

BRIERCREST



2012-2013 Seminary Calendar

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GENERAL INFORMATION

President's Address

Welcome to Briercrest Seminary.

We are honoured that you are considering attending Briercrest College and Seminary! Our seminary has found a way to make theological education accessible to individuals who are actively serving in ministry. The result is a learning context that is rich in experience, accountable to the realities of our times, and sensitive to how theology is to inform our service. We intend for our seminary to be a context for the building and rebuilding of ministry foundations.

This calendar introduces the character of our seminary and the programs we offer. We intend for Scripture to influence everything we teach and the way we live. Our unique community encourages and facilitates spiritual growth and academic excellence for the whole family. If you choose to remain employed while you pursue your studies, the flexibility of modular education allows you to finish a degree one week at a time. This model enables students and faculty to learn from one another through personal interaction and relationship.

We celebrate lifelong learners who serve because they love God and are being profoundly shaped by his Word, who make a difference because they have developed skills that prepare them to make a rich contribution, who are courageous because they are joining the work of our Lord in this age, and who walk with humility because they have

experienced what it means to learn and live in community.

We are deeply grateful for the quality of students who continue to give us the privilege of walking with them. Our learning community is rich with opportunities to prepare you spiritually and intellectually for a life of service. We look forward to you joining us.



Dwayne Uglem, EdD
President
Briercrest College and Seminary

Mission Statement

Briercrest College and Seminary is a community of rigorous learning that calls students to seek the kingdom of God, to be shaped profoundly by the Scriptures, and to be formed spiritually and intellectually for lives of service.

Beliefs

Briercrest College and Seminary holds to the following set of beliefs and objectives:



We embrace the revelation given by God in the Christian Scriptures of the Old and New Testaments. We likewise appreciate the faith which is taught in the Scriptures and summarized in such orthodox statements of the whole Christian church as the Apostles' Creed and the Nicene Creed. We understand our own faith in continuity with the Protestant confessions of the Reformation and the evangelical awakenings in subsequent centuries. We affirm our own heritage since the 1930s within the global, interdenominational evangelical movement. Our own community therefore reflects a range of evangelical traditions, denominations, mission societies, and other associations. In continuity with our previous statements of faith and with the beliefs of evangelical Christians throughout the world, we affirm and have based the statements to follow on national and international evangelical movements such as the World

Evangelical Alliance and the Evangelical Fellowship of Canada. We regard the doctrines to follow as essential to the understanding and proclamation of the gospel and to Christian life and practice.

We believe in:

- The Holy Scriptures as originally given by God, divinely inspired, infallible, entirely trustworthy, and the supreme authority in all matters of faith and conduct;
- One God, eternally existent in three persons: Father, Son, and Holy Spirit;
- Our Lord Jesus Christ, God manifest in the flesh, His virgin birth, His sinless human life, His divine miracles, His vicarious and atoning death, His bodily resurrection, His ascension, His mediatorial work, and His personal return in power and glory;
- The Salvation of lost and sinful humanity possible only through the merits of the shed blood of the Lord Jesus Christ received by faith apart from works, and as characterized by regeneration by the Holy Spirit;
- The Holy Spirit, by whose indwelling the believer is enabled to live a holy life, to witness and work for the Lord Jesus Christ;
- The Unity of the Spirit of all true believers, the Church, the Body of Christ;
- The Resurrection of both the saved and the lost; they that are saved unto the resurrection of life, they that are lost unto the resurrection of damnation.

Moreover, we strive to reflect this gospel in our life together. We share the ideals of movements such as the Lausanne Covenant (1974) regarding the authority

of Scripture, the priority of evangelism, the need for Christian social responsibility and personal holiness, the costliness and urgency of world mission, and the importance of theological education.

Our History

The prayers of faithful men and women in the village of Briercrest, Saskatchewan, and God's faithfulness in responding to their petitions led to the opening of the college on October 19, 1935. The purchase of the 160-acre "Caron Airport" (a former Royal Airforce Base) in 1946 provided the college with a number of buildings and ample room for expansion. Caronport High School and Caronport Elementary School opened that same year. Only a few of the original buildings remain; the rest have been replaced by new facilities. A distance learning program began in the college in 1979, and the seminary opened its doors in 1983. In 2003, a leadership training program called Kaléo began at Camp Qwanoes on Vancouver Island. Briercrest began with 11 students in 1935, and it now has over 20,000 alumni serving God in more than 80 countries around the world.

Modular Education

The Seminary offers a unique modular education program at the graduate level that continues to attract students from around the world. Intensive one-week courses allow increased concentration and immersion in a given subject. Before and after each course, students are required to complete reading, writing, and research assignments. This format provides a flexible education opportunity for full-time students preparing for vocational ministry or further studies at the doctoral level, for ministry practitioners seeking educational enrichment, or for those who are simply longing for a week of intellectual discourse.

Accreditation

Briercrest's seminary is accredited by the Association of Theological Schools in the United States and Canada (ATS), the most recognized accreditor of seminaries in North America. Seminaries, graduate schools, and many universities from across the United States, Canada, and around the world recognize degrees and transfer credits from the Seminary. For more information on ATS, see their website (www.ats.edu).

ADMISSION REQUIREMENTS

Personal Character and Commitment

Our Seminary is committed to equipping individuals with the skills and convictions necessary for Christian life and ministry. Applicants must genuinely testify to their personal relationship with Jesus Christ as Saviour and Lord and further demonstrate this commitment to him. Admission to Briercrest Seminary depends upon the following factors: theological development, Christian experience, spiritual growth, call to service and gifts for ministry.*

*The Seminary reserves the right to draw a conclusion regarding the evangelical, Christian profession of faith of all applicants based on the candidate's application and statement of Christian faith. The Seminary also reserves the right to admit or deny admission to any non-Christian or non-evangelical individual or any individual from an organization which has a theological stance which is not in accord with the seminary's belief statement.

Educational Background

Students entering a seminary program must have completed an accredited four-year baccalaureate degree. If this prerequisite is not in place, students must demonstrate that their undergraduate work is the equivalent of a baccalaureate degree (minimum of 100 credit hours with a cumulative GPA of 2.5 or higher). In occasional situations, students who are at least 35 years old will be accepted based on demonstration of academic capability

and ministry experience. No more than 10 per cent of any year's acceptances can be accepted as mature students.*** Students without an accredited baccalaureate may be considered for acceptance to the Certificate of the Seminary. Successful Certificate students can apply to move on to a degree program.

****Mature student status is no longer active as of the 2012-2013 academic year. Please see Addendum #3: Mature Student status on the following webpage:*

<http://briercrest.ca/current/seminary/academics/seminary-calendar/>

Academic Achievement

Students must submit official copies of transcripts from all previously attended colleges, universities, and/or seminaries. Note: Where transcripts are in an original language other than French or English, certified English translations of the transcripts must also be provided.

Transfer Information

Transferring Credits to the Seminary

Students who have completed graduate-level course work at another institution can submit their official transcripts and request transfer credit. Successfully completed courses will be transferred based on the accreditation of the teaching institution they were completed at. Transfer credits will be applied to a limit that allows the student to fulfill the residency requirement of 30 credit hours for the Master of Arts and Master of Divinity degrees. In addition to fulfilling the residency requirements, students must complete a minimum of half of all required courses in core and program specific requirements through Briercrest.

How can I get my transcripts evaluated?

Have your previous institution(s) mail us official copies of your final transcripts. Faxes or photocopies are adequate for an unofficial transfer analysis to be completed, but no transfer credit will be awarded until an official copy of your final transcripts is received by the Admissions office. If you have attended more than one graduate institution, you should forward transcripts from each one. The results of your transfer analysis will be made known to you approximately one week after we receive this information.

Distance Education

Distance Education at Briercrest provides an alternative to classroom instruction. The mission of Distance Education is to provide quality undergraduate and graduate education in alternative formats and locations for students with unique needs. Students will find these courses particularly helpful to accommodate curricular and co-curricular schedule conflicts, to continue ministry or job responsibilities, or to work within time limitations. However, there are a limited number of courses offered through Distance Education. Students should plan their programs carefully to ensure they are able to attend the in-class modulars necessary for their program. A Certificate of the Seminary is available entirely through Distance Education.

Application

Applicants must complete the appropriate application portfolio found on our website at

www.briercrest.ca/seminary/prospective/admissions/apply. Early application is encouraged, especially if family

accommodation is required (six to eight months in advance of commencement of studies is recommended). There is a non-refundable \$50 application fee for all programs. Additional application costs apply for students pursuing a counselling degree or concentration.

International Students

Those who are neither citizens nor permanent residents of Canada must apply for and obtain a study permit if they wish to study in Canada. The following criteria are applicable for prospective students who fit this category and are requesting admission to the Seminary.

Note: A letter of acceptance for the purpose of obtaining a study permit cannot be released until this information is provided.

International students are also required to:

1. Pay for their first year's fees in full (before an acceptance letter can be issued for the purpose of obtaining a study permit). See website for details (www.briercrest.ca/seminary/prospective/international/admission).
2. Fulfill English language requirements for admission. [See website for details](#).
3. Submit official transcripts *translated into English*.

Financial Requirements (not applicable to U.S. students)

International students requiring a study permit to attend Briercrest College and Seminary will be considered for admission only if they can meet the requirements of a financial guarantee for themselves and all dependents that will be accompanying them to Canada. This will be done by

- Depositing sufficient funds with Briercrest College and Seminary to cover tuition, living expenses, and other school fees for the student and family for the first year of studies
- Depositing \$2,500 per person with Briercrest College and Seminary to cover return air transportation to the student's country of origin

Note: These amounts will be held on deposit at the school until they are needed for their intended purpose. Payment should be made in Canadian funds and is payable only by wire transfer, certified cheque, MasterCard, or VISA.

English Language Requirements

All applicants who do not speak English as their first language must show that they are proficient in the English language. Applicants must submit a minimum TOEFL score of 550 (paper-based), of 90 (internet-based exam scale) or 230

(computer-based exam scale) and a minimum essay score of 5 in order to be accepted to a program at Briercrest Seminary. The institution code for Briercrest Seminary is 9644. Scores are valid for a maximum of two years.

Information about TOEFL can be found at the [TOEFL website](#) or by contacting TOEFL directly through e-mail (toefl@ets.org). We will also consider, CAEL (Canadian Academic English Language Assessment, www.cael.ca) IELTS, MELAB, and other approved ESL program scores.

Note: We recommend that prospective international students submit their applications at least six months prior to commencing studies. The application package must be completed (including transcripts, financial guarantees, etc.) at least 60 days before the planned date of arrival to allow time for the student to receive visa application papers. Our seminary does not currently offer English language instruction.

ACADEMIC POLICIES

Student Classification (Status)

Full-time – students who are registered for 9 or more credit hours

Part-time – students who are registered for 6 or less credit hours

Continuing – students who complete a minimum of one course per year.

Re-Entry students - students who are accepted in a program of study at Briercrest Seminary, do not complete a minimum of one course in a 24 month period, and then return to the seminary. These students must apply to re-enter through the Admissions office.

Mature – students age 35 years or older.
No longer active as of the 2012-2013 academic year. Please see Addendum #3: Mature Student status:
<http://briercrest.ca/current/seminary/academics/seminary-calendar/>

Auditing students - Students who register only to audit a course.

Visiting students - Students of another post-secondary educational institution taking courses at Briercrest Seminary toward their program at their home institution. Visiting students must complete the visiting student application forms for the Seminary and produce a letter of permission from their home institution that lists the courses they have permission to take. No more than 50 per cent of a seminary program can be taken by a “visiting” student.

Semester/Credit Hour Information

Each semester at the seminary is a minimum of 13 weeks long. The fall semester begins September 1 and ends December 23; the winter semester begins January 1 and ends at Commencement; and the summer semester begins following Commencement and ends August 31. Most courses are in modular format and worth 3 credit hours. Each modular involves some pre-course preparation, 30+ hours of instruction within the modular week, plus reading, study, research, and writing time (and occasionally examinations) after the modular. Students should expect to invest 100-150 hours in total per 3 credit hour course.

