”

Richard Lovelace

theology, and ecclesiastical order will be investigated in detail. Prerequisite: HS502. *Four hours.*

HS653 (HS211) • **John Calvin: International Reformer.** A seminar that portrays Calvin as seen in his letters, biblical commentaries, the *Institutes*, and a cross section of his theological tracts and treatises. Powerful currents of this movement, centered in Geneva, were heard in the rest of Europe, affecting its modern view of politics, science, and economics. *Four hours.*

HS672 (HS212) • **Baptist History and Theology.** A study of special problems and approaches in Baptist history, theology, and polity with an intensive approach to contemporary problems and trends. Taught jointly by professors of church history and theology. (Cognate credit with TS672.) *Four hours.*

HS677 (HS257) • **Historical Development of the Episcopal Book of Common Prayer.** An introduction to the history of the Book of Common Prayer (BCP) 1979 which will afford the student study and practice of the liturgies in it as they are used in contemporary worship services across a broad spectrum of the church. The course will explore the antecedents to the current BCP and the forces of revision from which it sprang. The course will focus on the variations of standard practice with an eye to creating capable, adaptable worship leaders for the church. Consideration will also be given to the use of the BCP in languages other than English and the design of worship for communities of mixed ethnic constituencies. *Four hours.*

HS675 (HS254) • **Creeds and Confessions of the Reformed Church.** An exploration of the theology of the Reformed Tradition through the study of nine creeds and confessions. The course will also discuss how the pressure of church heresies and conflicts, as well as national pressures, brought together some of the most important theological statements the church has produced. In addition, the course will explore the theological expressions surrounding the doctrines of the person and nature of Christ, the

sacraments, election, the Bible and its interpretation, the church and the relationship of church and state. This course is one of three offered in San Diego which are required by the local Presbytery for ordination in the PCUSA. (Cognate credit with TS675.) *Four hours.*

HS676 (HS256) • **Reformed Worship and Sacraments.** An introduction to the history, tradition and structure of Reformed Worship. The course will answer questions, give practical applications and consider the meaning and observance of the sacraments. (Cognate credit with TS676 and ML676.) *Four hours.*

HS679 (HS259) • **Episcopal Church History.** A study outlining the history, theological developments, and organization of the Episcopal Church in the U.S.A., and its antecedents in England and Europe. *Four hours.*

HS680 (HS269) • **Anglican Theology and History.** A survey of the principal events and convictions that have shaped theology and practice among the Christians of Great Britain and their descendants, from the Middle Ages to the present. The course includes reading and interacting with writers from the classical, evangelical, Anglo-Catholic and Broad Church traditions (Cognate credit with TS680.) *Four hours.*

3. Modern Christianity

HS671 (HS215) • **Modern Catholicism: French Revolution to the Present.** An analysis of the Catholic response to the modern world of French, American, Industrial, and Communist revolutions. Particular attention will be given to Vatican I and II, as well as Catholic biblical study in the 20th century, papal leadership, and the international focus of the hierarchy. *Four hours.*

HS673 (HS216) • **Baptist General Conference History and Mission.** A study of the various historical forces that have shaped the Baptist General Conference, including key personalities and important projects. Special attention will be given to the new role of the conference in the world as developed in the last quarter-century. *Four hours.*

4. American Christianity

HS610 (HS220) • **American Christianity.** A historical and theological evaluation of the distinctive characteristics of American Christianity from the colonial period to the present, including revivalism, the volunteer church, expansion movements, urbanization, theological controversies, and American denominationalism. (Cognate credit with TS610.) *St. Paul and San Diego. Four hours.*

Photo by Scott Strebbe



HS611 (HS224) • **Women in Church History.** An exploration of the life, thought, and context of selected Christian women across the centuries. Issues of public values, personal identity, and group affiliations have long been important to this discussion. Since the mid-19th century, and particularly in the dramatic changes in the roles and experience of women since WWII, interpretive voices (e.g., in the literature) have notably both reflected and shaped the realities. The goal of this course is to engage the “cloud of woman-witnesses,” in their cultures, in a manner that will enlighten and inspire one’s own life. *Four hours.*

HS620 (HS220SE) • **American Christianity.** This study of Puritanism, the Awakenings, the Enlightenment, Romantic religion, Ultraism, the Social Gospel, Fundamentalism, Neo-orthodoxy, and Radical and Secular theologies traces the roots of Evangelicalism in general. The course emphasizes understanding our heritage and how it affects contemporary American culture. *Seminary of the East only. Four hours. Recommended prerequisites: HS501, HS502.*

HS650 (HS230) • **Christian Lives in History.** This course tells the story of

Christianity through the life experiences of selected men and women in their historical contexts. Utilizing several varieties of literature, these people will be valued both as insightful mentors and as unique persons in need of God’s grace and human community. Students will be invited to reflect on their own spiritual journeys and vocations. Prerequisite: TS501. *Four hours.*

HS652 (HS227) • **Christian Spiritual Life: Henri Nouwen.** A study of major themes in the thought of Henri Nouwen (1932-1996), one of the most influential Christian spiritual writers of our generation. The emphasis will be on primary sources, set in the framework of his life and development, and complemented by reflections from the instructor, who served as a teaching fellow with Nouwen during the author’s Harvard years (1983-1985). The goal is for this experience to provide critical insights and personal values that will illuminate and encourage our lives as beloved and faithful children of the Lord. (Cognate credit with SP652 and PC652.) *Four hours.*

HS711 (HS225) • **Popular Religion in Contemporary America.** This course analyzes a variety of popular expressions of religion, both inside and out-

side evangelical Christianity. Popular religion here constitutes the daily life of religious experience rather than the more formal expression in seminary classrooms and in pulpits, though some popular religion is as much clergy related as it is lay-oriented. *Four hours.*

HS712 (HS223) • **Minorities and American Christianity.** A study of African American, American Indian, and Hispanic Christianity. Examines the history of each group, their contributions to American Christianity, and the special problems each group faces. *Four hours.*

HS713 (HS222) • **American Revivalism.** This course is designed to describe and evaluate the historical context and theological roots of the revival tradition in America. Special attention is given to the life and thought of such men as Theodore Frelinghuysen, Jonathan Edwards, Charles Finney, Dwight L. Moody, Billy Sunday, and Billy Graham. *Four hours.*

HS714 (HS221) • **Church Renewal and Modern America.** A study of selected movements, groups, and individuals within American Christianity from the Civil War to the present. *Four hours.*



HS738 (HS255) • **Christian Ministries in Historical Perspective.** A survey of important models in the history of Christian ministries from the first century through the present day. Students will consider selected ministry themes, illustrated by classic and contemporary sources, within a chronological framework. The goal is for these “voices” to enlighten and inspire our lives in faithful, fruitful service for Jesus Christ and the kingdom. (Cognate credit with PC738.) *Four hours.*

5. Research

HS790 (HS260) • **Advanced Seminars.** Specialized studies will be offered for those interested in any period of church history. *Four hours.*

HS670 (HS270) • **Independent Study in Church History.** Research and study by arrangement with the professor. (*Permission is required.*)

Theological Studies

Wayne Hansen Kyle Roberts
Richard Kantzer Glen Scorgie
Joel Lawrence

Theology is the *science* of God, the discipline that seeks knowledge of God’s being and all of God’s works. Theology synthesizes and interprets Christian beliefs and applies them to today’s world. Building chiefly on biblical truth, theology also interacts with other areas of knowledge like philosophy, history, and the sciences. It integrates the book of God’s Word and the book of God’s work as it fleshes out the Christian worldview. A primary goal of study in theology is helping students develop an intelligible understanding of Christian thought that is biblically sound, rationally defensible, and culturally relevant. Engaging Christian truth begins, but never ends, with conceptual knowledge. Theology leads to *wisdom*.

Course descriptions apply to all Bethel locations unless otherwise noted.

Living in light of wisdom from God shapes and motivates a passionate love for God and growth in maturity. Biblical understanding and spiritual devotion together lay the foundation for all ministries of transforming leadership.

Objectives:

Study in theology enables students to:

1. acquire orderly understandings of the major doctrinal and biblical themes of the Christian worldview;
2. gain awareness of contemporary intellectual movements and proper Christian response;
3. form reasons for faith and ability to offer reasoned defenses of Christian truth;
4. develop the habit of interpreting all of life through the practice of theological reflection;
5. uncover the connections of Christian truth with the living of life and the practice of leadership in ministry; and
6. find guidance and motivation for pursuing personal, spiritual growth by encountering the transforming power of divine truth.

1. Systematic Theology

Systematic theology synthesizes Christian beliefs and applies them to today’s world. Building chiefly on a foundation of biblical data, it also interacts with other areas of knowledge such as philosophy, historical and contemporary theology, and the sciences, using them to illuminate and confirm essential biblical teachings. A primary goal of course work in systematic theology is to help students work toward developing an intelligible system of Christian thought that is at once biblically sound, rationally coherent, and culturally relevant. To be taken middler or senior year.

At Bethel Seminary St. Paul, all students should plan to take the systematic theology sequence (TS501, 502, and 503) before taking upper-level electives in systematic theology.

TS500 (TS100) • **Diversity and Pluralism.** An exploration of culture as the context of Christian life, thought, and ministry. Using cultural description along with biblical, theological,

and philosophical analysis, this course examines contemporary issues including cultural diversity, spiritual identity, religious pluralism, and inter-group reconciliation. *In Ministry M.A.C.T. only. Four hours.*

TS501 (TS101) • **Systematic Theology I.** A discussion of the nature and methods of systematic theology as it compares with other fields of thought, a study of the character of God’s self-disclosure in nature and the Bible, and an investigation of the being and works of the Triune God. Recommended prerequisite: BT501/BI501. *Four hours.*

TS502 (TS102) • **Systematic Theology II.** An analysis of human nature both as it was created by God and as it exists in its present sinful state, and an investigation of the person of Jesus Christ and the provision of salvation through Christ’s work. Prerequisite: TS501 for St. Paul. Recommend prerequisite: TS501 for San Diego and BSOE. *Four hours.*

TS503 (TS103) • **Systematic Theology III.** A study of the person of the Holy Spirit and the application of the gift of salvation to the individual through the Spirit’s work, as well as reflection on God’s purposes and activity in the church and in the culmination of history. Prerequisite: TS501 for St. Paul. Recommend prerequisite: TS501 for San Diego and BSOE. *Four hours.*

TS507 (TS107) • **Systematic Theology I: God and Creation.** A study of the nature and methods of systematic theology as it compares with other fields of thought. Specifically, this course involves an exploration of the biblical doctrines of Scripture, authority, God, creation, sin, and humanity, with an emphasis on constructing an exegetically based position from which to evaluate contemporary theological positions on these doctrines. *Seminary of the East only. Four hours.*

TS508 (TS108) • **Systematic Theology II: Christ.** This course investigates the uniqueness of the person of Jesus Christ and the provision of salvation solely through His work. The redemptive significance of God the Son’s incarnate life of intimacy with God the



Photo by Tara Patty

Father and empowerment by the Holy Spirit, death on the cross, resurrection, ascension, and glorious return will be explored with help of the creedal affirmations of Nicea and Chalcedon and in conversation with contemporary cultural contexts. The class will give significant attention to personal formation in light of who Jesus is and what Jesus does. *Seminary of the East only. Four hours.*

TS509 (TS109) • **Systematic Theology III: Holy Spirit and Salvation.** A study of the person of the Holy Spirit and the application of the gift of salvation to the individual through the Spirit's work. Specifically, the course explores the biblical doctrines of regeneration, justification, adoption, sanctification, eternal security, and

glorification. Special emphasis is given to topics of current interest such as baptism in the Spirit and spiritual gifts. *Seminary of the East only. Four hours.*

TS510 • **Systematic Theology IV: Ecclesiology and Eschatology.** The Spirit's formation, gifting, and empowerment of the church through the gospel of Jesus Christ will be the foundational elements for studying the church as Christ's elect body, the church's organization, function, and ordinances. Attention to the Kingdom purpose of God and future events related to the destiny of history and of individuals will include Christ's Second Coming, millennial and tribulational views, resurrection, judgment, and the eternal states of humans. *Seminary of the East only. Four hours.*

TS550 (TS115) • **Theology and Christian Community.** Working under the supervision of a mentor, students are provided with opportunities for the integration of biblical and theological principles within the context of Christian ministry. Specific ministry activities are delineated in a learning contract after identifying each student's specific developmental goals. (For SemPM students beginning with Mod F. Cognate credit with ML550.) *Four hours.*

TS551 (TS106SE) • **Church, Kingdom, and Ministry Formation.** This course examines the biblical nature and gospel origins of the church with special attention to the four historic marks of the church—apostolic, one, holy, and catholic. Students will explore how Christian community and kingdom life provide context and direction for ministry formation. *Two hours.*

The systematic theology series (TS501, 502, and 503) is recommended before taking upper-level electives.

TS601 (TS201) • **History of Christian Thought: The Early Church to Scholasticism.** A survey of the major historical, cultural, and theological factors influencing the development of doctrine to Aquinas, with major analysis of the work of the Ante- and Post-Nicene councils and their subsequent influence on the articulation of the structure of theological thought. (Cognate credit with HS601.) St. Paul prerequisite: HS501. *Four hours.*

TS602 (TS202) • **History of Christian Thought: Wycliffe to Wesley.** An analysis of theological renewal based on an inductive study from the writings of Wycliffe, Hus, Luther, Calvin, the Anabaptists, Elizabethan-American Puritans, and John Wesley. (Cognate credit with HS602.) St. Paul prerequisite: HS501 or HS502. *Four hours.*

TS603 (TS203) • **History of Christian Thought: 19th Century to the Present.** An analysis of the antecedents of contemporary theology as reflected in the formative periods of the 19th and 20th centuries, with particular reference to the modern era and its significance in contemporary church life. (Cognate credit with HS603.) St. Paul prerequisite: HS502. *Four hours.*

TS606 (TS241) • **Apologetics.** A consideration of the reasons for Christian faith. This course proceeds in three phases, examining the possibility of religious knowledge, the viability of theistic perspective, and the rationale for the Christian worldview. The underlying philosophy of this course is that apologetics is dialogical—that conversations offering a rationale for faith, whether with a believer or unbeliever, happen in a context of genuine relationship. (Cognate credit with PH606.) *Four hours.*

TS622 (TS217) • **The Doctrine of Scripture.** A study of the nature of biblical authority, including questions of revelation, inspiration, and inerrancy. Consideration of the relationships between one's view of authority and such issues as the roles of experience and tradition, the use of critical tools of biblical interpretation, and the application of the Bible to Christian living. *Four hours.*

TS623 (TS215) • **The Doctrine of the Holy Spirit.** The person and work of the Holy Spirit in the Bible and the church. Special emphasis on topics of current interest, such as the work of the Holy Spirit in the life of the Christian and the charismatic gifts. *Four hours.*

TS624 (TS216) • **The Doctrine of Holiness.** A thorough study of the doctrine of holiness, beginning with the being and character of God. The course will involve a careful study of biblical, historical, and theological dimensions of sanctification, seeking to systematize these materials so as to guide the student in a personal quest for a full-orbed Christian holiness. *Four hours.*

TS672 (TS212) • **Baptist History and Theology.** A study of special problems and approaches in Baptist history, theology, and polity with an intensive approach to contemporary problems and trends. Taught jointly by professors of church history and theology. (Cognate credit with HS672.) *Four hours.*

TS674 (TS259) • **Sacramental Theory and Practice.** An in-depth look at the way, why, and how of sacraments in the Anglican tradition. While the gospel sacraments, Holy Eucharist,

and Baptism will receive major attention, five other sacramental rites will be discussed (confirmation, matrimony, reconciliation, unction, and ordination). *Four hours.*

TS675 (TS254) • **Creeds and Confessions of the Reformed Church.** An exploration of the theology of the Reformed tradition through the study of nine creeds and confessions. The course will also discuss how the pressure of church heresies and conflicts, as well as national pressures, brought together some of the most important theological statements the church has produced. In addition, the course will explore the theological expressions surrounding the doctrines of the person and nature of Christ, the sacraments, election, the Bible and its interpretation, the church and the relationship of church and state. This course is one of three offered in San Diego which are required by the local Presbytery for ordination in the PCUSA. (Cognate credit with HS675.) *Four hours.*

TS676 (TS256) • **Reformed Worship and Sacraments.** An introduction to the history, tradition, and structure of Reformed worship. The course will answer questions, give practical applications and consider the meaning and observance of the sacraments. (Cognate credit with HS676 and ML676.) *Four hours.*

TS680 (TS269) • **Anglican Theology and History.** A survey of the principal events and convictions that have shaped theology and practice among the Christians of Great Britain and their descendants, from the Middle Ages until the present. The course includes reading and interacting with writers from the classical, evangelical, Anglo-Catholic and Broad Church traditions. (Cognate credit with HS680.) *Four hours.*

TS702 (TS232) • **World Religions.** A study of world religions (including Judaism, Islam, Buddhism, and Hispanic Catholicism) that provide structures of belief and meaning for vast numbers of people in America and globally. The goal is to develop understandings and

sensitivity that will enable us to represent Christ more attractively, and communicate His gospel more intelligibly, to adherents of these faiths. (Cognate credit with GC651.) *Four hours.*

TS721 (TS246) • **Theology and Art.** A study of art as it expresses religious and philosophical themes. This course examines art from several genres in selected historical periods for the purpose of learning how art reflects great religious and theological ideas and expresses them. *InMinistry M.A.C.T. only. Four hours.*

TS722 (TS247) • **Theology and Literature.** A study of literature as it relates to religious and philosophical themes. This course explores literature of various kinds set in different historical periods and examines how literature can serve as a vehicle for great ideas. *InMinistry M.A.C.T. only. Four hours.*

TS735 (TS218) • **Life and Theology of Prayer.** The purpose of this course is to encourage and stimulate a growing and meaningful life of devotion. Attention will be given to the historical and biblical teaching on prayer. Personal sharing and practical experiences of prayer will provide a challenge to apply theory to life. (Cognate credit with SP735.) *Four hours.*

TS744 (TS244) • **Perspectives on Evil and Suffering.** See course description under PH744.

TS793 (TS266) • **Senior Seminar.** This seminar provides the opportunity for seniors to write and defend a confessional statement of their own doctrinal position within their Christian community's tradition. Students will examine and assess their own Baptist or distinctive community's history and polity.

Course descriptions apply to all Bethel locations unless otherwise noted.

TS794 (TS265) • **Integrative Seminar.** This course utilizes a case studies approach in integrating and applying theological truth to contemporary issues in society and ministry. Typical concerns in pastoral care, Christian education, preaching, evangelism, and pastoral ministry are discussed from biblical, theological, and historical perspectives. Students will trace theological themes across Christian doctrines and academic disciplines and will write and defend a comprehensive Statement of Faith. *SemPM and InMinistry programs in St. Paul and San Diego.* Four hours.

2. Contemporary Theology

TS605 (TS223) • **Theology and Contemporary Culture.** This course explores the relation between evangelical theology and contemporary culture. Special attention is placed on the theological interpretation of “post-modernity” in its various expressions in culture, including philosophy, art, cinema, literature, and music. These expressions will be analyzed to develop appropriate apologetic engagements of postmodern culture. Four hours.

PH606 (PH241) • **Apologetics.** A consideration of the reasons for Christian faith. This course proceeds in three phases, examining the possibility of religious knowledge, the viability of theistic perspective, and the rationale for the Christian worldview. The underlying philosophy of this course is that apologetics is dialogical—that conversations offering a rationale for faith, whether with a believer or unbeliever, happen in a context of genuine relationship. (Cognate credit with TS606.) Four hours.

TS610 (TS220) • **American Christianity.** A historical and theological evaluation of the distinctive characteristics of American Christianity from the colonial period to the present, including revivalism, the volunteer church, expansion movements, urbanization, theological controversies, and American denominationalism. (Cognate credit with HS610.) Four hours.

TS626 (TS224) • **Christological Studies Today.** Beginning with the foundational approach to a study of major Christological passages, the course will trace the Christological formulas through their historical development, with major reference to the contemporary synthesis of the doctrine as it is reflected in the writings of the leading theologians today. Major attention will be given to determining the relation between the apostolic understanding of Christology and its expression in 20th-century relevance. Four hours.

TS627 (TS231) • **Current Issues in the Doctrine of Salvation.** This seminar will study both non-evangelical and evangelical trends and issues in soteriology. We will explore such matters as the move toward pluralism among contemporary theologians, recent expressions of universalism, annihilationism, the “second chance” offer after death, recent modifications of liberation theology, the “Lordship Salvation” controversy, and recent expressions of Arminianism. Four hours.

TS661 (TS226) • **C. S. Lewis.** A study of the life and writings of C. S. Lewis, with emphasis on his theological and apologetic thought. The contribution of this contemporary thinker as an interpreter of the Christian faith to the modern world is outlined. Four hours.

TS704 (TS239) • **Movie Theology.** A structured workshop in theological evaluation of the heart and mind of contemporary culture as reflected in significant motion pictures. Particular attention is paid to portrayals of the human condition and to religious themes. The goal of the course is to cultivate the art of listening and watching perceptively, with a view to learning whenever possible, and to affirmation or criticism as appropriate. *San Diego only.* Four hours.

TS714 (TS237) • **Nontraditional Religious Movements.** A study of selected religious systems prominent in Western culture today. This course will describe and react to Jehovah’s Witnesses, Church of Jesus Christ of Latter-Day Saints, the New Age movement, and other significant religious movements that challenge Christian thinking. Four hours.

TS751 (TS230) • **Seminar in Contemporary Theology.** An in-depth study of a particular contemporary theological issue. Research topics to be chosen according to the interests of the class. Four hours.

3. Philosophy of Religion—Apologetics (St. Paul campus only)

PH606 (PH241) • **Apologetics.** A consideration of the reasons for Christian faith. This course proceeds in three phases, examining the possibility of religious knowledge, the viability of theistic perspective, and the rationale for the Christian worldview. The underlying philosophy of this course is that apologetics is dialogical—that conversations offering a rationale for faith, whether with a believer or unbeliever, happen in a context of genuine relationship. (Cognate credit with TS606.) Four hours.

PH621 (PH240) • **Doctrine of God.** This class discusses the justification for various conceptions of God and addresses important issues in contemporary theological discussion. (Cognate credit with TS621.) *St. Paul only.* Four hours.

PH651 (PH245) • **Critical Thinking.** A learning plan for developing critical thinking skills. This includes classic critical thinking strategies along with basic work in logic including informal fallacies and basic forms of inductive and deductive logic. Prerequisite: PH606. *InMinistry M.A.C.T. only.* Four hours.

PH652 (PH246) • **Logic and Critical Thinking.** A survey of informal logic, including informal fallacies and strategies of critical thinking, and of formal logic, embracing deductive syllogisms and some symbolic logic. The course applies these strategies to worldview concerns. Prerequisite: PH606. *St. Paul only.* Four hours.

PH654 (PH249) • **Epistemology.** An analysis of the sources, methods, and limits of human knowing. This course covers classical views of knowledge and interacts with contemporary philosophical discussions. It raises the problem of knowledge in light of the

cultural and intellectual developments broadly classified as postmodernism. It also addresses the special problems related to questions of religious knowledge. Prerequisite: PH606. *St. Paul only. Four hours.*

PH716 (PH247) • **History of Philosophy of Religion.** A selective overview of the history of philosophy with special attention to religious ideas. This class will begin with the ancient Greeks, introduce several important medieval thinkers, highlight some significant philosophers, and end with 20th-century philosophy of religion. *St. Paul only. Four hours.*

PH723 (PH248) • **Theology and Science.** A discussion of the interface between two important modes of knowledge: theology and science. Taking a history and philosophy of science approach, this course evaluates theology and science as two different methods for explaining aspects of reality. It discusses whether the results of science have theological import or the axioms of theology may have scientific significance. Prerequisite: PH606. (Cognate credit with TS723.) *St. Paul only. Four hours.*

PH744 (PH244) • **Perspectives on Evil and Suffering.** This course explores two distinct approaches to suffering and evil. Theologians, philosophers, and apologists try to explain why evil exists in a world created by a good God. Pastoral theologians and counselors attempt to help people who are suffering. Participants in this course will attempt integration of the categories, resources, and responses typical of these two areas. They will seek answers to the question, "What can theologians and caregivers learn from each other?" (Cognate credit with TS744 or PC744.) *St. Paul only. Four hours.*

PH750 (PH250) • **Seminar in Philosophical Problems.** An in-depth study of a particular philosophically oriented theologian or theological issue. Research topics to be pursued according to the interest of the class. *St. Paul only. Four hours.*

PH790 (PH251) • **Integrative Seminar in Philosophy of Religion.** A research course that completes the Christian Thought program. In this course, each student does independent research in philosophy of religion (or a related area approved by the instructor). Each student produces a 10,000 to 12,000-word essay and presents the results of his or her work to the class for discussion. *St. Paul only. Four hours.*

4. Ethical Studies

TS505 (TS105) • **Christian Social Ethics.** A study of the ethical dimension of Christian theology. This class begins with an analysis of theoretical ethics, terminology, approaches, and biblical bases, and then concentrates on the application of ethical theory to specific ethical issues facing Christians today. *St. Paul prerequisite: TS501. TS502 recommended. San Diego and Seminary of the East: TS501, TS502 recommended. Four hours.*

TS741 (TS261) • **The Ethics of War.** The issues of war, violence, and resistance to evil are examined primarily in light of biblical revelation, with attention to theology, history, and societal realities. Varieties of pacifism, just war theory, military service, and civil disobedience, among other topics, will be considered, with a view to answering the perennial question of how Christians should stand against oppression and violence. *Four hours.*

TS742 (TS262) • **Sexual Ethics.** A study of human sexual character and sexual expression from the perspectives of Scripture, theology, history, and contemporary thought and practice. Focuses on prevalent misunderstandings and abuses of sexuality, as well as the goodness of sexuality as designed by our Creator, in the lives of both married and single persons. Fornication, adultery, pornography, homosexuality, solo sex, celibacy, marriage, divorce, and remarriage are some of the topics we will examine to learn how we may live godly and satisfying lives in an increasingly perverse society. *Four hours.*

TS743 (TS263) • **Bioethics.** Which of the reproductive technologies, if any, are acceptable for Christians? Are all forms of euthanasia violations of God's will? What is the Christian position on abortion, genetic engineering, cloning, living wills, medical care for the seriously ill, and the allocation of scarce medical resources? These and other issues in biology and medicine will be examined carefully from the perspectives of science and Scripture to ascertain Christian guidelines for the brave new world in which we live. *Four hours.*

TS/MF755 (TS/MF267) • **Theology and M.F.T. Theory: An Integrative Seminar.** This course is an investigation of human nature and Christology from both theological and psychological perspectives. Different theories of human nature are considered in relation to a theological understanding of *imago dei*. The consequences of the fall on the human person and race are appraised theologically and clinically. The effect of redemption from sin through Christ is compared and contrasted to psychopathology and therapeutic effectiveness. Students will contemplate the person and example of Christ and explore ways in which they can be incarnational in practice to bring about change and healing to a hurting humanity. This course will assist M.F.T. students to write the senior M.F.T. paper. The class will be team taught by a theology professor and a marital and family therapy professor. Prerequisite: TS501. *San Diego only. Four hours.*

5. Research

TS670 (TS270) • **Independent Study in Theology.** Research in each of the areas listed above may be pursued under independent arrangement with the professor involved. (*Permission is required.*)

Course descriptions apply to all Bethel locations unless otherwise noted.

The Center for Spiritual and Personal Formation



Pastoral Care

Marriage and Family Studies



Photo by Greg Schneider



Photos by Scott Strehle



The Center for Spiritual and Personal Formation holds responsibility for developing intentional strategies for making the formation process part of the entire Bethel Seminary experience, in and out of the classroom, through chapel and convocations, at Seminary Village or in communities where non-resident students live, at practicum and field education sites, and within covenant relationships throughout the entire Bethel community. Spiritual and personal formation is the process

of opening oneself to the work of God in one's life so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ (Eph. 4:12-13). It is a multifaceted, invitational process with many points of entry, both formal and informal. We encourage students to respond to God's call to wholeness and holiness by reflecting on the biblical and theological foundations of their faith

as well as on their personal experiences of God in the past and present. We want to nurture the process of personal transformation so that transformational leadership can be offered in one's ministry setting, wherever that might be. We also want to help students develop a working knowledge of the dynamics of family, congregational, and community systems so that their ministries may be more effective.

As students address issues of spiritual and personal formation identified both by themselves and by Bethel personnel, they are increasingly likely to demonstrate:

1. a desire for and commitment to living in a covenant love relationship with God that is marked by a passion for the Word of God, personal obedience and discipleship, spiritual hunger, and a lifestyle of holiness and spiritual maturity;
2. a desire for and commitment to living with others in covenantal love relationships that are marked by integrity, respect, justice, service, reconciliation, and the ability to build bridges across the potential barriers of racial, gender, and theological differences;
3. an ability to develop a biblically grounded theology of spiritual and personal formation, to recognize historical instances of the movement of the Holy Spirit, and to critically examine the practice of formation as understood by a variety of Christian traditions;
4. an awareness of their own brokenness, call, and gifting that enables them to maintain healthy personal and professional boundaries, appropriately use authority and power, and respond sensitively to the pain of others; and
5. an ability to respond to God's call in their lives with proactive, lifelong personal and professional development strategies that are characterized by honesty, accountability, and a commitment to wholeness spiritually, emotionally, physically, financially, and relationally.

Assisting students in becoming whole and holy persons requires a whole-life curriculum experienced in the context of community interaction and accountability. The Center for Spiritual and Personal Formation pursues this holistic approach by incorporating a variety of formal and informal structures and programs related to the whole of a student's experience at Bethel. These cluster into three areas: student life, covenant groups, and academic disciplines.

Student Life

Opportunities for community involvement, spiritual/leadership development, and emotional, physical, and relational wellness are coordinated through the Office of Student Life. Examples of some of the elements of this holistic program include:

- Opportunities for community involvement through Genesis (new student orientation); the Seminary Village hospitality program; the all-seminary fall retreat and spring banquet; end-of-quarter potlucks and socials; and students' nights out.
- Opportunities for spiritual/leadership development through the chapel program; community prayer fellowship; missions specials and brown-bag lunches; small group experiences; Student Senate; SemWomen (ministry to women students); Woman-to-Woman (ministry to wives of students); and retreats.
- Opportunities for emotional, physical, and relational wellness through counseling for students addressing personal or relationship concerns; tutorial assistance; seminary food shelf; the Sunshine Fund (emergency fund for students); subsidy for on-campus child development program; facilities and equipment for physical exercise; retreats, training, and small-group experiences coordinated by the Office of Relationship Enrichment.

Spiritual Formation

A significant part of students' experiences within the Center for Spiritual and Personal Formation is the formation program that provides students the opportunity to join with others in the journey toward wholeness and holiness in their relationships with God and one another. Areas of attention include family of origin, personality and temperament, spiritual heritage, spiritual disciplines, and vocational calling. Students also explore topics such as human nature, sin, grace, sanctification, and Christian community. The group reflection process transforms the theological doctrines learned in class into character-shaping wisdom that,

when faithfully acted on and integrated into students' lives, results in personal godliness.

The faculty and administration are dedicated to the vision of making Bethel Seminary a place where people are increasing in understanding of the absolute truth of the gospel, growing toward personal holiness and wholeness, and gaining the passion and skill to lead people to transforming encounters with the Lord.

SP500/SP505 (SP110/SP109) • **Spiritual and Personal Formation: Foundations and Traditions.** This course will explore biblical and historical models and themes for spiritual and personal formation, models of transformation and faith development, and cultural dimensions of formation models and traditions. *St. Paul students only. SP500 Four hours; SP505 Two hours.*

SP501 (SP101) • **Disciplines of Spiritual and Personal Formation.** This is a first-year course in San Diego. Participants will explore their experiences of and relationships with God by asking theologically reflective questions such as, "Who is God to me at this time in my life?" and "Who am I in relationship to God?" The primary task will be to help students learn to watch and listen for how and when the answers to these questions intersect. The groups will be a crucial place for students to integrate what they are learning and experiencing at Bethel with who they are as children of God and ministering servants of God. Psychological assessment instruments are utilized. *San Diego only. Four hours.*

SP502A, B, C (SP108) • **Disciplines of Spiritual and Personal Formation A, B, and C.** This is a first-year course in St. Paul. Each participant will be able to explore their experiences of and relationship with God by asking theologically reflective questions such as, "Who is God to me at this time in my life?" and "Who am I in relationship to God?" The primary task will be to help students learn to watch and listen

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for how and when the answers to these questions intersect. Students will be encouraged to integrate what they are learning and experiencing at Bethel with who they are as children and ministering servants of God. Psychological assessment instruments are utilized. *St. Paul M.A.M.F.T. students only. One credit.*

SP504 (SP104) • **Disciplines of Spiritual and Personal Formation.** This is a first-year course in San Diego. Each participant will be able to explore their experiences of and relationship with God by asking theologically reflective questions such as “Who is God to me at this time in my life?” and “Who am I in relationship to God?” The primary task will be to help students learn to watch and listen for how and when the answers to these questions intersect. Students will be encouraged to integrate what they are learning and experiencing at Bethel with who they are as children and ministering servants of God. Psychological assessment instruments are utilized. *San Diego only. Two hours.*

SP511A, B, C (SP101SOE) • **Spiritual Formation I: Introduction to Spiritual Formation A, B, and C.** This year-long track introduces students to the process of spiritual formation through a survey of the broad variety of forms of Christian spirituality found within the church, both historically and in our own day. Students are challenged to examine their own spiritual journeys and to assess areas of need for further growth. Students will participate in a weekly discipleship group for the purpose of prayer, theological reflection, mutual accountability, and encouragement with a community of learners facilitated by a faculty member. Students are expected to meet with their mentors on a regular basis. *Seminary of the East only. Four hours.*

SP551A, B, C (SP102SOE) • **Spiritual Formation II: Spiritual Disciplines A, B, and C.** This year-long track exposes students to the spiritual disciplines that have traditionally been used in pursuing a closer walk with God. Students are challenged to use some of these spiritual disciplines in their own spiritual formation. Students will continue to participate in a weekly

discipleship group for the purpose of prayer, theological reflection, mutual accountability, and encouragement with a community of learners facilitated by a faculty member. Students are also expected to meet with their mentors on a regular basis. Prerequisite: SP511A, B, and C. *Seminary of the East only. Four hours.*

SP600 (SP141) • **Spiritual and Personal Formation: Self in Community.** This course is a dedicated attempt to assess, describe, and sustain beliefs and practices that generate individual, relational, and corporate health and spiritual well-being. The course will integrate the best concepts of human sciences (e.g., health, growth, development, maturation, etc.) with key biblical insights (e.g., healing, freedom, transformation, restoration, etc.) to promote the experience of wholeness in members. The course will be organized to treat comprehensively a systems model of human experience. It is expected that the resources available to the students in the form of their personality and lifestyle assessments will be available for use in the class (e.g., Strengths Finder, MBTI, etc.). Prerequisite: SP500/505. *St. Paul only. Four hours.*

SP602A, B, C (SP140) • **Spiritual and Personal Formation: Self in Community A, B, and C.** In this experience, second-year students participate in small, facilitated reflection groups that explore topics such as human nature, sin, grace, sanctification, and Christian community. The group reflection process transforms theological doctrines into character-shaping wisdom that, when faithfully acted upon and integrated into students’ lives, leads to greater realization of God’s intention for wholeness and holiness and to deeper integration of theological, theoretical, and experiential truths. Students are challenged to articulate the intersections of their experience and the wisdom of Scripture and the Christian tradition, to demonstrate the ability to use theological reflection to better understand both their own experience and the Christian tradition, and to analyze the impact of theological reflection on their personal integration journeys. *St. Paul M.A.M.F.T. students only. One credit.*

SP651A, B, C (SP201SE) • **Spiritual Formation III: Union with Christ.** This year-long track focuses on a deeper relationship with God through a growing appreciation of God’s grace, which results in our union with Christ in His death, His resurrection and present ministry, and in the Christian’s walk in the Spirit. Students are challenged to use this pursuit of God as the catalyst for addressing personal and community needs. Students will continue to participate in a weekly discipleship group for the purpose of prayer, theological reflection, mutual accountability, and encouragement with a community of learners facilitated by a faculty member. Students are also expected to meet with their mentors on a regular basis. Prerequisites: SP511A, B, and C, SP551A, B, and C. *Seminary of the East only. Four hours.*

SP652 (SP227) • **Christian Spiritual Life: Henri Nouwen.** A study of major themes in the thought of Henri Nouwen (1932-1996), internationally one of the most influential Christian spiritual writers of our generation. The emphasis will be on primary sources, set in the framework of his life and development, and complemented by reflections from the instructor, who served as a teaching fellow with Nouwen during his Harvard years (1983-1985). The goal is for this experience to provide critical insights and personal values that will illuminate and encourage our lives as beloved and faithful children of the Lord. (Cognate credit with SP652 and HS652.) *Four hours.*

SP700 (SP161) • **Spiritual and Personal Formation: Integration Seminar.** This course invites students to explore major biblical and theological themes that are present in and critical for the literature of spiritual and personal formation. This course is intended to be an advanced, “culminating” experience for seminary students, and therefore it is anticipated that participants will have adequate competence in analysis, exegesis, and interpretation for study

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of biblical texts. An examination of period movements and the histories of revivals among the many traditions of the church in the world will be used in a systematic effort to build an anthropologically informed spiritual theology. Prerequisites: SP500/505, SP600. *St. Paul only. Four hours.*

SP712 (SP212) • **Marriage Enrichment and Leadership.** Students and spouses enter together into a marriage enrichment and communications experience. Background on the marriage enrichment (ME) movement is also provided, and guidelines are laid out for leadership of ME experiences. Christian principles for such prevention work are explained. (Cognate Credit with PC712.) *Four hours.*

SP713 (SP213) • **Personal Discipleship and Spiritual Formation.** An examination of the meaning of personal Christian discipleship as well as the process of faith development. This course explores both classic and contemporary resources pertaining to faith development including information about Christian disciplines and human development and their interaction. Opportunity is given to pursue these topics from the perspectives of pastors, ministers of Christian education, and lay persons. *Four hours.*

SP739 (SP239) • **Holistic Discipleship.** An investigation into the ways that our spirituality is tied to our emotional, physical, intellectual, and relational health. This class is designed to encourage each student to develop an integrated and holistic understanding of spirituality with special emphasis on what it means to love God with your heart, soul, strength, and mind and to love your neighbor as yourself. *Four hours.*

SP749 (SP250) • **Spiritual Direction.** Development of a working definition of spiritual direction and an understanding of the unique characteristics of discipling, mentoring, counseling, and direction relationships. The roles of director and directee, the life of faith and the growth of prayer, the conduct of spiritual direction relationships, and possible benefits and hazards are among the topics considered. Christian educators, pastors, and lay persons re-

spond to the assignments of the course in ways that are suitable for their particular situations. (Cognate credit with DC749.) *Four hours.*

SP751A, B, C (SP104SOE) • **Spiritual Formation IV: Disciplines of Spiritual and Personal Formation A, B, and C.** The final track of spiritual formation challenges students to commit themselves to a lifelong process of pursuing God and growing as disciples of Jesus. Students will work on the patterns needed to continue a posture and attitude of lifelong learning and personal formation that will help sustain them throughout their lives and ministries. This is a two-hour course for one academic year. Students must be in their final year of seminary to qualify for this course. *Seminary of the East only. Two hours.*

Academic Disciplines

This center consists of several interdisciplinary courses and two academic departments: Pastoral Care and Marriage and Family Studies. While complementary in nature, the two departments are distinct in the kinds of ministry preparation they offer students.

Interdisciplinary Courses

These courses offer students an opportunity to explore biblical, theological, and conceptual issues of spiritual and personal formation. Whether taken as electives or as part of a concentration, these courses will enrich students' understanding of the historic and contemporary traditions of soul care and will encourage students to enter more fully into the process of becoming whole and holy persons who demonstrate the qualities described in the center's objectives.

SP/TS735 (SP/TS218) • **Life and Theology of Prayer.** The purpose of this course is to encourage and stimulate a growing and meaningful life of devotion. Attention will be given to the historical and biblical teaching on prayer. Personal sharing and practical experiences of prayer provide a challenge to apply theory to life. *Four hours.*

SP/PC725 (SP/PC225) • **Nurturing Spiritual Formation in Small Groups.** In this course, we will both analyze and experience the effectiveness of small groups in the nurture of spiritual formation. We will discuss models of spiritual development and their implications for group participation; group dynamics; distinctions between content and process in groups; and the interaction of group participation with other avenues of formation. Particular attention will be given to group spiritual direction. This course will be taught primarily through the use of discussion, case study examination, lecture presentations, and videos. A significant portion of time will be given to experiential work. *Four hours.*

Pastoral Care

Don Mortenson Ben K. Lim

The provision of pastoral care is the responsibility of each member of the community of the church of Jesus Christ. Ministers must be equipped to take the initiative in training and challenging the community of faith to develop and implement both preventive and responsive strategies of care. This care is appropriately offered, following the example of Christ, to persons within and outside the immediate congregational or parachurch setting and may require the addressing of systemic issues in the multiple contexts surrounding the ministry setting.

Pastoral care courses, as compared to courses in marriage and family studies, are offered from the perspective of the church-based minister rather than the clinic-based specialist. These courses help students combine reflective self-understanding, spiritual formation, pastoral care theory, and ministerial practice. They do so by drawing on the rich historic traditions of soul care found in the writings of the church since its inception and on observation and understanding from both biblical revelation and well-grounded social science exploration. Students are encouraged to reflect on the interaction of their theological perspective, ministry practice, and life experience as they

seek to respond to the complex needs of persons in a holistic manner, with authentic sensitivity and informed creativity.

Objectives:

Course offerings in pastoral care are designed to enable students to develop competencies to:

1. describe the most common spiritual, mental health, and relational issues encountered in a church or other ministry context;
2. plan appropriate strategies of care and guidance for these issues, whether within the church structure or by referral to other professionals;
3. attain insight into how their own spiritual, mental, emotional, theological, and cultural formation affects the ministry they offer to those in need; and
4. practice contextualization and theological reflection with regard to issues of human need and pastoral care, for both the purposes of offering personal guidance and developing preventive community strategies, paying particular attention to the distinctives (e.g., geographic, demographic, socioeconomic, and ethnic factors) found within a particular ministry setting.

PC500 (PC100) • Principles of Counseling. This course is designed to provide a foundation of basic skills for persons who would like to enhance their therapy and pastoral care abilities. It combines theoretical understanding and hands-on practice of essential counseling microskills and can serve as the prerequisite counseling course for persons enrolling in or transferring to the M.A. in Marriage and Family Therapy program. *Four hours.*

PC501 (PC101) • Introduction to Pastoral Care/Pastoral Care and Counseling. Introduces students to the minister's shepherding functions, then guides them to practical applications in preventive teaching, counseling, and shaping of healthy community life. This course includes a practicum that forms the core learning. Lectures deal with typical situations faced in pas-

toral ministry. Evaluation of the student focuses on personal integration. Seminary of the East course includes a Guided Learning Experience. *Four or five hours.*

PC652 (PC227) • Christian Spiritual Life: Henri Nouwen. A study of major themes in the thought of Henri Nouwen (1932-1996), internationally one of the most influential Christian spiritual writers of our generation. The emphasis will be on primary sources, set in the framework of his life and development, and complemented by reflections from the instructor, who served as a teaching fellow with Nouwen during his Harvard years (1983-1985). The goal is for this experience to provide critical insights and personal values that will illuminate and encourage our lives as beloved and faithful children of the Lord. (Cognate credit with SP652 and HS652.) *Four hours.*

PC701 (PC201) • Change and Conflict in Christian Ministry. Studies change agency and conflict in church contexts. Increases understanding of skills, threats, defenses, and resolution procedures. Encourages students to consider personal styles and approaches to conflict. Responses are learned in group process as well as wide exposure to the literature on conflict. (Cognate credit with ML701.) *Four hours.*

PC702 (PC202) • Practice and Process of Pastoral Counseling. Study and practice in the fundamentals of counseling, using readings, recorded materials, and group process.

PC703 (PC203) • Christian Use of Counseling Theory. Weighs the basic elements of counseling theory, and then compares secular and Christian examples of theory and practice. Each student is encouraged to develop an appropriate approach to counseling in a particular ministry population and setting. *Four hours.*

PC704 (PC204) • Supervised Counseling Practicum. Under a local pastoral counseling supervisor, students work at developing skills and approaches that represent an appropriate Christian response to human problems. Prerequisite: PC500 or PC501. *Four hours.*

PC705 (PC205) • Clinical Pastoral Education. Students contract under an accredited CPE center for a 400-hour supervised experience, usually in a hospital or nursing care center. CPE is particularly important for persons who plan to enter chaplaincy posts of various kinds, but it is also quite applicable to many other ministry settings. The credits may be applied as pastoral care electives, but in cases in which students plan on a counseling vocation, field education credit may be sought (one course). Supervisory fees are paid directly to the CPE center. This fee is deducted from the charges Bethel Seminary makes for the course credits for PC205. Prerequisite: PC500 or PC501. *Up to 12 hours.*

PC710 (PC210) • Pastoral Care of Youth. Students with strong interest in youth ministry will focus on social, psychological, and spiritual issues of that developmental age group. Includes discussion of youth culture, youth identity crises, drug abuse, rebellion, evangelism, vocational issues, sex education, and parent-child conflict. (Cognate credit with DC710.) *Four hours.*

PC711 (PC211) • Marriage, Pre-Marriage, and Family Counseling. Gives ministry students an overview of basic principles involved in marriage and family counseling for use in church, not clinical settings. Focuses on short-term counseling methodology. *Four hours.*

PC712 (PC212) • Marriage Enrichment and Leadership. Students and spouses enter together into a marriage enrichment and communications experience. Background on the marriage enrichment (ME) movement is also provided, and guidelines are laid out for leadership of ME experiences. Christian principles for such prevention work are explained. (Cognate credit with SP712.) *Four hours.*

PC713 (PC213) • Pastoral Care of Children and Families. This course explores two primary areas: pastoral care theory and skills, and issues in pastoral care of children and families.