Residency Requirement

The Seminary requires a minimum of 30 credit hours of work done in residence for the M.Div. and MA programs. The residency requirement can be fulfilled by any course that would appear on a transcript at the seminary level. Students must also complete a minimum of half of all required courses in core and program specific requirements through Briercrest.

Graduation

All students wishing to participate in commencement activities in any given year must ensure that they are able to complete all program requirements (including course work, thesis, SRP, internships and/or experiential integration) prior to convocation, which is held each year in late April.

In rare extenuating circumstances beyond a student’s control (e.g., death in the family, extended illness, tragedy or course scheduling), a student may be permitted to convocate with *one* outstanding course

requirement (*not* including thesis, SRP, and/or experiential integration). To qualify for this exception, the student will need to be approved by the Registrar’s Office for convocation and register for and pay the required tuition for the outstanding course by April 15 prior to commencement.

If students are close to completing program requirements, but will be unable to graduate, it is recommended that they apply for degree candidacy. No diploma will be issued until all academic and financial requirements are met, but a letter from the Registrar can be issued indicating degree candidacy upon request.

Academic Handbook

Consult our Academic Handbook for detailed descriptions of all our academic policies:
<http://www.briercrest.ca/current/seminary/academics/important-documents/>.

Academic Load

The normal academic load for full-time students is 12 credit hours per semester. The minimum a student may register for to be considered a full-time student is nine credit hours. Students who are on academic probation or who are continuing under certain conditions may have their course load restricted.

Canada Student Loans considers students for loans at 60% of full-time studies, so students enrolled in six credit hours may apply for a student loan.

Academic Advising

Students are responsible to ensure that the courses they take fulfill their program requirements and will allow them to complete by their desired graduation date.

It is recommended that students consult with the Seminary Adviser at least once during each year of study to review their programs and progress. This program planning consultation is designed to help students meet their academic goals. Each student should prepare or update their draft program outline before their annual program planning consultation with the Seminary Adviser.

Grade Scale

SEMINARY GRADE SCHEDULE			
Letter Grade	Percent Value	Point Value	Comments
A+	98-100	4.0	Excellent
A	93-97	4.0	Very good
A-	90-92	3.7	
B+	87-89	3.3	Good, sound work
B	83-86	3.0	
B-	80-82	2.7	
C+	77-79	2.3	Acceptable work needs improvement
C	73-76	2.0	
C-	70-72	1.7	Passing, but marginal
D+	67-69	1.3	
D	63-66	1.0	Unacceptable work
D-	60-62	0.7	
F	below 60	0.0	

Auditing Courses

- Individuals who wish to audit courses may do so as students or prior to admission into the seminary. The student must register for the course through Academic Services and pay the current audit fee.
- Generally there are no assignments associated with auditing a course; however, in order for students to gain the most benefit from the course, it is highly recommended that they complete the pre-course reading as indicated in the syllabus. Auditing students, while welcome to participate in the class, are asked not to inhibit those taking the class for credit. Participation and expectations are at the discretion of the Professor.
- The auditing student will not receive credit for the course; however, the audit will appear on the student's transcript.
- Students who have taken 12 credit hours in a given semester are eligible to audit a course for free during the same or the two following semesters.
- Students who are registered for nine credit hours in a given semester may audit a course for \$100 if it is audited in the same semester.
- Students may audit a course they have already taken for credit for free at any time. Permission must be granted by both the professor and Academic Services. A request should be submitted to Academic Services. Academic Services reserves the right to limit or not allow free audits in certain circumstances. An audit of this

kind will not appear on a transcript.

- A spouse of a student registered in a course may attend the same course as the student free of charge. The Academic Services office should be notified ahead of time. Academic Services reserves the right to limit or not allow spouses to attend. Permission must also be obtained from the course professor.

Academic Intervention

Mid Program Review

All students will be reviewed by the faculty of the seminary at the midpoint of their program. Reviews will typically take place in May and are intended to review academic progress and ministry aptitude and ability. Students will be contacted with the result of their mid program review. The result can range from affirmation to continue, requiring remedial work, or dismissal.

Academic Probation

The purpose of Academic Probation is to warn students who have experienced academic difficulty that they need to seek help to improve their grades or they may be required to discontinue their studies at the Seminary. Students whose semester GPA is below 2.5 may receive a written warning and/or be placed on Academic Probation. The Registrar will notify students and their program coordinator of their probationary status in writing.

Distance Education and AP Students

Students who want Distance Education courses to count toward their semester GPA must have completed those courses within that semester. Student who are on Academic Probation are not permitted to register for Distance Education courses.

Athletic eligibility and student loan eligibility require that Distance Education courses be completed in the semester the course is registered for.

Required to Discontinue

All students will be required to discontinue after three courses of attaining a semester GPA of less than 2.5 (or three courses taken over a minimum of two semesters with a GPA less than 2.5). Students will not be permitted to enrol in classes (on-site or through Distance Education) for twelve months from the time they are required to discontinue. The Registrar will notify students of this decision in writing. Students who wish to appeal this decision must follow the Academic Appeals Policy.

Length and Terms of Degrees

Briercrest College and Seminary reserves the right to change, substitute, or cancel any program of study without notice.

Students in a Certificate or Master of Arts program have a maximum of seven years from their acceptance date into a degree program to complete their degree and nine years for a Master of Divinity. If a student is unable to complete the degree in that time, a request for an extension must be made to the Academic Appeals Committee. The request must be made by September 30 of the fall preceding the graduation deadline and must clearly indicate the reason for the request and include a proposal for completion. If a program is discontinued or otherwise significantly revised, continuing students will be informed of this change, allowed to switch to a program on the current seminary curriculum, or, if they so prefer, will be allowed up to three years to complete the balance of their previously enrolled program.

Students who have not taken classes for two full years (24 months) must reapply to the seminary if they desire to re-enter their program of study. They will come in under the new academic calendar programs. Any previous courses that fit the new program can be applied to the new one.

Academic Freedom Statement and Policy

Briercrest College and Seminary’s seminary is confessional, and like any such confessional body—Roman Catholic, Orthodox, Protestant, etc.—its institutional mission and purposes are formed within the framework of its religious confession. All candidates for faculty or administrative positions at Briercrest College and Seminary are fully informed of its confessional stance and voluntarily enter the community as those who fully share the confession of faith. Students enrolling are also fully aware of the same confessional stance.

We strongly believe in the right of others to hold differing beliefs and to express these with freedom in the public forum. We are committed to the free exercise, expression, and promotion in public of all religious positions and believe that people should be free to espouse a religion according to conscience and persuasion. We believe, therefore, that a plurality of views and the free expression of those is appropriate in public institutions, including public educational institutions. We deeply appreciate the opportunity to operate a private, confessional institution within a pluralistic context. We believe the individual has the same right to change their views or position in such a private confessional context, but should resign his or her post if that change violates the common confession of faith. Such resignations should be accepted with

due respect for the right of the individual to decide for himself or herself in matters of faith and conscience.

In summation, Briercrest College and Seminary promotes breadth and depth in the presentation of viewpoints and encourages a climate of openness and freedom for the discussion of truth, operating within the limits of its confessional stance. Faculty members are encouraged to present a wide range of viewpoints and to commend their own views to their students. Material representing divergent views is available to students in the library and through textbooks, and students are encouraged to examine various views in the process of freely forming their own.

Briercrest College and Seminary endorses the pursuit of truth in research, study, and communication by its faculty and students. In their pursuit and dissemination of truth, faculty members are expected to offer fair presentations of competing viewpoints. A quality education requires that students be introduced to a wide range of available material pertinent to their fields of study. Faculty members are expected to encourage students in their honest inquiry and evaluation of ideas. Dogmatic or simplistic answers to complex questions are discouraged. Faculty members shall enjoy the freedom to discuss subjects in which they have competence without interference both in the classroom and on the campus.

Academic freedom is the freedom of professionally qualified persons to inquire, teach, present, and publish the truth as they see it within their field of competence without extrinsic compulsion or control. In our context, limitations to this freedom may arise either from a community of qualified scholars or in the

interests of a voluntarily chosen confessional statement.

Academic Review and Appeal Process*

Preamble

Occasionally, students may wish to appeal decisions that relate to course work (e.g., mark on an assignment, exam, or course grade), other academic issues (e.g., program requirements or transfer credits), or the application of some policy (e.g., a discipline matter, a program requirement). The Academic Review and Appeal Process attempts to ensure that students are treated fairly and appropriately in such cases.** Our goal is that the student will understand and accept the outcome of this process. When appeals reveal out-of-date policies or inadequate process, the seminary will work hard to learn from the process and adjust the policies and/or processes. As such, the principles of careful research, attentive listening, and spiritual sensitivity are all key to the Academic Review and Appeal Process.

Request for Review within the Situation

If a student wishes to petition a review of an outcome in a particular situation, whenever possible, the request for a review should begin with the individual(s) who made the decision. Such a request can be made either verbally or in writing. If the student is dissatisfied with the outcome of the faculty member or administrator's decision, he or she may begin the appeal process as outlined below.

Appeal to the Academic Appeals Committee

Following the outcomes of her or his request for review from the faculty member or administrator, there may be

situations where a student feels that an appeal of this outcome is in order. Such an appeal must be in writing (see guidelines below) and must be submitted to the Registrar. The Registrar will take this appeal to the Academic Appeals Committee, who may ask for a written response from the faculty member or administrator involved in the case, after which the Committee will render a decision. The student will receive a written response indicating the outcome within one week of submission. The Committee maintains the right to defer the appeal to the next level (Education Team) if, for some reason, broader counsel is needed to make the decision.

Appeal to the Education Team

If a student wishes to appeal the situation beyond the steps indicated above, he or she may submit a written appeal to the Education Team within fourteen days of the decision of the Academic Appeals Committee (unless it relates to a time-sensitive issue, in which case the appeal must occur within the appropriate time frame). The appeal must be in written form and should include all the details of the case as well as the decisions rendered in the appeals process. It should be directed to the Academic Dean, who will present the appeal to the Education Team. The Education Team will communicate the decision to the student within two weeks of the appeal.

Note: The Education Team maintains the right to defer the appeal to the next level (President's Cabinet) if, for some reason,

broader counsel is needed to make the decision.

Appeal to the President's Cabinet

If, after following the appeal process up to and including the Education Team, the student is still dissatisfied with the outcome of her or his appeal, he or she may choose to file an appeal with the President's Cabinet. This appeal must be in written form and should include all the details of the case as well as the decisions rendered in the appeals process. The appeal should be submitted to the President or one of the Vice-Presidents of Briercrest College and Seminary. At this point, the President's Cabinet may recommend some form of Christian conciliation where an external ombudsman is asked to come and lead the review process. The decision of the President's Cabinet shall be considered the final stage of appeal within Briercrest College and Seminary.***

Notes:

*The student can receive helpful guidance for beginning the appeal process from the Registrar.

**When necessary, a student or designate may be asked to be present at any point in the appeal process.

***To appeal the decision of the President's Cabinet, a student may contact The Association of Theological Schools in the United States and Canada (ATS) at (412) 788-6505, 10 Summit Park Dr. Pittsburgh, PA USA 15275-1103.

DEGREE DESCRIPTIONS

Master of Divinity

Program Overview

The Master of Divinity (M.Div.) is a professional degree designed to equip students for vocational Christian service. It is the degree typically required of those seeking ordination in Christian ministry. The program is designed with both balance and breadth in mind—students receive a solid and well-balanced foundation in biblical and theological studies as well as an opportunity to develop specific areas of ministry.

Anticipated Outcomes

- 1) Articulate an evangelical theology that demonstrably arises out of Scripture and finds expression in all areas of life and ministry.
- 2) Be equipped for serving in the local church and its global mission.
- 3) Be recognized as a mature disciple of Jesus Christ.

M.Div. graduates will be able to:

- 1) Demonstrate a capacity to guide individuals and congregations in their spiritual development.
- 2) Demonstrate a capacity to preach sermons using a sound homiletical method.
- 3) Demonstrate a capacity to lead within the local church in carrying out its mission with both theological sophistication and cultural awareness.

Graduation Requirements

- Complete the 90 credit hour program of studies as outlined
- Achieve a minimum of a 2.50 cumulative grade point average on a 4.00 scale
- Complete at least 30 hours of this program through Briercrest
- Successfully complete an oral comprehensive examination
- Receive the recommendation of the seminary faculty
- Complete all program requirements within nine years after beginning studies
- Meet all financial obligations to the seminary
- Fulfill all academic and financial requirements

Master of Divinity

Pastoral Ministry Concentration

Degree Requirements (90 credit hours):

Core

12

In consultation with the program coordinator, students will choose one course from each of the following disciplines:

Christian Ministry Formation	3
New Testament	3
Old Testament	3
History or Theology	3

Program Requirements

60

Bible/Theology/History

33

Choose one of:

1. BT 653 Theology of Christ and Reconciliation 3

OR

2. BT 654 Theology of the Holy Spirit and Redemption 3

Choose one of:

1. BT 717 The Former Prophets 3

OR

2. BT 719 The Latter Prophets 3

Biblical Languages 15

Bible/Theology Elective	3
BT 761 The Patristic Fathers	3
BT 754 Shepherd the Flock	3
BT 722 Gospels	3

Christian Ministry

27

CM 601 Philosophy and Foundation for Ministry	3
CM 621 Theology of Mission and Evangelism	3
CM 632 Homiletics	3
CM 641 Theology of Christian Worship	3
CM 701 Pastoral Theology and Practice	3
CM 814 Ministry Issues in Contemporary Culture	3
CM 835 Advanced Preaching	3
LE 603 Leadership and Management Foundations	3
MC 603 Foundations of Marriage and Family Counselling	3
RD 704 M.Div. Experiential Integration	Non-credit

Electives

18

Open Electives 18

Master of Divinity

Specialized Ministry Concentration

Concentrations: English Bible, Leadership and Management, Marriage and Family Counselling, Theological Studies, Youth and Family Ministry, or Worship.

Degree Requirements (90 credit hours):

Core

12

In consultation with the program coordinator, students will choose one course from each of the following disciplines:

Christian Ministry Formation	3
New Testament	3
Old Testament	3
History or Theology	3

Program Requirements

54

Bible/Theology/History

27

Choose one of:

1. Biblical Languages (Hebrew or Greek – check prerequisites) 9

OR

2. BT 602 Introduction to Biblical Interpretation 9

Old Testament Elective

New Testament Elective

Choose one of:

1. BT 653 Theology of Christ and Reconciliation 3

OR

2. BT 654 Theology of the Holy Spirit and Redemption 3

Choose one of:

1. BT 717 The Former Prophets 3

OR

2. BT 719 The Latter Prophets 3

BT 722 Gospels 3

BT 754 Shepherd the Flock 3

BT 761 The Patristic Fathers 3

Bible/Theology Elective 3

Christian Ministry

21

CM 601 Philosophy and 3

Foundation for Ministry

Choose one of:

CM 621 Theology of Mission and 3
Evangelism

OR

1. CM 814 Ministry Issues in 3
Contemporary Culture

2. CM 641 Theology of 3
Christian Worship

CM 701 Pastoral Theology and 3
Practice

CM 632 Homiletics 3

LE 603 Leadership and 3
Management Foundations

Choose one of:

1. CM 835 Advanced 3
Preaching

OR

2. MC 603 Foundations of 3
Marriage and Family
Counselling

Research

6

RD 701 Research Methods and 3
Design

RD 809 Specialty Research Project 3

RD 704 M.Div. Experiential 3
Integration Non-credit

Electives

24

Specialty Electives

12

Four courses from one
concentration of study*

Open Electives 12

*English Bible, Leadership and Management, Marriage and Family Counselling, Theological Studies, Youth and Family Ministry, Worship

Master of Arts in Biblical Languages and Exegesis

Program Overview

The Master of Arts in Biblical Languages and Exegesis (MABLE) degree gives students skills in the translation and interpretation of biblical Hebrew and Greek. Students would ideally have already engaged in biblical studies in their undergraduate course of study and be able to work full time on this degree. This program is ideally suited for preparation for doctoral work in biblical studies, but would also suit students planning to go into Bible translation or other teaching ministries.

Anticipated Outcomes

- 1) Articulate an evangelical theology that demonstrably arises out of Scripture and finds expression in all areas of life and ministry.
- 2) Be equipped for serving in the local church and its global mission.
- 3) Be recognized as a mature disciple of Jesus Christ.

MABLE graduates will be able to:

- 1) Demonstrate skill in sight translation of biblical Hebrew and Greek texts.
- 2) Demonstrate skill in sound exegesis of both Testaments.
- 3) Articulate the major themes of both Testaments, and show the literary and theological relationship(s) of smaller passages to the larger whole of Scripture.

Graduation Requirements

- Complete the 60 credit hour program of studies as outlined
- Achieve a minimum of a 2.50 cumulative grade point average on a 4.00 scale
- Complete at least 30 hours of this program through Briercrest
- Successfully complete both an oral and a written comprehensive examination
- Receive the recommendation of the seminary faculty
- Complete all program requirements within seven years of beginning studies
- Meet all financial obligations to the seminary
- Fulfill all academic and financial requirements

Master of Arts in Biblical Languages and Exegesis

Degree Requirements (60 credit hours):

Core 9

*Choose three of the following.**

BT 610 Pentateuch OR BT 809 Old Testament Specialty (Pentateuchal Book Study)	3
BT 620 Pauline Epistles OR BT 825 Romans	3
BT 650 Theology of God and Creation	3
BT 660 History of Modern Evangelicalism	3
CM 600 Spiritual Formation for Ministry	3

Program Requirements 51

Language and Exegesis 18

Prerequisites: four semesters of Greek OR four semesters of Hebrew

Hebrew or Greek 12

BT 631 Introductory Hebrew I	3
BT 633 Introductory Hebrew II	3
BT 733 Hebrew Syntax and Exegesis I	3
BT 835 Hebrew Syntax and Exegesis II	3

OR

BT 640 Introductory Greek I	3
BT 643 Introductory Greek II	3
BT 740 Greek Syntax	3
BT 743 Greek Exegesis I	3

Advanced Exegesis 6

BT 835 Hebrew Syntax and Exegesis II (new book)	3
BT 840 Greek Exegesis II	3

Biblical Studies 18

BT 802 Critical Methodologies in Biblical Studies	3
BT 801 Jewish Backgrounds	3

Choose two of the following:

BT 721 Revelation	3
BT 722 Gospels	3
BT 728 Hebrews	3
BT 825 Romans	3
BT 829 New Testament Seminar	3
BT 848 Advanced Greek Exegesis	3

Choose two of the following:

BT 615 Where Can Wisdom be Found?	3
BT 711 Introduction to Old Testament Theology	3
BT 714 Psalms	3
BT 717 The Former Prophets	3
BT 719 The Latter Prophets	3
BT 739 Biblical and Extrabiblical Aramaic	3
BT 817 Old Testament Specialty	3
BT 819 Old Testament Seminar	3

Research and Methodology 12

RD 701 Research Methods and Design	3
RD 808 Thesis	9

Electives 3

Open Elective	3
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Experiential Integration non-credit

Comprehensive Exam non-credit

*To be determined by the Program Coordinator based on the student's previous undergraduate studies.

Master of Arts in Leadership and Management

Program Overview

The Master of Arts in Leadership and Management (MALM) is a professional degree designed to prepare students for exemplary Christian leadership and managerial support to local, regional, national and international organizations. Graduates of the program are equipped to plan, organize, lead, and direct nonprofit organizations, churches, schools, mission organizations and for-profit organizations in a variety of settings. The MALM is well-suited for students who have an interest and are gifted in the art and science of leadership. Individuals who desire to make a significant contribution in a variety of leadership roles will find themselves challenged as they expand their understanding and skills as a leader in the twenty-first century. An added feature of this program is that each student will be guided toward the development of a leadership specialization or accreditation that equips them to take their leadership to the next level.

Anticipated Program Outcomes

- 1) Articulate an evangelical theology that demonstrably arises out of Scripture and finds expression in all areas of life and ministry.
- 2) Be equipped for serving in the local church and its global mission.
- 3) Be recognized as a mature disciple of Jesus Christ.

MALM graduates will be able to:

- 1) Carefully integrate biblical and theological studies in the field of leadership.
- 2) Articulate a set of best practice strategic leadership/management practices in regard to personal, corporate and relational contexts.
- 3) Demonstrate the necessary growth in their leadership and knowledge to move to the next appropriate level of leadership.

Graduation Requirements

- Complete the 60 credit hour program of studies as outlined
- Achieve a minimum of a 2.50 cumulative grade point average on a 4.00 scale
- Complete at least 30 hours of this program through Briercrest Seminary
- Successfully complete an oral comprehensive examination
- Receive the recommendation of the seminary faculty
- Complete all program requirements within seven years of beginning studies
- Meet all financial obligations to the seminary

Master of Arts in Leadership and Management

Degree Requirements (60 credit hours):

Core 12

In consultation with the program coordinator, students will choose one course from each of the following disciplines:

Christian Ministry Formation	3
New Testament	3
Old Testament	3
History or Theology	3

Program Requirements 39

Leadership and Management 24

LE 603 Leadership and Management Foundations	3
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Choose one of:

1. LE 605 Personal and Service Development	3
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OR

2. LE 848 Leadership Resilience	3
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Choose one of:

1. LE 701 Strategic Thinking, Learning & Planning	3
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OR

2. LE 641 Creative Problem and Polarity Management	3
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Choose one of:

1. LE 601 Organizational Design, Governance & Function	3
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OR

2. LE 845 Governance & Board Development	3
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Choose one of:

1. LE 703 Coaching and Mentoring Strategies	3
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OR

2. LE 744 Leadership and Team Development	3
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Choose one of:

1. LE 742 Change, Power & Conflict Management	3
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OR

2. LE 745 Negotiation, Mediation and Arbitration	3
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Choose one of:

1. LE 849 Leadership and Management Current Issues	6
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OR

2. Leadership and Management Elective(s)	6
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Leadership and Management 15

Specialization

RD 701 Research Methods and Design	3
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RD 809 Specialty Research Project	3
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LE 850 Leadership Specialization	9
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Toward Next Level of Development, Experience

Credentialing/Certification

Electives 9

Open Electives	9
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Master of Arts in Marriage and Family Counselling

Program Overview

The Master of Arts in Marriage and Family Counselling (MAMFC) degree provides a biblically and professionally integrated course of study that equips students for a vocation in the mental health sector and in specialized counselling ministries in church and parachurch organizations. The program is designed to help students meet the academic requirements for gaining professional recognition as an Associate Member of the Association for Marriage and Family Therapy (AAMFT) and the Registry of Marriage and Family Therapy in Canada (RMFT). It should be noted that AAMFT and RMFT recognition is independent of Briercrest's program and that it is the responsibility of the student to pursue such recognition after completion of the degree. The program is also designed to meet the membership requirements of the Professional Association of Canadian Christian Counsellors (PACCC).

Anticipated Outcomes

- 1) Articulate an evangelical theology that demonstrably arises out of Scripture and finds expression in all areas of life and ministry.
- 2) Be equipped for serving in the local church and its global mission.
- 3) Be recognized as a mature disciple of Jesus Christ.

MAMFC graduates will be able to:

- 1) Demonstrate that they are equipped with the necessary skills and personal attributes to enter into a ministry of counselling.
- 2) Demonstrate that their practice of counselling meets the highest Christian and professional ethical standards.
- 3) Have met the basic academic qualifications for associate membership in the American Association for Marriage and Family Therapy and Professional Association of Canadian Christian Counsellors.