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It introduces students to the minister's functions with children and families, then guides them through practical applications in preventive teaching, intervention and care-giving, and shaping a healthy church community. Concepts such as parent-child conflict, families in perpetual crises, crisis intervention, child abuse, loss and grief, divorce, remarriage and step families, and ethical and legal issues will be addressed. *Four hours.*

PC720 (PC220) • **Cross-Cultural Counseling.** Explores the role of the belief system in a variety of cultures from a psycho-social-theological perspective. The processes of self-examination, inquiry, and formulating counseling paradigms will be examined to gain insights that can be generalized to other belief systems. Students will explore the psychological effects of racism as factors used in counseling of the perpetrator, benefactor, and victim. *Four hours.*

PC721 (PC221) • **Crisis Intervention.** Students will explore definitions, theories, and practice of crisis intervention as it is practiced in church-based systems and networks. Grief, illness, accidents, violent death, and related crises will be examined. Students will look at theological frameworks for doing this kind of ministry, and develop integrative syntheses for themselves. *Four hours.*

PC722 (PC222) • **Chemical Dependency and the Church.** Students will explore addictive behaviors of all kinds including chemicals, sex, gambling, workaholism, and relationship compulsivity. Course includes a visit to a treatment center, testimonies from recovering addicts, and presentations by experts in the field. Pertinent biblical, theological, and historical information will be applied to church settings and prevention efforts in that context as well as cooperation with community-wide efforts with youth. *Four hours.*

PC723 (PC223) • **Counseling through Experiences of Grief and Loss.** Students will explore their own losses, as well as the literature around bereavement, for purposes of counseling and pastoral care. Small group processing, as well as larger class discussion, will

involve the student in preparation for dealing with this topic on all kinds of levels in church and community. *Four hours.*

PC731 (PC231) • **Christian Wholeness.** Investigates biblical, historical, and contemporary information regarding Christian wholeness, health, and healing. Explores the role of prayer, spiritual formation, and self-care for maintenance of well-being, and applies the learning to church settings as well as to counseling events. *Four hours.*

PC732 (PC232) • **Family of Origin and Self-Understanding.** Provides students with small group experience for giving attention to one's own family history, and how issues remaining from one's past can affect one's ministry. Students make plans to gain sufficient liberty from these issues to be able to minister and lead more effectively. (Limited to 10 students.) *Four hours.*

PC738 (PC255) • **Christian Ministries in Historical Perspective.** A survey of important models in the history of Christian ministries from the first century through the present day. Students will consider selected ministry themes, illustrated by classic and contemporary sources, within a chronological framework. The goal is for these "voices" to enlighten and inspire our lives in faithful, fruitful service for Jesus Christ and the Kingdom. (Cognate credit with HS738.) *Four hours.*

PC742 (PC242) • **Ministering to Families.** Sees the modern family as an object of study with the objective of creating prevention-oriented educational ministries in churches. Studies issues such as divorce, crime, sexual issues, unemployment, social mobility, disintegrating social/family norms and sanctions, and plans ways of educating church attendees in ways to help them more successfully manage in today's world. (Cognate credit with DC742.) *Four hours.*

PC744 (PC244) • **Perspectives on Evil and Suffering.** Explores both the theological and the clinical aspects of helping persons who suffer with theological and existential doubt concerning the goodness of God and the

presence of evil in the world. Attempts an integrated view of ministry from both a caregiver's and theologian's point of view. (Cognate credit with TS744.) *Four hours.*

PC745 (PC245) • **Family Systems.** This course will discuss basic family dynamics with special emphasis given to encouraging students to develop a congruent theological and theoretical perspective on families. Relevant family topics will be addressed with opportunities for students to apply theoretical principles to actual family situations, including their own. Special attention will be given to a family's interaction with the institutional church and ways in which pastors can minister more effectively to a broad range of families. (Cognate credit with DC745.) *Four hours.*

PC746 (PC251) • **Small Groups in the Church.** Establishing healthy cell groups in local churches is the focus of this course. Specific congregational approaches are examined, including 3-C and meta-church models. The roles of study groups, support groups, and service groups are considered. The course also explores group development theory and its appropriate application to small groups in the church and other Christian organizations. It provides an opportunity for students to analyze their own styles of working with groups and to enhance their communication and leadership skills through direct group work in class and in a church setting. Life cycles of groups and their role within the congregation are studied. (Cognate credit with DC746.) *Four hours.*

PC747 (PC247) • **Marriage, Family, and Friendship.** This course offers a biblical perspective on building a Christian marriage, premarital counseling, divorce and remarriage, human sexuality, healthy communication patterns/styles, and the giving and receiving of friendship. Students learn to recognize symptoms of disease in a family system and acquire methods for positive intervention. Includes a Guided Learning Experience. *Seminary of the East only. Four hours.*

“In Bethel’s M.F.T. program, integration is at the core of every class and every experience. It will change the way you think, the way you connect, the way you minister, and the way you live.”

Dan Jass
M.F.T. graduate, '03

PC748 (PC248) • **Family-Based Youth Ministries.** Focuses on a model of church youth ministry that appreciates the role of parents and family systems on the spiritual growth and character development of adolescents. (Cognate credit with DC748.) *Four hours.*

PC670 (PC270) • **Independent Study in Pastoral Care.** Research and study by arrangement with the professor. (*Permission is required.*)

Marriage and Family Studies

Carla M. Dahl Ben K. Lim
G. Keith Olson Steven J. Sandage

The primary focus of the courses in marriage and family studies (*St. Paul and San Diego only*) is to prepare students to function in the role of marriage and family specialists with a strong biblical and theological understanding of the need for and implications of this ministry of the church. This role could be practiced as a specialist in family ministries within a church setting, in a parish-based coun-

Course descriptions apply to all Bethel locations unless otherwise noted.

seling practice or other kinds of para-church or pastoral counseling agencies, in a secular community mental health center, or in other treatment settings requiring family expertise.

Objectives:

The M.A. program in Marriage and Family Therapy (M.F.T.) in St. Paul and the M.A. in Marital and Family Therapy in San Diego intend to prepare marriage and family specialists who are able to:

1. develop a professional identity as agents of formation and transformation who respond to God’s call to minister to couples, families, and other systems by intentionally integrating biblically grounded, professionally coherent theological and theoretical understandings with ethical clinical practice;
2. provide effective therapeutic responses (both preventive and interventive) in a broad range of settings, as previously described, for a wide variety of presenting issues;
3. demonstrate sensitivity and expertise in ministering to individuals, couples, families, and members of other systems who differ from themselves in areas such as culture, ethnicity, religious background, worldview, and value system; and
4. demonstrate emotional and spiritual maturity and wholeness, which enable them to reflect on their own continuing formation process in ways that enhance their personal relationships as well as their professional effectiveness.

The M.A.M.F.T. program is not intended for persons who will eventually seek ordination. However, the presence of the program in the seminary means that persons in the Master of Divinity track will be able to choose a concentration in marriage and family studies. Academic preparation in marriage and family studies and therapy is particularly relevant for seminarians. One’s current ministry is influenced by themes and experiences from one’s family of origin and adult relationships, and ministers function within congregational systems characterized by dynamics similar to those in families.

This program offers students a comprehensive, advanced opportunity to learn to:

1. understand their own family relationships in ways that enhance ministry;
2. offer effective programming for prevention and enrichment;
3. intervene appropriately with troubled couples and families; and
4. understand systemic dynamics in congregations and other organizations.

PC500 (PC100) is a prerequisite for students without an undergraduate/graduate degree in counseling or a related discipline:

PC500 (PC100) • **Principles of Counseling.** This course is designed to provide a foundation of basic skills for persons who would like to enhance their therapy and pastoral care abilities. It combines theoretical understanding and hands-on practice of essential counseling microskills and can serve as the prerequisite counseling course for persons enrolling in or transferring to the M.A. in Marital and Family Therapy. *Four hours.*

MF500 (MF100) • **Foundations of Marital and Family Therapy.**

MF501 (MF101) • **Foundations of Marriage and Family Studies.** These courses examine the historical development and theoretical foundations of marriage and family studies, as well as theological issues in the study of marriage and family and the practice of marriage and family therapy. Special attention is given to family systems theory. Students are encouraged to examine their own assumptions about families and to develop increased congruence between their theological convictions and their theoretical perspectives. *Four hours.*

MF502 (MF121) • **Individual Development within the Family.** This course explores the development of individuals within the family over the life cycle. Childhood, adolescent, and adult development are examined with attention given to physical, spiritual, intellectual, and social development and their implications for the practice of therapy and pastoral care. *St. Paul only. Four hours.*

MF503 (MF131) • **Theories of Marriage and Family Therapy.** Students review and critique, from theological and theoretical perspectives, major approaches to family therapy. Application of techniques from these approaches are practiced in class. Students also examine the place of marriage and family therapy in pastoral care and begin to articulate their own approaches to working with families. Recommended prerequisite: MF501, and MF551. *St. Paul only. Four hours.*

MF504 (MF146) • **Theories of Marital Family Therapy I.** Students review and critique, from theological, spiritual, and theoretical perspectives, the major foundational approaches to family therapy. Application of techniques from these approaches are practiced in class. Students also examine the place of marriage and family therapy in pastoral care and begin to articulate their own approach to working with families. *San Diego only. Four hours.*

MF504L (MF146L) • **Theories of MFT Lab I.** This lab affords students the opportunity to develop some comfort and competence using the clinical skills and interventions that are associated with the MFT theories being studied in MF504 Theories of Marital Family Therapy I. Watching videos of therapy sessions and participating in, observing, and critiquing role plays will stimulate the primary learning experi-

ences. Students must enroll in MF504L concurrently with MF504. *San Diego only. One hour.*

MF505 (MF147) • **Theories of Marital Family Therapy II.** Students review and critique, from theological, spiritual, and theoretical perspectives, the major newer approaches to family therapy that incorporate a postmodern worldview. Application of techniques from these approaches are practiced in class. Students continue to examine the place of marriage and family therapy in pastoral care and do additional work toward articulating their own approaches to working with families. Prerequisite: MF504. *San Diego only. Four hours.*

MF505L (MF147L) • **Theories of MFT Lab II.** This lab affords students the opportunity to develop some comfort and competence using the clinical skills and interventions that are associated with the MFT theories being studied in MF505 Theories of Marital Family Therapy II. Watching videos of therapy sessions, and participating in, observing, and critiquing role plays will stimulate the primary learning experiences. Students must enroll in MF505L concurrently with MF505. *San Diego only. One hour.*

MF506 (MF125) • **Individual Development and Family Life Cycle.** This course explores the development of individuals within the family over

the life cycle and therapeutic strategies for addressing developmental issues. Childhood, adolescence, marriage preparation, transition to parenthood, parenting over the life cycle, work and family issues, and chronic illness are examined. Attention is given to physical, spiritual, intellectual, and social development and their implications for the practice of therapy and pastoral care. Prerequisite: MF504. *San Diego only. Four hours.*

MF551/557 (MF102/MF106) • **Families in Context: Gender, Class, and Culture.** This course explores differences in family structure and interaction related to race, ethnicity, culture, and socioeconomic status. The influences of gender role perceptions are examined. Students identify challenges of providing therapy and pastoral care to families who differ from themselves in terms of gender, class, and culture. Prerequisite in San Diego: MF504. *Four hours.*

MF552 (MF122) • **Challenges over the Family Life Cycle.**

MF558 (MF124) • **Family Challenges over the Life Cycle.** Students examine therapeutic strategies for addressing developmental issues throughout the family life cycle, such as marriage preparation, transition to parenthood, parenting over the life cycle, work and family issues, chronic illness, and aging. Recommended prerequisite in St. Paul: MF502. *Four hours.*

MF553 (MF132) • **Marriage and Family Assessment.** Theoretical perspectives on marital and family assessment are presented, along with an overview of and experience with frequently used personality and relationship assessment tools. Students are encouraged to use their own profiles to identify opportunities for continuing spiritual, personal, and relational growth. Prerequisite: MF503. Recommended prerequisite: MF562. *Four hours.*

MF555 (MF134) • **Professional and Ethical Issues in Marriage and Family Therapy.**

MF560 (MF144) • **Professional and Ethical Issues in Marital and Family Therapy.**

These courses address legal and ethical situations arising in the practice of marital and family therapy and examine

Photo by Greg Schneider



unique challenges of maintaining appropriate boundaries within ministry settings. Issues of professional development are discussed, and students are encouraged to develop strategies for continuing professional, personal, and spiritual growth. Recommended prerequisite in St. Paul: MF503. Prerequisite in San Diego: MF504. *Four hours.*

MF559 (MF139) • **Psychological Assessment in MFT.** This course will familiarize students with the psychometric characteristics and limitations of both projective and standardized psychological, marital, and family assessment tools. Students will learn how to administer and score various instruments, interpret assessment data, and write clinical reports that will assist in diagnosis and treatment of individuals, couples, and families in therapy. The legal and ethical issues involved in the use of assessment measures, especially in diverse populations, will be discussed. Students are encouraged to use their own profiles to identify opportunities for continuing spiritual, personal, and relational growth. Prerequisite: MF504. *San Diego only. Four hours.*

MF561 (MF103) • **Dynamics of Family Interaction: Sexuality, Spirituality, and Socialization.** This course analyzes dynamic processes of family and couple relationships such as love and intimacy; communication; shame; power; family stress; and coping. Family changes such as divorce, remarriage, and grief are also addressed. Special attention is given to the ways couples and families interact around issues of sexuality and spirituality. Students are encouraged to develop an awareness of the influences of these family dynamics in their own families of origin. Recommended prerequisites: MF501 or MF500 and MF551. *Four hours.*

MF562/564 (MF123/MF127) • **Individual and Family Psychopathology.** This course helps students understand and identify individual and relational problems and gain awareness of abnormal and/or unhealthy development of individuals and relationships. The course includes introduction to and critique of DSM-IV diagnostic categories. Prerequisite in St. Paul: MF502. Prerequisites in San Diego: MF504 and MF506. *Four hours.*

MF563 (MF133) • **Advanced Clinical Issues.** This course focuses on developing therapeutic and pastoral care strategies based on research, theory, and theological reflection to address issues such as separation and divorce, single-parent and remarried families, infertility, adultery, sexual dysfunction, abuse and violence in the family, and addictive and compulsive behaviors. Prerequisites: MF503 and MF561. *Four hours.*

MF565 (MF104) • **Dynamics of Family Process.** The dynamic processes of family and couple relationships such as socialization, communication, shame, power, stress, and coping will be examined. Special attention will be given to spirituality and how families transition through divorce, remarriage, and grief. Students will be given opportunities to explore these dynamics in their own families of origin. Prerequisite: MF504. *San Diego only. Two hours.*

MF606 (MF126) • **Psychopharmacology and Marital and Family Therapy.** Students will gain a historical perspective of the use of medication in treating mental disorders within the context of social, cultural, gender, and religious issues. The central focus will be on the major classifications of psychotropic drugs, specifying their psychiatric uses, benefits, side effects, toxicities, combinations, and biochemical actions. This course will also explore how MFTs can best work with medical practitioners in providing more comprehensive client care. Prerequisites: MF504, MF506, and MF564. *San Diego only. Three hours.*

MF608 (MF128) • **Sexuality and Intimacy in Couples and Families.** This course analyzes the dynamic processes of love, intimacy, and sexuality in couple and family relationships from spiritual and systems perspectives. Special focus is given to human sexuality including strategies for enhancing the sexual experience, as well as diagnosing and treating sexual dysfunctions within the context of marital and family therapy. This course satisfies the California BBS requirement of a minimum of 10 contact hours of course work in human sexuality. Prerequisite: MF504. *San Diego only. Two hours.*

MF653 (MF136) • **Diagnosis and Treatment Planning in Marriage and Family Therapy.** This course introduces the student to the fundamental skills necessary for mental health diagnostic assessment and treatment planning. Students will learn and practice the skills essential to the first three sessions of family treatment. Both medical model and systems integration will be addressed so that students may become bilingual in their ability to negotiate professional relationships with insurance companies, Rule 29 agencies, and other professionals who use a medical model as their primary approach to mental health, while retaining an inherently systemic approach to treatment. Prerequisites: MF503. Recommended prerequisite: MF553. *St. Paul only. Three hours.*

MF654 (MF135) • **Research Design and Evaluation in Marriage and Family Therapy.**

MF655 (MF145) • **Research Design and Evaluation in Marital and Family Therapy.**

Students explore the interpretation and design of qualitative and quantitative research in family issues and in processes and outcomes of marriage and family therapy. Principles of understanding and critiquing published research are examined with the goal of enabling students to use current literature to ground their therapeutic and pastoral responses to family concerns. Prerequisites in St. Paul: MF501 and MF503. Prerequisite in San Diego: MF504. *Four hours.*

Supervised Clinical Experience I-IV. *St. Paul:* MF701, 702, 703, 704 (MF151, 152, 153, 154) These four units, of which students are required to take three, constitute a nine-month practicum including 300 hours of clinical contact and 75 hours of supervision by a licensed marriage and family therapist and/or an AAMFT-approved supervisor. The practicum must conform to the guidelines of the Commission on Accreditation of Marriage and Fam-

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ily Therapy Education and the M.F.T. program manual. A continuation fee of \$250 will be assessed for any quarter of participation in group supervision beyond the third S.C.E. unit for M.F.T. students, or for any extension required in certificate programs. Prerequisite: Permission of the director of the M.F.T. program. *Nine hours.*

San Diego: MF705, 706, 707, 708 (MF151, 152, 153, 154) These four units constitute a 12-month practicum including 500 hours of clinical contact and a minimum of 100 hours of supervision by a qualified California Licensed Marriage and Family Therapist, AAMFT-approved supervisor, and/or other approved supervisor. The practicum fulfills the requirements of the BBS for face-to-face experience counseling individuals, couples, families, or groups. A continuation fee of \$250 will be assessed for any quarter of participation in group supervision beyond the fourth S.C.E. unit for M.F.T.

students, or for any extension required in L.P.S. programs. Prerequisite: Passing the practicum qualifying exam, and permission of the M.F.T. program administrator. *Nine hours (MF705, three hours; MF706-708, two hours each).*

MF718 (MF148) • Child Abuse Assessment and Intervention. In addition to learning California laws regarding assessing and reporting child abuse, students will be exposed to research, theories, and spiritual perspectives about perpetrators, victims, assessment, and interventions in child abuse cases. This course satisfies the California BBS requirements for seven hours of instruction in child abuse prevention, assessment, and reporting. Prerequisite: MF504. *San Diego only. One hour.*

MF719 (MF149) • Substance Abuse Assessment and Intervention. Students will be exposed to research and theories of ideology, progression, assessment, and treatment of alcoholism

and other chemical substance abuse and dependency. Spiritual, psychosocial, and biological perspectives will be integrated. This course meets California BBS requirements for a minimum of 15 hours of specific instruction in alcoholism and other chemical substance dependency. Prerequisite: MF504. *San Diego only. Two hours.*

MF720 (MF150) • Domestic Violence Assessment and Intervention. The focus of this course includes California laws, research, theories, and spiritual perspectives regarding detection, assessment, and intervention in cases of spousal or partner abuse. California BBS requirements for specific instruction in this area are met in this course. Prerequisite: MF504. *San Diego only. Two hours.*

MF726 (MF156) • Aging and Long-Term Care: MFT Perspectives. Aging is accompanied by many developmental, psychosocial, and contextual changes that affect every domain of the



individual's life. Focus will be given to normal aging and differential diagnosis between depression, complicated bereavement, and dementia, along with their treatments. Emphasis will be given to psychotherapeutic, pastoral, and psychopharmacologic treatments for geriatric clients. This course meets California BBS requirements of 10 hours of instruction in aging and long-term care. Prerequisite: MF504. *San Diego only. One hour.*

MF740 (MF240) • **Personal Formation of the Christian Therapist.** Students will examine the development of their selves as therapists, giving special attention to the influences from their families of origin, spirituality, sense of self, personal maturity, gender, cultural, and ethnic background. Particular focus will be given to what it means to be a Christian therapist. Prerequisites: MF504 and MF505. *San Diego only. Two hours.*

MF741 (MF241) • **Spiritual Formation in Couples and Families.** Spiritual formation will be studied with a scope that expands to the relationship dynamics in couples and families. Developmental, theological, and systems perspectives will be integrated, and implications for clinical work will be given focus. Prerequisites: MF504 and MF505. *San Diego only. Two hours.*

MF742 (MF242) • **Therapy with Children.** Developmental considerations for conducting therapy with pre-adolescent children will be explored within the systems context. Students will learn a variety of treatment approaches including play, art, sand tray, and group therapies. Legal and ethical issues associated with therapy for minors as well as special characteristics and competencies required for doing therapy with pre-adolescent clients will be explored. Prerequisites: MF504, MF505, and MF506. *San Diego only. Two hours.*

MF743 (MF243) • **Therapy with Adolescents.** Developmental considerations for conducting therapy with adolescents will be explored within the systems context. Students will learn a variety of individual, family, and group treatment approaches. Legal and ethical issues associated with therapy for minors as well as special character-

istics and competencies required for doing therapy with adolescent clients will be explored. Prerequisites: MF504, MF505, and MF506. *San Diego only. Two hours.*

MF744 (MF244) • **Therapy with Couples.** Spiritual, developmental, and psychosocial dynamics in couple relationships along with research and theoretical perspectives on therapy with couples will be examined from a systems perspective. Various forms of coupling like marriage, cohabitation, and gay and lesbian partnering will be examined in light of their particular needs and challenges to the Christian therapist. Prerequisites: MF504, MF505, and MF506. *San Diego only. Two hours.*

MF745 (MF245) • **Therapy with Groups.** The major approaches to group therapy will be presented with an emphasis on process groups. The strategies and techniques as well as the role and characteristics of effective leaders will be explored. Therapy groups will be differentiated from self-help, 12-step, care groups, and other group experiences. The place of group therapy in MFT practice and pastoral care will be examined. Prerequisites: MF504 and MF505. *San Diego only. Two hours.*

MF746 (MF246) • **Assessment and Treatment of Addictive Processes.** Students will explore the spiritual, psychological, and interpersonal processes involved in a wide variety of addictive and compulsive behaviors including sex, gambling, work, substance abuse, religious activity, eating, and relationship compulsivity. This course covers a broader spectrum of compulsive behaviors than MF719 (substance abuse), which deals only with substance abuse and dependence. Prerequisites: MF504, MF505, and MF719. *San Diego only. Two hours.*

MF747 (MF247) • **Crisis Intervention and Trauma Response.** This course focuses on acute emergency mental health intervention that covers the Critical Incident Stress Management fundamentals and protocols needed to respond to emotional trauma associated with natural as well as human-caused disasters and crises such as earthquake, fire, death, suicide, injury,

threat, and terror. Steps to lessen the potential negative impact of such crises and the prevention of possible post-trauma syndromes for both the primary and secondary victims of trauma will be described. Appropriate follow-up services using government and faith-based resources and referrals will be discussed. Students will identify compassion fatigue risk factors and learn self-care strategies. Prerequisites: MF504, MF505, and MF564. *San Diego only. Two hours.*

MF751 (MF161) • **Integration Seminar: Worldview, Ethics, and Practice.** This seminar is designed to encourage students to integrate theoretical, theological, and clinical elements into a coherent worldview that will facilitate congruence in professional therapy and ministry practice. Attention will be given to epistemological theories in shaping integrative knowledge; the moral nature of clinical practice, research, and theory; and the value of the paradigms of virtue ethics and wisdom for effective ministry to individuals and families. St. Paul: Limited to graduating seniors in the M.A.M.F.T., M.Div./M.F.S., or M.Div./P.C. degree programs. *Four hours.*

MF/TS755 (MF/TS267) • **Theology and MFT Theory: An Integrative Seminar.** This course is an investigation of human nature and Christology from both theological and psychological perspectives. Different theories of human nature are considered in relation to a theological understanding of *imago dei*. The consequences of the fall on the human person and race are appraised theologically and clinically. The effect of redemption from sin through Christ is compared and contrasted to psychopathology and therapeutic effectiveness. Students will contemplate the person and example of Christ and explore ways in which they can be incarnational in practice to bring about change and healing to a hurting humanity. This course will assist M.F.T. students to write the Senior M.F.T. Paper. The class will be team taught by a theology professor and a marital and family therapy professor. Prerequisites: MF504 and TS501. *San Diego only. Four hours.*

The Center for Transformational Leadership



Children's and Family Ministry

Community Ministry

Discipleship in Community

Global Evangelization and Contextual Ministry

Ministry Leadership

Preaching and Communication



Photos by Scott Strebbe



“Here is a saying you may trust: ‘To aspire to leadership is an honorable ambition’” (1 Timothy 3:1). *The Oxford Study Bible, Revised English.*

Focus. Those who aspire to spiritual leadership for the sake of Christ and His kingdom seek an “honorable ambition.” The church of Jesus Christ is in desperate need of men and women who will rise to the challenges and opportunities of leading in the 21st century. A growing cadre of spiritual leaders who share a common commitment to Jesus Christ and a deep concern for the

welfare of His church, our world, and the next generation must be identified, equipped, and sent to minister.

The Center for Transformational Leadership seeks to develop men and women who in their years at Bethel Seminary are experiencing transformation in their personal and spiritual lives, and are growing in their ability to lead others to experience a similar transformation. We aim to develop leaders who are catalysts for healthy, substantive, and lasting kingdom change, first in themselves, then in

others, in the churches and organizations they lead, in their communities, and ultimately in the world for whom Christ died. The test of transformational leadership is not the development of followers but the reproduction of a new generation of transformational leaders.

Biblical Diversity. We affirm that biblical diversity is a hallmark of healthy, community-building leadership. Monocultural models of leadership are inadequate for the global, multicultural mission of Christ's church. The world for whom Christ died is ethnically and

racially diverse. Therefore, the Center for Transformational Leadership will expose students to multiple models of ministry and spiritual leadership that reflect the global and multicultural focus of the Great Commission.

The Classroom and Beyond. From a purely pedagogical standpoint, spiritual leadership cannot be taught, but nonetheless, it must be learned. Educational experiences must be connected to the real life of the student and to the resources of the larger community. Intimate friendships, authentic sharing, and a deep sense of community must supply the context for educational programs. Toward this end, educational experiences beyond the classroom will be employed to expose students to the biblical theory and practice of spiritual leadership. Supervised ministry, covenant groups, church-based ministry, and opportunities for mentoring relationships with faculty and lay leaders are just a few of the ways that the development of spiritual leaders will be enhanced.

Lifelong Learning. Spiritual leaders are not developed in two or three years according to an academic timetable. The academic program is only the beginning, not the end, of the spiritual leadership development process. The Center for Transformational Leadership is committed to accelerating and continuing this developmental process in the seminary years and beyond.