Graduation Requirements

- Complete the 75 credit hour program of studies as outlined
- Achieve a minimum of a 2.50 cumulative grade point average on a 4.00 scale
- Complete at least 30 hours of this program through Briercrest
- Successfully complete an oral comprehensive examination
- Receive the recommendation of the seminary faculty
- Complete all program requirements within seven years of beginning studies
- Meet all financial obligations to the seminary
- Fulfill all academic and financial requirements

Master of Arts in Marriage and Family Counselling

Degree Requirements (75 credit hours):

Core 12

In consultation with the program coordinator, students will choose one course from each of the following disciplines:

Christian Ministry Formation	3
New Testament	3
Old Testament	3
History or Theology	3

Program Requirements 45

Marriage and Family Counselling 33

MC 603 Foundations of Marriage and Family Counselling	3
MC 606 Marriage and Family Counselling	3
MC 607 Child Development	3
MC 608 Adolescent Development	3
MC 611 Diagnostic and Statistical Manual of Mental Disorders (DSM) and Psychopharmacology	3
MC 613 Emotionally Focused Approach to Couples Therapy	3
MC 703 Counselling Problems and Procedures	3
MC 705 Counselling Ethics	3
MC 706 Adult Development	3
MC 707 Procedures in Marriage and Family Counselling	3
MC 714 Counselling Systems and Approaches	3

Research and Practicums 12

RD 701 Research Methods and Design	3
RD 809 Specialty Research Project*	3
MC 604 Counselling Practicum I	3
MC 605 Counselling Practicum II	3
MC 800 Counselling Internship (300 clinical hours)	Non-credit

Electives 18

Counselling (MC) Electives	6
Bible/Theology Electives	6
Open Elective	6

*The thesis option, RD 808 Thesis, (9 credits) is available upon faculty approval and would substitute for RD809, one MC elective, and one BT elective.

Master of Arts (Theological Studies)

Program Overview

The Master of Arts (Theological Studies) (MATS) is designed to provide the academic background and skills needed for engaging in advanced theological studies. The program seeks to provide the spiritual, intellectual, biblical, historical, and theological tools for sound theological research and teaching. The program is designed for students who wish to become better equipped for a focused ministry of teaching and/or research either in church, mission, or academic settings. The MATS is also well-suited for students who wish to go on for doctoral programs in Old Testament, New Testament, or theology.

Thesis and Non-thesis Tracks

Students may complete the MATS degree following a thesis or non-thesis track. Students opting to follow the thesis track must maintain a 3.50 cumulative GPA and have the approval of the program coordinator. Non-thesis students are required to take a three-hour reading course plus two additional electives (typically in the area of their major).

Anticipated Outcomes

- 1) Articulate an evangelical theology that demonstrably arises out of Scripture and finds expression in all areas of life and ministry.
- 2) Be equipped for serving in the local church and its global mission.
- 3) Be recognized as a mature disciple of Jesus Christ.

MATS graduates will be able to:

- 1) Demonstrate both astuteness and breadth of scholarship in their specific concentration.
- 2) Give evidence of their capacity to implement theological scholarship in a teaching and/or ministry context.
- 3) Articulate a spirituality of scholarship that describes their approach to integrating academic learning into personal formation.

Graduation Requirements

- Complete the 60 credit hour program of studies as outlined
- Achieve a minimum of a 2.50 cumulative grade point average on a 4.00 scale
- Maintain a 3.50 cumulative GPA if following the thesis track
- Complete at least 30 hours of this program through our seminary
- Successfully complete an oral comprehensive examination
- Receive the recommendation of the seminary faculty
- Complete all program requirements within seven years of beginning studies
- Meet all financial obligations to the seminary
- Fulfill all academic and financial requirements

Master of Arts (Theological Studies)

Theology Concentration

Degree Requirements (60 credit hours):

Core 12

In consultation with the program coordinator, students will choose one course from each of the following disciplines:

Christian Ministry Formation	3
New Testament	3
Old Testament	3
History or Theology	3

Program Requirements 24

Theological Studies

RD 701 Research Methods and Design 3

BT 602 Introduction to Biblical Interpretation * 3

Choose one of:

1. BT 717 The Former Prophets 3

OR

2. BT 719 The Latter Prophets 3

BT 722 Gospels 3

BT 761 The Patristic Fathers 3

RD 808 Thesis ** 9

RD 700 MA Experiential Integration Non-credit

Electives 24

Theology/History/Languages 18

(Maximum of 9 hours language)***

OT or NT Elective/Theology elective 3

(May include CM 632 Homiletics)

Open Elective 3

* Students with a previous hermeneutics course at the college or seminary level can request to have this requirement replaced with a BT elective.

** Students must maintain a cumulative GPA of 3.50 and have the approval of the program coordinator in order to qualify to write a thesis. Students who do not qualify or wish to opt out of the thesis must include RD806 Reading Course (in the area of their concentration) and two electives (6) typically in the area of their concentration.

*** Can include either Greek or Hebrew or a combination of both.

Master of Arts (Theological Studies)

Old Testament Concentration

Degree Requirements (60 credit hours):		Electives	18
Core	12	Old Testament Electives **	12
<i>In consultation with the program coordinator, students will choose one course from each of the following disciplines:</i>		Bible/Theology Elective	3
Christian Ministry Formation	3	Open Elective	3
New Testament	3		
Old Testament	3		
History or Theology	3		
Program Requirements	30		
Theological Studies			
RD 701 Research Methods and Design	3		
<i>Choose one of:</i>			
1. BT 717 The Former Prophets	3		
OR			
2. BT 719 The Latter Prophets	3		
BT 722 Gospels	3		
BT 761 The Patristic Fathers	3		
RD 808 Thesis *	9		
RD 700 MA Experiential Integration	Non-credit		
Hebrew Language	9		

* Students must maintain a cumulative GPA of 3.50 and have the approval of the program coordinator in order to qualify to write a thesis. Students who do not qualify or wish to opt out of the thesis must include RD806 Reading Course (in the area of their concentration) and two electives (6) typically in the area of their concentration.

** Can include advanced Hebrew language classes.

Master of Arts (Theological Studies)

New Testament Concentration

Prerequisites

A minimum of first-year Greek is required prior to starting the program language requirements. These courses can be taken through Briercrest College or Distance Education.

Degree Requirements (60 credit hours):

Core

12

In consultation with the program coordinator, students will choose one course from each of the following disciplines:

Christian Ministry Formation	3
New Testament	3
Old Testament	3
History or Theology	3

Program Requirements

30

Theological Studies

RD 701 Research Methods and Design 3

Choose one of:

1. BT 717 The Former Prophets 3

OR

2. BT 719 The Latter Prophets

BT 722 Gospels 3

BT 761 The Patristic Fathers 3

RD 808 Thesis * 9

RD 700 MA Experiential Integration Non-credit

Greek Language 9

Electives

18

New Testament Electives** 12

Bible/Theology Elective 3

Open Elective 3

* Students must maintain a cumulative GPA of 3.50 and have the approval of the program coordinator in order to qualify to write a thesis. Students who do not qualify or wish to opt out of the thesis must include RD806 Reading Course (in the area of their concentration) and two electives (6) typically in the area of their concentration.

** Can include advanced Greek language courses.

Certificate of the Seminary

Program Overview

The Certificate of the Seminary is designed for individuals seeking to learn and grow in an academic context. Upon completion of the certificate, and with the approval of the seminary faculty, students may use the accumulated credits toward a graduate program at Briercrest College and Seminary. The certificate can be completed through courses taken on campus or through Distance Education.

Graduation Requirements

- Complete the 30 credit hour program of studies as outlined
- Achieve a minimum of 2.25 cumulative grade point average on a 4.00 scale
- Receive the recommendation of the seminary faculty
- Complete 12 credit hours in a chosen specialized area of study
- Meet the specified curricular expectations of the program
- Meet all financial obligations to the seminary

Certificate Requirements*** (30 credit hours):

Core	12
<i>In consultation with the program coordinator, students will choose one course from each of the following disciplines:</i>	
Christian Ministry Formation	3
New Testament	3
Old Testament	3
History or Theology	3
Electives	18
Specialty Electives*	9
Open Elective	9

*English Bible, Leadership and Management, Marriage and Family Counselling, Theological Studies, Youth and Family Ministry, or Worship

*** *The Certificate of the Seminary requirements have changed. Please see Addendum #2: Certificate of the Seminary on the following webpage:*
<http://briercrest.ca/current/seminary/academics/seminary-calendar/>

COURSE DESCRIPTIONS

DE = Course also offered by Distance Education

Note: A number of unique courses offered at our India extension site are not listed here. If you need further information on current course offerings and schedules in India, please contact the Academic Services office.

Bible/Theology and History (BT)

BT 602 Introduction to Biblical Interpretation (3 credits)

This course introduces students to the basic principles and practices of biblical interpretation, including an overview of how to interpret different genres, a basic introduction to biblical languages, and guidance in how to make use of reference tools in a responsible manner.

BT 801 Jewish Backgrounds to Early Christianity (3 credits)

A seminar on the history, literature, and thought of early Judaism (from 300 BCE to 200 CE). This course highlights the Jewish origins of Christianity, illuminates the thought world of Jesus and his Jewish contemporaries, and explores the reasons for the eventual “parting of ways” between Judaism and Christianity.

BT 802 Critical Methodologies (3 credits)

This course introduces students to major critical methodologies in biblical studies. Students will gain wide exposure to how the Bible has been studied in the last two centuries and gain practice in applying these methods to select texts.

Old Testament

BT 610 Pentateuch: The Way of the Torah (3 credits) DE

This course represents an opportunity to take a journey through the books of Genesis to Deuteronomy. Along the way, we encounter the texts and traditions that have shaped biblical faith down to the present-day stories of heroes and villains, of creation and destruction, and of promise and deceit. Later interpretations of the Pentateuch are explored in an attempt to discover how subsequent traditions have come to view the way of the Torah.

BT 615 Where Can Wisdom be Found? (3 credits)

This course represents an opportunity to explore the richness of the Wisdom tradition found in the Old Testament. An introduction to critical and comparative issues in the study of Wisdom literature and the reading and discussion of texts from books such as Proverbs, Job, and Ecclesiastes are accompanied by an exploration of how these texts have been employed by later traditions to answer the question, “Where can wisdom be found?”

BT 711 Introduction to Old Testament Theology (3 credits) DE

An introductory study of Old Testament theology with attention given to approaching the Old Testament in its own structure and context, this course uncovers the major patterns of thought in Old Testament perspective and considers how Old Testament theology informs the New Testament and contemporary evangelical thought.

BT 714 Psalms: The Poetry of Prayer (3 credits)

This course offers students an encounter with the vitality of the Israelite Psalms tradition. An exploration of various critical approaches to the study of these texts is accompanied by an investigation of the ways in which the Psalms have served as a resource for subsequent theological, literary, and liturgical traditions.

BT 717 The Former Prophets: Encountering Elijah and Elisha (3 credits)

This course involves a close reading and discussion of 1 Kings 17 to 2 Kings 10 and explores the phenomenon of prophecy as it is represented in the Former Prophets. Particular attention is devoted to the ways in which prophets and prophecy are presented and represented and the ways in which a canonical understanding of prophecy may be shaped by an encounter with Elijah, Elisha, and the other prophetic figures in these narratives.

BT 719 The Latter Prophets: Isaiah Amidst the Witnesses to the Word (3 credits)

This course allows students to gain a fuller understanding of the Latter Prophets through an encounter with the book of Isaiah. Issues explored include the ways in which Isaiah is (and is not) representative of both contemporary approaches to the Latter Prophets and the concerns, contents, and contexts of these writings. The course also affords an opportunity to explore the ways in which the reading of the Latter Prophets has informed ongoing traditions of “witnessing to the Word.”

BT 817 Old Testament Specialty (3 credits)

This study focuses on a particular emphasis of Old Testament studies.

BT 819 Seminar: Current Issues in Old Testament Studies (3 credits)

This course offers an examination of the issues relevant to the field of Old Testament studies. The subject and instructor vary from year to year.

New Testament

BT 620 Pauline Epistles (3 credits)

This course consists of a close study of central themes and passages in the letters of the apostle Paul, an introduction to Paul’s theology, a survey of recent discussions on Paul’s use of the Old Testament, his critique of Judaism, and his ethics. Students are challenged to explore and discuss how Paul’s thought can guide the contemporary church as it deals with a range of issues including church leadership, gender and sexuality, the work of the Spirit, the nature of discipleship, and the role of the Law for the Christian. This is a New Testament core course.