Course Offerings. The Center for Transformational Leadership includes the areas of discipleship in community; global evangelization and contextual ministry; ministry leadership; preaching and communication; and supervised ministry. Studies in these disciplines will provide the student with the practical ministry skills and biblical framework for transformational ministry in the 21st century.

Course descriptions apply to all Bethel locations unless otherwise noted.

Interdisciplinary Courses

TL501 (TL100) • Culture and Ministry. A biblically grounded examination of culture as the context of all ministry. This course applies understanding of culture to the global mission mandate of the church, and examines how one's cultural identity influences spiritual and personal growth as well as leadership potential. It explores in depth the issues of sexism and gender, race relations, and the pervasive and insidious nature of racism. The reconciling power of the gospel to transform the church into a new community will permeate the course. Required of all students in all degree programs except M.A.M.F.T. *St. Paul and Seminary of the East only. Four hours.*

TL510 (TL110) • Celebrating Diversity and Embracing Unity. This course is designed to help each person come to grips with his/her own learned and socially prescribed attitudes and beliefs concerning "others." An attempt will be made to develop together a biblically based and anthropologically informed paradigm to engage the issues of ethnocentrism and cultural imperialism, language supremacy, racial bigotry and fear, slavery in its many forms, gender status and inequalities, degradation of the poor and powerless, the status of the refugee, the unequal distribution of goods and resource consumption, and the significance of non-Western ideologies. The unifying power of God's redemptive and reconciling work will permeate the course. Required of all students in all degree programs except M.A.M.F.T. *San Diego only. Four hours.*

TL511 (TL114) • Introduction to Theological Education. This course orients and prepares students for their work in graduate-level theological education by focusing on the three aspects of Bethel Seminary of the East's model: academic rigor, spiritual formation, and ministry skill development. Students are assisted in choosing and forming their mentoring teams through the development of a Guided Learning Experience. The creation of the first Guided Learning Experience will prepare students for courses with

required Guided Learning Experiences. *Seminary of the East only. Three hours.*

Children's and Family Ministry

Denise Muir Kjesbo

CF501 (CF101) • Introduction to Children's and Family Ministry. This foundational course will present a broad overview of contemporary ministry to children and families set within the broader educational ministries of the church. The field of children's ministry will be analyzed in the context of cultural trends affecting children, families, and the church. Students will explore a survey of the history of religious education from Old Testament times to the present day as well as current theories of ministry to children and families. These experiences will guide the students in developing a biblical philosophy of ministry to children and families. *Four hours.*

"If our gospel does not inspire thought, and if our theology does not inspire preaching, there is no Christianity in either."

James Denney

CF502 (CF102) • Development Across the Life Cycle. This course is a study of the life stages and age-level characteristics of children through adults. Students will develop an understanding of physical, mental, emotional, social, moral, and spiritual characteristics of individuals across the human life cycle. Application of the course content will be made as students assess the age-level appropriateness of specific ministries in their local contexts. *Four hours.*

CF622 (CF122) • Advocacy for Special Needs Children and Families. This course is designed to give students exposure to multiple avenues of advocacy within the church, family,

community, and global contexts. Students will explore, discuss, and evaluate the literature, current practices, key leaders, and potential new ways of advocating for children in a variety of settings. Particular attention will be given to ways to advocate for children with many different kinds of special needs. *Four hours.*

CF651DE (CF131DE) • **Curriculum Development and Assessment.** This course is a study of the basic concepts that undergird learning theory, curriculum development, and curriculum assessment in children's and family ministry. It is designed to provide a foundation for understanding the teaching-learning process, the process of curriculum planning, curriculum evaluation, and writing of curriculum materials. *Four hours.*

CF652 (CF132) • **Creativity and Models of Content Delivery.** This course explores planning, implementing, and evaluating teaching/learning experiences. The areas of creativity, learning styles, brain-based learning, and multiple intelligences will be investigated through reading, discussion, classroom experiences, and student-led teaching opportunities. Students will present in class, be videotaped, and receive peer review and instructor feedback. Evaluation is a key component of this course, both self-evaluation and peer review. Prerequisites: CF501 and CF651. *Four hours.*

CF661 (CF141) • **Dynamics of Staffing and Leadership.** This course explores the essence of Christian leadership development and its influence on staff dynamics. Leadership emergence theory, grounded in the comparative study of life histories of biblical, historical, and contemporary leaders, forms the basis of analysis. This course will also address the development of effective ministry staff relationships in the local church. *Four hours.*

CF662DE (CF142DE) • **Children's and Family Ministry Administration.** This course explores the many facets of the administrative process within the context of a staff ministry position. Administration may be viewed as bringing the resources of an organization together in such a way as to maximize working relationships of

people and programs for the benefit of both the organization and the individuals who comprise it. Students will be encouraged to examine the biblical bases for visionary leadership and the practical skills of creating and maintaining healthy programs for children and families. *Four hours.*

Discipleship in Community

John R. Cionca John Lillis

The goal of Christian education is *presenting all people mature in Christ* (Col. 1:28). This task is accomplished by equipping competent leaders who will pass on the faith to the various people groups, cultures, and generations within their spheres of influence. Sadly, however, the great biblical and theological truths of Scripture can appear as dead stories and pharisaical traditions in the hands of an unskilled communicator. But when the message is embodied in a Spirit-filled, captivating teacher, like Christ, the Bible comes alive and people are changed. Thus, studies in Christian education are designed to help ministers become effective orchestrators of learning in their faith communities.

Objectives:

Study in Discipleship in Community enables students to:

1. develop a biblical/theological framework for discipleship in community;
2. appreciate different program models of educational ministry;
3. design an effective structure for directing volunteer services;
4. develop a process for building dynamic ministry teams; and
5. cultivate personal teaching skills and small group leadership abilities.

DC501 (DC101) • **Discipleship in Community.** This course introduces students to the biblical and theological foundations for discipleship in the faith community, including the role of the Holy Spirit in teaching. Philosophy and models of ministry are considered. Participants develop an understanding of missional and programmatic emphases in ministry to children, youth, and adults. Learning styles and instruc-

tional methods are studied. Building a network of effective ministry teams is a primary focus. Students gain a vision and enthusiasm for the teaching-shepherding possibilities within any congregation. *Formerly entitled "Educational Ministry of the Church."* *Four hours. Seminary of the East course includes a Guided Learning Experience. Four hours.*

DC513 (DC113) • **Transformational Leadership.** An overview and analysis of issues critical to effectiveness in a variety of ministry leadership roles. A common emphasis on personal issues for the leader and leadership dynamics will be combined with an emphasis on the particular concerns of pastors, youth ministers, Christian education leaders, parachurch agency workers, and leaders in cross-cultural settings. (Cognate credit with TL513 and ML513.) *Four hours.*

DC661 (DC141) • **Team Leadership.** This course offers an overview of the knowledge, skills, and abilities necessary for sustained success in team leadership. The Bible, contemporary literature, and congregational studies are drawn together to inform the student's leadership awareness. Principles and practices for attracting, developing, and maintaining high-performance ministry teams are examined. Special emphasis is given to identifying and discussing the critical knowledge, skills, and abilities required for sustained success in a team-based, entrepreneurial organizational setting. (Cognate credit with ML661.) *Four hours.*

DC622 (DC122) • **Advocacy for Special Needs Children and Families.** This course is designed to give students exposure to multiple avenues of advocacy within the church, family, community, and global contexts. Students will explore, discuss, and evaluate the literature, current practices, key leaders, and potential new ways of advocating for children in a variety of settings. Particular attention will be given to ways to advocate for children with many different kinds of special needs. (Cognate credit with CF622.) *Four hours.*

DC635 (DC235) • **Foundations of Youth Ministry.** A philosophy of ministry to young people and their

families is developed. The needs and characteristics of youth and methods of relating to them for purposes of Christian commitment and growth are presented. Family context is studied to understand youth and develop a holistic approach toward ministry. *Four hours.*

DC636 (DC236) • **Communicating the Gospel to Teens.** A study of the communication process as it relates to teenagers. Strategies to communicate the gospel, evangelize, and nurture faith in teenagers are discussed. Effective proclamation and teaching techniques will be studied. *Four hours.*

DC651DE (DC131DE) • **Curriculum Development and Assessment.** This course is a study of the basic concepts that undergird learning theory, curriculum development, and curriculum assessment in children's and family ministry. It is designed to provide a foundation for understanding the teaching-learning process, the process of curriculum planning, curriculum evaluation, and writing of curriculum materials. (Cognate credit with CF651DE.) *Four hours.*

DC654 (DC254) • **Camp Program Experience.** One-half course. Responsibility for leadership in a camp program, under the supervision of a faculty member, in conjunction with an on-site supervisor. *Two hours.*

DC704 (DC204) • **Professional Development in Ministry.** Focuses on key issues and resources essential to the practice of effective ministry. The integrative seminar will assist participants in becoming students of themselves, the church, and the culture. Personal growth areas include clarifying ministry values and priorities, serving out of one's uniqueness, maintaining adequate reserves, the art of listening, handling criticism, serving through seasons of ministry, and designing a personal development plan. Professional growth areas include building healthy congregations, understanding cultural trends, implementing change,

navigating ministry transitions, and designing a professional plan. *Four hours.*

DC705 (DC205) • **Personal and Ministry Development.** This course focuses on key issues and resources essential to the practice of effective ministry. The integrative seminar will assist participants in becoming students of themselves, the church, and the culture. Personal growth areas include clarifying ministry values and priorities, serving out of one's uniqueness, maintaining adequate reserves, the art of listening, handling criticism, serving through seasons of ministry, and designing a personal development plan. Professional growth areas include building healthy congregations, understanding cultural trends, implementing change, navigating ministry transitions, and designing a professional plan. (This course is required of all M.A.C.E., M.A.C.E.-Y.L., and M.Div.-C.E. majors, and should be taken during the student's senior year. Cognate credit with ML705.) *Four hours.*

DC710 (DC210) • **Pastoral Care of Youth.** Investigation is made into the function of the pastor in relation to counseling with youth. Social and psychological factors in adolescence will be studied. Problems to be considered are youth culture, youth identity crises, drug abuse, adolescent rebellion, evangelism, vocational guidance, sex education, and parent-child conflict. The role of the pastor and the church in ministering to youth and their families will be stressed. (Cognate credit with PC710.) *Offered alter-*

nate years. Four hours.

DC712 (DC212) • **Teaching for Transformation.** Effective teaching is studied from the perspective of the learner, including motivational factors, needs, learning styles, life-stage, and personal development. Analysis of the role of the teacher as the orchestrator of the teaching-learning process includes character, beliefs, lesson design, communication strategies, and teaching style. Course methodologies include readings, discussions, analysis of classroom teaching (via video), live observations, compressed video, focus groups, guest practitioners, and practice teaching. *Four hours.*

DC738 (DC238) • **The Complete Disciple.** Discusses discipleship within the context of a consistent and thorough biblical theology. Students will develop a biblical rationale for the divinely designed process of spiritual growth as well as an understanding and motivation to spur the process along. Teachings concerning the person and work of Jesus Christ will be investigated as significant truths for the daily walk of Christ's disciples. *Four hours.*

DC741 (DC240) • **Ministering to Adults.** This course is an examination of adult developmental life cycles (including transitions), with attention given to specific ways the congregation can minister to adults in each life stage. Students conduct contextual studies on particular areas of adult programming such as ministry to singles, ministry to women, and ministry to senior adults. The impact of motivation and

Course descriptions apply to all Bethel locations unless otherwise noted.

Photo by Scott Sreble



learning theory on the improvement of instruction and learner achievement is considered. Models of effective church and parachurch programs to adults are studied. Adult ministry plans, both developmental and functional, are developed. *Four hours.*

DC742 (DC242) • **Ministering to Families.** Students will study the sociology of the family with special concentration on the problems of the contemporary American family. Problems such as mobility, divorce, unemployment, and changing sexual ethics will be discussed. New forms of the family will be studied in light of the Scriptures. Church ministries to various styles of family life will be developed and analyzed. Students will seek to answer the question of how the church can meet the needs of families in the 21st century. (Cognate credit with PC742.) *Four hours.*

DC743 (DC243) • **Ministering with and to Senior Adults.** An overview of the characteristics of life after typical retirement age will provide the basis for exploring ministry to senior adults. Biblical and psychological foundations for communicating and ministering to senior adults will be described and analyzed. The course will address the challenge of providing meaningful involvement, learning, and ministry within the church and larger community. *Four hours.*

DC744 (DC244) • **Ministries of Women in the Church.** Through reading, class discussion, interaction with guest practitioners, and careful personal study, this course will explore issues and ministry opportunities for women in church leadership. *San Diego only. Four hours.*

DC745 (DC245) • **Family Systems.** This course will discuss basic family dynamics (such as intimacy, communication, power, and shame) with special emphasis given to examining those dynamics from the family system and family development theoretical perspectives. Relevant family topics (health, sexuality, spirituality, abuse, compulsive behavior, and divorce) will be addressed with opportunities for students to apply theoretical principles

to real-life family situations. Special attention will be given to families' interactions with the institutional church and ways in which pastors can minister more effectively to a broad range of families. (Cognate credit with PC745.) *Four hours.*

DC746 (DC251) • **Small Groups in the Church.** Establishing healthy cell groups in local churches is the focus of this course. Specific congregational approaches are examined, including 3-C and meta-church models. The roles of study groups, support groups, and service groups are considered. The course also explores group development theory and its appropriate application to small groups in the church and other Christian organizations. It provides an opportunity for students to analyze their own styles of working with groups and to enhance their communication and leadership skills through direct group work in class and in a church setting. Life cycles of groups and their role within the congregation are studied. (Cognate credit with PC746.) *Four hours.*

DC748 (DC248) • **Family-Based Youth Ministries.** Focuses on a model of church youth ministry that appreciates the role of parents and family systems on the spiritual growth and character development of adolescents. (Cognate credit with PC748.) *Four hours.*

DC270 • **Independent Study in Christian Education.** Research and study by arrangement with the professor. (*Permission is required.*)

Global Evangelization and Contextual Ministry

Kent A. Eaton Mark G. Harden
Doug Magnuson Wilbur Stone

The study of global missions is a multicultural task aimed at bringing glory to God and our Lord Jesus Christ by accepting the call to reconcile people of all ethnic communities to faith in Jesus Christ. Our studies are rooted in the Old and New Testament calling of the people of God and current movements

in world evangelism. Our opportunities are greater than ever for preparing church planters around the world with a vision to disciple leaders from every people, language, and nation as we start with the challenges of reconciliation and diversity here in the United States for the cause of world evangelism. While the study of world missions has its roots in European frames of reference, we recognize the growing importance of emerging leaders from the many cultures of American cities and from around the world. We are called to disciple people in the context of their home cultures.

Objectives:

Studies in global and contextual ministries will enable students to:

1. come to terms with the biblical mandate to disciple people of every nation and to lead them into maturity in Jesus Christ as our Lord requires;
2. grow in awareness of the current movements of people to Christ in North America and around the world, with an appreciation of the diversity of God's ways among us;
3. appreciate and critically evaluate the effectiveness of various strategies in starting and growing healthy, prevailing churches in suburban and urban contexts;
4. grow in our ability to make use of the enormous potential for global discipleship of our growing communities of culturally diverse peoples in North America;
5. develop leadership skills and gifts required for the ministry of reconciliation in changing cultural contexts; and
6. develop skills in discipleship evangelism for ministry at home and around the world.

GC501 (GC101) • **Introduction to Global and Contextual Ministry.** The biblical basis, operational strategy, and local and global challenges to the mission of the church will be studied. Basic issues, strategies, programs, and models for discipling people of other cultures will be discussed. *Four hours. Seminary of the East course includes a Guided Learning Experience.*

GC502 (GC102) • Introduction to Global and Contextual Ministry. One-half course. This course studies the biblical basis, operational strategy, and the mission of the church in the world. Not open to M.Div. students. *Two hours.*

GC503 (GC103) • Evangelism and Missions. This course will lay a biblical foundation for the mission of the church in the world, as well as for a biblical theology and practice of evangelism. The goal of this course is to empower participants to develop and implement effective, Spirit-directed, and biblically based strategies to reach lost people and to make disciples of all who believe among all the peoples of the world. Prerequisite: ML513. *Four hours.*

GC505 (GC105) • Evangelism for Discipleship. This course introduces the biblical basis and contemporary approaches to discipleship and evangelism. Students will begin formulating a working theology to inform their practice. Field and classroom exercises will be provided to aid students in the practice of evangelism. *Three or four hours.*

GC515 (GC105SE) • Evangelism and Church Growth. This course examines the methods and principles of evangelism, leadership development, church growth, church planting, and church renewal for churches in the American Northeast. Topics include explaining the gospel in an accurate, culturally sensitive manner; using tools to diagnose a congregation's growth potential and barriers; and identifying significant cultural factors in the people groups of the Northeastern United States that influence their receptivity to the gospel. Includes a Guided Learning Experience. *Seminary of the East only. Four hours.*

GC602 (GC220) • Street Culture, the Poor and Urban Ministry. This course will explore the current problems of urban society and the challenges these realities present to churches. A review of past and present responses to urban society by the church will be considered with a view toward developing strategies for the present and future. The course is intended for all interested



in formulating a theology of ministry and not solely for those interested in urban ministry. *Four hours.*

GC603 (GC221) • Compassionate Urban Ministry. This course introduces participants to multidimensional factors that influence the quality of life among the poor. Students will examine the circumstances surrounding individual children, youth, and families for the purpose of formulating a pastoral response. An emphasis is placed upon the root causes of problems and helps prepare students to address conditions such as homelessness, family violence, substance abuse, and unemployment. *Four hours.*

GC610 (GC201) • Cross-Cultural Communication. This course will examine the dynamics of the communication process and the ways in which various cultures, audience segments, or value orientations condition the interpretation of different symbol systems. Each student will select a culture or subculture to evaluate its most dominant worldview components and the approaches to church work that are most likely to be effective in that setting. *Four hours.*

GC611 (GC202) • Christianity in Culture. Culture is studied to help those serving in various ministry contexts

to identify the distinctives of culture and Christian heritage, to distinguish the secular aspects of heritage from the distinctly Christian elements, and to know when to hold firm or to be flexible when providing pastoral care for people of other generations or cultures. Prerequisites: GC501 and GC610. *Four hours.*

GC651 (GC212) • World Religions. A study of world religions (including Judaism, Islam, Buddhism, and Hispanic Catholicism) that provide structures of belief and meaning for vast numbers of people in America and globally. The goal is to develop understandings and sensitivities that will enable us to represent Christ more attractively and communicate His gospel more intelligibly to adherents of these faiths. (Cognate credit with TS702.) *Four hours.*

GC656 (GC256) • Understanding Cults. The history, beliefs, and methods of the major American cults, such as Jehovah's Witnesses, Mormonism, Christian Science, etc., and a comparison of their teachings and those of Scripture. *San Diego only. Four hours.*

GC661 (GC215) • Facilitating Community Development. This course is designed to familiarize students with the principles for developing a holistic approach to community development.

The idea of “Christian community development” or “transformational development” as a contemporary approach to Christian ministry is discussed in relationship to an urban context. Economic versus relational faith-based models in ministry related to family life, housing, job training, business/economic development, and public health interventions are explored. Students in this course examine community development concepts and models that enable ministry leaders to facilitate community development in a diverse environment. *Four hours.*

GC662 (GC216) • Creating Faith-Based Organizations. The aim of this course is to familiarize participants with the non-profit world and increase their ability to organize and develop a faith-based organization (FBO). Participants explore the distinctive nature of FBOs in order to understand how to apply best practices for Christian ministry. Relevant issues on incorporation and tax-exempt status processes under the internal revenue code are discussed. Participants learn what it takes to sustain effective ongoing operations through board development, planning, fundraising, and sustainability strategies. *Four hours.*

GC663 (GC217) • Effective Ministry Planning and Development. This course goes beyond teaching students the fundamentals of a program planning process. It helps students gain insight about planning as a systematic process for ministry development. The course involves students analyzing and synthesizing information from the initial point of a spiritual discernment process to theological reflection. Specific program planning skills, protocols, and methodologies for church-based and/or agency-based ministry are learned. Students learn to understand their ministry context and the problem, design components and processes, and strategically appropriate resources to bring about positive change. *Four hours.*

GC671 (GC219) • Cross-Cultural Experience. Each student in the Master of Arts or Master of Divinity degree programs with a concentration in missions will be required to participate in

a cross-cultural experience, usually in the summer. This will be arranged in cooperation with the missions professor. In preparation for the experience, the student will do an in-depth study of the area in which the experience will occur. *Four hours.*

GC702 (GC218) • Implementing Change Strategies in Ministry. This course equips students to develop and implement macro- and micro-level change strategies in a ministry context. Students learn the dynamics of systems/policy change and community organizing principles for methods that can lead to change. Students also learn to design a process that can lead to organizational and individual change. This course is designed to increase the student’s ability to engage the church as a community change agent while attending to the transformational needs of the participants. Theories and models for change include environmental change strategies, community organizing and mobilization, and stages of change theory. *Four hours.*

GC703 (GC211) • Religion in Anthropological Perspective. A study of the basic roles of religion in a society, including its role as explanation system and means of social regulation. Study will include the interaction of religious theory, practices, worldview, and patterns of cultural organization. The general impact of Christianity upon the development of Western society will be studied. The course will also provide a foundation for planning evangelistic strategy and church planting in other cultures. *Four hours.*

GC708 (GC208) • History of World Missions. A survey of the missionary movements on the major continents with special emphasis on biographies, types of mission field, and missionary strategy. (Cognate credit with HS708.) *Four hours.*

GC714 (GC205) • Theology of Global Mission. The biblical basis of missions will be examined. Factors that affect the task of missions will be biblically and theologically critiqued, such as the nature of evangelism and salvation, development and evangelism, homogeneous unit churches, and Third World theologians. *Four hours.*

GC715 (GC213) • Contemporary Mission Problems. An analysis of the anthropological, sociological, and political problems facing overseas missionaries, together with possible solutions. Special consideration will be given to nationalism, communism, the indigenous church and the missionary, and new forms of missionary strategy. *Four hours.*

GC235 • Discipleship in Action. A consideration of the mission of the church with a view to equipping the whole body of Christ for the work of service. Particular attention will be paid to current literature and practical models in the areas of church renewal, ministry of the laity and the making of disciples. The student will be encouraged to formulate specific strategies for enabling local congregations to identify their life and ministry beyond the walls of the church building. *San Diego only. Four hours.*

GC730 (GC230) • The Gospel in Context: Exploring Models Old and New. This is a seminar-style course evaluating the theology and practice of discipleship evangelism in significant periods and cultures. The goal of the course is to enlarge the student’s understanding and ability in the art of contextualization through relevant exercises of reflection and application. Each participant will develop a proposal for advancing the gospel in a specific contemporary context. *Four hours.*

GC732 (GC232) • Starting New Churches. A definition of the need for starting new churches as a valid approach to winning unchurched people in America as well as unreached people groups around the world. A theological rationale, overarching strategies for congregations, plus specific tools and techniques are combined to provide resources for pastors of small churches or churches in transition, as well as those who want to start new churches. (Cognate credit with ML732.) *Four hours.*

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GC734 (GC233) • **Evangelism through the Local Church.** A definition of the need for starting new churches as a valid approach to winning unchurched people in America as well as unreached people groups around the world. A theological rationale, overarching strategies for congregations, plus specific tools and techniques are combined to provide resources for pastors of small churches or churches in transition, as well as those who want to start new churches. *San Diego only. Four hours.*

“Jesus’ leadership was not a style He adopted, but a reality He expressed.”

Leighton Ford

GC736 (GC264) • **Global Theology.** This survey course will investigate the theological traditions developing around the world as the body of Christ grows on all continents. Class presentations will touch on theological voices from major regions of the world with reference to the issues in the culture. Students will have the opportunity to specialize in the thought of a region or of an author of their choice. (Cognate credit with TS736.) *Four hours.*

GC740 (GC240) • **Studies in Church Growth.** A biblical and theological assessment of church growth writings for the purpose of assessing, developing, renewing, or starting spiritually healthy and growing churches so that under the leading of the Holy Spirit we may be more faithful and effective in carrying out the Great Commission in this country and around the world. Students will be able to focus on large, small, American, or international models of growth and specific assessment instruments. *Four hours.*

GC670 (GC270) • **Independent Study in Global Evangelism.** Research and study by arrangement with the professor. (*Permission is required.*)

Ministry Leadership

John R. Cionca Justin Irving
Kent A. Eaton Mark W. McCloskey

Studies in ministry leadership are designed to provide an exposure to and an understanding of pastoral ministry and transformational leadership in the varied social contexts and forms of the church, missions agencies, and parachurch. Attention is given to theory and practice in the Christian worker’s implementation of spiritual leadership through worship, church governance, discipleship, evangelism, and service activities of the church.