BT 625 1 Corinthians: Issues in the Christian Community (3 credits)

This course is an exegetical and pastoral study of 1 Corinthians that explores the challenges of life in the Christian community. Practical issues examined include church discipline, civil lawsuits, celibacy, divorce, weaker brothers, head coverings, communion, spiritual gifts, and the role of women in the church.

BT 627 Pastoral Epistles: Studies in New Testament Church Leadership (3 credits)

This course offers a study of 1 and 2 Timothy and Titus, concentrating on the qualifications, selection, responsibilities, and authority of church leaders, and an examination of current models of church government in light of Scripture.

BT 629 James: Studies in Christian Responsibility (3 credits)

This course offers an exegetical, theological, and practical study of the book of James, with special emphasis on the role of wealth in the life of the believer and the relationship between faith and works.

BT 721 Revelation: Jesus' Letter to the Church (3 credits)

In a world that has become increasingly unstable, the message of Revelation is more relevant than ever. Revelation begins with an important promise about what is to follow: "Blessed are those who hear it and take to heart what is written in it" (1:3). But how can we respond to its message if we do not understand it? What exactly is the message of the book of Revelation? To answer this question, we examine the genre of Revelation and its likely function and carefully consider the merit and implications of various approaches to interpretation, including futurist (dispensationalist), preterist, historicist, and idealist approaches.

BT 722 Gospels (3 credits)

An orientation of the modern study of the Gospels and recent quests for the "historical Jesus," this course surveys various critical approaches (source criticism and redaction criticism) and debates (the genre and historicity of the Gospels) and provides an opportunity to

compare the theological contributions of two or more evangelists. Studies in selected passages explore the significance of the story of Jesus for the modern church. This is a New Testament core course.

Note: This course may be taken more than once as the focus of this course varies from year to year.

BT 723 Sermon on the Mount (3 credits) DE

This course is based on an exposition by John R.W. Stott of Jesus' Sermon on the Mount in Matthew 5-7. The emphasis is upon the distinctive character that is expected of the Christian and upon the authority of the Lord Jesus Christ.

BT 724 Teachings of Jesus (3 credits) DE only

A chronological, synthetic study of the four gospel records that emphasizes the time, place, circumstances, and people involved in the events of our Lord's ministry, with the objective of developing a more complete understanding of the significance of his words and works.

BT 725 The Acts of the Apostles (3 credits) DE

This course is an exegetical examination of Acts with concentration on the biblical theology of the book, the historical background of the events, and the theological emphasis of the speeches. Special attention is given to the relationship between the church and Israel in the early church era.

BT 728 Hebrews: The Supremacy of Christ (3 credits)

This exegetical, theological, and practical study of the book of Hebrews places special emphasis on its teachings

regarding the person and work of Christ, the new covenant, its use of the Old Testament, the life of faith, and its distinctive warnings.

BT 809 Galatians: Bible Study Methods (3 credits) DE only

The purpose of this course is to increase students' confidence in understanding, applying, and teaching Scripture by engaging them in an intensive study of Paul's epistle to the Galatians, employing ten Bible study methods that thoroughly examine this letter, and provide a solid foundation for the study of other books of the Bible.

BT 824 The Epistles and Revelation (3 credits) DE only

Using the English text, this course surveys the New Testament epistles and the Apocalypse. The introductory issues and the basic content of the books are of concern. Students do an inductive study of a selected passage according to the accompanying Inductive Bible Study syllabus.

BT 825 Romans: Learning to Think like a Christian (3 credits)

This course is an exegetical, theological, and practical study of Paul's epistle to the Romans, with special emphasis on its teachings concerning sin, salvation, sanctification, law, gospel, and Christian ethics, so as to establish a theological and experiential basis for ministry.

BT 829 Seminar: Current Issues in New Testament Studies (3 credits)

This course includes an examination and discussion of important issues in New Testament interpretation and theology confronting scholars and Christian leaders in the 20th century. The focus of this course varies from year to year.

BT 849 New Testament Specialty (3 credits)

This study focuses on a particular emphasis of New Testament studies.

Greek

BT 640 Introductory Greek I (3 credits) DE

This course gives an introduction to the grammatical elements of Koine (New Testament) Greek using brief passages from throughout the New Testament as a basis for developing proficiency in translation.

BT 643 Introductory Greek II (3 credits) DE

This course provides a continued study of New Testament Greek grammar with further reading of selected portions of the Greek New Testament.

Prerequisite: BT 640 Introductory Greek I

BT 740 Greek Syntax (3 credits)

This brief review of Greek grammar, vocabulary, and intensive study of syntax emphasizes the value of Greek for biblical exegesis. Reading selected New Testament passages demonstrates techniques of grammatical and syntactical analysis.

Prerequisite: BT 640 Introductory Greek I and BT 643 Introductory Greek II (available through Distance Education)

BT 743 Greek Exegesis I (3 credits)

This course is an introduction to exegetical methodology, textual criticism, and semantics, with continued emphasis on the reading and careful examination of selected New Testament passages. The integration of Greek exegesis and sermon preparation is explored.

Prerequisite: BT 740 Greek Syntax

BT 840 Greek Exegesis II (3 credits)

This course offers further development and application of the exegetical methodology set forth in BT 644 Greek Exegesis I, with greater attention given to exegetical problem solving. A New Testament book is studied in detail. Prerequisite: BT 743 Greek Exegesis I

BT 848 Advanced Greek Exegesis (3 credits)

This course involves continued development of exegetical skills through the careful analysis of the Greek text of one of the more challenging New Testament books. Prerequisite: BT 840 Greek Exegesis II

Hebrew

BT 631 Introductory Hebrew I (3 credits) DE

This course is designed to introduce beginning students to the basics of biblical Hebrew so as to provide a clear basis for further study of the language and the texts written in it. Through class lectures and twice-weekly tutorials, students are familiarized with the basic building blocks of the language.

BT 633 Introductory Hebrew II (3 credits) DE

This course builds on the introductory offering by deepening students' knowledge of the language and developing their ability to identify weak verbs and rare and difficult constructions in biblical Hebrew. Toward the end of the course, students are introduced to the reading of selected portions of the Hebrew Bible. Prerequisite: BT 631 Introductory Hebrew I

BT 733 Hebrew Syntax and Exegesis I (3 credits)

This course is designed to introduce students of biblical Hebrew to both the challenges and rewards of reading the *Biblia Hebraica*, offering students an opportunity to both review introductory grammatical concepts and deepen their understanding of the morphological and syntactic issues that arise in our reading of the Hebrew Bible/Old Testament. As we work inductively through prose texts drawn from the historiographical and legal traditions, it is hoped that students not only emerge with a deeper understanding of the text and language, but also with a sense of the importance and relevance of biblical Hebrew for contemporary reading of Old Testament texts. Prerequisite: BT 633 Introductory Hebrew II

BT 739 Biblical and Extrabiblical Aramaic (3 credits)

This course will give students basic skills in translating biblical and extrabiblical Aramaic. Students will gain a basic grasp of Aramaic vocabulary, morphology, and grammar. Practice will also be given in translating pre- and post-biblical Aramaic texts. This will only be offered as an independent study. Pre-requisite: BT 633 Introductory Hebrew II

BT 835 Hebrew Syntax and Exegesis II (3 credits)

This course is designed to provide intermediate students of biblical Hebrew with a fuller understanding of the textual fabric and linguistic landscape of the *Biblia Hebraica*. The inductive reading of texts drawn from the Hebrew Bible's prophetic, poetic, and wisdom traditions offers students an opportunity to expand and develop their range of exegetical skills by deepening their existing knowledge of biblical Hebrew syntax,

structure, and style. This course is designed to foster a deeper understanding of the text, a greater appreciation of the breadth and diversity of biblical Hebrew, and a constructive idea of the relationship between exegesis and exposition.

Prerequisite: BT 733 Hebrew Syntax and Exegesis I

History

BT 660 History of Modern Evangelicalism (3 credits)

In his journal following his conversion in 1738, John Wesley wrote, “I felt my heart strangely warmed.” Many hearts were “strangely warmed” in the 18th century, and the Evangelical Revival had a profound impact upon the Protestant community in the North Atlantic triangle and beyond. Beginning with the Wesleys and George Whitefield in Britain and Jonathan Edwards in the United States, this course explores prominent themes, issues, and personalities in the history of the early modern and modern evangelical movements.

BT 661 Overview of the History of Christianity (3 credits) DE only

Chronologically, this survey covers the history of Christianity from the time of the early church through to the end of the 19th century. It includes a study of ecclesiastical organization and practice and is also concerned with the history of theology, doctrine, spirituality, and the impact of Christianity on society and of society on Christianity.

BT 663 History of Christian Life and Thought I (3 credits) DE only

This course provides a chronological survey of the history of Christianity from the early church to the High Middle Ages. With the companion course, BT664

History of Christian Life and Thought II, this course serves as an introduction and foundation to church history and historical theology. The focus of this course is upon the changing relationship of Christianity and culture in each period, and from this perspective, special attention is given to the history of theology, mission, spirituality, religious art, and ecclesiastical organization and practice.

BT 664 History of Christian Life and Thought II (3 credits) DE only

This course is designed to provide students with a basic introduction to the development of the Christian church since the time of the Protestant Reformation.

BT 761 The Patristic Fathers (3 credits) DE

Luke, the New Testament historian, sought to write an orderly account of the early church so that he might instruct Theophilus in the historical reliability of the Christian faith. This course begins where Luke left off and provides an introduction to some of the key issues, events, and personalities of the early church up to the Council of Chalcedon (451 CE), including formative issues in biblical interpretation, the development of an orthodox faith, church-state relations, and the seminal work of the early church fathers.

BT 763 The Reformation Era (3 credits)

The 16th century witnessed a series of religious revolutions that permanently altered the spiritual and material condition of Europe and beyond. This course provides an introduction to the onset and character of these revolutions, with particular attention given to the intellectual, political, and social

consequences and legacies emerging from this formative era.

BT 767 History of Christianity in Canada (3 credits)

Canada is sometimes regarded as a more secular version of its American neighbour. Henry Alline, the late 18th century Nova Scotian revivalist, would not have agreed, for he believed that while Old and New England were engaged in a “most inhuman war,” a great redeemer nation was emerging in his corner of British North America. This course examines Canada’s rich Christian heritage from the first European encounters with aboriginal peoples to contemporary times, with particular emphasis on the relationship between Christianity and the broad socio-political and intellectual history of the nation.

BT 768 Studies in Christian Biography (3 credits)

The Christian faith is replete with noteworthy life stories, some of which have come to be well-known. This course examines the concept of biography and involves the detailed study of a significant figure in the history of the faith. Course content varies from year to year.

BT 869 Church History Seminar (3 credits)

Designed for more advanced students, this seminar examines a select topic in church history. Each student is expected to lead and participate in the seminar.

Theology

BT 650 Theology of God and Creation (3 credits)

This foundational course surveys the task, function, methods, and breadth of systematic theology from the perspective

of a biblical doctrine of God and his lordship over creation. Attention to the meaning of the fatherhood of God prepares the way for a doctrine of the Trinity that illuminates how he is related to creation and how humans created in God’s own image are meant to serve his eternal purposes.

BT 651 Central Doctrines of Christian Theology (3 credits) DE only

An introductory course for those without theological training that surveys the central doctrines of the Christian faith and seeks to facilitate students in developing a basic understanding of the method and content of systematic theology in the classical and evangelical traditions. *BT651 cannot be used to fulfill the core requirement of BT650.

BT 653 Theology of Christ and Reconciliation (3 credits)

Scripture teaches that God made Jesus Christ, the One who knew no sin, to be sin for fallen humans, making reconciliation to God possible (2 Corinthians 5:20-1). This course examines the person and work of “Christ the Centre” (Bonhoeffer), showing how through his birth, life, death, resurrection, and ascension, Jesus Christ stood with humanity and gained victory over principalities and powers to provide atonement for sin and justification of sinners. The course also surveys current problems in Christology, such as the significance of “historical Jesus” research and the uniqueness of Christ in a world of religions.