Objectives:

Studies in the ministry leadership program enable students to:

1. critically examine the theory and practice of transformational leadership in a variety of ministry and cultural settings;
2. manifest a growing appreciation for one’s capacity to provide transformational leadership;
3. develop the leadership, management, and ministry skills required for effective service in and through the local church and/or mission agencies;
4. identify the resources to facilitate one’s lifelong development as a spiritual leader;
5. effectively implement a variety of leadership tools and processes for organizational leadership, including strategic planning, decision making, congregational analysis, team building, conflict management, and organizational change; and
6. implement leadership practices that contribute to the healthy, sustained growth of the local church and/or mission agencies.

Core Courses

ML504 (ML104) • **Worship/Dynamics of Christian Worship.** A study in the biblical and theological foundations of worship, the nature and meaning of worship, and the many aspects involved in the practice of worship. Consideration will be given to worship patterns, structures, forms, rituals, standards, and the planning and leadership of worship. At Seminary of

the East, this course includes a Guided Learning Experience. *Four hours.*

ML510 (ML110) • **Ministry Practice and Polity.** Information concerning the various responsibilities expected of church leaders will be discussed. Observations and participation in a variety of pastoral functions will be explored as well as discussion of approaches to church finances and budgeting. Ministry practices will be dealt with in light of the different polity systems represented. *San Diego only. Four hours.*

ML511 (PM114) • **Introduction to Theological Education.** This course orients and prepares students for their work in graduate-level theological education by focusing on the three aspects of Bethel Seminary of the East’s model: academic rigor, spiritual formation, and ministry skill development. Students are assisted in choosing and forming their mentoring teams through the development of a Guided Learning Experience. The creation of the first Guided Learning Experience will prepare students for courses with required Guided Learning Experiences. *Seminary of the East only. Three hours.*

ML513 (ML113) • **Transformational Leadership.** An overview and analysis of issues critical to effectiveness in a variety of ministry leadership roles. A common emphasis on personal issues for the leader and leadership dynamics will be combined with an emphasis on the particular concerns of pastors, youth ministers, Christian education leaders, parachurch agency workers, and leaders in cross-cultural settings. (Cognate credit with TL513 and DC513.) *Four hours.*

ML550A, B, C (ML115) • **Theology and Christian Community.** Working under the supervision of a mentor, students are given opportunities for the integration of biblical and theological principles within the context of Christian ministry. Specific ministry activities are delineated in a learning contract after identifying each student’s specific developmental goals. (For SemPM students beginning with Mod F. Cognate credit with TS550A, B, C.) *Four hours.*

ML602 (ML114) • **Ministry Leadership Foundations.** This course explores the nature of Christian leadership development and its importance for enhancing the establishment of ministry foundations in the life of the transformational leader. Leadership emergence theory, a theory grounded in the comparative study of many life histories of biblical, historical, and contemporary leaders, forms the basis of analysis. Individual concepts embedded in leadership emergence theory are examined with a view toward understanding one's own shaping as a transformational leader. *Four hours.*

1. Leadership

ML551DE-ML557DE (ML151DE-ML157DE) • **Mentored Leadership Development.** The Mentored Leadership Development (MLD) courses are uniquely designed experiences for InMinistry students. Each MLD course and sequence of courses is tailored to a particular degree program. The focus of MLD course work is on facilitating students as they integrate the seminary learning experience into their ministry contexts. Through a process of self-examination, developmental assessment, facilitated mentoring, group supervision, and reflection, students will demonstrate the capacity for practical application of learning outcomes from the Three Centers learning philosophy. The MLD courses are the InMinistry reflections of a traditional supervised ministry experience in that they assist students in achieving their developmental goals in an active ministry context. MLD courses are three-quarter long experiences offered in three segments (A, B, and C), each one quarter in length. The courses are completed at a distance, facilitated by a Bethel instructor. When possible, students will meet as a cohort with the instructor during intensive visits; the instructor is also available for individual consultation during the intensive and via phone or email throughout the school year. M.A.C.F.M.: ML551, ML552DE. M.A.C.T.: ML555, 556, and 567DE. MATL: ML551, 552, 553DE-ML571, 572, 573DE. M.Div.: ML581, 582, 583DE-ML591, 592, 593DE. *InMinistry only.*

ML610 (ML120) • **Communication and Organizational Leadership.** This course is designed to address the essential elements of leadership communication. A model for leadership communication will be presented, and students will be challenged to process a wide range of material related to the foundations of leadership communication, organizational culture, organizational conflict, and organizational change. (Cognate credit with CP610.) *Four hours.*

ML622 (ML122) • **Measurement-Based Leadership.** This course will introduce the student to a biblical theology of stewardship, along with a process for living out and enhancing one's stewardship of kingdom resources and leadership opportunities. Specifically, the student will learn a process for designing effective tools by which he or she can measure, evaluate, and improve the health and performance of the individual leader in the context of team-based ministries, local congregations, and/or ministry organizations. Special emphasis will be placed on demonstrating measurement strategies and processes required for obtaining meaningful feedback. *Four hours.*

ML650 (ML130) • **Self Leadership.** This course will address the personal and spiritual development of the transformational leader. The student will practice the spiritual disciplines (prayer, meditation, Scripture reading, etc.) required for a life and ministry typified by spiritual power, godly wisdom, and the ability to discern the movement of God's Spirit in one's life and leadership. This course will place an emphasis on self-understanding and the identification and appreciation of one's life direction through the use of the spiritual disciplines, rigorous personal reflection, and disciplined personal assessment. *Four hours.*

ML661 (ML141) • **Team Leadership.** This course offers an overview of the knowledge, skills, and abilities necessary for sustained success in team leadership. The Bible, contemporary literature, and congregational studies are drawn together to inform the student's leadership awareness. Principles and practices for attracting, developing, and

maintaining high-performance ministry teams are examined. Special emphasis is given to identifying and discussing the critical knowledge, skills, and abilities required for sustained success in a team-based, entrepreneurial organizational setting. *Four hours.*

ML675 (ML259) • **Presbyterian Polity.** Designed to give the student a theological, historical, practical, and pragmatic understanding of how things happen within the Presbyterian Church (U.S.A.). It also is designed to prepare students to pass the Polity Section that is part of the ordination examination for the ministry of Word and Sacrament. *Four hours.*

ML676 (ML256) • **Reformed Worship and Sacraments.** An introduction to the history, tradition and structure of Reformed Worship. The course will answer questions, give practical applications, and consider the meaning and observance of the sacraments. (Cognate credit with HS676 and TS676.) *Four hours.*

ML679 (ML255) • **Liturgy, Music, and the Arts in the Anglican Tradition.** Studies the historical, theological and biblical understanding and tradition of worship as practiced in the Episcopal Church, a part of the Anglican communion. This course will seek to clarify the content, structure, and style of worship. *Four hours.*

ML702 (ML202) • **Church Management.** Provides insights and skills in management by formation of objectives, goal setting, budget building, stewardship programs, communication among staff (volunteer and professional), management of time, and related matters arising from the needs of the participants. *Four hours.*

ML705 (ML205) • **Personal and Ministry Development.** This course focuses on key issues and resources essential to the practice of effective ministry. This integrative seminar will assist participants in becoming students of themselves, the church, and the culture. Personal growth areas include clarifying ministry values and priorities, serving out of one's uniqueness, maintaining adequate reserves, the art of listening, handling criticism,

ment and Old Testament. The leader is able to apply the Word of God with a view to its relevance to contemporary cultures and to all facets of leading God's people. Studies in preaching are designed to lay the foundation for a lifetime of effective expository preaching. The Word of God is *living and active* (Hebrews 4:12). As such, it must be communicated with a view to sound biblical exegesis, as well as addressing contemporary people dealing in the context of life's issues and concerns. The effective transformational leader possesses the ability to communicate the Word of God in a manner that produces lasting and healthy change at personal, interpersonal, organizational, community, and global levels. This includes preaching, teaching, small groups, and one-to-one communication of biblical truth.

ML732 (ML232) • **Starting New Churches.** A definition of the need for starting new churches as a valid approach to winning unchurched people in America as well as unreached people groups around the world. A theological rationale, overarching strategies for congregations, plus specific tools and techniques are combined to provide resources for pastors of small churches or churches in transition, as well as those who want to start new churches. (Cognate credit with GC732.) *Four hours.*

ML791 (ML261) • **Case Studies in Transformational Leadership.** This course provides students the opportunity for integrative reflection on the biblical foundations, contemporary research, and historical and contemporary practice of transformational, serving leadership. The course will focus on biblical, historical, and contemporary case studies of transformational leadership as it is expressed in a variety of cultural and community contexts. Prerequisites: ML513, TL501, HS501, NT501 (or NT551), OT501 (or OT551), TS501, either SP500, SP502 or SP505, and a minimum of three ML concentration courses. *Four hours.*

ML792 (ML260) • **Senior Integrative Seminar.** This final, integrative seminar offers the student a summative experience of the formal curriculum, assessments, and mentored leadership experience of the M.A. in Transformational Leadership program. The course will provide students the opportunity to review, reflect, and integrate the curriculum from each of the previous courses. *Four hours.*

2. Analysis/Strategy Building

ML712 (ML212) • **Solving Ministry Problems.** An application of the case method to church problems. This course will explore and analyze a vari-

ety of ministry problems ranging from staff conflicts to doctrinal disputes. Attention also will be given to the use of cases as a means of congregational education. *Offered alternate years in St. Paul. Four hours.*

ML720 (ML210) • **Congregational Systems.** A study of the local church as an organism and organization. Each congregation is unique in identity, context, process, and program. Effective ministry requires a full and accurate interpretation of church life. This course develops basic approaches, methods, and tools for analysis of a congregation. A model for church health provides a basis for the creation of ministry strategy and problem solutions. (Cognate credit with DC720.) *Offered alternate years in St. Paul. Four hours.*

3. Contextual Studies

ML601 (ML220) • **Street Culture, the Poor and Urban Ministry.** An exploration of the current problems of urban society and the challenges these realities present to the church. Field experiences in urban churches will provide the context for both problem analysis and strategy building. (Cognate credit with GC601.) *Four hours.*

4. Research

ML670 (ML270) • **Independent Study in Ministry Leadership.** Research and study by arrangement with the professor. *(Permission is required.)*

Preaching and Communication

The transformational leader serves and ministers under the authority of the Word of God. The leader *handles accurately the word of truth* (II Timothy 3:16), manifesting a hermeneutically sound, theologically astute, and historically informed understanding and presentation of the New Testa-

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ment and Old Testament. The leader is able to apply the Word of God with a view to its relevance to contemporary cultures and to all facets of leading God's people. Studies in preaching are designed to lay the foundation for a lifetime of effective expository preaching. The Word of God is *living and active* (Hebrews 4:12). As such, it must be communicated with a view to sound biblical exegesis, as well as addressing contemporary people dealing in the context of life's issues and concerns. The effective transformational leader possesses the ability to communicate the Word of God in a manner that produces lasting and healthy change at personal, interpersonal, organizational, community, and global levels. This includes preaching, teaching, small groups, and one-to-one communication of biblical truth.

Objectives:

Studies in preaching will enable students to:

1. effectively communicate the Word of God to contemporary people and cultures;
2. effectively prepare, communicate, and evaluate a variety of types and styles of sermons, with emphasis given to the expository approach to preaching;
3. effectively communicate the Word of God in a variety of life situations; and
4. effectively communicate the Word of God to a racially and culturally diverse world.

CP501 (CP101) • **Introduction to Preaching.**

CP511 (CP101SE) • **Homiletics I: Introduction to Preaching.** A basic course in the principles of biblical preaching and sermon construction designed to introduce students to the purpose, nature, types, and techniques of preparing for and communicating the Word of God to contemporary people and society. Particular attention will be given to one basic structural pattern in sermon preparation that will become foundational for a varied approach to preaching. The expository approach to preaching is emphasized. This course is designed for second-year

students and assumes a basic understanding of biblical interpretation and exegetical methods. *CP501: St. Paul and San Diego. CP511: Seminary of the East only. Four hours. Seminary of the East course includes a Guided Learning Experience.*

CP551 (CP102) • Preaching Practicum. One-half course credit is given for each of the two laboratory experiences in Practicum A and Practicum B. Section A will deal with deductive preaching and B with inductive preaching. Students will preach at least twice during each of the two quarters. CP501 is a prerequisite for Practicum A. Both CP501 and Practicum A are prerequisites for entrance into Practicum B. *Two hours each.*

CP561 (CP102SE) • Homiletics II: Variety in Biblical Preaching. Students expand on their work from CP101 and will broaden their experience in the preparation and delivery of expository sermons. Students will prepare and deliver sermons using several different methodologies based on Scripture texts from a variety of biblical genres—narrative, prophecy, poetry, etc. Includes a Guided Learning Experience. Prerequisite: CP511. *Seminary of the East only. Four hours.*

CP501 and CP551 are prerequisites for any advanced work in preaching.

CP562 (CP103) • Homiletics III: Preaching Sermons for Varied Occasions. This course involves gaining additional experience in the preparation and delivery of biblically based sermons. It gives students practice in preaching an expository sermon that is evangelistic in nature. It provides instruction in the preparation of special occasion sermons and the opportunity to gain the experience necessary for conducting weddings, funerals, and other ceremonies of the church. Includes a Guided Learning Experience. *Seminary of the East only. Four hours.*

CP610 (CP120) • Communication and Organizational Leadership. This course is designed to address the essential elements of leadership communication. A model for leadership communication will be presented, and students will be challenged to process a wide range of material related to the foundations of leadership communication, organizational culture, organizational conflict, and organizational change. (Cognate credit with ML610.) *Four hours.*

CP707 (CP207) • Biographical Preaching and Dramatic Monologues. The purpose of this course is to aid the student in seeing the values and understanding the methods by which the Bible characters and personalities of the Christian tradition may become the basis for effective life-situation preaching that is relevant to the needs of contemporary people. *Four hours.*

CP708 (CP208) • Evangelistic Preaching. Designed to assist the student in the task of evangelistic preaching. A theoretical base for this important dimension of biblical proclamation will be studied. The content of the gospel message, use of the public invitation, and the role of follow-up will be examined. *Four hours.*

CP712 (CP204) • Preaching on Life Situations. This course includes the use of the biblical sermon in preaching to both the expected and unexpected life situations. Attention will be given to the issues, nature, and personal factors involved in these life situations that affect the sermon's approach and application of the biblical message. Each student will preach a minimum of two sermons. *Four hours.*

Photo by Scott Strehle



CP721 (CP221) • **Improving Sermonic Delivery.** There will be a concentration on the delivery aspect of sermonic communication. Theory and practice aim to sharpen vocal and bodily expression. Consideration also will be given to the public reading of Scripture. *San Diego only. Four hours.*

CP741 (CP210) • **Expository Preaching from the Old Testament.** A study will be made of the sources of specific sermon themes in representative genre of the Old Testament. Special attention will be given to their development into expository sermons. Each student will preach a minimum of two sermons. *Four hours.*

CP742 (CP212) • **Expository Preaching from the New Testament.** A study will be conducted of the hermeneutical issues related to the arranging of representative genre of New Testament materials for preaching. Special attention will be given to their development into expository sermons. Each student will preach a minimum of two sermons. *Four hours.*

CP670 (CP270) • **Independent Study in Preaching.** Research and study by arrangement with the professor. (*Permission is required.*)

Supervised Ministry

Purpose: Christian ministry in our world requires leaders who demonstrate a thorough understanding of Scripture and theology, who demonstrate competence in ministerial functions, and who demonstrate spiritual maturity (including personal holiness, integrity, wisdom, love, and both emotional and psychological wholeness). Therefore, the purpose of supervised ministry is to provide opportunities for students to develop and demonstrate their giftedness and suitability for professional ministry. The following objectives will be addressed through supervision and reflection:

- **Personal Maturity:** In professional ministry, who you are is as important as what you know or do. Self-knowledge becomes a key to effective ministry as issues such as personal integrity, responsible functioning, interpersonal relationships, and attitudes are addressed.
- **Theological Integration:** It is crucial for the minister to develop a biblically based philosophy of ministry by articulating a theology that guides his or her personal and professional functions and closes the gap between theory and practice.
- **Spiritual Formation:** Ministering people who embody and express Christ's love need to nurture their own ongoing relationships with God. Prayer, Bible study, meditation, and accountability provide needed sustenance for the demands of ministry.
- **Skill Development:** Placement in ministry necessitates the demonstration of skills in the basic functions of ministry such as preaching, teaching, evangelism, administration, and counseling.

Process: Supervised ministry provides students with opportunities to implement lessons learned in the classroom. These ministry experiences then become powerful motivators to return to the classroom for further training. A growing ability to integrate academic lessons into practical ministry applications is a significant indicator of a seminarian's future ministry effectiveness after graduation. Students also engage in a process of self-assessment and evaluation throughout their internships.

The objectives described above are pursued through participation in courses that integrate classroom-based education with field-based experience. Psychological and vocational assessments provide additional opportunities for personal growth and development.

Career Development, Assessment, and Evaluation: Assessment and evaluation are integral developmental components of our professional degrees. Psychological and vocational assessments, peer group sessions, covenant groups, and private consultations focus on personal and professional development in ministry and are integrated into the overall Supervised Ministry requirements. These services have been incorporated into assessment fees described on pages 95-96. Changes in degree programs will result in appropriate adjustment to the fee structure;

however, no refunds will be granted for individuals discontinuing studies after the fifth week of the quarter. Students in the non-professional degree programs who choose to do a Supervised Ministry course will be charged the Supervised Ministry assessment fee for that year.

TL551 (TL101) • **Field Education Practicum.** This is a first-year course. A vocational assessment component and a pre-approval process precede the practicum. For more details, contact the Office of Supervised Ministry. *No academic course credit granted. Students pay a vocational assessment fee, but there is no tuition charge.*

In St. Paul, the mentored practicum usually begins during the summer and ends the following May. It is recommended that SP505 be completed prior to beginning the practicum component of this course.

In San Diego, the mentored practicum is usually done in summer and winter terms.

TL552A, B, C (TL102) • **Professional Internship.** This is a second-year course. A vocational assessment component and pre-approval process precede the internship. It is recommended that students complete PC501 (Introduction to Pastoral Care) and the Systematic Theology sequence (TS501, TS502, TS503) prior to beginning their internships. (Students pay a vocational assessment fee.) For more details, contact the Office of Supervised Ministry. *Four hours.*

In St. Paul, the mentored internship usually begins during the summer and ends the following May. Prerequisites in St. Paul are SP500 or SP505 and TL551 (Field Education Practicum).

In San Diego, the professional internship is done during fall and spring terms. (The minimum time requirement is 20 hours per week for eight months.)

Course descriptions apply to all Bethel locations unless otherwise noted.

Directory and Appendix



CHRIS ARMSTRONG

2005-
Associate Professor of Church
History
Bethel Seminary St. Paul



B.A., St. Mary's University (Nova Scotia); M.A., Gordon-Conwell Theological Seminary; Ph.D., Duke University

Armstrong came to Bethel from the managing editor's chair at *Christian History & Biography* magazine, a publication of Christianity Today International. He continues to write for *Christian History & Biography*, *Christianity Today*, *Leadership Journal*, and www.christianhistory.net. He is a member of several professional associations related to church history and the Wesleyan and Pentecostal movements. Armstrong's research foci include religion and emotion, Christianity and literature, and the Christ-and-culture conversation. His doctoral work focused on the 19th-century holiness movement, and his current research interests include the British "Inklings" authors and modern appropriations of medieval ideas and practices. He is currently finishing a book with the working title *Patron Saints for Postmoderns*.

JEANNINE K. BROWN

2000-
Associate Professor of New
Testament
Associate Academic Dean
Bethel Seminary St. Paul



B.A., University of Wisconsin-Eau Claire; M.Div., Bethel Theological Seminary; Ph.D., Luther Seminary

Prior to her appointment to full-time faculty in 2000, Brown taught as adjunct faculty at Bethel College & Seminary for four years. She received her Ph.D. from Luther Seminary. Her publications include *Disciples in Narrative Perspective* and *Scripture as Communication: Introducing Biblical Hermeneutics*, as well as a number of journal articles in *New Testament Studies*, *Word and World*, and *Journal of Biblical Literature*. In addition, Brown has leadership roles in the Institute for Biblical Research and the Upper Midwest region of the Society for Biblical Literature. Brown teaches in local and regional church contexts on subjects of biblical interpretation and the New Testament.

LYN S. BROWN

1998-
Librarian; Director of
Information Services
Bethel Seminary of the East



B.S., Western Baptist College; M.Div., Northwest Baptist Seminary; Ph.D., California Graduate School of Theology; M.Lib., University of Washington; Ed.D., Nova Southeastern University

Brown has 21 years of experience in library administration. He is a member of the Association of Christian Librarians, the American Theological Library Association, Southeastern Pennsylvania Theological Library Association, American Library Association, and the Association of College and Research Libraries. Brown is also involved in the music ministry of a local church and provides consulting services for Bible colleges and institute libraries. In addition, he serves as a chaplain in the U.S. Army Reserve.

JOHN R. CIONCA

1985-
Professor of Ministry
Leadership
Bethel Seminary St. Paul



B.A., Elmhurst College; M.R.E., Denver Seminary; M.A., Ph.D., Arizona State University

Cionca has served in full-time capacities as youth pastor, minister of education, and senior pastor. He has ministered in many churches as an interim pastor and seminar leader, and he serves the larger Christian community as a ministry advisor and transitions coach. Cionca is also a prolific writer. He has published articles in more than three dozen periodicals, written four books, co-authored two books, and served as compiler and editor of two additional works. His most recent book is *Dear Pastor: Ministry Advice from Seasoned Pastors* (2007).

DAVID K. CLARK
1988-
Lead Faculty, Master of Arts
in Christian Thought
Permanent Part-time
Professor of Theology
Bethel Seminary St. Paul



B.A., Houghton College; M.A., Trinity Evangelical Divinity School; Ph.D., Northwestern University

Clark joined Bethel Seminary in 1988 after teaching philosophy and theology for 10 years at Toccoa Falls College in Georgia. He taught full-time at Bethel until 2004 and now serves as lead pastor of Faith Covenant Church in Burnsville, Minnesota. The author of several books on apologetics, Clark most recently published *To Know and Love God: Method for Theology*. He has also written numerous essays and articles for a wide variety of scholarly and popular magazines.

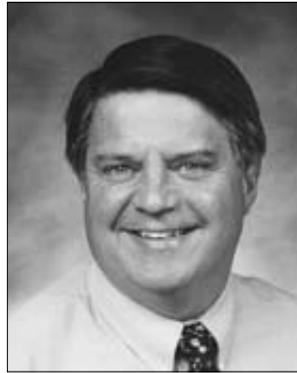
CARLA M. DAHL
1995-
Professor of Marriage and Family Studies; Director of the Marriage and Family Therapy Program; Dean, Center for Spiritual and Personal Formation
Bethel Seminary St. Paul



B.A., Bethel College; M.A., College of St. Thomas; Ph.D., University of Minnesota

Since 1981, Dahl has provided counseling and family life education in a variety of educational, community, and congregational settings. She has worked as a consultant with clergy and seminarians at the North Central Career Development Center, and has taught at both the undergraduate and graduate levels at the University of Minnesota, Saint Mary's University, and Bethel University. She was awarded the Bethel Seminary Faculty Excellence Award in 1998, and the New Teaching Excellence Award by the College of Human Ecology at the University of Minnesota in 1993. Dahl is a Certified Family Life Educator and has conducted research and coauthored articles in the areas of spiritual and personal formation and change, families and spirituality, grief and bereavement, perceptions of justice, and clergy involvement with families.

KENT A. EATON
1997-
Professor of Pastoral Ministry; Associate Dean
Bethel Seminary San Diego



B.A., Texas Christian University; Th.M., Dallas Theological Seminary; Diploma, University of Barcelona; Ph.D., University of Wales

Eaton joined Bethel following 12 years as professor of biblical studies and church history at The Spanish Bible Institute and Theological Seminary in Barcelona, Spain. There his ministry consisted of theological and spiritual formation as well as ministering in church and parachurch organizations. His area of research is the history of cross-cultural ministry and particularly the history of Protestantism in Spain. Eaton's passion is to see seminary students prepared for ministry by helping them to understand their own particular areas of giftedness, and to identify the potential area of ministry in which their gifts, talents, and dreams could be put to use.

PAUL W. FERRIS JR.
1998-
Professor of Old Testament
Bethel Seminary St. Paul



B.A., Pillsbury College; M.A., Trinity Evangelical Divinity School; M.Div., Trinity Evangelical Divinity School; Ph.D., Dropsie College for Hebrew and Cognate Learning

Ferris previously served as president of Prairie Graduate School in Calgary and Prairie Bible College in Three Hills, Alberta. He was professor of Hebrew Bible and pastoral theology at Columbia Biblical Seminary (S.C.); instructor at Moody Bible Institute; and visiting professor, Trinity Evangelical Divinity School (Ill.) and Jerusalem University College (Israel). He brings to the classroom significant ministry experience in the pastorate, church-planting, hospital chaplaincy, and a variety of cross-cultural experience. He has authored *The Genre of Communal Lament in the Bible and the Ancient Near East* as well as many articles in reference works, journals, and periodicals.

DAN GURTNER

2005-
Assistant Professor of New
Testament
Bethel Seminary St. Paul



B.A., Grove City College; M.Div., Gordon-Conwell Theological Seminary; Th.M., Trinity Evangelical Divinity School; Ph.D., University of St. Andrews; Post-doctoral research, Tyndale House, Cambridge

Gurtner came to Bethel Seminary after a year of post-doctoral research at Tyndale House in Cambridge, England. He has authored nearly 50 articles and reviews in 15 academic journals, in addition to “background” commentaries on seven New Testament books. After his seminary studies, Gurtner served as a pastor for two years near his native Pittsburgh before returning to academics. He is author of *The Torn Veil: Matthew’s Exposition of the Death of Jesus*; *Introduction to Syriac: Key to Exercises and English-Syriac Vocabulary*; and co-editor of *Built upon the Rock: Studies in the Gospel of Matthew*. In addition to serving on the editorial board for the *Bulletin for Biblical Research*, Gurtner researches and writes on the Septuagint, Second Temple Judaism, and his primary area, the Synoptic Gospels, especially Matthew.

WAYNE S. HANSEN

1992-
Professor of Theology
Bethel Seminary of the East



B.S., Gorham State College; M.Div., Trinity Evangelical Divinity School; S.T.M., Yale University; M.Phil., Drew University; Ph.D., Drew University

Hansen came to Seminary of the East in 1992 from The King’s College, where he taught as an adjunct professor in Greek and Christian doctrine. Before that, he served as the founding pastor of Beacon Hill Evangelical Free Church in Connecticut for 18 years. He also served as interim pastor to several inner-city Baptist churches during his doctoral studies. Hansen has been a conference speaker in Austria and the U.S. as well as a lecturer on theology in Russia and the Ukraine.

MARK G. HARDEN

2002-
Dean of Intercultural Relations, Lead Faculty for the Master of Arts in Community Ministry Leadership
Bethel Seminary St. Paul



B.G.S., Oakland University; M.A., Marygrove College; M.A., Northern Baptist Theological Seminary; Ph.D., Michigan State University

Harden is a licensed and ordained minister. His passion for transformational ministry has led him to specialize in several forms of Christian outreach ministry such as community and project development, violence prevention, positive youth development, and other intervention strategies for improving conditions among children, youth, and families in the urban church context. Harden has received service awards as a law enforcement officer, an associate minister, and a community outreach leader. He has professionally assisted over one hundred urban churches in developing youth outreach programs; organized Streetwise Inc. in Detroit; and while working for World Vision as a Church Mobilization Coordinator, he organized an urban-based community collaboration consisting of churches and mission agencies called Detroit Love, Inc..

DAVID M. HOWARD JR.

2000-
Professor of Old Testament
Dean, Center for Biblical and Theological Foundations
Bethel Seminary St. Paul



B.S., Geneva College; M.A., Wheaton College; A.M., University of Michigan; Ph.D., University of Michigan

Howard, the son of missionary parents, lived in Costa Rica and Colombia from 1953 to 1967. He taught at Bethel Seminary from 1982 to 1990 before joining the Old Testament faculty at Trinity Evangelical Divinity School for seven years. He then taught at New Orleans Baptist Theological Seminary for three years. Howard is a member of the Evangelical Theological Society (ETS), the Society of Biblical Literature, and the Institute for Biblical Research. He served as book review editor (Old Testament) of the *Journal of the Evangelical Theological Society* from 1994 to 2003, and served as president of the ETS in 2003. He has published five books and numerous journal articles, book chapters, and essays. Since 1998 he has taught semi-annually as visiting professor at the Emmanuel University of Oradea in Oradea, Romania.

JUSTIN IRVING

2003-
Assistant Professor of
Ministry Leadership
Bethel Seminary St. Paul



B.A., Northwestern College;
M.Div., Bethel Seminary;
Ph.D., Regent University

Most recently an administrative research assistant at Bethel Seminary and pastor of leadership development and outreach at Immanuel Baptist Church in Minneapolis, Irving also serves as an adjunct instructor of Bible at Northwestern College in St. Paul. Irving's most recent publications are in the areas of self-sacrificial leadership, metanarrative and leadership effectiveness, team leadership in the global context, and the relationship between servant leadership and the effectiveness of teams. Irving has a passion for developing leaders to effectively serve missional churches and nonprofit organizations for the glory of God.

LORI K. JASS

1995-
University Registrar
Bethel Seminary St. Paul



B.A., Bethel College; M.A.T.S.,
Bethel Seminary; Ed.D., Uni-
versity of St. Thomas

After serving Bethel Seminary for nearly 10 years as associate academic dean and registrar, Jass became university registrar in 2005. Prior to Bethel, Jass served in full-time church ministry as an administrator, and held multiple roles in both amateur and professional theatre arts ministries. She has also been involved in a church planting ministry in Lino Lakes, Minnesota. Jass' research interest focuses on the role of organizational culture in personal and community formation. She also teaches creative arts at the undergraduate level.

RICHARD F. KANTZER

1992-
Professor of Theology
Bethel Seminary of the East



B.A., Trinity College; M.A.,
Trinity Evangelical Divinity
School; M.Div., Trinity Evan-
gelical Divinity School; M.A.,
Yale University; M.Phil., Yale
University; Ph.D. candidate,
Yale University

While a graduate student, Kantzer was active in the student-led movements of the Yale Christian Fellowship (IVCF) and, with his wife, Huaiching, was involved in the Cornell Chinese Bible Study. He served in Connecticut as an active church lay member, then as assistant pastor in the West Haven Evangelical Free Church and is licensed for Christian ministry by that national fellowship.

DENISE MUIR KJESBO

2000-
Director and Lead Faculty,
Children's and Family
Ministry
Bethel Seminary St. Paul



B.A., Bethel College; M.Div.,
North American Baptist Semi-
nary; Ph.D., Trinity Evangeli-
cal Divinity School

Kjesbo joined Bethel after serving 13 years as associate professor of educational ministries at North American Baptist Seminary in Sioux Falls, South Dakota. Her background includes adjunct teaching at North American Baptist College in Edmonton, Alberta, and at Regent College in Vancouver, British Columbia. She is partnering with her husband, Allen, in planting a new church in Sioux Falls. Kjesbo has been involved in children's and family ministry from small church plants to large established churches. She has been a workshop presenter for two curriculum publishing companies, traveling throughout the United States and Canada to train and equip those serving in children's and family ministry. Kjesbo is the co-author of *Women in the Church: A Biblical Theology of Women in Ministry*, and author of numerous magazine and journal articles.

BRIAN C. LABOSIER

1987-
Professor of Biblical Studies
Bethel Seminary of the East



B.A., Gordon College; M.Div., Gordon-Conwell Theological Seminary; Th.M., Westminster Theological Seminary; Ph.D., Westminster Theological Seminary

After beginning college as an engineering student, Labosier felt redirected by God to focus his attention on the Bible and theology as well as the church and ministry. He pastored a small church in upstate New York, and then for 12 years in a multi-ethnic church in inner-city Philadelphia. After coming to Seminary of the East in 1987, it has been his joy to combine his interest in an equipping ministry of mentoring and spiritual formation with his interest in teaching the truths of Scripture. His passion is to glorify God by helping students appreciate God's majesty, sovereignty, and grace, and how these truths can radically transform our lives today.

JOEL LAWRENCE

2005-
Instructor of Theology
Bethel Seminary St. Paul

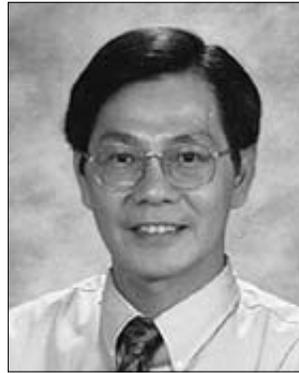


B.A., Texas A & M University; Th.M., Dallas Theological Seminary; M.Phil., Cambridge University; Ph.D. candidate, Cambridge University

Lawrence studied in Cambridge, England, where he is pursuing a doctorate on Dietrich Bonhoeffer's ethics. He worked for several summers with staff at Camp-of-the-Woods, a Christian resort and camp in upstate New York, first as staff supervisor, then as staff pastor. He served as an intern at Grace Bible Church in College Station, Texas, and has been active in various lay leadership capacities, especially teaching, in Texas and in Cambridge. Lawrence is the author of "After 60 Years: Bonhoeffer on Suffering and Solidarity" in *The Reader*.

BEN KOCK-HONG LIM

2002-
Associate Professor of Marital
and Family Therapy
Bethel Seminary San Diego



B.S., University of Malaya, Kuala Lumpur, Malaysia; M.A., Fuller Theological Seminary; Ph.D., Texas Tech University

Lim was born in Malaysia where he worked for six years with the Department of Agriculture before moving to Singapore, where he studied theology and served as a pastor. In 1989, he graduated from Fuller Theological Seminary and returned to Malaysia where he pastored an Evangelical Free Church and taught at the Malaysian Bible Seminary. An ordained minister, Lim has pastored churches in Malaysia, Singapore, and the United States for the past 20 years. Lim earned his Ph.D. at Texas Tech University and is a licensed marriage and family therapist. He worked as a therapist at a Christian counseling center and a radiation oncology clinic. He is a clinical member and approved supervisor of the American Association for Marriage and Family Therapy. His research and writing have focused on Chinese and Asian cultural issues in marriage and family therapy.

DOUG MAGNUSON

2003-
Associate Professor of Inter-
cultural Programs and Direc-
tor of Muslim Studies
Bethel Seminary St. Paul



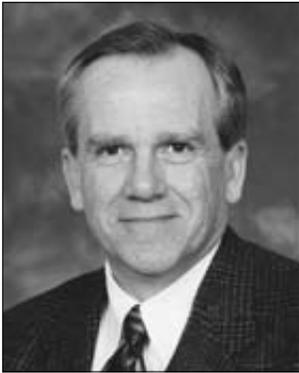
B.A., Bethel College; M.A., Brown University; Ph.D., Brown University

An anthropologist, Magnuson has lived since 1983 in North Africa and the Middle East. He teaches various courses in intercultural studies and Muslim-Christian relations and receives students to study on-site in the Middle East. He taught at the University of Tunisia for seven years and has taught anthropology, Middle Eastern studies, and Islamic studies in both the U.S. and the Middle East.

MARK W. MCCLOSKEY

1998-
Professor of Ministry Leadership; Lead Faculty, Master of Arts in Transformational Leadership

Bethel Seminary St. Paul



B.A., Miami of Ohio; M.Div., Bethel Theological Seminary; Ph.D., University of South Florida

A staff member with Campus Crusade for Christ for 24 years, McCloskey served in a variety of leadership capacities, including campus director at the University of North Dakota, area director for the upper midwest, director of human resources, director of strategic planning, director of international student outreach, and national director for leadership development. He is a consultant and workshop leader in the areas of strategic planning, leadership development, and team building. McCloskey is the author of *Tell It Often, Tell It Well*, a textbook on evangelism.

ERWIN MCMANUS

2000-
Distinguished Lecturer and Futurist



B.A., University of North Carolina; M.Div., Southwestern Baptist Theological Seminary

McManus serves as lead pastor and cultural architect of Mosaic, a uniquely innovative, international congregation in Los Angeles. He is a national and international strategist and communicator on culture, change, creativity, and leadership. McManus is also the catalyst behind *Awaken*, a collaboration of entrepreneurs committed to creating environments that expand imagination and unleash creativity. He partners with Bethel Seminary as a distinguished lecturer and futurist. He is author of *An Unstoppable Force*; *Uprising: A Revolution of the Soul* (and the companion *The Uprising Experience* life storyboard); *The Barbarian Way*; *Chasing Daylight*; and *Soul Cravings*, just released in 2006.

THORSTEN MORITZ

2001-
Professor of New Testament
Bethel Seminary St. Paul

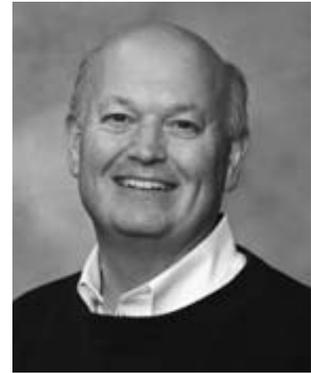


M.Div., Freie Theologische Akademie, Giessen, Germany; M.Th., London Bible College, London; Ph.D., King's College, London

Moritz grew up in the Black Forest, Germany, and was an exchange student in the U.S. during high school. During the past 11 years, he taught at the University of Gloucestershire, England; Leipzig University and the Freie Theologische Akademie, both in Germany; and in Romania. He authored a monograph about hermeneutics in Ephesians, *A Pro-found Mystery*, and articles on the Gospels, Ephesians, hermeneutics, and consumerism. Moritz is a member of the Scripture and Hermeneutics Project. He is currently writing the "Mark" commentary for the Two Horizons commentary series as well as another monograph on New Testament ecclesiology. His professional associations include the Tyndale Fellowship (Cambridge, England), the Arbeitskreis für evangelikale Theologie (Tübingen, Germany), and the Society of Biblical Literature.

DON MORTENSON

2003-
Associate Professor of
Pastoral Care
Bethel Seminary St. Paul



B.S., University of Wisconsin, Stevens Point; M.Ed., Mississippi State University; M.Div., Bethel Seminary; D.Min., Bethel Seminary

Since 1978, Mortenson has provided counseling services for individuals, couples, and families. He worked in colleges and universities for 15 years in areas of student development, counseling, and teaching, and served in dean positions at Bethel College and the University of Wisconsin-Stevens Point. With an undergraduate degree in forestry, his passions lie in the appreciation of and restoration of God's creation. He is an advocate of Christian camping and has worked full time in this ministry. Prior to his full-time faculty appointment, Mortenson served for 10 years as counseling pastor and pastor of discipleship in the local church. He currently serves as a police chaplain for the Ramsey County Sheriff's Office. He is a member of the American Association of Christian Counselors, the Association for Clinical Pastoral Education, and the International Conference of Police Chaplains.

DAVID S. NAH

2006-

Assistant Professor of Theology
Bethel Seminary St. Paul

B.A., Northwestern University; M.Div., Alliance Theological Seminary; Th.M., Princeton Theological Seminary; Ph.D., Claremont Graduate University

Nah was born in Korea, but moved to the U.S. at the age of 10. He has served in pastorates for more than 20 years, with a special love for second-generation Korean congregations, and he is interested in developing a second-generation Asian-American theology. His professional memberships include the American Academy of Religion, the Society of Biblical Literature, and the Christian Theological Research Fellowship. Nah comes to Bethel after teaching for one year on a post-doctoral appointment at Seattle Pacific University. His current research plans include books on John Hick's theology of religious pluralism, *Voices in Asian-American Theology*, *Systematic Theology in a Global Age*, and a book on a Christian theology of religions.

G. KEITH OLSON

1997-

Professor of Marital and Family Therapy; Administrator of the Marital and Family Therapy Program
Bethel Seminary San Diego

B.A., San Diego State University; Ph.D., University of Arizona

A licensed marriage and family therapist, Olson opened his own private counseling center, Family Consultation Service, in 1973. He has served as adjunct faculty at Bethel Seminary San Diego and Point Loma Nazarene University. Olson has published numerous magazine and journal articles as well as several books about adolescence, including his Gold Medallion-winning *Counseling Teenagers*. In addition to his clinical practice, administration, and teaching at Bethel, Olson hosts his own radio talk show, *Living Well*, on KPRZ. His primary research interest is alienation.

SANDRA OSLUND

2003-

Director, Seminary Library
Bethel Seminary St. Paul

B.A., Crown College; M.A.C.E., Bethel Seminary; M.L.I.S., Dominican University

Oslund has worked in the Bethel Seminary library since her days as a seminary student. As director of the St. Paul seminary library, she collaborates with teaching faculty and leads the library staff in fulfilling the seminary's educational mission. She also supervises library personnel and works with library staff from San Diego and Seminary of the East to facilitate discussion of transregional issues. Oslund is a participant in numerous professional library associations.

DAVID A. RIDDER

1988-

Dean, Center for Transformational Leadership
Bethel Seminary St. Paul

B.A., Wheaton College; M.Div., Trinity Evangelical Divinity School; Doctor of Ministry, Trinity Evangelical Divinity School

Ridder has been a pastor since 1981 serving churches in Michigan and Pennsylvania. His passion to teach comprises a twofold focus: developing effective preachers and enhancing leadership. Numerous Seminary of the East students have completed their internships at the church where Ridder ministered from 1984 to 2007, Grace Point Church in Newtown, Pa. These graduates are serving churches throughout the Northeast and in Naples, Italy. Ridder's involvement with Seminary of the East began with mentoring a student in 1986, and he has since taught as a faculty associate in pastoral theology; led as dean and executive officer for Bethel Seminary of the East (2000-2002); and served two stints on the Bethel University Board of Trustees (1997-2000 and 2004-2007).

SAM RIMA

2003-
Director, Doctor of Ministry;
Faculty, Center for Transformational Leadership
Bethel Seminary St. Paul



B.A., Eastern Washington University; M.Div., Talbot School of Theology, Biola University; D.Min., Talbot School of Theology, Biola University; Ph.D. candidate, University of Buckingham

Rima provides leadership to the doctor of ministry program. He also teaches in the Center for Transformational Leadership and leads pastoral enrichment seminars. His background includes serving as a church planter, working as the senior pastor at three churches, and serving as a district executive minister of the Columbia District of the Baptist General Conference. Rima is the author of three books, including *Overcoming the Dark Side of Leadership* and *Leading from the Inside Out*.

KYLE ROBERTS

2005-
Assistant Professor of Systematic Theology
Bethel Seminary St. Paul



B.A., Wheaton College; M.Div., Midwestern Baptist Theological Seminary; Ph.D., Trinity Evangelical Divinity School

Roberts came to Bethel from Trinity Evangelical Divinity School in Chicago, where in 2006 he completed his dissertation on Søren Kierkegaard's understanding of the role of Scripture in the development of authentic selfhood. He taught high school English and Christian thought for the International School in Tegucigalpa, Honduras, and served as a youth pastor in Liberty, Mo. He recently contributed two chapters for *Kierkegaard and the Bible*, the first volume of the forthcoming project *Kierkegaard Research: Sources, Reception, and Resources*, published by the Søren Kierkegaard Research Center, University of Copenhagen. He has also presented numerous papers on theological hermeneutics, theological method, and Kierkegaard's religious philosophy at various conferences, including the Evangelical Theological Society and the International Kierkegaard Conference in Northfield, Minn.

STEVEN J. SANDAGE

1997-
Associate Professor of Marriage and Family Studies
Bethel Seminary St. Paul



B.S., Iowa State University; M.Div., Trinity Evangelical Divinity School; M.S., Virginia Commonwealth University; Ph.D., Virginia Commonwealth University

Sandage has served as clinician, psychologist, and chaplain in a variety of settings (community mental health, correctional, university) and currently engages in part-time clinical practice. He taught at Virginia Commonwealth University and the Medical College of Virginia as an adjunct faculty prior to coming to Bethel. He has coauthored three books: *To Forgive Is Human*; *The Faces of Forgiveness: Searching for Wholeness and Salvation*; and *Transforming Spirituality: Integrating Theology and Psychology*. His other primary areas of writing and research include marriage and family therapy, virtue ethics and moral development, the integration of theology and social science, and Hmong cultural psychology. He is also a research member of the Institute for Research on Psychology and Spirituality at Rosemead School of Psychology.

GLEN G. SCORGIE

1996-
Professor of Theology
Bethel Seminary San Diego

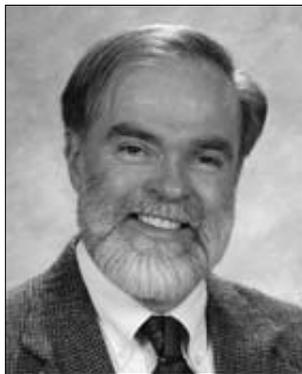


B.Th., Canadian Bible College; M.A., Wheaton Graduate School; M.C.S., Regent College; Ph.D., University of St. Andrews

Scorgie, a Canadian, joined Bethel's faculty after serving as academic vice president of North American Baptist College (now Taylor University College) in Edmonton, Alberta. He is a past president of the Canadian Evangelical Theological Association as well as the Far West region of the Evangelical Theological Society. His writings include *A Call for Continuity: The Theological Contribution of James Orr*; (co-editor) *The Challenge of Bible Translation*; and *The Journey Back to Eden: Restoring the Creator's Design for Women and Men*. His research interests include gender issues, the theology of spirituality, and the relationship of Christianity to various cultures. He has spoken and lectured in such places as the Philippines, Singapore, Malaysia, Brunei, Hong Kong, and the People's Republic of China. Presently he assists in the ministries of a Chinese church in San Diego.

JAMES D. SMITH III

1988-
Associate Professor of Church
History
Bethel Seminary San Diego



A.B., San Diego State University; M.Div., Bethel Seminary; Th.M., Harvard Divinity School; Th.D., Harvard University

For the past 25 years, Smith has pursued the vocation of integrated ministry as a pastor-teacher. A Bethel adjunct since 1988, he now serves as contracted, half-time faculty. He also teaches (since 1993) theology and religious studies at the University of San Diego and has taught at Eastern Seminary, Philadelphia, and Southern Seminary, Louisville. Smith has ministered as senior pastor at churches in Boston, Minneapolis, and San Diego, and currently is on staff at College Avenue Baptist Church. An AAR and ASCH member, Smith's teaching and research interests involve Christian biography, spiritual life, and women in the Christian tradition. Formative experiences include service as a Harvard Teaching Fellow with Henri Nouwen and Margaret Miles. Smith is on the editorial board of *Christian History* magazine.

WILBUR STONE

2003-
Director and Lead Faculty,
Global and Contextual
Studies
Bethel Seminary St. Paul



B.A., Indiana University; M.Div., Southern Baptist Theological Seminary; Ph.D., Asbury Theological Seminary

Stone comes to Bethel from a varied and distinguished career as a businessman, youth pastor, senior pastor, and career missionary in Hong Kong and Malaysia. He has been a teacher and/or adjunct lecturer at Malaysian Baptist Theological Seminary; the Bible College of Malaysia; Singapore Baptist Theological Seminary; and Southern Baptist Seminary, Louisville. He teaches in the Center for Transformational Leadership with a primary focus on global evangelization and contextual ministry, and also teaches electives in the areas of urban missions and cross-cultural ministry. Besides his teaching role, Stone works to create partnerships with the Baptist General Conference and other denominations and missions agencies to help build and expand the seminary's missions program.

MARK L. STRAUSS

1993-
Professor of New Testament
Bethel Seminary San Diego



B.A., Westmont College; M.Div., Talbot School of Theology; Th.M., Talbot School of Theology; Ph.D., University of Aberdeen

Strauss taught at Biola University, Christian Heritage College, and Talbot School of Theology before joining the Bethel Seminary faculty in 1993. He is the author of *The Davidic Messiah in Luke-Acts*; *Distorting Scripture? The Challenge of Bible Translation and Gender Accuracy*; "Luke" in the *Illustrated Bible Background Commentary*; *The Essential Bible Companion*; and *Four Portraits, One Jesus: An Introduction to Jesus and the Gospels*. He is presently revising the commentary on Mark's Gospel for *Expositor's Bible Commentary*. His professional associations include the Evangelical Theological Society, the Institute for Biblical Research, and the Society of Biblical Literature. He is a frequent preacher at San Diego area churches and has served in three interim pastorates.