BT 654 Theology of the Holy Spirit and Redemption (3 credits)

This course examines the identity and redeeming work of the third person of the Trinity, the Holy Spirit. The course explores the Spirit’s relationship to the

Father and Son as well as his saving work in sustaining creation, inspiring Scripture, sanctifying and giving gifts to the church, and resurrecting all peoples for the life that is to come (i.e. eschatology). An assessment of current pneumatological debates from evangelical and ecumenical perspectives is also included.

BT 655 Following Christ: An Introduction to Theological Ethics (3 credits)

This course explores philosophical and biblical-theological foundations for ethics, the role of Jesus' example in ethical formulation, and major ethical issues facing today's church and society.

BT 751 Life in the Mess: A Theology of Forgiveness and Reconciliation (3 credits)

Faced with the plagues of family breakdown, loss of integrity, genocide, international conflict, and the most damaging of all—indifference—the church must hear afresh the gospel of forgiveness and reconciliation in the midst of “life lived in the mess.” This course evaluates contemporary models that prevent Christians from practicing forgiveness and experiencing the reconciled life as God intends. More importantly, the course outlines a biblical model of reconciliation that should enable students to begin the lifelong apprenticeship of learning the craft of forgiving and being forgiven.

Note: Course also offered as MC 819 Counselling Specialty

BT 752 These Three are One: The Trinity and the Christian Life (3 credits) DE

Karl Rahner observed that “despite their orthodox confession of the Trinity, Christians are, in their practical life,

almost mere ‘monotheists.’”

Consequently, this course seeks to reintroduce students to the great historical and contemporary Trinitarian literature that has sought to locate the doctrine of the Trinity as the core content and structure of Christian faith, life, and piety. In particular, the course investigates the relationship of Trinitarian doctrine to the use of Scripture, the church and ministry, and prayer and spiritual formation.

BT 753 Thy Kingdom Come: The Church, Politics, and Eschatology (3 credits)

After his resurrection, Jesus ascended to the right hand of God the Father. As King, the ascended Christ calls into question the ultimate authority of all political and social structures without completely doing away with them. This course attempts to grapple with the complex problem of Christian political engagement, particularly within a Canadian context. Themes such as the prophetic authority of the church in her proclamation of the kingdom and the eschatological shape of human political relations are explored.

BT 754 Shepherd the Flock: Pastoral Theology of Church, Sacraments, Mission, and Preaching (3 credits)

Those engaged in pastoral ministry would hardly downplay the need for preaching and pastoral care in church ministry, but few have clearly articulated theologically why the church must continue to engage in these practices and what is accomplished through them. This course explores classical theologies of preaching and pastoral care that could serve as alternatives and correctives to the modern emphasis upon homiletic and therapeutic techniques. Thinking through the problems of preaching and pastoral care in

a media-saturated culture is also a major component of the class.

BT 759 Theology Specialty

This study focuses on a particular emphasis of theological studies.
(3 credits)

BT 854 The Christian Life: An Evangelical Spiritual Theology (3 credits) DE only

With the extensive contemporary interest in spirituality, it is imperative that we establish a comprehensive theology of Christian spirituality that can inform the life and witness of Christian believers. For this theology to be effective in undergirding Christian experience, it needs to have distinctive features. It needs to be biblical, Trinitarian, historical, and church-connected. Finally, it needs to be practical and contemporary, which for believers in the 21st century means that it must account for and enable spiritual formation and nurture in a postmodern, pluralistic, materialistic society. In all respects, a theology of Christian spirituality needs to provide a theological foundation for a life of prayer from which the Christian life can be lived and sustained.

BT 859 Advanced Seminar in Theology (3 credits)

This seminar guides students in extensive reading and discussion within a selected topic, field, or personality of historical, systematic, or pastoral theology. The topic of study is selected in accordance with the expertise of the faculty member and/or interests of the students. The course may be taken more than once provided the topic has changed.

Christian Ministry (CM)

CM 600 Spiritual Formation for Ministry (3 credits)

This course explores the central place of growing intimacy with Christ as the basis for effective life and ministry. Designed to be experienced early in the programs of all students preparing for vocational ministry, it provides a pathway toward spiritual refreshment, deeper commitment, and disciplined living. The course is a blend of classroom and practical experiences in the spiritual disciplines, culminating in a 24-hour personal spiritual retreat.

CM 601 Philosophy and Foundation for Ministry (3 credits) DE

This course assists students in responding, according to sound scriptural principles, to a rapidly changing culture and often confounding church scene. Attention is given to the biblical foundations of ministry, the development of mission, vision, and cultural responsiveness, the identification of calling, and the formation of core values. Students are guided through the process of developing a well-articulated philosophy of ministry.

CM 621 Theology of Mission and Evangelism (3 credits)

This course offers students the opportunity of exploring some recent thinking about both the centrality and the nature of mission in the teaching of the Scriptures, and to reflect on the relevance of a biblically faithful theology of mission for the church's obedience to Christ in our contemporary world.

CM 632 Homiletics (3 credits)

This practical course explores a theology of preaching and the preparation and delivery of biblical sermons from the

epistles and poetic texts. Students are guided through the foundational disciplines of choosing, exegeting, and preaching a biblical passage.

CM 701 Pastoral Theology and Practice (3 credits)

This course explores the many dimensions of pastoral ministry from a biblical standpoint with the goal of equipping students to function effectively as pastoral leaders within the contemporary culture. This course covers issues such as planning, scheduling, dealing with the expectations of others, administering the sacraments, performing weddings and funerals, functioning effectively with church staff (paid and volunteer), handling conflict and criticism, avoiding burnout, and other day-to-day aspects of the ministry.

CM 704 Small Group Ministry (3 credits)

This course examines the theory and practice of Christian community through small group ministries. Major types of small groups and church programming models are highlighted. Special attention is given to local church administrative requirements, leadership training, implementation difficulties and issues, and oversight requirements that enable such ministries to be fruitful long-term.

CM 714 Multigenerational Ministry in the 21st Century (3 credits)

This course is an exploration of current sociological perspectives and the rapidly changing cultural views of North American family dynamics. The course places the family of today in its historical perspective and explores the variety of forms contemporary families have taken. Practical elements such as family communication, conflict resolution,

spiritual growth, etc., are covered, with particular emphasis placed on the ministry implications of the changes being observed.

CM 722 The Christian and Spiritual Warfare (3 credits)

This course is a biblical study of the Christian's spiritual warfare with the inner sin nature, the world system, and evil supernaturalism. The material covered in the course is applicable to the Christian worker in North America as well as for those in cross-cultural ministries.

CM 736 Principles of Discipleship (3 credits) DE only

This course is designed to assist students in grappling with the theological and practical dimensions of discipleship. Students explore discipleship from the Bible and supporting literature and undertake an assessment of the effectiveness of the formation of disciples in a contemporary ministry setting. This leads to the development of a plan of action for making disciples in the students' current or future ministry contexts.

CM 814 Ministry Issues in Contemporary Culture (3 credits)

This course will appraise significant theological, missiological and methodological trends and shifts in evangelical ministry in North America. An examination and evaluation of current literature and models of evangelical church and parachurch ministry will also be included. Specific topics and methods of instruction will vary by the instructor's background and ministry expertise.

CM 819 Christian Ministry Specialty (3 credits)

This course focuses on a particular emphasis of Christian ministry. The focus of this course varies from year to year.

CM 835 Advanced Preaching (3 credits)

Students in this course investigate recent sermon development models in order to add variety and creativity to their biblical preaching ministries. Students are able to develop and practice a basic philosophy of creativity, especially in relation to preaching.

Prerequisite: CM 632 Homiletics

Worship

CM 641 Theology of Christian Worship (3 credits)

Contemporary ideas of worship include an event that happens on Sunday mornings; the musical part of the gathering; or a whole lifestyle. All three approaches are a part of biblical worship, but none are complete in themselves. During this course we focus on what the Bible teaches on worship. By the end of the course work, students have a clear and substantive understanding of the theology and practice of biblical worship.

CM 743 Worship Leadership (3 credits)

This class functions largely as a practicum oriented around contemporary worship models. Included is consideration of the use of drama, dance, visual art, and symbol. Students have opportunities to lead in the classroom and seminary chapel context. Significant emphasis is placed on understanding worship leadership as a pastoral task. Time is also given for practical examples of how to work with contemporary musicians in a worship ministry context.

CM 744 Music and the Arts in Worship (3 credits)

Music and the arts have always been central to worship expression. This continues to be true in the evangelical church today; in many cases there seems to be an unhealthy and unbiblical equation of music and worship. This is often to the exclusion of other historical and biblical worship expression. During this course students develop a philosophy of music and the arts as they relate to corporate worship practice and church ministry.

CM 746 Sign, Symbol, and Sacred Act in Christian Ministry (3 credits)

Contemporary ideas of sign and symbol include religious and mystical; corporate and commercial; individual and group (fashion); and national and patriotic. However, many deep symbols have become trivialized in today's culture (i.e. rock stars wear crosses at award ceremonies). During this study we investigate the use of sign, symbol, and sacred act in biblical material and church history and give priority to the potential for reclamation of their profound meaning in contemporary practice.

CM 749 Church and Communication Technology (3 credits)

Virtually every church uses technology to enhance its ministry. This study provides crucial information on how to effectively use technology, especially in the areas of sound reinforcement, lighting, PowerPoint™, graphic design, and video production. Ethical and philosophical issues related to the influence of technology in culture are also discussed. Upon completion of this course, students understand key areas of ministry technology and have a sense of their appropriate use in today's church.

Youth and Family Ministry

YF 608 Adolescent Development and Counselling (3 credits)

Adolescence represents a definable phase in human development. It is one of the most complex of the developmental phases because of the myriad of changes going on during these critical years. This course examines the pilgrimage through adolescence from a number of perspectives. Key developmental theories are examined in light of biblical truth. A historical look at adolescence forms the starting point for exploring adolescent emotional, relational, physiological, moral, and spiritual development.

Note: Course also offered as MC 608 Adolescent Development and Counselling

YF 612 Evangelism and Discipleship of Youth (3 credits)

This course is a comprehensive study of the purposes, principles, and methods of youth evangelism and discipleship. Particular emphasis is placed on the youth worker's responsibility to equip adolescents for ministry to their peers.

YF 613 Contemporary Youth Issues (3 credits)

A study of current issues facing North American adolescents, this course is presented in a topical style and addresses themes such as self-concept, adolescent sexuality, friendship and dating, family relationships, the media, eating disorders, addictive behaviours, self-injury, drugs, drinking, etc. The course is designed not only to increase awareness, but also to present appropriate biblical responses to the complex realities of contemporary adolescent life.

YF 712 Family Ministry in the Local Church (3 credits)

This course combines a theology for marriage and family with a study of family ministry practices that equips church leaders to address the needs of the contemporary family unit. This study explores ways in which the church can stay current in responding to the changing face of the family today. The emphasis is on meeting the needs of the family as a distinct unit rather than on ministry to its separate parts.

YF 715 Sociology of Youth in North America (3 credits)

This course addresses the need to understand today's rapidly changing world of children and teens as a prerequisite for effective youth ministry. Students develop an understanding of today's youth culture, along with the skill necessary for continued assessment of youth culture as it changes. This course prepares students to increase their ministry effectiveness by equipping them to view and practice youth ministry as "cross-cultural" ministry.

Note: Students with credit for YF 715 Understanding Today's Youth Culture will require permission from the Registrar to take this course for credit.

YF 829 Youth and Family Specialty (3 credits)

This study focuses on a particular emphasis or issue in youth and family ministry. The focus of this course varies from year to year.

Leadership and Management (LE)

LE 601 Organizational Design, Governance and Function (3 credits)

The course examines how people come together in organizations and how leadership and governance processes, structures, and cultures can influence their work together in these contexts. This course explores organization in churches, non-profits and general organizations with the goal of exploring how they can improve their effectiveness in areas such as design, function, governance, organizational culture, activities and relationships.

LE 603 Leadership and Management Foundations (3 credits)

This course is an integrative study of the primary features and functions of best practices of leadership and management within organizations, communities and cultural settings. Students will design a philosophy and set of operational principles for best practices that would help move any ministry and/or organization from merely being “good” toward being “great.” (It is strongly recommended that this course be taken early in the program and not beyond the midpoint of the program.)

LE 605 Personal and Service Development (3 credits)

The primary goals of this course are to help students discover, rediscover and/or reinvent themselves in a way that enables them to live and serve in their “sweet spot” and to enhance their development in stewarding their lives accordingly. This course is a guided review and reflection on personal career and/or service match with implications for personal and organizational development. The course

also identifies continuous renewal strategies for persons in organizational and/or ministry settings. The course will attempt to provide maximum help toward enhanced emotional intelligence.

LE 641 Creative Problem and Polarity Management (3 credits)

This course is designed to help students understand the perspectives, procedures, and processes needed for problem solving, polarity management and vision-setting. Emphasis is given to strategic and creative processes applied to a problem or polarity issue, but these processes are also readily adaptable to numerous leadership/management settings. Problem solving will be presented as one of three strategic planning approaches using a problem reengineering design.

LE 701 Strategic Thinking, Learning, and Planning (3 credits)

This course is an examination of the perspectives and processes necessary to establish and sustain momentum in an organization, utilizing best practices in doing strategic personal and organizational thinking, learning, planning and leading. The course will include strategic assessment, shaping, alignment and delivery of a missional vision and strategy that is designed with a keen sense of need and with careful consideration of both the internal and external environments.

LE 703 Coaching and Mentoring Strategies (3 credits) DE

This course offers a careful study and demonstration of coaching and mentoring processes that are useful for influencing individuals and groups toward strategic and improved growth where there are deficiencies. Instruction, demonstrations and role play will be used to ensure that

students perceive the benefits, strategies, processes, and skills of coaching in and beyond leadership and organizational relationships. The course will establish the sense that leadership at its best is a form of coaching. Some students will wish to build on this course potentially to enter the coaching field as a vocation.

LE 742 Change, Power and Conflict Management (3 credits) DE

This course provides a careful and thoughtful examination of individual and organizational change, power and conflict dynamics and how to work toward positive outcomes, momentum, and commitment. The course emphasizes discovering, experiencing and applying processes that bring about the resolution, revitalization, renewal, and/or reconciliation needed to move toward a preferred future.

LE 744 Leadership and Team Development (3 credits)

This course maps out biblical and practical approaches to developing leaders and teams in a wide range of organizations and service contexts. This course will examine, provide demonstrations and experiences in regard to the emotional intelligences, style differences, strategies, structures, functions, stages, processes, skills and tools helpful in forming and growing teams within organizational and/or ministry settings. The scope of teamwork will include both professional and lay settings and roles.

LE 745 Negotiation, Mediation and Arbitration (3 credits)

This course is a careful and experientially focused study of the development of processes, strategies, and skills that move toward the de-escalation of differences,

conflicts, and deeply rooted resentments through the use of best practices in negotiation, mediation, and arbitration.

LE 845 Governance and Board Development (3 credits)

The course will explore the theological, historical, philosophical, psychological and structural factors that contribute to the reconceived assumptions regarding governance and board governance. In this study of the different models of governance and types of boards, emphasis is placed on best practice design or redesign, development, and function of governance and board governance within a wide range of organizational and ministry settings. The course will include a study of board and elder work in church environments.

LE 848 Leadership Resilience (3 credits)

This course will examine factors that contribute to resilience in life and leadership along with those factors that break down the high energy and resilience which is so vital to thriving in personal and organizational settings. The primary goal of the course is to address the shaping and/or reshaping of our journey in ways that promote personal and organizational resilience in all dimensions of life- holistic, physical, emotional, mental, social, and spiritual. The course will examine the realities, perspectives, environments and conditions that contribute to both burnout and resilience. Attempts will be made for each person to define their current condition and the implications.

LE 849 Leadership and Management Current Issues (3 credits)

This study focuses on a particular emphasis of leadership and management that is a burning issue at a given point in time. The primary subject matter and delivery of this course will change each year and hence at least two or more such courses could be applied to the leadership/management core of the MALM program.

Note: This course may be taken more than once as the focus of this course varies from year to year.

LE 850 Leadership and Management Specialization (9 credits)

Each student in the MALM program will have a different set of needs, aspirations, goals and expectations as to what would best move them to the next level of leadership. For some it may be a combination of courses in leadership and management offered either by Briercrest or offered elsewhere (but approved by Briercrest). Other students may be best served by doing an intensive graduate level internship for either the full or part of the 9 credit requirement. Still others will be best served by working through a previously agreed upon path toward certification, credentialing or accreditation for the next phase of their leadership involvement. Each student should establish a contractual agreement, in conversation with the program coordinator, in order to design the path toward helping the student best accomplish her or his desired leadership specialization goal and need. The initial conversation about the contracted path should happen no later than the midpoint of the program.

Marriage and Family Counselling (MC)**MC 603 Foundations of Marriage and Family Counselling (3 credits)**

This course thoroughly surveys theological and biblical concepts, family systems, and psychodynamic ideas, and integrates these ideas into the groundwork for a narrative approach to entering into helping conversations. Issues covered include the debate around the integration of biblical and psychological ideas; an understanding of human psychological nature; the development of behavioural, relational, and emotional “problems” from a systemic perspective; the goals of counselling; and the use of narrative ideas to guide the nature of therapeutic conversations.

MC 604 Counselling Practicum I (3 credits)

This course provides an introduction to actual counselling in a peer group setting. Practicum groups of no more than six students function as the accountability units in which problems and responses are conceptualized according to the model taught in MC 603 Foundations of Marriage and Family Counselling. This course provides an introduction to the practices of counselling and an opportunity to discover the strengths and gifts each student brings to the practice of counselling.

Prerequisite: MC 603 Foundations of Marriage and Family Counselling

MC 605 Counselling Practicum II (3 credits)

This practicum builds on and continues the experiential focus of MC 604 Counselling Practicum I, but with a shift in emphasis from the “person” of the

counsellor to the “skills” of the counsellor.

Prerequisite: MC 604 Counselling Practicum I

MC 606 Marriage and Family Counselling (3 credits)

This course provides a study of marriage and family relationships from both a biblical and systemic perspective. It includes an examination of healthy patterns of relationship and looks at major causes and patterns of relational breakdown and problems. It is organized around emphases on family, marriage, and parenting.

Prerequisite: MC 603 Foundations of Marriage and Family Counselling

MC 607 Child Development (3 credits)

Informed by a biblical view of the person of the child, this course considers the stages of child development from infancy until adolescence. Included in the course work are various views of child development, including the Attachment Theory and the Ericksonian developmental stages. Consideration is also given to developmental correlates of abuse and neglect.

MC 608 Adolescent Development and Counselling (3 credits)

Adolescence represents a definable phase in human development. In many ways, it is one of the most complex developmental phases because of the myriad of changes going on during these critical years. This course examines the pilgrimage through adolescence from a number of perspectives. Key developmental theories are examined in light of biblical truth. A historical look at adolescence forms the starting point for exploring adolescent emotional, relational, physiological, moral, and spiritual development.

Note: Course also offered as YF 608 Adolescent Development and Counselling

MC 611 Diagnostic and Statistical Manual of Mental Disorders (DSM) and Psychopharmacology (3 credits)

This course provides a survey of the content of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM) and its use and limitations in the assessment and treatment of personal and relational problems. It also reviews the most commonly prescribed medications used in the treatment of emotional problems. The course familiarizes students in these two areas of mental health practice, but does not equip them to diagnose or prescribe.

MC 613 An Emotionally Focused Approach to Couples Therapy (3 credits)

Emotion Focused Therapy is a short-term approach to the treatment of distressed couples based on a clear conceptualization of relationship distress and adult attachment. The course presents both theory and practice through lecture, video viewing, and practical exercises. It helps students understand relationship distress in an attachment context, the assessment process and specific interventions, how to create change events in therapy, and how to deal with common impasses and difficult issues.

MC 703 Counselling Problems and Procedures (3 credits)

This course is a study of counselling interventions and strategies based on the model defined in MC 603 Foundations of Marriage and Family Counselling. This course deals with an approach to counselling that is suitable for a variety of presenting problems. Issues of counsellor/counsee relationship, processing, and termination are examined.

Practices and procedures of listening and questioning congruent with narrative therapy form the major content of this course.

Prerequisite: MC 603 Foundations of Marriage and Family Counselling

MC 705 Counselling Ethics (3 credits)

Counsellors are involved in a profession that requires awareness of ethical and legal standards of practice. Based on a biblically and theologically informed foundation, this course examines key issues involved in counselling ministries, especially informed consent, confidentiality, multiple role relationships, the sexual prohibition, competency, and legal implications. Special attention is paid to the codes of ethics of the Professional Association of Canadian Christian Counselors and the American Association of Marriage and Family Therapists.

MC 706 Adult Development (3 credits)

A biblical anthropology provides the foundation for this course on the various stages of adulthood. Implications for a counselling ministry are considered from viewpoints which include the family life cycle and the existential and spiritual issues which correlate with the various stages.

MC 707 Procedures in Marriage and Family Counselling (3 credits)

This course takes the marriage and family model of understanding people and relationships and applies it to specific behavioural and relational issues, with a concentration on those issues related to working with families. The focus is on counselling practices, especially the use of questions in the context of family meetings that can help families and

individual family members experience change toward health.

Prerequisite: MC 603 Foundations of Marriage and Family Counselling

MC 710 Crisis and Grief Counselling (3 credits)

This study of the dynamics, techniques, and guidelines for grief and crisis counselling emphasizes crisis and grief as a process (i.e. loss of spouse) and looks at the dynamics of suicidal or domestic crisis.

MC 711 Addictions Counselling (3 credits)

This course is designed to give students an introduction to the various conceptualizations of addiction theory. Understanding addictive behaviour and the impact and effect of addictions on the family system are considered. Basic assessment, intervention, and treatment techniques in working with individuals and families are explored.

MC 712 Dynamics of Abuse (3 credits)

This course unpacks the interpersonal dynamics that make up the context in which abusive relationships occur. Contemporary issues like family violence, sexual abuse, spiritual abuse, and professional misconduct involving sexual abuse set the backdrop for the class discourse.

Prerequisite: MC603 Foundations of Marriage and Family Counselling or professor approval

MC 714 Counselling Systems and Approaches (3 credits)

This survey course looks at a variety of current approaches to counselling and psychotherapy. It includes an extensive survey of systemic approaches, including the influence of postmodern ideas on this

work. The course is intended to provide a broad background in systemic approaches for students of counselling and for others interested in the theological, philosophical, and technical bases of systems theory.

**MC 715 Premarital Counselling
(3 credits)**

This course offers a study of the dynamics of the premarital relationship and of the tools available for premarital counselling and post-marital follow-up. This includes gender issues, human sexuality, communication, conflict resolution, treatment of the wedding ceremony, the pastor’s role, and special circumstance marriages.

**MC 717 Group Counselling Strategies
(3 credits)**

This course provides a look at group-focused counselling ministries from a number of perspectives. It incorporates a “reflecting team” approach to working within groups. The principles studied in this course are applicable to establishing support groups, therapy groups, or simply leading a better Bible study.

**MC 800 Counselling Internship
(non-credit)**

This course begins the transition from learning to practice for those enrolled in the Marriage and Family Counselling major. The main requirement is to provide 300 hours of direct client contact in a setting in which it is possible to also receive 60 hours of supervision from a qualified supervisor. Students incur an annual charge for coverage under the liability insurance carried by Briercreech College and Seminary. (Students are advised to see the Graduate Internship Guide for specific details.)

Prerequisite: MC 603 Foundations of Marriage and Family Counselling, MC 604 Counselling Practicum I, MC 605 Counselling Practicum II, and MC 705 Counselling Ethics

**MC 819 Counselling Specialty
(3 credits)**

This study focuses on a particular emphasis of counselling ministry. The focus of this course varies from year to year.