PETER T. VOGT

2001-
Associate Professor of Old
Testament
Bethel Seminary St. Paul



B.A., The American University; M.Div., Bethel Seminary; Ph.D., University of Gloucestershire

Vogt served as an officer in the United States Navy on the USS John Rodgers before experiencing a call to ministry. He spent the past few years pursuing further education in preparation for a teaching ministry, including living in England and studying under the supervision of Dr. Gordon McConville. Vogt's Ph.D. research was on the theology of Deuteronomy. His past ministry experience includes ministry to single adults, correctional facility inmates, adults and teens in Sunday school, and as a volunteer hospital chaplain. He is a member of the Evangelical Theological Society, the Society of Biblical Literature, and Tyndale Fellowship.

DANIEL R. WATSON

2003-
Assistant Professor of Old
Testament and Hebrew
Bethel Seminary San Diego



B.A., Liberty University;
Th.M., Grace Theological
Seminary; M.Phil., Ph.D.,
Hebrew Union College-Jewish
Institute of Religion

Watson has worked closely over the years in ministry with his father, pastor of the Blessed Hope Baptist Church, an inner city African-American church in Indianapolis. His sensitivity to and understanding of the African-American community, cross-cultural issues, and ministry in the urban arena, rivaled only by his deep and abiding commitment to Jesus Christ and His church, greatly enhance the educational and ministry outreach of Bethel Seminary San Diego. In addition to Old Testament exegesis and theology, Hebrew and its cognate languages, and ancient Near East civilizations, Watson's interests include rabbinic literature, Qumran research and other aspects of Second Temple Judaism, and patristics, especially the Syrian tradition. Watson also plans to pursue a study of Islamic literature and thought from an evangelical perspective.

GREGORY W. BOURGOND

1995-
Vice President for Seminary
Operations and Strategic
Initiatives



B.A., Chapman University;
M.Div., Bethel Seminary;
D.Min., Bethel Seminary;
Ed.D., Nova Southeastern
University; Postgraduate stud-
ies, Graduate School of Educa-
tion, Harvard University

Bourgond completed 30 years of military service in the U.S. Navy on active duty and the naval reserves in the enlisted and officer ranks. His previous experience includes 10 years in the defense industry and commercial business and more than 14 years in various ministry positions. He teaches on leadership at Bethel and has taught for organizations, churches, and other institutions. He came to Bethel after serving four years as staff coordinator and pastor of adult ministries at College Avenue Baptist Church in San Diego. He serves as a consultant and teacher in the areas of leadership development, organizational systems, spiritual formation, and small groups, and also oversees the InMinistry distributed learning delivery system and Doctor of Ministry degree programs.

GEORGE K. BRUSHABER

1982-
President
Bethel University



B.A., Wheaton College; M.A., Wheaton College Gradu-
ate School; M.Div., Gordon Divinity School; Ph.D., Boston
University

Brushaber has been Bethel's president since 1982. His leadership in Christian higher education is reflected in his previous positions as vice president and dean of Bethel College from 1975 to 1982; vice president and dean of Westmont College in California; professor of philosophy and theology at Gordon College in Massachusetts; and administrator at Gordon College and Gordon-Conwell Theological Seminary, Massachusetts. Brushaber also serves the evangelical community as a writer and editor. He is senior advisor for *Christianity Today* and is the founding editor of *Christian Scholar's Review*. He has also been an editor or contributing staff member for the *Bulletin of Evangelical Theological Society*, *Gordon Review*, *Religious and Theological Abstracts*, and *Christian University Press*. A nationally recognized speaker, educator, journalist, and scholar, Brushaber has been the honored recipient of *Christianity Today's* Outstanding Leadership Award and the James DeForest Murch Award from the National Association of Evangelicals.

LELAND V. ELIASON

1994-

Executive Vice President, Executive Director and Provost of the Seminary



B.A., Bethel College; M.Div., Bethel Theological Seminary; S.T.M., Northwestern Lutheran Seminary; Th.D., Boston University School of Theology

Eliason came to Bethel in 1994 from Whittier Area Baptist Fellowship in California, where he had served as senior pastor since 1983. Before that, he served for 10 years as assistant to the dean and director of field education at Bethel Seminary. Through the combination of experiences in the pastorate and the seminary, Eliason has developed a deep concern for and commitment to the education, growth, and renewal of current and future church leaders.

DOUGLAS W. FOMBELLE

2003-

Dean and Executive Officer
Bethel Seminary of the East

B.A., Grove City College; M.Div., Bethel Theological Seminary; D.Min., Bethel Theological Seminary

Fombelle joined Bethel after a long tenure at Faith Baptist Church in Rexford, N.Y., where since 1977 he served as youth pastor, associate pastor, and for 21 years, senior pastor. He believes his service at Bethel is a natural extension of his life's commitment to advance the kingdom of God using the pastoral gifts God has given him. Fombelle has mentored numerous associate pastors and has a strong commitment to the mentorship model that distinguishes Bethel Seminary of the East. Also in line with the regional nature of Bethel's East Coast teaching sites is Fombelle's call to serve the kingdom enterprise throughout a church's surrounding area rather than within the confines of a single congregation. As a result, he has served in such parachurch ministries as the Schenectady Christian School, the Capital District Association of Evangelicals, and Youth for Christ.

JOHN R. LILLIS

2001-

Dean and Executive Officer
Bethel Seminary San Diego

B.S., University of Kentucky; M.S., Air Force Institute of Technology; M.R.E., Grand Rapids Baptist Seminary; M.Div., Grand Rapids Baptist Seminary; Ph.D., Michigan State University

Lillis came to faith in Christ in his early twenties while completing a graduate degree in physics. His subsequent call to ministry led him to seminary, into overseas missions, and to leadership within Christian higher education. As regional director of the Southeast Asia Extension Program of the Grand Rapids Baptist Seminary, he lived in Bangkok, Thailand, from 1982 to 1985, and in Manila, Philippines, from 1985 to 1990. He then served for 11 years at Cornerstone University, Grand Rapids, Mich., most recently as provost and executive vice president. He also taught Christian education and spiritual formation at the university's seminary. He brings to Bethel extensive experience with and love for Pacific Rim cultures.

**JAMES L. SPICKELMIER**

1997-

Associate Vice President for Seminary Development; Associate Vice President for Development

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Pastor, New Hope Chapel, An-
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*Homiletics and Ministry Leader-
ship*
New England Center Director
Director of Recruitment
Bethel Seminary of the East

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Sekwang Church, Yonkers, NY
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Associate Pastor, Wantagh
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Executive Director, Metro Mary-
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B.A., M.A., Ph.D.
Hayward, WI

Nils C. Friberg, 1977-2002
Professor of Pastoral Care Emeritus
B.A., B.D., Ph.D.
Fridley, MN

Al A. Glenn, 1985-1995
Professor of Theology Emeritus
B.A., B.D., Ph.D.
Scottsdale, AZ

Gordon G. Johnson, 1959-1984
Dean and Professor of Preaching Emeritus
B.A., Th.M., Th.D.
New Brighton, MN

Herb V. Klem, 1980-2002
Professor of Global and Contextual Ministries Emeritus
B.A., M.S., M.Div., D.Miss.
Arden Hills, MN

Alden E. Lynch, 1987-1996
Dean of Students and Director for Supervised Ministry Emeritus
B.A., M.Div.
Shoreview, MN

James R. Mason, 1977-1996
Professor of Pastoral Ministries Emeritus
B.A., B.D., Th.M., S.T.D.
Aikin, MN

Virgil A. Olson, 1951-1974
Professor of Church History and Missions Emeritus
B.A., B.D., Th.D.
Roseville, MN

Fred Prinzing, 1986-1998
Dean and Professor of Preaching and Pastoral Ministries Emeritus
B.A., B.D., Th.M., D.Min.
New Brighton, MN

William Travis, 1978-2004
Professor of Church History Emeritus
B.A., B.D., S.T.M., Ph.D.
Arden Hills, MN

Florence C. Walbert, 1985-1995
Registrar Emerita
B.A., M.A.
White Bear Lake, MN

Ronald F. Youngblood, 1961-1978; 1982-2001
Professor of Old Testament and Hebrew Emeritus
B.A., B.D., Ph.D.
San Diego, CA

Administration

Central Administration

George K. Brushaber-President
Dwaine W. Lind-Executive Assistant to the President

Paul L. H. Olson-Executive Vice President for Institutional Advancement

James (Randy) Thomann-Executive Vice President for Business Affairs

Bruce W. Anderson-Vice President for Development

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Leland V. Eliason-Executive Director and Provost of the Seminary

Gregory W. Bourgond-Vice President for Seminary Operations and Strategic Initiatives

Jeannine K. Brown-Associate Academic Dean

Carla M. Dahl-Dean of the Center for Spiritual and Personal Formation

David M. Howard Jr.-Dean of the Center for Biblical and Theological Foundations

Lori K. Jass-University Registrar

James Spickelmier-Associate Vice President for Seminary Development

Travis Albrecht-Housing Coordinator

Kristin Anderson-Director of InMinistry Distributed Learning

Nancy Bolte-Administrative Assistant to Office of Formation, Supervised Ministry and Placement

Katrina Chapman-Program Coordinator for InMinistry/Registrar's Office

Renae Long-Doctor of Ministry Program Coordinator

Michael Dauphinee-Assistant to Leadership Vision

Sue Devane-Receptionist/Secretary

Danielle Dworak-InMinistry Student Services Coordinator

Joseph Dworak-Director of Admissions and Recruitment

Laura Ellwanger-Assistant Director of Financial Aid

Lois Ferris-Operations Assistant for Seminary Student Life

Jack Hallman-Admissions Counselor

Kathleen Houseman-Recruitment Coordinator

Dan Jass-Director of Student Development

Mary Jensen-Associate Program Director, Marriage and Family Therapy

Jeanne Johnson-Coordinator of Admissions Services

Judy Johnson-Administrative Assistant to the Office of Formation, Supervised Ministry and Placement

Ed Kopietz-Custodian

Sam Larson-Program Coordinator for Leadership Enrichment

Nick Matchefts-Associate Registrar

Greg Meland-Director of Supervised Ministry and Placement

Gloria R. Metz-Coordinator of Faculty Secretarial Services

Abigail Miller-Faculty Secretary

Kim Olstad-Executive Assistant to the Executive Director

Ana Ortiz-Assistant to the Registrar

Sam Rima-Director of Doctor of Ministry and Leadership Enrichment Programs

Susan Rima-Executive Assistant to the Vice President of Operations and Strategic Initiatives

Mary Sanders-Associate Director of Personal and Professional Formation

Andrew Shold-InMinistry Media Technology Coordinator

Leane Sneen-Staff Assistant

Harry Stephenson-Supervisor of Seminary Buildings, Director of Facilities Management

Scott Strand-Instructional Technology Consultant

Gail Swenson-Administrative Assistant to the Seminary Deans

Dayna Taylor-SemPM Coordinator
Meg Thorson-Executive Assistant to the Provost

Christy Vanada-Sr. Administrative Assistant to the Provost

Michelle Westlund-Communications Specialist

Scott Wible-Communications Specialist

Seminary Library

Pamela Jervis-Assistant Librarian
for Technical Services

Barbara Johnson-Circulation

Sandra Oslund-Director

Daniel Eller-Acquisitions/Admin-
istrative Assistant

Tim Senapatiratne-Assistant
Reference Librarian

Charlene Swanson-Library
Services Assistant

Susan Vossberg-Periodicals
Coordinator

Mark Nygaard-Interlibrary Loan
Coordinator

Auxiliary Personnel

Steven Bergeson, M.D.-School
Physician

Liz Miller, R.N.-Director of
Health Services

Kathy McGillvray-Director of
Disability Services

Wanda Nelson-Campus Store
Manager

**Seminary Administration
and Staff—San Diego
Campus**

John Lillis-Dean and Executive
Officer

Kent Eaton-Associate Dean

Keith Olson-Director of Marital
and Family Therapy

Françoise Anderson-Assistant
Librarian

Shirley Bunch-Business Affairs
Coordinator and Bookstore
Manager

Mary Lou Bradbury-Librarian

Theola Campbell-Director of
Admissions

Karen Cooper-Regional Coord-
inator, InMinistry Distributed
Learning

Lynne Fitzgerald-Administrative
Assistant, Associate Registrar and
Bookstore Manager

Natalie Hendrickson-Internship
Coordinator, Supervised Ministry

Caleb Hummel-Administrative
Assistant, Dean and Academics

Clarissa Hutcheson-Administra-
tive Assistant, Marital and Family
Therapy, and IT Analyst

Susanna Manzano-Development
Associate

Merrill Ohlson-Building Special-
ist

Sherry Stockton-Associate Reg-
istrar and Director of Academic
Support Services

Brenda Valentine-Administrative

Assistant, Student Services and
Distributed Learning Programs

Mariel Voth-Director of San
Diego Library

JoAnn Wilmer-Administrative
Assistant, Admissions

**Seminary Administration
and Staff—Seminary of
the East****Administrative Team**

Doug Fombelle-Dean and Execu-
tive Officer

Lyn Brown-Library Director

Kathy Brown-Library Assistant

Cathy Fombelle-Admissions
Assistant

Esther Gordon-Metropolitan
Washington, D.C. Center Director

Cheryl Gregg-Associate Dean and
Director of Academic Programs

Michael Herbert-New York Cen-
ter Director

Henry Kwan, Iris Holder-New
York Center Team

Beverly Little- Washington DC
Center Recruitment Assistant

Tyrone Perkins-Philadelphia Cen-
ter Director; Director of Admis-
sions and Placement

Joanne Porter-Associate Registrar
and Administrative Assistant to
the Dean

Lynn Rudolph-Development As-
sociate

Jeanette Shaw-Alumni Coordinator

Noel Sherry-New England Center
Director

Rosa Lynn Winborne-Office Coord-
inator and Accounts Manager

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Richard J. Gabriel
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John K. Jenkins Sr.
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Patrick A. Mazorol
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President, Securian Trust
Company

T. Cher Moua
Maplewood, Minnesota
Director, Union Gospel Mission
Asian Ministries

John C. Roise
North Mankato, Minnesota
President, Lindsay Window and
Door

Term Expires 2012

Thomas G. Addington
Fayetteville, Arkansas
The Wellspring Group

William C. Ankerberg
Whittier, California
Senior Pastor, Whittier Area
Community Church

John D. Griffith
Maple Grove, Minnesota
EVP, Property Development,
Target Corporation

Darryl D. Hansen
West Des Moines, Iowa
Retired Corporate Executive,
Wells Fargo Corporation and
GuideOne Insurance Group

Wayland E. Jensen
Sawyer, Michigan
Chairman/Retired CEO, Jensen
Window Corporation

Kathleen J. Nelson
Saint Louis Park, Minnesota
Regional Director, Airport Affairs,
Northwest Airlines, Inc.

Donald E. Ryks
Shorewood, Minnesota
Retired Corporate Executive,
General Mills

George H. Soltero
Tucson, Arizona
Assistant Federal Public Defender,
District of Arizona

G. Jean Swopes
Waukegan, Illinois
Board Chair/Director, Lions
Mathematics & Science Junior
Academy

Harold J. Wiens
Hugo, Minnesota
Retired Corporate Executive,
3M Company

John Worries Jr.
Edwardsville, Illinois
President, Amsted Rail Inter-
national & ASF-Keystone

Scholarships

Scholarship funds are available to students who maintain a cumulative GPA of 3.0. Students must be enrolled for a minimum of eight credits per quarter to receive scholarships. Most of these scholarships are offered only to current students in a master's program who have already established a GPA at Bethel Seminary, unless otherwise noted. Students must apply for these scholarships with an online scholarship application, which will be made available during the winter quarter. Exception to this is the Ronald E. Pitkin Graduate Scholarship - see description for details. New students complete an online scholarship application found at: www.bethel.edu/finaid/sem/index. Please note the May 1 deadline. Scholarships offered to San Diego campus students are noted with an asterisk (*). Contact the San Diego Office of Admissions for application information. Please note that InMinistry and SemPM students who began studies prior to June 2006 receive a 15 percent tuition discount and are not eligible to apply for scholarships.

The Aiton Family Mission Scholarship is awarded to a student who is preparing for full-time missionary service overseas (EPA002).

The Mr. and Mrs. A. Dwight Anderson Scholarship is awarded to a middler recommended by the faculty, with special preference given to a student committed to overseas mission service (RPA100).

The B. Willard Anderson Memorial Scholarship provides an annual award to needy and deserving students (EPA003).

**The Clifford V. and Alice M. Anderson Scholarship* is awarded to a worthy San Diego campus student committed to Christian ministry (EDA002).

The Dagmar Esther Anderson Endowment Fund is awarded to seminary students who demonstrate need and are preparing for pastoral ministry, preferably in the Midwest (EPA004).

The Vernon D. Anderson Memorial Scholarship provides an annual award to a student committed to service in home or world missions (EPA007).

The Walter R. Anderson Memorial Award was established by Walter R. Anderson, former president of Vancouver Bible College, and is awarded to a Baptist General Conference student planning to enter Christian ministry with preference given to a student interested in camping or the chaplaincy (EPA006).

The Lawrence T. Arlander Memorial Scholarship is awarded to a worthy student preparing for service as a minister or missionary (EPA008).

The Babbitt Baptist Church Scholarship is given annually by the Babbitt Baptist Church in recognition of the many pastors who have served there. It is their investment in the preparation of future pastors (RPB102).

The Rev. William G. and Ruth J. Backlund Memorial Scholarship is awarded to a student planning to enter ministry with the Baptist General Conference (EPB011).

The Jeannette and Stanley Bakke Women in Ministry Scholarship is awarded to a female M.Div. student who is preparing for pastoral ministry or further graduate education directed toward teaching at the college or seminary level. First preference is given to a Baptist General Conference student (EPB012).

The Doris and Clarence Bass Scholarship for Women in Theology is awarded to a female student for the study and/or application of theology. It is awarded at the discretion of the theology faculty on the basis of need and experience (EPB014).

The Berean Scholarship is awarded to students who show a passion for searching the Scripture for Biblical understanding. This scholarship is not restricted to those concentrating in Old or New Testament studies. It can be given to students in any program who demonstrate a passion to know and understand the Word of God (EPB142).

The Arthur and Gloria Bergeson Scholarship is awarded to a second-year student preparing for ministry (EPB015).

The Lawrence and Audrey Berglund Scholarship is awarded annually to qualified students who demonstrate both academic achievement and financial need (EPB016).

The Al Bergsten Continuing Education Scholarship Fund provides assistance for pastors, missionaries, and other church workers to continue their educations through Bethel Seminary (RPB103).

The Hazel and George Berquist Memorial Scholarship is awarded annually to prospective seminary students who come from the Midwestern states (excluding Minnesota) and are members of Baptist General Conference churches (EPB017).

The David M. and Sadie L. Blomberg Scholarship provides an annual award of \$500 to all students enrolled at Bethel Seminary from Hillsdale Baptist Church, Illinois; Moraine Valley Baptist Church, Illinois; and Sawyer Highlands Baptist Church, Michigan, and also may provide awards for qualifying students from the Midwest District (EAB031).

The Ellen M. Borden Memorial Scholarship fund has been established in memory of the mother of Mrs. Gordon G. Johnson. Income from the fund is given to a student who is preparing for pastoral ministry and who has financial need (EPB019).

The Mr. and Mrs. Erik A. Borg Memorial Scholarship has been established by Mr. and Mrs. Ragnar Borg. The annual income from this fund is given to one or more students of good academic standing, with demonstrated financial need, who are planning for pastoral ministry (EPB020).

**The Robert C. and Olive O. Bostrom Memorial Scholarship* is awarded to a worthy San Diego campus student (EDB004).

The Gust Brobry Memorial Scholarship fund has been donated by the late Mrs. Gust Brobry in memory of her husband. The annual income from this fund is awarded to a Baptist General Conference student with high scholastic achievement who is a candidate for overseas missions (EPB021).

The George and Darleen Brushaber/Ralph Hammond Seminary Scholarship is awarded to seminary students of color within the Baptist General Conference (EPB022).

The Ralph and Marie Brushaber Memorial Scholarship is awarded to students who show high promise of future leadership and service and who give evidence of vital faith in Jesus Christ (EPB023).

The Dr. and Mrs. Carl G. Burton Memorial Scholarship is awarded to an entering seminary student who has shown leadership, character, and scholastic achievement as a student at Bethel University (EPB024).

The Elton T. Cable Scholarship is for a student with a world missions emphasis or with plans for a career in world missions. Special consideration will be given to a student either from Calvary Baptist Church in Warren, Pa., or an international student intending to return to his or her own country (EPC025).

The James Cable Memorial Scholarship is provided annually to a student entering his or her senior year who exhibits an adequate level of spirituality, aptitude, and accomplishment to warrant scholarship assistance and who is planning to enter ministry in the Baptist General Conference. Preference will be given to students from Calvary Baptist Church of Warren, Pa., and to students from the Middle East Baptist Conference District (EPC026).

The James and Edith Calhoun Memorial Scholarship is awarded to students preparing for missions (EPC027).

The Rev. and Mrs. S. Adolph Carlson Memorial Scholarship has been established from the estate of this couple who faithfully served Christ in Canada. It is awarded to Baptist pastors from Western Canada or the Western United States who are pursuing the D.Min. degree (EPC030).

The Alma Carlson Memorial Scholarship provides an annual award to a student preparing for pastoral ministry (EPC029).

The Bengt and Alma M. Carlton Grant, which was established in the name of the Rev. Bengt Carlton and his wife Alma M. Carlton, is given annually to assist D.Min. students. Consideration is given to evidence of financial need, academic achievement, and personal qualifications (EPC031).

The Rev. Carlton G. and Marian E. Christenson Scholarship provides annual awards to students from American Baptist Churches with preference given to students who have chosen ministry as a second career (EPC032).

The Evelyn and Harold Christenson Scholarship in Evangelism is awarded to a student who has distinguished him- or herself in the ministry of prayer and/or evangelism and outreach (EPC033).

**The Christian Leadership Grant* is awarded to assist deserving students at the San Diego campus who seek to bear witness to Christ in word and deed in daily life (EDC006).

**The John and Verna Clay Scholarship Fund* is awarded to students at Bethel Seminary San Diego who intend to enter full-time Christian work (EDC005).

**The Arlene Coleman-John Dunkerken Scholarship Fund* provides annual awards to ethnic students at the San Diego campus (EDC007).

The Suzanne Strange Collins Memorial Scholarship has been established by an alumnus, Kenneth Collins, in memory of his wife, who also attended the seminary. The annual income from this fund is awarded to a woman in the Master of Arts in Christian Education program looking forward to service in the church whether as a layperson or in a salaried position (EPC034).

The Alphin C. Conrad Memorial Evangelism Scholarship has been established in memory of Dr. Alphin C. Conrad, professor emeritus of New Testament theology, who served on the faculty of the seminary from 1950 to 1970. It is awarded annually to a qualified student evidencing the gift of evangelism who is preparing to devote him- or herself to an active ministry of evangelism (RPC108).

The Alphin C. Conrad Memorial Missions Scholarship has been established in memory of Dr. Alphin C. Conrad, who served on the faculty of the seminary from 1950 to 1970. It is awarded annually to a qualified student preparing for missionary service (EPC035).

The Edwin and Alice Conrad Memorial Scholarship provides an annual award to a student committed to Christian ministry (EPC036).

The Crystal Scholarship, provided by Terry and Francis Eggart, is awarded annually to a worthy Baptist General Conference student (EPC044).

The Barbara Dahl Memorial Scholarship is awarded to students with demonstrated interest in ministering to families, and who are in the marriage and family therapy program or the master of divinity marriage and family studies concentration. Preference will be given to those with a background in the medical professions (EPD037).

The Simon R. and Edith A. Dahlberg Memorial Scholarship. The income from this fund is given to one or more Baptist General Conference students who are preparing for pastoral ministry and who are in need of financial assistance (EPC038).

The Helen L. Diebold Scholarship is to be awarded annually to an American student of color who has completed one year of seminary. Preference is given to students who are involved in church-related ministry while attending seminary (EPC039).