Note: Course also offered as BT 751 Life in the Mess: A Theology of Forgiveness and Reconciliation

**Research and Experiential Integration
(RD)**

**RD 700 MA Experiential Integration
(non-credit)**

Experiential Integration (EI) is a non-credit component required for all Master’s level programs at Briercreech College and Seminary. EI is designed to take the knowledge, attitudes, and skills acquired in curricular studies and incorporate what students have learned into a practical ministry or work context. Each MA degree has a unique Experiential Integration component and separate syllabi are offered for each. Typically, the EI requirement involves 150-250 hours of some kind of supervised ministry or program-related work. Though EI is non-credit, there is a one-time fee of \$150 for processing, registration, and supervision. Prerequisite: Completion of a minimum of 30 credit hours of the program and permission of the program coordinator. Each program may have additional prerequisites, so students should consult the specific EI syllabus for their program.

RD 701 Research Methods and Design (3 credits)

This course provides intermediate instruction in doing biblical/theological, ministry, and professional research as a life-long learner. Students will learn to select and narrow a research topic, identify and review the relevant literature, design a research methodology, more effectively utilize library resources, collect and organize data, and sharpen their writing, while preparing a proposal for a Specialty Research Project (SRP), thesis, or independent research project under the guidance of degree related faculty member. The course is required by all degree students and must be completed in the first half of their program.

RD 704 M.Div. Experiential Integration (non-credit)

M.Div. students are required to complete four months of full-time mentored Experiential Integration (EI). Students should carefully plan for their Experiential Integration requirements with the faculty supervisor. EI is generally four to twelve months in duration, depending upon the number of hours per week students are able to devote to the ministry. The minimum requirement is four months (17 weeks) full-time and a minimum of 680 hours. Some students choose to complete EI over a longer period while working or studying part-time. Though EI is non-credit, there is a one-time fee of \$150 for processing, registration, and supervision. Prerequisite: Completion of a minimum of 60 credit hours of the program, including CM 600 Spiritual Formation for Ministry and CM 601 Philosophy and Foundation of Ministry. Individual M.Div. tracks may also have additional specific prerequisites.

RD 804 Research Design (3 credits)**DE only**

This course provides students with an opportunity to investigate the approaches, tools, and tasks necessary for careful research. It is an exploration of the ways to investigate, interpret, and present ministry issues, trends, and contradictions.

RD 808 Thesis (9 credits)

In this course, students produce a scholarly work on an approved subject, which gives evidence of their ability to do independent research and think creatively. The thesis must meet the expectations of a faculty thesis committee. Students must obtain a 3.5 GPA in previous course work in order to receive approval to write a thesis.

RD 809 Specialty Research Project (SRP) (3 credits)

This course consists of an advanced study of an issue or topic that is significant in light of the student's anticipated ministry/vocation and his/her major of study.

FACULTY

Resident Faculty

Doug Doyle, M.Div.

Assistant Professor of Pastoral Theology
Program Coordinator, Master of Divinity

Education: BA, University of Toronto, 1978; M.Div. Tyndale Seminary, 1981.

Experience: Associate Pastor, Unionville Alliance Church, 1981-1985; Camp Director, Camp Mimi-Yo-We, 1985-1987; Administrative Director, Ontario Pioneer Camps/Inter-Varsity Christian Fellowship, 1987-1992; Lead Pastor, Redwood Park Church, 1992-2010; Lead Pastor, Fort McMurray Alliance Church, 2012 to present; Faculty, Briercrest College and Seminary, 2012 to present.

David Guretzki, PhD

Associate Professor of Theology, Church and Public Life
Executive Lead for Strategic and Ministry Partnership

Education: BRE, Briercrest Bible College, 1989; MA Historical Theology, Briercrest Biblical Seminary, 1995; PhD, McGill University, 2006.

Experience: Assistant Pastor, Calvary Evangelical Free Church, Lacombe, Alta., 1989-1992; Faculty, Briercrest College and Seminary, 1993-present; President, Canadian Evangelical Theological Association, 2005-2009. Board Member, Evangelical Fellowship of Canada, 2007-Present. Dean of the Seminary, 2006-Present.

Recent Publication: *Karl Barth on the Filioque*. (Ashgate, 2009).

Paul Magnus, PhD

Distinguished Professor of Leadership and Management
Program Coordinator, MA Leadership and Management

Education: Diploma, Briercrest Bible Institute, 1966; BA, University of Saskatchewan, 1969; MA, Trinity Evangelical Divinity School, 1975; BRE Briercrest Bible College, 1983; PhD, Trinity Evangelical Divinity School, 1985; University Associates Coaching Certification series, 1995; Myers Briggs MBTI step I & II Certification, 2010.

Experience: Member, American management Association, 1982-1992; Evangelical Fellowship of Canada Council, 1986-; Evangelical Fellowship of Canada Board Chairman, 1999-; President, Association of Canadian Bible Colleges, 1989-95; Board member, Accrediting Association of Bible Colleges, 1992-95; CHEC Christian Higher Education Council of Canada amalgamation and first council chair, 2004-2007; transition coach, consultant and pastor of Ebenezer Baptist Church, Saskatoon and then Salvation Army church of Moose Jaw, 2004-2007; PJMagnus Coaching and Consulting Ltd. business owner and President, 2006-present.

BBC Faculty, 1969-; Chairman, Dept. of C.E., 1973-76; Director of Christian Service, 1973-76; Dean of Faculty, 1976-83; Dean of Education, 1984-85; Vice President of Education, 1985-89; Provost, Briercrest Family of Schools, 1989-96; Dean of the Seminary, 1989-96; President,

Briercrest Family of Schools, 1996-04;
 Briercrest Seminary Resident or adjunct
 Faculty, 1983-present; Tyndale RJ
 Bernardo Chair of Leadership, 2006-2008;
 Briercrest Seminary distinguished
 professor (and program coordinator) of
 leadership and management and president
 Emeritus, 2008-present.

Eric Ortlund, PhD

Assistant Professor of Old Testament
 Program Coordinator, MA in Theological
 Studies

Education: BA, Hillsdale College, 1998;
 MA Old Testament and Semitic
 Languages, Trinity Evangelical Divinity
 School, 2003; PhD, University of
 Edinburgh, 2006.

Experience: Youth Pastor, Lakeview
 Presbyterian Church, 1998-2000; Member
 (preaching and teaching responsibilities),
 St. Catherine's Argyle (Church of
 Scotland), 2003-2006; Faculty, Briercrest
 College and Seminary, 2006-present.

Currently working on a series which
 would help Pastors and Teachers teach the
 Old Testament in the church.

Tony F. Schnare, MA

Associate Dean of Seminary Students
 Director of Counselling and Health
 Services

Education: B.Th. (Honours), Central
 Pentecostal College, 1990; MA
 Counselling (Award of Excellence),
 Briercrest Seminary, 1992.

Experience: Associate Pastor, First
 Pentecostal Assembly, Moose Jaw, Sask.,
 1991-1992; Pastor, Bethel Tabernacle,
 Dauphin, Man., 1992-1994; IWS
 Counselling and Consulting (private
 practice), Caronport, Sask., 1994-present;

Resident Adjunct Faculty and Director of
 Counselling and Health Services,
 Briercrest College and Seminary, 1995-
 present; President, Professional
 Association of Canadian Christian
 Counsellors, 2001-2006; Mental Health
 Therapist II, Five Hills Health Region,
 Moose Jaw, Sask., 2001-2008; Facilitator,
 Prostitution Offender Intervention
 Program, Regina, Sask., 2001-present;
 Associate Dean of Seminary Students,
 Briercrest College and Seminary, 2004-
 present.

Clinical Member and Supervisor in
 Training, American Association for
 Marriage and Family Therapy; Member,
 International Centre for Excellence in
 Emotionally Focused Therapy; Certified
 Member and Approved Supervisor,
 Professional Association of Canadian
 Christian Counsellors; Member, American
 Association of Christian Counsellors;
 Member, Psychological Society of
 Saskatchewan.

Susan Wendell, PhD

Assistant Professor of New Testament
 Teaching Field: New Testament, Greek

Education: B.Ed. (Great Distinction),
 University of Regina, 2003; MA
 (Theological Studies) (Award of
 Excellence), Briercrest Seminary, 2004;
 PhD, McMaster University, 2009.

Experience: Faculty, Briercrest College
 and Seminary, 2009-present.

Recent Publications:

*Scriptural Interpretation and Community
 Self-Definition in Luke-Acts and the
 Writings of Justin Martyr* (NovTSup 139;
 Leiden: Brill, 2011).

“Interpreting the Descent of the Spirit: A
 Comparison of Justin’s Dialogue with

Trypho and Luke-Acts” in *Justin Martyr and His Worlds* (ed. Paul Foster and Sarah Parvis; Minneapolis: Fortress, 2007).

ADJUNCT FACULTY

Resident Adjunct Faculty

Kevin Daugherty, PhD

Faculty, Briercrest College and Seminary
Teaching Field: Theology

Alan Guenther, PhD

Faculty, Briercrest College and Seminary
Teaching Field: History

Charles Grebe, MA

Faculty, Briercrest College and Seminary
Teaching Field: Hebrew

Charles Hackney, PhD

Faculty, Briercrest College and Seminary
Teaching Field: Psychology

Carl Hinderager, PhD

Faculty, Briercrest College and Seminary
Teaching Field: New Testament

Cal Macfarlane, PhD

Faculty, Briercrest College and Seminary
Teaching Field: Spiritual Formation

David Miller, PhD

Faculty, Briercrest College and Seminary
Teaching Field: Greek

Kenneth Moser, MA

Faculty, Briercrest College and Seminary
Teaching Field: Youth Ministry

James Muir, D.Phil.

Faculty, Briercrest College and Seminary
Teaching Field: Philosophy

Wes Olmstead, PhD

Faculty, Academic Dean of College, and
VP Academic, Briercrest College and
Seminary

Teaching Field: New Testament, Greek

Ellery Pullman, PhD

Faculty, Briercrest College and Seminary
Teaching Field: Developmental
Psychology

Dustin Resch, PhD

Faculty, Briercrest College and Seminary
Teaching Field: Theology

Tim Stabell, PhD

Faculty, Briercrest College and Seminary
Teaching Field: Missions

Dwayne Uglem, EdD

President, Briercrest College and
Seminary
Teaching Field: Leadership

Adjunct Faculty

Blayne Banting, D.Min.

Senior Pastor, Caronport Community
Church, Caronport, SK
Teaching Field: Pastoral Ministry and
Preaching

Sam Berg, D.Min.

Senior Pastor, Calvary Baptist Church,
Regina, SK
Teaching Field: Counselling

Preston Busch, D.Min.

Senior Pastor, Bethany Chapel, Calgary,
AB
Teaching Field: Preaching

Dale Dirksen, DWS

Pastoral Integration, Forest Grove
Community Church, Saskatoon, SK
Teaching Field: Worship Studies

Ian Lawson, MA

Senior Pastor, Evangelical Free Church of
Lethbridge, Lethbridge, AB
Teaching Field: Pastoral Ministry

Manal Guirguis-Younger, PhD
Faculty, St. Paul University
Teaching Field: Psychology

David Lee, D.Min.

Senior Pastor, Sardis Fellowship Baptist
Church, Chilliwack, BC
Teaching Field: Pastoral Ministry

Bruce Hindmarsh, D.Phil.

Professor, Regent College and Seminary,
Vancouver, BC.
Teaching Field: Church History and
Spiritual Theology

Judy Makinen, PhD, C.Psych.

Therapist, Royal Ottawa Hospital and
Ottawa Couple and Family Institute
Teaching Field: Clinical Psychology

Michael Pawelke, D.Min.

Senior Pastor, Compass Point Bible
Church, Burlington, ON
Teaching Field: Pastoral Ministries

James Penner, PhD

Faculty, University of Lethbridge
Teaching Field: Youth

Marv Penner, D.Phil.

Director, Youth Specialties Canada
Teaching Field: Youth Ministry

Bill Webster, D.Min.

Executive Director, Centre for the Grief
Journey
Teaching Field: Counselling

David Wells, MA

President, Pentecostal Assemblies of
Canada
Teaching Field: Pastoral Ministries

Alastair Younger, PhD

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Teaching Field: Psychology