The Ford and Loine Dobesh Memorial Scholarship is given to Seminary St. Paul students preparing for ministry to the city. The scholarship honors the lives of Ford and Loine Dobesh (EPC040).

The Doctor of Ministry Scholarship Award is given to students entering the Doctor of Ministry Program (RPD107).

The Louis and Anne Dunlop Memorial Scholarship is awarded to a worthy student preparing for the ministry (EPD041).

The East Park Baptist Scholarship has been established to assist a married student who demonstrates financial need and is preparing for ministry with the Baptist General Conference (EPE042).

The Ebenezer Baptist Church Scholarship is made possible by a special fund given to Bethel Seminary by the former Ebenezer Church in Duluth, Minn., and is awarded to a student preparing for pastoral ministry (EPE043).

The Esther Ehnbohm Scholarship has been established by the sisters and brothers of Esther Ehnbohm, an alumna of the seminary who labored as a nurse in Zaire. It is given annually to a student dedicated to world missions (EPE045).

The Leland V. and Carol Eliason Scholarship is given in honor of Leland V. Eliason, provost of the seminary (EPE047).

The Leland and Carol Eliason/Ralph Hammond Scholarship provides an annual award to a full-time seminary student of color, with preference to a member of the Baptist General Conference (EPE046).

The Dorothy Erickson Memorial Award provides a scholarship to incoming or continuing students who demonstrate leadership gifts and abilities as spirit-filled change agents. It is awarded by nomination from the admissions office, faculty, or the seminary deans (EPE048).

The Ellen A. Erickson Memorial Scholarship is awarded to a student preparing for Christian ministry (EPE049).

The Millard J. Erickson Minority Student Leadership Award is provided to assist promising minority students who are preparing for ministry (EPE120).

The C. George Ericson Memorial Scholarship, established by the Rev. Ericson, long-time editor of *The Standard* and a Baptist General Conference leader, is given annually to a student preparing for a ministry in print or other media (EPE050).

The Thelma Esmay Memorial Scholarship has been established for ministerial students through the estate of Kate Esmay. Preference will be given to students who are members of Oak Hill Baptist Church of Humboldt, Iowa (EPE051).

The Faculty Award is provided annually by the seminary faculty and given to the students who achieve the highest academic record in the graduating M.A. and M.Div. classes.

The Robert A. Featherstone Memorial Scholarship is awarded to a seminary student who has displayed promise and ability in preaching and who has a passion for proclaiming the Word and the love of God (EPF052).

The Margareta Forssman Memorial Scholarship provides an annual award to a student preparing for pastoral ministry (EPF053).

The Nils and Audrey Friberg Pastoral Care Scholarship is awarded to a Bethel Seminary student concentrating in pastoral care (EPF054).

**The Anna Forsman Anderson Frohm Memorial Scholarship* is awarded to a Bethel Seminary San Diego student committed to Christian ministry (EDF008).

The Rev. Donald and Donna Fuller Scholarship provides an award to a student pastoring a church of under 200 in attendance while going to seminary (RPF112).

The Future Fund is awarded annually to a Baptist General Conference minority student from the Midwest District (EPF055).

The Geis Family Scholarship provides an annual award to a graduating Bethel University student enrolling at Bethel Seminary or to a current Bethel Seminary student. It is awarded to students who show significant evidence of leadership, academic excellence, and a desire to enter Christian ministry (EPG003).

The Bonnie E. Goodwin Memorial Scholarship provides an annual award to needy and deserving students (EPG078).

The Gordh Memorial Scholarship fund has been raised by friends of Dr. G. Arvid Gordh, dean of Bethel Theological Seminary from 1922 to 1925, as a memorial to him. The income from this fund is distributed annually to the student who has made the best progress in New Testament Greek during the year (EPG056).

The Charles and Pearl Grayum Missions Scholarship is awarded to a student preparing for ministry within the Christian and Missionary Alliance (EPG057).

The Ralph E. and Mary Hammond Scholarship is awarded to a multicultural full-time seminary student in honor of Ralph Hammond (EAH001).

The Irene Hanwell Memorial Scholarship provides awards to deserving students preparing for pastoral ministry (EPH059).

The John and Millie Hasselblad Scholarship is given in honor of John Hasselblad and his wife Millie to incoming students at Bethel Seminary St. Paul who show exceptional ability and promise for ministry (EPH060).

The Heitzman-Moberg Memorial Scholarship honors John and Marie Heitzman and conference pastor Fred L. and Anna Moberg. Preference (in declining order) shall be given to international students, children of career missionaries, and pastors' children (EPH062).

The Bill and June Horn Memorial Scholarship is awarded to Bethel Seminary students, on any campus, with a preference for international students who will return to their home country to positions of significant denominational or seminary leadership. A secondary preference is for American students who are committed to an overseas mission career (EPH063).

The Albert and Ethel Horst Memorial Scholarship is awarded to incoming students showing exceptional ability and promise in ministry (EPH064).

The Siri Mahal Erickson Inoferio Memorial Scholarship is awarded annually on the basis of need to an American ethnic minority or Third World student, with preference given to a woman of color (EPE065).

**The Robert and Beth Isensee San Diego Scholarship* is awarded to students on the San Diego campus planning to enter full-time Christian service (EDI009).

The Rev. Layton N. and Ruth J. Jackson Memorial Scholarship has been established in memory of the Rev. Jackson by his wife. The income from this fund is awarded annually to a student preparing for pastoral ministry (EPJ066).

The John and Elaine Jahnke Missionary Scholarship provides annual awards to students committed to multicultural ministry (EPJ067).

The Johnson-Norman Memorial Scholarship is awarded to a student preparing for ministry (EPJ068).

**The Alta and Gordon Johnson Scholarship in Expository Preaching* is awarded to a Baptist General Conference student showing promise of developing excellence in proclaiming the Scriptures expositively and relevantly, and who is planning to serve in a local church or on the mission field under the Baptist General Conference. This award is available on both the St. Paul and San Diego campuses (EPJ069).

The Gordon and Alta Johnson Ministry Scholarship is given by friends of Dr. and Mrs. Johnson in honor of their 50th wedding anniversary, and is awarded to a Baptist General Conference student planning to enter full-time Christian ministry (EPJ070).

The Gordon G. Johnson Scholarship is awarded by the Baptist General Conference in recognition and appreciation for the contribution Dr. Johnson has made to the local church through his book *My Church*. This award is made to a Baptist General Conference student, preparing to serve in the conference, who demonstrates qualities desired in a pastor-teacher and gives evidence of commitment to the educational ministries of the local church (EPJ071).

The L. Ted and Eloise Johnson Scholarship is awarded to Bethel Seminary St. Paul students preparing for pastoral ministry with a love for preaching and teaching God's Word, with a preference given to members of the Baptist General Conference (EPJ073).

The William and Helen Johnstone Scholarship is awarded to students preparing for missionary service (EPJ074).

The Dr. Karl J. Karlson and Dr. Karl E. Karlson Memorial Scholarship has been established by the families of Dr. Karl J. Karlson and Dr. Karl E. Karlson. Karl J. was dean of Bethel Seminary from 1925-48. His son, Karl E., was a renowned physician. The scholarship is awarded annually to assist qualified students who are interested in pursuing graduate work in addition to theological education in preparation for service in the Baptist General Conference (EPK075).

The Kern Family Foundation Scholarship is awarded to outstanding incoming students committed to pastoring in a local church. (Competitive selection according to specific criteria.)

**The Phil Knott Memorial Missions Scholarship* has been established in memory of Phil Knott who faithfully and enthusiastically served his Lord in Turkmenistan from 1992 to 1997. It is awarded annually to a qualified student or students at Bethel Seminary San Diego preparing for service in missions (EDK011).

The Elsie Knox Memorial Scholarship provides an annual award to a deserving student preparing for pastoral ministry (EPK076).

The Oliver C. Kronholm Family Scholarship is awarded to Bethel Seminary St. Paul students who are preparing for careers in pastoral ministry and who demonstrate financial need (EPK077).

The Carl Gustaf Lagergren Memorial Scholarship fund has been established by the Lagergren family in memory of their father, Dr. Carl Gustaf Lagergren, dean of Bethel Theological Seminary from 1889 to 1922. An annual scholarship is presented to the Baptist General Conference student who attains the highest scholastic achievement in systematic theology (EPL079).

The Adda Mary Larson Memorial Endowment has been established for scholarships and programming assistance related to ministries of social welfare, social justice, and concern for the poor (EPL080).

The Victor and Elna Larson Memorial Scholarship is provided by the family and designated for a student preparing for pastoral ministry in the Baptist General Conference (EPL081).

The Andrew Liliemark Memorial Scholarship is awarded to a student preparing for ministry (EPL082).

The Chester R. and Cecile E. Lindsey Memorial Scholarship is awarded annually to a student preparing for ministry (EPL083).

The Maynard L. Linngren Memorial Scholarship provides an annual award to a student preparing for pastoral ministry (EPL084).

The D. Wilbur and Pearl B. Magnuson Scholarship provides an annual award to a worthy and needy student (EPM091).

The Edwin Magnuson Memorial Scholarship has been established by the family in memory of this faithful, active layman of Bethlehem Baptist Church of Minneapolis. The award is given to a worthy student preparing for pastoral ministry in the Baptist General Conference (EPM085).

The George and Esther Magnuson Memorial Scholarship has been established by the family in memory of their parents, who pastored in the Baptist General Conference for four decades. The award is given to a deserving conference student preparing for pastoral ministry or for world missions service (EPM088).

The Linden O. Magnuson Memorial Scholarship in Pastoral Leadership was established by his family in recognition of many years of effective pastoral service, and is given annually to a male Baptist General Conference student who is preparing to be a senior pastor (EPM087).

The Norris and Beverly Magnuson Church History Scholarship is awarded to an outstanding student who has done work in church history, to encourage further study related to prayer, the devotional life, revivalism, and Christian social work (EPM092).

The Samuel C. and Eva Gertrude McClure Memorial Scholarship in Jewish Evangelism is given by the family to a student who demonstrates excellence in historical or theological research on the topic. Should no suitable student meet these criteria, the award can be used to fund a lectureship on the same topic (EPM089).

The Garvin and Lynne McGettrick Pastoral Ministry Scholarship is awarded in memory of Garvin's parents, Peter and Jessie McGettrick, to a student who gives evidence of vital faith in Christ and call to pastoral ministry (EPM090).

The Berkeley Mickelsen Memorial Scholarship, given in memory of the parents of the late Dr. Berkeley Mickelsen, is awarded annually to a student who shows ability and skill in biblical theology (historical theology of the Old and New Testaments). The student receiving this scholarship will seek to make full use of biblical theology in preaching and teaching (EPM093).

**The Frank and Ethel Miller Memorial Scholarship* is provided to assist needy San Diego campus students in completing their final year of training for the ministry (EDM012).

The Nicholas Severin Miller Memorial Scholarship fund provides an annual sum that is given to a deserving senior who has taken all his or her theological work at Bethel (EPM094).

The Mora Presbyterian Scholarship Fund has been established to assist Presbyterian students seeking ordination in that denomination, with priority given to seniors who have financial need (EPM095).

The Judith Sandberg Mortensen Memorial Scholarship is awarded to a worthy student preparing for ministry (EPM096).

The Hilmer and Ethel Nelson Scholarships are awarded to a student who demonstrates commitment to evangelism, and to a student who demonstrates commitment to church planting (RPN116).

**The Edna N. Nilson Memorial Scholarship* is awarded to a deserving student at the San Diego campus preparing for Christian ministry (EDN013).

The Clemmie and John Noble Memorial Scholarship for International Students provides an annual award to an international student committed to returning to his or her country following seminary studies (EPN098).

The Signe Johnson and Lorraine Norman Scholarship is given to incoming Bethel Seminary students who show exceptional ability and promise in ministry and who intend to prepare for pastoral ministry (EPJ072).

The Gordon D. Nymann Memorial Scholarship is awarded to a married student more than 30 years of age who has a clear call to the ministry of administration (EPN099).

The Edwin and Marie Omark Memorial Scholarship has been established in memory of the Rev. Omark, the sixth dean of Bethel Seminary, to assist BGC students showing promise in pastoral ministry and preaching (EPO101).

The Reuben and Lillian Omark Memorial International Student Scholarship is given to an international student who demonstrates doctrinal orthodoxy and Christian maturity, and who plans to return to his or her home country to a position of leadership in the church. The recipient is chosen by the faculty upon recommendation of a Baptist General Conference missionary or other Christian worker in the student's home country (EPO100).

The Oscar E. and Mary Ostling Memorial Scholarship is awarded to a Bethel Seminary St. Paul student of exceptional promise and ability (EPO102).

The Philip and Ardell Palmquist Scholarship Fund is awarded to married Bethel Seminary St. Paul students who need financial assistance (EPP103).

The Rev. and Mrs. L.E. Petersen Scholarship fund has been established to assist qualified students in the seminary. The income from the fund is awarded annually to a middler student whose work merits recognition (EPP107).

The F. Curtis and Margaret A. Peterson Scholarship in the amount of \$1,500 is given to a seminary student on the basis of need and potential to succeed in the pastoral ministry of the Baptist General Conference (EPP104).

The Rev. John E. Peterson Memorial Scholarship is awarded to students at Bethel Seminary St. Paul determined by need and ministry promise (EPP105).

The Karl Y. and Esther H. Peterson Memorial Scholarship has been established by Mrs. Esther Peterson in memory of her husband and will be given annually to a student in financial need (EPP106).

The Ronald E. Pitkin Graduate Scholarship has been established by an alumnus to assist students and/or full-time faculty members planning doctoral studies but whose funds are not adequate to pursue such a program. Potential recipients will submit a written statement giving a brief description of their program, anticipated completion of degree, financial need, and expectation of future service. Since this scholarship is available to both faculty members and students, the awarding of the grant will be in the province of an ad hoc committee appointed by the provost.

The Rev. John Propert Scholarship is awarded to incoming students of exceptional ability and promise in ministry (EPP108).

The Rev. Milton D. Quiggle Scholarship is awarded to students whose country of origin is the Cameroon and who intend to return to minister in that country (EPQ110).

**The Jim and Doris Rehnberg Scholarship* is awarded to Bethel Seminary San Diego students who are preparing to more effectively counsel in areas of marriage and the family and who are pursuing a career in Christian counseling or in pastoral ministry with a counseling emphasis (EDR014).

The Paula Rietz Memorial Missions Scholarship provides an annual award to a needy student preparing for missionary service (EPR111).

The Yvonne V. Rietz Memorial Missions Scholarship provides an annual award to a needy student preparing for missionary service with preference given to a student who has the most children under the age of 18 (EPR112).

H. J. Robertson Memorial Ministerial Scholarship provides an annual award to a student preparing for pastoral ministry (EPR113).

**The Runbeck Scholarship Fund* provides an annual award to needy Baptist General Conference students with first preference to students from the Central Baptist Church of Tacoma, Wash., and second preference to students from the Columbia District (EDR015).

The Bernard A. and Winnie Rust Memorial Scholarship is awarded to a student preparing for ministry (EPR115).

The Scholarship in Cross-Cultural Ministry is awarded to worthy recipients who have a strong interest in ministry in a cross-cultural setting upon graduation. If such students are not available, it will be awarded to a worthy recipient who will be seeking pastoral ministry.

The Edna Schultz Scholarship in Urban Ministries is given to assist students preparing for ministry in an urban environment in North America or overseas (EPS139).

The Augusta Seaholm Memorial Scholarship Fund has been established to assist seminary students to prepare for possible overseas missionary service. Income from the fund is awarded annually (EPS116).

The Chaplain Lawrence L. and Mabel E. Selin Memorial Scholarship is given by Mr. and Mrs. John Blomgren and Mr. and Mrs. Jack Newell in memory of their parents to a student on the basis of need and achievement (EPS117).

**The Lucille E. Sewell Memorial Scholarship* is awarded to a deserving middler or senior student at Bethel Seminary San Diego (EDS016).

The Christopher Silene Scholarship Fund is awarded to incoming Bethel Seminary St. Paul students of exceptional ability and promise (EPS118).

**The Kenneth and Grace Sinclair Memorial Scholarship* is awarded to an intern from College Avenue Baptist Church studying at Bethel Seminary San Diego (EDS017).

**The August and Nellie Forsman Sjoberg Memorial Scholarship* provides an annual award to a worthy and needy student preparing for Christian ministry at Bethel Seminary San Diego (EDS018).

**The Ed and Nita Stankey Perpetual Endowment Fund* is to be awarded to a worthy San Diego campus student (EDS119).

**The Carl Gustav Sten and the Gustave Clarion Sten Memorial Scholarship* is awarded to an entering San Diego campus student who desires to prepare for pastoral ministry, with preference given to a student with Swedish or Scandinavian ancestry (EDS019).

The Pastor Doug and June Stimers Scholarship is awarded to a promising Canadian student who wishes to pursue pastoral or missionary ministry in Canada. If no such student is available, this scholarship may be given to a student planning to be a rural pastor or a church planting pastor (EPS141).

The Sylvania Heights Baptist Church Scholarship provides an annual award to a Baptist student preparing for Christian ministry (EPS121).

The Town and Country Scholarship is awarded annually to doctor of ministry students serving in town and country ministries, and may be used by such persons to support research in issues of significance to town and country ministries (EPT124).

**The William H. Trowbridge Scholarship* is awarded to worthy students at the San Diego campus preparing for ministry (EDT020).

**The United African-American Ministries Action Council (UAAMAC) Scholarship* is awarded to an African-American student at Bethel Seminary San Diego selected by Bethel in cooperation with UAAMAC (EDU021).

The Urban Ministry Internship Grant is awarded to students seeking specialized training in preparation for urban ministry.

The Emily A. VanAntwerp Memorial Scholarship in Preaching is awarded annually to a student who shows ability in the development of planned preaching (EPV127).

The Malcolm and Benetah VanAntwerp Scholarship for the Study of Dynamic Church Growth provides an annual award to a student who has engaged in significant study of the characteristics and causes of dynamic church growth (EPV128).

The Malcolm and Benetah VanAntwerp "Spurgeon" Scholarship in Preaching is awarded to a student demonstrating ability and excellence in preaching combined with readings from Charles Haddon Spurgeon.

The Malcolm VanAntwerp Exceptional Student Scholarship is awarded to incoming students of exceptional ability and promise for ministry (EPV125).

The Jack and Hanna VanMark Rural Ministry Scholarship is awarded to a student preparing for pastoral ministry in a rural or small town setting (EPV129).

The Dr. Donald J. Verseput Memorial Scholarship is awarded to Bethel Seminary international students or students of color with interest and ability in New Testament studies (EPV126).

**The Carol Vollmer Memorial Scholarship* is awarded to students at the San Diego campus (EDV022).

The Carl Ragnar and Julia E. Wall Memorial Scholarship established in memory of Mrs. C. R. Wall is awarded annually to a student preparing for ministry in the Baptist General Conference who is conscientious in his or her studies and has financial need (EPW132).

**The Walt and Annette Wessell Scholarship* is awarded to a San Diego campus student who is preparing for Christian ministry and demonstrates high achievement in New Testament studies.

The Maurice A. (Duff) Wessman Memorial Scholarship in Pastoral Ministry has been established by the family and friends of this alumnus who for 31 years served the Lord through the Baptist General Conference as a faithful pastor, a penitentiary chaplain, a spirited leader, a friend of the outcast, a conscientious citizen, a man of God, and a dynamic witness for the Savior to those in all walks of life. The award is made to a middler student who demonstrates similar traits for the gospel ministry (EPW130).

The Vern A. Wessman Memorial Scholarship in Pastoral Ministry has been established by the family and friends of this alumnus who served in meaningful pastoral ministries for 40 years in various churches of the Baptist General Conference. The income from the fund is given to a student who is preparing for pastoral ministry and who has financial need (EPW133).

**The Erhard and Alma Westerberg Continuing Education Scholarship Fund* provides assistance for pastors, missionaries, and other church workers to continue their educations through Bethel Seminary San Diego (EDW134).

**Fred and Lenore White Scholarship* is awarded annually to a student studying at Bethel Seminary San Diego who has a heart and vision for "one-on-one" evangelism and discipleship (EDW024).

The Wilmot Road Baptist Church Scholarship provides annual awards to students preparing for ministry in the Baptist General Conference (EPW135).

The Witham and Bear Family Scholarship is awarded to a female student interested in spiritual formation (EPW136).

The Fred and Ellen Wolf Memorial Pastoral Scholarship is awarded to a student preparing for pastoral ministry (EPW137).

The Woodridge Scholarship is awarded to members of Woodridge Church, Long Lake, Minn., as they pursue seminary training at Bethel Seminary (RPW126).

**The Ronald and Carolyn Youngblood Scholarship* provides annual awards to students at the San Diego campus (EDY026).

**The Roger A. Youngquist Memorial Scholarship* has been established by the Harriet A. Youngquist family. The management of the fund is through the Southwest Baptist Conference Foundation. The annual income from this fund is awarded to a student at Bethel Seminary San Diego who demonstrates leadership qualities and has indicated a desire to dedicate his or her life to full-time Christian service with the Baptist General Conference. Preference will be given to a student who is a member of a church in the Southwest Baptist Conference District. At the discretion of the committee, the scholarship may be divided between two or more recipients (RDY127).



An Affirmation of Our Faith

1. The Word of God

We believe that the Bible is the Word of God, fully inspired and without error in the original manuscripts, written under the inspiration of the Holy Spirit, and that it has supreme authority in all matters of faith and conduct.

2. The Trinity

We believe that there is one living and true God, eternally existing in three persons, that these are equal in every divine perfection, and that they execute distinct but harmonious offices in the work of creation, providence, and redemption.

3. God the Father

We believe in God, the Father, an infinite personal spirit, perfect in holiness, wisdom, power, and love. We believe that He concerns Himself mercifully in the affairs of each person, that He hears and answers prayer, and that He saves from sin and death all who come to Him through Jesus Christ.

4. Jesus Christ

We believe in Jesus Christ, God's only begotten Son, conceived by the Holy Spirit. We believe in His virgin birth, sinless life, miracles, and teachings. We believe in His substitutionary atoning death, bodily resurrection, ascension into heaven, perpetual intercession for His people, and personal visible return to earth.

5. The Holy Spirit

We believe in the Holy Spirit who came forth from the Father and Son to convict the world of sin, righteousness, and judgment, and to regenerate, sanctify, and empower all who believe in Jesus Christ. We believe that the Holy Spirit indwells every believer in Christ, and that He is an abiding helper, teacher, and guide.

6. Regeneration

We believe that all people are sinners by nature and by choice and are, therefore, under condemnation. We believe that those who repent of their sins and trust in Jesus Christ as Savior are regenerated by the Holy Spirit.

7. The Church

We believe in the universal church, a living spiritual body of which Christ is the head and all regenerated persons are members. We believe in the local church, consisting of a company of believers in Jesus Christ, baptized on a credible profession of faith, and associated for worship, work, and fellowship. We believe that

God has laid upon the members of the local church the primary task of giving the gospel of Jesus Christ to a lost world.

8. Christian Conduct

We believe that Christians should live for the glory of God and the well-being of others; that their conduct should be blameless before the world; that they should be faithful stewards of their possessions; and that they should seek to realize for themselves and others the full stature of maturity in Christ.

9. The Ordinances

We believe that the Lord Jesus Christ has committed two ordinances to the local church: baptism and the Lord's Supper. We believe that Christian baptism is the immersion of a believer in water into the name of the triune God. We believe that the Lord's Supper was instituted by Christ for commemoration of His death. We believe that these two ordinances should be observed and administered until the return of the Lord Jesus Christ.

10. Religious Liberty

We believe that every human being has direct relations with God and is responsible to God alone in all matters of faith; that each church is independent and must be free from interference by any ecclesiastical or political authority; that therefore, Church and State must be kept separate as having different functions, each fulfilling its duties free from dictation or patronage of the other.

11. Church Cooperation

We believe that local churches can best promote the cause of Jesus Christ by cooperating with one another in a denominational organization. Such an organization, whether a regional or district conference, exists and functions by the will of the churches. Cooperation in a conference is voluntary and may be terminated at any time. Churches may likewise cooperate with interdenominational fellowships on a voluntary basis.

12. The Last Things

We believe in the personal and visible return of the Lord Jesus Christ to earth and the establishment of His kingdom. We believe in the resurrection of the body, the final judgment, the eternal felicity of the righteous, and the endless suffering of the wicked.

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